

ABSTRACT

IMPLEMENTATION OF HIDE A WORD GAME IN IMPROVING STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER AT THE EIGHTH CLASS AT MTS NEGERI 1 LAMPUNG SELATAN

(a research result)

BY

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The research is intended to know whether the average score of students' speaking skill who are taught through Hide A Word Game higher than that of those who are taught through translation technique and to describe the influence of Hide a Word Game in improving students' speaking skill. The population is second semester students of eighth class at MTs Negeri 1 Lampung Selatan consisting of 38 students. The students were treated by Hide a Word Game. The data were taken through spoken test after the treatment. The result was compared to those who are taught through translation technique. To analyze the improvement of the students' speaking skill through Hide a Word Game, the writer used *t-test* formula, to test how significant the difference between the score of pre-test and post-test, in which the significance is determined by $p < 0.05$. (Hatch & Farhady, 1982:114). The result shows that *t* test is higher than *t* table with significant level 5 % and 1 % ($37,10 > 1,98 > 2,62$). It means that the average score of students speaking skill who are taught by using Hide a Word Game was higher than that of those students who are taught through Translation Technique at eighth class at MTs Negeri I Lampung Selatan 2016/2017.

Keywords : *speaking skill, game, hide a word game*

I. INTRODUCTION

1.1 The Background of Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. Language is used to communicate by people to express their ideas, feelings, opinion, etc. So language is very important in our life. There are many languages in the world, one of them is English. As an international language, English is widely used all over the world. By using English we can communicate with people from different countries. In Indonesia, English is considered as the first foreign language and taught formally from junior high school up to university level. However students get difficulties to write or speak well, they feel difficult when they have to express

their ideas, or opinion. So learning English does not only know the grammatical rules, but also to be able to use English actively, consequently the students are expected to master four skills therefore the aim of teaching English is to make students master the four skills by using language properly.

Teaching English for children has been current issues in educational field in Indonesia nowadays. However, to use English what we need is to communicate in speaking because speaking is the complex skill among the four language skills which became a problem for most students. Speaking has an important skill in daily life, because it is the main skill in communication. Without speaking we cannot interact with others to communicate and express our ideas and in daily activity everyone must speak for communication, especially in human life. Students' interest on the lesson especially speaking depends on the technique that teachers give to students in the classroom.

In teaching English a teacher should have good strategies and skill in English. English consists of three components and four skills. The three components are phonology, vocabulary and structure, and the four skills are listening, speaking, reading, and writing. One of the three components in language learning is speaking cannot be separated. The teacher should be able to find out ways of how to solve the problems that may appear while teaching learning process is going on. Teacher should be able to choose proper technique and to select the materials which are relevant to the students' condition, need and age.

Based on the preliminary research at MTs Negeri 1 Lampung Selatan the writer found that the students find the difficulties in speaking and feel afraid to express their ideas in spoken form. The students rarely use English in their activity, they cannot reply when the teacher asked them. The students feel afraid to express their ideas in spoken form, the students get difficulties in mastering speaking because the techniques provided by the teacher are monotonous.

To make students interested in teaching learning process especially in English. The teacher should create good atmosphere in the classroom, like: selecting the suitable technique in order to make teaching and learning process run well. Considering this situation the writer would like to solve the problem by Hide A

Word Game in teaching speaking. Hide a Word Game are an important part of teacher repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the learning process their purpose is to reinforce what has already been taught. In the course of a technique, Learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language.

The writer thinks one of the ways to understand about speaking easily is by using Hide a Word Game makes students to get many ideas to create and construct the word into the sentence. By using this game was help the students to speak English in their mind by practicing process.

Regarding to the explanation above, the writer would like to purpose a research entitled **Implementation of Hide a Word Game to Improve Students' Speaking Skill at MTs Negeri 1 Lampung Selatan.**

1.2 The Identification of Problem

Based on the background of problem above, the writer identified the problem as follow:

1. The students find difficulties in speaking
2. The students feel afraid of expressing their ideas in spoken form
3. The English Teacher has never used Hide a Word Game in teaching speaking

1.3 The Limitation of Problem

From the identification of problem, the writer focused and emphasized this research on implementation of hide a word game in improving students speaking skill at the second semester of the eighth class at MTs Negeri 1 Lampung Selatan.

1.4 The Formulation of Problem

The formulation of problem in this research.

1. Is average score of students' speaking skill who are taught through Hide A Word Game higher than that of those who were taught through translation technique.

2. How is the influence of Hide A Word Game in improving students' speaking skill?

1.5 The Objectives and Uses of The Research

1.5.1 The objectives of the research

The objectives of the research as follow:

1. To know whether the average score of students' speaking skill who are taught through Hide A Word Game higher than that of those who are taught through translation technique.
2. Describe the influence of Hide a Word Game in improving students 'speaking skill.

1.5.2 The Uses of Reseach

After doing this the writer expects that the result of this research as follow :

1. Giving consideration for English teachers to apply Hide a Word Game in classroom.
2. Providing information for students about the role of Hide a Word Game improving their speaking skill.
3. As a contribution for educational research development.

1.6 The Scope of The Reasearch

The scope of research as follow :

1.6.1 The Subject of Research

The subject of research is the students at the second semester of the eighth class of MTs Negeri 1 Lampung Selatan.

1.6.2 The Object of Research

The Subject of this research is the students' speaking skill.

1.6.3 The Place of The Research

The place of research is MTs Negeri 1 Lampung Selatan.

1.6.4 The Time of The Research

The research is conducted at the second semester in 2016 / 2017.

II. THE FRAME OF THEORIES, THINKING AND HYPOTHESIS

2.1 The Concept of Language

English is important language which is spoken in many countries as the first, and for Indonesia English as a foreign language. English has many relationships with various aspect for human life. Language is considered as a tool of communication. It is difficult for us to do interaction, communication or express idea without using language. But, beside that we can get more information if we can use language well especially English.

Richard&Rodgers state “language is a system for expression of meaning primary function of language is for interacting and communicating”. (2001:126). From theories above the writer assumes that the function of language is vital and important for our life , we can communicate and express our idea with language to others people in the world especially English. Because English is an international language , with language we can understand what others people says and we can gives the response by making utterance or sign.

Brown (1994:70) says “language is more than a system for communication”. From the theories above the writer assumes that language is tool for communication and very important thing for interacting each other and it is impossible to us to communicate with others without using language. Another idea comes from Larsen and Freeman (2003:2) who state that language is the means for doing something and accomplishing some uroses. It is used to express idea, feeling, agreeing, disagreeing, proposing, clarifying and giving information to the others. Based on the statment above, the writer assumed that every people was not know what they is thinkingout if they doesnt share it to others. By using languange, we can share and finally communication is created. By having communication, our thought, idea band also opinion was be useful. Sharing with others convince to mix our idea with other people idea so that brighter idea born. This brighter idea was help us to create something and even solve the problem. Larsen and Freeman (2003:2) also define the language function as a vehicle for communicating menaing and messages.

The theories from the expert and what the writer assumes is clear enough about language is very important to us as a tool to communicate, express our feeling and ideas. We do not only use the language but also the meaning too, because someone can understand what we say when they know the meaning of our utterance .

2.2 Teaching English as a Foreign Language

In Indonesia, English is regarded as the first foreign language because people in our country do not use English in their daily activity. The teaching of English has been extended to do in elementary school until university level, as local content. Realizing the important of English, it is important for the teacher before teaching it. And there are three kinds in teaching and learning process, there are : teacher, learner, and method of technique. According to Brown (1994: 7) “teaching is showing or helping to learn how to do something giving instruction, guiding in the study of something providing with knowledge, causing to know or understanding”.

From the theories above the writer assumes that teaching as a foreign language is a very important to us to know something and learn something that we dont know before, with teaching as a foreign language we can know and understand about English. and the teacher as a mediator help learner to get material that can increase their knowledge in learning process. The teacher should have a good material and technique well.

According to Fachrurrazy (2002:9) “technique is the spesific activity manifested in the classroom that is consistent with a method , therefore it also in harmony with an approach”. Based on theories above the writer assumes that it needs suitable teaching learning method for students to make them easy to understand what they learn and students can master English.

But the problem is the method and technique of the teaching English that make the student feel bored because the teachers use the monotonous method. And teachers still are on centred, all the activities based on the teacher, and the students are only passive on this process.

Because of that the teaching learning process must involve, and one of them is students centred. Teacher only guides and the student must be active in the classroom, because in Indonesia English is just using it in the classroom not for daily activity.

Besides that the teachers have to select the good material and method based on the students's level. The selection of good materials must fit for the students and the teaching techniques must relevant with the materials and it is the forward the students' achievement. Cohen (1994:30) that the best way to asses "language performance in the classroom may be through a multifaceted eclectic approach, whereby variety methods are used". Based on the theories above the writer assumed that most of the students still consider English is very difficult subject for them. And they feel bored to learn English. So, the teacher must using good method and technique of teaching to make the students enjoy and they do not feel bored in the classroom.

2.3 The Concept of Speaking

According to Thornbury (2005:1) "Speaking is so much part of daily life that we take it for granted" Based on the theories above the writer assumes that learning speaking is important for us for communication. And speaking has an important skill in daily life because we use it for communication with each others. And we can communicate and interactive with other people to share our feeling and we can also know the information by speaking to other people in the world, but when we speak there must be a listener. If we are speak but there is no listener speaking was be meaningless. There must be interaction between two people or more people to make communication.

According to Thornbury (2005:1) that "the average person produces tens of thousands of words a day". The writer assumed that speaking is an important skill and it is a part of daily life. And it is can not be separated in our life because speaking is main skill in communication and without speaking we can not interact with others.

And there is a process between two people there is a listener and speaker to make communication and share their ideas. If there is no relation in it, communication can be meaningless.

2.4 The Concept of Teaching Learning Speaking

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part of second language learning and teaching. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills.

Based on Kayi’s ((Hayriye, Kayi. *Teaching Speaking: Activiies to Promote Speaking in a Second Language*. <http://iteslj.org/techniques/kayi-teachingspeaking.html>) what is meant by “teaching speaking” is to teach learners as follows :

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter .
4. Organize their thoughts in the meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses , which is called as fluency.

The activities to promote speaking based on Kayi’s (Hayriye, Kayi. *Teaching Speaking: Activiies to Promote Speaking in a Second Language*. <http://iteslj.org/techniques/kayi-teachingspeaking.html>)

as follow :

1. Discussions
2. Role play
3. Simulations
4. Information Gap
5. Brain Storming
6. Story Telling
7. Interviews
8. Story Completion
9. Reporting

10. Playing Cards
11. Picture Narrating
12. Picture Describing
13. Find the Different

Here are some suggestions for English language teachers while teaching oral language based on Kayi's (Hayriye, Kayi. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. <http://iteslj.org/techniques/kayi-teachingspeaking.html>) as follow:

1. Provide maximum opportunity to student to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity: for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting question such as "what do you mean? how did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice ..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary before hand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Why learners Do Not speak ?

1. They do not anything to say.
2. They feel silly speaking a language in which they know they are making mistakes.
3. It is artificial to communicate with your classmate in a foreign language.
4. They do not have the English to express the concepts that the teacher wants them to express.
5. It is very tiring to concentrate on producing a foreign language; especially when your level is low.
6. The topic is boring.

Here are suggestion for English language teachers as follows :

1. Create a purpose for class communication.
2. Allow enough time for thinking.
3. Give enough input before students speak.
4. Provide good scaffolding to learners.
5. Select topics suitable for the learners' proficiency level , age ... ect.
6. Create a reward / punishment system for speaking in English.
7. Avoid over correction (Accuracy vs. Fluency).

This is the elements of succesful speaking activity:

1. Provided appropriate input
2. Integrate skills
3. Use variety of aids
4. Create a purpose for speaking
5. Base your lesson on real life situation
6. Tailor to the needs.

2.5 Teaching Learning Language Through Game

We heard a word “game” our mind think that is something fun, enjoyed, and happy. Game can be used at many levels and based on the players age, such as from the kindergarten until university. when we plays game we feel enjoyed and try to be a winner of the game. And the players do not feel tired because in games

usually there is a rewards, score or point. Everybody likes games because it is fun and they do not feel bored. Uberman (1998) says that “game offers students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way”.

Game can be used on teaching learning a language as motivation to learn it. There are hundreds of games that can be used in some connection with language teaching. Most of students naturally like game in their life. Because this element of fun is making a relaxation and enjoyable situation of class. Gibbs in Rixon (1981:3) says”a game as an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objective”.

2.6 The Concept of Hide a Word Game

To increase the students’ speaking skill we can use many ways. One of them is Hide a Word Game . Hide a Word Game is a game to help students active to speak up which are useful and fun for higher level learners that involve speaking fluency. I am eternally grateful to the inside out series orienting me to “Hide a Word”. It’s very possible this activity originated elsewhere and / or is used widely outside of this particular text book but this is where I first heard of it.

(Katie, www.tefllogue.com/in-the-classroom-games-hide-a-word.html)

The teachers provide slips of paper with one common, fairly everyday use word on each. Students can work in teams or individually/in pairs. If they are in teams, one representative from each team gets up to sit with another team. Each team gives the their representative a topic to speak on (the weather, movies, a news story, rivers in this city) of their choice. The representative takes a slip of paper, and must speak about that topic for one minute, and mention the word on the paper during that minute. If the team can guess the word, the team gets a point, if they can’t, the representative’s team gets a point. The representative needs to be good at turning the topic to the word or in slipping it into a relevant comment about the given topic – and doing this on the spot, without much planning. Of course there needs to be some level of playing by the spirit of the rules – by not giving totally off the wall topics on the teams’ parts, and by not speaking wildly

off topic on the representatives' parts. Usually it works, if only because people are just not that creative coming up with topics.

The concept of the game—you set a topic that have to talk about using a secret word and you have to guess the word – is a little confusing, so usually model an example first. Most people have done this with enjoy it; it seems a good way to practice speaking fluency because people are very focused on the content of the “speeches” without dwelling on the grammar.

2.7 The Procedure of Teaching Speaking Through Hide a Word Game

The procedure of teaching speaking by using hide a worde game (Katie, www.tefllogue.com/in-the-classroom-games-hide-a-word.html) as follows :

- The teacher provide slips of paper
- The students can work in teams or individually / in pair
- The teacher divides class into small groups.
- The teacher explains how to play the game
- The team gives their participant to takes a slip of paper , and must speak about that topic for one minutes.
- if the team can guess the word , the team gets a point , but if they can't the respresentative's team gets point.

2.8 The Advantages and the Disadvantages of Teaching Speaking Through Hide a Word Game

2.8.1 The Advantages of Teaching Speaking Through Hide a Word Game

Based on writer's observation , it got the strength of teaching speaking through Hide A Word Game is as follow :

1. It increases the students' speaking skill.
2. It creates enjoyable situation.
3. It creates the students' speak their idea.
4. It creates the students' vocabulary.
5. It creates cooperation situation.

2.8.2 The Disadvantages of Teaching Speaking Through Hide a Word Game

Based on the writers' observation ,the Weakness of teaching speaking through Hide A Word Game is as follow:

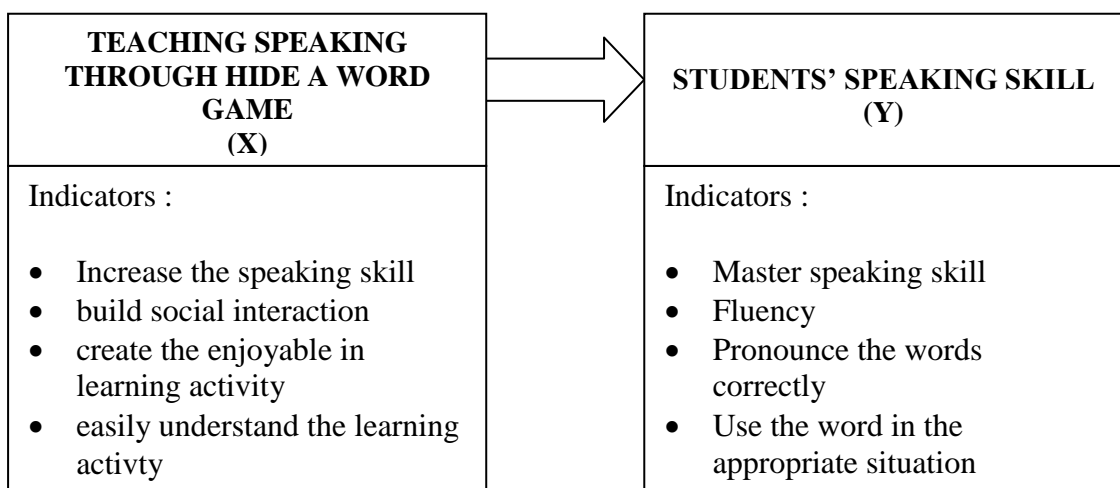
1. The situation of class is usually crowded.
2. The technique of hide a word game is wasting time.
3. The teacher has to prepare the material of this game before playing it.

2.9 Frame of Thinking

As we know that the goal of teaching English is to provide the students with abilities of using language in communication. In this case the writer chooses Hide A Word Game as a material for teaching speaking. This game was increase the students speaking skill because it uses language repeatedly and to build a habit from the structures. And the students more understand and feel challenged in learning and the important thing they interest with the English so the can memorize and revise the word or material longer.

Based on the explanation of the frame of theories that have been discussed above , the writer has assumption that Hide A Word Game can help teacher and students in teaching learning process in the classroom, because games makes them fun and easily to understand.

Picture 1
Diagram of Influence of Hide A Word Game Towards Students' Speaking Skill



Based on the theories above the writer would like to make hypthothesis as follow:

1. The average score of the students' speaking skill which are taught through hide a word game is higher than that of those who are taught through translation technique.
2. There is significant influence of hide a word game towards students' speaking skill.

III. THE METHOD OF RESEARCH

3.1 The Method of Research

This research is conducted at MTs Negeri 1 Lampung Selatan, at the second semester of the eighth class. The function of this research is to know the implementation of hide a word game to improve students' speaking skill. The first class is an as experimental method which is taught by using hide a word games, and the second is as an control class which is taught by using translation instruction.

3.2 The Variable of Research

In this research there are two variables that were investigated , they are :

1. The independent variable in this research is Hide a Word Game, it is symbolized by (X)
2. Dependent variable in this research is students' speaking skill, it is symbolized by (Y)

3.3 The Operational Definition of Variable

1. Teaching Speaking by using Hide a Word Game means that in this research, the writer is going to use Hide a Word Game as the technique in teaching Speaking.
2. The students' Speaking skill is student ability in speaking to describe the media based on the topic given indicated by the scores achieved by the test given.

3.4 The Population, Sample, and Sampling Teaching of Research

3.4.1 The Population of the Research

The population of this research was taken from the students of MTs Negeri 1 Lampung Selatan in 2016/2017 second semester of eighth class consisting of two classes.

Table 1
The Total Number of the Students in the Eighth Class
of MTs Negeri 1 Lampung Selatan in 2016/2017

No	Class	Gender		Total
		Male	Female	
1	VIII A	22	18	40
2	VIII B	20	18	38
3	VII C	21	17	38
4	VII D	18	20	38
5	VII E	17	21	38
	total			192

Source : MTs Negeri 1 Lampung Selatan

3.4.2 The Sample of Research

In this research the writer was take two classes, the first class is the experiment class consisting of 38 students. The second class is control class consisting of 38 students. In experiment class the writer was teach speaking through hide a word game, whereas in control class she was teach speaking through traanslation technique.

3.4.3 The Sampling Technique

The sample is taken by Cluster Random Sampling technique. The step in determining the experimental and control class is as follow :

1. First the writer provided six pieces of small paper contained six classes.
2. Then, the writer took randomly two pieces as the sample of research.
3. The last, the writer got the sample for both of class , experimental and control class.

3.5 The data Collecting Technique

3.5.1 The Main Technique

In collecting the data, the writer uses media for speaking test. The speaking test is based on the topic in this research. It means that in this test , the students should explore and tell something based on the topic given by teacher. In scoring the students' speaking skill, the writer uses the scoring system proposed by (Harris. P David, 1969 : 84) there are :

1. Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension (for oral communication certainly requires a subject to respond to speech as well as to initiate it.

Pronunciation

- 5 : Has few traces of foreign accent
- 4 : Always intelligible, though one is conscious of definite accent
- 3 : Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
- 2 : Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
- 1 : Pronunciation problems so severe as to make speech virtually unintelligible

Grammar

- 5 : Makes few (if any) noticeable errors of grammar or word order
- 4 : Occasionally makes grammatical and / or word-order errors which do not, however, obscure meaning
- 3 : Make frequent errors of grammar and word order which occasionally obscure meaning.
- 2 : Grammar and word- order errors make comprehension difficult. Must often rephrase sentences and/ or restrict himself to basic patterns.
- 1 : Errors in grammar and word order so severe as to make speech virtually unintelligible

Vocabulary

- 5 : Use of vocabulary and idioms is virtually that of a native speaker
- 4 : Sometimes uses inappropriate terms and / or must rephrase ideas because of lexical inadequacies
- 3 : Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary
- 2 : Misuse of words and very limited vocabulary make comprehension quite difficult
- 1 : Vocabulary limitations so extreme as to make conversation virtually impossible

Fluency

- 5: Speech as fluent and effortless as that of a native speaker
- 4 : Speed of speech seem to be slightly affected by language problems

- 3 : Speech and fluency are rather strongly affected by language problems
- 2 : Usually hesitant; often forced into silence by language limitations
- 1 : Speech is so halting fragmentary as to make conversation virtually impossible

Comprehension

- 5 : Appears to understand everything without difficulty
- 4 : Understand nearly everything at normal speed, although occasional repetition may be necessary
- 3 : Understand most of what is said at slower-than-normal speed with repetitions
- 2 : Has great difficulty following what is said. Can comprehend only “ social conversation” spoken and with frequent repetitions
- 1 : Cannot be said to understand even simple conversation English

3.5.2 The Supporting Technique

3.5.2.1 Observation

1. Library

To complete the data collecting technique and to look for the theories, the writer was use library study.

2. Observation

The observation was be done to know the condition in MTs Negeri 1 Lampung Selatan, such as; the students and teachers in teaching learnig process.

3. Interview

To know the students’ and teacher’s condition, the writer also uses interview.

2.5.2.2 Documentation

Documentation is to know the students previous skill of speaking and it is used to complete the data.

2.6 The Validity and Readability of the Test

3.6.1 The Validity

An instrument must be valid that can be used to measure an object correctly. To know the validity of the test, the writer uses content validity test. It means to arrange the test based on the content of English curriculum at junior high school.

3.6.2 The Readability of the test instruction

Before conducting the speaking test, the writer finds the instrument of speaking test in order to know the readability of the test instruction of the speaking test. It is important to set and determine an understandable instruction in administering test. It is necessary since there have been some cases in which students failed to do the test due to their inability to understand the given instruction. The instruction of the speaking test as follows :

Choose one of the following topics and tell the story based on the topic that you have chosen at least 5 minutes in front of the class individually. Your speech test was be recorded and evaluated based on : pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Tell one of your experience!
2. Explain the message of a notice!
3. Tell a story of a fable!

Readability of the speaking test instruction consists of;

- a. Whether the instruction is understandable or not.
- b. Whether the kind of speech test is clear or not.
- c. Whether the topic of the speech test is understandable or not.
- d. Whether speaking indicators to be evaluated are clear or not.
- e. Whether the topics are interesting or not.

Readability of the test items :

- a. Do you understand the instruction of the test?
- b. Is the kind topic of the test in this test started clearly?
- c. Are the topics of the test understandable?
- d. Are the speaking indicators to be evaluated in this test clear?
- e. Are the topics interesting?

To know whether the test is instruction is readable or not, the writer should give try out to the other students out of the samples who have the same level of the samples. The readability of the test can be known from the test that was be given

to the students. If 75% from the respondents answer "yes" to each item, it means that the test is readable.

2.7 The Data Analysis

After giving the test, the writer gets the result of the test. Then, it is analyzed by using the statistical formula, namely t-test. The writer, before using this formula, firstly the writer find variance, and the average rates in normality test.

3.7.1 The Testing of Data Normality

To know the data normality test, the writer uses the following formula:

Ho : The sample of the population that has normal distribution.

Ha : The sample of the population that has not normal distribution.

The formula is :

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

O_i : Observed frequency

E_i : Expected frequency

Look for O_i (observed frequency) and E_i (Expected frequency) the writer was do some steps to know :

1. The total number of the internal class (K)
2. The length of internal (P)
3. The calculating of observed frequency and expected frequency.

The criteria of the test :

Rejected Ho if $\chi^2_{ratio} \geq \chi^2_{table} (1-\alpha) (k-3)$ if has normal distribution, so continued with the testing of homogeneity.

(Sudjana, 2005: 273)

3.7.2 The Testing of Homogeneity

The hypothesis formula is :

Ho = $\sigma_1^2 = \sigma_2^2$ (both samples has the equality of variance)

Hi = $\sigma_1^2 \neq \sigma_2^2$ (both samples have the different of variance)

The statistical formula used is :

$$F = \frac{\text{highest var iants}}{\text{Lowest var iants}}$$

Notes :

F : The homogeneity of variance

S : The standard deviation

Accepted Ho if $F(1-\alpha)(n-1) < F < F_{\frac{1}{2}\alpha}(n_1-1, n_2-2)$, rejected Ha if $F \geq F_{\frac{1}{2}\alpha}(n_1, n_2)$
if the sample comes from normal distribution it is accepted

(Sudjana, 2005: 249-250)

3.7.3 The Hypothesis Test

It is used to prove the hypothesis proposed by the writer whether they are accepted or not, and the writer used T-test formula which is stated as follows:

$$t_{\text{test}} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes :

t : The result of calculation of all data

\bar{X}_1 : The average score of experimental class

\bar{X}_2 : The average score of controlled class

n_1 : The students of experimental class

n_2 : The students of controlled class

S : The square root of variance

With:

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

Notes :

S^2 : The variance

- n_1 : The students of experimental class
- n_2 : The students of controlled class
- S_1^2 : The variance of experimental class
- S_2^2 : The variance of controlled class

(Sudjana , 2005: 239)

3.7.4 The Equality Test of Two Averages

The statistical formula of the hypothesis test are done as follow:

The test of hypothesis is to show influence of using hide a word game towards students's speaking skill

$H_0 : \mu_1 = \mu_2$ (There is no influence of using Hide a Word Games toward students' speaking skill at the eighth class at the second semester at MTs Negeri 1 Lampung Selatan in 2016/2017).

$H_a : \mu_1 \neq \mu_2$ (There is influence of using Hide a Word Games towards students' speaking skill at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017).

The testing criterion :

H_0 is accepted for 5% and 1% if $t_{ratio} < t_{table}$ with $dk = (n_1 + n_2 - 2)$

3.7.5 The Testing of The Different of Two Averages

The hypothesis are :

$H_0 : \mu_1 < \mu_2$ (The average score of students' speaking skill that is taught by using Hide a Word Games is lower or equal to the average score of students' speaking skill that is taught by translation technique.

$H_a : \mu_1 > \mu_2$ (The average score of students' speaking skill that is taught by using Hide a Word Games is higher than the average score of students' speaking skill who are taught by translation technique.

The Testing criterion :

H_0 is rejected if $t_{tes} \geq t_{tab}$ with $dk = (n_1 + n_2 - 2)$

For significant level $\alpha = 5\%$ or 0.05 and $\alpha = 1\%$ or 0.01

(Sudjana, 2005: 239)

IV. THE RESEARCH REPORT

4.1 Result

4.1.1 Research Procedure

The observation was done by the writer knows about the situation and condition of students and teacher of MTs Negeri 1 Lampung Selatan in 2016/2017. Before conducting the writer asked permission to the headmaster first and also English teacher to get the information about the students' speaking skill in English. In conducting the research, the writer did the following steps :

1. Determining the sample of research by using cluster random sampling technique. In this research the writer took a class from 5 classes.
2. Giving speaking pre - test to the sample
3. Giving Treatment to the sample (Class B and Class E)
4. Giving speaking post - test to sample
5. Analyzing the data and making conclusion
6. Writing a report on the result of the research.

4.2.1 The Result of Test on Experiment Class

The writer used the speaking test in experiment class in order to see the students' achievement after they got hide a word game technique. The result of test in experimental class as a source were used to prove hypothesis.

The result of test can be seen from following table and computation.

Table 6
The Score of Students' Speaking Skill on Experiment Class

No. Respondent	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Value (Score)
1	3	3	2	2	2	12	48
2	3	3	3	3	2	14	56
3	4	4	3	4	3	17	68
4	4	3	2	3	3	15	60
5	4	3	3	2	3	15	60
6	5	4	4	4	4	21	84
7	3	3	2	3	3	14	56
8	4	3	3	4	3	17	68
9	2	2	3	3	3	13	52

10	3	2	3	2	2	12	48
11	4	3	3	4	4	18	72
12	3	3	3	4	2	15	60
No. Respondent	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Value (Score)
13	4	4	4	5	4	21	84
14	3	3	3	3	3	15	60
15	4	2	2	3	4	15	60
16	5	3	4	4	3	19	76
17	4	5	3	3	3	18	72
18	4	2	2	4	4	16	64
19	5	3	3	3	3	17	68
20	3	3	2	2	2	12	48
21	4	4	4	3	3	18	72
22	4	3	4	5	3	19	76
23	4	4	4	3	4	19	76
24	5	4	4	4	4	21	84
25	4	4	4	4	4	20	80
26	4	3	3	4	3	17	68
27	2	3	3	2	3	13	52
28	5	4	4	5	4	22	88
29	3	4	4	4	5	20	80
30	4	3	4	4	3	18	72
31	3	3	4	2	3	15	60
32	5	4	4	4	5	22	88
33	3	3	3	2	2	13	52
34	4	4	3	4	4	19	76
35	3	3	4	4	4	18	72
36	4	2	2	4	4	16	64
37	4	3	3	4	4	18	72
38	5	4	4	4	4	21	84
TOTAL						645	2580

From the result above, it showed that the highest score is 88 the lowest score is 48 with students in the class VIII E as experimental class.

4.2.2 The Result of Control Class

The writer used the speaking test in control class in order to see the students' achievement after they got the conventional technique. The result of test in control class as a source were used to prove hypothesis.

The result of test can be seen from following table and computation:

Table 7
The Score of Students' Speaking Skill on Control Class

No. Respondent	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Value (Score)
----------------	---------------	---------	------------	---------	---------------	-------	---------------

1	2	2	2	2	2	10	40
2	3	2	2	2	2	11	44
3	3	3	2	2	2	12	48
4	2	2	1	2	3	10	40
5	3	2	2	3	2	12	48
6	3	2	2	2	2	11	44
7	2	2	2	3	3	12	48
8	3	3	2	2	3	13	52
9	3	2	2	3	2	12	48
10	3	2	2	3	2	12	48
11	2	2	2	2	2	10	40
12	2	3	2	2	2	11	44
13	2	3	3	2	2	12	48
14	2	3	2	3	2	12	48
15	3	3	2	2	3	13	52
16	3	3	3	2	2	13	52
17	3	2	3	2	2	12	48
18	4	3	3	2	3	15	60
19	3	4	3	3	2	15	58
20	4	3	3	2	2	14	56
21	3	3	4	2	3	15	58
22	3	3	2	4	3	15	60
23	3	2	4	3	3	15	58
24	3	3	3	4	3	16	64
25	4	3	3	4	3	17	68
26	3	3	3	2	3	13	52
27	4	4	3	3	3	17	68
28	4	4	4	4	3	19	76
29	3	3	3	3	4	16	64
30	3	3	3	2	2	13	52
31	3	4	3	2	3	15	60
32	3	3	4	3	3	16	64
33	3	3	4	3	3	16	64
34	3	4	4	4	4	19	76
35	3	4	4	4	3	18	72
No. Respondent	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Value (Score)

36	4	3	4	3	4	18	72
37	4	4	3	4	4	19	76
38	4	3	4	4	4	19	76
TOTAL						538	2146

From the result above, it showed that the highest score is 76 and the lowest score is 40 with 38 students in the class VIII B as control class.

4.3 The Data Normality Test of Data

4.3.1 The Data Normality Test of Experimental Class

From the result on table above, it was obtained the highest score was 88 and the lowest score was 48 from (n) 38 respondent.

Span = the highest score – the lowest score

$$= 88 - 48$$

$$= 40$$

Total number of interval class (K) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 38$$

$$= 1 + 3.3 (1,5798)$$

$$= 1 + 5,2133$$

$$= 6,2133$$

$$= 6$$

Length of interval class (p) = $\frac{R}{K}$

$$= \frac{48}{6}$$

$$= 8$$

Then the result above included into table of list distributions frequency as follows :

Table 8
The Distribution List of Frequency of Test Result of Experiment Class

Score	f_1	X_1	X_1^2	$f_1 \cdot X_1$	$f_1 \cdot X_1^2$
48 – 54	6	51	2601	306	15606
55 – 61	8	58	3364	464	26912
62 – 68	6	65	4225	390	25350
69 – 75	6	72	5184	432	31104
76 – 82	6	79	6241	474	37446
83 – 88	6	85,5	7310,25	513	43861,5

TOTAL	38		28925,25	2579	180279,5
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Source : Data Calculation

From the table above, it obtained as follow :

$$\sum Fi.Xi = 2579$$

$$\sum Fi.Xi^2 = 180279,5$$

$$N_1 = 38$$

So it can be searched the average and standard deviation as follow :

$$\bar{x}_1 = \frac{\sum Fi.Xi}{f_1}$$

$$\bar{x}_1 = \frac{2579}{38}$$

$$\bar{x}_1 = 67,86$$

The standars of deviation is :

$$S_1^2 = \frac{[\sum f_1 x_1^2] - (\sum f_1 x_1)^2}{n_1(n_1-1)}$$

$$S_1^2 = \frac{38(180279,5) - (2579)^2}{38.(38-1)}$$

$$S_1^2 = \frac{6850621 - 6651241}{1406}$$

$$S_1^2 = \frac{199380}{1406}$$

$$S_1^2 = 141,80$$

$$S_1^2 = \sqrt{141,80}$$

$$S_1^2 = 11,90$$

The next step are determining the expected frequency (E_i) and observed frequency (O_i) as follows :

1. Delimiting the boundary of the class (X) by subtracting the lowest score in the class by 0,5
2. Calculating Z for boundary of the class with the formula : $Z = \frac{x - x}{s}$
3. Calculating width of interval class by seeing Z value list.
4. Calculating expected frequency () by multiplying width of every interval with the total of the data, that is : that is $E_i = L.n$

From calculating with the formula above, we got the result as follows :

Table 9
The List of Distribution of Expected Frequency and Observed Frequency of Experiment class

<i>X</i>	<i>Z</i>	<i>Z₁</i>	<i>L</i>	<i>E_i</i>	<i>O_i</i>
47,5	-1,78	0,4625	0,0939	3,56	6
54,5	-1,12	0,3686	0,1676	6,37	8
61,5	-0,53	0,2010	0,1811	6,89	6
68,5	-0,05	0,2389	0,219	8,32	6
75,5	0,64	0,3987	0,1518	-5,77	6
88,5	1,73	0,4582	-0,0675	-2,57	6

Source : Data Calculating

Determining X^2 ratio by using the following formula :

$$X_{ratio}^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

O_i = observed Frequency

E_i = Expected Frequency

$$X_{ratio}^2 = \frac{(6-3,56)^2}{3,56} + \frac{(8-6,37)^2}{6,37} + \frac{(6-6,89)^2}{6,89} + \frac{(6-8,32)^2}{8,32} + \frac{(6-5,77)^2}{5,77} + \frac{(6-2,57)^2}{2,57}$$

$$X_{ratio}^2 = 1,67 + 0,41 + 0,11 + 0,64 + 0,09 + 4,57$$

$$X_{ratio} = 7,49$$

The testing creation:

$$\text{Rejected } H_0 \text{ if : } X_{ratio}^2 \geq X^2(1 - \alpha)(K - 3)$$

For the significance level of 5% ($\alpha=0.05$) obtained:

$$X_{ratio}^2 = X^2(1-0,05) (6-3)$$

$$= X^2(0,95) (3)$$

$$= 7,81$$

For the significance level of 1% ($\alpha=0.01$) obtained:

$$X_{ratio}^2 = X^2(1-0,01) (6-3)$$

$$= X^2(0,99) (3)$$

$$= 11,3$$

From the calculation above, it was found at significance level of 0,05 and 0,01 that by:

$$X_{ratio}^2 < X_{table}^2$$

So, the hypothesis is accepted, it means that the data have normal distribution.

So, the hypothesis is accepted, it means the data have normal distribution.

4.4 The Data Normality Test Control Class

From the result on the table, it was obtained that the highest data of control class is 76 and the lowest data is 40 from $n = 38$

Span the highest score of the data – the lowest score of the data

$$= 76 - 40$$

$$= 36$$

The total number of interval class (K) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 38$$

$$= 1 + 3.3 (1,5798)$$

$$= 1 + 5,2133$$

$$= 6$$

The length of interval class (p)

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

$$= \frac{40}{6}$$

$$= 6,66$$

$$= 7$$

Then the result above was included into table of list of frequency distribution as follows :

Table 9
List of Distribution Frequency of The Data Frequency of The Result of Control Class

Score	F ₂	X ₂	X ₂ ²	F ₂ .X ₂	F ₂ .x ₂ ²
40 – 45	6	42,5	1806,25	255	10837,5
46 – 51	8	48,5	2352,25	388	188,18
52 – 57	6	54,5	2970,25	327	17821,5
58 – 63	6	60,5	3660,25	363	21961,5
64 – 69	6	66,5	4422,25	399	26533,5
70 – 76	6	73	5329	438	31974
Total	38			2170	127946

Source : Data Calculating

From the data above, it obtained as follows :

$$\begin{aligned} \sum Fi . Xi &= 2170 \\ \sum Fi . Xi^2 &= 127946 \\ n_2 &= 38 \end{aligned}$$

So it can be searched the average and standard deviation as follows :

$$\begin{aligned} \bar{x}_1 &= \frac{\sum Fi . Xi}{f_1} \\ \bar{x}_1 &= \frac{2170}{38} \\ \bar{x}_1 &= 57,10 \end{aligned}$$

Standard Deviation :

$$\begin{aligned} S_2^2 &= \frac{[\sum f_{1x_1^2}] - (\sum f_{1x_1})^2}{n_1(n_1-1)} \\ S_2^2 &= \frac{38(127946) - (2170)^2}{38.(38-1)} \\ S_2^2 &= \frac{4861948 - 4708900}{38(37)} \\ S_2^2 &= \frac{153048}{1406} \\ S_2^2 &= 108,85 \\ S_2^2 &= \sqrt{108,85} \\ S_2^2 &= 10,43 \end{aligned}$$

The next steps are determining the expected frequency (E_i) and observed frequency (O_i) as follows :

Table 10
List of The Distrubution of Expected and Observed Frequency of Control Class

X	Z	Z₁	L	E_i	O_i
39,5	-1,68	0,4536	0,0871	3,30	6
45,5	-1,11	0,3665	0,1601	6,08	8
51,5	-0,54	0,2064	0,1944	7,38	6
57,5	0,03	0,0120	-0,2171	-8,24	6
63,5	0,61	0,2291	-0,1519	-57,7	6
69,5	1,18	0,3810	-0,0825	-3,13	6
76,5	1,86	0,4635			6

Source : Data Calculating

Determining X2 ratio using the following formula :

$$X_{ratio}^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$X_{ratio}^2 = \frac{(6-3,30)^2}{3,30} + \frac{(6-6,08)^2}{6,08} + \frac{(6-7,38)^2}{7,38} + \frac{(6-(-8,24))^2}{-8,24} + \frac{(6-(-57,7))^2}{-57,7} + \frac{(6-(-3,13))^2}{-3,13}$$

$$X_{ratio}^2 = 2,20 + 0,01 + 0,25 + -24,6 + 70,3 + -26,6$$

$$X_{ratio} = 21,56$$

The testing creation:

$$\text{Rejected } H_0 \text{ if : } X_{ratio}^2 \geq X^2(1 - \alpha)(K - 3)$$

For the significance level of 5% ($\alpha=0.05$) obtained:

$$X_{ratio}^2 = X^2(1-0,05) (6-3)$$

$$= X^2(0,95) (3)$$

$$= 7,81$$

For the significance level of 1% ($\alpha=0.01$) obtained:

$$X_{ratio}^2 = X^2(1-0,01) (6-3)$$

$$= X^2(0,99) (3)$$

$$= 11,3$$

From the calculation above, it was found at significance level of 0,05 and 0,01 that by:

$$X_{ratio}^2 < X_{table}^2$$

So, the hypothesis is accepted, it means that the data have normal distribution.

4.4.1 The Homogeneity Test of variance

After population data had been proven that have normal distribution, so the writer also conducted the test of homogeneity of variance from both data with the following hypothesis formula :

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (both data have the equality of variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (both data have the different variance)}$$

The formula that is used as follows:

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

From the calculation above obtained :

1. the highest variance that is the value of standard deviation from control class ($S_1^2 = 141,80$)
2. the lowest variance that is the value of standard deviation from experimental class ($S_2^2 = 108,85$)

Then next step, the data are included into formula, so we got :

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

$$F = \frac{141,80}{108,85}$$

$$F = 1,30$$

The testing creation:

$$\text{Rejected } H_0 \text{ if: } F_{\text{ratio}} \geq F_{\frac{1}{2}\alpha}(v_1, V_2) \text{ with } V_1 = n_1 - 1 \text{ and } V_2 = n_2 - 1$$

And also it used the significance level 0,05 and 0,01

$$\begin{aligned} \text{For } \alpha = 0,05 \text{ obtained from } F_{\text{table}} &= F_{\frac{1}{2} \cdot 0,05}(37,37) \\ &= 1,09 \end{aligned}$$

$$\begin{aligned} \text{For } \alpha = 0,01 \text{ obtained from } F_{\text{table}} &= F_{\frac{1}{2} \cdot 0,01}(37,37) \\ &= 2,11 \end{aligned}$$

From the calculation above that at level 0,05 and 0,01 were obtained $F_{\text{ratio}} < F_{\text{table}}$, so that H_0 is accepted and it means that the data have homogeneous variance.

4.4.2 The Hypothesis Test

In this research, the writer used ttest formula as follows:

$$t_{\text{test}} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with

$$S^2 = \frac{(n_2-1)S_1^2 + (n_1-1)S_2^2}{n_1+n_2-2}$$

$$n_1 = 38$$

$$n_2 = 38$$

$$\bar{x}_1 = 67,86$$

$$\bar{x}_2 = 57,10$$

$$S_1^2 = 141,80$$

$$S_2^2 = 108,85$$

To test the hypothesis in this research, the writer used a statistical formula of t_{test} as follow :

$$S^2 = \frac{(n_2-1)S_1^2 + (n_1-1)S_2^2}{n_1+n_2-2}$$

$$S^2 = \frac{(38-1)141,80 + (38-1)108,85}{38+(38-2)}$$

$$S^2 = \frac{5246,6 + 4027,45}{74}$$

$$S^2 = \frac{9274,05}{74}$$

$$S^2 = \frac{125,325}{74}$$

$$S^2 = 1,6935$$

$$S = \sqrt{1,6935}$$

$$S = 1,301$$

The next step, the data has been got is included into t_{test} formula:

$$t_{\text{test}} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{test}} = \frac{67,86 - 57,10}{1,301 \sqrt{\frac{1}{38} + \frac{1}{38}}}$$

$$t_{\text{test}} = \frac{10,76}{1,301 \sqrt{0,026 + 0,026}}$$

$$t_{\text{test}} = \frac{10,76}{1,301\sqrt{0,05}}$$

$$t_{\text{test}} = \frac{10,76}{1,301 (0,224)}$$

$$t_{\text{test}} = \frac{10,76}{0,29}$$

$$t_{\text{test}} = 37,10$$

4.4.3 Equality Test of Two Averages Score

The hypothesis are :

Ho 1 : $\mu_1 = \mu_2$ (There is no influence of Hide a Word Game towards students' speaking skill at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017).

Ha 1 : $\mu_1 \neq \mu_2$ (There is an influence of Hide a Word Game towards students' speaking skill at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017).

Test criterion :

The criteria is accepted if H_a1 if $t_{\text{test}} > t_{\text{tab}}$ at significance level 5% and 1% . for the significance level 5% ($\alpha = 0.05$) obtained :

$$\begin{aligned} t_{\text{tab}} &= t_{(1-0,05)(38+38-2)} \\ &= t_{(1-0,05)(74)} \\ &= t_{(0,95)(74)} \\ &= 1,66 \end{aligned}$$

For the significance level 1% ($\alpha = 0.01$) obtained :

$$\begin{aligned} t_{\text{tab}} &= t_{(1-0,01)(38+38-2)} \\ &= t_{(1-0,01)(74)} \\ &= t_{(0,99)(74)} \\ &= 2,36 \end{aligned}$$

Based on the result above, it was found that t_{test} was higher than t_{table} with significance level 5% and 1% ($37,10 > 1,66 > 2,36$). It means that there is an

influence of Hide a Word Game towards students' speaking skill at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017.

4.4.4 Different Test of Two Average Score

The hypothesis are :

$H_0 : \mu_1 < \mu_2$ (The average score of students' speaking skill that was taught by using Translation Technique is lower than the students' speaking skill that was taught by using Hide a Word Game at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017)

$H_a : \mu_1 > \mu_2$: (The average score of students' speaking skill that was taught by using Hide a Word Game is higher than the students' speaking skill that was taught by Translation Technique of the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017)

The alternative hypothesis (H_a) is accepted on this research. The criteria is accepted is

H_a 1 if $t_{tes} > t_{tab}$ at significance level 5% and 1%. For the significance level 5 % = ($\alpha = 0.05$) obtained :

$$\begin{aligned}t_{tab} &= t_{(1 - \frac{1}{2}, 0,01) (38 + 38-2)} \\ &= t_{(1 - 0,025) (74)} \\ &= t_{(0,975) (74)} \\ &= 1,98\end{aligned}$$

For significance level 1% ($\alpha = 0.01$) obtained :

$$\begin{aligned}t_{tab} &= t_{(1 - \frac{1}{2}, 0,01) (38 + 38-2)} \\ &= t_{(1 - 0,005) (74)} \\ &= t_{(0,995) (74)} \\ &= 2,62\end{aligned}$$

Based on the result above, it was found that t_{test} was higher than t_{table} with significance level 5% and 1% ($37,10 > 1,98 > 2,62$). It means that the average score of students' speaking skill who are taught by using Hide a Word Game was

higher than that of those students who are taught through Translation Technique at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017.

4.5 Discussion

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part of second language learning and teaching. Based on Kayi’s (Hayriye, Kayi. *Teaching Speaking: Activiies to Promote Speaking in a Second Language*. <http://iteslj.org/techniques/kayi-teaching-speaking.html>)

what is meant by “teaching speaking” is to teach learners as follows :

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter .
4. Organize their thoughts in the meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

To increase the students’ speaking skill we can use many ways. One of them is Hide a Word Game . Hide a Word Game is a game to help students active to speak up which are useful and fun for higher level learners that involve speaking fluency. (Katie, www.tefllogue.com/in-the-classroom-games-hide-a-word.html)

Based on the result above it can be concluded that if $t_{tes} > t_{tab} = 37,10$ $t_{tab} = 1,98$ and $2,62$. It means that there was a positive influence of teaching speaking through “Hide a Word Game” towards students’ speaking skill at the eighth class at MTs Negeri 1 Lampung Selatan in 2016/2017.

So, the conclusion is in this research this game increase the students' speaking skill because it uses language repeatedly and build a habit from the structures. And the students more understand and feel challenged in learning, and the important thing they interest with English. So, they can memorize and revise the word or material longer. From the result above it can be seen that using Hide a Word Game is higher than using Translation Technique.

V. CONCLUSION AND SUGGESTION

Based on the research that had been conducted at MTs Negeri 1 Lampung Selatan in 2016/2017, it can be concluded as follows :

5.1 Conclusion

1. Learning Speaking by using Hide a Word Game is better than without using Translation Technique.
2. Hide a Word Game as a technique made motivation in learning especially in learning speaking.
3. Using Hide a Word Game is applicable for teaching speaking at the eighth class of MTs Negeri 1 Lampung Selatan.

5.2 Suggestion

From the result and the test of hypothesis statistically have been proven the truth, so in this change the writer would like to give the suggestion as follows :

a. For the teacher :

1. The teacher are suggested to apply Hide a Word Game in teaching speaking in order to built the students' speaking skill.
2. In order to get a great in teaching English especially in presenting new technique for speaking by using Hide a Word Game, the teacher should be able to choose the suitable way and the right time.

b. For the students :

1. The students should practice regularly to improve their speaking skill.
2. In learning English the students should pay attention to the teacher when the teacher explains the lesson.
3. The students should be active in () understanding exercise especially in learning speaking.

c. For the school :

It would be a good idea if the school is facilitated with teaching aids, language laboratory, and the other facilities to support the teaching learning process.

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