



**THE EFFECTIVENESS OF USING SHOUTED LOUDLY
GAME IN SPEAKING SKILL AT STUDENTS OF
ENGLISH STUDY PROGRAM**



THESIS

Submit in Partial Fulfillment of the Requirement of the Thesis
English Study Program

By

RISWAL

NIM : 170110003

Supervisor

1. Dr. Mustamir M.Pd
2. St. Rahmaniah Bahrin S.Pd.,M.Pd.

**ENGLISH STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHING TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
2021**

STATEMENT OF AUTHENTICITY

I am student with following identity:

Name : Riswal
Student Number : 170110003
Study Program : English Education

Truly state that:

1. This thesis is really the result of my own work, not plagiarism or duplication of the writings / works of other people which I admit to be the result of my own writing or thoughts.
2. All parts of this thesis are my own work other than the quotation indicated the source. Any errors in it are my responsibility.

Hereby this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions of the applicable laws.

Sinjai, 30th November 2021

The Researcher



Riswal
NIM. 170110003

PENGESAHAN SKRIPSI

Skrripsi berjudul *The Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program* yang ditulis oleh Riswal Nomor Induk Mahasiswa 170110003, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 19 Agustus 2021 M bertepatan dengan 10 Muharram 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

Dewan Penguji

Dr. Firdaus, M.Ag.

Ketua

(.....)

Dr. Ismail, M.Pd.

Sekretaris

(.....)

Dr. Muh Syukri, M.Pd.

Penguji I

(.....)

Harmilawati, S.S, S.Pd., M.Pd.

Penguji II

(.....)

Dr. Mustamir, M.Pd.

Pembimbing I

(.....)

St. Rahmaniah Bahrun, S.Pd., M.Pd.

Pembimbing II

(.....)



ABSTRACT

Riswal. The Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program. The objectives to be achieved in this study are to find out The Effectiveness of Using Shouted Loudly Game in Speaking Skill at English Study Program. This research was conducted by using quantitative research and pre experimental method. The population of this research which consisted of 25 students. This research used total sampling technique so the sampels of the research 25 students. In collecting data, researcher used test and documentation. While the data analysis used paired sample T-test. The mean score at pre test was 8,40, standard of mean was 0,19, median was 8,00, standard deviation was 0,95, minimum was 7,00, maximum was 10,00. While the score at post test improved the value mean was 14,68, standar of mean was 0,26, median was 15,00, standard deviation was 1,31, minimum was 12,00, maximum was 17,00. Paired Samples Test, it is known that the value of Sig. (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program.

Keywords : Effectiveness, Shouted Loudly Game, Speaking Skill.

ABSTRACT

Riswal. The Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program.

The objectives to be achieved in this study are to find out The Effectiveness of Using Shouted Loudly Game in Speaking Skill at English Study Program. This research was conducted by using quantitative research and pre experimental method. The population of this research which consists of 25 students. This research used total sampling technique so the samples of the research 25 students. In collecting data, researcher used test and documentation. While the data analysis used paired sample T-test. The mean score at pre test was 8.40, standard of mean was 0.19, median was 8.00, standard deviation was 0.95, minimum was 7.00, maximum was 10.00. While the score at post test improved the value mean was 14.68, standard of mean was 0.26, median was 15.00, standard deviation was 1.31, minimum was 12.00, maximum was 17.00. Paired Samples Test, it is known that the value of Sig. (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program.

Keywords: Effectiveness, Shouted Loudly Game, Speaking Skill.

المستخلص

رسؤال. فعالية استخدام أسلوب تعليم الجلبة في مهارة كلام الطلبة في قسم تدريس اللغة الإنجليزية. وهدف البحث في هذل البحث لمعرفة فعالية استخدام أسلوب تعليم الجلبة في مهارة كلام الطلبة في قسم تدريس اللغة الإنجليزية. واستخدم الباحث طريقة بحث الكمي بنجنس قبل التحريبي. وعدد بجنمع البحث فيه ٢٥ التلميذ وصار الباحث كعينة البحث كلهم. وعند عملية جمع البيانات استخدم الباحث الإمتحان والوثائق. وأما لتحليل البحث، استخدم الباحث امتحان ت بعينة مكررة. ونتيجة المتعادل لامتحان قبل التحريبي ٨٤٤٠ ونتيجة المتوسط ٠٠١٩ والوسيط ٨٠٠٠ والانحرافي معياري ٠٠٩٥. والنتيجة الأدنى ٧٠٠٠ والنتيجة الأعلى ١٠٠٠٠. وأما نتيجة من بعد التحريبي نتيجة المتعادل ١٤٠٦٨ ونتيجة المتوسط ٠٠٢٦ والوسيط ١٥٠٠٠ والانحرافي معياري ١٠٣١ والنتيجة الأدنى ١٢٠٠٠ والنتيجة الأعلى ١٧٠٠٠. وبناء على امتحان تت عرف الباحث أن نتيجة (2-tailed) Sig. $0.000 > 0.005$ ، فلذلك H_0 مردود و H_a مقبول بمعنى استخدام أسلوب تعليم الجلبة يفعل على مهارة كلام طلبة قسم تدريس الإنجليزية.

الكلمات الأساسية: فعالية، أسلوب تعليم الجلبة، مهارة الكلام

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العلمين والصلاة والسلام على اشرف الانبياء والمرسلين سيد

نا محمد وعلى آله واصحابه أما بعد

On this occasion, the researcher would like to express her gratitude to all parties, who provided assistance in the form of direction and encouragement during the study authors. Therefore, the author expresses her gratitude and appreciation to:

1. My beloved family, especially for my parents (Mr.Ahmad. P and Mrs.Haiah), my beloved brother and sister (Nurhayati, Tika, Aedil Ramadhan) and my big family who always gives me support
2. Dr. Firdaus, M.Ag as Rector the Islamic Institute of Muhammadiyah Sinjai;
3. Dr. Ismail, M.Pd. as Vice Rector I, Dr. Hardianto Rahman, M.Pd as Vice Rector II, and Dr. Muh. Anis, M.Hum. as Vice Rector III of the Islamic Institute of Muhammadiyah Sinjai;
4. Takdir, S.Pd.I.,M.Pd.I. as Dean of the Faculty of Tarbiyah and Teacher Training, the Islamic Institute of Muhammadiyah Sinjai;

5. Dr. Firdaus, M.Ag as Supervisor I and Danial, S.Pd.,M.Pd as supervisor II;
6. Harmilawati, S.S.,S.Pd.,M.Pd. as Head of English Study Program;
7. All lecturers who have guided and taught during their studies at the Islamic Institute of Muhammadiyah Sinjai;
8. All employees and ranks of the Sinjai Muhammadiyah Islamic Institute for helping in academic fluency Head and Staff of the Library of the Islamic Institute of Muhammadiyah Sinjai
9. Students of the Islamic Institute of Muhammadiyah Sinjai, various parties who cannot be mentioned one by one, who have provided moral support so that the author has finished his study.
10. All my friends thank you very much for accompany and give me support. With prayers that the good deeds of the various parties get a reward that

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Aamiin.

Sinjai, 30th November 2021

The Researcher

Riswal

NIM. 170110003

TABLE OF CONTENTS

COVER	i
DIVINDING PAGE	ii
TITLE PAGE	iii
SUPERVISOR APPROVAL SHEET	iv
APPROVAL SHEET	v
STATEMENT OF WORK’S ORIGINALITY.....	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF APPENDIX	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Research.....	1
B. Research Question.....	7
C. Objective of the Research.....	7
D. Significan of the Research.....	7
CHAPTER II THEORITICAL REVIEW.....	9
A. Literature Review.....	9
B. Previous Research	23
C. Hypothesis.....	24

CHAPTER III RESEARCH METHODOLOGY	26
A. Type and Approach of the Research	26
B. Variable Definition.....	27
C. Place and Time of the Research	28
D. Population and Sample.....	29
E. Technique of Data Collecting.....	30
F. Instrumen of the Research.....	33
G. Technique of the Research	38
1. of Islamic Institute of Muhammadiyah Sinjai	40
2. Faculty of Tarbiyah and Teacher Training.....	43
3. English Study Program	45
A. Result and Discussion of the Research.....	47
1. Result of The research	47
a. Characteristics of respondents.....	47
b. The data analysis of students speaking ability	48
c. Hypotheses Test/ T Test	51
2. Discussion.....	54
CHAPTER V CONCLUSION.....	56
A. Conclusion	56
B. Suggestion.....	56
REFERENCES	58

LIST OF TABLES

Table 4.1 Characteristics of Respondents.....	47
Tabel 4.2 Students Classification Score at Pre Test And Post Test.....	48
Tabel 4.3 Statistic Score Pre Test and Post Test.....	50
Table 4.4 Paired Sample Test.....	51

LIST OF APPENDIX

- Appendix 1 Research Instrument Grid**
- Appendix 2 Teks Research Instrument**
- Appendix 3 The Result Of Research Instrument**
- Appendix 4 Rubric For Assessment Of Speaking Ability
Improvement**
- Appendix 5 Distribut Otf T Table**
- Appendix 6 List Of Pictures**
- Appendix 7 Research Supervisor Decree**
- Appendix 8 Research Permit**
- Appendix 9 Letter Of Research Statement**
- Appendix 10 Turnitin**
- Appendix 11 Autobiografi**

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is an effort made to develop individual abilities and personalities through individual processes and activities with the environment to reach the whole human being.¹ In learning a language, language learners have the right to add, modify, play, create, ignore the parts of it however they like.²

Talking about language, English language is a very important language to learn. English is the dominant language or the language most often used as a means of communication to unite various individuals from various countries so that English is used as a foreign language in Indonesia. It can be used to make the communication easier in several fields of activity such as industry, military, business, tourism, transportation, sports, international relations. English is also used as a subject included in the education curriculum in Indonesia which is run in every formal school.

¹ M Montessori. *The education of individual*. Namta Journal, P. 15, 2015.

² Arifin, Imam *Improving The Students' Speaking Skill Through Group Investigation Technique Of The Seventh Grade Students Of Mts Sudirman Jambu Semarang In The Academic Other Thesis*, Salatiga P. 20-22. 2017.

Every student has their own problems in learning English as a foreign language. For Indonesian who learn English face difficulties in learning English. This is understandable, because English is very different from the national language of the learners, especially in countries that are very far from native English and American speakers. Indonesian students as one of the learners who are far from indigenous face this. They are confused about learning different pronunciations in each different area in the pronunciation of the words.

In connection with the use of English, there are four skills in language, namely listening, speaking, reading, and writing. Listening is a receptive skill to understand spoken language.³ Listening here does not mean not just listening to language sounds and understanding them at the same time. While speaking skills in general, there are three types of speaking situations, namely interactive, semi interactive, non interactive.⁴ Reading is a receptive skill for written language, reading skills can be developed independently, apart from listening and speaking skills. Writing is a productive skill

³ Mee, Yin. *Teaching Listening. An Overview The English Teacher* P. 9-10. 2017.

⁴ Knapp, Mark L., Judith A. Hall, and Terrence G. Horgan. *Nonverbal communication in human interaction*. Cengage Learning, P. 33-34. 2013.

using writing. Writing can be said to be the most complex language skill among other types of language skills. Speaking and listening are two types of oral language skills which are closely related to productive speaking while listening is receptive.⁵

The four English language skills speaking is a skill that will be raised in this study. Because one aspect of skills that has a very important role in the effort to give birth to future generations who are intelligent, critical, creative, and innovative is speaking skills. By mastering speaking skills, students will be able to express their thoughts and feelings intelligently according to the context and situation when speaking. Ladouse speaking is the activity of explaining someone in a certain situation or reporting something. Meanwhile, according to Tarigan. From the author's opinion, the author can conclude that speaking is a way of expressing what we feel which is then spoken to other people or objects.

Speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and feelings. Speaking skills in English is a person's skill to convey his desires and thoughts to anyone through oral, but

⁵ Karakoç, Dilek, and Gül Durmuşoğlu Köse. "The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners." *Dil ve Dilbilimi Çalışmaları Dergisi* 13.1 P. 352-378. 2017.

speaking skills are difficult to develop if they are not practiced continuously and can be done with friends in class, teachers, or people around us who can speak English.⁶ Therefore, learning English is very important in our life because English is very useful. To instill speaking skills in students, educators need to choose interesting and appropriate strategies, methods, and learning techniques that can help them achieve learning goals.

Cepi Riyana in Sulihin states that learning media can provide stimulation and enthusiasm for learning to students so they can learn independently.⁷ Media is indeed influential in the learning process so that the learning process runs better so that students feel more comfortable to accepting the learning process. There are many kinds of media, namely audio media, image media, game media, and video media. So from several types of media, researchers used game in this study.

The Game learning model is an alternative that can be used by educators to teach English learning materials,

⁶ Subandowo, Dedy. *The language interference in english speaking ability for EFL learners. Proceedings of ISELT FBS*, Universitas Negeri Padang, P. 205 2017.

⁷ Sulihin, Asbar, and Elihami. "Developing of Instructional Video Media to Improve Learning Quality and Student Motivation." *Edumaspul: Jurnal Pendidikan* 4.2 P. 51-55. 2020.

especially in the field of speaking.⁸ According to Moore & Dettlaff in Salehi said that in response to different learning styles, the use of Game in the classroom can be an effective tool, especially at the college level.⁹ This is done so that students can speak English fluently. According Ariesto Hadi Soetopo in Dwiyono said Educational Game can encourage students to learn actively and creatively through some of the challenges given.¹⁰

In learning English speaking activity is one of the dominant activities carried out by students. Therefore, the use of Game learning model is very suitable for teaching English material because in this method students are trained to speak fluently and confidently. Where in these Game students are trained so that their English speaking skills are getting better and better than before. In this game, students are given

⁸ Sujana, I. Made, and Luh Sri Narasintawati. "*Penerapan Permainan 'Bingo' dalam Pembelajaran Teks Deskriptif Bahasa Inggris Tingkat Dasar.*" Jurnal Ilmiah 'Widya Pustaka Pendidikan 3.1 : 28. 2015.

⁹ Salehi, Mohammadreza, and Rouhollah Torki. "*The Effect of Using Cross-Word, Textual Guess and Wonder-Word on the Lexical Development of Iranian Students.*" International Journal of English Language & Translation Studies 5.4 P. 181-190. 2017.

¹⁰ Dwiyono. "*Pengembangan Game Edukasi Sebagai Media Pembelajaran Interaktif Pada Kompetensi Dasar Mendeskripsikan Penggunaan Peralatan Tangan (Hand Tools) Dan Peralatan Bertenaga (Power Tools).*" Jurnal Pendidikan Teknik Mekatronika 7.4 P. 32-35 2017.

several times then the students read the sentence aloud and loudly and then repeat it continuously in front of their friends so that students get used to appearing in public so that the students' English speaking skills can be clearer and more fluent.

In Amelia Resti, Erni, and Masyhur the effectiveness of the guessing game technique in improving students' speaking skills at Mts Hasanah Pekanbaru. In their experience when teaching practical to students, they realized that there are still students who lack the ability to speak because the teacher in teaching, tends to use paired dialogue exercises which seem monotonous teaching techniques so that they are not able to improve speaking skills.¹¹

The same problem was also found in SMP Muhammadiyah 1 Pekanbaru. It was found that the students had low scores in speaking. So, the researcher can conclude that the problem often faced by students In Junior High School is more on speaking. Sometimes students' speaking scores do not reach the standard monotonous teacher teaching techniques.

¹¹ Amelia Resti, erni, masyhur". *the effectiveness of guessing Game technique in improving student speaking ability at Mts Hasanah Pekanbaru.*" P. 44 - 50. 2015.

Based on the problem above, the researcher felt challenged to provide a teaching techniques of how to solve these problems trying to find effective solutions to improve the speaking skills of English Study Program as research subjects and using “Game Shouted Loudly” as a speaking teaching media and finally the author wants to do research on " The Effectiveness of Using Shouted Loudly Game In Speaking Skill At Students of English Study Program".

B. Research Question

On the background of the problems above, the problems can be formulated.

"Does the use of Shouted Loudly Game Effective in Speaking Skill at English Study Program? ".

C. Objective of the Research

The objectives to be achieved in this study are to know The Effectiveness of Using Shouted Loudly Game in Speaking Skill at English Study Program.

D. Significan of the Research

The benefits of research are divided into two parts, namely:

1. Theoretical Benefits

- a. The research results are expected to add knowledge about speaking skills in the field, especially in English

Study Program which uses the shouted loudly Game media.

- b. The results of this study are expected to provide input in the efforts shouted loudly media Game to improve the speaking skills of students in English Study Program.

2. Practical Benefits

Campus This research is expected to be used and developed in learning English at campus, so that it can produce people who can speak English.

CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

1. Effectiveness

The word effective comes from English, namely effective which means successful or something that is done successfully. Popular scientific dictionaries define effectiveness as the appropriateness of use, use or support of goals. Effectiveness is the main element to achieve the goals or targets that have been determined in each organization, activity or program. It is said to be effective if the goals or objectives are achieved as determined.¹

According to Beni, effectiveness is the relationship between output and goals or it can also be said to be a measure of how far the level of output, policies and procedures of the organization.²

According to James L. Gibson Effectiveness is the achievement of targets showing the degree of

¹ Iga Rosalina, "Efektivitas Program Nasional Pemberdayaan Masyarakat Mandiri Perkotaan Pada Kelompok Pinjaman Bergulir Di Desa Mantren Kec Karangrejo Kabupaten Madetaan". Jurnal Efektivitas Pemberdayaan Masyarakat, Vol. 01 No 01 (Februari 2012), P. 3.

² Beni in dewi sartika " analisis efektifitas pendapatan retribusi daerah dalam meningkatkan pendapatan asli daerah kota palembang. P.2 2019

effectiveness.³

According to Keban, an organization can be said to be effective if the organizational goals or values as set out in the vision are achieved.⁴

2. Speaking

a. Definition of speaking

Speaking is a person's way of conveying the contents of their hearts and minds so that others can understand. According to Brown “speaking is a productive skill that can be directly and empirically observed, those

observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”.⁵

Eyupyasar kurum said that speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is

³ L.Gibson dalam buku Herhani Pasolong P .4.,2010.

⁴ Keban dalam buku Herhani Pasolong, P .4.2010.

⁵ Aseptiana Parmawati *Using Analytic Teams Technique To Improve Students' Speaking Skill*. P. 44 – 45. 2014.

more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction.⁶

Fauzan said that Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language.⁷

Brown defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument.⁸

Ningtyas Orilina Argawati said that speaking is an activity used by someone to communicate with other, it takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her

⁶ Eyup Yasar Kurum June: *Teaching Language Skills For Prospective English Teacher*) Edition: 1 Chapter: 3 Publisher: Pelikan Editors: Assoc. Prof. Ekrem Solak P. 45-64. 2016.

⁷ Umar Fauzan *Enhancing Speaking Ability Of Efl Students Through Debate And Peer Assessment*. Journal. P. 55 – 57. 2016.

⁸ Aseptiana Parmawati *Using Analytic Teams Technique To Improve Students' Speaking Skil*. P. 50 - 57 2014.

ideas, feeling and thought. He or she also shares information with other through communication.⁹

Beside on the same opinion above the resarcher can make a concluded speaking skill is an ability where a person can produce a sound or sound so as to produce letters that form a word that is arranged so as to form a sentence that can be used as a means of communicating between individuals with other individuals.

b. Teaching Speaking

According to Hornby in St. Rahmaniah bahrn teaching means giving instructions to someone such as knowledge skills, etc. Meanwhile, speaking means using words in an ordinary voice. So teaching speaking is giving instructions to someone to communicate.¹⁰

Teaching speaking in my opinion is a way for students to express themselves, as a communicative need to interact with others in all situations. Therefore,

⁹ Ningtyas Orilina Argawati *Improving Students' Speaking Skill Using Group Discussion Experimental Study On The First Grade Students Of Senior High School* P. 60-66 2015.

¹⁰ St. Rahmaniah Bahrn. *Improving Speaking Ability of The Second Year Students os SMK Negeri 1 Sinjai Through Small Group Discussion*, P. 8 – 9. 2011.

according to St. Rahmaniah bahrin in teaching speaking skills requires a clear understanding of speaking.¹¹

1) Activities in Speaking Skills

There are several activities that can be used in speaking skills as follows:

a) Discussion

Here the teacher can form groups of students and each group work on their topic for a certain period of time, and present their opinions in front of the class. This activity fosters critical thinking and quick decision making.

b) Role Play and Simulation

Role play is attractive to students because it allows students to be creative. Although the simulation is very similar to role playing, here students can bring items to the classroom to create a realistic environment

c) Interview

Conducting interviews with other people provides opportunities for students to practice their speaking skills not only in the classroom but

¹¹ St. Rahmaniah Bahrin, *Improving Speaking Ability...*, P. 8 – 9. 2011.

also outside the classroom and helps them socialize. After the interview, students can present the results in front of the class.

d) Reporting

In class, students are asked to report what they consider to be the most interesting news. Students can also talk about whether they have experienced something interesting to share with their friends.

e) Dialogue

Dialogue is a medium in teaching speaking. This helps students practice speech, pronunciation, and intonation.

In accordance with the above statement, Ur classifies the characteristics of speaking activities, as follows:

- a) Students talk a lot, students should get as many opportunities as possible to talk but, usually the time is consumed by the teacher's talk.
- b) Equitable participation, all students must have the opportunity to speak and contribute.

- c) High motivation, students really want to talk. Because they are interested in the topic and want to say something new.
- d) Language is an acceptable level, students express themselves in relevant speech, easy to understand to be taught and with an acceptable level of language accuracy.¹²

According to Sasmedi, teachers can help students solve several problems in speaking activities, by:

a) Monologue

In monologues when a speaker uses spoken language for a long time, such as in speeches, lectures, readings, news broadcasts, the listener must have a prone length of speech without interruption of speech to continue regardless of whether the listener understands it or not.

b) A working partner

Working in pairs involves two or more speakers and can be further divided into exchanges that promote social relations and whose

¹² Ur A *Course in Language Teaching, Practice, and Theory*. P. 20-25. 1996.

purpose is to convey prepositional or factual information.

c) Question and answer practice

Teachers can start this by simply singing to students. However, from students who have mastered the question and answer pattern, they must practice asking each other.

d) Retelling

This is an interesting talking game activity to relax students while talking. This can increase students' motivation to speak English.

c. Elements of Speaking

Heaton suggests three elements used as parameters in assessing speaking skills, namely, accuracy, fluency, and comprehensibility.

1) Accuracy

Ano K in St. Petersburg Rahmaniah Bahrn states that the criteria used to define accuracy in most standardized tests include components such as grammar, vocabulary and pronunciation. Accuracy refers to producing correct sentences with correct vocabulary and grammar placement. Components

such as grammar, vocabulary and pronunciation are explained below:

a) Pronunciation

According to the Quirk in Jaharuddin pronunciation is a way of pronouncing a certain language.

b) Vocabulary

The use of appropriate vocabulary can help students produce good sentences.

c) Grammar

Grammar as the result for forming words and making sentences. Grammar is not only about forming words to be sentences, but grammar also tells that a word can be a sentence in certain situation.

2) Fluency

Brown & Nation Fluency refers to the ability to communicate ideas without thinking too much about what to say or stop. Fluency is indicated by a natural rate of speech and only a few pauses.

3) Comprehensibility

Comprehensibility relates to awareness of the meaning conveyed by the speaker without requiring too much attention to the individual.

d. Problem Teaching and Learning Speaking

In learning the language, students have different difficulties in improving students' speaking skills. below are the problems in improving speaking skills according to Munjayanah.¹³ :

- a) Inhabitation,
- b) Nothing to say
- c) Low or uneven participation
- d) Mother tongue use

Brown points out that clustering, reduced forms, performance variables, and colloquial language are the factors that make speaking difficult.¹⁴ These difficulties related to linguistic problems will be explained in this below:

¹³ Ira Pratiwi. *Improving The Speaking Skill Throughcommunicative Activities Of The Eight Grade Students Of Mts N 1 Mlati*, P. 77-79. 2013.

¹⁴ Hendra Heriansyah *Speaking Problems Faced By The English Department Students Of Syiah Kuala University*. P. 44 – 47. 2012.

- a) Clustering.
- b) Reduced forms.
- c) Performance variables.
- d) Colloquial language.

3. Game

a. Definition of Game

Hadfield in Syarizal stated that game is also define as an “activity with rules, a goal, and an element of fun”.¹⁵ Also Webster and Mavies in Syafrizal who stated that Game are universally enjoyed, and encourage real attention to the task, and intrinsic interest in the subject matter.¹⁶

From the definition game an conclude that the game is an activity that is carried out either individually or in groups, has rules and goals and makes people who play it feel happy, enjoy, competitive and etc. from a game there will be winners or losers.

As we know that game can help to learning language. According to Donmus cited in Aglahra and

¹⁵ Syafrizal, Ika Handayani, Dan Raden Fahrizal Juliansyah Sri Prakoso, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan, Vol.1. P.15-16 2012.

¹⁶ Syafrizal, Ika Handayani, Dan Raden Fahrizal Juliansyah Sri Prakoso, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan, Vol.1. P.16 2012.

Tamjid in Syafril, educational Game are software that helps students to learn the lesson subjects and to develop their problem solving skills by using their desire and enthusiasm to play. Teacher's role is needed to connect suitable game which can educate students and to give vocabulary learning indirectly. It also supported by Toth in Syafril who stated that Game help to create a context in which children's attention is focused on the completion of the task without necessarily realizing that language items are being practice.¹⁷

b. The Advantages Using Game

There are several reasons why teachers use games as a medium of learning, teachers often use games because games are very interesting so they can make students comfortable in the learning process. Richard-Amanto in Hasan states that there are many advantages to using games where games can reduce anxiety, thus making students easier to understand the material being taught. so it can be concluded that the game is very

¹⁷ Syafrizal, Ika Handayani, Dan Raden Fahrizal Juliansyah Sri Prakoso, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan, Vol.1. P.17 2012.

useful in improving speaking and is an interesting learning media.

According to Salaka in Hasan, the advantages of using Game are:¹⁸

- 1) games are not boring for students.
- 2) using games in class can make students more comfortable in learning so that students can absorb knowledge.
- 3) using game media can make students more active in class because they practice directly or have more interaction in class.
- 4) with game media it can allow students not to feel burdened with material that is difficult for them to understand.
- 5) with the use of game media, the learning process is more student-centered so that students play an active role in the classroom and the teacher is only a facilitator

c. The Used of Game in Learning

Games are also suitable for teaching speaking. Applying games in the classroom is a good strategy in

¹⁸ Hasan, *Improving Students English Vocabulary By Using Tic Tact Toe Game*, Journal Education, , Vol.2, P. 83 - 84. 2018

teaching speaking. Harmer in Nur stated that games can foster enthusiasm in the learning process. Bonet in Nur also explains that games can motivate students in the learning process because they feel happy. so that it can be concluded that the use of game media in the learning process can foster a sense or condition in the classroom that is more conducive due to the use of interesting games and makes students feel comfortable in the classroom.¹⁹

d. Shouted loudly Game

1) Shouted loudly Game.

Shouted loudly game is a game-based learning media where this game focuses on speaking. This game is made with the intention to shape and improve students' speaking skills so that they can speak fluently.

Researchers call it "Shouted Loudly Game" because in this game is a game that is done by making a loud noise, therefore the author named this game "shouted loudly game". So the purpose of this game is to improve students' speaking skills. Apart

¹⁹ Nur Hidayat, *Improving Students' Vocabulary Achievement Through Word Game*, Journal Of Educators Society, (Surabaya), Vol.1, P. 93-94. 2016.

from learning, students can also play. So here's how to apply the loud shouting game: In this game, the teacher pastes the vocabulary that has been provided on the board.

- a. In this game the student researcher is formed into two groups and the two groups line up and face each other
- b. Then the researcher gives a sheet of paper containing the text that the student will read
- c. Then the students read the text facing each other.
- d. Then students are asked to read back the text that has been read previously.

2) Advantage

Train students' speaking skills

B. Previous Research

- a. Rian Wulandari "Improving Students 'Speaking Ability Through Communicative Language Game At Smpn 1 Prambanan Grade Viii A In The Academic Year Of 2013/2014". The results of this study indicate that using communicative language Game can improve students' speaking skills. The similarity between previous this research and the one researcher studied is that it lies in its objective, namely to improve speaking skills by using

Game. This research is a classroom action research which consists of two cycles. The difference is that the previous research used two methods at the same time, namely qualitative and quantitative methods, while the researchers themselves only used one quantitative method.²⁰

- b. Annisa Darmayanti "Using Game To Improve Students 'Speaking Skills". the results showed that the use of Game could not improve students' speaking skills. the similarity between the previous research and the research i studied lies in the understanding that is to improve speaking skills by using Game. this research is a class action which consists of two cycles. the difference lies in the type of game used in the previous study using the game "who i am", while the game used in this study is the game "shout out loud".

C. Hypothesis

The hypothesis is a temporary answer to the formulation of the problem, where the formulation of the research problem has been stated in the form of a statement. It is said temporarily, because the answers given are only based

²⁰ Wulandari, Rian. *"Improving students' speaking ability through communicative language Game at SMPN 1 Prambanan grade VIII A (Doctoral dissertation)." Indonesia: Universitas Negeri Yogyakarta. P. 77-79. 2014.*

on relevant theories, not yet based on empirical facts obtained through data collection.²¹

Based on the theoretical study above, the writer will put forward a hypothesis, including:

Ho There is no The Effectiveness of Using Shouted
: Loudly Game in Speaking Skill at Students of English
Study Program

Ha There is Effectiveness of Using Shouted Loudly Game
: in Speaking Skill at Students of English Study
Program

²¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Cet. 28; Bandung: Alfabeta,) P. 100-101. 2018.

CHAPTER III

RESEARCH METHODS

A. Type and Approach of the Research

1. Type of Research

Type of research is pre experimental research. Experimental research will define as a research method to find the effect of certain treatments on others under control conditions.¹ In other references it will explain that in principle experimental research will define as a systematic method to build relationships that contain causal effects.²

Experimental research is generally carried out by researchers to answer questions relate to something if it will be carried out under carefully controlled conditions. In addition, experimental research will be carried out by researchers with the aim of managing situations in which the influence of several variables on one or the dependent variable can be identified.

In this research, the researcher uses pre experimental research because based on the title of the

¹ Sugiyono, *Metode Penelitian Pendidikan....*, P. 107. 2018.

² Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Praktiknya*, (Cet. VII; Yogyakarta: Bumi Aksara,), P. 179. 2009.

selected subject and object, the researcher wants to know whether or not there is an increase or not that occurs when the application of the game shout loudly and does not focus on the need for an increase.

2. Research approach

The approach in this research is a quantitative approach. Using quantitative methods, because the data present in this study are numbers and the analysis uses statistics. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know. Quantitative aims to develop and collect data from the require data sources.³

In this study, the researchers used quantitative research methods because in this study researchers used number-based data, where the quantitative research method itself is a method based on concrete data or data in the form of definite numbers.

B. Variabel Definition

Variable is a description of the limitation of the problem or variable in question or about what is

³ Suryana, "*Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif*" Universitas Pendidikan Indonesia, , P. 20-21. 2010.

measured/discussed by the variable in question.⁴ The variables used in this study consisted of the independent variable and the dependent variable. The independent variable, in Indonesian is often referred to as the independent variable or variable X. The independent variable is the variable that affects or causes the change or the emergence of the dependent variable. The independent variable in this study is the Game shouted loudly.

The dependent variable, in Indonesian is often referred to as the dependent variable or the Y variable. The dependent variable is the variable that is affected or that is the result of the independent variable. The dependent variable in this study is the Speaking Skill.

- a. Independent variable : Game shouted loudly
- b. Dependent variable : Speaking skill

C. Place and Time of the Research

The place of this research is located at the Campus of the Islamic Institute of Muhammadiyah Sinjai, Sultan Hasanuddin street 20, Balangnipa village, Sinjai district, and the research is carried out from January to June 2021.

⁴ Firdaus,dkk. *Pedoman KTI IAI Muhammadiyah Sinjai*, (Sinjai : CV Latinulu), P. 56-57 2020.

D. Population and Samples

1. Research population

Population is an area consisting of objects and subjects that have certain qualities that have been determined by the researcher and then draw conclusions.⁵

Based on the above opinion, The population in this study was 25 students who were the 2020 class of English Study Program whose names had been registered as students at Islamic Institute of Muhammadiyah Sinjai.

2. Research sample

The sample is part of the number and characteristics of the population. If the population is large and it is impossible for the researcher to study everything in the population, for example because of limited funds, energy and time, the researcher will use a sample drawn from that population. To determine the sample to be used in this study, the researchers will total sampling to determine it.⁶ Total sampling is a sampling technique where the number of samples is the same as the

⁵ Sugiyono, *Metode Penelitian Pendidikan...*, P. 117. 2018.

⁶ Sugiyono, *Metode Penelitian...*, P.118. 2018.

population. The reason for taking total sampling is because the population is less than 100.⁷

So the samples of this study was 25 students who were the Students 2020 class of English Study Program in Islamic Institute of Muhammadiyah Sinjai.

E. Technique of Data Collection

Data collection techniques are the most important step in a study.⁸ Therefore, in this study the problem formulation answered using quantitative data collection techniques. Data obtained directly from respondents by conducting observation tests, and documentation methods.

a. Observation Method

Observation is a very effective way of knowing what people are doing in certain context, patterns and routinesinteraction patterns from their daily lives. In collecting quantitative research data, observation is preferred as a tool because researchers can see, hear, or feel the information directly. When going directly into the field, the information that emerges will very valuable. Therefore, by observing the researcher, it easier to

⁷ Kiki Riski Nanda, “*Pengaruh Persepsi Harga dan Kualitas Produk Terhadap Keputusan Pembelian Konsumen Smartphone Vivo di Digicom Handphone Lubuk Pakam*”, Skripsi (Medan:Univ.Medan Area,), P. 23 2017.

⁸ Sugiyono, *Metode Penelitian...*, P. 224-225. 2018.

manage existing information or even information that appears suddenly without predicting it. In this study, researcher will participatory observation, namely observations made by researchers by directly involved in the daily activities of the people being observed.

b. Documentation Method

The documentation method is looking for data about things or variables in the form of notes, books, newspapers, magazines, or other agendas. Documentation is also a researcher who examines written objects such as books, documents, diary notes and so on, this method aims To obtain student data, documents are a significant collection or amount of written material or film (different from notes), in the form of data that will be written, viewed, stored, and rolled out in research. The term document refers to material such as photos, videos, films, memos, letters, diaries, and all kinds of things that can be used as additional information.

c. Treatment

Treatment given with the aim to improving the speaking skill of the student. At this stage the researchers conducted treatment on the 2020 English Study Program students. Where students directe to form several groups

and then students given text containing sentences which they read aloud and aloud. Because basically the Game that the researcher gave to students is a shouted loudly Game which require students to shout loudly and keep repeating until they can improve their speaking skills.

d. Test

The data collection technique is the most strategic step in the research. Because the main purpose of research is to get data. In this study, there are two ways to measure students' abilities, namely the Post Test and the Pre-Test.

a) Pre test

The pre test, conduct to determine the psychomotor aspects of students through the social constructivity approach. In general, the learning process begins with a pre test.

b) Post test

Post test conduct to determine the improvement of the psychomotor aspects of students through a social constructivist approach. So that the implementation of learning with the post test is the

same as the pre-test.⁹ The description of the learning carried out is as follows:

Table 3.1 Research design

Pre test	Treatment	Post test
X_1	O	X_2

Information:

X_1 : Preliminary test results (Pre test)

O : Comparison results achieved

X_2 : Result of the final test (Post test)

From the table 3.1 above, it will conclude that there is no comparison between the experimental class and the control class, but it is single. Single group testing in this study carried out in only one class. So that after taking the measurement in front pre-test before the treatment and after that the measurement will be carried out again post test.

F. Research Instruments

The assessment instrument will use that the researcher an observation sheet and an assessment rubric for the improvement of speaking skills so that they will be able to

⁹ Sugiyono, *Metode Penelitian Pendidikan*, P.120-121. 2018.

see if there will be increase from before and after using the shouted loudly Game.

Tabel 3.2 Rubric for assessment of speaking ability improvement (Heaton)¹⁰

No	Assessment Aspects	6	5	4	3	2	1
1.	Accuracy						
2.	Fluency						
3.	Comprehensibility						

1) Score Criteria Speaking Accuracy

Tabel 3.3 Criteria Score Speaking Accuracy

Classification	Score	Criteria
Very good	6	Pronunciations are only slightly affected by the mother tongue. A few grammar mistakes but mostly correct speech
Very well	5	Pronunciations are only slightly affected by the mother tongue. A few grammar mistakes but

¹⁰ Heaton, J.B. *English Language* penerbit london: longman group ltd. P. 100-101 1976.

		mostly correct speech
Good	4	Pronunciation is still quite influenced by the mother tongue but not a serious mistake
Average	3	Pronunciation is affected by the native language with only a few pronunciation errors
Bad	2	Pronunciation is strongly influenced by the mother tongue and difficulty in pronunciation so that it affects communication
Very bad	1	Lots of grammar mistakes, very serious pronunciation mistakes. There is no evidence of mastering language skills

2) Score Criteria Speaking Fluency

Table 3.4 Score Criteria Speaking Fluency

Classification	Score	Criteria
Very good	6	Talking without too much difficulty being able to express what is being conveyed
Very well	5	It's a little difficult to find the words to say, and there are a few pauses.
Good	4	Despite trying to find the words you want to say, there weren't too many pauses.
Average	3	Trying to find words and often looking for the meaning of the word you want to say.
Bad	2	Long pause while searching for the desired meaning and almost giving up.
Very bad	1	Very stammering and almost giving up.

3) Score Criteria Speaking Comprehensibility

Tabel 3.5 Score Criteria Speaking Comprehensibility

Classification	Score	Criteria
Very good	6	Listeners easily understand the meaning of the talk conveyed by the speaker, there is very little interruption or clarification of words by the listener.
Very well	5	The general meaning and meaning of the speaker is quite clear, some interruptions by the listener to clarify the word.
Good	4	Most of what the speaker says is easy to follow but a few interruptions.
Average	3	The listener can understand a lot what is said by the speaker but there are too many interruptions to clarify the word.

Bad	2	Little can be understood by listeners
Very bad	1	Almost nothing can be understood

G. Data Analysis Technique

Any data obtained in the research process must be analyzed descriptively by making a narrative in accordance with the classroom atmosphere. Starting from the beginning of the cycle until the lesson ends in a cycle discussion. Percentage techniques in describing quantitative data must also be implemented to see trends that occur in the context of learning.¹¹

To find out the effectiveness of a strategy in learning activities, data analysis is necessary. In this study, data analysis used simple statistics or paired Sample t-test using SPSS 25, namely:

a. Paired Sample T-test

The data analysis in this study is the paired Sample t-test using SPSS 25 for Windows. The paired t-test is part of the comparative hypothesis or comparison test. To find out the comparative test, the researcher needs to use

¹¹ Basrowi dan Suwandi, *Procedure Penelitian Tindakan Kelas*, (Jakarta: Ghalia Indonesia, P. 41 - 42. 2008.

the pre-test before the social constructivist approach and the post-test after the social constructivist approach. The decision making guidelines in the Paired Sample t-test based on the significance value (Sig.) of the SPSS output are as follows.

1. If the value of Sig. (2-tailed) < 0.05 , then H_o is rejected and H_a is accepted.
2. Conversely, if the value of Sig. (2-tailed) > 0.05 , then H_o is accepted and H_a is rejected.¹²

¹² Singgih Santoso Pedoman Pengambilan Keputusan dalam Paired Sample Test T-Test.265. 2014

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the findings and discussion of the research. discovery of the research includes a description of the Effectiveness of Using Shouted Loudly Game In Speaking Skill At Students of English Study Program.

A. General Description of Research Location

1. Islamic Institute of Muhammadiyah Sinjai

This research is located in Islamic Institute of Muhammadiyah Sinjai which is located on Sultan Hasanuddin street 20th districts of Sinjai at the date of 19 June 2021, Islamic Institute Of Muhammadiyah Sinjai was established since 1967 under the leadership of Mr. Muhammad Syurkati Amal Said began to enter the field of Business in the Field of Higher Education with open FIP (Faculty of Education) branch of Unismuh Makassar. However, they only carry out lectures in Muhammadiyah's own old building which was built in 1935. To this day, the building can be used and has been renovated in 2012. Most of these scholars continue their education until they have complete bachelor's degrees.

The vision, mission and objectives of the Islamic Institute of Muhammadiyah Sinjai are as follows :

a. Vision :

Islamic, Progressive and Competitive.

b. Mission:

- 1) Organizing higher education Caturdarma based on Islamic values.
- 2) Organizing competitive higher education.
- 3) Produce innovative and creative graduates.
- 4) Develop a network of cooperation with various regional, national and international institutions.

c. Purpose :

- 1) Improving the quality of the academic community of the Muhammadiyah Sinjai Institute of Islamic Religion.
- 2) Improving the competence of graduates through strategic and comprehensive academic programs .
- 3) Improving higher education management that produces graduates with Islamic personality, quality, noble character, and academic, professional, skilled and innovative abilities and able to develop and apply science and technology.

- 4) Improving research and service programs to improve community welfare through the application of science and technology.
- 5) Improving academic life based on national cultural values and the identity of the Muhammadiyah association in an effort to create a progressive society.
- 6) Improving the learning process that is innovative and conducive and encourages the realization of responsible, polite and moral academic interactions.
- 7) Encouraging students to always be pro-active in academic activities through an interactive, innovative, dynamic learning process and be able to become lifelong learners in an effort to increase their competence

Until now the Islamic Institute of Muhammadiyah Sinjai officially has three faculties, that is faculty of tarbiyah and teacher training, faculty of ushuluddin and Communications Islam, faculty of economy and Islamic law, graduate program. And in the faculty of Tarbiyah and Teacher Training there are

several Study Programs, one of which is Tadris English which is the object of research.¹

2. Faculty of Tarbiyah and Teacher Training

In 2016 with the issuance of the Decree of the Director General of Islamic Education Number: 6722 of 2016 dated November 24, 2016, regarding the Permit to Change the Form of the Muhammadiyah Sinjai Islamic High School into the Muhammadiyah Sinjai Islamic Institute, then on that basis the Chancellor of the Muhammadiyah Sinjai Islamic Institute published Decree Number: 216 / 1.3.AU / D / KEP / 2016 on the establishment of Faculty of MT and Science Teaching (FTIK) yang consists of three study programs, namely the Islamic Religious Education program (PAI), Elementary School Teacher Education (PGMI), and Arabic Language Education (PBA). So in line with this, the Muhammadiyah Sinjai Institute of Islamic Religion Opened the English Language Study Program based on the Decree of the Director General of Islamic Education Number: 1081 of 2017 dated February 21, 2017. So that the English

¹ *Sejarah Singkat Terbentuknya IAIM Sinjai*
<https://iaimsinjai.ac.id/> accessed on 15:29 pm 22/06/2021

Language and Mathematics Tadris joined the Faculty of Tarbiyah and Teacher Training. .

a. Vision :

Becomes LPTK Islamic, Uggul, Competitive and Professional in 2021

b. Mission :

- 1) Developing education based on Islam, science, technology, art and local crocodiles.
- 2) Organizing superior education to produce educators in madrasah, Islamic boarding schools and communities outside of school.
- 3) Conduct studies and development of theories, concepts and practices in the field of Islamic, integrative, textual and contextual education
- 4) Organizing teacher professional education
- 5) Preparing quality graduates who have spiritual depth, moral greatness, breadth of knowledge and professional maturity
- 6) Developing Islamic science, technology and cultural arts through study and research
- 7) Providing services and information to the public and stakeholders in aspects of concepts, theories and

applications of Islamic education science and technology

- 8) Empowering education in schools, families and communities.²

3. English Study Program

a. Vision

Realizing a trusted study program in producing superior, competitive and Islamic English education graduates.

b. Mission

- 1) Organizing quality English education to produce superior and competitive English education staff.
- 2) Conducting research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.
- 3) Organizing professional education and teaching activities in the field of English by interacting with Islamic values and local culture
- 4) Build an effective, efficient, transparent and accountable management system to ensure the

² *Sejarah Singkat Terbentuknya Fakultas Tarbiyah Dan Ilmu Keguruan IAIM Sinjai* <http://ftik.iaimsinjai.ac.id/> accessed on 15:13 pm 22/06/2021

quality of graduates and the management of study programs

- 5) Establish sustainable cooperation with institutions, alumni and stakeholders to develop the quality of study programs and graduates.

c. Purpose

- 1) Produce graduates who are innovative and competitive in learning English
- 2) Produce graduates who have knowledge, character attitudes based on Islamic values.
- 3) Produce graduates who are able to conduct research and community service in the field of English language education to improve the quality of life of intelligent, creative and prosperous people. Personality, social competence in the field of Islamic religious education.
- 4) Produce graduates who have knowledge and skills in other fields related to English, namely in the fields of entrepreneurship, tourism and translators.³

³ TBI. FTIK IAIM. *Sinjai Sejarah Singkat Terbentuknya* <http://ftik.iainsinjai.ac.id/> accessed on 15:13 pm 22/06/2021

B. Result And Discussion of the Research

1. Result of the Research

a. Characteristics of respondents

The characteristics of the respondents in the research were 25 students of the English Study Program the description:

Table 4.1 Characteristics of Respondents

No.	Name	Gender	
		L	P
1.	A.KH		✓
2.	AS		✓
3.	AI	✓	
4.	FK	✓	
5.	FF	✓	
6.	IA	✓	
7.	HR	✓	
8.	HS		✓
9.	MAP	✓	
10.	HW		✓
11.	IA	✓	
12.	Z	✓	
13.	MJ		✓
14.	MNR	✓	
15.	ND		✓
16.	NZ		✓
17.	NAZH		✓
18.	NAZZ		✓
19.	F	✓	
20.	RA		✓

21.	RL		✓
22.	SR		✓
23.	RJ		✓
24.	Y		✓
25.	ABM		✓
Total		10	15

Student Description of Research Data that has been collected and then analyzed to determine the effectiveness of Shouted Loudly Game in English speaking skills at Students English Study Program. In this case, the method used is the experimental method. Based on the number of respondents obtained in accordance with the categories expected by the researcher, then they have a pre-test and post-test to the respondents.

b. The Data Analysis of Students Speaking Ability

The finding of the result deals with the classification of the students score on the pre test and post test.

Table 4.2 Students Classification Score at Pre Test And Post Test

No.	Classification	Pre Test		Post Test	
		F	%	F	%
1.	Excellent	-	-	7	28%
2.	Very Good	4	16%	9	36%

3.	Good	8	32%	9	36%
4.	Average	9	36%	-	-
5.	Poor	4	16%	-	-
6.	Very Poor	-	-	-	-
Total		25	100%	25	100%

Table 4.2 above, shows the students classification score at pre test and post test. In above table the students speaking skill at pre test was average. The data shown that there were no students who got very excellent, and very good score. It shown there were 4 students (16%) got very good score, 8 students (32%), 9 students (36%) got poor score, 4 students (16%) poor score, there is no got excellent score and very poor score in pre test. While the value in post test, there was an improvement of students score. There were 7 students (28%) out of 25 students got excellent score, 9 students (36%) got very good score, 9 students (36%) good score, and no one got average, poor and very poor score in post test.

From the data above, the researcher concluded that the students rate percentage in post test was greater than the rate percentage in pre test. It is meant that there

was a significance the effectiveness of using game shouted loudly in speaking skill English Study Program.

Table 4.3 Statistic Score Pre Test and Post Test

Statistics		PRE TEST	POST TEST
N	Valid	25	25
	Missing	0	0
Mean		8,4000	14,6800
Std. Error of Mean		,19149	,26281
Median		8,0000	15,0000
Std. Deviation		,95743	1,31403
Minimum		7,00	12,00
Maximum		10,00	17,00

Table 4.3 above show that the mean score at pre test was 8,40, standar error of mean was 0,19, median was 8,00, standard deviation was 0,95, minimum was 7,00, maximum was 10,00. While the score at post test improved to be the value mean was 14,68, standar error of mean was 0,26, median was 15,00, standard deviation was 1,31, minimum was 12,00, maximum was 17,00

After calculating the mean score, standard error of mean, standard deviation, median, minimum, maximum and classification of students score. Because the average value of learning outcomes in the Pre Test is

8.40 < Post Test 14.68, descriptively there is a difference in the average learning outcomes between the results of the Pre Test and Post Test. Furthermore, to prove whether the difference is really real (significant) or not, The Researcher need to interpret the results of the paired sample t test, the researcher calculated whether or not pre test and post test has the statistically significant difference, if the value of sig. (2 tailed) < 0.05 then H_0 is rejected and H_a is accepted, otherwise if the value of sig. (2 tailed) > 0.05 then H_0 is accepted and H_a is rejected. The result of those calculation are presented in the following table:

c. Hypotheses Test/ T Test

Table 4.4 Peired Sample Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRE TEST - POST TEST	-6,28000	1,13725	,22745	-6,74943	-5,81057	-27,611	24	,000

This table is the most important output, because in this table, we can find out there is effectiveness or there is no effectiveness of using game shouted loudly in speaking skill at English Study Program. However, before we discuss the

interpretation of the numbers contained in the "Paired Samples Test" output table above, first need to know the formulation of research hypotheses and decision making guidelines in the paired sample test.

Research Hypothesis Formulation:

H_0 : There is no Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program

H_a : There is Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program

The decision-making guidelines in the Paired Sample t-test based on the significance value (Sig.) of the SPSS output are as follows.

1. If the value of Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.
2. Conversely, if the value of Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected.⁴

Based on the output table of "Paired Samples Test" above, it is known that the value of Sig. (2-tailed) is 0.000

⁴ Singgih Santoso. *Pedoman Pengambilan Keputusan dalam Paired Sample Test T-Test* 265.2014.

< 0.05 , then H_0 is rejected and H_a is accepted. So it can be concluded that there is Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program. The output table dance "Paired Sample Test" above also contains information about the value of "Mean Paired Differences" is -6,28. This value shows the average difference between the Pre Test learning outcomes and the Post Test learning outcomes average or $8.40 - 14.68 = -6,28$ and the difference between -6,74 to -5,81 (95% Confidence Interval of the Difference below and up).

In addition to comparing the significance value (Sig.) with a probability of 0.05, there is another way to test the hypothesis in this paired sample t-test. That is by comparing the value of t count with t table. The guidelines or basis for decision making are as follows.

1. If the value of t count $< t$ table, then H_0 is rejected and H_a is accepted.
2. Conversely, if the value of t count $> t$ table, then H_0 is accepted and H_a is rejected.

Based on the "Paired Samples Test" output table above, it is known that the t count is negative, which is -27,611. This negative t-count value is caused because the average value of the Pre-Test learning outcomes is lower

than the average Post-Test learning outcomes. In the context of a case like this, a negative t-count can be positive. So the value of t count becomes 27,611. The value of t table is $2.060 < 27.611$ it is indicate the H_0 is rejected and H_a is accepted.

So The Researcher can conclude the there is Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program.

2. Discussion of the research

This research was conducted to determine The Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program. That the mean score at pre test was 8,40, standar error of mean was 0,19, median was 8,00, standard deviation was 0,95, minimum was 7,00, maximum was 10,00. While the score at post test improved to be the value mean was 14,68, standar error of mean was 0,26, median was 15,00, standard deviation was 1,31, minimum was 12,00, maximum was 17,00

Based on the output table of "Paired Samples Test" above, it is known that the value of Sig. (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is Effectiveness of Using Shouted

Loudly Game in Speaking Skill at Students of English Study Program.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the thesis research entitled " The Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program" it can be concluded that: From the analysis of the hypothesis test, it can be seen that shouted loudly game was effective in speaking skills of English Study Program. This can be proven by the results Based on the output table of "Paired Samples Test" above, it is known that the value of Sig. (2-tailed) is $0.000 < 0.05$ or The value of t table is $2.060 < 27.611$ then H_0 is rejected and H_a is accepted. So it can be concluded that there is Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program.

B. Suggestion

Based on the results of the research on The Effectiveness of Using Shouted Loudly Game in Speaking Skill at Students of English Study Program, the researchers will convey the following suggestions:

1. Teacher

The teacher must use the Game shouted loudly method in learn English because it is proven to improve students' speaking skills.

2. Student

Students must pay attention to the linguistic and non-language that can support the effectiveness of speaking.

3. The next researcher

This research can be developed for further research and provide learning experiences that can foster innovation in language skills so that the language skills of the next generation continue to increase

Finally, the Researcher realizes that this research still has some weakness and mistakes. There for, the Researcher would like to accept any consructive suggestion to make research better.

REFERENCES

- Amelia Resti, erni, masyhur". *the effectiveness of guessing Game technique in improving student speaking ability at Mts Hasanah Pekanbaru.*" 2015.
- Arifin, Imam *Improving The Students' Speaking Skill Through Group Investigation Technique Of The Seventh Grade Students Of Mts Sudirman Jambu Semarang In The Academic Other Thesis*, Salatiga. 2017.
- Aseptiana Parmawati *Using Analytic Teams Technique To Improve Students' Speaking Skil*. 2014.
- Basrowi dan Suwandi, *Procedure Penelitian Tindakan Kelas*, (Jakarta: Ghalia Indonesia. 2008.
- Beni in dewi sartika " analisis efektifitas pendapatan retribusi daerah dalam meningkatkan pendapatan asli daerah kota palembang. 2019
- Dwiyono. "Pengembangan Game Edukasi Sebagai Media Pembelajaran Interaktif Pada Kompetensi Dasar Mendeskripsikan Penggunaan Peralatan Tangan (Hand Tools) Dan Peralatan Bertenaga (Power Tools)." Jurnal Pendidikan Teknik Mekatronika 2017.
- Eyup Yasar Kurum June: *Teaching Language Skills For Prospective English Teacher*) Edition: 1 Chapter: 3 Publisher: Pelikan Editors: Assoc. Prof. Ekrem Solak. 2016.
- Firdaus,dkk. *Pedoman KTI IAI Muhammadiyah Sinjai*, (Sinjai : CV Latinulu), 2020.
- Hasan, *Improving Students English Vocabulary By Using Tic Tact Toe Game*, Journal Education. 2018
- Heaton, J.B. *English Language* penerbit london: longman group ltd. 1976.

- Hendra Heriansyah *Speaking Problems Faced By The English Department Students Of Syiah Kuala University*. P. 44 – 47. 2012.
- Iga Rosalina, “Efektivitas Program Nasional Pemberdayaan Masyarakat Mandiri Perkotaan Pada Kelompok Pinjaman Bergulir Di Desa Mantren Kec Karangrejo Kabupaten Madetaan”. *Jurnal Efektivitas Pemberdayaan Masyarakat*. 2012
- Ira Pratiwi. *Improving The Speaking Skill Throughcommunicative Activities Of The Eight Grade Students Of Mts N 1 Mlati*. 2013.
- Karakoç, Dilek, and Gül Durmuşoğlu Köse. "The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners." *Dil ve Dilbilimi Çalışmaları Dergisi*. 2017.
- Keban In him book *Herbani Pasolong*, 2010
- Kiki Riski Nanda, “Pengaruh Persepsi Harga dan Kualitas Produk Terhadap Keputusan Pembelian Konsumen Smartphone Vivo di Digicom Handphone Lubuk Pakam”, *Skripsi (Medan:Univ.Medan Area,)*. 2017.
- Knapp, Mark L., Judith A. Hall, and Terrence G. Horgan. *Nonverbal communication in human interaction*. Cengage Learning. 2013.
- L.Gibson In him book *Herbani Pasolong*, 2010.
- M Montessori. *The education of individual*. *Namta Journal*. 2015.
- Mee, Yin. *Teaching Listening. An Overview The English Teacher*. 2017.
- Ningtyas Orilina Argawati *Improving Students’ Speaking Skill Using Group Discussion Experimental Study On The First Grade Students Of Senior High School*. 2015.

- Nur Hidayat, *Improving Students' Vocabulary Achievement Through Word Game*, Journal Of Educators Society, (Surabaya). 2016.
- Salehi, Mohammadreza, and Rouhollah Torki. "The Effect of Using Cross-Word, Textual Guess and Wonder-Word on the Lexical Development of Iranian Students." *International Journal of English Language & Translation Studies*. 2017.
- Sejarah Singkat Terbentuknya Fakultas Tarbiyah Dan Ilmu Keguruan IAIM Sinjai <http://ftik.iaimsinjai.ac.id/> accessed on 15:13 pm 22/06/2021
- Sejarah Singkat Terbentuknya IAIM Sinjai <https://iaimsinjai.ac.id/> accessed on 15:29 pm 22/06/2021
- Singgih Santoso Pedoman Pengambilan Keputusan dalam Paired Sample Test T-Test. 2014.
- St. Rahmaniah Bahrin. *Improving Speaking Ability of The Second Year Students os SMK Negeri 1 Sinjai Through Small Group Discussion*. 2011.
- Subandowo, Dedy. *The language interference in english speaking ability for EFL learners. Proceedings of ISELT FBS*, Universitas Negeri Padang, P. 205 2017.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Cet. 28; Bandung: Alfabeta,). 2018.
- Sujana, I. Made, and Luh Sri Narasintawati. "Penerapan Permainan 'Bingo'dalam Pembelajaran Teks Deskriptif Bahasa Inggris Tingkat Dasar." *Jurnal Ilmiah 'Widya Pustaka Pendidikan* 2015.
- Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Praktiknya*, (Cet. VII; Yogyakarta: Bumi Aksara,). 2009.
- Sulihin, Asbar, and Elihami. "Developing of Instructional Video Media to Improve Learning Quality and

- Student Motivation.*" Edumaspul: Jurnal Pendidikan. 2020.
- Suryana, "*Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif*" Universitas Pendidikan Indonesia. 2010.
- Syafrizal, Ika Handayani, Dan Raden Fahrizal Juliansyah Sri Prakoso, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan. 2012.
- Syafrizal, Ika Handayani, Dan Raden Fahrizal Juliansyah Sri Prakoso, *The Influence Of Using Hay Day Game Toward Students Vocabulary Mastery*, Jakarta. Jurnal Bebasan. 2012.
- TBI. FTIK IAIM. *Sinjai Sejarah Singkat Terbentuknya* <http://ftik.iaimsinjai.ac.id/> accessed on 15:13 pm 22/06/2021
- Umar Fauzan *Enhancing Speaking Ability Of Efl Students Through Debate And Peer Assessment*. Journal. 2016.
- Ur A *Course in Language Teaching, Practice, and Theory*.1996.
- Wulandari, Rian. "*Improving students' speaking ability through communicative language Game at SMPN 1 Prambanan grade VIII A* (Doctoral dissertation)." Indonesia: Universitas Negeri Yogyakarta. 2014.



APPENDICES

RESEARCH INSTRUMENT GRID

Variables	Aspects	Indicator	Item	Explanation
Game Shouted Loudly	Effectiveness in improving english speaking skills	Through Game Shouted Loudly, students can improve their english speaking skills	Text dialogue	Practice
Speaking skills	Accuracy	Students can pronounce English correctly	Text dialogue	
	Fluency	Speak English Fluently And Correctly	Text dialogue	
	Comprehensibility	Understand what other people say when speaking English	Text dialogue	

RESEARCH INSTRUMENT

COVID-19

COVID-19 was declared a Global Public Health Emergency by the World Health Organization (WHO) on January 30, 2020. Coronavirus is a type of virus that causes illness ranging from mild to severe symptoms. There are at least two types of coronavirus that are known to cause severe disease, such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been previously identified in humans.

Various countries in the world have been shocked by the outbreak of a disease caused by the Corona Virus or better known as Corona Virus Diseases-19 (Covid-19). The Covid-19 pandemic has forced the world community to define the true meaning of life, the spread of Covid-19 which is increasing day by day has now become a major crisis for modern humans and forced us to for a moment look back at the meaning of life, family, and social environment in its truest sense. As we can see at this time the Covid-19 pandemic is very influential in various sectors of life and has a major impact, especially in the field of education. This is because the learning method has changed because it has to adapt to the circumstances of society

since the emergence of the Covid-19 pandemic, the learning process that was originally outside the network (offline) which is familiarly called face-to-face suddenly turned into online learning. Therefore, the "study at home" approach has also emerged.

As long as the Covid-19 virus outbreak continues to spread, online learning is considered one of the effective learning strategies. Because, with this application, students can learn without spending time coming to school while reducing crowds and direct contact with a number of people so that this pandemic is expected to end soon. So far, there is no more effective method for a home study system. Even the home study approach faces many obstacles, and the community has no other choice. Behind that there are some parents believe that the learning process at home is not effective. This home study method is considered an uncomfortable method for students, as well as parents. Studying at home also has many obstacles, including: communication between teachers and students is not effective in the teaching and learning process, unstable internet network and also low mastery of technology. During the online learning process that has occurred so far, it turns out that many students do not care about the ongoing learning process,

students prefer to have fun or even sleep because there is no one to supervise and reprimand them like offline learning.

Learning to be bold which is expected to be effective is easy, because teachers, students, and even parents feel that studying at home will be more difficult. The learning method is considered a better way of learning and because of that many parties want to learn face to face. If there is direct learning interaction, it will be easier for teachers and lecturers to teach students or students. If we come from previous experiences where offline learning has been an educational culture for a long time, direct communication is important, students can also easily interact with teachers or lecturers. Teachers are also better prepared to conduct face-to-face learning in schools or colleges. But until this April, according to the health agreement, face-to-face learning is still dangerous and it is very difficult to avoid the people around us. Therefore, according to the rules of the health protocol, the effective learning method for now is online learning. Therefore, the community, especially students, will be protected from the risk of spreading the Covid-19 virus

THE RESULT OF RESEARCH INSTRUMENT

Survey Results Pre test

No.	Name	Accuracy	Fluency	Comprehensibility	Score	Mean
1.	A.KH	3	2	3	8	2,66
2.	AS	3	4	2	9	3
3.	AI	3	4	3	10	3,3
4.	FK	3	2	2	7	2,3
5.	FF	4	3	3	10	3,3
6.	IA	3	4	3	10	3,3
7.	HR	3	2	3	8	2
8.	HS	2	2	2	7	2
9.	MAP	4	4	4	12	4
10.	HW	5	4	4	13	4,3
11.	IA	3	2	3	8	2,66
12.	Z	4	5	4	13	4,3
13.	MJ	2	3	2	7	2,3
14.	MNR	3	2	3	8	2,66
15.	ND	3	2	2	7	2,3
16.	NZ	3	3	2	8	2,66
17.	NAZH	4	4	4	12	4
18.	NAZZ	4	3	3	10	3,3
19.	F	2	2	2	6	2
20.	RA	3	4	4	11	3,6
21.	RL	2	2	2	8	2
22.	SR	3	3	4	10	3,3
23.	RJ	4	2	2	8	2,66
24.	Y	4	4	4	12	4
25.	ABM	3	3	4	10	3,3
Total					210	75,2

Survey Results Post Test

No.	Name	Accuracy	Fluency	Comprehensibility	Score	Mean
1.	A.KH	5	3	4	12	4
2.	AS	4	4	4	12	4
3.	AI	6	5	4	15	5
4.	FK	3	4	5	12	4
5.	FF	6	5	5	16	5,3
6.	IA	5	5	6	16	5,3
7.	HR	5	5	5	15	5
8.	HS	5	3	4	12	4
9.	MAP	6	5	5	16	5,3
10.	HW	6	6	5	17	5,6
11.	IA	5	5	4	14	4,6
12.	Z	6	5	6	17	5,6
13.	MJ	4	4	4	12	4
14.	MNR	5	4	4	13	4,3
15.	ND	5	5	5	15	5
16.	NZ	4	4	4	12	4
17.	NAZH	6	5	5	16	5,3
18.	NAZZ	5	5	5	15	5
19.	F	4	4	4	12	4
20.	RA	6	5	4	15	5
21.	RL	5	3	4	12	4
22.	SR	5	4	5	14	4,6
23.	RJ	5	4	3	14	4
24.	Y	6	5	5	16	5,3
25.	ABM	5	5	5	15	5
Total					367	117,2

RUBRIC FOR ASSESSMENT OF SPEAKING ABILITY IMPROVEMENT

No	Assessment Aspects	6	5	4	3	2	1
1.	Accuracy						
2.	Fluency						
3.	Comprehensibility						

CRITERIA SCORE SPEAKING ACCURACY

Classification	Score	Criteria
Very good	6	Pronunciations are only slightly affected by the mother tongue. A few grammar mistakes but mostly correct speech
Very well	5	Pronunciations are only slightly affected by the mother tongue. A few grammar mistakes but mostly correct speech
Good	4	Pronunciation is still quite influenced by the mother tongue but not a serious mistake
Average	3	Pronunciation is affected by the native language with only a few pronunciation errors
Bad	2	Pronunciation is strongly influenced by the mother tongue and difficulty in pronunciation so

		that it affects communication
Very bad	1	Lots of grammar mistakes, very serious pronunciation mistakes. There is no evidence of mastering language skills

SCORE CRITERIA SPEAKING FLUENCY

Classification	Score	Criteria
Very good	6	Talking without too much difficulty being able to express what is being conveyed
Very well	5	It's a little difficult to find the words to say, and there are a few pauses.
Good	4	Despite trying to find the words you want to say, there weren't too many pauses.
Average	3	Trying to find words and often looking for the meaning of the word you want to say.
Bad	2	Long pause while searching for the desired meaning and almost giving up.
Very bad	1	Very stammering and almost giving up.

Score Criteria Speaking Comprehensibility

Classification	Score	Criteria
Very good	6	Listeners easily understand the meaning of the talk conveyed by the speaker, there is very little interruption or clarification of words by the listener.
Very well	5	The general meaning and meaning of the speaker is quite clear, some interruptions by the listener to clarify the word.
Good	4	Most of what the speaker says is easy to follow but a few interruptions.
Average	3	The listener can understand a lot what is said by the speaker but there are too many interruptions to clarify the word.
Bad	2	Little can be understood by listeners
Very bad	1	Almost nothing can be understood

DISTRIBUTION OF T-TABLE

Df	Level of Significance for one –tailed test					
	0.1	0.05	0.025	0.01	0.005	0.0005
	Level of Significance for two –tailed test					
	0.200	0.100	0.050	0.025	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.926	31.598
3	1.638	1.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.371	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.898	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.328
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.800	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.425
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.683	2.021	2.423	2.704	3.551
60	1.298	1.671	2.000	2.390	2.660	3.460
120	1.282	1.658	2.980	2.358	2.617	3.373
X	1.282	1.645	21.960	2.326	2.576	3.291

DOKUMENTASI





**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/AK-PKP/PT/XII/2019

Appendix 7

51



**SURAT KEPUTUSAN
NOMOR: 615 /I.3.AU/F/KEP/2020**

TENTANG

**DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2020/2021**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
- c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Mustamir, M.Pd.	Sitti Rahmania Bahrin, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **RISWAL**

NIM : 170 110 003

Prodi : Tadris Bahasa Inggris (TBI)

Judul Skripsi : **The Effectiveness of Using Games Shouted Loudly to Improve the Students' Speaking Skill at Twelfth Grade IPS 2 of SMAN 7 Sinjai**

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

Kampus : Jl. Sultan Hasanaddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/AK-PKP/PT/XII/2019

52



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- K keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai
Pada Tanggal : 01 Oktober 2020 M
: 13 Shafar 1442 H



Takdir S.Pd.L., M.Pd.I
NBM. 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
KAMPUS : J.L. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 082348048870, KODE POS 92612
Email : info.iainsinjai@yahoo.com Website : <http://www.iainsinjai.ac.id>

53

Appendix 8 REDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT IZIN PENELITIAN

Nomor : 499.R/III.3.AU/D/KET/2021

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Rektor Institut Agama Islam Muhammadiyah Sinjai menerangkan bahwa:

Nama	: Riswal
NIM	: 170110003
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Yang bersangkutan diatas diberikan izin untuk melakukan Penelitian di Institut Agama Islam Muhammadiyah (IAIM) Sinjai dalam rangka penyusunan Skripsi dengan judul : **The Effectiveness of Using Shouted Loudly Game In Speaking Skill at Students of English Education Study Program.**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Sinjai, 27 Syawal 1442 H
8 Juni 2021 M

Rector

Dr. Firdaus, M.Ag.
NBM : 886 069



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 0823-48048870, KODE POS 92612

Email : info@iainsinjai@yahoo.com Website : <http://www.iainsinjai.ac.id>

54

Appendix 9 REEDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor : 654.R/III.3.AU/D/KET/2021

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Rektor Institut Agama Islam Muhammadiyah Sinjai menerangkan bahwa:

Nama	: Riswal
NIM	: 170110003
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Yang bersangkutan diatas benar telah melakukan penelitian di Institut Agama Islam Muhammadiyah (IAIM) Sinjai dalam rangka penyusunan Skripsi dengan judul : **The Effectiveness of Using Shouted Loudly Game In Speaking Skill at Students of English Education Study Program.**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Sinjai, 20 Dzulhijjah 1442 H
30 Juli 2021 M

Rektor,



[Signature]
Dr. Firdaus, M.Ag.
NBM : 886 069

AUTOBIOGRAPHY



Riswal, Born in Sinjai Regency to be precise in Karobbi Hamlet, Kanrung Village, Central Sinjai District, on October 9, 1999. The third child of four children from Ahmad.P and Haniah. Educational researcher at Elementary School at SD 94 Kanrung in Central Sinjai District, Sinjai Regency in 2011. In that year the researcher continued his education at Mts Negeri 1 Sinjai graduated in 2014 then continued High School at SMA Negeri 1 Sinjai was finished in 2017 In 2017, the researcher continued his education in tertiary institutions, to be precise at the Islamic Institute of Religion, Muhammadiyah, Sinjai. Researcher for undergraduate degree (S1) in 2021.

Appendix 8

RISWAL

170110003



RISWAL 170110003 TBI (1).docx

Nov 27, 2021

8246 words / 43068 characters

Sources Overview

30%

OVERALL SIMILARITY

1	journal.iain-samarinda.ac.id	1%
2	eprints.iain-surakarta.ac.id	1%
3	eprints.uny.ac.id	1%
4	e-repository.perpus.iainsalatiga.ac.id	<1%
5	Universitas Negeri Makassar on 2013-07-18	<1%
6	repository.radenintan.ac.id	<1%
7	Universitas Sumatera Utara on 2021-05-05	<1%
8	jurnal.upmk.ac.id	<1%
9	www.ijbel.com	<1%
10	irp.iium.edu.my	<1%
11	STKIP Sumatera Barat on 2019-11-20	<1%
12	Universitas Muhammadiyah Makassar on 2020-12-12	<1%
13	Universitas Negeri Makassar on 2013-07-17	<1%
14	repositori.uin-alaududin.ac.id	<1%
15	University of Mindanao on 2021-03-09	<1%
16	Universitas Negeri Makassar on 2013-07-18	<1%

109	President University on 2018-12-17	SUBMITTED WORKS	<1%
110	UBN Sunan Gunung Djati Bandung on 2020-08-12	SUBMITTED WORKS	<1%
111	Universitas Jenderal Soedirman on 2020-03-19	SUBMITTED WORKS	<1%
112	Universitas Muria Kudus on 2018-09-13	SUBMITTED WORKS	<1%
113	e-journal.stkipisiliwangi.ac.id	INTERNET	<1%
114	journal.uir.ac.id	INTERNET	<1%
115	repository.iainkudus.ac.id	INTERNET	<1%
116	www.journal.staihubbulwathan.id	INTERNET	<1%
117	Higher Education Commission Pakistan on 2018-09-04	SUBMITTED WORKS	<1%
118	Universitas Negeri Makassar on 2013-07-19	SUBMITTED WORKS	<1%
119	Universitas Muhammadiyah Surakarta on 2017-06-16	SUBMITTED WORKS	<1%
120	Universitas Negeri Makassar on 2013-07-19	SUBMITTED WORKS	<1%

Excluded search repositories:

Crossref

Excluded from document:

None

Excluded sources:

Universitas Muhammadiyah Makassar on 2020-11-14, submitted works, 5%

