THE INFLUENCE OF USING DUNGEON AND DRAGON BOARD TECHNIQUE TOWARDS STUDENTS’ SPEAKING ABILITY AT THE FIRST SEMESTER OF SEVENTH CLASS AT SMP SWADHIPLE 1 NATAR IN 2015/2016 ACADEMIC YEAR

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THE STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2018
ABSTRACT

THE INFLUENCE OF USING DUNGEON AND DRAGON TECHNIQUE TOWARDS STUDENTS’ SPEAKING ABILITY AT THE FIRST SEMESTER OF THE SEVENTH CLASS AT SMP SWADHIPA 1 NATAR

By

ABDU ROHMAN MUTAKIN

It means that the ability to speak English needs to be mastered. The mastery of speaking skill is essential in order to construct sentences and conversations for social interaction. However, most students of SMP Swadhipa 1 Natar face problems in understanding the meaning of words.

The research was intended to find out whether Dungeon and Dragon Technique could be used to improve students’ speaking ability and to analyze the implementation of teaching speaking ability. The subject of the research were seventh graders of SMP Swadhipa 1 Natar. The research conducted from March 21st 2017 through April 23rd 2016.

In this research, the instrument was oral test. The test was aimed at measuring the students’ speaking ability, in this case, the test used oral. There are two kinds of instrument of the research: they were pre test and post test. The data by using Repeated measure T-test in SPSS 17.0.

The result of the research showed the mean score was 64.6 in pre test and 69.9 in post test. And T-value was 3.874 which was higher than T-table 0.3246 and 2 tail significant 0.000 than was lower 0.05. It can be concluded that there is a significant influence of using Dungeon and Dragon Board Technique toward student’s speaking ability.

Keywords: Dungeon and Dragon Board Technique, speaking ability.

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‘’Today must be better than yesterday‘’

( By : Wessy’s )
DECLARATION

I hereby state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, February 2018

Declared by,

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DEDICATION

This thesis is dedicated to:

❖ My beloved Father and Mother, Syaenudin and Salbiyah, who always pray for my success, Thanks for all the motivation and support, I love you forever.

❖ My beloved brothers; Badrudin S.H.I, M.H, Najmuddin S.Pd.I, and Zainal Rofiki, who always support me and cheers me up until the completion of this script. Thanks for you; we must be better for the future.

❖ My beloved friends; all students of English Education study program especially class D 2011.

❖ My beloved Almamater and lecturers of IAIN Raden Intan Lampung.
CURRICULUM VITAE

The researchers’ name is Junaedi. He was born in Wonosari, on January 7th, 1994. He is the youngest child of Syaenudin and Mrs. Salbiyah.

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First of all, all praises be to Allah, the Most Merciful, the Most Beneficent for his mercy and blessing given to the writer during the study and in completing this final project. Then, peace and salutation maybe upon to the great messenger prophet Muhammad SAW, who have bring us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

For those reason, the researcher would like to thank the following people for their ideas, time and guidance for this script:

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Finally, none or nothing is perfect and neither is this final project. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung,
The Researcher,

Junaedi
DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Ayub and my mother Kasirah, who always give their endless love and pray for my success.

2. My beloved sisters and brother, Siti Marhamah, Hidayah Ma’rufah and Nasrulloh, who always support and give me suggestions for my success.

3. My beloved wife and child, Eva Syarifatus Sholihat, S. Pd and Muhammad Arfan Razka Ramadhan, who always give their endless love, support and pray for my success.

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CURRICULUM VITAE

Abdu Rohman Mutakin was born on October 2nd, 1990 in Titirante, Rejosari, Natar Lampung Selatan. He is the third child of four children of the couple Ayub and Kasirah. He has two sisters and one brother, they are Siti Marhamah, Hidayah Ma’rufah and Nasrulloh. He married to Eva Syarifatus Sholihat, S.Pd. and has a son named M. Arfan Razqa Ramadhan.

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Praise be to Allah the most Glorified and the most Exalted for His mercy and blessing so that this thesis can be finally completed entitled “The Influence Of Using Dungeon And Dragon Board Technique Towards Student’s Speaking Ability At The First Semester Of Seventh Class At SMP Swadhipa 1 Natar In 2015 / 2016 Academic Year”. This thesis is also written as a part of the requirement of S -1 Degree in the English Education Study Program UIN Raden Intan Lampung. When Finishing this thesis, the writer has obtained so many help, assistances, aids, supports and many valuable thing from various sides.

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Bandar Lampung, February 2018

The Writer

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NPM. 1011040060
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is the important thing in the human life, it is used to communicate to other people. By using language the people will express their ideas, emotion, and desires, and it used as a medium to interact with one another, to fulfill their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

English has many functions, one of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing.¹ Teaching and learning will be success if they are supported by some

factors such as the method that is using in teaching English, completeness of teaching facilitaties, interesting media, and condition of school environment.

In Indonesia, English is taught as one of the compulsory subjects which are taught from elementary school to university. By learning English, the students are expected to be able to communicate in English both in written and oral forms. Thus they have to master the four skills: they are speaking, listening, reading and writing. They should be taught skillfully and communicatively in learning process in order to achieve the goal of Indonesian curriculum.

Although English has been taught to the students at different level of education for years, it is still difficult for them to use it in their daily lives. They still find difficulties to communicate with other people either orally or in written form. They still have problems with their ability to master the language skills. This sample case can be found at the seventh class of SMP SWADHIPA 1 NATAR South Lampung in which students’ achievement in English, particularly in speaking, was still low. Most of them get scores below the criteria of minimum Speaking skill. In other words, the students’ achievement in English is still low. This can be seen in the following table.
Table 1.1
Student’ Score for Speaking at the Seventh class of SMP SWADHIPA 1 Natar South Lampung 2015 / 2016 Academic Year

<table>
<thead>
<tr>
<th>NO.</th>
<th>Score</th>
<th>Number Of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥70</td>
<td>27</td>
<td>38.30%</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 70</td>
<td>80</td>
<td>61.70%</td>
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Source: Document of students’ score for speaking at the seventh class students of SMP SWAHIPA 1 Natar south Lampung in 2015/2016 Academic year

Based on the table above, it can be seen that there are more students who get lower scores below the criteria of speaking skill of the school, as 80 out of 107 students or 61.70 % than those who get scores above the criteria of minimum mastery, as 27 students or 38.30 %. One the other side, from the result of interview with the teacher, it was found that the students got problems with their speaking and he found it difficult to find teaching techniques to be used to help the students master speaking skill. Besides, from the interview with the students, they said that most of them found difficulties in mastering speaking because they felt bored of the technique the teacher used. Consequently, they felt discourage to learn English, especially in learning speaking.

Related to problems faced by the teacher in teaching speaking and faced by the students in mastering speaking, the writer conducts a research regarding to the teaching technique used by the teacher that can support his teaching of English especially for teaching speaking to the students. The writer wants to use Dungeon And Dragon Board Game as a teaching technique for teaching
speaking. In the research the writer wants to find out the influence of using Dungeon And Dragon Board technique toward students’ speaking ability. Therefore, this research is entitled “The Influence Of Using Dungeon and Dragon Board Technique toward Students’ Speaking Ability at the Seventh Class of SMP SWADHIPA 1 Natar south Lampung in 2015/2016 Academic Year”

A. The Identification of the problem

Seeing the background of the problem above, the writer formulates the identification of the problem as follows:

a. The students are difficult to express speaking skill.

b. The teacher does not use variety of techniques in teaching speaking.

c. The teacher using monotont technique

B. Limitation of the problem

Considering the problem identified above, the writer limited the research problem. The limitation of research is that the influence of using Dungeon And Dragon Board technique toward students’ speaking ability at the first semester of seventh class of SMP SWADHIPA 1 Natar south Lampung in 2015/2016 academic year.
C. The Formulation of the Problem

In this research, the writer formulates the problem as follows:

Is there any significant influence of using Dungeon And Dragon Board Technique toward students’ speaking ability at the first semester of the seventh class of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year?

D. The objectives of Research

The objective of the research is: To know whether there is the significant influence of using Dungeon And Dragon Board Technique toward students’ ability at the first semester of the seventh class of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year.

E. Uses of Research

The result of the research can be used:

a. To give information to English teacher about the influence of using Dungeon And Dragon Board Technique toward students’ speaking ability.

b. To know the influence of using Dungeon And Dragon Board Technique toward students’ speaking ability at the first semester of seventh class at SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year.
F. The Scope of research

The scope of the research as follow:

1. The subject of the research

   The subject of research is all of the seventh class students of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year.

2. The object of the research

   The object of the research is the use Dangeon And Dragon Board Technique in mastering speaking.

3. The time of the research

   The time of the research is conducted at the first semester in 2015/2016 academic year.

4. The place of the research

   The research is conducted at SMP SWADHIPA 1 NATAR South Lampung.
CHAPTER II
FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

A. The Concept of the Language

Language has very important role in human life that function as a tool of communication. Language is also used to exchange the ideas, thought and feeling.

Horby A.S states that language is system of sound and word by human to express their felling.¹

It means that by using language we can communicate with the other people to express our felling. Beside that, by using language people can master in science and technology.

According to Celece, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.²

This idea is also supported by brown that language is more than a system for communication. It means that language is very important for communication in community.³

² Mariane Celece-Murcia, Teaching English As a Second Or Foreign Language, Division Of Thomson Learning.2001
B. Review of Previous Research

In this section, the researcher reviews previous research related to the speaking ability.

Rizky Amalia Azzahroh (2012) investigated the students’ achievement in speaking ability by using dungeon and dragon board technique. The result showed that by using dungeon and dragon board technique could achieve the target speaking well.

C. Concept of Teaching English as a Foreign Language

Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning condition (learning theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, where the people should learn English in the condition where the language is used for communication in their daily lives.⁴

English as a foreign language has different characteristics from the mother tongue. Although the students have learned it for years, but they still get difficulties in mastering and using it in daily communication. Therefore, it is supposed to a hard word for the teacher to help them learn and master the language.

⁴Bambang Setiyadi, Teaching English As a Foreign Language, Graha Ilmu, Yogyakarta, Ed. 1, 2006, p.20
Based on the statement above, the writer assumes that in teaching English a foreign language the teacher should prepare the material introductions and application of techniques well. Since language teaching and learning can be regarded as a process, the first role is to facilitate the communication process between the participants and the various activities. In addition, teaching means facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instruction, guilding in study of something, proving with knowledge, causing to know or understand. Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experirnces, knowledge, and materials.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is know that the objective of teaching a foreign language is to provide the students with the

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skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.

D. Concept of Speaking

Speaking is one of language skills that plays an important role in learning a language. In addition Thornbury states that speaking is so much a part of daily life that we take it for granted. Sanggam Siahan states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners. Speaking is one of the four basic skills in learning a language besides listening, reading, and writing. In Oxford advanced Learner’s Dictionary, speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking. Thus the main purpose of speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listener. In other words, it words or sound of articulation in order to inform to persuade, and to entertain.

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Furthermore, speaking is the term uses for verbal communication between people. When they are engaged in talking to each other, it is sure that they are doing communication. There is certain generalization that they can make about the majority if communicative events and these have particular relevance for the learning and teaching process. It is clear that to be able to speak well, a person should know the elements of speaking: the are grammar, vocabulary, pronunciation, fluency, and comprehension, and in other word, the writer can conclude that speaking is act of expressing ideas, feelings, and opinions by using speaking elements; they are pronunciation, grammar, vocabulary, fluency, and comprehension.

Harmer states that the ability to speak English presuppose the elements necessary for spoken production as follow:

1. Language future

The elements necessary for spoken production are as follows:

a. Connected speech

In connected speech, sound are modifaid (assimilation), omitted (elision), added (linking), or weakened (through contractions and atress patterning).

b. Expressive devices
It involves pitch, stress, speed, volume, physical-noun-verbal means for conveying meanings (super segmental features)

c. Lexis and grammar

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval, etc.

d. Negotiation language

It is used to seek clarification and to show the structure of what we are saying.

1. Mental and social processing

Success of speaker’s productivity is also dependent upon the rapid processing skill:

a. Language processing

Processing the language in the head putting in into coherent order, which requires the need for comprehensibility and convey of the meaning (retrieval of word and phrases from memory, assembling them into systematically and proportionally appropriate sequences).

a. Interacting with other

Effective speaking also involves a good deal of listening and understanding of how linguistically to make turns or allow other to do so.

b. (on the spot) information processing
It is quite apart from our responses to other’s feelings, we also need to be able to process the information they tell us the moment we get it.\(^{10}\)

Based the explanation above, it is necessary that the participant process knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

**E. Concept of Speaking Ability**

Speaking is the process between speaker and listener and it involves the productive skill and receptive skill understanding. According to Brown, there are five aspects in evaluating students’ speaking, pronunciation, fluency, grammar, vocabulary, and comprehension.\(^{11}\) It means that to be good at speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary, and comprehension. This is supported by Wiliam Little who states that success is measured not only in the functional effectives of the language, but also in the


terms of the acceptability of the forms that are used. Based on the preceding statement, it can be said that speaking ability is the ability to express ideas, thoughts, feelings and opinions orally.

Additionally, speaking ability is one of language abilities to be learned and mastered by the students in learning a foreign language by practicing speaking the language learned, the students will more easily master it. Speaking is limited to the ability to conduct a simple conversation on some subjects, while speaking skill is a difficult on to access with precision since it is a complex skill to acquire. In communicating with other people, it is important to know the situation whether it is formal or informal. Besides, it is also important to know that the language used, in this case English, can be standard or non-standard so that they can communicate effectively.

According to Guntur, in speaking process, the speaker of the language use and compose that thought and feelings into words. Indeed, Guntur adds that speaking is also vocal skill, which is the ability to create emotional effects by using vocal. Furthermore, it can be concluded that students’ speaking ability is their ability to express their ideas, opinion, thought, experiences and feelings using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension. It can finally be indicated with scores gained by the students from the test given.

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F. Concept of Board Game

Hammond states while the concept of a board game is not new, the playing of board game is timeless.\(^{13}\) Many of us enjoy playing a good board game and then. Perhaps some of us have a regular’’ game night’’ whether you go for the traditional monopoly or yates or prefer more unique games light gator golf and bolkus, board game can very entertaining. A lot of companies are making educational board game that teach things such as adding or phinich. Whleli these are obviously educational. Any type of boardgame can teach kids many important concepts.

G. Concept of the Dungeon And Dragon Technique

According to Gygsax and Ameson Dungeon And Dragon is a modern role of the most famous game in the world of fantasy manifold.\(^{14}\) This game generally takes place in the room, where the players sit around a table containing game equipment such as book stores, sheets regulation. In addition not infrequently, dice game also use miniature figurines are placed on the surface of terraced. This technique is recommended every game session consists of three students in which two students role as a player and referee or a student as the narrator in the story of the game technique. The features of Dungeon And Dragon technique, i.e. listening to other, paraphrasing, and reporting back, can help students improve their

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\(^{14}\) Gygsax and Dave ameson, article is about the role playing game Dungeon And Dragon, https://en wikipedia. org/wiki/dungeon_%26_Dragon.
speaking skills. This technique is used as a treatment to improve the students’ speaking skill that covers grammar, vocabulary, comprehension, fluency, and pronunciation. In other word, this Dungeon And Dragon Board Technique stray is hopefully expected to be an alternative technique which can be used for teaching speaking.

In addition to the statement above, the use of this Dungeon And Dragon Board technique as a teaching technique can boost a cooperative learning that helps the students master the language skills, particularly speaking ability. This technique is expected to create a fun learning atmosphere that can make students more creative, critical and joyful in the process of teaching learning, particularly in learning speaking. In other words, by implementing this Dungeon And Dragon Board Technique, the teacher can gear up his/her students to get used to a group discussion in which they are feel more relaxed and joyful to share their feelings and thought.

As a matter of fact, it can be concluded that Dungeon And Dragon Board Technique can be used an alternative teaching technique which promotes a class discussion, and finally improves students’ speaking skills.

This article will address 5 important concepts that playing Dungeon And Dragon Board Technique can teach children.
Taking Turns and having patience.

Playing Fair.

Reasoning and strategy skills.

Good sportmanship.

Friendship and working together.

1. Taking turns and having patience: In board game, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious, however, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.

2. Playing fair: it is so easy for kids to get upset when they lose a turn or thing don’t go they way planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn’t want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don’t turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

3. Reasoning and strategy skill: playing board games will help kids reason and strategize about the best way to” play their cards” to their best advantage. This is an important concept in making everyday life decisions throughout

4. Good Sportmanship: many kids get so worked up about having to win the game and boast if they do. Then if they don’t win they may be bitter or say
hurtful thing. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportmanship no matter who wins. Learning this concept can help them in any friendship they have as well as to be happy about others achievements.

**H. Procedure of Teaching Speaking through Dungeon and Dragon Board technique**

Below is the procedure of teaching speaking through Dungeon and Dragon board technique.

1. The teacher greets the students.
2. The teacher gives a brief introduction to the students about the material that will be given.
3. The teacher introduces Dungeon and Dragon Board technique to the students.
4. The teacher gives command to students for make two group.
5. The teacher gives command one of students for be refree to games.
6. The teacher reads procedure of game and read story will play in the game.
7. The teacher gives command to twice group for start game.
8. The teacher determines the winner and discuss.

**I. The Advantages and Disadvantage of Dungeon And Dragon Board Technique**
A. Carly states There are many advantages of using Dungeon and Dragon Board Technique in the classroom they are:  

1. They are motivating and challenging.

2. Learning a language requires a great deal of effort.

3. Dungeon And Dragon Board Technique helps students to make and sustain the effort of learning.

4. Dungeon And Dragon Board Technique provides language practice in the various skills—speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

7. Speaking skill board game bring real world context into the classroom, and increase students’ use of English in a flexible, meaningful and communicative way.

8. Dungeon And Dragon Board Technique usually involve friendly competition and they keep students interested in learning the language.

9. Dungeon And Dragon Board Technique can help them (children) learn and hang on to new words more easily.

The reasons of the writer in choosing Dungeon And Dragon Board Technique as educational method for teaching speaking to the children are:

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1. Dungeon And Dragon Board Technique makes learning fun so your class and children are willing participants and not just there because they have to be.

2. Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.

3. Students get to use the language all the time during the board game.

4. They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to this board game, it is fun.

5. How do you expect your class or children to apply speaking skill if they never use it? Repetition is the mother of skill.

6. Dungeon And Dragon Board Technique lends themselves perfectly to quick bursts of revision. Using some of the board game, you can revise a massive amount of speaking skill and grammar in a few minutes.

7. If you use Dungeon And Dragon Board Technique to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.

8. Children have a short attention span (even more so these days with the style and pace of the method, and computer board game), so injecting lively varied board game into your classes to practice the language you are teaching will keep your children alert and enjoying themselves.
9. The philosophy of encouragement incorporated into this board game allows all students, including the less good ones, to gain in confidence. Usually this doesn't just mean they get better at your subject, but in all subjects. This makes everybody, including you, more motivated and optimistic, and you can really make a difference by helping your pupils have more self-esteem so they succeed in all areas of life.

10. You do not need many materials to play these board game (in some cases you need only your regular black board or classroom props). Once you have used the board game once you will need virtually no preparation time at all!

11. You will be able to give stimulating fun classes while keeping your evenings free for yourself and your own hobbies, family and friends, based on the above description, can be therefore it can be summarized that:

   a) Dungeon And Dragon Board Technique are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Board game ought to be at the heart of teaching (foreign) languages.

   b) Dungeon And Dragon Board Technique can be used at all stages of the lesson. But teachers must be sure that board game provided, are suitable and carefully selected by the teachers.
c) Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

B. Disadvantages of Using Dungeon And Dragon Board Technique

Although Dungeon And Dragon Board Technique has advantages, Dungeon And Dragon also has disadvantages. The disadvantages of Dungeon And Dragon Board Technique are, When applying this technique, the class becomes noisy since they have stars game until finish and can’t discussion with other partner.¹⁶

J. Teaching Speaking By Using Dungeon and Dragon Board Technique

One of game in teaching speaking English is Dungeon and Dragon Board Technique. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Dungeon and Dragon Board Technique as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Dungeon and Dragon Board Technique in teaching speaking will give achievement acquiring English.

Dungeon and Dragon Board Technique can increase motivation to learn the English for the students. They also have to add advantage of being memorable the

words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, dungeon and Dragon Board Technique which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use Dungeon and Dragon Board Technique in order to make the students have more interests, attention and understand about the material. There are some steps that can be applied when the teacher use Dungeon and dragon Board Technique:

1. Discuss about the topic.
2. Introduce of the Dungeon And Dragon Board Technique
3. Try to attract the students’ understanding about dungeon and dragon Board Technique.
4. The teachers begin to explain what does the Dungeon and Dragon Board Technique.
5. In order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before start.
6. The teacher asks the students to create groups of three people
7. The teacher nominate two students to become assistant and simultaneously become referee or dungeon master.
8. In order students representatives to move forward and prepare for the game equipment.
9. The students designated as the referee started to give instructions and procedures game and stories that will be used.

10. To give students time to play Dungeon and Dragon Board Technique to finish and one of group recieved the highest score.

11. In order representatives of the group receiving the highest score tell the chronological story in the game.

12. After the teachers feel that all the students have understood of the material, the teacher continue to another topic.

K. Frame of Thinking

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when had to speak. This was because the teacher did not use effective and interesting techniques to teach them speaking. Consequently, they got bored and found difficulties to understand. In other words, it can be said that they were not motivated to learn speaking. On the other side, they might think that the teacher was not competent and uncreative in teaching speaking.

In relation to the teaching of speaking and referring to the frame of the theories montined before, the writer assummes that Dungeon and Dragon Board Technique is a suitable technique for teaching speaking because it generally can motivate
students in learning English particularly speaking and gain a better achievement in English subject and specifically improve students’ speaking ability.

L. Hypothesis

Based on the theories and frame of thinking, the research proposed the following hypotheses:

H₁ : There is a significant influence of using Dungeon and Dragon Board Technique toward student’s speaking Ability.

H₀ : There is no significant influence of using Dungeon and Dragon Board Technique toward student’s speaking Ability.
CHAPTER III
METHODOLOGY OF RESEARCH

A. Research Design

In this research, the writer used quasi experimental research. There are two groups of students, one group as the experiment class and the other one group as the control class. The writer used apply front of the Dungeon And Dragon Board Technique in teaching Speaking for the experimental class, and using conventional technique for the control class. The writer used compare the result of the students’ speaking of those two classes.

Consequently, the writer used two classes of students, one class as an experimental class and the other as a control class. In this research, the students in the experimental class was given the treatment (X) by using Dungeon And Dragon Board Technique, the student in the control class (O) was given treatment by using dialog memorization technique.
The design can be illustrated below:

\[ G_1 = T_1 \times T_2 \]
\[ G_2 = T_1 \circ T_2 \]

Notes:

- \( G_1 \) = The first group (experimental class)
- \( G_2 \) = The second group (control class)
- \( T_1 \) = Pre-test
- \( T_2 \) = Post-test
- \( X \) = Treatment through dungeon and dragon board technique
- \( O \) = Treatment through dialog memorization technique.

### B. Variables of the Research

A variable can be classified according to how they are measured and according to their functions in the research. Thus it can be classified as dependent and independent variables.

In this research, there are two variables: they are as follow:

1. The independent variable of the research is using dungeon and dragon board technique symbolized with (X)

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\(^2\)Ag. Bambang Setiadi.
2. The independent variable of the research is in speaking ability symbolized with (Y)

C. Operational Definition of Variables

The operational variables in this research are as follow:

1. Dungeon And Dragon Board Technique is a learning strategy that enables learners to work in peer to talk over something and then share the finding with other peers.

2. The students’ speaking ability is the ability of the students to express ideas, thought, feeling and opinions orally with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

D. Population, Sample, and Sampling Technique

a. Population of the Research

Arikunto states that population is a set or collection of all seventh consisting of one or more attributes of interest. In this research, the population is the seventh grade students of SMP SWANHIPA 1 Natar south Lampung in 2015/2016 academic year. The number of students is 107 distributed in 4

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classes. The distribution of the population of the research can be seen in the following table.

**Table 3.1**

**Total Number of the seventh Class Students of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 Academic Year.**

<table>
<thead>
<tr>
<th>NO.</th>
<th>CLASS</th>
<th>GENDER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>1.</td>
<td>7A</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>7B</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>7C</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

*Source: Documentation at the Seventh class students of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 Academic year*

**b. Sample of the Research**

Arikunto says that sample is the part of population which will be investigated.³

Thus the sample of the research was two classes. One classs as the experimental class and the other one as the control classs.

**c. Sampling technique**

To determine the experimental class and control class, the writer taken sample from the population of the research by used cluster random sampling technique. As Hadi states that in cluster sample, the samples were not taken individually, but are based

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on the group of individuals. And the procedure to using cluster random sampling can be used with lottery.

ordinal and randomly. Additionally, setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.

Here are the steps in determining the experimental and control classes:

1. First, the writer provide 3 pieces of paper consisting of the three classes, 7A,7B,and 7C.
2. Next, the writer rolled that pieces and put them into a box.
3. Then, he shook the box until a roll of paper came out of it. He determined the first roll of paper that came out of the box as the experimental class. Next, he put the roll of paper back into the box.
4. The, the writer shook the box until he got another roll of paper. He determined the second rolled paper as the control class.
5. The result is class 7A as the experimental class and 7B as the control class.

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5 Ag.Bambang Setiyadi, *op.cit*.p.42
E. Data Collecting Technique

In this research the writer use the data which are taken from:

a. Pre-test

Pre-test was administered to know the students' speaking ability before treatment. The scoring was based on grammar, pronunciation, vocabulary, fluency, and comprehension. The result of was written in the scoring column on the paper.

b. Post-test

Post-test was administered to know the students’ speaking ability after they are given the treatment. The topics was tested in the post-test same as those in the pre-test, because both of them was used to measure the students’ speaking ability and to know whether there is positive influence of using Dungeon and Dragon Boar Game through speaking ability or not. The result of the test be written in the scoring column on the paper.
c. **Instrument of the research**

The research instrument is a device used by the writer in collecting data by which the work is easier as the data are complete and systematic. In this research, the instrument was oral test. This test was aimed at measuring the students’ speaking ability. In this case, the test used oral test. There are two kinds of instrument of the research: they are pre-test and post-test.

a. **Pre-test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Holiday</td>
</tr>
<tr>
<td>2</td>
<td>Traveling and Vacation</td>
</tr>
<tr>
<td>3</td>
<td>Experience</td>
</tr>
</tbody>
</table>

b. **Post-test instrument**

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Holiday</td>
</tr>
<tr>
<td>2</td>
<td>Traveling and Vocation</td>
</tr>
<tr>
<td>3</td>
<td>Experience</td>
</tr>
</tbody>
</table>

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Margono, S. *Metodeologi Penelitian Pendidikan*, Rineka Cipta.2007.p.155
F. Research Procedure

In this research, the writer conducted three steps: they are as follows:

1. Planning

Before the writer applied the research procedure, he made some planning to run the application well. There are some steps that be planned. The procedure of making planning of the research can be seen as follow:

a. Determining the subject

The writer determined the subject, in this case the writer chose the seventh grade students of SMP SWADHIPA 1 Natar south Lampung as the subject of research. There is one class take as control class and the other class as experimental class.
b. Preparing the try out

The writer prepared a try out that was given to the students.
c. Administering pre-test.

The writer prepared a pre-test that given and aim at capturing the students’ initial ability.
d. Giving the treatments

The writer gave three treatments within three meeting for experimental and control classes each. In the experimental class, the writer used Dungeon And Dragon Board Technique through as the technique in teaching Speaking, while in the control class, the writer
used dialog memorization technique as the technique used by the class teacher.

e. Administering the post-test
The writer conducted post-test to find out whether there is an increase in the students’ speaking achievement or not.

f. Analyzing the data
In analyzing the data, the writer arranged the data systematically into a scoring table based on the pre-test and post-test aimed to see the difference in the increasing of the students’ speaking achievement before and after giving the treatment.

2. Application
After making the planning, the writer tried to apply the research procedure that has been planned. There are some steps in doing this research:

a. In the first meeting, the writer gave try-out
b. In the second meeting, the writer gave pre-test
c. After giving the pre-test to the students, the writer conducted treatment, there are three meeting in control and three meetings in experimental class. The writer conducted the meeting by using Dungeon and Dragon Board Technique through technique. While in control class the writer conducted the treatment by using memorization technique.
d. In the last meeting, the writer gave post-test.

3. Reporting

The last point done in the research procedure is reporting. There are three steps did in reporting. The steps are as follow:

a. Analyzing the data that was already received from try-out test.

b. Analyzing the data that was already received from pre-test and post-test.

c. Making a report on the findings.

G. Criteria for Evaluating Students’ Speaking

In evaluating the students’ speaking ability, the writer used the oral English Rating Sheet Proposed by H. Douglas Brown. Based on this oral Rating sheet, there are five aspects to be considered: grammar, pronunciation, vocabulary, fluency, and comprehension.

<table>
<thead>
<tr>
<th>NO</th>
<th>Criteria</th>
<th>Rating Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5</td>
<td>Equivalent to and fully accepted by educated native speakers.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Errors in pronunciation are quite rare.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Accent is intelligible through often quite faulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grammar</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Speech on all levels is fully accepted by educated native speakers in all it features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>formal and informal conversation on practical, social, and professional topics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that be/she rarely has to grope for a word.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Fluency</strong> 5</td>
<td>Has complete fluency in the language such that his/her speech is fully accepted native speaker.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Comprehension</td>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Can understand any conversation within the range of his experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Comprehension is quite complete at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No specific fluency description. Refer to other four language areas for implied level of fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>High degree of fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Can get the gist of most conversation non-technical subjects (i.e., topics that required no specialized knowledge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Within the scope of his/her is very limited language experience, can understand simple question and statements if delivered with slowed speech repetition, or phrase.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Criteria for the score:

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

---

H. Validity and Reliability of the Test

A. Validity of the Test

According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity. While Setiyadi says that generally validity is a measurement. To show how far the measurement measures something that must be measured. To measure whether the test has good validity or not, the writer used content validity and construct validity.

1. Content Validity

According to Setiyadi content validity associated with all the test items contained in a measuring instrument. It means that to get content validity the test adapted with Miss. Dian Setiawati, S.Pd as English teacher and the students. After that the writer consult to the English teacher, Miss. Dian Setiawati, S.Pd said that instrument is valid.

---

8Suharmi Arikunto, Op. Cit., p.211
2. Construct Validity

Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measure and examine.

People may think construct validity as “labeling” issue. In other words, construct validity will focused on the kind of test that is used to measure the ability. In the research the writer administer a speaking test when convet the five aspects of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Reliability of the Test

According Arikunto, reliability shows that an intrument that can be belived enough to be used as a tool of data collecting when the intrument has been good.\textsuperscript{11} It means that if the data are true based on the fact, the result is the same. To get the reliability of the test, the writer use inter-raterreliability. It done by two raters, in this case the English Teacher of SMP SWADHIPA 1 Natar south Lampung and the

\textsuperscript{11} Suharsimi Arikunto, \textit{Op.cit.} p.221
writer. The statistical formula for counting the reliability is variant formula as follows:

\[ R = 1 - \frac{6\sum d^2}{N (n^2 - 1)} \]

Notes:
- \( R \) = reliability
- \( d \) = difference of rank correlation
- \( N \) = Number of students

Below are the criteria of reliability test:

- 0.00 – 0.190 : very low reliability
- 0.20 – 0.39 : Low reliability
- 0.40 – 0.59 : Average reliability
- 0.60 – 0.79 : High reliability
- 0.80 – 1.00 : Very high reliability.

---

\[ R = 1 - 6 \Sigma d^2 \]
\[ N \left( n^2 - 1 \right) \]
\[ R = 1 - \frac{6 \left( 33 \right)}{20 \left( 20 - 1 \right)!} \]
\[ R = 1 - \frac{330}{7980} \]
\[ R = 1 - 0.025 \]

R = 0.975 \rightarrow \text{the criteria of reliability is very high}

\[ R = 1 - 6 \Sigma d^2 \]
\[ N \left( n^2 - 1 \right) \]
\[ R = 1 - \frac{6 \left( 55 \right)}{20 \left( 20 - 1 \right)!} \]
\[ R = 1 - \frac{198}{20 \left( 400 - 1 \right)} \]
\[ R = 1 - \frac{330}{7980} \]
\[ R = 1 - 0.041 \]

R = 0.959 \rightarrow \text{the criteria of reliability is very high}
1. Data Analysis

a. Test of the Data Normality

The writer used normality test to know whether the data have a normal distribution or not. Here, the test of Liliefors will be used. When the data have been collected, the normality test be applied.

The test was used to measure whether the data were normally distribution or not. The data tested by One-sample Kolmogorov-Smirnov Formula (SPSS 17.00)

Hypothesis for the normality test were as follows:

$H_0$ = The distribution of the data is not normal

$H_1$ = The distribution of the data is normal

$H_0$ is accepted if significant value does not exceed level of significance at 0.05, meanwhile, $H_1$ is accepted if significant value exceed level of significance at 0.05.

In analyzing the data, the writer calculated the students’ achievement by:

1. Scoring the pretest and posttest.

2. Tabulating the results of pretest and posttest and calculating of both means.

---

3. Interpreting the results of the pretest and posttest administered. The data analyzed by using statistical computerization.

C. Hypothetical Test

This step is to find out whether there is any improvement of the students’ ability in speaking skill after being taught using dungeon and dragon board technique. There are two hypothesis: (H₀) zero hypothesis and (H₁) alternative hypothesis.

The hypotheses are:

H₀ : There is no a significant influence of using Dungeon And Dragon Board technique towards the students’ speaking ability.

H₁ : There is a significant influence of using Dungeon And Dragon Board Technique towards the students’ speaking ability.

While the criteria of the test are:

H₀ is accepted if the t-table is higher than t-ratio

H₁ is rejected if the t-table is lower than t-ratio
CHAPTER IV
RESULT AND DISCUSSION

A. Description of SMP Swadhipa 1 Natar South Lampung

1. Location of SMP Swadhipa 1 Natar

This research took place on SMP Swadhipa 1 Natar South Lampung, located on Jl. Swadhipa Desa Bumu Sari Kec. Natar Kab. Lampung Selatan.

2. History of SMP Swadhipa 1 Natar

SMP Swadhipa 1 Natar South Lampung is set up in 1980. Since it was established in 1980 has changed the headmaster for 5 times, they are:

5. Drs.Hi. Suprianto, M.M.Pd (2010-until now)

The activities of teaching learning process are done from morning to afternoon. The classes begin at 07.00 AM in the morning and finish at 01.30 PM. In the learning process, the teacher are responsible for the
implementation of learning, it means that SMP 1 Swandhipa 1 Natar South Lampung always maintain discipline well.

3. Condition of teacher and Students of SMP Swadhipa 1 Natar South Lampung in 2015 / 2016 academic year

SMP Swadhipa 1 Natar South Lampung has 45 teacher. It consists of 30 males and 15 females. Clearly, in SMP Swadhipa 1 Natar South Lampung there are 7 English teachers. There are 3 English teacher teach the seventh grade, 2 English teacher teach the eight grade, and 2 English teacher teach the ninth grade.

Preview presence of teachers with different distributions can be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

There are 45 teacher and Staffs in SMP Swadhipa 1 Natar south Lampung. They consist of 30 Male and 15 female.
Table 4.2
Education Background

<table>
<thead>
<tr>
<th>No</th>
<th>Latest Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D1 / SLTA</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>D2</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>D3</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>S1</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>S2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

From the table above, we can see that there 1 teacher has S2 degree, 37 teacher has S1 degree, 7 teacher has SLTA, and there are no has D3 and D2.

Moreover, in the 2015 / 2016 academic years, SMP Swadhipa 1 Natar south Lampung 10 group of classrooms from class VII to IX with 418 students. The detail in the following table:

Table 4.3
The students situation of SMP Swadhipa 1 Natar South Lampung

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Group of class</th>
<th>Total of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2013/2014</td>
<td>8</td>
<td>330</td>
</tr>
<tr>
<td>2</td>
<td>2014/2015</td>
<td>9</td>
<td>380</td>
</tr>
<tr>
<td>3</td>
<td>2015/2016</td>
<td>10</td>
<td>418</td>
</tr>
</tbody>
</table>

From the table above we know that the number of students in SMP Swadhipa 1 natar South Lampung always increase in every year. From 2013/2014 until 2015/2016 academic year.
Table 4.4
Facilities of
SMP Swadhipa 1 Natar South Lampung

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Lap ipa</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Library</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Computer Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Office Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Head Maser’s Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Advisior Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Deputy Curriculum Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Administrator Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher’s room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mosque</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teacher’s Table</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Teacher’s Chair</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Student’s Table</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Student’s Chair</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>White Board</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Teacher Toilet</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students Toilet</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

According to the table above, SMP Swadhipa 1 Natar South Lampung has a lot of infrastructural building that support students and teachers in teaching and learning activity. Most of them are in good condition, there are some buildings that have to be renovated, such as students’ toilets and mosque.

**B. Data Description**

The writer got the data in the form of score. The scores were derived from the tests. There were two test in this research, they are pre-test and post-test. The pre-test were held on Mar 21\textsuperscript{st} – 22\textsuperscript{nd}, 2016. In pre-test activity, the writer gave students some topics and the students chose one of the topics, then
students start make conversation in pair and perform conversation in front of the class.

After doing the pre-test, the writer scored the students result, the result is:

The average of the students’ result = \( \frac{\text{The scores of the students}}{\text{The number of the students}} \)

= \( \frac{2264}{35} \)

= 64.6 (see appendix 23)

From the analysis above, the average achievement of the students’ pre test was 64.6.

The writer concluded that the students had difficulties to speak English in performing conversation.

The post-test held on May 02nd–03rd, 2016. In post-test activity, the students did conversation, the students chose one of the topics, and then the students performed conversation in front of the class.

After doing the post-test, the writer scored the result, the students is: the average of the students’ result = \( \frac{\text{The scored of the students}}{\text{The number of the students}} \)

= \( \frac{2449}{35} \)

= 69.9 (see appendix 24)
C. Description of Treatment

According to the writer, all activities could run well. All students were paying attention to the teacher seriously while presenting the lesson. The students participated the class well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

a. Description of the First Treatment

For the first treatment held on April 01st, 2016. The material was based on the school curriculum for the seventh of SMP. In the first treatment the students looked nervous. They did not know what Dungeon and Dragon Board Technique was and how to do it. So, the researcher introduced Dungeon and Dragon Board Technique itself before starting the activity. Then, the researcher explained the procedures to do it.

In this treatment, he asked the students to do Dungeon and Dragon based on the topic given, he asked the students to work in groups of two. After that, he asked two students to be referees. The teacher gave commands to the groups to start the activities. The teacher read the procedure of the game and read the story that will be played in the game. The teacher gave commands to the groups to start the game. The teacher determined the winner and discussed. For the first treatment, the topic was “Holiday”.
The result of observation can be seen as follow:

1) The description of the students’ activities
   a). 35 students were present
   b). 6 students actively asked question about Dungeon and Dragon itself
   c). 3 students actively answered teacher’s questions
   d). All students did activities asked by the teacher
   f). All students paid attention to the teacher’s explanation

2) The Description of the teacher’s activities
   a). The teacher was good enough in opening the lesson in which inside of
      did preparation of the instrument, and the material.
   b). The teacher was good in giving explanation of the teaching material
      but sometimes too fast so that the students couldn’t catch the material
      easily.
   c). The teacher’s voice in pronouncing the English was too fast, which
      made some students not understanding well.
   d). the topics of Dungeon and Dragon were interesting enough so most of
      students enjoyed the process.

b. Description of the Second Treatment
The second treatment held on April 15\textsuperscript{th}, 2016. It was better than before because the students felt in accustomed doing Dungeon and Dragon. They felt enjoyable with the material and the topic of ‘‘ Traveling and Vocation’’.

The researcher asked the students to do Dungeon and Dragon based on the topic. The procedure was same with the previous treatment. The result of observation can be seen as follows:

1) The Description of the students’ activities
   a) 35 students were present
   b) 3 students actively asked questions about dungeon and dragon technique
   c) 3 students actively answered the teacher’s questions
   d) 33 students did the activities asked by the teacher
   e) 30 students paid attention to the teacher’s explanation

2). The description of the teacher’s activities
   a). The researcher was good enough in opening the lesson
   b). The researcher gave enough chance to the students during learning teaching process
   c). The researcher was developing question-answer activity by giving enough opportunity to students asking questions about the material.
d). The researcher showed fair attitude to students and warned the trouble maker in the classroom.

e). The researcher’s voice was loud and clear enough, so that all of the students could hear her voice.

f). The researcher helped the students to review the teaching material, which made the students more understand what they have learnt.

c. Description of the Third Treatment.

In the treatment held on the April 29th, 2016. It was better than before because the students felt accustomed in teaching learning process through Dungeon and Dragon technique. In this session, they looked enthusiastic in doing Dungeon and Dragon with the topic “Experience”.

The result of observation can be seen as follow:

1) The Description of the students’ activities

   a. 34 students were present

   b. 4 students actively asked questions about the material

   c. 5 students actively answered the teacher’s question

   d. 34 students actively in doing Dungeon and Dragon Board

   e. 34 students did the activities asked by the teacher

   f. 34 students paid attention to the teacher’s explanation

   g. Students did not make some noise in the classroom.
2). The Description of the teacher’s activities
   
a. The researcher was good enough in opening the lesson.

   b. The researcher gave enough chances to the students to be active during the teaching learning process.

   c. the researcher was good in giving explanation of the teaching material

   d. the researcher was good enough in classroom management in handling the class.

D. Data Analysis

1. Result of the Analysis

   The objective of this research was to know whether there was any significant influence of using dungeon and dragon technique toward students’ speaking ability. This treatment was conducted in class seventh of SMP Swadhipa 1 Natar. In this research, total of population was 70 students. Those 70 students were distributed into 2 classes. Two of three classes were chosen as control class and experimental class.
2. Result of pre-test

The pre-test was conducted to find out the input of students’ speaking ability before the treatments were given. The instrument was in form text conversation about holiday and conducted in 60 minutes in the experimental class.

Based on the result of pre-test it was found that total score was 2264 (see appendix...). The mean was 64.68; the highest score was 80. The lowest score was 40. The median was 60 and the mode was 72. The distribution of students’ pre-test score can be seen in the following table.

<table>
<thead>
<tr>
<th>Table 2 Distribution Frequency of the students’ score of Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that only 5 students got score more than 78. There are 7 students who got score 78 and 4 students got score 72. And
the rest 20 students got score lower than 72. It could be summarized that the student’ ability in speaking were still low. The students’ score were lower than the minimal mastery criterion (KKM) of SMP Swadhipa 1 Natar which required students to get score more than 78.

3. Result of Post-test

After giving three times treatments to the students, the post-test was administered in order to know whether there was significant improvement of students’ speaking ability or not. The post-test was exactly the same as pre-test by disordering the text conversation. There were 3 kind of the text conversation and was conducted in 60 minutes. The total score of post-test was 2449 (see appendix...) The mean of Post-test was 69.97, the highest score was 84, the lowest was 44, the median was the 80, mode was 66, the distribution of students’ post-test score can be seen in the following table.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 44</td>
<td>3</td>
<td>8.6</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>2.9</td>
<td>11.4</td>
</tr>
</tbody>
</table>
Based on table 3 above, it can be seen that were 15 students who got score in interval 44-66. The followed by 6 students in interval 72-74. There were only 13 students who got score in interval 77-84. It indicated that the influence students’ speaking ability had improve after having three time treatments using dungeon and dragon board technique.

a. Reliability of post-test.

In this research, the writer found that the reliability of post-test was excellent. It can be seen in appendix 22 that the reliability score was 0.959 which means excellent.

\[
R = 1 - \frac{6 \sum D^2}{N (N-1)}
\]

\[
R = 1 - \frac{6 \left( \frac{55}{20} \right)}{20 (20-1)!}
\]
\[
R = 1 - \frac{330}{20(400-1)}
\]

\[
R = 1 - \frac{330}{7980}
\]

\[
R = 1 - 0.041
\]

\[
= 0.959
\]

4. **Result of Normality Test.**

The aim of computing the normality test was to find out whether the data was normally distributed, since it was one of the prerequisites to compute data using T-Test. The data were analyzed by one simple kolmogorov-smirnov formula (SPSS 17.0).

Based on the result of normality test of pretest showed that the value of two tailed significance was 0.248 (see appendix). It means that \( H_1 \) was accepted and \( H_0 \) was rejected since \( 0.248 > 0.05 \) It implied that the distribution of the test was normal. The result of normality test in posttest showed that the value of two tailed significance was 0.432 (see appendix). Since \( 0.432 > 0.05 \) it could be stated that the data of posttest was normally distributed.
From the result of normality test above, the writer conclude that the hypothesis was accepted which meant that the data was normally distributed.

5. Improvement of influence students’ in Speaking Ability

In order to see the students’ improvement, the results are discussed in detail in the following sections:

6. Improvement of influence the students’ ability from the Result of pre-test and Post-test

Based on the result of pre-test and post-test above, it can be said that using Dungeon and Dragon board technique in teaching and learning process could improve the students’ influence in speaking ability. From the analysis of the results of pre test and post-test it showed that the total score of pre-test was 2264 improve to 2449 in the post-test. The gain score the students was… students’ gain of mean pre-test and post-test score as in the following table bellow:

<table>
<thead>
<tr>
<th>Table 4 Mean Scores of Pre-test and Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Samples Statistics</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Pair 1 Pretest</td>
</tr>
</tbody>
</table>
From the table above, the mean score improve from 64.74 in the pre-test to 69.97 in the post-test. The highest score of pre-test was 80 and the highest score of post-test was 84. The gain score of the students was 4. The lowest score of pre-test was 40 and the lowest score of post-test was 44. The gain score was 4 (see Appendix).

In order to prove whether the data had improved or not, the researcher used the repeated measures t-test to analyze the data.

Table 5 Results of Students’ Speaking ability Achievement

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Pair 1</td>
<td>pretest - posttest</td>
<td>-5.22857</td>
<td>7.98560</td>
<td>1.34981</td>
<td>-7.97172</td>
</tr>
</tbody>
</table>
was 0.000. It means that teaching using dungeon and dragon board technique towards students’ speaking ability.

7. **Hypothesis Testing**

Hypothesis testing was used to prove whether the hypothesis proposed by the researcher was accepted or not. There are two hypothesis in this research: \( H_0 \) is there is no significant improvement of students’ influence speaking ability after being taught using dungeon and dragon board technique at the first grade students of SMP swadhipa 1 Natar. And \( H_1 \) there is significant improvement of students’ influence speaking ability after being taught using dungeon and dragon board technique at the first grade of SMP Swadhipa 1 Natar. Then

<table>
<thead>
<tr>
<th>Hypothesis testing</th>
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<tbody>
<tr>
<td>Paired Samples Test</td>
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<tr>
<td>Paired Differences</td>
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...
rejected, the researcher used t-test formula to analyze the data. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved of \( \text{sig} < 0.05 \).

\[
\begin{array}{|c|c|c|c|c|c|c|}
\hline
\text{Pair } 1 \text{ pretest - posttest} & -5.22857 & 7.98560 & 1.34981 & -7.97172 & -2.48542 & -3.874 & 34 & .000 \\
\hline
\end{array}
\]

from the table above, the results of the computation showed that \( t \) value was 3.874 and the \( \text{sig} .2 \)-tailed 0.000. it means that \( H1 \) was accepted and \( H0 \) was rejected since 0.000 < 0.05. it can said tat Dungeon and Dragon board technique could be used to improve students’ influence in speaking ability. In other words. The hypothesis was accepted.

8. Discussion

Based on analysis of the data and testing of hypothesis we got the result that there was a significant influence of using Dungeon and Dragon Board technique towards students’ speaking ability at the first semester of seventh class at SMP Swadhipa 1 Natar sout Lampung in 2015-2016 academic year.
The finding of this research are line with the finding of the previous research conducted by Rizky Amalia Azzahroh (2012) who had similarities with the result of this research. The similarities are that Dungeon and Dragon Board Technique can be used influence the students’ achievement in speaking. By using dungeon and Dragon Board Technique the students became more interested to learn speaking.

The significant improvement of the students’ achievement in speaking can be seen from the result of pre test and post test. The researcher administered the pre test before conducted the treatments. Based on the result of pre test, it was found that the students’ score were still lower than minimal mastery criterion (KKM) which required the students to get the score more than 5.9. The result of post test showed that the average score was 6.7.

According to Gygsax and Ameson Dungeon And Dragon is a modern role of the most famous game in the world of fantasy manifold. This game generally takes place in the room, where the players sit around a table containing game equipment such as book stores, sheets regulation. In addition not infrequently, dice game also use miniature figurines are placed on the surface of terraced. This technique is recommended every game session consists of three students in which two students role as a player and referee or a student as the narrator in the story of the game technique. The features of Dungeon And Dragon technique, i.e. listening to other,
paraphrasing, and reporting back, can help students improve their speaking skills. This technique is used as a treatment to improve the students’ speaking skill that covers grammar, vocabulary, comprehension, fluency, and pronunciation. In other word, this Dungeon And Dragon Board Technique stray is hopefully expected to be an alternative technique which can be used for teaching speaking.

In addition to the statement above, the use of this Dungeon And Dragon Board technique as a teaching technique can boost a cooperative learning that helps the students master the language skills, particularly speaking ability. This technique is expected to create a fun learning atmosphere that can make students more creative, critical and joyful in the process of teaching learning, particularly in learning speaking. In other words, by implementing this Dungeon And Dragon Board Technique, the teacher can gear up his/her students to get used to a group discussion in which they are feel more relaxed and joyful to share their feelings and thought.

As a matter of fact, it can be concluded that Dungeon And Dragon Board Technique can be used an alternative teaching technique which promotes a class discussion, and finally improves students’ speaking skills.

This article will address 5 important concepts that playing Dungeon And Dragon Board Technique can teach children.
1. **Taking Turns and having patience.**

2. **Playing Fair.**

3. **Reasoning and strategy skills.**

4. **Good sportmanship.**

5. **Friendship and working together.**

1. **Taking turns and having patience:** In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious, however, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.

2. **Playing fair:** It is so easy for kids to get upset when they lose a turn or thing doesn’t go their way planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn’t want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don’t turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

3. **Reasoning and strategy skill:** Playing board games will help kids reason and strategize about the best way to “play their cards” to their best advantage. This is an important concept in making everyday life decisions throughout
Good Sportsmanship: many kids get so worked up about having to win the game and boast if they do. Then if they don’t win they may be bitter or say hurtful thing. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportmanship no matter who wins. Learning this concept can help them in any friendship they have as well as to be happy about others achievements.

Below is the procedure of teaching speaking through Dungeon and Dragon board technique.

1. The teacher greets the students.
2. The teacher gives a brief introduction to the students about the material that will be given.
3. The teacher introduces Dungeon and Dragon Board technique to the students.
4. The teacher give command to students for make two group.
5. The teacher give command one of students for be refree to games.
6. The teacher read procedure of game and read story will play in the game.
7. The teacher give command to twice group for start game.
8. The teacher determine the winner and discuss.

One of game in teaching speaking English is Dungeon and Dragon Board Technique. The effort of the linguist has strong basic because the learner
entertained with their everyday life, give chances to the student to more creatively because Dungeon and Dragon Board Technique as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Dungeon and Dragon Board Technique in teaching speaking will give achievement acquiring English.

Dungeon and Dragon Board Technique can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, dungeon and Dragon Board Technique which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use Dungeon and Dragon Board Technique in order to make the students have more interests, attention and understand about the material. There are some steps that can be applied when the teacher use Dungeon and dragon Board Technique:

1. Discuss about the topic.
2. Introduce of the Dungeon And Dragon Board Technique
3. Try to attract the students’ understanding about dungeon and dragon Board Technique.
4. The teachers begin to explain what does the Dungeon and Dragon Board Technique.

5. In order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before start.

6. The teacher asks the students to create groups of three people

7. The teacher nominate two students to become assistant and simultaneously become referee or dungeon master.

8. In order students representatives to move forward and prepare for the game equipment.

9. The students designated as the referee started to give instructions and procedures game and stories that will be used.

10. To give students time to play Dungeon and Dragon Board Technique to finish and one of group received the highest score.

11. In order representatives of the group receiving the highest score tell the chronological story in the game.

12. after the teachers feel that all the students have understood of the material, the teacher continue to another topic.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In line with the result of the data analysis and discussion, the following conclusions are drawn:

There is a significant influence of students’ speaking ability after they were taught through Dungeon and Dragon Board Technique. It can be seen from the mean score of students’ score in pre-test improved from 64.6 to 69.9 in post-test. The gained score between the mean of pre-test and post-test was the significant value of post-test was 0.000 (p = 0.000) that was lower than 0.05. T-value was 3.874 which was higher than t-table 0.3610 at the level significant 0.05 means that H₁ was accepted.

B. Suggestion

From the advantages of dungeon and dragon board technique speaking ability to the seventh class of SMP Swadhipa 1 Natar south Lampung, the writer would like to give some suggestions.
1. **Suggestion for Teacher**
   
a. Dungeon and dragon as an alternative technique of the teaching process is a good way to be applied in the seventh class students of SMP Swadhipa 1 Natar South Lampung to improve their speaking ability.

b. The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

c. High appreciation from the students does not make the teacher in a hurry to add more material to learn. The teacher should not brush to add new material before the students understand the material.

2. **Suggestion for the Students**
   
a. The students should learn and be more active in speaking English in order to develop their ability in speaking English.

b. The students should practice the language they have learnt with their environment even with their friends or teacher.

c. The students should assume Dungeon and Dragon board technique as their custom when they try to share to get information based on the topic in their environment.
3. **Suggestion for the School**

   a. The school should provide some more English books to be read by the students, so they can increase their knowledge.

   b. The school should provide another program of English for students such as English club or English course for students to practice their English competency.

4. **For the other researchers**

   a. It is suggested to the other researcher to develop this research with new innovation and hopefully the result of this research could be a reference.

   b. The other researchers can conduct some research on finding the difficulties and weakness of Dungeon and Dragon board technique in process of teaching and learning.
REFERENCE


Internet Sources
