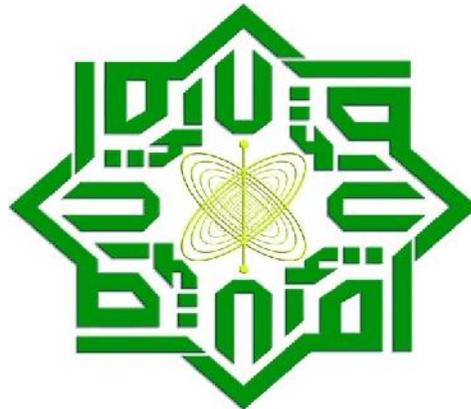


**THE EFFECT OF USING HAPPY FAMILIES GAME TOWARD  
STUDENTS' MOTIVATION IN SPEAKING ENGLISH OF  
THE FIRST YEAR AT STATE SENIOR HIGH  
SCHOOL 1 PANGKALAN KERINCI  
PELALAWAN REGENCY**



**UIN SUSKA RIAU**

**BY**

**LENA**

**NIM. 10814004229**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

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Thesis

Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education  
(S.Pd)



**UIN SUSKA RIAU**

**By**

**LENA**

**NIM. 10814004229**

**ENGLISH EDUCATION DEPARTMENT  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

## Abstrak

Lena (2012) :“Pengaruh Penggunaan Happy Families Game Terhadap Motivasi Siswa dalam Berbicara Bahasa Inggris Siswa Kelas Satu SMAN 1 Pangkalan Kerinci Kabupaten Pelalawan.”

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA. SMAN 1 Pangkalan Kerinci merupakan salah satu pengguna kurikulum tersebut sebagai proses belajar mengajar. Setelah melakukan study pendahuluan di SMAN 1 Pangkalan Kerinci, sebagian siswa pada kelas satu masih memiliki kelemahan dalam berbicara. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Happy Families Game Terhadap Motivasi Siswa dalam Berbicara Bahasa Inggris Siswa Kelas Satu SMAN 1 Pangkalan Kerinci Kabupaten Pelalawan.

Jenis penelitian ini adalah penelitian kuasi eksperimen. Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada motivasi siswa dalam berbicara bahasa Inggris kelas satu SMAN 1 Pangkalan Kerinci antara siswa yang diajarkan dengan Happy Families Game dan yang diajarkan dengan Teknik Konvensional. Subjek dalam penelitian ini adalah siswa SMAN 1 Pangkalan Kerinci kelas satu. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan kelas control. Dalam pengumpulan data, peneliti menggunakan angket dan lembar observasi. Dalam penganalisisan data, peneliti menggunakan SPSS 16.

Akhirnya, peneliti menemukan bahwa motivasi siswa berbicara bahasa Inggris yang diajarkan tanpa menggunakan happy families game pada siswa kelas 1 SMAN 1 Pangkalan Kerinci adalah cukup bagus. Sedangkan motivasi siswa berbicara bahasa Inggris yang diajarkan tanpa menggunakan happy families game pada siswa kelas 1 SMAN 1 Pangkalan Kerinci adalah bagus dapat disimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak. Jadi, ada perbedaan peningkatan yang signifikan terhadap kemampuan siswa dalam berbicara bahasa Inggris antara siswa yang diajarkan dengan Happy Families Game dan siswa yang diajarkan tanpa menggunakan happy families game.

## Abstract

Lena (2012) : “The Effect of Using Happy Families Game toward Students’ Motivation in Speaking English of the First Year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency.”

Based on the school based curriculum (KTSP), speaking is one of the skills in mastering English that must be taught and learned in senior high school. SMAN 1 Pangkalan Kerinci is one of the schools that used it as a guide in teaching learning process. After doing preliminary observation at SMAN 1 Pangkalan Kerinci, some of the students of the first year still had low motivation in their speaking. Thus, the researcher interested in conducting the research entitled The Effect of Using Happy Families Game toward Students’ Motivation in Speaking English of First Year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency.

The type of research was quasi-experimental research. The main focus of this research was to find out a significant difference of students’ motivation in speaking English at the first year of SMAN 1 Pangkalan Kerinci between students who were taught without using Happy Families Game and who were taught by using Conventional Method. The subject of this research was the second year students of SMAN 1 Pangkalan Kerinci. In this research, the researcher took two classes; experimental and control class. In collecting the data, the researcher used questionnaire and observation list.. In analyzing the data, the researcher used SPSS16.

Finally, the research found that the students’ motivation in speaking English that is taught without using happy families game of the first year at SMAN 1 Pangkalan Kerinci is categorized into enough level. And the studens’ motivation in speaking English that is taught by using happy famies game of first year at SMAN 1 Pangkalan Kerinci is good level . Ha was accepted and Ho was rejected In conclusion, there was a significant difference of students’ motivation in speaking English between students who were taught by using happy families game and who were taught without using happy families game.

لينا (2012) : (happy families game) على تشويق الطلاب  
التكلم اللغة الإنجليزية طلاب الفصل الأول بالمدرسة العالية الحكومية 1 فنجالان  
كيرنجي كابوفاتين فيلالاوان.

بالإستناد إلى منهج satuan pendidikan (KTSP), التكلم هو احد المهارات في إتقان اللغة  
الإنجليزية الذي يجب ان يُعلّم و يُدرّس في مرحلة المدرسة العالية. المدرسة العالية الحكومية 1 فنجالان كيرنجي  
هي إحدى المدرسات التي تستعمل تلك المنهج. و بعد أن نفل الملاحظة لأولي في هذه المدرسة العالية الحكومية  
, كان بعض الطلاب الفصل الأول عندهم تشويق منخفض في التكلم. فلذلك, رغب الباحثة في الشكلة و تريد  
بجتها بالموضوع " أثر إستخدام (happy families game) على تشويق الطلاب في تكلم اللغة الإنجليزية  
طلاب الفصل الأول بالمدرسة العالية الحكومية 1 فنجالان كيرنجي كابوفاتين فيلالاوان "

ونوع هذا البحث هو بحث شبه تجرّية. والتعديل الأول فيه ليجد فرقا هاما في تشويق الطلاب في مهارة  
تكلم اللغة الإنجليزية فصل الأول بالمدرسة العالية الحكومية 1 فنجالان كيرنجي بين الطلاب الذين يُعلّمون بلعبة  
happy families game و الطلاب الذين يُعلّمون بالطريقة الإتفاية. فرد البحث فيه طلاب الفصل  
الأول بالمدرسة العالية الحكومية 1 فنجالان كيرنجي. الباحثة أخذت فصلين في هذا البحث : فصل التجريبية و  
فصل الضبط. الباحثة إستخدمت الإستبيان و قائمة الملاحظة. و الباحثة إستخدمت SPSS 16 لتحليل  
البيانات.

وفي النهاية وجدت الباحثة أن توثيق الطلاب الذين يعلمون بغير (happy families game) في  
تكلم باللغة الإنجليزية في طلاب فصل الأول بالمدرسة العالية الحكومية 1 فنجالان كيرنجي هي في درجة كفي  
الجيد. و توثيق الطلاب الذين يعلمون بإستخدام (happy families game) في تكلم باللغة الإنجليزية في  
طلاب فصل الأول بالمدرسة العالية الحكومية 1 فنجالان كيرنجي هي في درجة الجيد. .وبالإستناد إلى قيمة  
الهامة المذكور, كان Ha مقبول و Ho مردود. والتائج, هناك الفرق التقدم الهام على توثيق الطلاب في تكلم  
اللغة الإنجليزية بين الطلاب الذين يعلمون بلعبة happy families game و الطلاب الذين يعلمون بغير  
(happy families game)

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

Pekanbaru, July 5 2012

The researcher

LENA  
NIM: 10814004229

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Problem**

Speaking is one of the activities which is done by English students and it is one of the language skills. Speaking cannot be produced by students without having skill of grammar well and enough vocabulary along with part of speech in English itself. In speaking, we have to share an idea directly, without thinking for its writing. According to Nunan, “speaking is harder than reading, writing, and listening for two reasons. First, unlike reading or writing, speaking happens in real time. Second, when you are speaking, you cannot edit and revise what you want to say, as you can if you are writing.”<sup>1</sup> It means that speaking is totally natural, speaking in a language is anything simple and there is a limited time for speech during conversation.

Luoma states that “speaking skill is an important part of the curriculum in language teaching, and this makes it an important object of assessment as well”.<sup>2</sup> The definition implies that, in speaking process, the students will be able to understand about the language used by speaker.

State Senior High School (SMAN) 1 Pangkalan Kerinci is one of the senior high schools located in Pangkalan Kerinci. As a formal education, SMAN 1 Pangkalan Kerinci also provides English to students, especially in speaking skill. Based on School Based Curriculum (KTSP) in 2011/2012, the purpose of learning

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<sup>1</sup> David Nunan. *Practical English Language Teaching*. Sydney. Mc Graw Hill.2003. p. 48

<sup>2</sup> Luoma Sari.. *Assessing Speaking*.cambridge: New York. 2004 p.1

English in SMAN 1 Pangkalan Kerinci, especially in speaking skill, is to express the meaning of formal and informal transactional and interpersonal conversation accurately and fluently which uses various spoken ways (expressing introduction, meeting and leaving)<sup>3</sup>. Then, at SMAN 1 Pangkalan Kerinci they have characteristics of score cumulative minimum standard (KKM) that student must follow. It is 75. The students must be getting the higher score than their KKM, it can help them to finish their final evaluation.

Based on the writer's preliminary observation at SMAN 1 Pangkalan Kerinci, English subject has been taught since the first year of English teaching period. It was taught twice in a week with time duration 45 minutes for one hour learning process. The teacher teaching at the first year of State Senior High School 1 Pangkalan Kerinci was based on the curriculum and syllabus. the teacher taught the students by using conventional strategy. It means that the teacher gives explanation to the students about the materials and then the teacher asks the students to question and give responds. That is done by the teacher continuously.

From the explanation above, ideally the students at the first year of SMAN 1 Pangkalan Kerinci should be motivated to speak English in the class. In short, they have no problem with speaking. The fact has shown that the students are quite difficult and nervous to communicate by using English. In class, the students get difficulties and nervous or afraid of using English for communicative objectives even in the simple form. Ur states that "some problems that may prohibit the students to develop their speaking skill, are inhibition, lack of ideas to

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<sup>3</sup>Claudia. Syllabus of SMAN 1 Pangkalan Kerinci 2011/2012. Pangkalan Kerinci: unpublished, 2012

say, low participation, and students' preference to use their mother tongue language."<sup>4</sup> So, the statement above explains that the teacher has to be able to find out a good technique in order that her students become active and can encouraged to speak in the class.

These cases are seen from the phenomenons as follows:

1. Some of the students do not pay attention to the teachers' explanation about speaking assignment.
2. Some of the students leave the class in speaking session.
3. Some of the students are not interested in speaking course.
4. Some of the students feel difficult to express their ideas in speaking English .
5. Some of the students often refuse to do their speaking performances.

Based on the symptoms above, the writer tries to solve the problem by offering one teaching technique of teaching speaking called happy families game. The reason why the writer chooses happy families game because it can be very useful technique in teaching speaking. According to John that happy families game is a card game with a special picture cards depicting the member of family or job types<sup>5</sup>. Besides that, happy families game is a game that uses card sort encourages students to talk and clarify their ideas as they sort through the related information<sup>6</sup>. So, it is clear enough that happy families game is very good

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<sup>4</sup> Penny Ur. *A Course in Language Learning: Practice and Theory*. New York: Cambridge University Press. 1996. p.121.

<sup>5</sup> John McLeod. *Go Fish, Authors, Happy Families, Quartet*. Last Updated: 29<sup>th</sup> October 2008

<sup>6</sup> [www.geography.org.uk/conference](http://www.geography.org.uk/conference).

technique used for teaching speaking. It encourages students to build their confidence in speaking.

Based on the description of phenomena, the writer is interested in conducting a research entitled: “THE EFFECT OF USING HAPPY FAMILIES GAME TOWARD STUDENTS’ MOTIVATION IN SPEAKING ENGLISH OF THE FIRST YEAR AT STATE SENIOR HIGH SCHOOL 1 PANGKALAN KERINCI PELALAWAN REGENCY”.

## **B. The Definition of the Term**

To avoid misunderstanding in comprehending the title, it is important for the writer to explain the terms used in this research.

### 1. Happy Families Game

The happy families game is a card game traditionally with feature pictures of family member or job types<sup>7</sup>. In this research, happy families game is a technique used by the researcher to know its effect toward students’ motivation in speaking of the second year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency.

### 2. Motivation

motivation is the extend to which you make choices about goal to pursue and the effort you will devote to that pursue”<sup>8</sup>. It is obvious that motivation is conditions that cause a person to begin an activity and p ursue it with vigor and persistence. In this research motivating of the second year

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<sup>7</sup> www.Designbase. Safari Pals Ltd. All rights Reserver. Terms & Condition. 2008-2012

<sup>8</sup> H.Brown Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman: San Francisco State University. .2007 p.85

students at State Senior High School 1 Pangkalan Kerinci in speaking is researched by writer by using happy families game.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problem mentioned above, the identification of the problem of the research is:

1. Why are some of the students shy to speak English in front of the class?
2. Why do some of the students leave the class in speaking session?
3. Why do most of the students uninterested in speaking course?
4. Why are some of the students feel difficult to express their ideas in speaking English?
5. Why do some of the students often refuse to do their speaking performances?

### **2. The Limitation of the Problem**

Based on the identifications of the problem above, there are some problems involving in this research. As mentioned before, some of the students are shy to speak English in front of the class , some of the students leave the class in speaking session. The problems could be caused from technique that is used before. It demonstrates that application of the technique that teachers use three-phase technique is less effective in students' motivation in speaking. Therefore, the writer limit the problem on the

teaching technique used by the teacher. The writer would try to use a new teaching technique called happy families game and to find how far happy families game can give significant effect toward students' motivation in speaking English of the first year at SMAN 1 Pangkalan Kerinci Pelalawan Regency.

### **3. The Formulation of the Problem**

1. How is students' motivation in speaking English taught without using happy families game of the first year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency?
2. How is students' motivation in speaking English taught by using happy families game of the first year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency?
3. Is there any significant effect of using happy families game toward students' motivation in speaking of the first year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency?

### **D. The Objectives and Significanses of the Research**

#### **1. The objectives of the research**

- a. To find out the information about students' motivation in speaking English taught by using happy families game.
- b. To get the data about students' motivation in speaking English taught without using happy families game .

- c. To obtain the information about the effect of using happy families game toward students' motivation in speaking English.

## **2. The Significanses of the Research**

- a. To the writer as a researcher in term of learning how to conduct a research.
- b. To get information about how students' motivation in speaking English at the first year of State Senior High School 1 Pangkalan Kerinci Pelalawan Regency who were taught by using happy families game (Three-phase Technique) and without using it.
- c. These research findings are also expected to justify the existing theories on teaching and learning English as L2/ L1, and for those who are concerned with the current issues on learning teaching English.

## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. Review of Related Theory

##### 1. The Concept of Happy Families Game

###### a. The Definition of Happy Families Game

According to Ersoz games are highly motivating since they are amusing and at the same time challenging.<sup>1</sup> Games are highly motivating because they encourage and increase cooperation, they can be used to give practice in all their language skills and also can be used to practice many types of communication. W. R. Lee also pointed out that game make students use the language instead of thinking about learning the correct forms.<sup>2</sup> It means game makes students highly motivated and entertained. Besides it can give shy students more opportunity to express their opinions and feelings.

Games which are designed to provoke communication between students frequently depend on an information gap. So that one student has to talk to a partner in order to puzzle, draw a picture (describe and draw), put thing in the right order (describe and arrange), or find similarities or differences between

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<sup>1</sup> <http://iteslj.org/Lessons/Ersoz-Games.html>. Journal, Vol. VI, No. 6, June 2000

<sup>2</sup> [http://iteslj.org/Lesson/AgnieszkaUberman-The Use of Games:for Vocabulary Presentation and Revision.html](http://iteslj.org/Lesson/AgnieszkaUberman-The%20Use%20of%20Games:for%20Vocabulary%20Presentation%20and%20Revision.html).

picture<sup>3</sup>. So, students should pay attention to willingness and how to say as well as to whom appropriately.

#### b. The Advantages of Happy Families Game

There are some of the advantages of using this game<sup>4</sup>:

1. Encourages students to talk and clarify their ideas as they sort through the related information.
2. The teacher can move around listening to the discussions and helping/clarifying ideas.
3. The student are able to support each others' learning.
4. Can be repeated and the time is taken to complete the exercise note.
5. The students can be asked to assess their knowledge before and after the exercise.

Language learning is a difficult task which can cause frustration to students. The teacher must create strategies to encourage the students understanding of language.

Lee Su Kim states that there are many advantages of using games in the classroom<sup>5</sup>.

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.

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<sup>3</sup> Jeremy Harmer. *The Practice of English Language Teaching Third Edition*. Cimbridge: UK., Longman. 2001.p. 272

<sup>4</sup> [www.geography.org.uk/conference](http://www.geography.org.uk/conference)

<sup>5</sup> [http://Lee Su Kim-Games.html](http://Lee%20Su%20Kim-Games.html). Vol 33 No 1, January - March 1995 .P.35

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills (speaking, writing, listening and reading).
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

From these definitions above, games can make classes fun. So that, the students are having fun and they will feel that learning English is very interesting.

## **2. The Nature of Speaking**

Speaking is a language skill or means of communication in which one can express his ideas or information to others in spoken form. It is a complex language skill because one needs to find ideas or information before speaking. The ideas or information are then arranged in a good order.

According to Brown “speaking is oral interaction where participants need to negotiate meaning contained in ideas, feelings and information, and manage in terms of who is to what, to whom and about what”<sup>6</sup>. Furthermore, Bygate points out that speaking is that the participants need constantly to negotiate meaning<sup>7</sup>.

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<sup>6</sup> Douglass Brown. *op.cit.* p.40

<sup>7</sup> David Nunan. *Language Teaching Methodology a Textbook for Teachers*. Sydney: Macquarie University. 1991. p. 40

Brown states that speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic. This type of speaking has several important features.<sup>8</sup>

1. It is transactional. Its purpose is to communicate information rather than to maintain social contact as the case with most interactional speaking.
2. It involves taking a long turn. It is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organised way.
3. It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.
4. The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.
5. It often needs teaching as it is a skill that is not a part of typical language use.

There are many characteristics of a successful speaking activity that should be learned by students:<sup>9</sup>

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

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<sup>8</sup> Nation, I. S. P. *Teaching ESL/EFL listening and speaking*. New York: Routledge. 2009. p. 122

<sup>9</sup> Penny Ur. *A Course Language Teaching Practice and Theory*. Cambridge: University Press. 1997. p. 120

2. Participation is even. Classroom discussion is not dominated by a minority of talk active participants, all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level language accuracy.

Based on the characteristics above learners should have participants to speak in the classroom discussion. So that each learner has interest to speak English.

### **3. The Nature of Motivation**

Motivation involves the processes that energize, direct, and sustain behavior. That is motivated behavior is behavior that is energize, directed, and sustained. According to Oemar,” motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction”.<sup>10</sup> while Brown states that, “motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit”.<sup>11</sup> Meaning that, motivation refers to the choices of people to make to what

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<sup>10</sup> Oemar Hamalik. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara. 2004. p.158

<sup>11</sup> Brown H. Douglas. *Teaching by principles: an interactive approach to language pedagogy*. San francisco: longman. 2007.p. 85

experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.

Patel points out that “motivation is a term which occurs in discussion of second rather than first language learning”.<sup>12</sup> It is easier and more useful to think in terms of the motivated learner, one who is willing or even eager to invest effort in learning activities and to progress. Learners’ motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.

There were four of perspective on motivation that different psychological perspective explain motivation in different ways:<sup>13</sup>

1. The behavior perspective

The behavioral perspective emphasizes external rewards and punishments as keys in determining a student’s motivation.

2. The humanistic perspective

Stresses student’s capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to other).

3. The cognitive perspective

The students’ thought guide their motivation. this interest focuses on motivation ideas as students’ internal motivation to achieve

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<sup>12</sup> Patel, Praveen M. Jain. *English Language Teaching: methods, tools & techniques*. Jaipur: Sunrise. 2008 . p.41

<sup>13</sup> John W. Santrock. *Educational Psychology*. New York: Mc Graw Hill. 2006.p.415

attributions and their beliefs that they can effectively control their environment.

#### 4. The social perspective

The students need for affiliation or relatedness is the motive to be securely connected with other people.

Motivation be classified as intrinsic and extrinsic motivation. Intrinsic and extrinsic motivations are very important in achieving goal of the second language. Extrinsic motivation involves doing something to obtain something else (a mean to an end), it is often influenced by external incentives such as rewards and punishment.<sup>14</sup> Furthermore extrinsic motivation is caused by any number of outside factors, for examples, the need to pass an exam, the hope of financial reward, or the possibility of future travel.<sup>15</sup>

Extrinsic motivation refers to the performance of an activity. Extrinsic motivation is perceived to help achieve valued outcomes that are distinct from the activity itself, such as improving job performance, pay, etc. Intrinsic motivation refers to the performance of activity for no reason other than the process of performing it.<sup>16</sup> Meaning that the motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people.

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<sup>14</sup> Ibid. p. 418

<sup>15</sup> Jeremy Harmer. *Op. cit.*,p. 51

<sup>16</sup> Nurul Atika Abdullah.,et.all. *The Attitude and Motivation of English Language*. MOJIT: Vol. 3, No.1. 2006. pp 59

While intrinsic motivation involves the internal motivation to do something for its own sake, example praise also can enhance students' intrinsic motivation.<sup>17</sup>

However, there are several points about understanding motivation and choosing strategies for enhancing motivation:<sup>18</sup>

1. The motivation knowledge base has not been widely disseminated in forms that provide teachers with the basis for effective strategy decision making. Thus, we might assume that the teacher was unaware of other potential strategies for maintaining motivation.
2. The motivational dynamics of success and failure must be understood, especially students' reactions to them.
3. Some strategies are more powerful than others. Powerful strategies are likely to be more complex or involve combinations of motivational variables that increase the strength of a strategy.
4. The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem.

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<sup>17</sup> John W. Santrock. *Op. cit.*, p.418

<sup>18</sup>M. Kay Alderman. *Motivation of Achievement: Possibilities for Teaching and Learning*. London: Lawrence Erlbaum Associates. 2004.P.15

## B. The Relevant of the Research

According to Syafi'i relevant research is required to observe some previous researches conducted by other researches in which they are relevant to our research itself.<sup>19</sup>

In 2009,<sup>20</sup> Hardi Mulia had a research entitled "*The use of guessing word game technique to increase the students' motivation in speaking English of the second year students of SMPN 1 Muara Lembu*". In his research, he found that there was significant effect of guessing word game technique to increase the students' motivation in speaking. In this research shows that the students where taught by using guessing word game technique could improve students' achievement in speaking English.

And this research also has relationship by preliminary Iis Faizah in 2009.<sup>21</sup> Conducted a research under the title "*A comparison on the students's motivation in learning English between with and without using total physical response (TPR) method of the first year students of SMP N 03 Dayun*". In her research, she found out that there was a significant of students' motivation in learning English by using Total Physical Response (TPR). In her conclusion stated that the implementation of Total Physical Response was prove to be effecteiiive in

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<sup>19</sup> M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru: 2007. p. 122.

<sup>20</sup> Hardi Mulia. *The Use of Guessing Word Game Technique to Increase the Students' Motivation in Speaking English at SMAN 1 Muara Lembu*. 2009. Unpublished.

<sup>21</sup> Iis Faizah. *A Comparison on the Students' Motivation in Learning English Between with and without Using Total Physical Response (TPR) Method at SMPN 03 Dayun*. 2009. Unpublished.

increasing the students' motivation in speaking English at the first year students of SMP N 03 Dayun.

### **C. Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the use of Happy Families game toward students' motivation in speaking English. In this research, the writer concludes several indicators to be operated in the operational concept.

And the research consists of two variables (variable X and variable Y) in which variable X is the group of control and experimenta. That refers to the assumption of statistical analysis of using Regression Formula, where the independent scale should be nominal and variable Y is the students' motivation in speaking English. That has interval scale. Therefore, the operational concept of this study can be seen in the following indicators.

The Happy Families Game is classified as good if this technique applied with the indicators<sup>22</sup>. The indicator of variable x:

1. The teacher introduces how to apply the happy families technique to the students.
2. The teaher mixes the card and gives one to each student, and Explains to them that each card is a members of a family.

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<sup>22</sup> Andrew Wright, et al. *op. cit.* p.84

3. The teacher asks the student to play and the students move through the room exchanging cards with each other.
4. The teacher asks stop. Tell the students that they must find the rest of their family.
5. When the students think they have found all the members of their family, they sit down at a table and call *Ready*.
6. The students must describe who they are. If they are right, they win.

Students' motivation with the indicators as follows:

1. The students have positive attitudes toward speaking English.
2. The students wish to interact with other speakers of English.
3. They make an effort to get into situation where English is used and they used English as often as they can.
4. Feel enthusiastic if be successful in speaking English clearly
5. They prepare to the risk, they make mistakes in speaking and they learn from the mistakes that they make.
6. The students ask the teacher if they do not understand in English.

#### **D. Assumption and Hypotheses**

##### **1. Assumption**

In this research, the researcher assumes that (1) students' motivation in speaking is various, and (2) teaching by using happy families game can give effect on students' motivation in speaking.

## 2. Hypotheses

- a.  $H_0$ : there is no significant effect of using happy families Game toward students' motivation in speaking.
- b.  $H_a$ : there is a significant effect of using happy families Game toward students' motivation in speaking.

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

This research is a kind of experimental research which use the observation and questioners motivation. it consists of two variables namely independent variable (x) as the use of happy families game and dependent variable (y) as students' motivation in speaking English. This reasearch is a Quasi-Experimental research. According to Creswell, "Quasi-Experimental research is approach that introduces considerably more threats to internal validity than true experiment"<sup>1</sup>. Meanwhile, the time-series design is a quasi-experimental design involving one group which is repeatedly pretested, exposed to an experimental treatment, and repeatedly post-tested.<sup>2</sup> In conducting this research, two classes of first year students of SMAN 1 Pangkalan Kerinci were participated. The first class was the experiment class and another one was the control class. The two classes got different treatment. The experiment class was taught by using Happy Families game and the control class was taught by using conventional technique.

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<sup>1</sup> Creswell W. John. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Prentice Hall. 2008. p.314

<sup>2</sup> L.R. Gay and Peter Airaisian. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall, Inc. 2000. p. 630.

## **B. Location and Time of the Research**

That research was conducted from March to June 2012 at state senior high school 1 Pangkalan Kerinci, located in Pangkalan Kerinci of Pelalawan Regency.

## **C. Object and Subject of the Research**

1. The object of this research was the effect of using happy families game toward students' motivation in speaking English.
2. The subject of this research was the first year student of state senior high school 1 Pangkalan Kerinci in the academic year 2011/2012.

## **D. Population and Sample**

### **a. Populasi**

The target population of this study included all the first year students of state senior high school 1 Pangkalan Kerinci. There were 8 classes, each class consisted of 32 students for class X1, 32 students for class X2, 32 students for class X3, 32 students for class X4, 32 students for class X5, 32 students for class X6, 31 students for class X7, 31 students for class X8. So the total numbers of students was 258 persons. The detail number of students includes in this following table:

**Table 3.1****The Population and Sample of the Research**

No	Class	Total	Sample
1.	X.1	32	
2.	X.2	32	Sample
3.	X.3	32	Sample
4.	X.4	32	
5.	X.5	32	
6.	X.6	32	
7.	X.7	32	
8.	X.8	32	
<b>Total Students</b>		258	

*(Source : Document of SMAN 1 Pangkalan Kerinci academic year 2011/2012)*

b. Sample

Based on the total population above, the teachers only took two classes that had the similar characteristic. It was done by using Cluater Random Sampling Technique. Therefore, the researcher used test to measure the students' motivation.

### **E. Technique of Collecting Data**

In order to get the data required by the writer in this research, the writer employed the following technique of collecting data is Questionnaires. This game was used to find out how is the students motivation in speaking after treated with Happy Families game for experimental class, and control class without treatment is. The questionnaire used likert chart scales; they are Always(1), Often(2), sometime(3), Seldom (4), and Never (5).<sup>3</sup>

### **F. Technique of Data Analysis**

In this research, there are three formulations of the problem that the writer tried to find out the the result of the research. The writer used some techniques to analyze the data to find out the information about students' motivation in speaking English toward both experimental and control classes as well as the effect of using happy families game toward students' motivation in speaking English. The writer did the following computation on the observation list of the use of happy families game in experimental class and the data of questionnaires of the students' motivation in speaking English for both classes:

1. To find out the level of students' motivation in speaking English, the writer used the following formula:<sup>4</sup>

$$P = \frac{F}{N} \times 100\%$$

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<sup>3</sup> Bambang Setiyadi. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu. 2006. p.60.

<sup>4</sup>Nana Sudjana dan Ibrahim. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru. 2001. p.129

In which:

P: Percentage

F: Frequency

N: Number of items

The interpretation of the formula above is as follows<sup>5</sup>:

NO	Categories	Score
1	Very strong	81% - 100%
2	Strong	61% - 80%
3	Enough	41% - 60%
4	Low	21% - 40%
5	Very low	0% - 20%

To find out whether there was a significant effect of using happy families game toward students' motivation in speaking, the data were statistically analyzed. The different mean was analyzed by using regression formula. The analysis was done by using SPSS.16 Version. The significant level chosen in analyzing the score  $F_{\text{calculated}}$  was 5% or 0.05.

Statistically the hypotheses are:

$$H_a : F_{\text{calculated}} > F_{0.05}$$

$$H_0 : F_{\text{calculated}} < F_{0.05}$$

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<sup>5</sup> Ridwan. *Op.cit.*

$H_a$  is accepted if  $F_{\text{calculated}} \geq F_{0.05}$  or there is a significant effect of using Happy Families Game toward students' motivation in speaking English at the first year students of SMAN 1 Pangkalan Kerinci.

$H_0$  is accepted if  $F_{\text{calculated}} < F_{0.05}$  or there is no significant effect of using Happy Families Game toward students' motivation in speaking English at the first year of SMAN 1 Pangkalan Kerinci.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Data Description**

The purpose of this research was to find out the students' motivation in speaking English who were taught by using happy families game and taught by using the technique (three-phase technique), and also to find out the difference of students' motivation in speaking English before they were taught by using happy families game and after they were taught by using happy families game. The research procedures are as follows:

1. The writer gave pre-questionnaire for both experimental and control class.
2. The writer gave treatments for at least eight meetings by using Happy Families Game for the experimental class and three-phase technique for the control class.
3. The writer gave post-questionnaire for both experimental and control class to find out the difference of students' motivation in speaking English before they were taught by using happy families game and after they were taught by using happy families game.

#### **B. Data Presentation**

In this research, the data consisting information of students' motivation in speaking were gathered by using pre-questionnaire and post-questionnaire.

## 1. The Data Presentation of Questionnaires (POSITIVE ITEMS)

**Table. 4.2**  
**SOMETIMES I FEEL NERVOUS TO PRACTICE SPEAKING**  
**ENGLISH IN FRONT OF CLASS**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	21	70.0%	1	3.3%	9	30.0%	3	10.0%
2	Often	8	26.7%	18	60.0%	17	56.7%	15	50.0%
3	Sometimes	0	0.0%	7	23.3%	4	13.3%	0	0.0%
4	Seldom	1	3.3%	4	13.3%	0	0.0%	10	33.3%
5	Never	0	0.0%	0	0.0%	0	0.0%	2	6.7%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows that result of the questionnaire shown by the table can be interpreted if there is difference of students' motivation before and after the treatment. It can be seen that in control class, in pre questionnaire 70.0% and 3.3% post questionnaire respondents choose always that they sometimes feel nervous to practice speaking English in front of class. In experimental class 30.0 % of the respondents pre questionnaire and 10.0% of the respondents post questionnaire always that they sometimes feel nervous to practice speaking English in front of class. In control class, 26.7% of the respondent pre questionnaire and 60.0% of the respondents often that they sometimes feel nervous to practice speaking English in front of class. In experimental class, there are 56.7% of the respondents pre questionnaire and 50.0% of the respondents post questionnaire often that they sometimes feel nervous to practice speaking English in front of class. In control class, there are 0.0% of the respondent pre questionnaire and 23.3% of the respondents post questionnaire choose sometimes. In experimental class, 0.0% of the

respondent in pre questionnaire and 33.3% of the respondents in post questionnaire choose sometimes.

In control class, 3.3% of respondents pre questionnaire and 13.3% of respondents post questionnaire seldom that they sometimes feel nervous to practice speaking English in front of class. In experimental class, 0.0% of the respondent pre questionnaire and 33.3% of the respondents post questionnaire seldom. In control class, 0.0% of the respondent pre questionnaire and 0.0% of the respondent post questionnaire never. And next in experimental class, there are 0.0% of the respondent pre questionnaire and 6.7% of the respondents post questionnaire choose never.

**Table. 4.3**  
**I TRY TO ANSWER TEACHERS' QUESTION TO GET COMMENDATION FROM TEACHER**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	4	13.3%	0	0.0%	3	10.0%	0	0.0%
2	Often	15	50.0%	1	3.3%	18	60.0%	4	13.3%
3	Sometimes	10	33.3%	5	16.7%	2	6.7%	6	20.0%
4	Seldom	1	3.3%	17	56.7%	7	23.3%	12	40.0%
5	Never	0	0.0%	7	23.3%	0	0.0%	8	26.7%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above show that there are 13.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire in control class always that they tried to answer teachers' question to get commendation from teacher. In experimental class 10.0% of the respondents pre questionnaire and 0.0% of the respondent post questionnaire always that they tried to answer teachers' question to get commendation from teacher. 50.0% of the respondents in pre questionnaire and 3.3% of the respondents post

questionnaire in control class often that they tried to answer teachers' question to get commendation from teacher. In experiment class, 60.0% of the respondents in pre questionnaire and 13.3% of the respondents post questionnaire often. There are 33.3% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire in control class choose sometimes that they tried to answer teachers' question to get commendation from teacher.

Then in experimental class, 6.7% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire sometimes that they tried to answer teachers' question to get commendation from teacher. Next, there are 3.3% of the experimental class respondents in pre questionnaire and 56.7% of the control class respondents seldom that they tried to answer teachers' question to get commendation from teacher. Then in experimental class, 23.3% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire. Finally, in control class 0.0% of the respondent in pre questionnaire and 7.0% of the respondents in post questionnaire never that they tried to answer teachers' question to get commendation from teacher. Next, in experimental class 0.0% of the respondent in pre questionnaire and 8.0% of the respondents in post questionnaire choose never.

**Table. 4.4**  
**I AM ONTIME WHEN STUDYING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	20	66.7%	12	40.0%	8	26.7%	13	43.3%
2	Often	7	23.3%	17	56.7%	20	66.7%	16	53.3%
3	Sometimes	1	3.3%	1	3.3%	2	6.7%	1	3.3%
4	Seldom	2	6.7%	0	0.0%	0	0.0%	0	0.0%
5	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shown in control class 66.7% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire always that they are ontime when studing English. Meanwhile in exxperimental class, 26.7% of the respondents in pre questionnaire and 43.3% of the respondents in post questionnaire always that they are ontime when studying English. In control class, 23.3% of the respondents in pre questionnaire and 56.7% of the respondents in post questionnaire often that they are ontime when studying English. In experimental class 66.7% of the respondents in pre questionnaire and 53.3% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they are ontime when studying English. 3.3% of the respondents in pre questionnaire and 3.3% of the respondents post questionnaire. In experimental class that chooses sometimes are 6.7% of the respondents in pre questionnaire and 3.3% of the respondent in post questionnaire.

Then, in control class 6.7% of the respondents pre questionnaire and 0.0% of the respondent post questionnaire seldom that they are ontime when studying English. Meanwhile in experimental class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire chooses

seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they are ontime when studying English. In experimental class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.5**  
**I AM STUDYING ENGLISH TO GET GOOD SCORE FROM**  
**TEACHER**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	4	13.3%	2	6.7%	13	43.3%	12	40.0%
2	Often	14	46.7%	17	56.7%	13	43.3%	14	46.7%
3	Sometimes	3	10.0%	5	16.7%	3	10.0%	0	0.0%
4	Seldom	7	23.3%	3	10.0%	1	3.3%	3	10.0%
5	Never	2	6.7%	3	10.0%	0	0.0%	1	3.3%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows that there are 13.3% of the respondents in pre questionnaire and 6.7% of the respondent in post questionnaire in control class always that they are studying English to get score from teacher. In experimental class 43.3% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire always that they are studying English to get score from teacher. 46.7% of the respondents in pre questionnaire and 56.7% of the respondents post questionnaaire in control class often that they are studying English to get score from teacher. In experimental class, 43.3% of the respondents in pre questionnaire and 46.7% of the respondents in post questionnaire often. There are 10.0% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire in control class choose sometimes that they are studying English to get score from teacher .

Then in experimental class, 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire sometimes that they are studying English to get score from teacher. Next, there are 23.3% of the control class respondents in pre questionnaire and 10.0% of the respondents in post questionnaire seldom that they are studying English to get score from teacher. Then in experimental class, 3.3% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire. Finally, in control class 6.7% of the respondent in pre questionnaire and 10.0% of the respondents in post questionnaire never that they are studying English to get score from teacher. Next, in experimental class 0.0% of the respondent in pre questionnaire and 3.3% of the respondents in post questionnaire choose never.

**Table. 4.6**  
**I AM ALWAYS ENTHUSIASTIC IN STUDYING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	3	10.0%	2	6.7%	8	26.7%	9	30.0%
2	Often	21	70.0%	20	66.7%	14	46.7%	11	36.7%
3	Sometimes	4	13.3%	8	26.7%	4	13.3%	8	26.7%
4	Seldom	2	6.7%	0	0.0%	4	13.3%	1	3.3%
5	Never	0	0.0%	0	0.0%	0	0.0%	1	3.3%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows the result of the questionnaire shown by the table can be interpreted if there is difference on students' motivation before and after the treatment. It can be seen that in control class, in pre questionnaire 10.0% and 6.7% post questionnaire respondents choose Always that they are always enthusiastic in studying English. In experimental class 26.7% of the respondents in pre questionnaire and 30.0% of the respondents in post questionnaire Always that they are always enthusiastic in studying English. In

control class, 70.0% of the respondents in pre questionnaire and 66.7% of the respondents often that they are always enthusiastic in studying English. In experimental class, there are 46.7% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire often that they are always enthusiastic in studying English. In control class, there are 13.3% of the respondents in pre questionnaire and 26.7% of the respondents in post questionnaire choose sometimes that they are always enthusiastic in studying English. In experimental class, 13.3% of the respondents in pre questionnaire and 26.7% of the respondents in post questionnaire choose sometimes.

In control class, 6.7% of the respondents pre questionnaire and 0.0% the respondent in post questionnaire seldom that they are always enthusiastic in studying English. In experimental class, 13.3% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire seldom. In control class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never. And next in experimental class, there are 0.0% of the respondent in pre questionnaire and 3.3% of the respondents in post questionnaire choose never.

**Table. 4.7**  
**I DON'T FEEL TIRED BEFORE MY SPEAKING ENGLISH**  
**EXERCISE IS NOT ALREADY YET**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	5	16.7%	2	6.7%	4	13.3%	6	20.0%
2	Often	14	46.7%	14	46.7%	12	40.0%	14	46.7%
3	Sometimes	11	36.7%	9	30.0%	9	30.0%	7	23.3%
4	Seldom	0	0.0%	5	16.7%	2	6.7%	3	10.0%
5	Never	0	0.0%	0	0.0%	3	10.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 16.7% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire always that they don not feel tired before their speaking English exercise is not already yet. Meanwhile in experimental class, 13.3% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire always that they don not feel tired before their speaking English exercise is not already yet. In control class, 46.7% of the respondents in pre questionnaire and 46.7% of the respondents in post questionnaire often that they don not feel tired before their speaking English exercise is not already yet. In experimental class 40.0% of the respondents in pre questionnaire and 46.7% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they don not feel tired before their speaking English exercise is not already yet. 36.7% of the respondents in pre questionnaire and 30.0% of the respondents post questionnaire. In experimental class that choosed sometimes is 30.0% of the respondents in pre questionnaire and 23.3% of the respondents in post questionnaire.

Then, in control class 0.0% of the respondent in pre questionnaire and 16.7% of the respondents in post questionnaire seldom that they do not feel tired before their speaking English exercise is not already yet. Meanwhile in experimental class 6.7% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they don not feel tired before their speaking English exercise is not already yet. In experimental class, 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.8**  
**I WRITE NEW VOCABULARY THAT I GET FROM LESSON ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	0	0.0%	7	23.3%	0	0.0%	2	6.7%
2	Often	0	0.0%	11	36.7%	2	6.7%	20	66.7%
3	Sometimes	7	23.3%	6	20.0%	4	13.3%	6	20.0%
4	Seldom	16	53.3%	6	20.0%	18	60.0%	2	6.7%
5	Never	7	23.3%	0	0.0%	6	20.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 0.0% of the respondent in pre questionnaire and 23.3% of the respondents in post questionnaire always that they write new vocabulary that they get from lesson English. Meanwhile in experimental class, 0.0% of the respondent in pre questionnaire and 6.7% of the respondents in post questionnaire always that they write new vocabulary that they get from lesson English. In control class, 0.0% of the respondent in pre questionnaire and 36,7% of the respondents in post questionnaire often

that they write new vocabulary that they get from lesson English. In experimental class 6.7% of the respondents in pre questionnaire and 66.7% of the respondents in post questionnaire often. Then in control class that choosed sometimes that they write new vocabulary that they get from lesson English 23.3% of the respondents in pre questionnaire and 20.0% of the respondents post questionnaire. In experimental class that choosed sometimes were 13.3% of the respondents in pre questionnaire and 20.0% of the respondent in post questionnaire.

Then, in control class 53.3% of the respondents pre questionnaire and 20.0% of the respondents post questionnaire seldom that they write new vocabulary that they get from lesson English. Meanwhile in experimental class 60.0% of the respondents in pre questionnaire and 6.7% of respondents in post questionnaire choose seldom. Finally, in control class 23.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they write new vocabulary that they get from lesson English. In experimental class, 20.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.9**  
**I AM INTERESTED IN DISCUSSING WITH FRIENDS TO SPEAK ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	1	3.3%	11	36.7%	0	0.0%	11	36.7%
2	Often	1	3.3%	15	50.0%	9	30.0%	14	46.7%
3	Sometimes	3	10.0%	3	10.0%	2	6.7%	4	13.3%
4	Seldom	22	73.3%	1	3.3%	12	40.0%	1	3.3%
5	Never	3	10.0%	0	0.0%	7	23.3%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 3.3% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire always that they are interested in discussing with friends to speak English. Meanwhile in experimental class, 0.0% of the respondent in pre questionnaire and 36.7% of the respondents in post questionnaire always that they are interested in discussing with friends to speak English. In control class, 3.3% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often that they are interested in discussing with friends to speak English. In experimental class 30.0% of the respondents in pre questionnaire and 46.7% of the respondents in post questionnaire often. Then in control class that choosed sometimes that they are interested in discussing with friends to speak English 10.0% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire. In experimental class that choosed sometimes is 6.7% of the respondents in pre questionnaire and 13.3% of the respondent in post questionnaire.

Then, in control class 73.3% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire seldom that they are interested

in discussing with friends to speak English. Meanwhile in experimental class 40.0% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire choose seldom. Finally, in control class 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they are interested in discussing with friends to speak English. In experimental class, 23.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.10**  
**I FEEL RESPONSIBLE TO BE READY FOR MY SPEAKING ASSIGNMENT**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	0	0.0%	9	30.0%	1	3.3%	8	26.7%
2	Often	5	16.7%	18	60.0%	7	23.3%	20	66.7%
3	Sometimes	2	6.7%	3	10.0%	6	20.0%	2	6.7%
4	Seldom	16	53.3%	0	0.0%	9	30.0%	0	0.0%
5	Never	7	23.3%	0	0.0%	7	23.3%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 0.0% of the respondent in pre questionnaire and 30.0% of the respondents in post questionnaire always that they feel responsible to be ready for their speaking assignment. Meanwhile in experimental class, 3.3% of the respondent in pre questionnaire and 26.7% of the respondents in post questionnaire always that they feel responsible to be ready for their speaking assignment. In control class, 16.7% of the respondents in pre questionnaire and 60.0% of the respondents in post questionnaire often that they feel responsible to be ready for their speaking assignment. In experimental class 23.3% of the respondents in pre questionnaire and 66.7% of the respondents in post questionnaire often. Then in control class that

chooses sometimes that they feel responsible to be ready for their speaking assignment 6.7% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire. In experimental class that chooses sometimes is 20.0% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire.

Then, in control class 53.3% of the respondents pre questionnaire and 0.0% of the respondent post questionnaire seldom that they feel responsible to be ready for their speaking assignment. Meanwhile in experimental class 30.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose seldom. Finally, in control class 23.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they feel responsible to be ready for their speaking assignment. In experimental class, 23.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.11**  
**I AM INTERESTED IN USING MEDIA AND OTHER LESSON**  
**SOURCES TO HELP ME TO DEVELOP IDEA IN SPEAKING**  
**ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	4	13.3%	9	30.0%	2	6.7%	11	36.7%
2	Often	16	53.3%	15	50.0%	22	73.3%	18	60.0%
3	Sometimes	6	20.0%	5	16.7%	4	13.3%	1	3.3%
4	Seldom	4	13.3%	1	3.3%	1	3.3%	0	0.0%
5	Never	0	0.0%	0	0.0%	1	3.3%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 13.3% of the respondent in pre questionnaire and 30.0% of the respondents in post questionnaire always that

they are interested to using media and other lesson sources to help them to develop ideas in speaking English. Meanwhile in experimental class, 6.7% of the respondent in pre questionnaire and 36.7% of the respondents in post questionnaire always that they are interested to using media and other lesson sources to help them to develop ideas in speaking English. In control class, 53.3% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often that they are interested to using media and other lesson sources to help them to develop ideas in speaking English. In experimental class 73.3% of the respondents in pre questionnaire and 60.0% of the respondents in post questionnaire often. Then in control class that choosed sometimes that they are interested to using media and other lesson sources to help them to develop ideas in speaking English 20.0% of the respondents in pre questionnaire and 16.7% of the respondents post questionnaire. In experimental class that choosed sometimes is 13.3% of the respondents in pre questionnaire and 3.3% of the respondent in post questionnaire.

Then, in control class 13.3% of the respondents pre questionnaire and 3.3% of the respondents post questionnaire seldom that they are interested to using media and other lesson sources to help them to develop ideas in speaking English. Meanwhile in experimental class 33.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they are interested

to using media and other lesson sources to help them to develop ideas in speaking English. In experimental class, 3.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.12**  
**I LIKE MORE STUDYING ENGLISH WITH GROUP THAN INDIVIDUAL**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	15	50.0%	10	33.3%	11	36.7%	10	33.3%
2	Often	13	43.3%	13	43.3%	18	60.0%	20	66.7%
3	Sometimes	2	6.7%	5	16.7%	0	0.0%	0	0.0%
4	Seldom	0	0.0%	2	6.7%	1	3.3%	0	0.0%
5	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 50.0% of the respondents in pre questionnaire and 33.3% of the respondents in post questionnaire always that they like more studying English with group than individual. Meanwhile in experimental class, 36.7% of the respondents in pre questionnaire and 33.3% of the respondents in post questionnaire always that they like more studying English with group than individual. In control class, 43.3% of the respondents in pre questionnaire and 43.3% of the respondents in post questionnaire often that they like more studying English with group than individual. In experimental class 60.0% of the respondents in pre questionnaire and 66.7% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they like more studying English with group than individual 6.7% of the respondents in pre questionnaire and 16.7% of the respondents post questionnaire. In experimental class that chose sometimes

is 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire.

Then, in control class 0.0% of the respondent in pre questionnaire and 6.7% of the respondents in post questionnaire seldom that they like more studying English with group than individual. Meanwhile in experimental class 3.3% of the respondents in pre questionnaire and 0.0% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they like more studying English with group than individual. In cexperimental class, 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.13**  
**I FEEL THERE ARE NO DIFFICULTIES IN DEVELOPING MY**  
**IDEA IN SPEAKING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	3	10.0%	3	10.0%	5	16.7%	0	0.0%
2	Often	18	60.0%	4	13.3%	13	43.3%	8	26.7%
3	Sometimes	7	23.3%	15	50.0%	6	20.0%	11	36.7%
4	Seldom	2	6.7%	8	26.7%	6	20.0%	11	36.7%
5	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 10.0% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire always that they feel there is no difficult in developing their idea in speaking English. Meanwhile in experimental class, 16.7% of the respondents in pre questionnaire and 0.0% of the respondents in post questionnaire always that

they feel there is no difficult in developing their idea in speaking English. In control class, 60.0% of the respondents in pre questionnaire and 13.3% of the respondents in post questionnaire often that they feel there is no difficult in developing their idea in speaking English. In experimental class 43.3% of the respondents in pre questionnaire and 26.7% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they feel there is no difficult in developing their idea in speaking English 23.3% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire. In experimental class that choosed sometimes is 20.0% of the respondents in pre questionnaire and 36.7% of the respondent in post questionnaire.

Then, in control class 6.7% of the respondents pre questionnaire and 26.7% of the respondents post questionnaire seldom that they feel there is no difficult in developing their idea in speaking English. Meanwhile in experimental class 20.0% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of respondent in post questionnaire never that they feel there is no difficult in developing their idea in speaking English. In experimental class, 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.14**  
**I FEEL THERE ARE NO DIFFICULTIES IN DOING ASSIGNMENT**  
**GIVEN BY TEACHER**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	1	3.3%	2	6.7%	0	0.0%	0	0.0%
2	Often	9	30.0%	9	30.0%	6	20.0%	12	40.0%
3	Sometimes	10	33.3%	11	36.7%	7	23.3%	12	40.0%
4	Seldom	8	26.7%	7	23.3%	9	30.0%	6	20.0%
5	Never	2	6.7%	1	3.3%	8	26.7%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 3.3% of the respondents in pre questionnaire and 6.7% of the respondents in postquestionnaire always that they feel there is no difficult in doing assignment given by teacher. Meanwhile in experimental class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire always that they feel there is no difficult in doing assignment given by teacher. In control class, 30.0% of the respondents in pre questionnaire and 30,0% of the respondents in post questionnaire often that they feel there is no difficult in doing assignment given by teacher. In experimental class 20.0% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire often. Then in control class that choosed sometimes that they feel there is no difficult in doing assignment given by teacher 33.3% of respondents in pre questionnaire and 36.3% of respondents post questionnaire. In experimental class that choosed sometimes is 23.3% of respondents in pre questionnaire and 40.0% of respondent in post questionnaire.

Then, in control class 26.3% of the respondents in pre questionnaire and 23.3% of the respondents in post questionnaire seldom that they feel there is

no difficult in doing assignment given by teacher. Meanwhile in experimental class 30.0% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire choose seldom. Finally, in control class 6.7% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire never that they feel there is no difficult in doing assignment given by teacher. In experimental class, 26.7% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.15**  
**I FEEL MY SPEAKING ENGLISH IS GOOD**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	0	0.0%	8	26.7%	0	0.0%	0	0.0%
2	Often	4	13.3%	11	36.7%	0	0.0%	0	0.0%
3	Sometimes	14	46.7%	8	26.7%	12	40.0%	18	60.0%
4	Seldom	11	36.7%	3	10.0%	12	40.0%	11	36.7%
5	Never	1	3.3%	0	0.0%	6	20.0%	1	3.3%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 0.0% of the respondent in pre questionnaire and 26.7% of the respondents in post questionnaire always that they feel their speaking English is good. Meanwhile in experimental class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire always that they feel their speaking English is good. In control class, 13.3% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire often that they feel their speaking English is good. In experimental class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire often. Then in control class that choosed sometimes that they feel their speaking English is good 46.7% of the respondents in pre questionnaire and 26.7% of the respondents in post

questionnaire. In experimental class that choosed sometimes were 40.0% of the respondents in pre questionnaire and 60.0% of the respondent in post questionnaire.

Then, in control class 36.7% of the respondents pre questionnaire and 10.0% of the respondents in post questionnaire seldom that they feel their speaking English is good. Meanwhile in experimental class 40.0% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire choose seldom. Finally, in control class 3.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they feel their speaking English is good. In experimental class, 20.0% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire choose never.

**Table. 4 16**  
**I LIKE MEDIA USED BY TEACHER IN TEACHING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	1	3.3%	2	6.7%	2	6.7%	6	20.0%
2	Often	21	70.0%	18	60.0%	7	23.3%	16	53.3%
3	Sometimes	8	26.7%	6	20.0%	6	20.0%	6	20.0%
4	Seldom	0	0.0%	4	13.3%	13	43.3%	2	6.7%
5	Never	0	0.0%	0	0.0%	2	6.7%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 3.3% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire always that they like media used by teacher in teaching English . Meanwhile in experimental class, 6.7% of the respondent in pre questionnaire and 20.0% of the respondent in post questionnaire always that they like media used by

teacher in teaching English. In control class, 70.0% of the respondents in pre questionnaire and 60.0% of the respondents in post questionnaire often that they like media used by teacher in teaching English. In experimental class 23.3% of the respondents in pre questionnaire and 53.3% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they like media used by teacher in teaching English 26.7% of the respondents in pre questionnaire and 20.0% of the respondents post questionnaire. In experimental class that choosed sometimes were 20.0% of the respondents in pre questionnaire and 20.0% of the respondent in post questionnaire.

Then, in control class 0.0% of the respondent in pre questionnaire and 13.3% of the respondents in post questionnaire seldom that they like media used by teacher in teaching English. Meanwhile in experimental class 43.3% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they like media used by teacher in teaching English. In experimental class, 6.7% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.17**  
**TECHNIQUE APPLIED BY TEACHER CAN MAKE ME ENJOY**  
**MORE STUDYING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	2	6.7%	4	13.3%	4	13.3%	5	16.7%
2	Often	11	36.7%	16	53.3%	14	46.7%	17	56.7%
3	Sometimes	14	46.7%	9	30.0%	6	20.0%	8	26.7%
4	Seldom	3	10.0%	1	3.3%	5	16.7%	0	0.0%
5	Never	0	0.0%	0	0.0%	1	3.3%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 6.7% of the respondents in pre questionnaire and 13.3% of the respondents in post questionnaire always that the technique applied by teacher can make them enjoy more studying English. Meanwhile in experimental class, 13.3% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire always the technique applied by teacher can make them enjoy more studying English. In control class, 36.7% of the respondents in pre questionnaire and 53.3% of the respondents in post questionnaire often that the technique applied by teacher can make them enjoy more studying English. In experimental class 46.7% of the respondents in pre questionnaire and 56.7% of the respondents in post questionnaire often. Then in control class that choosed sometimes that the technique applied by teacher can make them enjoy more studying English 46.7% of the respondents in pre questionnaire and 30.0% of the respondents post questionnaire. In experimental class that choosed sometimes were 20.0% of the respondents in pre questionnaire and 26.7% of the respondents in post questionnaire.

Then, in control class 10.0% of the respondents pre questionnaire and 3.3% of the respondents post questionnaire seldom that the technique applied by teacher can make them enjoy more studying English. Meanwhile in experimental class 16.7% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that the technique applied by teacher can make them enjoy more studying English. In experimental class, 3.3% of the respondents in pre questionnaire and 0.0% of respondent in post questionnaire choose never.

**Table. 4.18**  
**I LIKE ENGLISH ASSIGNMENT GIVEN BY TEACHER TO ME**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	0	0.0%	4	13.3%	0	0.0%	1	3.3%
2	Often	8	26.7%	15	50.0%	9	30.0%	14	46.7%
3	Sometimes	8	26.7%	10	33.3%	5	16.7%	13	43.3%
4	Seldom	12	40.0%	1	3.3%	11	36.7%	2	6.7%
5	Never	2	6.7%	0	0.0%	5	16.7%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 0.0% of the respondent in pre questionnaire and 13.3% of the respondents in post questionnaire always that they like English assignment given by teacher to them . Meanwhile in experimental class, 0.0% of the respondent in pre questionnaire and 3.3% of the respondent in post questionnaire always that they like English assignment given by teacher to them. In control class, 26.7% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often that they like English assignment given by teacher to them. In experimental class

30.0% of the respondents in pre questionnaire and 46.7% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they like English assignment given by teacher to them 26.7% of the respondents in pre questionnaire and 33.3% of the respondents post questionnaire. In experimental class that choosed sometimes were 16.7% of the respondents in pre questionnaire and 43.3% of the respondents in post questionnaire.

Then, in control class 40.0% of the respondents pre questionnaire and 3.3% of the respondents post questionnaire seldom that they like English assignment given by teacher to them. Meanwhile in experimental class 36.7% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire choose seldom. Finally, in control class 6.7% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they like English assignment given by teacher to them. In experimental class, 16.7% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table.4.19**  
**I ENJOY STUDYING ENGLISH BECAUSE THE TEACHER IS**  
**VERY FUNNY**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	10	33.3%	5	16.7%	10	33.3%	6	20.0%
2	Often	16	53.3%	21	70.0%	15	50.0%	17	56.7%
3	Sometimes	1	3.3%	4	13.3%	2	6.7%	6	20.0%
4	Seldom	2	6.7%	0	0.0%	3	10.0%	0	0.0%
5	Never	1	3.3%	0	0.0%	0	0.0%	1	3.3%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 33.3% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire always that they enjoy studying English because the teacher is very funny. Meanwhile in experimental class, 33.3% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire always that they enjoy studying English because the teacher is very funny. In control class, 53.3% of the respondents in pre questionnaire and 70.0% of the respondents in post questionnaire often that they enjoy studying English because the teacher is very funny. In experimental class 50.0% of the respondents in pre questionnaire and 56.7% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they enjoy studying English because the teacher is very funny, 33.3% of the respondents in pre questionnaire and 13.3% of the respondents in post questionnaire. In experimental class that chooses sometimes were 6.7% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire.

Then, in control class 6.7% of the respondents before treatment and 0.0% of the respondent after treatment seldom that they enjoy studying English because the teacher is very funny. Meanwhile in experimental class 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose seldom. Finally, in control class 3.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they enjoy studying English because the teacher is very funny. In

experimental class, 0.0% of the respondent in pre questionnaire and 3.3% of the respondents in post questionnaire choose never.

**Table. 4.20**  
**ENGLISH IS MY FAVOURITE SUBJECT**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	13	43.3%	5	16.7%	9	30.0%	3	10.0%
2	Often	15	50.0%	15	50.0%	20	66.7%	12	40.0%
3	Sometimes	2	6.7%	8	26.7%	1	3.3%	11	36.7%
4	Seldom	0	0.0%	2	6.7%	0	0.0%	4	13.3%
5	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 43.3% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire always that the English is their favourite subject. Meanwhile in experimental class, 30.0% of the respondent in pre questionnaire and 10.0% of the respondent in post questionnaire always that the English is their favourite subject. In control class, 50.0% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often that the English is their favourite subject. In experimental class 66.7% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire often. Then in control class that choosed sometimes that the English is their favourite subject 6.7% of the respondents in pre questionnaire and 26.7% of the respondents post questionnaire. In experimental class that chooses sometimes is 3.3% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire.

Then, in control class 0.0% of the respondent pre questionnaire and 6.7% of the respondents post questionnaire seldom that the English is their favourite

subject. Meanwhile in experimental class 0.0% of the respondent in pre questionnaire and 13.3% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that the English is their favourite subject. In experimental class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.21**  
**I AM INTERESTED IN SPEAKING ENGLISH SO THAT MY**  
**ENGLISH IS GOOD AND FLUENT**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	3	10.0%	12	40.0%	0	0.0%	14	46.7%
2	Often	19	63.3%	15	50.0%	14	46.7%	13	43.3%
3	Sometimes	4	13.3%	3	10.0%	7	23.3%	1	3.3%
4	Seldom	4	13.3%	0	0.0%	9	30.0%	2	6.7%
5	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 10.0% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire always that they are interested in speaking English so that their English is good and fluent. Meanwhile in experimental class, 0.0% of the respondent in pre questionnaire and 46.7% of the respondent in post questionnaire always that they are interested in speaking English so that their English is good and fluent. In control class, 63.3% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often that they are interested in speaking English so that their English is good and fluent. In experimental class 46.7% of the respondents in pre questionnaire and 43.3% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they are

interested in speaking English so that their English is good and fluent, 13.3% of the respondents in pre questionnaire and 10.0% of the respondents post questionnaire. In experimental class that chooses sometimes is 23.3% of the respondents in pre questionnaire and 3.3% of the respondent in post questionnaire.

Then, in control class 13.3% of the respondents pre questionnaire and 0.0% of the respondent post questionnaire seldom that they are interested in speaking English so that their English is good and fluent. Meanwhile in experimental class 30.0% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they are interested in speaking English so that their English is good and fluent. In experimental class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.22**  
**I AM INTERESTED IN COMPREHENDING ENGLISH SUBJECT TO**  
**EASY ME IN SPEAKING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	10	33.3%	11	36.7%	10	33.3%	12	40.0%
2	Often	13	43.3%	17	56.7%	16	53.3%	15	50.0%
3	Sometimes	4	13.3%	2	6.7%	1	3.3%	3	10.0%
4	Seldom	3	10.0%	0	0.0%	1	3.3%	0	0.0%
5	Never	0	0.0%	0	0.0%	2	6.7%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 33.3% of the respondents in pre questionnaire and 36.7% of the respondents in post questionnaire always that

they are interested in comprehending English subject to ease them in speaking English . Meanwhile in experimental class, 33.3% of the respondents in pre questionnaire and 40.0% of the respondents in post questionnaire always that they are interested in comprehending English subject to ease them in speaking English. In control class, 43.3% of the respondents in pre uestionnaire and 56.7% of the respondents in post questionnaire often that they are interested in comprehending English subject to ease them in speaking English. In experimental class 53.3% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often. Then in control class that choosed sometimes that they are interested in comprehending English subject to ease them in speaking English 13.3% of the respondents in pre questionnaire and 6.7% of the respondents post questionnaire. In experimental class that chooses sometimes is 3.3% of respondents in pre questionnaire and 10.0% of the respondent in post questionnaire.

Then, in control class 10.0% of the respondents pre questionnaire and 0.0% of the respondents in post questionnaire seldom that they are interested in comprehending English subject to ease them in speaking English. Meanwhile in experimental class 3.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in before treatment and 0.0% of the respondent in after treatment never that they are interested in comprehending English subject to ease them in speaking English. In experimental class, 6.7%

of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

**Table. 4.23**  
**I ENJOY DIALOGUE ACTIVITIES WITH THE USE OF MEDIA**  
**APPLIED BY TEACHER IN CLASSROOM**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	13	43.3%	5	16.7%	9	30.0%	6	20.0%
2	Often	12	40.0%	15	50.0%	13	43.3%	15	50.0%
3	Sometimes	4	13.3%	9	30.0%	5	16.7%	9	30.0%
4	Seldom	1	3.3%	1	3.3%	3	10.0%	0	0.0%
5	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 43.3% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire always that they enjoy dialogue activities with the use of media applied by teacher in classroom. Meanwhile in experimental class, 30.0% of the respondent in pre questionnaire and 20.0% of the respondents in post questionnaire always that they enjoy dialogue activities with the use of media applied by teacher in classroom. In control class, 40.0% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often that they enjoy dialogue activities with the use of media applied by teacher in classroom. In experimental class 43.3% of the respondents in pre questionnaire and 50.0% of the respondents in post questionnaire often. Then in control class that choosed sometimes that they enjoy dialogue activities with the use of media applied by teacher in classroom 13.3% of the respondents in pre questionnaire and 30.0% of the respondents post questionnaire. In experimental class that

chooses sometimes is 16.7% of the respondents in pre questionnaire and 30.0% of the respondent in post questionnaire.

Then, in control class 3.3% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire seldom that they enjoy dialogue activities with the use of media applied by teacher in classroom. Meanwhile in experimental class 10.0% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire never that they enjoy dialogue activities with the use of media applied by teacher in classroom. In experimental class, 0.0% of the respondent in pre questionnaire and 0.0% of the respondent in post questionnaire choose never.

### 3. The Data Presentation of Questionnaires (NEGATIVE ITEMS)

**Table. 4.24**  
**SOMETIMES I DON'T LIKE WHEN THE TEACHER EVALUATES**  
**RESULT OF MY SPEAKING**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	2	6.7%	1	3.3%	2	6.7%	1	3.3%
2	Often	6	20.0%	6	20.0%	4	13.3%	6	20.0%
3	Sometimes	10	33.3%	7	23.3%	7	23.3%	10	33.3%
4	Seldom	11	36.7%	16	53.3%	14	46.7%	10	33.3%
5	Never	1	3.3%	0	0.0%	3	10.0%	3	10.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 6.7% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire always that they sometimes dislike when the teacher evaluates result of their speaking. Meanwhile in experimental class, 6.7% of the respondents in pre questionnaire

and 3.3% of the respondents in post questionnaire always that they sometimes dislike when the teacher evaluates result of their speaking. In control class, 20.0% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire often that they sometimes dislike when the teacher evaluates result of their speaking. In experimental class 13.3% of the respondents in pre questionnaire and 20.0% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they sometimes dislike when the teacher evaluates result of their speaking 33.3% of the respondents in pre questionnaire and 23.3% of the respondents post questionnaire. In experimental class that chooses sometimes is 23.3% of the respondents in pre questionnaire and 33.3% of the respondents in post questionnaire.

Then, in control class 36.7% of the respondents in pre questionnaire and 53.3% of the respondents in post questionnaire seldom that they sometimes dislike when the teacher evaluates result of their speaking. Meanwhile in experimental class 46.7% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire choose seldom. Finally, in control class 3.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire never that they sometimes dislike when the teacher evaluates result of their speaking. In experimental class, 10.0% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire choose never.

**Table. 4.25**  
**I DO NOT PAY ATTENTION TO TEACHERS' EXPLANATION**  
**WHEN STUDYING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	4	13.3%	1	3.3%	10	33.3%	0	0.0%
2	Often	19	63.3%	2	6.7%	13	43.3%	1	3.3%
3	Sometimes	5	16.7%	6	20.0%	4	13.3%	8	26.7%
4	Seldom	2	6.7%	20	66.7%	3	10.0%	9	30.0%
5	Never	0	0.0%	1	3.3%	0	0.0%	12	40.0%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 13.3% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire always that they do not pay attention to teachers' explanation when studying English. Meanwhile in experimental class, 33.3% of the respondents in pre questionnaire and 0.0% of the respondent in post questionnaire always that they do not pay attention to teachers' explanation when studying English. In control class, 63.3% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire often that they do not pay attention to teachers' explanation when studying English. In experimental class 43.3% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they do not pay attention to teachers' explanation when studying English 16.7% of the respondents in pre questionnaire and 20.0% of the respondents post questionnaire. In experimental class that chooses sometimes is 13.3% of the respondents in pre questionnaire and 26.7% of the respondents in post questionnaire.

Then, in control class 6.7% of the respondents pre questionnaire and 66.7% of respondents post questionnaire seldom that they do not pay attention to teachers' explanation when studying English. Meanwhile in experimental class 10.0% of the respondents in pre questionnaire and 30.0% of the respondents in post questionnaire choose seldom. Finally, in control class 0.0% of the respondent in pre questionnaire and 3.3% of the respondents in post questionnaire never that they do not pay attention to teachers' explanation when studying English. In experimental class, 0.0% of the respondent in pre questionnaire and 40.0% of the respondents in post questionnaire choose never.

**Table. 4.26**  
**I NEVER BRING DICTIONARY WHEN STUDYING ENGLISH**

NO	ALTERNATIVE	CONTROL CLASS				EXPERIMENTAL CLASS			
		PRE		POST		PRE		POST	
		F	P	F	P	F	P	F	P
1	Always	10	33.3%	2	6.7%	7	23.3%	1	3.3%
2	Often	15	50.0%	2	6.7%	20	66.7%	5	16.7%
3	Sometimes	3	10.0%	7	23.3%	2	6.7%	11	36.7%
4	Seldom	1	3.3%	16	53.3%	1	3.3%	8	26.7%
5	Never	1	3.3%	3	10.0%	0	0.0%	5	16.7%
	TOTAL	30	100%	30	100%	30	100%	30	100%

The table above shows in control class 33.3% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire always that they never bring dictionary when studying English. Meanwhile in experimental class, 23.3% of the respondents in pre questionnaire and 3.3% of the respondents in post questionnaire always that they never bring dictionary when studying English. In control class, 50.0% of the respondents in pre questionnaire and 6.7% of the respondents in post questionnaire often that they never bring dictionary when studying English. In experimental class

66.7% of the respondents in pre questionnaire and 16.7% of the respondents in post questionnaire often. Then in control class that chooses sometimes that they never bring dictionary when studying English 10.0% of the respondents in pre questionnaire and 23.3% of the respondents in post questionnaire. In experimental class that chooses sometimes is 6.7% of the respondents in pre questionnaire and 36.7% of the respondent in post questionnaire.

Then, in control class 3.3% of the respondents in pre questionnaire and 53.3% of respondents in post questionnaire seldom that they never bring dictionary when studying English. Meanwhile in experimental class 3.3% of the respondents in pre questionnaire and 26.7% of the respondents in post questionnaire choose seldom. Finally, in control class 3.3% of the respondents in pre questionnaire and 10.0% of the respondents in post questionnaire never that they never bring dictionary when studying English. In experimental class, 0.0% of the respondent in pre questionnaire and 16.7% of the respondents in post questionnaire choose strongly never.

### **C. Data Analysis**

#### **1. The Students' Motivation in Speaking English**

Regarding the Formulation of the problems, there are three questions that writer should find the answers. To find out the research findings, it is necessary to analyze and measure the gain of the score obtained from the pre questionnaire given before the treatment and post questionnaire given after the treatment. The following table is presenting the classification and percentage of the students' score:

**Table 4.27**  
**THE CLASSIFICATION OF STUDENT'S MOTIVATION**  
**IN SPEAKING ENGLISH SCORE**

NO	Categories	Score
1	Very strong	81% - 100%
2	Strong	61% - 80%
3	Enough	41% - 60%
4	Low	21% - 40%
5	Very low	0% - 20%

In finding the percentage, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

**Table. 4.28**  
**THE STUDENTS' MOTIVATION IN SPEAKING ENGLISH IN PRE-**  
**QUESTIONNAIRE IN CCONTROL CLASS**

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	21	70.0%	8	26.7%	0	0.0%	1	3.3%	0	0.0%
2	4	13.3%	15	50.0%	10	33.3%	2	6.7%	0	0.0%
3	20	66.7%	7	23.3%	1	3.3%	2	6.7%	0	0.0%
4	4	13.3%	14	46.7%	3	10.0%	7	23.3%	2	6.7%
5	3	10.0%	21	70.0%	4	13.3%	2	6.7%	0	0.0%
6	5	16.7%	14	46.7%	11	36.7%	0	0.0%	0	0.0%
7	0	0.0%	0	0.0%	7	23.3%	16	53.3%	7	23.3%
8	1	3.3%	1	3.3%	3	10.0%	22	73.3%	3	10.0%
9	0	0.0%	5	16.7%	2	6.7%	16	53.3%	7	23.3%
10	4	13.3%	16	53.3%	6	20.0%	4	13.3%	0	0.0%
11	15	50.0%	13	43.3%	2	6.7%	0	0.0%	0	0.0%
12	2	6.7%	18	60.0%	7	23.3%	2	6.7%	0	0.0%
13	1	3.3%	9	30.0%	10	33.3%	8	26.7%	2	6.7%
14	0	0.0%	4	13.3%	14	46.7%	11	36.7%	1	3.3%
15	1	3.3%	21	70.0%	8	26.7%	0	0.0%	0	0.0%
16	2	6.7%	11	36.7%	14	46.7%	3	10.0%	0	0.0%

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
17	1	3.3%	6	20.0%	10	33.3%	11	36.7%	1	3.3%
18	0	0.0%	8	26.7%	8	26.7%	12	40.0%	2	6.7%
19	10	33.3%	16	53.3%	1	3.3%	2	6.7%	1	3.3%
20	13	43.3%	15	50.0%	2	6.7%	0	0.0%	0	0.0%
21	2	6.7%	19	63.3%	4	13.3%	4	13.3%	0	0.0%
22	4	13.3%	19	63.3%	5	16.7%	2	6.7%	0	0.0%
23	10	33.3%	13	43.3%	4	13.3%	3	10.0%	0	0.0%
24	10	33.3%	15	50.0%	3	10.0%	1	3.3%	1	3.3%
25	13	43.3%	12	40.0%	4	13.3%	1	3.3%	0	0.0%
total	146		300		143		132		27	

From the table above, the obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$P = \frac{2650}{3740} \times 100\%$$

$$P = 70.85\%$$

Based on percentage above, it can be concluded that the students' motivation in speaking English before using happy families game was Enough.

**Table.4.29**  
**STUDENTS' MOTIVATION IN SPEAKING ENGLISH IN POST-QUESTIONNAIRE IN CONTROL CLASS**

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	1	3.3%	18	60.0%	7	23.3%	4	13.3%	0	0.0%
2	0	0.0%	1	3.3%	5	16.7%	17	56.7%	7	23.3%
3	12	40.0%	17	56.7%	1	3.3%	0	0.0%	0	0.0%
4	2	6.7%	17	56.7%	5	16.7%	3	10.0%	3	10.0%
5	2	6.7%	20	66.7%	8	26.7%	0	0.0%	0	0.0%
6	2	6.7%	14	46.7%	9	30.0%	5	16.7%	0	0.0%
7	7	23.3%	11	36.7%	6	20.0%	6	20.0%	0	0.0%
8	11	36.7%	15	50.0%	3	10.0%	1	3.3%	0	0.0%
9	8	26.7%	18	60.0%	3	10.0%	0	0.0%	0	0.0%
10	9	30.0%	15	50.0%	5	16.7%	1	3.3%	0	0.0%

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
11	10	33.3%	13	43.3%	5	16.7%	2	6.7%	0	0.0%
12	3	10.0%	4	13.3%	15	50.0%	8	26.7%	0	0.0%
13	2	6.7%	9	30.0%	11	36.7%	7	23.3%	1	3.3%
14	8	26.7%	11	36.7%	8	26.7%	3	10.0%	0	0.0%
15	2	6.7%	18	60.0%	6	20.0%	4	13.3%	0	0.0%
16	4	13.3%	16	53.3%	9	30.0%	1	3.3%	0	0.0%
17	1	3.3%	6	20.0%	7	23.3%	16	53.3%	0	0.0%
18	4	13.3%	15	50.0%	10	33.3%	1	3.3%	0	0.0%
19	5	16.7%	21	70.0%	4	13.3%	0	0.0%	0	0.0%
20	5	16.7%	15	50.0%	8	26.7%	2	6.7%	0	0.0%
21	12	40.0%	15	50.0%	3	10.0%	0	0.0%	0	0.0%
22	1	3.3%	2	6.7%	6	20.0%	20	66.7%	1	3.3%
23	11	36.7%	17	56.7%	2	6.7%	0	0.0%	0	0.0%
24	2	6.7%	2	6.7%	7	23.3%	16	53.3%	3	10.0%
25	5	16.7%	15	50.0%	9	30.0%	1	3.3%	0	0.0%
<b>Total</b>	129		325		162		118		15	

Based on table above, the obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$P = \frac{2682}{3740} \times 100\%$$

$$P = 71.71\%$$

**Table.4.30**  
**THE STUDENTS' MOTIVATION IN SPEAKING ENGLISH BEFORE USING HAPPY FAMILIES GAME IN EXPERIMENTAL CLASS**

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	9	30.0%	17	56.7%	4	13.3%	0	0.0%	0	0.0%
2	3	10.0%	18	60.0%	2	6.7%	7	23.3%	0	0.0%
3	8	26.7%	20	66.7%	2	6.7%	0	0.0%	0	0.0%
4	13	43.3%	13	43.3%	3	10.0%	1	3.3%	0	0.0%
5	8	26.7%	14	46.7%	4	13.3%	4	13.3%	0	0.0%
6	4	13.3%	12	40.0%	9	30.0%	2	6.7%	3	10.0%
7	0	0.0%	2	6.7%	4	13.3%	18	60.0%	6	20.0%
8	0	0.0%	9	30.0%	2	6.7%	12	40.0%	7	23.3%
9	1	3.3%	7	23.3%	6	20.0%	9	30.0%	7	23.3%
10	2	6.7%	22	73.3%	4	13.3%	1	3.3%	1	3.3%

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
11	11	36.7%	18	60.0%	0	0.0%	1	3.3%	0	0.0%
12	5	16.7%	13	43.3%	6	20.0%	5	16.7%	0	0.0%
13	0	0.0%	6	20.0%	7	23.3%	9	30.0%	8	26.7%
14	0	0.0%	0	0.0%	12	40.0%	12	40.0%	6	20.0%
15	2	6.7%	7	23.3%	6	20.0%	13	43.3%	2	6.7%
16	4	13.3%	14	46.7%	6	20.0%	5	16.7%	1	3.3%
17	2	6.7%	4	13.3%	7	23.3%	14	46.7%	3	10.0%
18	0	0.0%	9	30.0%	5	16.7%	11	36.7%	5	16.7%
19	10	33.3%	15	50.0%	2	6.7%	3	10.0%	0	0.0%
20	9	30.0%	20	66.7%	1	3.3%	0	0.0%	0	0.0%
21	0	0.0%	14	46.7%	7	23.3%	9	30.0%	0	0.0%
22	10	33.3%	13	43.3%	4	13.3%	3	10.0%	0	0.0%
23	10	33.3%	16	53.3%	1	3.3%	1	3.3%	2	6.7%
24	7	23.3%	20	66.7%	2	6.7%	1	3.3%	0	0.0%
25	9	30.0%	13	43.3%	5	16.7%	3	10.0%	0	0.0%
<b>Total</b>	127		316		111		144		51	

From the table above, the obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$P = \frac{2571}{3740} \times 100\%$$

$$P = 68.74\%$$

**Table.4.31**  
**STUDENTS' MOTIVATION IN SPEAKING ENGLISH AFTER USING**  
**HAPPY FAMILIES GAME IN EXPERIMENTALCLASS**

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	3	10.0%	15	50.0%	0	0.0%	10	33.3%	2	6.7%
2	0	0.0%	4	13.3%	6	20.0%	12	40.0%	8	26.7%
3	13	43.3%	16	53.3%	1	3.3%	0	0.0%	0	0.0%
4	12	40.0%	14	46.7%	0	0.0%	3	10.0%	1	3.3%
5	9	30.0%	11	36.7%	8	26.7%	1	3.3%	1	3.3%
6	6	20.0%	14	46.7%	7	23.3%	3	10.0%	0	0.0%
7	2	6.7%	20	66.7%	6	20.0%	2	6.7%	0	0.0%
8	11	36.7%	14	46.7%	4	13.3%	1	3.3%	0	0.0%
9	8	26.7%	20	66.7%	2	6.7%	0	0.0%	0	0.0%

NO	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
10	11	36.7%	18	60.0%	1	3.3%	0	0.0%	0	0.0%
11	10	33.3%	20	66.7%	0	0.0%	0	0.0%	0	0.0%
12	0	0.0%	8	26.7%	11	36.7%	11	36.7%	0	0.0%
13	0	0.0%	12	40.0%	12	40.0%	6	20.0%	0	0.0%
14	0	0.0%	0	0.0%	18	60.0%	11	36.7%	1	3.3%
15	6	20.0%	16	53.3%	6	20.0%	2	6.7%	0	0.0%
16	5	16.7%	17	56.7%	8	26.7%	0	0.0%	0	0.0%
17	1	3.3%	6	20.0%	10	33.3%	10	33.3%	3	10.0%
18	1	3.3%	14	46.7%	13	43.3%	2	6.7%	0	0.0%
19	6	20.0%	17	56.7%	6	20.0%	0	0.0%	1	3.3%
20	3	10.0%	12	40.0%	11	36.7%	4	13.3%	0	0.0%
21	14	46.7%	13	43.3%	1	3.3%	2	6.7%	0	0.0%
22	0	0.0%	1	3.3%	8	26.7%	9	30.0%	12	40.0%
23	12	40.0%	15	50.0%	3	10.0%	0	0.0%	0	0.0%
24	1	3.3%	5	16.7%	11	36.7%	8	26.7%	5	16.7%
25	6	20.0%	15	50.0%	9	30.0%	0	0.0%	0	0.0%
<b>Total</b>	140		317		162		97		34	

Based on table above, the obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$P = \frac{2682}{3740} \times 100\%$$

$$P = 71.71\%$$

**Table 4. 32**  
**STUDENTS' MOTIVATION IN SPEAKING ENGLISH IN**  
**EXPERIMENTAL CLASS AND CONTROL CLASS**

STUDENTS	EXPERIMENTAL		GAIN	CONTROL		GAIN
	PRE	POST		PRE	POST	
1	88	98	10	101	118	17
2	98	115	17	92	87	-5
3	93	115	22	92	83	-9
4	90	98	8	103	108	5
5	90	109	19	84	103	19
6	80	96	16	81	105	24
7	84	90	6	90	111	21
8	69	93	24	90	109	19
9	95	116	21	88	97	9
10	96	113	17	77	96	19

STUDENTS	EXPERIMENTAL		GAIN	CONTROL		GAIN
	PRE	POST		PRE	POST	
11	81	98	17	82	91	9
12	83	103	20	87	95	8
13	104	94	-10	89	100	11
14	97	91	-6	96	106	10
15	92	112	20	104	102	-2
16	91	117	26	96	107	11
17	102	108	6	108	86	-22
18	92	104	12	101	91	-10
19	72	90	18	103	115	12
20	85	106	21	91	94	3
21	79	93	14	97	107	10
22	101	90	-11	106	99	-7
23	85	107	22	95	84	-11
24	77	95	18	87	102	15
25	96	108	12	90	92	2
26	74	92	18	75	106	31
27	102	109	7	95	91	-4
28	92	104	12	87	102	15
29	97	100	3	91	87	-4
30	88	109	21	88	95	7
TOTAL	2673	3073	400	2766	2969	203
MEAN	89.1	102.43	13.33	92.2	98.97	6.77

Based on the table above, it is clear that students' motivation in speaking in experimental class was higher than the students' in control class. It can be seen by the computation that 13.33 is bigger than 6.77 ( $13.33 > 6.77$ ).

### 3. The Data Analysis of Regression Formula

The data analysis presented the statistical result followed by the discussion about the effect of using Happy Families Game toward students' motivation in speaking English at the first year students of SMAN 1 Pangkalan Kerinci. The data were divided into two classes; experimental and control classes. The researcher used Regression formula from SPSS.16 version to analyze the data.

**Table. 4.33**  
**DESCRIPTIVE STATISTICS**

	Mean	Std. Deviation	N
Post control	98.97	9.279	30
Post experiment	102.43	8.827	30

From the table above, the mean of post-test of control class from 30 students is 98.97 and the standard deviation is 9.279, meanwhile the mean of post-test of experimental class from 30 students is 102.43, and the standard deviation is 8.827.

**Table.4.34**  
**CORRELATIONS**

		postcontrol	postexperime nt
Pearson Correlation	Post control	1.000	-.558
	Post experiment	-.558	1.000
Sig. (1-tailed)	Post control	.	.001
	Post experiment	.001	.
N	Post control	30	30
	Post experiment	30	30

From the table above, it can be seen the correlation between post-test score of control class and post-test score of experimental class. The correlation is -0.558. It means that there is a negative correlation between two classes.

**Table.4.35**  
**VARIABLES ENTERED/REMOVED<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	Post experiment <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: post control

**Table.4.36**  
**MODEL SUMMARY**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.558 <sup>a</sup>	.311	.287	7.836	.311	12.666	1	28	.001

a. Predictors: (Constant),  
post experiment

From the table above,  $R = 0.558$ . It means that correlation between post-test score of control class and post-test score of experimental class is 0.558. Then, R square is 0.311. It is the quadrate result of the coefficient correlation ( $0.558 \times 0.558 = 0.311$ ). Moreover, Standard Error of the Estimate is 7.836.

**Table.4.37**  
**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	777.708	1	777.708	12.666	.001 <sup>a</sup>
	Residual	1719.259	28	61.402		
	Total	2496.967	29			

a. Predictors: (Constant), post experiment

b. Dependent Variable: post control

From the table above, it can be seen that  $F_{table}/0.05 = df (1/28) = 4.20$ . Then,  $F_{calculated} = 12.666$ . It means that  $F_{calculated} > F_{table}$  or  $12.666 > 4.20$ . Moreover, the analysis can be seen from the value of Sig.= 0.001. It means that  $Sig.=0.001 < =0.05$ .

It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is a significant effect of using Hppy Families Game toward students' motivation in speaking English at the first year students of SMAN 1 Pangkalan Kerinci.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes that:

1. the students' motivation in speaking that is taught without using happy families game of the first year at State Senior High School 1 Pangkalan Kerinci is categorized into enough level.
2. The students' motivation in speaking that is taught by using happy families game of the first year at State Senior High School 1 Pangkalan Kerinci is categorized into good level.
3. After conducting the research, the writer found that there is significant effect of the students' motivation in speaking that is not taught and that is taught by using happy families game of the first year at State Senior High School 1 Pangkalan Kerinci Pelalawan Regency.

#### **B. Suggestion**

Based on the research finding, the researcher would like to give some suggestion, especially for the teacher, students and the school. From the conclusion of the research above, it is found that using Happy Families Game can give significant effect toward students' motivation in speaking English. The suggestions are follows:

1. It is hoped that the teacher at SMAN 1 Pangkalan Kerinci can implement this technique in teaching speaking because this technique can make improvement and encourage students' motivation in speaking English.
2. The teacher should support the technique used by using interesting topic suitable for the students' level and presents the lesson clearly in order to make the students motivated in learning activity.
3. The teachers should support their teaching activity with the interesting media.
4. For the students, they have to have hard effort to improve their speaking and take a part actively in learning process in order to support their speaking.

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