

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

To know the effectiveness of using competitive game in teaching speaking skill, the writer compared two classes testing result. The classes were IPA class as the class which used the competitive game and IPS class which class used the conventional method or no treatment given. The test which given to the students by the writer was spoken test (interview)

The writer did the research on 25 July 2017 until 25 September 2017. Here, the writer described about the result of the research on the field that collected by techniques of data collection that were observation, interview test, and questionnaire. English learning process at MA Irtiqaiyah for eleventh grade student have been done one time in a week. It is on Tuesday for class IPA and Thursday for class IPS which taught by Mr. Muhammad Rasyid Ridha S.pd.

1. Description about the Use of Competitive Game in Teaching Speaking Skill for Eleventh Grade Students at MA Irtiqaiyah Academic 2017/2018.

In this section, the writer presents the data concerning the use of competitive game in teaching speaking for eleventh grade students at MA Irtiqaiyah by analyzing the data in qualitatively.

a. Observation

Observation was used to know the condition of teaching and learning process when the competitive game used in the classroom. The writer observed to the class for two times. The class was XI IPA which used competitive game and observed on 1 and 8 August 2017. The writer used ten criterions to observe the condition of teaching and learning process in the classroom.

Based on the result of researcher`s observation at XI IPA class, the researcher concluded that average of the students of the class looked enjoying the teaching and learning activity. All the students followed the game activity enthusiastically. Therefore, the writer made some conclusions in general for observation result.

There were ten points of observation guide. They were Following the game competition enthusiastically, All the students could practice advice and invitation theories by using the game, Respond to the topic enthusiastically, enthusiastic to finish the game, could perform their speaking ability confidently, Have fun while the teaching learning process, Feel enthusiasm to be the game winner, Understand the topic material, all students could participating in the game activities, and ll the students could perform their speaking skill well. Here are the results of the writer`s observation.

For the point one was following the game competition enthusiastically. The students looked enthusiastic when the teacher

brought in the game to the class because they liked to play game. For the point two was all the students could practice advice and invitation theories by using the game. Based on the result of the observation, the students could practice the both materials when playing the competitive game. Even though the students seems confused at the first time, but they all enjoyed practicing the both material after the teacher gave the explanation to how play the game. For the point three was the students responded to the topic enthusiastically. The students seem happy when the teacher gave the topic of the material that day. Point four was the students enthusiastic to finish the game. They were looked to compete each other in finishing the game even some of student looked not patient to wait his turn. Point fifth was the students could perform their speaking ability confidently. Some of them looked brave to express their word although they knew they made mistake. They still looked confident. But some of them also looked scare to speak because did not know what English should they said to express the words.

Point sixth was fun while the teaching learning process. the students looked enjoy and happy when played the game obvious when their friend got command on board or such as must do something fun. The seventh point was the students felt enthusiasm to be the game winner. When the game going on, researcher saw many students looked very enthusiast to run the game and being the winner. The

eighth point was the students understand the topic material. Almost of the students understood the topic material although some of them looked confuses to do the command in the board caused of the vocabulary limit.

The ninth point was all students could participate in the game activities. All the students could participate in the game because every student had one counter that made them must participate also. The last point was all the students could perform their speaking skill well. All students could perform their speaking skill well because in this game they have time for it. But, the problem was they have very limit vocabulary, just some of them who could speak well that time. To make clearly, it can be seen in the table below.

Table 4.1 Classroom Observation sheet

No.	Aspect	
1.	Following the game competition enthusiastically	Very Good
2.	All the students can practice advice and invitation theories by using the game	Good
3.	Responding to the topic enthusiastically	Good
4.	The students enthusiastic to finish the game	Very good
5.	The students can perform their speaking ability confidently	Good
6.	Having fun while the teaching learning process	Very good
7.	Feel enthusiasm to be the game winner	Very good
8.	Understanding the topic material	Good
9.	All students can participating in the game activities	Very good
10.	All the students can perform their speaking skill well	Good

Based on the described above, the writer could conclude that the using of competitive game for teaching speaking skill in classroom had positive effect. The condition of the students' activity in learning English was very good. They were active and enthusiastic in the learning and teaching process using competitive game.

Besides observing the condition of students' activity in learning, the writer also observed the process of teaching in the classroom directly. After did pre-test to the both classes, the writer asked the teacher to teach each class two times. One class used the competitive game as the experiment class (XI IPA) and another class taught without using competitive game as the control class (XI IPS).

1) Experiment class

a) The first meeting

The teaching and learning process by using competitive game did on 1 august 2017 at 11.45 a.m with the allocation time of 2x40 minutes. The topic material which taught that day was expression of giving advice and warning. The steps of teacher in teaching were:

- The teacher opened the class by saying salam and basmallah
- The teacher checked the students' attendant list
- The teacher wrote down the topic material on the white board

- The teacher stimulated the students` knowledge about the topic would be learned that day by asking some question such as “anyone know what will we learn today?, do you know giving advice, what is warning”
- Teacher gave the explanation about the topic with the example
- Teacher gave example how to read the expression and the students repeated to her
- Teacher asked the students to stand up and take one counter for every student
- Teacher gave explanation what the game would be played that day and what the rules to play it
- The students played the game based on the counter they had. Counter A as the first player, B as the second player, and so on.
- The first student threw the dice and read the written on the board space based on the dice number.
- The student gave the advice to the next student or did a command and so on until one of them got finish.
- The teacher gave conclusion of the topic learning that day before closing the class.
- The teacher asked to the students if they had questions or still not understands.

- The teacher said hamdallah together and closed the class.

b) Second meeting

The teaching and learning process by using competitive game did on 8 august 2017 at 11.45 a.m with the allocation time of 2x40 minutes. The topic material which taught that day was invitation (expression of how to offering, accepting and declining an invitation). The steps of teacher in teaching were:

- The teacher opened the class by saying salam and basmallah
- The teacher checked the students` attendant list
- Stimulating the students` knowledge about the topic would be learned that day by asking some question such as “anyone remembers what had we learned in the previous day? anyone know what will we learn today?, do you know invitation?”
- Teacher gave the explanation about the topic with the example.
- Teacher gave example how to read the expression and the students repeated to her
- Teacher gave explanation that they would play the same game on the previous day.
- Teacher asked the students to stand up and take one counter one for every student.

- The students played the game based on the counter they had. Counter A as the first player, B as the second player, and so on.
- The first student threw the dice and read the written on the board space based on the dice number.
- The student gave the advice to the next student or did a command and so on until one of them got finish.
- The teacher gave conclusion of the topic learning that day before closing the class.
- The teacher asked to the students if they had questions or still not understands.
- The teacher said hamdallah together and closed the class.

2) Control class

a) The first meeting

The teaching and learning process without using competitive game did on 3 august 2017 at 08.50 a.m with the allocation time of 2x40 minutes. The topic material which taught that day was expression of giving advice and warning.

The steps of teacher in teaching were:

- The teacher opened the class by saying salam and basmallah
- The teacher check the students` attendant list

- The teacher write down the topic material on the white board
- The teacher stimulated the students` knowledge about the topic would be learned that day by asking some question such as “anyone know what will we learn today?, do you know giving advice, what is warning”
- Teacher gave the explanation about the topic with the example
- Teacher gave example how to read the expression and the students repeated to her
- The teacher asked the students to work in pairs and make a dialogue about giving advice and warning.
- The teacher asked the students to perform their dialogue in front of the class by turns.
- The teacher asked to the students if they had questions or still not understands.
- The teacher said hamdallah together and closed the class.

b) Second meeting

The teaching and learning process without using competitive game did on 10 august 2017 at 08.50 a.m with the allocation time of 2x40 minutes. The topic material which taught that day was invitation.

The steps of teacher in teaching were:

- The teacher opened the class by saying salam and basmallah
- The teacher check the students` attendant list
- The teacher write down the topic material on the white board
- The teacher stimulated the students` knowledge about the topic would be learned that day by asking some question such as “anyone know what will we learn today?, do you invitation, how to invite someone to your party”
- Teacher gave the explanation about the topic with the example
- Teacher gave example how to read the expression and the students repeated to her
- The teacher asked the students to work in pairs and make a dialogue about invitation
- The teacher asked the students to perform their dialogue in front of the class by turns.
- The teacher asked to the students if they had questions or still not understands.
- The teacher said hamdallah together and closed the class.

2. The Description about the Speaking Ability of Students Who Taught Using Competitive Game and the Students Who Taught Without Using Competitive Game at MA Irtiqaiyah Academic 2017/2018

To find out the speaking ability of students who taught using competitive game and taught without using competitive game, the writer used the interview test which conducted when before and after the treatment were given. Here were the results of students test in speaking skill.

a. Pre-test experiment class

The writer collected the information of students speaking ability by interview test on 28 July 2017. The score was divided into five types with 10 items of questions; they were fluency, grammar, pronunciation, vocabulary and comprehension. More information about the score can be seen in the table.

Table 4.2 The Students` Score of Pre-Test in Experiment Class

No .	Nama	Score rubric					Total	score x2
		F	Accuracy			C		
			G	P	V			
1.	Alsyilla ananda s.	4	6	6	4	5	25	50
2.	Gusti M. rajes khan	8	6	8	6	8	36	72
3.	Karimah	5	6	4	4	6	25	50
4.	Mahriani	6	4	5	4	4	23	46
5.	Muhammad arsyad	4	4	5	4	4	21	42
6.	Muhammad sa`adillah	6	4	5	6	6	27	54
7.	Novelia riska handini	4	5	4	4	5	22	42
8.	Risfa	6	6	5	4	5	26	52

9.	Siti maimunah	6	6	6	4	6	28	56
10.	Vyna	6	6	6	6	6	30	60

Information about the table above:

F = Fluency

G = Grammar

P = Pronunciation

V = Vocabulary

C = Comprehension

The total score of every student time 2 so that the last score is 100 (example, $36 \times 2 = 72$). Based on the table above could we see that the highest score for pre-test result of the students who taught without using competitive game was 72 and the lowest score was 42, and accumulate score was 524.

Based on the data of students' score of pre-test, it found that most of speaking ability of students who taught using the competitive game was categorized in low category. They were 50% of students got score in range 50 - <60.

Table 4.3 the frequency distribution of the speaking ability and category of students who taught using competitive game.

No.	Score	Frequency	Percentage	Category
1	80 - 100	0	0%	Excellent
2	70 - >80	1	10%	Good
3	60 - >70	1	10%	Fair
4	50 - > 60	5	50%	Low

4	0 - > 50	3	30%	Very low
Total		10	100%	

To know the speaking ability of student who taught using competitive game at eleventh grade of MA Irtiqaiyah academic 2017/2018, the writer used the calculation of mean formula;

$$M1 = \frac{\sum fx}{N1}$$

$$M1 = \frac{524}{10}$$

$$M1 = 52.4$$

Thus from the calculated above could be concluded that the mean score of students speaking test ability for experiment class in pre-test was in low category (50 - > 60)

b. Pre-test in control class

The writer collected the information of students speaking ability by spoken test on 29 July 2017. The score was divided into five types with 10 items of questions; they were fluency, grammar, pronunciation, vocabulary, and comprehension. More information about the score can be seen in the table.

Table 4.4 The Students` Score of Pre-Test in Control Class

No.	Nama	Score rubric					Tot al	Score x2
		F	Accuracy			C		
			G	P	V			
1.	Ahmad fauzan	6	6	6	4	6	28	56
2.	Asyrof rosyad	4	4	6	5	6	25	50
3..	Emi yulia astutik	4	5	6	4	6	25	50

4.	Farah triana	5	6	6	4	6	27	54
5.	Helman isra	4	4	6	4	6	24	48
6.	Heny lisa warlinda	3	3	4	2	4	16	32
7.	Jamilah	4	4	6	4	6	24	48
8.	Karina miranti nur	6	6	6	6	8	32	64
9.	Lucky fhebriyanti	4	4	8	4	6	26	52
10.	M. ilham	5	4	6	4	6	25	50
11.	M. rafii	6	4	6	4	4	24	48
12.	M. rifani	4	4	6	4	6	24	48
13.	M. rizani	6	6	8	4	6	30	60
14.	M. zainal ilmi	4	6	6	6	6	28	48
15.	Ratih	6	6	6	4	6	28	48
16.	Sifa salsabila	5	4	6	4	6	25	50
17.	Vyni	6	6	6	6	6	30	60
18.	Yuli rahman	5	6	6	4	6	27	54

Information about the table above:

F = Fluency

G = Grammar

P = Pronunciation

V = Vocabulary

C = Comprehension

The total score of every student time 2 so that the last score is 100 (example, $32 \times 2 = 64$). Based on the table above could we see that the highest score for pre-test result of the students who taught without using competitive game was 64 and the lowest score was 32, and accumulate score was 920

Based on the data of students' score of pre-test, it found that most of speaking ability of students who taught without using the competitive game was categorized in low category. They are 44% of students got score in range 50 - <60.

Table 4.5 the frequency distribution of the speaking ability and category of students who taught without using competitive game.

No.	Score	Frequency	Percentage	Category
1	80 - 100	0	0%	Excellent
2	70 - >80	0	0%	Good
3	60 - >70	3	17%	Fair
4	50 - > 60	8	44%	Low
4	0 - > 50	7	39%	Very low
Total		18	100%	

To know the speaking ability of student who taught without using competitive game at eleventh grade of MA Irtiqaiyah academic 2017/2018, the writer used the calculation of mean formula;

$$M2 = \frac{\sum fx}{N2}$$

$$M2 = \frac{920}{18}$$

$$M2 = 51.11$$

From the calculated above could be concluded that the mean score of students speaking test ability for class control in pre-test result was low category (50 - > 60).

c. Post-Test in Experiment Class

The writer collected the information of students speaking ability by interview test on 9 August 2017. The score was divided into five types with 10 items of questions; they were fluency, grammar, pronunciation, vocabulary, and comprehension. More information about the score can be seen in the table.

Table 4.6 The Students` Score of Post-Test in Experiment Class

No.	Nama	Score rubric					Total	Score x2
		F	Accuracy			C		
			G	P	V			
1.	Alsyilla ananda s.	6	7	8	8	8	37	74
2.	Gusti M. rajes khan	10	8	9	9	9	45	90
3.	Karimah	5	6	4	5	6	26	52
4.	Mahriani	7	5	6	8	7	33	66
5.	Muhammad arsyad	6	5	6	6	7	30	60
6.	Muhammad sa`adillah	8	7	8	7	7	37	74
7.	Novelia riska handini	7	6	7	8	8	36	72
8.	Risfa	6	6	7	8	7	34	68
9.	Siti maimunah	8	7	7	8	8	38	76
10.	Vyna	8	6	8	8	8	38	76
	Total							708

Information about the table above:

F = Fluency

G = Grammar

P = Pronunciation

V = Vocabulary

C = Comprehension

The total score of every student time 2 so that the last score was 100 (example, $45 \times 2 = 90$). Based on the table above could we see that the highest score for pre-test result of the students who taught without using competitive game was 95 and the lowest score was 52, and accumulate score was 708

Based on the data of students' score of post-test, it found that most of speaking ability of students who taught using the competitive game was categorized in good category. They are 50% of students got score in range 70 - <80.

Table 4.7 the frequency distribution of the speaking ability and category of students who taught using competitive game.

No.	Score	Frequency	Percentage	Category
1	80 - 100	1	10%	Excellent
2	70 - >80	5	50%	Good
3	60 - >70	3	30%	Fair
4	50 - > 60	1	10%	Low
4	0 - > 50	0	0%	Very low
Total		10	100%	

To know the speaking ability of student who taught using competitive game at eleventh grade of MA Irtiqaiyah academic 2017/2018, the writer used the calculation of mean formula;

$$M1 = \frac{\sum fx}{N1}$$

$$M1 = \frac{708}{10}$$

$$M1 = 70.8$$

From the calculated above could be concluded that the mean score of students speaking test ability for experiment class in post-test result was good category (70-80).

d. Post-Test in Control Class

The writer collected the information of students speaking ability by interview test on 11 and 12 August 2017. The score was divided into five types with 10 items of questions; they were fluency, grammar, pronunciation, vocabulary, and comprehension. More information about the score can be seen in the table.

Table 4.8 The Students' Score of Post-Test in Control Class

No.	Nama	Score rubric					Total	Score x2
		F	Accuracy			C		
			G	P	V			
1.	Ahmad fauzan	7	6	6	5	6	30	60
2.	Asyrof rosyad	6	5	6	5	6	28	56
3..	Emi yulia astutik	6	5	6	4	6	27	54
4.	Farah triana	6	6	6	5	7	30	60
5.	Helman isra	5	4	6	4	5	25	50
6.	Heny lisa warlinda	4	4	4	4	4	20	40
7.	Jamilah	6	6	6	5	7	30	60
8.	Karina miranti nur	8	7	6	7	8	36	72
9.	Lucky fhebriyanti	6	5	7	4	6	28	56
10.	M. ilham	5	4	5	4	6	24	48
11.	M. rafii	7	6	6	6	6	31	62
12.	M. rifani	5	6	6	4	6	27	54
13.	M. rizani	7	6	8	5	6	32	64
14.	M. zainal ilmi	5	6	6	6	7	30	60
15.	Ratih	7	6	6	5	6	30	60

16.	Sifa salsabila	7	5	6	4	6	28	56
17.	Vyni	7	6	6	6	6	31	62
18.	Yuli rahman	5	5	6	5	6	27	54
	Total							1028

Information about the table above:

F = Fluency

G = Grammar

P = Pronunciation

V = Vocabulary

C = Comprehension

The total score of every student time 2 so that the last score is 100 (example, $36 \times 2 = 72$). Based on the table above could we see that the highest score for pre-test result of the students who taught without using competitive game was 72 and the lowest score was 40, and accumulate score was 1028

Based on the data of students' score of post-test, it found that the largest number of speaking ability of students who taught without using the competitive game was in fair category. They were 44% of students got score in range 60 - <70. The description of the speaking ability of the students who taught without using the competitive game can be seen in table following.

Table 4.9 the frequency distribution of the speaking ability and category of students who taught without using competitive game.

No.	Score	Frequency	Percentage	Category
1	80 - 100	0	0%	Excellent
2	70 - >80	1	6%	Good
3	60 - >70	8	44%	Fair
4	50 - > 60	7	39%	Low
4	0 - > 50	2	11%	Very low
Total		18	100%	

To know the speaking ability of student who taught without using competitive game at eleventh grade of MA Irtiqaiyah academic 2017/2018, the writer used the calculation of mean formula;

$$M2 = \frac{\sum fx}{N2}$$

$$M2 = \frac{1028}{18}$$

$$M2 = 57$$

From the calculated above could be concluded that the mean score of students speaking ability for class control in post-test result was still in low category (50 - > 60).

Based on the result of pre-test and post-test of XI IPA's students (experiment class), it can be concluded that the mean score of students' pre-test was 52. The highest score was 72 and the lowest score was 42. After the teacher taught them using competitive game twice, the mean score of students in post-test was different from pre-test. The mean score

of students in post-test was 71. The highest score was 95 and the lowest score was 52. The students' ability in speaking in pre-test was low, but after they were taught by using competitive game they and then did post-test, their ability were being in good category. It means that the using of competitive game in teaching speaking skill was effective helping them to improve their speaking ability.

Based on the result of pre-test and post-test of XI IPS's students (control class), it can be concluded that the mean score of students' pre-test was 51. The highest score was 64 and the lowest score was 32. After the teacher taught them using conventional method twice (without using competitive game), the mean score of students in post-test was different from pre-test also. The mean score of students in post-test was 57. The highest score was 72 and the lowest score was 40. The score of students in post-test was higher than pre-test, but the significant still not too high. The students' ability in pre-test time categorized in low category and after they were taught by the teacher their achievement still in low category. It means that the teaching used conventional method not help the students much.

3. The Test of different between Pre-Test and Post-Test Score of The Students Who Taught Using Competitive Game (Experiment class) and the Students Who Taught without Competitive game (Control Class).

To know there was any difference score between the pre-test and post-test of every class, the writer had to analysis the normality and homogeneity data firstly. After the did analysis of normality test, the writer could decide the next statistical analysis should be done. Here were the steps that did by the writer in analyzing the data.

a. Normality test

1) Experiment class

Hypothesis:

Ho: the data distributed normally

Ha: the data not distributed normally

The data could be said completed the hypothesis if;

Significance score > 0.05 , so Ho was accepted

Significance score < 0.05 , Ho was rejected.

To know the result of analysis, the writer used the SPSS 16 application with Lilliefors test formula. The analysis result could be seen on the table.

Table 4.10 The Test of Normality Data of Experiment Class**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai pretest	.144	10	.200*	.920	10	.355
nilai posttest	.206	10	.200*	.953	10	.708

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data above the writer found that the significance scores of data for pre-test and post-test of experiment class were 0.2 ($0.2 > 0.05$). That mean H_0 was accepted and the data distributed normally.

2) Control class

Hypothesis:

H_0 : the data distributed normally

H_a : the data not distributed normally

The data could be said completed the hypothesis if;

Significance score > 0.05 , so H_0 was accepted

Significance score < 0.05 , H_0 was rejected.

To know the result of analysis, the writer used the SPSS 16 application with Lilliefors test formula. The analysis result could be seen on the table.

Table 4.11 The test of Normality Data of Control Class**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai pretest	.269	18	.001	.866	18	.016
nilai posttest	.161	18	.200*	.945	18	.346

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the data above found that the significance scores of data for pre-test 0.001. That's mean $0.001 < 0.05$. So H_0 was rejected, the distributed not normally. And for the significance score of post-test was 0.2 that's mean $0.2 > 0.05$. So H_0 was accepted and the data distributed normally.

Based on the calculation above found that one of data was distributed not normally, that's mean the statistic should be done by the writer next was the non-parametric statistic. Here the writer used the Wilcoxon test to know the there was any significant difference between pre-test and post-test students' score.

1. The Test of Different between Pre-test and Post-test Students' Score in Experiment Class

Hypothesis :

H_0 = there was not differences of score in pre-test and post-test

H_a = there was a difference of score in pre-test and post-test

Note:

H_0 was accepted if (Asymp. Sig. $> \alpha$)

H_0 was rejected if (Asymp. Sig. $< \alpha$)

$\alpha = 0.05$

To know the result of analysis, the writer used the SPSS 16 application with Wilcoxon test formula. The analysis result could be seen on the table below.

Table 4.12 Test of different between pre-test and post-test in experiment class.

	Post-Test - Pre-Test
Z	-2.814 ^a
Asymp. Sig. (2-tailed)	.005

From the above got the Asymp. Sig. 0.005. the Asymp. Sig. score $< \alpha$ ($0.005 < 0.05$), it mean H_0 was rejected and H_a was accepted. So the writer could conclude that there was any significant difference between pre-test and post-test students' score in experiment class.

2. The Test of Different between Pre-test and Post-test Students`

Score in Control Class

Hypothesis :

H_0 = there was not differences of score in pre-test and post-test

H_a = there was a difference of score in pre-test and post-test

Note:

H_0 was accepted if (Asymp. Sig. $> \alpha$)

H_0 was rejected if (Asymp. Sig. $< \alpha$)

$\alpha = 0.05$

To know the result of analysis, the writer used the SPSS 16 application with Wilcoxon test formula. The analysis result could be seen on the table below.

Table 4.13 Test of different between pre-test and post-test in experiment class.

	Post-Test - Pre-Test
Z	-3.541 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

From the

above got the Asymp. Sig. 0.00. The Asymp. Sig. score $< \alpha$ ($0.00 < 0.05$), it mean H_0 was rejected and H_a was accepted. So the writer could concluded there was any different significant between pre-test and post-test students` score in control class.

4. The Comparison of Achievement of Students Who Taught Using Competitive Game and the Students Who Taught without Using Competitive Game.

After the writer analyzed the different of pre-test and post-test students' score for every class, the writer continued the analysis by counting the how big the students' achievement improved after given the treatment using N-gain normalized formula. After that, the score of both classes were compared then by table category N- Gain. **See on the table 3.5 in chapter III.**

a. Experiment class

To know the mean score of students in test, see appendix VII

$$\begin{aligned}
 g &= \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}} \\
 &= \frac{70.8 - 52.4}{100 - 52.4} \\
 &= \frac{18.4}{47.6} \\
 &= 0.38 \text{ (medium Category)}
 \end{aligned}$$

b. Control class

To know the mean score of students in test, see appendix VII

$$\begin{aligned}
 g &= \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}} \\
 &= \frac{57.11 - 51.11}{100 - 51.11} \\
 &= \frac{6}{48.89} \\
 &= 0.122 \rightarrow 0.12 \text{ (low category)}
 \end{aligned}$$

Based on the calculation above gotten, the g score of experiment class was 0.38 and categorized in medium category. Otherwise the g score of control class was 0.12 and categorized in low category. So the writer could conclude that the students who taught using competitive game in speaking skill have better achievement than the students who taught without using competitive game.

Table 4.14 Result of N-Gain score of experiment and control class

Class	Mean score	Category
Experiment	0.38	Medium
Control	0.12	Low

5. The Students` Perception toward Learning English by Using Competitive Game.

To find out the students` perception toward the effects of using competitive game in learning English, the writer gave the questionnaire were in the form of multiple choices. **See on the appendix IV** about the item of questions. The questionnaire was given after the treatment had given to the experiment class. Here were the data of questionnaire.

Table 4.15 The data of questionnaire result

Respondants	Number of questions				
	1	2	3	4	5
A	2	2	2	2	2
B	3	2	2	2	2
C	2	2	2	2	2

D	2	2	2	1	2
E	2	2	2	2	2
F	2	2	2	2	2
G	2	2	2	2	2
H	3	3	3	3	3
I	3	2	2	2	2
J	2	2	2	2	2

From the data above, could be counted the mean average of students such as below.

Question 1

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2+3+2+2+2+2+2+3+3+2}{10} \\
 &= \frac{22}{10} = 2.2
 \end{aligned}$$

Question 2

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2+2+2+2+2+2+2+3+2+2}{10} \\
 &= \frac{21}{10} = 2.1
 \end{aligned}$$

Question 3

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2+2+2+2+2+2+2+3+2+2}{10} \\
 &= \frac{21}{10} = 2.1
 \end{aligned}$$

Question 4

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2+2+2+1+2+2+2+3+2+2}{10}
 \end{aligned}$$

$$= \frac{20}{10} = 2$$

Question 5

$$M = \frac{\sum x}{N}$$

$$= \frac{2+2+2+2+2+2+2+3+2+2}{10} = \frac{21}{10} = 2.1$$

So, based on the calculation above gotten the mean score of every questionnaire issue which interpreted in the table below.

Table 4.14 The category of the mean

Issue	Mean	Category
Students` interest	2.2	High
The advantages	2.1	Help the students very much
Students` motivation	2.1	High
The relevancy	2	Relevant
Sustainability	2.1	Very necessary

From the table above we could know the questionnaire results were:

- a. The students`s interest in learning English using competitive game was high.
- b. The competitive game (ABG) was useful in learning English, especially the speaking skill. It could engage the students to learn English
- c. The motivation of students to speak English while they were playing competitive game (ABG) was high.

- d. The materials taught in this research and the materials which are often used by the students to communicate in their daily life were relevant
- e. The program was very necessary for the students.

B. Discussion

After all obtained data were shown in the finding; the writer discussed all the obtained data to give some consideration on the research then.

1. The Use Competitive Games in Teaching Speaking Skill for Eleventh Grade Students at MA Irtiqaiyah Academic 2017/2018.

The writer knew the use competitive games in teaching speaking skill for eleventh grade students at MA Irtiqaiyah based on the teacher`s practice and the observation. The competitive game which used here was the Advice board game (ABG). Advice board game (ABG) was a game which used a board as the medium of the game. On the board, there were 32 spaces that consist of 25 problem written, 5 command or punishment, and two spaces for line start and finish. Every student has one counter and chance to move by turn. The students have to make sentence or did something based on the written on the space where he or she stop and so on until one of the students got finish.

Based on the finding data, the writer could conclude that the use of competitive game helped students in learning process. They were

motivated to participate in teaching and learning process, especially for learning about giving advice and warning and also about the invitation. This game made them had to talk and faster more than other if they wanted to be the winner of the game. They also looked happy and enjoy during the teaching and learning process when using the competitive game. That`s mean the competitive game had gave positive effect which helped students to be more active such as had been explained in chapter two that competition can motivate the students to easy participating in the learning activity and make them more enthusiasm in it. The students who seem to be reticent, or appear to lack confidence in using a foreign language in the classroom seems more enjoy joining in the learning activity with a competitive game.

This argument also supported by the students` respond when they were asked to fill the questionnaire after taught using the competitive game. From the questionnaire result the researcher could conclude that according the students` perception, learning by using competitive game gave them some advantages. They agreed that competitive game made them more interesting to learn, increased their motivation to brave speak out more and helped them to easy understanding the lesson more. They also said that the game like this was needed to do for next days.

In short, the use of competitive games in teaching speaking skill at MA Irtiqaiyah was effective made students to get better in learning

acquisition process. It was very helped for students and gave positive effects for them.

2. The Comparative Achievement between Students Who Taught Using Competitive Game in Speaking Skill and the Students Who Taught without Using Competitive Game in Speaking Skill of Grade Eleventh at MA Irtiqaiyah Academic 2017/2018.

Based on the finding data of the writer found that, the students who taught using competitive game have been improved in their speaking skill. As well as the students who taught without using competitive game. They were also got improved in their speaking skill. This condition the writer knew from the pre-test and post-test score result of both classes. But the result was bad enough if compared to the experiment class result.

Using the program of SPSS 16, the writer analyzed the score of both classes (experiment class and control class). By applying the Wilcoxon test to know the significant difference of score pre-test and post-test, gotten that significant score for class experiment was 0.005 and for control class was 0.000. Standard of score significance was 0.05. According Wilcoxon test, the count score which has lower than the standard of score significant interpreted that the data had significant different. 0.005 and 0.000 were lower than 0.05 ($0.005 < 0.05 > 0.000$) that's mean there were any different significant scores

between pre-test and post-test result from both classes, experiment class and control class.

To know the significant difference of achievement between the students who taught of using competitive game and the students who taught without using competitive game (experiment and control class), the writer used the formula N-Gain by Hake. Using this formula would be known who got better achievement in speaking test. Let see the comparative of achievement of both classes on the explanation below.

Based on the finding data of the research, it was found that the “g” score for experiment students was 0.38 and for the control class was 0.12. Based on the table category of N-gain could be interpreted, the score 0.38 included in medium category and the score 0.12 included in low category. From that information the writer made conclusion that the achievement of experiment class students was better than the achievement of the control class students. The achievement of experiment class students was in medium category while the achievement of control class students was low category. Thus, the achievement of the students who taught using of competitive game in speaking skill were better than the students who taught without using of competitive game in speaking skill. It`s mean the using of competitive game was effective helped students to increase their ability in speaking skill.