

## ABSTRACT

Farida, Lailiyatul. 2017. *Improving the Tenth Grade Students' Speaking Ability by using "Who am I" game at SMK Roudlotul Ulum Lumajang in the 2016-2017 Academic Year*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors : (1) Fitrotul Mufaridah, M.Pd (2) Indah Werdiningsih, M.Pd.

Key Word: Speaking ability, "Who am I" game

Speaking skill is one of the abilities which is very important in studying language because it is used to express their idea, feeling or make a communication in the target language. But related to the condition and situation right now. To solve this problem there must be some ways and solution to improve the students' speaking ability through the available teaching method, in this case the researcher used "Who am I" game to improve speaking ability.

The design of this research is classroom action research. And the action as follows: the researcher gives hand out to the students. They discuss the topic and try to guess what is on the picture. After that, it is corrected together. The researcher gives more information about the picture to make the students easier guess what things on the picture. They were do by their self and try to speak in good pronunciation to answer the question.

In this research, the problem is "How can the use of "Who am I" game can improve English Speaking Ability of the Tenth Grade Students of SMK Roudlotul Ulum Tunjung-Lumajang in Academic Years 2016/2017". The hypothesis of the research is the use of "Who am I" game can improve the students' speaking skill Tenth grade at SMK Roudlotul Ulum in the academic years 2016/2017. And the research subject is X APK class consisting of 30 students. Test and observation are used to obtain the data. In order to calculate the reliability of the test, Alpha formula is used. The data was analyzed using formula  $E = n/N \times 100\%$ .

"Who am I" game improves the students' speaking ability in two cycles from  $M = 53.33$  in Cycle 1 to  $M = 73.33$  in Cycle 2 and the percentage of students scored 75 ( $E = 69.23\%$ ) in Cycle 1 to ( $E = 80.76\%$ ) in Cycle 2. The observation result from 51.78% students' activeness in Cycle 1 to 78.56% students' activeness in Cycle 2. The difference between cycle 1 and cycle 2 is the process of constructing "Who am I" game. Cycle 1 students construct their ideas in one paper for each member but in the cycle 2 each member has their game by their own creation. So, the students able to understand what will they deliver. It can be concluded that "Who am I" game is able to improve the students' speaking ability.