



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Diindungi Undang-Undang

THE INFLUENCE OF THE APPLICATION OF WHO AM I GAME STRATEGY ON STUDENTS' ACHIEVEMENT IN SPEAKING SKILL AT THE EIGHTH GRADE STUDENTS OF SMP AL-WASHLIYAH SUMBER

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in Partial Fulfillment of the Requirements of
Islamic Scholar Degree in English Education



By:

Ulfa Alfajriyah
Reg. Number: 58430650

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH*
FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR
ISLAMIC STUDIES
CIREBON
2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

Ulfa Alfajriyah: THE INFLUENCE OF WHO AM I GAME STRATEGY ON STUDENTS' ACHIEVEMENT IN SPEAKING SKILL AT THE EIGHTH GRADE STUDENTS OF SMP AL-WASHLIYAH SUMBER

English and so do other languages have four main skills that must be studied. They are listening, reading, speaking, and writing. While other aspects that are not less important are speaking, grammar, vocabulary, structure, idioms, and so forth. All of the aspects must be studied for whoever is eager to know or study English. And speaking is one of the main aspects which are studied in English and automatically speaking must also be studied because it is one of the aspects in English.

There some problems in teaching and learning English at *SMP Al-Washliyah*. Especially in speaking skill. One of the problem is that students have difficulty to pronounce the word or sentences correctly in English and not confidence to speak. When students are speaking English they always feel afraid to make mistakes. Especially when talking to friends or English teacher in English. The students always regard that English is difficult and frightening lesson, especially in speaking.

The aims of this research carried out by the writer are to find out the data of the students' achievement in speaking skill through the application of who am I game strategy and to know whether there is influence between the application of who am I game strategy and students' achievement in speaking skill.

The technique for collecting data used by the writer is test. After the data have been collected, the objective condition of *SMP Al-Washliyah Sumber* to analyze the quantitative data and by means of the formulae of product moment to analyze the quantitative data.

The conclusion of this research is the application of who am I game strategy the application of who am I game strategy (X variable) in the average of 71.33 and the result of the students' achievement in speaking skill (Y variable) in the average of 52.5. Finally, the correlation of X variable on Y variable is 0.64. It means that is has high correlation and influence of X variable on Y variable showing 40.96%. It means that 40.96% is enough influential level from the correlation between the application of who am I game strategy and students' achievement in speaking skill.

The Research hypothesis : There is positive influence between the using of who am I game strategy and students' achievement in speaking skill at the eighth grade students of *SMP Al-Washliyah Sumber*.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

PREFACE

Bismillaahirrahmaanirrahiim

In the name of Allah, most Gracious, Most Merciful. All praises and thanks are to Allah who has taught writing by pen. With His Mercy and Permission, the writer has been able to finish her thesis. May safety and invocation be given to the prophet Muhammad (Peace be Upon Him)

In writing this thesis, there are many people who have participated, support, helped, and advised. So on this opportunity, the writer would like to express her sincerity and profound thankfulness to:, his family, and his follower up to the end of the world.

The thesis entitled in **“THE INFLUENCE OF THE APPLICATION OF WHO AM I GAME STRATEGY ON STUDENTS’ ACHIEVEMENT IN SPEAKING SKILL AT THE EIGHTH GRADE STUDENTS OF SMP AL-WASHLIYAH SUMBER”** is presented to fulfill one of the requirements to achieve the Islamic Scholar in Education (S.Pd.I) at the study program of English Educational of the Tarbiyah Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So in this opportunity, the writer would like to convey her sincerely propound thank fullness to:



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mempublikasikan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENTS

| | Page |
|---|-----------|
| PREFACE | |
| TABLE OF CONTENTS | |
| LIST OF TABLE | |
| CHAPTER I. INTRODUCTION | 1 |
| A. The Background of the Problem..... | 1 |
| B. The Identification of the Problem..... | 5 |
| C. The Limitation of the Problem | 6 |
| D. The Questions of the Research..... | 6 |
| E. The Aims of the Research | 6 |
| F. The Uses of the Research | 7 |
| CHAPTER II. THEORETICAL FOUNDATION..... | 8 |
| A. The Definition of Who am I Game Strategy..... | 8 |
| B. The Description of Achievement..... | 35 |
| C. The Frame of Thinking | 38 |
| CHAPTER III. THE METHODOLOGY OF RESEARCH | 42 |
| A. The Objective of the Research | 42 |
| B. The Variables of the Research | 42 |
| C. The Place and Time of the Research..... | 43 |
| D. The Method of the Research | 48 |



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

| | |
|--|-----------|
| E. The Population and Sample | 48 |
| F. The Techniques of Collecting the Data..... | 50 |
| G. The Techniques of Analyzing the Data..... | 50 |
| 1. Normality Test..... | 51 |
| 2. Homogeneity Test..... | 51 |
| CHAPTER IV. THE RESEARCH FINDINGS | 55 |
| A. The Application of Who Am I Game Strategy | 55 |
| B. The Influence of the Application Of Who Am I Game Strategy on Student Achievement in Speaking Skill..... | 65 |
| CHAPTER V. CONCLUSION AND SUGGESTION | 71 |
| A. Conclusion | 71 |
| B. Suggestion | 72 |
| BIBLIOGRAPHY | |



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF TABLES

| Table | Page |
|--|------|
| 3.1 The Students Condition..... | 43 |
| 3.2 The Sample of the Eight Grade | 49 |
| 3.3 Standard Correlation | 53 |
| 4.1 The Result of the Application of Who am I Game Strategy (X Variable) | 57 |
| 4.2 The Students' Achievement in Speaking Skill (Y Variable) | 60 |
| 4.3 Test of Normality | 63 |
| 4.4 Test of Homogeneity of variance..... | 65 |
| 4.5 The Result of The Application of Who Am I Game Strategy (X Variable) on students' Achievement in Speaking Skill (Y Variable) | 66 |

CHAPTER I

INTRODUCTION

A. The Background of Problem

Language is very important in daily live as a means of communication of human beings. How people try to get some information from other an conversely, how others try to give information to us. It is impossible for people to make mutual relationship with one to another without language.

Hornby (1987: 473) states that language is human and non instinctive method of communicating ideas, feelings, desire by mean of the system of sound and sound symbol. By means of language, we can communicate to express our feelings, ideas, and opinion with others. When we communicate we use the language to accomplish some functions, such as: arguing, persuading, or promoting.

People all over the world could not stand alone, they need to communicate one another. To communicate between one and another of course they need an instrument that is language. Shortly they need language in order capable to communicate one another.

Without language we are not able to express idea, or feeling in the life. Because communication is one of the characteris man beings. So



without language we will have no communication at all. We can communicate well because we can speak well.

In the world there are many language such as: Arabic, English, Germany and so on. With the difference of forms and usage of those languages, the people in the world need a language that can be understood by others or an international language. English is the one of International language. English is the language which is used and spoken in many countries, nearly every country in the world is obligated to learn English, so do Indonesia.

With the coming of the Education Reform Act 1988 'English' was re-established as the main focus for primary education, however, this was still to be concerned with the teaching of the three language modes of reading, writing and talking. 'Speaking and Listening' became of equal importance to reading and writing for the first time, and this was prescribed by the National Curriculum. Coordinators were now to be called 'English' coordinators. Dominic Wyse and Ressel Jones (2000: 2)

Remembering the importance of English as one of international language which is used in many countries, so it must be absolutely studied. Learning English is not easy, it can be seen to the students who study English from the elementary until university do not show good ability in communicating as being expected. For



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

example, in using English for communication either in listening and speaking, because there are many aspects that must be studied in English.

There are four skills in study English namely: speaking, listening, reading and writing which all of the skills are very important. Penny Ur (1991: 120) says that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak. In fact, speaking is more dominant than other three skills. Because in the process of learning a language the four skills are connected one to another, and speaking is a tool for communication to get person to think in the language and use it for communication.

At the same time, speaking needs practice aloudly; the students will establish good speaking. If speaking has become their ability, so they will be able to speak every speaking materials they like. In this way they can enlarge their knowledge, conversation and dialogue. By having those problems, the writer will introduce application of game as one visual media aids in learning English: theoretically, the students will be able to learn English easier. The technique enables students to be interested in learning speaking will increase as well.

The writer found some problems in teaching and learning English. Especially in speaking skill. One of the problem is that students has difficult pronounce the word



or sentences correctly in English and not confidence to speak. When students are speaking English they always feel afraid to make mistakes. Especially when talking to friends or English teacher in English. The students always regard that English is difficult and frightening lesson, especially in speaking. Penny Ur (1991: 121) says that there are some problems in speaking activities that be barriers for the students to speak, there are: inhibition, nothing to say, low or uneven participation, and mother tongue use. That problems make the students lazy to study English. Jill Hadfield and Charles Hadfield (2006: 105) says that we can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak. We can give them opportunities to practise enough to become fluent, and we can get them to improvise and stretch the language that they know to cope with a range of different situations. We can give opportunities to interact with others and help them with useful phrases and expressions for turn-taking, changing the topic, expressing interest, etc. There are some method to solve that problem, one of the method for easily or solve that problem above by give the who am I game to the students. By that method, the students feel fun, enjoy, and more interest for students in study English especially in speaking.

In learning process, role plays are a common activity; they require the speaker to convey information and/or express ideas. Information-gap activities provide stimulation and a greater degree of involvement for the listener. If the teacher plays



the role of listener, the notion of communication can be nullified as the speaker is aware that the teacher is likely to know the answers. Norbert Pachler (1999: 189).

Who Am I game is a simple game that makes a good icebreaker at parties, especially when played by a larger group. It gets people to mingle and talk to each other. Very few supplies are needed for the Who Am I party game; it's inexpensive and fun to play. This is a good game for birthday parties, Halloween parties or any other gathering where you might want to get people to interact. The game is extremely simple, and plays out according to very specific, easily explained rules.

So in this thesis, the writer would like to rise the influences of who am I game as media on students' achievement in speaking as her own research.

B. The Identification of The Problem

a. The field of the research

The field of research is the speaking skill

b. The kinds of the problem

The kinds of problem is to know the students' achievement in speaking skill.

c. The main of the problem

The main of the problem in this research is unclear how the influence of the application of who am I game strategy on students' achievement in speaking skill.



C. Limitation of The Problem

In this thesis as the writer has stated above, the research is only the teacher of speaking through games. The teacher obtains his students to pay attention his speech in words or sentences was given to repeats and pronounced them.

D. The Questions of The Research

The learning media is one way to help the students to overcome the difficulties or their problem, based on the statement above the writer can notice the problem which appear, as follows:

- a. How good is the students' application of who am I game strategy at *SMP Al-Washliyah*?
- b. How far is the students' achievement in speaking skill at *SMP Al-Washliyah*?
- c. Is there any positive and significant of the application of who am I game strategy on students' achievement in speaking skill at *SMP Al-Washliyah*?

E. The Aims of The Research

Accordance with those problems above, the aims of this research in this thesis as follows:

- a. To know the students' application of who am I game strategy
- b. To know the students' achievement in speaking skill



- c. To know any positive and significant of the application of who am I game strategy on students' achievement in speaking skill.

F. The Uses of The Research

The research product hoped to be able to:

- a. Increase the developing of language learning, especially in increasing the students' ability in speaking skill
- b. Increase teacher's creativity in applying a game
- c. Help the applying of a game in other to implicated maximally



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

BIBLIOGRAPHY

- Al-Khulli, Muhammad Ali. 1976. *English as a Foreign Language "Linguistic Background and Teaching Methods"*. Riyad University.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Hadfield, Jill and Charles. 2006. *Introduction to Teaching English*. New York: Oxford University Press.
- Harmer, Jeremy. 2002. *The Precipice of English Language Teaching*. New York: Longman.
- Hornby, AS. 1963. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.
- Joanna B. Heather W. 2003. *Essential Speaking Skill*. Continuum International Publishing Group.
- Joanne C. Stephen S. Liz D. 1994. *Speaking 2 Teacher's Book*. Cambridge University Press.
- Mackey, William Francis. 1967. *Language Teaching Analysis*. London and New York: Longman.
- Mufarrokah, Anisatul. 2009. *Strategy Belajar Mengajar*. Yogyakarta: Teras.
- Murcia, Celle M. 1991. *Teaching English as a second or Foreign Language*. USA: Heinle&Heinle.
- Nasution. 2000. *Didaktik Asas-Asas Mengajar*. Jakarta: Bumi Aksara.
- Neville, Benet et al. 2005. *Teaching Through Play*. Jakarta: Grasindo.
- Larsen, Dianne. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press.
- Pachler Norbert. 1999. *Yeaching Modern Foreign languages at Advanced Level*. London and New York: Routledge.
- Penny Ur. 1991. *A Course in Language Teaching "Practice and Theory"*. New York: Cambridge University Press.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Richard, Jack C and Rodgers, Theodore S. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. New York: Cambridge University Press.

Rini, Ayu. 2010. *Be Smart and Fun with English Games*. Jakarta: Kesaint Blanc.

Sudijono, Anas. 2003. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.

Sugiyono. 2011. *Statistika Untuk Penelitian*. Bandung: Alfabeta.

Toth, Maria. 2008. *Heinemann Children's Games*. New York: Cambridge University Press.

Victoria, Neufeld. 1991. *Webster's New World Dictionary*. New York: Prentice Hall.

Wyse, Dominic and Jones, Resell. 2000. *Teaching English Language and literacy*. University of Warwick.

<http://www.sekolahoke.com/2010/11/english-game-whoAmI.html>

By Laurie Darroch-Meekis, eHow Contributor

<http://www.nclrc.org/essentials/speaking/spindex.htm>