

**THE EFFECT OF USING JUST-A-MINUTE (JAM) GAME ON
THE STUDENTS' SPEAKING ABILITY
AT SMAN 1 LUBUK DALAM
SIAK REGENCY**



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PEKANBARU
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Thesis

Submitted as Partial Fulfillment of the Requirements
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(S.Pd.)



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EXAMINER APPROVAL

The thesis entitled *The Effect of Using Just-A-Minute (JAM) Game on the Students' Speaking Ability at SMAN 1 Lubuk Dalam Siak Regency* is written by Delviana, SIN. 11014200966. It has been approved and examined by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya'ban 10, 1435 H/June 10, 2014 M as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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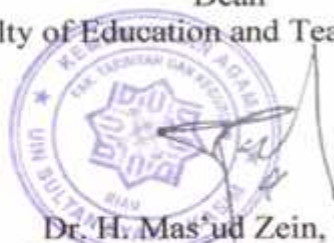
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ABSTRACT

Delviana, (2014): The Effect of Using Just-A-Minute (JAM) Game on the Students' Speaking Ability at SMAN 1 Lubuk Dalam Siak Regency.

There were some problems which were faced by the students at SMAN 1 Lubuk Dalam Siak Regency especially in speaking English and needed the best solution. In preliminary research, researcher found that the students used grammar incorrectly when speaking English. They had lack of vocabulary to produce language orally. Besides, they were unable to understand what the speaker said and to pronounce English words well. Thus, the researcher was interested to conduct the research entitled the effect of using just-a-minute (JAM) game on the Students' Speaking Ability at SMAN 1 Lubuk Dalam Siak Regency.

The design of this research was a quasi experimental research with nonequivalent control group. The main objectives of this research were to know the students' speaking ability taught by using and without using just-a-minute (JAM) game and to find the significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game. The subject of this research was the second year students. The researcher used two classes as the sample of the research. XI IPA 1 was as a control class, XI IPA 2 was as an experimental class. The total number of each class was 23 students. Both of the classes were given pre-test and post test. The treatment was given to experimental class. In collecting the data, the researcher used oral presentation test. In analyzing the data, the researcher used *Independent t-test Formula* in SPSS 17.0 version.

The result of analyzing the data was 11.954. This result was compared with t-table in 5% significance level (2.02) and in 1 % significance level (2.69). t_0 (t_{observed}) was higher than t_{table} . It can be interpreted that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted, $2.01 < 11.954 > 2.68$. The researcher concluded that there was a significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game.

ABSTRAK

Delviana, (2014): Pengaruh Penggunaan Game Just-A-Minute (JAM) terhadap Kemampuan Siswa dalam Berbicara di SMAN 1 Lubuk Dalam Kabupaten Siak.

Permasalahan yang dialami oleh siswa SMAN 1 Lubuk Dalam Kabupaten Siak dalam berbicara bahasa Inggris sangat membutuhkan solusi terbaik. Peneliti menemukan siswa-siswa menggunakan tata bahasa yang kurang tepat sewaktu berbicara. Mereka kekurangan kosakata untuk mengungkapkan sesuatu hal secara lisan. Di samping itu, mereka juga tidak dapat memahami apa yang dikatakan oleh pembicara dalam bahasa Inggris dan juga pengucapan mereka belum sepenuhnya benar. Jadi, peneliti tertarik melakukan penelitian dengan judul pengaruh penggunaan game just-a-minute (JAM) terhadap kemampuan siswa dalam berbicara di SMAN 1 Lubuk Dalam Kabupaten Siak.

Jenis penelitian ini adalah *Quasi Experimental dengan Nonequivalent Control Group*. Tujuan utama dalam penelitian ini adalah untuk mengetahui kemampuan siswa berbicara bahasa Inggris yang diajarkan dan yang tidak diajarkan dengan game just-a-minute (JAM) dan mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa Inggris yang diajarkan dan yang tidak diajarkan dengan game just-a-minute (JAM). Subjek dalam penelitian ini adalah siswa kelas dua. Pada penelitian ini, peneliti menggunakan 2 kelas sebagai sampel di dalam penelitian ini. XI IPA 1 sebagai kelas kontrol, XI IPA 2 sebagai kelas eksperimen. Jumlah siswa masing-masing kelas adalah 23 siswa. Kedua kelas diberikan pretest dan posttest. Pengajaran dengan game just-a-minute (JAM) diberikan kepada kelas eksperimen. Dalam pengumpulan data, peneliti menggunakan tes berbicara. Untuk menganalisis data, peneliti menggunakan *Independent T-test Formula* di SPSS versi 17.0

Hasil dari penelitian ini yaitu 11.954. Penelitian ini dibandingkan dengan *t-table* pada level signifikan 5% (2.02) dan pada level signifikan 1% (2.69) t_o ($t_{\text{observasi}}$) lebih besar daripada t_t (t_{table}). Sehingga dapat disimpulkan bahwa *hypothesis null* (H_o) ditolak dan *alternative hypothesis* (H_a) diterima $2.02 < 11.954 > 2.69$. Jadi, peneliti dapat menyimpulkan ada perbedaan yang signifikan kemampuan siswa dalam berbicara bahasa Inggris antara siswa yang diajar dengan game just-a-minute (JAM) dan yang tidak diajarkan dengan game just-a-minute (JAM).

ديلفيانا () : تأثير استخدام اللعبة فقط - دقيقة (JAM) -
طلاب في المدرسة عالية الحكومية واحدة لوبوك دالم ريجنسي
سياك

المشاكل التي يواجهها لمدسة عالية الحكومية
التحدث اللغة الإنجليزية طلاب باستخدام قواعد اللغة غير
لائق عندما يتحدث. وهم يفتقرون المفردات للتعبير عن شيء لفظيا. بالإضافة إلى ذلك، هم
أيضا لا يمكن أن نفهم ما يقابلها المتكلم باللغة الإنجليزية. هو أيضا ليس صحيحا تماما.
باحثين المهمين في إجراء البحوث عنوان تأثير استخدام اللعبة فقط - دقيقة (JAM) -
على التحدث في لطلاب في المدرسة عالية الحكومية واحدة لوبوك دالم ريجنسي سياك.
هذا البحث هو شبيه التجربة مع مجموعة التحكم غير ما يعادل. الهدف الرئيسي من هذا البحثي
العثور على اختلاف كبير في قدرة الطلاب على التحدث باللغة الإنجليزية في المدرسة عالية الحكومية
واحدة لوبوك دالم ريجنسي سياك بين الطلاب بتدريس مع اللعبة فقط - دقيقة (JAM) وليس
- دقيقة. وكانت المواضيع في هذه الدراسة طلاب الصف الثاني. في هذه
فنتين كعينة في هذه الدراسة. الحادي عشر العلوم الطبيعية
كفاءة السيطرة الحادي عشر العلوم الطبيعية
- . - .
ينفي الاختبار القلبي تعليم مع اللعبة فقط - دقيقة
في جمع بيانات. في جمع بيانات. (JAM)
السيطرة في هذه الدراسة. لتحليل البيانات والباحثين
صيغة الإحصائي للعلوم الاجتماعية .
نتائج تحليل البيانات هو . هذه نتائج بالمقارنة مع جدولتي في مستوى كبير من
() كبير من () ()
تي (تيا جدول). يمكن الاستنتاج أن فرضية العدم (هو) فرضية بديلة (ها) الذي يشير
> < . يمكن للباحثين نستنتج هنا كاختلاف تحسين كبير في قدرة
الطلاب على التحدث باللغة الإنجليزية الطلاب بتدريس مع اللعبة فقط - دقيقة (JAM) وليس
- دقيقة (JAM) .

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