

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents an introduction of this research. It is divided into six parts: the background, the problem, the objective of the research, the operational definition, the significance of the research, and the scope of the research that will be discussed as follow:

#### **1.1 Background of the Research**

Speaking skill becomes an important thing in the term of communication. In Indonesia, students start to learn English from the elementary school up to junior high school, until they graduate from senior high school. Although they have started to learn English since elementary school, their speaking skill does not develop well.

According to Pollard (2008) in Suputri (2013:8) speaking is the one of the difficult aspects for students to master. Everything is involved when speaking: ideas, what will to say, language, how to use grammar and vocabulary and pronunciation. they are very hardly to learn.

The Students concern not only with the four language skills but also with the English components, for Vocabulary, Grammar, Pronunciation, etc.

Meanwhile, those components become a fundamental thing to get speaking skill in English. In fact, it is really complicated problem to master the components in the same time. Brown (2007:1) said that “Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach

beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send receive messages in a second language. Many variables are involved in the acquisition process. Language is not a set of easy steps that can be programed in a quick do-it-yourself kit”

Based on observation conducted by the researcher at SMP 2 BANYUGLUGUR, The Interview of the results found some problems during the teaching and learning speaking itself. The first, it was found that many students were unmotivated, bored, and hard to understand in learning speaking. They were also fear to talk in the class, so that is why they had low ability and score in speaking. The second is they were often hard to pronounce the English words. The last , they did not have the ability to convey their ideas.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more meaningful.

Wright (1983:1) states that games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

In this research, the researcher used board game as a strategy to teaching speaking, this game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, they will not feel depressed to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game will give many advantages for teacher and the students either. Therefore, this study is designed to know how board game can improve students' speaking ability.

## **1.2 The Problem of the Research**

Based on the background of the research above, the problem of this research can be formulated as follow: How can the implementation of Board Game improve students' speaking ability of the eighth grade of SMPN 2 BANYUGLUGUR in the 2018/2019 Academic Year?

## **1.3 The Objective of the Research**

The objective of this research referring to the research problem is to know how the implementation of Board Game can improve student's speaking ability of the eighth grade of SMPN 2 BANYUGLUGUR in the 2018/2019 Academic Year.

## **1.4 The Operational Definition**

The operational definition of the research is necessary in order to avoid misunderstanding of the research concept. The operational definitions in this research cover the following terms:

### **1.4.1 Speaking ability**

Speaking ability: The ability of students to express their ideas, feelings, and thoughts through English speaking orally. The aspects of speaking consists of four aspects: Vocabulary, Grammar, Pronunciation and Fluency.

### **1.4.2 Board Game**

A Board game is a fun game that can help the students to improve their ability in speaking. Board Game can develop students' speaking skill on expressing their ideas on descriptive text especially on describing people. The speaking tests were used as the instrument. This technique improved students' speaking skill in the target language and their accuracy. It also could give positive reinforcement on fluency vocabulary and accuracy while learning within this technique. This technique using an instrument feature picture cards to improve their ideas.

## **1.5 The Significance of the Research**

The result of this Classroom Action Research are expected to give advantages to the following people:

### **1.5.1 The English Teacher**

The result of this research may encourage the English teacher to apply the Board Game in teaching learning process to improve students' speaking ability.

### **1.5.2 The Students**

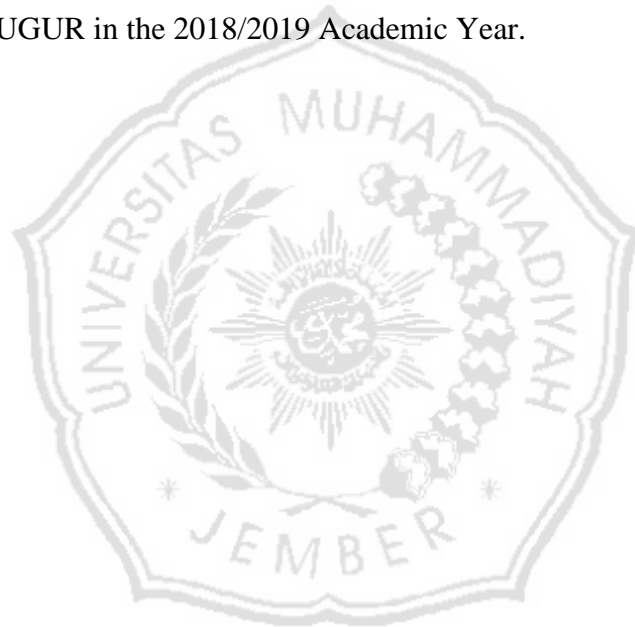
It is expected that students improve their speaking ability through the use of Board Game.

### **1.5.3 Other Researcher**

Hopefully, the result of this research will give information and can be used as a reference for the future researchers to conduct a further research dealing with a similar problem.

### **1.6 Scope of the Research**

The independent variable is the use of Board Game in teaching speaking ability and dependent variable improvement the students' speaking ability. The population or subject is eighth grade students. The location at SMPN 2 BANYUGLUGUR in the 2018/2019 Academic Year.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the theories related of the research topic. It consist of teaching speaking skill, board game, teaching speaking using board game and action hypothesis.

#### **2.1 Speaking**

##### **2.1.1 Definition of Teaching Speaking Ability**

There are some experts who have opinion about meaning of teaching speaking. According to Nunan (in Syafiq and Saleh 2012) teaching speaking is to teach English language to produce the English speech sounds and sounds pattern; (1) use words and sentences stress, intonation pattern and the rhythm of the second language; (2) select appropriate words and the sentences; (3) organize their thoughts in a meaningful and logical sequence; (4) use language as a means of expressing values and judgments; and (5) use the language quickly and fluency. Besides, Syafiq and Saleh (2012) stated that for many years teachers always teach speaking just using repetition of drills or memorization the dialogue but now the teacher should improve students' communicative skills, because in this way students can express their feeling and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In addition teaching speaking is how the teachers can make student produce speech sound and sound pattern to improve students communicative skills.

From the theories above, the writer concludes that speaking ability can help the students to be able communicate each other using target language and also to make them express their feeling.

### **2.1.1.2 The Component of Speaking Ability**

The component of speaking ability is the what aspect influencing how well people speak in English.

#### **a. Vocabulary**

Nugroho (2010:9) states that vocabulary is defined as the “word “in foreign language. Words are perceived as the building blocks upon which knowledge for a second language can be build.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009) as well as Linse (2005) state those learners’ vocabulary development is an important aspect of their language development. In the journal by (Alqahtani, 2015: 22).

#### **b. Pronunciation**

Hewings (in Nugroho 2010:8) stated that pronunciation is feature of speech that includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, word and intonation. This particular component range from the individual sound that make up speech to the way in which pitch the rise and fall of the voice.

**c. Grammar**

Brown (2001:362) states that grammar is the system of rules governing conventional arrangement and relationship of words in a sentence. Grammar is one of the aspects of the language system and essential element of speaking that is related to whether or not the students use correct form of the target language. Teacher has to remember that in teaching the spoken language, he does not only teach how to speak well but also makes the students understand what they mean and mastered the order to speak English well.

**d. Fluency**

Nugroho (2010:9-10) say that fluency refers to the ability to talk with normal levels of continuity, rate, and effort and to think ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and continuity. The key of coherence are logical sequencing of the sentence, clear making of stages in a discussion, narration or argument and the use of cohesive devices. Fluency is the ability to speak communicatively, fluently, and accurately. Fluency refers to express oral language freely without interruption.

**2.1.1.3 Definition of Board Game**

Games can help the students to revise language they learn. “Games also help the teacher to create contexts in which the language is useful and meaningful”. Board game is one of games which is used to help students learn their lessons in English class easily. According to Parlett (1999): “A board game is any that can be played on a flat surface such as a table or floor.” A board game is a game played across a board by two or more players. The board may have markings and designated spaces, and the board game may have tokens, stones,



dice, cards, or other pieces that are used in specific ways through out the game. Based on definition above, board game is a game using flash card and dice. The flash card contains the words that make students easier to arrange the sentences appropriately with the tenses. This game attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They are also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

According to Cormier,J and Lim Sen-Foong (2014), Board Game is a fun game that can help the students to improve their ability in speaking. In this game, students will be divided into groups, each group will get a unique feature picture card. Then, each of the member must describe the contents of the picture card with these unique features. Each group will get 1 picture card feature, where each round will have 1 picture card opened. Each player has a turn for 30 seconds to explain the features in the picture according to the feature card issued. After 30 seconds, the next player must say "Wait, there's more!" And explain the contents of the other features of the feature card that has been explained before. To determine the winner, in the end of the game the teacher will be calculate the scores by assessing the explanation of the contents of the picture card from each group.

According to Metom et al. (2013: 404), related to the rules, the board game has similar concept with monopoli game. A board game cards consist of picture cards, and a dice. Each group has the opportunity to roll colored dice. The color of the dice obtained will determine the image of each group. Then,

illustrated cards that have been obtained must be described by each group member alternately. This will make students more active and courageous in expressing their ideas through words.

#### **2.1.1.4 The Function of Board Game**

Teaching by using Board Game would make some improvements; The student's speaking skill would be better because in the teaching by using board game uses pictures will make the students more' interest and active in speaking.

According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world..

- A. Effective :** Effectiveness is best estimated in relation to your own goals of teaching. Thus what counts as effective in one context may not be so in another. A beautifully polished lecture which provides the solution to a problem may be considered effective if the goal was merely conveying information. If the goal was to stimulate the students to develop the solution then the polished lecture may be regarded as ineffective.
- B. Low-anxiety :** focusing on classroom implications and strategies for reducing anxiety. To decrease anxieties related to instructor beliefs, instructors need to be sensitized to their new role as language teachers in a learning-centered language environment. Instructors can do more pair work, play more games, and tailor their activities to the affective needs of learners. Language games with an emphasis on problem-solving can be an effective way to create interest, motivate students, encourage participation, and reduce language anxiety. Instructors and language

programs as a whole must oversee the construction of fair tests that reflect in-class instruction.

**C. Fun :** Stuart Brown, said that, “ How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul” . In teaching learning, Fun can make the student more enjoying the teachers’ learning, Especially in teaching speaking using board game.

(Hornby, 1995, p. 486)board game can be defined as something or an instrument that is used to attract students’ motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn.

#### **2.1.1.5 Procedure of Board Game in Class Activities**

The teachers begin to explain the materials, the teachers use Board Game in order to make the students have more interests, attention and understand about the material. There are five steps that can be applied when the teacher use Board Game: (1) Making a small group, (2) The teacher use dice and cards media, (3) The teacher patches the cards picture on the board, (4) Give the instruction about the rule of the game to the students, and the last (5) Every group should struggle in describing the content of the picture by using their own words.

### 2.1.1.6 Advantages of Using Board Game in the Classroom

Board game can be method that will give many advantages for teacher and the students either. Buckby (1994), the benefits of board game is to attract the students to learn English because the game is fun and makes them want to have experiment, discovers and interacts with their environment such as:

- A. Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Board game can provide this stimulus. Buckby (1994).
- B. The game context makes the foreign language immediately useful to the children. It brings the target language to life. Buckby (1994).the board game makes the reason for speaking plausible even to reluctant children.
- C. Through playing board game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- D. Even shy students can participate positively.
- E. Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice)
- F. Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, board game, drama. It means learning by playing.

- G. Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.
- H. Help pupils to develop personal reasons for learning English. For example by encouraging 26 out-of –school class activities, e.g. pen friends, project, reading story books.
- I. Make learning English enjoyable and fun-remember you are influencing their attitude to language learning. (Lower as affective filter). It means teacher has to try in order students are having fun in learning (learning by playing). Remember teacher is influencing their attitude to language learning.
- J. Do not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repair their mistakes.
- K. Use a lot of gestures, actions, pictures to demonstrate what you mean. It means teacher has to try to accompany her explanation with method in order to students understand easily. Don't force the students to use the language directly, just give them examples by gestures
- L. Talk a lot to them in English, especially about things they can see. Teacher must teach them by using English, especially about anything in their surroundings.

- M. Play board game, singsongs, say rhymes and chants together. It means teacher has skills in playing board game, singsong etc to make them enjoy and interest in learning.
- N. Tell simple theories in English, using pictures, acting with different voices.
- O. Do not worry when they use their mother tongue. You can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue. It means if the students use their mother tongue, the teacher translate to English and repeat again, again and again to make them always remember what teacher means.
- P. Constantly recycle new language but do not be afraid to add new things or to use words they will not know. Teacher gives new language while remember the last topic.
- Q. Lesson plan with varied activities, some quiet, some noisy, some sitting, some standing and moving, it means the teacher must demonstrate his teaching with several activities (moving teaching), sometimes teacher sit, stand up in front of or behind the students.

### **2.1.3 Teaching Speaking Using Board Game in the Classroom**

To create classroom speaking activities that will develop communicative competence, teacher needs to integrate the purpose of a board game and allow for multiple forms of expression. However, teacher should set up good technique with good procedures of applying board game.

Rahmawati (2012), showed that there were improvements of students' speaking skills after using board games. She stated that the students participated

in the activities and not hesitate and feel shy to speak English. They enthusiastically joined the speaking activities.

There have been several studies related to teaching language using game. The first research was conducted by Rahmawati (2012). The researcher found that most of students were not interested in teaching process since the teacher only gave monotone technique to teach speaking. The students were too shy to share their ideas through speaking because they were lack of grammatical and be afraid of saying something wrong. In order to solve those problems, she used board game to improve the students' speaking skills. The research findings showed that there were improvements in students' speaking skills after using board games.

The second research was conducted by Lia (2015). She found students' speaking skill generally was relatively low. They got difficulties to communicate because they tended to say some words as how they were written. It was not easy for them to remember how a certain word was pronounced because they got the written form before the pronunciation was introduced. The students also got problem in intonation. So she used board game to solve those problems. The findings showed that there were improvements after being taught using board game.

Board games can be used for educational purposes as well. More specifically, there are many studies that indicate the beneficial effects that game playing can bring in teaching and learning of English Language. They can be useful tools to be used in grammar lessons, as there are many positive outcomes that can be seen after several activities have been carried out in the classrooms. Use of a board game may increase the motivation of students to learn English, as

they believe that board game is an interesting and useful method to be used at the school.

Furthermore, board games offer students an enjoyable and relaxing learning environment. While drawing themselves to the games, the students' attention is on the game and not on the grammar or vocabulary elements. Board games help the students to learn and use new words unconsciously. Moreover they assist students to reduce the fear of being judged in public and help them to gain self-confidence. Therefore, this game is effective to be applied in speaking class.

## **2.2 Action Hypothesis**

The Action hypothesis of this classroom action research is formulated as:  
The use of Board Game can improve the Eighth Grade Students' Speaking Ability in SMPN 2 BANYUGLUGUR 2018/2019 Academic Year by patching pictures on the board, and the students describe the picture fulfilled so they can be interested and more enjoyable in the teaching speaking and learning process



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method used in this research. It covers kind of research, design of the research, subject of the research, area of the research, procedure of research, criteria of success and instrument of the research.

#### **3.1 Kind of The Research**

In this thesis, the researcher uses a Classroom Action Research. Action research has the purpose of developing new skill or new approach to solve a problem in the field or the actual problem. In this research, Board Game Strategy is used to Improve The Students' Speaking Ability. Ary et al (2010:512) explains that classroom action research is about taking action based on research and researching the action taken. Action research has been used in a variety of setting including school and environment. It can be used to enhance everyday work practices, to resolve the specific problem, and to develop special project and programs.

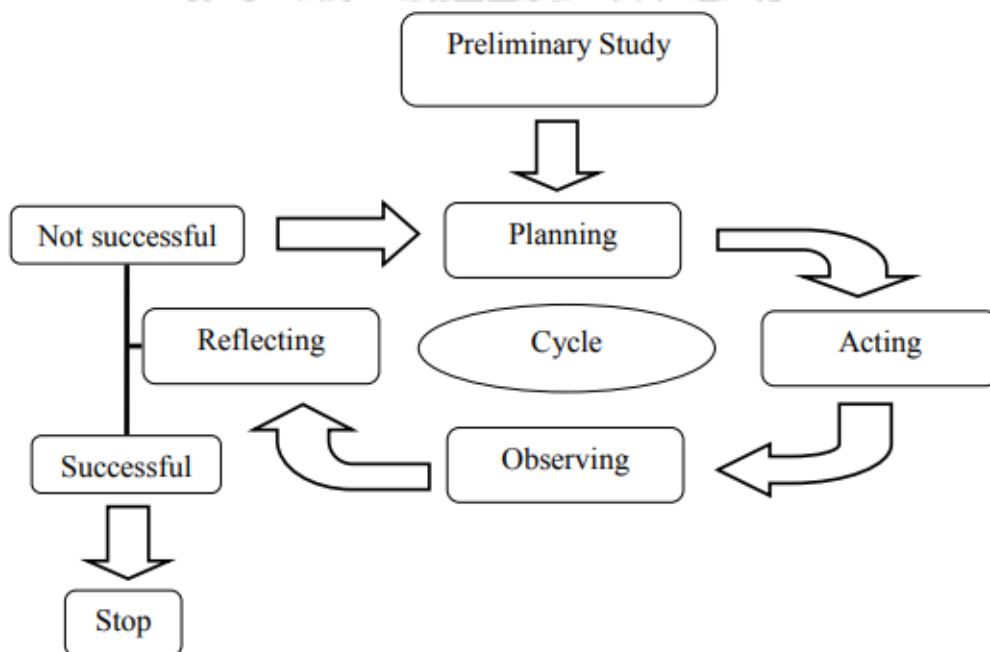
According to Bruns (1999), action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of actions in it by involving the collaboration and corporation of researcher, practitioners and laymen. She adds that action research is contextual,

small-scale and localized. It implies that in doing action research, a researcher identifies and investigates in a specific situation. The purpose of the action research is to make changes and improvements.

### 3.2 Design of the Research

The classroom Action Research with cycle model has been applied in this study. This research is conducted collaboratively with the English teacher which is focused on finding the research problem, especially in teaching speaking through Board Game. According to Arikunto (2010:137), there are four steps to do action research: 1) planning of the action, 2) implementing of the action or acting, 3) class observing and evaluation, and 4) and reflections of the action. If the result of cycle 1 is not satisfied, the cycle would be continued to the next step.

Figure 3.1 the Design of Classroom Action research



(Adopted from Kemmis & Mc Taggart in Arikunto 2010:137)

**The research design above would be described as follows:**

In this **Planning** phase, the researcher prepared lesson plans and the materials. Then we were continued to the **Acting** phase, after all the preparation has been finished the teacher does teaching and learning process and then we were continued to the **Observing** phase, the researcher does the observation towards implementation of the action using Field Notes, The researcher observes the outcome of the intervention and reflected on it is effectiveness. In this **Reflecting** phase is aimed to study about the outcomes intervention between the researcher and the English teacher. If the result do not show the progressive, the researcher could revise the beginning plan and continue to the next cycle.

### **3.3 Subject of The Research**

The subject of this Classroom Action Research is the eighth grade students at SMPN 2 BANYUGLUGUR in the 2018/2019 academic year. There are three classes of eighth grade in that school, and they are 35 students in A Class, 26 in B Class and 22 in C Class. In this case the researcher chose the eighth grade of A class that consists of 26 students. Based on the observation and interview. However, speaking skill of the eighth grade students in A Class still low. They could not communicate well in classroom context. They rarely got speaking practice in the English lessons.

### **3.4 Area of The Research**

In this Classroom Action Research SMPN 2 BANYUGLUGUR was chosen as a place to conduct the research which is located in Banyuglugur district This school was chosen because it is accessible. It is also easier for the researcher to conduct this research.

### **3.5 Procedure of The Research**

Based on the research design, the actions of the research are implemented in some stages as follows:

#### **3.5.1 Preliminary Study**

The procedure of this research begins with a preliminary study by observing the class and interviewing the English teacher on 13<sup>th</sup> December 2018. It is done to know whether or not the students have problem in speaking ability in the classroom.

Based on the interview, they were still taught two skills, reading and writing only. It can be the reason why the students' speaking scores were still low. The English teacher said that the students still got problem in the learning of English speaking. The English teacher also explained the material theoretically in the teaching learning process without asking the students to practice their English in front of the class and it caused them to have difficulty to use of the target language. Besides, the students felt bored to study English.

Based on the teacher's data for the basic speaking skill of the students in the eighth grade, the minimum passing grade in speaking class was 70. There were 26 students in the class, 12 students that got score  $\geq 70$  and 14 students that

got score  $\leq 70$ . From the interviewing English teacher, it could be known that the eighth grade students had problem in learning English, especially in speaking. The researcher got the data only 46% of the students were able to score  $\geq 70$ , it means that less than 70% of the students had good enough score for speaking achievement. An action is really needed to solve the problem above.

### **3.5.2 Planning the Action**

The first step is planning of the action. Before implementing the action in the class, the researcher prepares some activities. They are as follows:

- a. Choosing the themes and sub themes taught in the 2018/2019 academic years.
- b. Selecting the materials used in teaching speaking taken from the students' text book and the internet. They are chosen based on the themes and sub themes taken from the curriculum which is used in the school.
- c. Preparing the way to score the students' speaking test.

### **3.5.3 Implementing**

The implementation of the action is presented in this stage. It is done during the English lesson in the school. The time for implementing this stage in each meeting is about 80 minutes. One cycle consists of three meetings. The two meetings are for the action or teaching speaking ability about inviting, accepting, and rejecting the invitation by using Board Game The rest of the meeting is for speaking test

### 3.5.4 Observing

Observing the action is the process of recording and gathering all relevant data about any aspects that is happening during the teaching and learning process. In classroom action research, the observation is focus on collecting what the data relating with the treatment activity this observation took an important role in this research since what happens within the process of treatment may influence the result of this research.

### 3.5.5 Reflecting

Reflecting is the activity of analyzing the result of observation and test to know how far the development of the strategy's success to solve the problem is or on the contrary what kind of factors can cause failure. The researcher compares the result of the activity with the criteria of success. The purpose of reflection is to find out which of the criteria is achieved or the causes of failure. As long as the criteria of success have not been achieved, the researcher should hold the next cycle until it succeeds.

To calculate the percentage of students in Speaking skill, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of students' speaking skill test.

n = the number of students reaches 70.

N = the total number of students.

(Ali, 1993:186)

### **3.6 The Criteria of Success**

The criteria of success is used to find out whether the implementation of the action is achieved. The target score of speaking ability is 70. Based on the preliminary study there were only 46% of the whole students who scored  $\geq 70$ . It becomes consideration to determine the criteria of success so that, the actions are regarded successful if 70% of students can achieve the minimum standard score requirement that is 70. However if the target not be achieved in the first cycle, the action will be continued at the next cycle.

### **3.7 Instrument of The Research**

Research instrument are some tools used when a research is conducted in a particular method (Arikunto, 2010:192). They are needed, in order to get the data for the research. In this research instrument, the researcher uses asking and answering question and observation.

#### **3.7.1 Speaking Test**

Arikunto (2010:193) stated that test is set of question, exercise or other instruments which are used to measure skill, knowledge by individual or group. Test is used as research instrument in this research to measure students' skill in speaking.

Table 1: oral proficiency scoring categories in speaking

Score	Fluency	Pronunciation	Vocabulary	Grammar
1	No specific fluency description. Refer to other four language implied level of fluency	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs	Errors in grammar are frequent, but the speaker can be understood by native speaker used to dealing with the foreigners attempting to speak his language.
2.	Can handle with confidence but not with facility most social situations, including introductions and casual events, as well as work, family. And autobiographical information.	Accent is intelligible though often quite faulty	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can usually handle elementary constructions quite accurately but does not have through or confident control of grammar.
3	Can discuss particular interest of competence with reasonable ease rarely has to grope has to grope for words	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Able to speak the language with sufficient vocabulary to participate actively in most formal and informal conversations in practical and professional topics. Vocabulary is board enough that he rarely has to	Control of grammar is good. Able to speak language with the sufficient structural accuracy to participate effectively in most formal and informal conversations



			grope for a word.	on practical, social, and professional topics.
4.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	errors in pronunciation are quite rare	Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
5.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to land fully accepted by educated native speakers	Speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural reference	Equivalent to that of educated native speakers.

(Adapted from Brown, 2001: 406 - 407)

### 3.7.2 Field Notes

The researcher and observer used field notes to record activities during the teaching and learning of speaking through board game in the classroom. Including the student's attitude, teacher creativity in presenting the material, and the failure of technique.

The Field note described as follows:

a. The Students

This part is made to know what the students do before the lesson and during the teaching learning process.

b. The Teacher

It is aimed to make notes what the teacher as the researcher does during the teaching learning process.

c. The Technique

At this part, the notes are made to know whether the technique works or not in the teaching process. It is also made to know the students' activeness in teaching and learning process, by means to know the failure and successes of the technique, the effect of the technique in the students' behaviour and development.

d. The Class

The general situation in the classroom when the discussion technique is applied to improve the students' activeness in speaking ability.

### **3.7.3 Validity of the Test**

This research uses content validity that the test items of the test are based on the curriculum. Validity is the most important consideration in developing and evaluating measuring instruments. A test is called valid if it can measure what should be measured (Arikunto, 2010:211).

This research uses content validity, because the content of test or the test material was constructed by considering the indicators to be measured. The test

material was constructed based on K-13 curriculum. This test is valid because the material had been thought and the item of the test based on curriculum.

Table 2: K-13 curriculum

Core competence	Basic competence	Indicator	The items
KI 4. Mengolah, menyaji, dan menalar 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.	4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1. Siswa mendengarkan/menonton interaksi memberi instruksi, mengajak, melarang, minta ijin, serta cara responsnya 2. Siswa mengikuti interaksi memberi instruksi, mengajak, melarang, minta ijin, serta cara responsnya 3. Siswa menirukan model interaksi memberi instruksi, mengajak, melarang, minta ijin	1. Answer the following questions orally! 2. Make the expressions of inviting, accepting, and rejecting invitation with your pair, then present in front of the class!

Based on the table above, we can conclude that the test is valid, because the test is suitable with the curriculum.

### 3.7.4 The Reliability of The Test

According to Arikunto (2010:221), reliability is determined by the carefulness of evaluation instrument and the importance of reliability is consistence, how far the test or instrument can be trusted and believable.

Arikunto (2006:196) states that alpha formula is used to know the reliability of the instrument of which the score is not 1 and 0.

The formula is as follow:

$$r_{11} = \frac{k}{k-1} \frac{(1 - \sum \sigma_1^2 b^2)}{\sigma^2 \tau}$$

Where:

$r_{11}$  : Reliability of The Instrument

$k$  : Number of Scoring Category Item

$\sum \sigma_1^2 b^2$ : Variant Item

$\sigma^2 \tau$  : Total Variant

The Criteria of Coefficient Correlation

0.00-0.20 = Very Low

0.21-0.40 = Low

0.41-0.60 = Fair

0.61-0.80 = High

0.81-1.00 = Very High

Based on the calculation of try out score, it is known that the reliability score is 0,80. So, the item of the test is reliable.