

**SKRIPSI**

**THE IMPLEMENTATION OF KIM'S MEMORY GAME TO  
INCREASE SPEAKING SKILLS OF LANGUAGE COMMUNITY  
LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)  
IAIN PAREPARE**

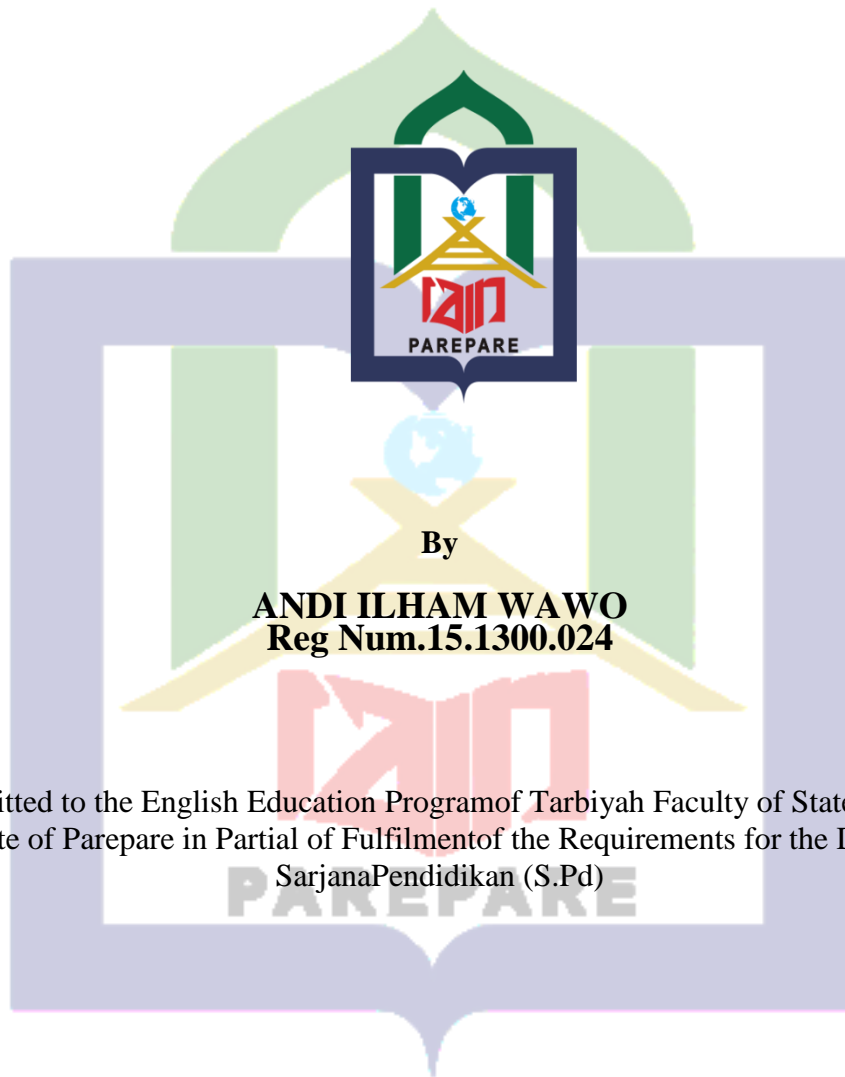


**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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INCREASE SPEAKING SKILLS OF LANGUAGE  
COMMUNITY LINTASAN IMAJINASI BAHASA  
MAHASISWA (LIBAM) IAIN PAREPARE**



**By**

**ANDI ILHAM WAWO  
Reg Num.15.1300.024**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

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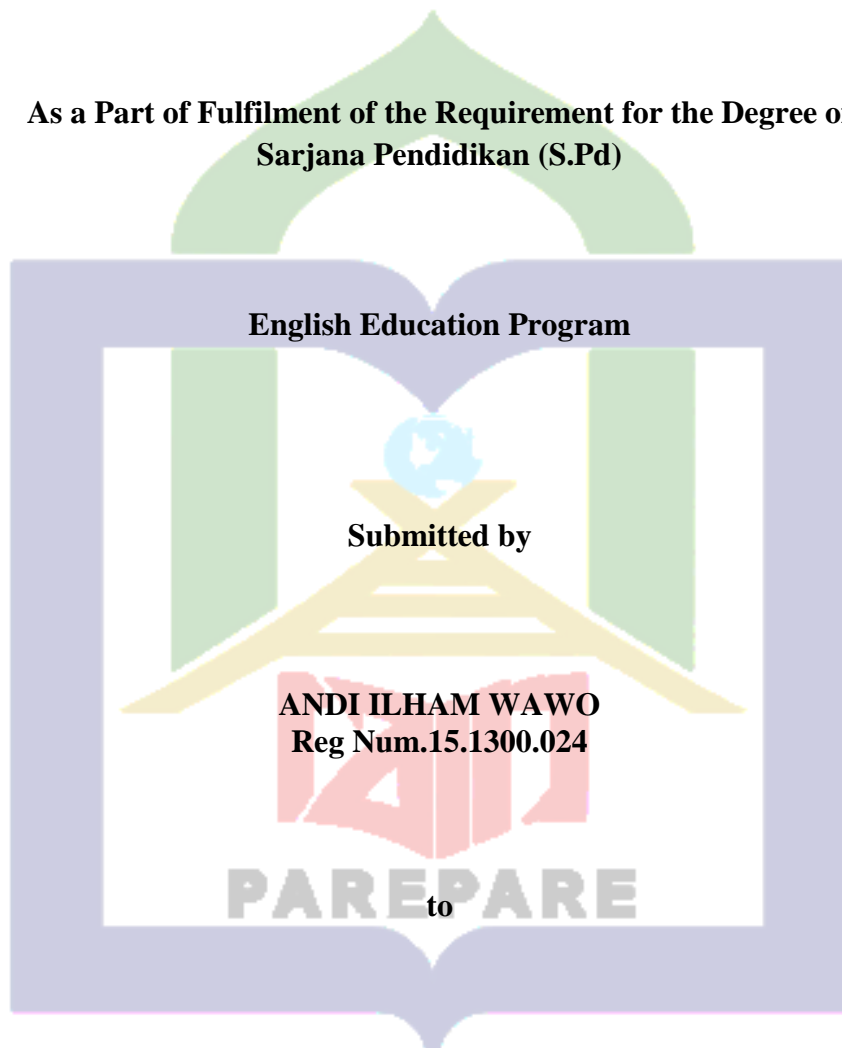
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**COMMUNITY LINTASAN IMAJINASI BAHASA  
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**Skripsi**

**As a Part of Fulfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd)**



**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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SKRIPSI

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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious, the most Merciful.

First of all, the researcher would like to extend her sincere to Allah swt, the king of the king, and the lord of the universe who has been giving opportunity and courage to accomplish this script by the tittle “The implementation of Kim’s Memory Game of Language Community Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare” peace and blessing be upon beloved prophet Muhammad saw, and his family, his companion, his followers. The best messenger for people all over the world.

The researcher wants to thank a lot to all people who have supported and helped her. He realizes that without their support and help, he was not able to finish this skripsi.

In this opportunity, the researcher wants to give his sincerest gratitude to his beloved family for their supporting, given him strengths and motivation to pass this study, and always pray for her until the Undergraduate Degree. The researcher would like to express her gratitude also to Hj. Nurhamdah, S.Ag, M.Pd and Drs. Ismail Latief, M.M. for their explanation, advice, guidance, dedication, correction, and suggestions in finishing this skripsi.

There are also some people that the researcher would like to thank to:

1. The Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his staffs for their help duringshe finished her study.

2. Dr. H. Saepudin, S.Ag.,M.Pd. as Dean of Tarbiyah Faculty of IAIN Parepare, who has arranged a positive education for the students in Tarbiyah Faculty.
3. Mujahidah, M.Pd. as the Chairman of English Education Program of IAIN Parepare for the fabulous serving to the students.
4. Fadil Muhammad as the chief of Libam IAIN Parepare who has given him permission to conduct the research.
5. The big family of LIBAM (Lintasa Imajinasi Bahasa Mahasiswa) IAIN Parepare who has always support and advises the writer to finish his writer.
6. Hadi Arif, S.Pd. who has support the writer to finish his writer.
7. His best friends: Yunita Wahyuni, Riska Afriyanti Hasman, Zam-zam Adam, Hikmah, Rita Sutra, A. Al Amirah An Nabilah, Hardiyanti Patangari, Nasrullah, Muh. Firman, Wawan Abd. Rahman, Imran Akbar, Ramadhan Aras and Ardan who always motive and accompanied him start from the first semester until now and always give their support, share knowledge, give advice, and courage as well as their helping for finishing this script.
8. His other family in Historic 15 who have pushed her to finish the research.
9. His friends in English Education Program of Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends.
10. The owner of Belawa Printing have given him facilities to finish this skripsi.
11. All awesome people and amazing friends that the researcher can not mention it one by one who have given their support to him sincerely.



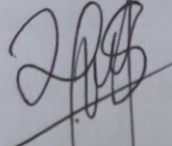
Finally, the researcher expresses his gratitude to many people who saw through this skripsi for their support and contribution to accomplish it. May Allah swtcounts our effort as kindness in this world and hereafter.

At least, it is undeniable that this skripsi is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the reader are necessary to complete the lack of this writing. Hopefully, this skripsi can assist the reader both theoretically and practically in English Language Teaching field or another related field.

*Alhamdu lillahi rabbil 'alamin*

Parepare, 29<sup>th</sup> April 2020

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Andi Ilham Wawo  
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## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

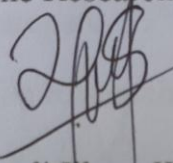
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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 29<sup>th</sup> April 2020

The Researcher,



Andi Ilham Wawo  
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## ABSTRACT

**Andi Ilham Wawo.***The Implementation Of Kim's Memory Game To Increase Speaking Skills of Language Community Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare*(Supervised by Hj. Nurhamdah and Ismail Latief).

English as primary and foreign language has become the key to the world. However, it must be found the way how to be mastered it. One of the skills which are very important is speaking skill because it will help people to communicate and interact each other. This research was carried out at LIBAM IAIN Parepare. In this case, the researcher found that some members of LIBAM IAIN Parepare are still a law in speaking especially in front of their friends or other people. To solve the problem, the researcher used three step interview. This technique is one of student center learning which learners help each other and learn. The objective of the research is to know whether Kim's memory game is able to increase speaking skills of eighteen generaion of members of LIBAM IAIN Parepare.

The population was the members of LIBAM IAIN Parepare and the sample of this research was 20 members. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The data were analyzed as a percentage, mean score analyzes and the value of the test.

The first result of the data analyzed that the students' achievement on the pre-test was (32.8) and post-test was (50.2) This showed that by using three step interview was a good technique in English learning process at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare. After analyzing the data by using the t-test formula, the result of the t-test value (13.4) is bigger than the t-table value (1.729,). It means that there is a different improvement before and after using three step interview as technique of teaching. The second result of analyzed data that 28% of the students were not interested in using three-ste interview, but most of them were interested in using three-step interview.

Keywords: *Speaking Skill*, Three Step Interview.

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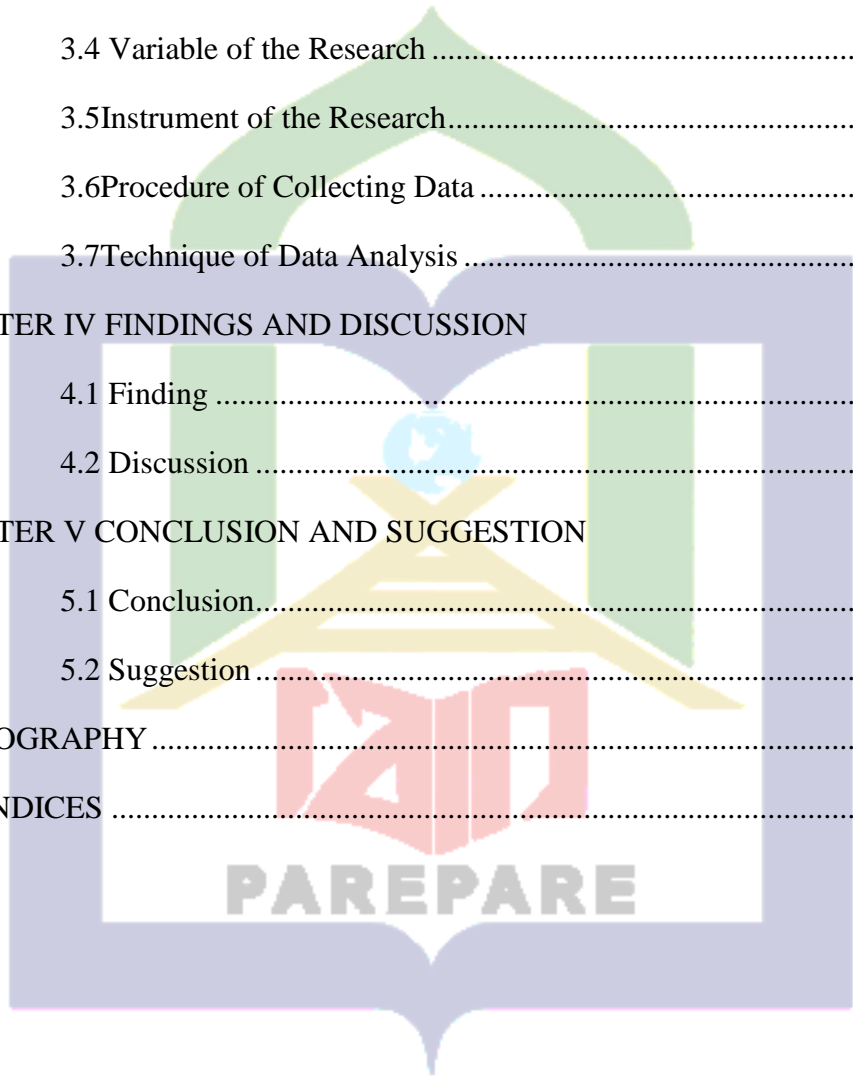
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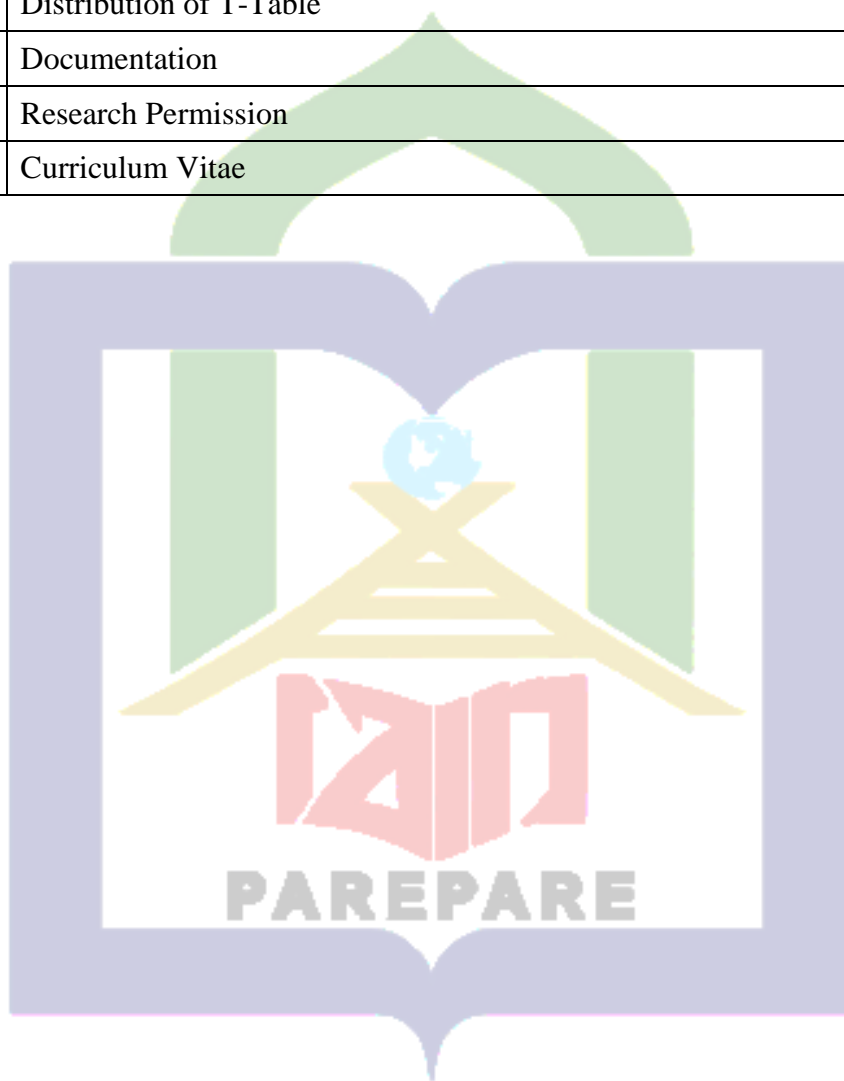
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

English as a global language has been used by more than a half population in the world. Beside language as a role of knowledge, technology and art. English can be used as a tool for trading, economy, international connection social cultural, and education, and carrier development. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion.<sup>1</sup>

According to Hasman, over 1.4 billion people live in countries where English has official status. Over 70% of the world's scientists read English, over 85% of the world's mail is written in English and 90% of information in the world's electronic retrieval system is stored in English<sup>2</sup>. Hasman suggests that by 2010, speakers of English as a second or foreign language (SL/FL) will exceed the number of native speakers. English has become a key factor in the development of the nation's globally. The information technology revolution has shortened the distance between nations, and its services ignore geographical borders. Information technology has penetrated not only the industrial borders but also the Third and Developed worlds, thanks to telecommunications and English language. Computers and the Internet have both served nations and have become mediators for human communication in which English language is the main medium.

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<sup>1</sup><http://www.esoe.co.uk/blog/4-reasons-why-learning-english-is-so-important> accessed on 29<sup>th</sup>, Juni 2019.

<sup>2</sup>Hasman, M. The Role of English in the 21st Century. *English Teaching Forum Online - Bureau of Educational and Cultural Affairs*(2000) downloaded on 29<sup>th</sup>, Juni 2019.

In this era of information and technology, English has become vital as the international or global language. Most countries all over the world are trying to raise the ability of their people to use English effectively. Many information and knowledge come from a lot of sources in this entire world such as text book, newspaper, and magazine use English. Moreover, mastering English language is being a requirement in several companies. Realizing the importance of English, English must be learnt since childhood. Though the status of English is a foreign language, English has been thought from primary school to university. It because all aspect in our life are connected with English. so that, it is studied in every school and be a duty of subject for every grade especially junior and high school.

On December 12, 1967, the Minister of Education issued Decree No 096/1967, stipulating English as the first foreign language to be taught in Indonesian schools (*Pusat Pembinaan & Pengembangan Bahasa*,) reported that ‘‘Since the Independence of Indonesia in 1945, English has been formally taught only from the secondary level to the university level. However, in anticipation of political, economic, educational and cultural globalization, the Government of Indonesia introduced the 1989 National Education Law which required that English should be taught in primary schools beginning at Grade’.<sup>3</sup>

In the second half on the twentieth century, studies on English became an important course in language teaching and learning at school. What adds to its value is the creation of variety of techniques and models.<sup>4</sup> Listening, speaking, reading, and writing are four basics of language skills that the students have to master. Besides such basic skills, the students have to master vocabulary. With a limited vocabulary, the students also have a limited understanding in listening, speaking, reading, and writing.

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<sup>3</sup>Pusat Pembinaan & Pengembangan Bahasa, 1984, p.126.

<sup>4</sup>Zainurrahman. *The Theories of Translation: From History to Procedures* (2009), p4.

Speaking is one of the skills which see to measure the English students' ability. It is known as oral skill that plays essential role in human interaction and communication when people communicate their ideas, minds, and feeling to the others.

In teaching speaking, teacher should choose appropriate teaching model for the student's condition. When the teacher asked the student to tell about something that happened to them, most of them were quite, unhappy with what they had said; some were even embarrassed. The other student's problems in speaking are low motivation, shyness and feeling strange and difficult. Thus, the teacher should choose the best model depending on the difficulties that faced by students.

There are many problems that occur in teaching speaking. The first is the students are lack of vocabulary. This condition would make them unable to say the words during speaking class. The second problem is that the students are afraid of making mistake. This condition makes the student passive in speaking class. They worried of making mistake in pronouncing and arranging the words. The third problem is that they rarely practice to use English to communicate it makes the students feel strange and curious in speaking English.

All of methods to the teaching English are good but sometimes, the teachers cannot make balance the skill of the students. So, this method will apply to the students who don't have basic of the language. They need something to stimulate their ability about how speak English well.

The teacher has to find a good technique so the student is not boring while study in the class so they always want to study, the technique must make the students more spirit in learning and make the students happy so they can get a good moment in learning.

According to the problem above, the researcher wanted to propose a technique and he tried to give the solution to the teachers' problem in teaching learning speaking. In order the problems that faced by the students and the teacher can be solved, and can reinforce students' speaking skill.

The researcher purposed to take this technique, because the researcher wanted if the students not just read the object but the students can directly see the situational or the condition in real picture by memorizing vocabulary, so they can enjoy in learning vocabulary and they relax the class.

Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare is one of organization at IAIN Parepare that focus in two languages that is English and Arabic<sup>5</sup>. In this research the researcher choose Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare because the members need to have a good capability in speaking so the researcher offer this method for increase the member's speaking skill.

Even though English is teaching from junior high school until university, Indonesian students still less in English. Almost the members declare that their problem in learning English is lack of speaking; in LIBAM they said that they are difficult in mastering speaking it because they just memorized and after a few minutes, they will forget it. The member said that they are surrender to learn speaking but they really want to master it.<sup>6</sup>

The organizer in LIBAM also said that the members' problem in studying English is they are less of speaking because they tried to memorize it only. Sometimes all the members know or understand about the technique of speaking but after a few days later the students forget about it.<sup>7</sup>

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<sup>5</sup>AD and ART of Libam IAIN Parepare, (The Researcher Observation, at 21 Juli 2019)

<sup>6</sup>The Member of Libam IAIN Parepare, (The Researcher Observation, at 21 Juli 2019).

<sup>7</sup>The Organizer of Libam IAIN Parepare, (The Researcher Observation, at 21 Juli 2019).

Based on the explanation above, the researcher conducted the research about the *“The Implementation of Kim’s Memory Game to Increase Speaking Skills of Language Community LintasanImajinasi Bahasa Mahasiswa (LIBAM) IAINParepare”*

## **1.2 Problem Statement**

Related to the statement above, the researcher formulated the problem statement namely:

Is the Kim’s Memory Game able to increase speaking skills at Member of LIBAM IAIN Parepare?

## **1.3 The Objective of the Research**

The objectives of the research are:

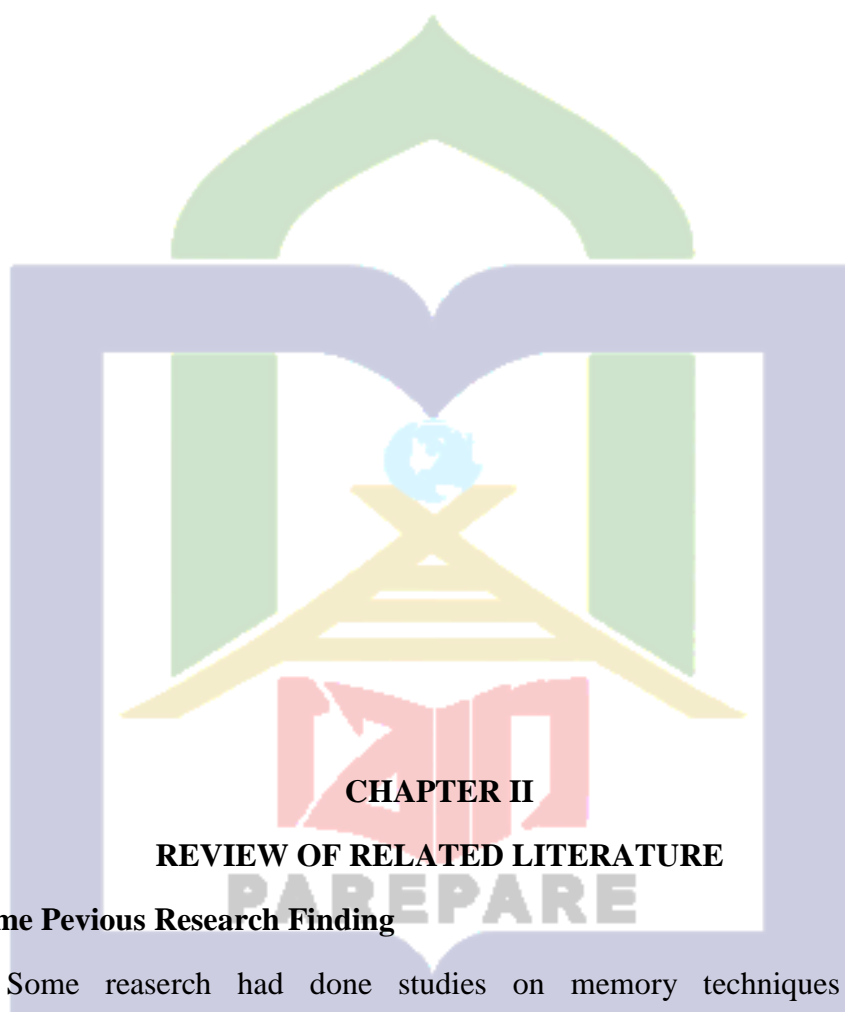
To find out the increasing speaking skill of member of LIBAM IAIN Parepare by using Kim’s Memory Game.

## **1.4 Significance of the Research**

The outcome of the research is expecting to be useful information for:

The member of LIBAM; the result of this research is academically effort to building up the students’ speaking skills and help them to solve their problem in speaking English.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Previous Research Finding

Some reaserch had done studies on memory techniques and its contribution on English teaching. In the following line, the researcher shows some of them. The thesis entitled *“Improving Students’ Speaking Skill through Debate Technique”* by RichaRubiati (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011 ). The 31 students of TBI 1B of English Language Teaching Department are become participant of the research. The result of this study shows that using debate technique can improve

students' speaking skill. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 65.3 and in the second cycle students got 76.6.<sup>8</sup>

The next title comes from Erni Rokhmawati "The Use of Realia to Improve Students' Speaking Ability in Procedure Text" (A Classroom Action Research with the Ninth Grade Students of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2010/2011). She said that by using Realia can improve student's speaking skill, it can be seen on the result score of each cycle. The first cycle was 4.9 then the second was 5.2 and the third was 6.8. The observation guide and test are used to collect data, it will be analyzed by using quantitative and qualitative analysis. The similarities between her study and my study will be on approach, and object. Then the differences will be on strategy or game, data collection techniques and participant. The research used Realia while the writer used Kim's Memory Game.<sup>9</sup>

The next title are *Teaching Speaking Skill Through Communicative Language Teaching (An Experimental Study in the First Grade of MA Pembangunan Jakarta in Academic Year of 2010/2011)* by Siti Nurhayati, English Education Department of Tarbiyah and Teachers Training Faculty at Syarif Hidayatullah State Islamic University, Jakarta. This study is aimed to improve students' skill through Communicative Language Teaching (CLT). Two classes are A and C class of the first grade in MA Pembangunan Jakarta as the participant of this study. Students of X. A as an experimental class and students of X. C as control class. It is chosen based on the random sampling

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<sup>8</sup>Rubiati, Richa, (63411083), Tarbiyah Faculty, *Improving Students' Speaking Skill Through Debate Technique*, (Semarang: IAIN Walisongo, 2010), Unpublished paper, p.4

<sup>9</sup>Rokhmawati, Erni, (63411041), Tarbiyah Faculty, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*, (Semarang: IAIN Walisongo, 2011), Unpublished paper, p.7

technique.

The similarity between the study by previous researcher and the writer's study will be on object, it is same for improving students' speaking skill. Then the differences will be on method, technique or game, data collection techniques, setting and participant.<sup>10</sup>

## 2.2 Some Pertinent Ideas

### 2.2.1 The Definition of Speaking

Speaking is one of the skills which see to measure the English students' ability. It is known as oral skill that plays essential role in human interaction and communication when people communicate their ideas, minds, and feeling to the others.

Speaking is known as oral skill that plays essential role human interaction and communication when people communicate their ideas, mind, and feeling to the others, to deal so far with concept oral skill. There are some definitions of speaking given by linguist as following:

Harmer states that speaker have a great range of expressive possibilities at their command. A part from the actual words they use they can vary their intonation and stress which help them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too, they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously.<sup>11</sup>

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<sup>10</sup>Nurhayati, Siti, (205014000382), Tarbiyah and Teachers Training Faculty, *Teaching Speaking Through Communicative Language Teaching*, (Jakarta: SyarifHidayatullah Islamic State University, 2011), Unpublished paper, p. 39.

<sup>11</sup>JeremyHarmer. *The Practice of English Language Teaching*. New Edition. Produced by Longman (Singapore: Publisher Pte Ltd,1991).P.126

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1. Introducing new language
2. Practice
3. Communicative activity.<sup>12</sup>

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark in Ubaydillah said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language functions as a system for expression meaning.

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<sup>12</sup>Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Press, 1991), p. 225.

“As Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language.<sup>13</sup> We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.”

Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Speaking is the way to communicate that influence our daily life. It means that speaking as the way of communication influences our individual life strongly<sup>14</sup>.

From the explanation above the researcher concluded that speaking is saying something orally and by the speaker to the listener about their idea, feeling, and opinion. So speaking is not about how many vocabularies that we have had and how good we have written them well, but speaking is about how to say something orally that contains meaning.

### 2.2.2 The Types of Speaking

According to Brown, there are six speaking categories that students may carry out in the classroom.

#### 1. Imitative Speaking

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

<sup>13</sup>DavidNunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991) p. 37.

<sup>14</sup>UbaydillahIbnuSholihin, “Defenition Of Speaking Skill,”13<sup>th</sup>Juny 2013.<http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skill.html>, Accessed on November 5<sup>th</sup> 2019.

## 2. Intensive Speaking

Goes a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language

## 3. Responsive Speaking

Responsive speaking refers to students' speech production in the classroom in the form of short replies or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues which can be meaningful and authentic.

## 4. Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This type of speaking is more responsive nature than negotiate as in conversation.

## 5. Interpersonal Speaking

Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. This interactional speaking is a little trickier for some learners because it can involve some of the following factors:

1. Casual register
2. Colloquial language
3. Emotionally charged language
4. Slang
5. Ellipsis
6. Sarcasm



## 6. Extensive Speaking

Extensive speaking may be the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here, the register is more formal and deliberative. These monologues can be planned.

### 2.2.3 The Component of Speaking

There are some components in speaking that had to be considered by the speakers as follow:

#### 1. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without sufficient vocabulary we cannot communicate effectively and cannot express our ideas in both oral and written form. It means that vocabulary is the most important thing to be mastered for the students to help them easily to speak.

#### 2. Grammar

Grammar is one of components in speaking that should be known by students. To help them find the message of the written or oral language, so they have a self confidence to practice their language with a good grammar they have. It is needed for the students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is correct way to gain expertise in language oral and written form.

#### 3. Pronunciation

Pronunciation is the way for students to produce the word clearly when they are speaking. It deals with the phonological process that refers to the

components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.

#### 4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.<sup>15</sup>

So, from the all of components above, there are many aspects of speaking that researcher to attend in teaching speaking. According researcher speak naturally can represent the students’ understanding about the subject and Object.

#### 2.2.4 The Difficulties of Speaking

The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still can’t speak it. One of the main difficulties is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency.

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<sup>15</sup>H. DouglasBrown, *teaching by principle an interactive approach to language pedagogy*, (new York, Longman, second edition, 2001), p.267-269

On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer.<sup>16</sup>

Penny Ur describes some difficulties in speaking activities that faced by the learners as below:

1. Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation. Only one participation can talk a time if he/she is to be heard; and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.
4. Mother-tongue use. In classes where all, or a number of the learners share the same mother-tongue. They may tend to use it: because it is easier, because it feels natural to speak to one another in a foreign language and because they feel less "exposed" if they are speaking their mother-tongue. If they are talking in a small group, it can be quite difficult to get some classes – particularly the less disciplined motivated one – to keep to the target language<sup>17</sup>

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<sup>16</sup>Scott Thornbury, *An A – Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*, (Oxford: McMillan, 2006) .p. 208

<sup>17</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge university Press, 1996), p. 121

Some difficulties in speaking activities above, the researcher can conclude that speaking is not easy to do, because it needs some ways how to master in speaking. Speaking has to be always practiced than the other skill of the language because we have some problems when we are speaking English. To be successful in speaking can be explained above

### 2.2.5 Successful in Speaking

There were things that have to be master by the speaker if they want to reach on successful in speaking which involve developing:

1. The ability to articulate phonological features of the language comprehensibly.
2. Mastery of stress, rhythm, intonation patterns.
3. An acceptable degree of fluency.
4. Transactional and interpersonal skills.
5. Skills in taking short and long speaking turns.
6. Skill in negotiating meaning.
7. Conversational listening skills (successful conversations require good listeners as well as good speakers).
8. Skills in knowing about band negotiating purposes for conversations.
9. Using appropriate conversational formulate and fillers.<sup>18</sup>

### 2.2.6 The Kim's Memory Game

#### 2.2.6.1 Definition of Kim's MemoryGame

The term of Kim is derived from the Story Book of Kim was written by Rudyard Kipling. He is regarded as Hero where was trained to be an observant. For example, by being asked to remember exactly what was on away before it

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<sup>18</sup>David Nunan, *Designing Tasks Forthe Communicative Classroom*, (Printed In Great Britain Cambridge University Press, Firts Published, 1989)p.32.

covered up.<sup>19</sup>It is a game that essentially to challenge student's memory. Having ability in good memory, it becomes a key factor in successful language learning. The activities in this game can contribute not only to remember of words but also more significantly to general technique for improving memory.<sup>20</sup>

The basic standard for playing Kim's Memory Game is some small objects are placed on table randomly. The objects should be in different variation of uses. Then students are allowed to identify them for about twenty seconds and then the items are covered or hidden. They are challenged to write and explain as many as objects that they can memorize in full description.<sup>21</sup> In a science lesson, Kim's game is played in group where they have to list and reproduce from memory the names of a set of objects, a diagram, set of equations or others list arrangement. Then the teacher checks the list of object's group and group members must report on what they have seen.<sup>22</sup>

Kim's game is a kind of memorize activity which refers to images or visual observation or recalled like snap shot from the past. We get access to our memories through a production system involve with the various strategy, procedure or game. Recalling a memory is reconstructive process, tracing the lack of memory in the network system and putting the theme in storage information. Given a visual stimulus to the brain seeks to connect it to remember patterns through signal experience. Teachers need to help the students to find out the

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<sup>19</sup> Wright, Andrew, et.al., *Games for Language Learning*, (Edinburgh: Cambridge University Press: 2006), P. 161.

<sup>20</sup> Wright, Andrew, *Pictures for Language Learning*, (Cambridge: Cambridge University Press: 1989), p. 92.

<sup>21</sup> Crass, Bob, *The Complete Guide to Tracking (Concealment, Night Movement, and All form of Pursuit Following Tracks, Trails and Signs Using SAS Techniques)*, (London : Right Way Press, 2009) p. 71

<sup>22</sup> O' Brien, Dominic, *How to Develop Brilliant Memory Week by Week*, ( London : Pavilion Books Limited, 1993), p. 133

significant patterns in the verbal or visual information to help them through thinking, talking or writing.<sup>23</sup>

Kim's game known as training technique revolves around the memory and observation. It is immediately relevant to develop and sharpen both of the memory and observation. Since the process of storing, retrieving, recalling information is called memory. It is become the key process of memory training when you use your memory as certain broad principles in mind. It is a valuable spending time studying to enhance your own memory. We all have a memory and it is a skill which by practice can be improved. It is interesting because memorizing or recalling information is not passive process. This game can be actively implemented to improve memory and storage.<sup>24</sup>

Kim's game is good strategy of learning to help the students to memorize what have you seen. It has aim to give students an opportunity what is good to remember.<sup>25</sup> It can be applied by put or display several objects or pictures on the board or table. Give the students for twenty seconds to see and write the pictures, then hide or cover them from students. Then ask them to write down as many as object or pictures they can remember. The last, show the objects and compare with their list<sup>26</sup>.

The Kim's game is aimed to give an opportunity for students to develop their power of memory. The students can improve their remembrance through this game, it can be applied in all level learners. Because of the advisor's suggestion, the Kim's game will be applied in speaking class, because it will be more

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<sup>23</sup> Fisher, Robert, *Teaching Children to Talk*, ( London : Nelson Thornes Ltd, 2005), p.96.

<sup>24</sup> Crass, Bob, *The Complete Guide to Tracking*. . . . p. 69.

<sup>25</sup> Bird, Rachel, in [www.plann/Kim's\\_game.html](http://www.plann/Kim's_game.html), accessed on Tuesday at November 5<sup>th</sup> 2019 at 10:10 p.m

<sup>26</sup> Wright, Andrew, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1993), p.141.

challenging for the researcher. Therefore the activity little bit modified which after they are challenge to memorize picture that suitable to the topic, they are asked to mention some expression that usually used based on the topic of the day.

#### 2.2.6.2 The Implementation of Kim's Memory in Speaking Classroom

Kim's Memory Game has some variation of activities to be conducted. It can be done in the classwork or pair work. In classwork, the pictures or objects are displayed on the board, ask the students to note how many pictures they can remember and challenge them to share with the class of what they have written.<sup>27</sup> While in pairwork put the object or picture on the table, ask each member to memorize and write the object. Then compare a note with their neighbour's list.<sup>28</sup>

##### A. Describe and Identity

###### Procedure

1. Demonstrate the idea of this game by describing something and asking the class to identify what you have described. The subject and language you use should be appropriate to the learners' level of proficiency and the language you want to practice with them.
2. Rather than allowing the learners to call out, ask them first to tell their neighbors what they think you have described. Then ask for suggestions from the class.
3. Ask one of the more confident learners to take one of the word cards at random from your hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.


<sup>27</sup>Wright, Andrew, et. all, *Games for Language Learning*, . . . , P. 115.

<sup>28</sup>Wright, Andrew, *Pictures for Language Learning*, . . . , P. 92.




4. Give each learner a card and instruct them to prepare a written

**Examples**



Cat: It's an animal. It has four legs and a tail. It says miaow. It eats mice.



Town Hall: It's the place where the local government of the town have their offices.

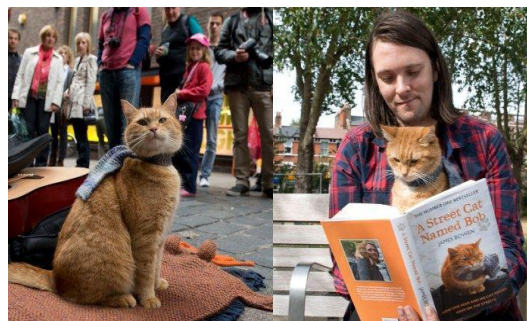
description of the word on the card. This task is ideal for homework.

5. Ask all the learners to stand up, mill about, read their description to five other learners, and note down how often their listener can accurately identify the thing described.
6. Ask some or all of the learners to read out their descriptions to the whole class.

1) Variation 1 Describe and Identify a Picture

**Preparation:** Bring a number of pictures to the lesson.

1. Ask one learner to describe a particular picture from a choice of at least five which everyone can see.
2. Encourage his or her partner or group or the rest of the class to identify which picture has been described.





2) Variation 2 Describe and Identify a Detail in a Picture

**Preparation:** Bring several pictures or a picture with many people and/or objects in it.

1. Ask one learner to think of a person or an object in the picture and then describe him, her or it.
2. Encourage the rest of the class to identify the person or object which has been described.



3) Variation 3 Describe and Identify a Conversation in a Picture

**Preparation:** Bring a large picture with a lot of people in it, or several different pictures of people interacting.

1. Show the picture(s) to the class and ask them to work in pairs. Explain that they have to choose two people in the picture whom might be having a conversation. The pairs should not reveal their choice to others in the class.
2. Ask each pair to devise and write out a conversation between the chosen characters, and perform it for the rest of the class.

3. Invite the class to identify which two characters were being represented in each conversation.

4) Variation 4 Describe and Identify Thoughts in a Picture

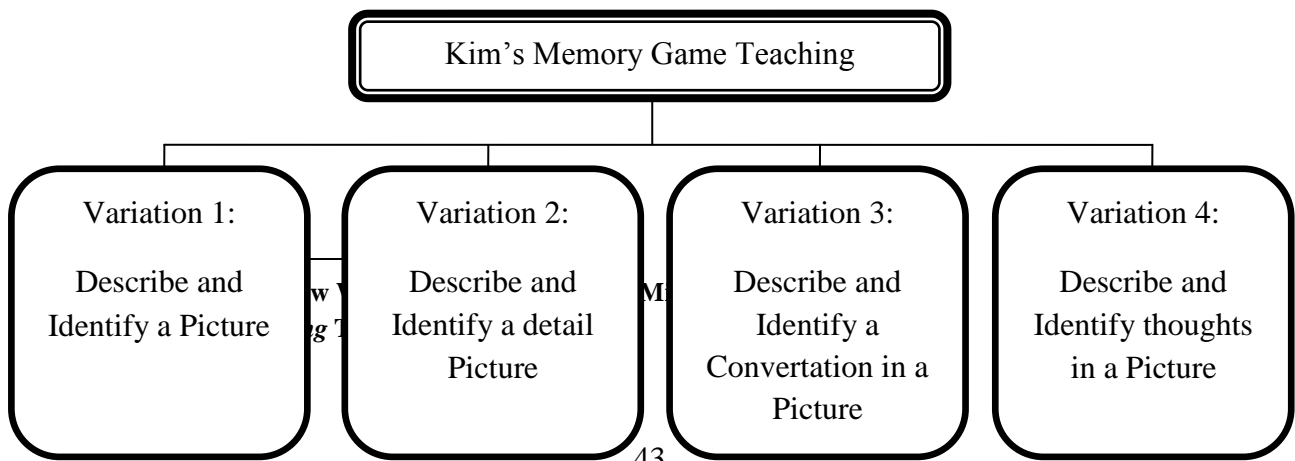
**Preparation:** Bring a large picture with a lot of people in it or several different pictures of people.

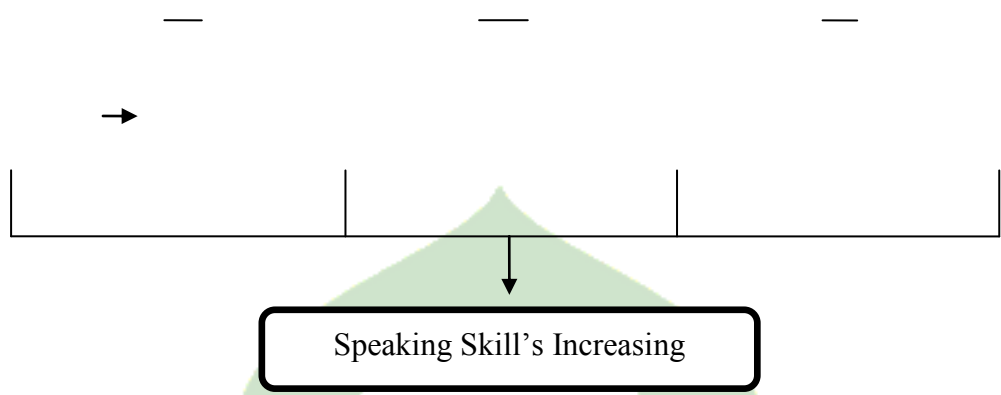
1. Show the picture(s) to the learners and ask each of them to choose one character, without revealing their choice to anyone else.
2. Ask each learner to write what their chosen character might be thinking in the picture, then read his or her text to the rest of the class.
3. Invite the learner to identify which person was being represented in each case.

Notes

- An ideal picture for Variations 2, 3 and 4 would be the famous Bruegel painting of children playing 90 different games.
- Comic strips are good sources of pictures for all of the variations. So are pictures you might already have hanging on your classroom walls.
- You may wish to make the game more challenging by requiring the learner to ask questions to gather information, rather than having them listen to prepared descriptions.<sup>29</sup>

**2.3 Conceptual Framework**





**2.4 Hypothesis**

Based on previous literatures and problems statement above, the researcher put forward as follow:

2.3.1 Ha : Members of LIBAM IAIN Parepare is able to increasespeaking skills by using Kim’s Memory Game

2.3.2 Ho :Members of LIBAM IAIN Parepare is not able to increase speaking skills by using kim’s memory game.

**2.5 Variable and Operational Definition**

**2.5.1 Variable**

In this research there are two variable involved, dependent variable and independent variables, which are dependent variable is the students' speaking skill and the independent variable is using expression card media.

## **2.5 Variable and Operational Definition**

### **2.5.1 Variable**

In this research there are two variable involved, dependent variable and independent variables, which are dependent variable is the students' speaking skill and the independent variable is using expression card media.

### **2.5.2 Operational Definition**

1. Kim's memory game is one of game will use the writer in teaching activities. Kim's memory game is the way of the members' to be easier to express their ideas orally based on expression that they get from the writer. This game also help the members' to train their memory.
2. The students' speaking skill an oral which used to communicate with other people in expressing ideas, feelings, opinions, willingness, intention, etc. The indicators of the speaking skill are fluency, accuracy, content and pronunciation. Fluency means directly explain completely, the students' able speak a language easily and well without many pauses. Accuracy means no mistakes, the quality of being correct in explaining an idea. Content means the ideas that students express and pronunciation means when producing something the listener can understand what are speaker saying.

**CHAPTER III**  
**RESEARCH METHOD**

**3.1 The Research Design**

The method used in this research is pre-experimental method with one group pre-test and post-test design. This design involved one group pre-test ( $X_1$ ), exposed to treatment (T) and post- test ( $X_2$ )<sup>30</sup>.

The schematic representation of design as follows:

Pretest	Treatment	Post test
O <sub>1</sub>	T	O <sub>2</sub>

Where:

O<sub>1</sub> : Pretest

E : Experimental research

T : Treatment

O<sub>2</sub> : Post test

**3.2 Location and Duration**

The location of this research was conducted Members of 18<sup>th</sup> generation of Libam IAIN Parepare. The duration of the research is eight meetings namely once in pre test, six times in treatment and once in post-test. This research needs more than one month to see the preference in learning process.

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<sup>30</sup>Gay, I. R. *Educational Research, Competencies for Analysis and Application*. Second Edition (Columbus, Ohio, Charles E. Meril Publishing. 1981) p. 218.

### 3.3 Population and Sample

#### 3.3.1 Population

Population is formulated as the whole groups of people or object that have been formulated clearly.

The populations of this research are the members of Libam IAIN Parepare, exactly the 18<sup>th</sup> generation of Libam IAIN Parepare. Based on the researcher observation there are 99 members. This is the table of the number Libam IAIN Parepare in 18<sup>th</sup> generation:

Table 3.1 The Total of the MEMBERS OF LIBAM IAIN PAREPARE School Year 2018/2019

No.	Class	The number of members		Total
		Male	Female	
1.	18 <sup>th</sup> generation of Libam IAIN Parepare	20	79	99

(Source of MEMBERS OF LIBAM IAIN PAREPARE 2018/2019)

#### 3.3.2 Sampel

The researcher's consideration of chose the sample because the organizer said to the researcher that the members of Libam IAIN Parepare in 18<sup>th</sup> generation need to increase their speaking skills. Therefore the researcher chose members of Libam IAIN Parepare in 18th generation and the total number of members are 99 students where consist of 20 males and 79 females. It was taken by using the researcher used random sampling technique.

The researcher took some of population above that research conducted is 20 members. There are 10 men and 10 women.

### **3.4 Variable of the Research**

There are two variables in this research, namely independent and dependent variable:

1. The dependent variable speaking skills
2. The independent variable is Kim's memory game

### **3.5 Instrument of the Research**

In this research the researcher applied two kinds of instruments namely test and Observation.

#### **1. Test**

This test was used to gain data of the speaking skills before and after treatment. The researcher will use a simple sentence for divide to all students in the classroom which contains all of parts of certain of speaking as the aid of these activities.

#### **2. Observation**

Observation aimed to find out the way Kim's memory game in increasing speaking skill of Libam members.

### **3.6 Procedure of Collecting Data**

The researcher used one test at the treatment of collecting data namely, speaking test in pre-test and post-test. In the treatment used Kim's memory game to handle the students how to increase in speaking :

## 1. Pre-test

1. The researcher explained all about this research
2. The researcher asked some questions about Kim's memory game.
3. The researcher gave the students test about speaking without implementing Kim's memory game to know how far they know about Kim's memory game. The test was given to the students is to speak in ten different Indonesian to English sentences with content of Kim's memory game.

## 2. Treatment

Treatment was given three times, where each material run two of 30 minutes. The treatment conduct after pre-test was given in the classroom and the treatment was based on procedures for each activity in each meeting as follows:

### 1. The First Meeting

The treatment held after pre-test, in this step the researcher will do:

#### ➤ Opening Activities

1. The researcher gave greeting to the students and praying together before studying
2. The researcher gave motivations and explanations how important English for our future

#### ➤ Main Activities

1. The researcher gave the students material Singular and Plural.
2. The researcher gave some examples.
3. The researcher applied this game by describing something and asked the class to identify what the researcher have described.



4. The researcher rather than allowing the learners to call out, and asked them first to tell their neighbours what they think the researcher has described. Then asked for suggestions from the class.
5. The researcher asked one of the more confident learners to take one of the word cards at random from the researcher hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.
6. The researcher prepared a number of pictures to the lesson specially focus on singular and plural.
7. The researcher asked one learner to describe a particular picture from a choice of at least five which everyone can see.
8. The researcher encouraged his or her partner or group to identify which picture has been described.

➤ Closing Activities

1. The researcher gave instruction to the student that they have to memorize them again in their house
2. The researcher said thanks and prayed before closing the class.

2. The Second Meeting

➤ Opening Activities

1. The researcher gave greeting to the students and praying together before studying
2. The researcher gave motivations and explanations how important English for our future

➤ Main Activities

1. The researcher gave the students material about Describing Object.
2. The researcher gave some examples.
3. The researcher explained all the difficult words and the important information.
4. The researcher applied this game by describing something and asked the class to identify what the researcher has described.
5. The researcher rather than allowing the learners to call out, and asked them first to tell their neighbors what they think the researcher has described. Then asked for suggestions from the class.
6. The researcher asked one of the more confident learners to take one of the word cards at random from the researcher hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.
7. The researcher brings several pictures or a picture with many objects in it.
8. The researcher asked one learner to think of an object in the picture and then describe him, her or it.
9. The researcher encouraged the rest of the class to identify the object which has been described.

➤ Closing Activities

1. The researcher gave instruction to the student that they have to memorize them again in their house
2. The researcher said thanks and prayed before closing the class.

### 3. The Third Meeting

#### ➤ Opening Activities

1. The researcher gave greeting to the students and praying together before studying.
2. The researcher gave motivations and explanations to the students how important English for our future.

#### ➤ Main Activities

1. The researcher gave the students material about Limiting Adjective.
2. The researcher gave some examples.
3. The researcher applied this game by describing something and asked the class to identify what the researcher has described.
4. The researcher rather than allowing the learners to call out, and asked them first to tell their neighbours what they think the researcher has described. Then asked for suggestions from the class.
5. The researcher asked one of the more confident learners to take one of the word cards at random from the researcher hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.
6. The researcher brought a large picture with a lot of people in it, or several different pictures of people interacting.
7. The researcher showed the picture(s) to the class and asked them to work in pairs. Explained

that they have to choose two people in the picture whom might be having a conversation. The pairs should not reveal their choice to others in the class.

8. The researcher asked each pair to devise and write out a conversation between the chosen characters, and perform it.
9. Invited the class to identify which two characters were being represented in each conversation.

➤ Closing Activities

1. The researcher gave instruction to the student that they have to memorize them again in their house.
2. The researcher said thanks and pray before closing the class.

4. The Forth Meeting

➤ Opening Activities

1. The researcher gave greeting to the students and praying together before studying
2. The researcher gave motivations and explanations how important English for our future.

➤ Main Activities

1. The reseacher gave the students material about Descriptive Adjective
2. The researcher gave some examples.
3. The researcher explained all the difficult words and the important information.

4. The researcher applied this game by describing something and asked the class to identify what the researcher has described.
5. The researcher rather than allowing the learners to call out, and asked them first to tell their neighbours what they think the researcher has described. Then asked for suggestions from the class.
6. The researcher asked one of the more confident learners to take one of the word cards at random from the researcher's hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.
7. The researcher brought a large picture with a lot of people in it, or several different pictures of people interacting.
8. The researcher showed the picture(s) to the class and asked them to work in pairs. Explained that they have to choose two people in the picture who might be having a conversation. The pairs should not reveal their choice to others in the class.
9. The researcher asked each pair to devise and write out a conversation between the chosen characters, and perform it.
10. Invited the class to identify which two characters were being represented in each conversation.

➤ Closing activities

1. The researcher gave instruction to the student that they have to memorize them again in their house
2. The researcher said thanks and pray before closing the class.

## 5. The Fifth Meeting

### ➤ Opening Activities

1. The researcher gave greeting to the students and praying together before studying
2. The researcher gave motivations and explanations how important English for our future.

### ➤ Main Activities

1. The researcher gave material about Describing Ourselves.
2. The researcher gave some examples.
3. The researcher explained all the difficult words and the important information.
4. The researcher applied this game by describing something and asked the class to identify what the researcher has described.
5. The researcher rather than allowing the learners to call out, and asked them first to tell their neighbours what they think the researcher has described. Then asked for suggestions from the class.
6. The researcher asked one of the more confident learners to take one of the word cards at

random from the researcher hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.

7. The researcher brought a large picture with a lot of people in it or several different pictures of people.
8. Showed the picture(s) to the learners and asked each of them to choose one character, without revealing their choice to anyone else.
9. The researcher asked each learner to write what their chosen character might be thinking in the picture, then to read his or her text to the rest of the class.
10. The researcher invited the learner to identify which person was being represented in each case.

➤ Closing activities

1. The researcher gave instruction to the student that they have to memorize them again in their house
2. The researcher said thanks and pray before closing the class.

6. The Sixth meeting

➤ Opening Activities

1. The researcher gave greeting to the students and praying together before studying.

2. The researcher gave motivations and explanations how important English for our future.
3. The researcher explained again all about memorize techniques.

➤ Main Activities

1. The researcher gave material about Describing Someone.
2. The researcher gave some examples.
3. The researcher explained all the difficult words and the important information.
4. The researcher applied this game by describing something and asked the class to identify what the researcher have described.
5. The researcher rather than allowing the learners to call out, and asked them first to tell their neighbors what they think the researcher have described. Then asked for suggestions from the class.
6. The researcher asked one of the more confident learner to take one of the word cards at random from the researcher hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is.
7. The researcher bring a large picture with a lot of people in it or several different pictures of people.
8. Showed the picture(s) to the learners and asked each of them to choose one character, without revealing their choice to anyone else.



9. The researcher asked each learner to write what their chosen character might be thinking in the picture, then to read his or her text to the rest of the class.
10. The researcher invited the learners to identify which person was being represented in each case.

➤ Closing activities

1. The researcher gave motivation how important the personal pronoun when they are speaking
2. The researcher said thanks and prayed before closing the class.

3. Post-test

After giving the treatment the students examine by speaking test to find out the students speaking . The researcher gives the student speaking by using memorize technique. In this time the researcher gave one them like the pre-test above the test gave to the students is to speak in ten different Indonesian to English sentences with content of speaking . Like in the three treatments above, the researcher is still use memoize technique to learn speaking . And in the last of post-test, the researcher know the students' English speaking ability by using memorize technique.

### 3.8 Technique of Data Analysis

To analyze the data the result of the pre-test and post-test, some formulas one used in this research as follows:

#### 3.7.1 Speaking test

The data collected through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

3.7.1.1 Some formula in this research is use to process the data as follows:

1. Scoring Classification

Scoring the speaking the students speaking ability using the following rubric:

Table 3.2 Scoring Rubric

Score	Comprehensibility	Accuracy	Fluency
6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.	Pronunciation is only very slightly influenced by the mother tongue. Two or more minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a

	clarification are necessary.	correct.	few unnatural pauses.
<b>4</b>	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying in general meaning. Fair range of expression.
<b>3</b>	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, cause confusion	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression

	complex or longer sentences.		often limited.
<b>2</b>	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently ragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
<b>1</b>	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. <sup>31</sup>	Serious pronunciation as well as 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary lexical delivery. At times gives up making the effort. Very limited range of expression.

## 2. The Classification of Students` Score

<sup>31</sup>BasoJabu, English Language Testing (Makassar: The UNM Publisher, 2008), p. 110-111

Table 3.3 Classification of Students' Score

NO	Classification	Score
1	Very Good	80 – 100
2	Good	66 – 79
3	Fair	56 – 65
4	Poor	40 – 55
5	Very Poor	≤ 39

Calculating the students' score of the test as follow:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

Accounting the mean score used the following formula:

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

Where:

X = Mean score

$\sum x$  = The sum of the all score

N = Total number of sample<sup>32</sup>

Computing the frequency and the rate percentage of the students:

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

Where: P: Percentage

F: Item of frequency

N: Total number of students<sup>33</sup>

<sup>32</sup>BurhanNurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra* (Yogyakarta: BPFE-Yogyakarta, 1987), p.327.

<sup>33</sup>L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 225

Finding the significant between the mean score and pre-test and post-test by calculating the value of the test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

D = The total score difference

$\sum D$  = The sum of total difference

$\sum D^2$  = The square of the sum score of difference

N = The total number of students

T = Test of significance<sup>34</sup>

Criteria of testing hypothesis:

The statistical hypothesis in this researcher is as follows:  $\mu = \mu_2$

$\mu > \mu_2$ <sup>35</sup>

To test hypothesis the researcher used two tails with 0,05 level of significance. For independent sample, the formula of freedom (df) is N-1.

If t-table > t-test, Ho is accepted and Ha is rejected, it means that the Kim's memory game is not able to increase the members' speaking skills of Libam IAIN Parepare.

<sup>34</sup>L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 331.

<sup>35</sup>Gay L. R., *Educational Research Competencies for Analysis and Application*, p.228.

If  $t_{table} \leq t_{test}$ ,  $H_a$  is accepted and  $H_o$  is rejected, it means that Kim's memory is able to increase the members' speaking skills of member of Libam IAIN Parepare.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

#### 4.1 Finding

The finding of this research consists of the classification pre-test and post-test. It aimed to find out the answer of research question. The writer gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the members' speaking skills then post-test was given to know members' speaking skills after doing the treatment. From the result of the post-test, it aimed to find out that using Kim's memory game is able to increase the members' speaking skills of member of Libam IAIN Parepare.

The technique that writer recommended is using Kim's memory game. It is able to influence the members' mindset and open their thought as well as in making idea by their communicative in language or the way to understand the key expression from the sentence of the card to collect their ideas in their mindset first then express it by speaking in front of their friend.

##### 4.1.1 Members' Speaking Skills in Using Kim's memory game

This section described the result of data analysis in using Kim's memory gameto increasemembers' speaking skills at LIBAM IAIN Parepare:

###### 4.1.1.1 The members' Score in Pre-test

The writer gave some questions to the members' as the pre-test to know the members' speaking skills. Every member got the questions and answered it then the



writer recorded the members' answers. After giving the pre-test to the members, the writer found out the result of members' speaking skills based on the criteria of speaking skills which are comprehensibility, accuracy and fluency before giving treatment. The result was shown in the following table:

Table 4.1 the members' score of pre-test

No	Nama	Prodi	Aspect			Result	Score
			C	A	F		
1	YaumulHaeriyah	MZW	2	2	2	6	33.3
2	Sinta	PS	1	2	1	4	22.2
3	Khaerunnisa	MZW	1	1	2	4	22.2
4	SittiRahma	MTK	1	1	2	4	22.2
5	SitiNurjannah	PBI	2	2	2	6	33.3
6	Erni	PAI	1	1	1	3	16.7
7	Irnayanti	PBI	2	3	1	6	33.3
8	Nadia Aloatun	PBI	2	1	1	4	22.2
9	Rasmi	KPI	2	2	2	6	33.3
10	AyuAstari	PBI	4	3	3	10	55.6
11	Muh. FadhilMuarij	PBI	2	1	2	5	27.8
12	IsmiZaskiahHersyam	SPI	1	2	1	4	22.2
13	Niar	AS	2	1	1	4	22.2
14	SiskaAngraini	ALKES	2	2	2	6	33.3
15	NurAfni	PS	2	2	1	5	27.8
16	MuhFajar	PS	2	2	2	6	33.3
17	Muhammad IkmalAiman	ALKES	2	2	2	6	33.3
18	SyamsulMa'arif	PS	3	2	3	8	44.4
19	Aldi Fatriadi	KPI	3	4	3	10	55.6
20	AinunAnnisaAkkas	IPA	3	4	4	11	61.1
<b>Total</b>							655.6

Data Source: members' pre-test

After knowing the members' score in pre-test based on aspect of speaking the following table is members' score to find out the mean score:

Table 4.2 The members' score and square in pre-test

No	Nama	Pre - test of the members ( $X_1$ )		Classification
		$X_1$	$X_1^2$	
1	YaumulHaeriyah	33.3	1108.9	Very Poor
2	Sinta	22.2	492.8	Very Poor
3	Khaerunnisa	22.2	492.8	Very Poor
4	SittiRahma	22.2	492.8	Very Poor
5	SitiNurjannah	33.3	1108.9	Very Poor
6	Erni	16.7	278.9	Very Poor
7	Irnayanti	33.3	1108.9	Very Poor
8	Nadia Aloatun	22.2	492.8	Very Poor
9	Rasmi	33.3	1108.9	Very Poor
10	AyuAstari	55.6	3091.4	Fair
11	Muh. FadhilMuarij	27.8	772.8	Very Poor
12	IsmiZaskiahHersyam	22.2	492.8	Very Poor
13	Niar	22.2	492.8	Very Poor
14	SiskaAngraini	33.3	1108.9	Very Poor
15	NurAfni	27.8	772.8	Very Poor
16	MuhFajar	33.3	1108.9	Very Poor
17	Muhammad IkmalAiman	33.3	1108.9	Very Poor
18	SyamsulMa'arif	44.4	1971.4	Poor
19	Aldi Fatriadi	55.6	3091.4	Fair
20	AinunAnnisaAkkas	61.1	3733.2	Fair
Total		655.3	24431.1	

Data Source: members' pre-test

The table above showed that the result of members' speaking score before applying Kim's memory game. There were sixteen members got very poor score, there were one member got poor score, and three members got fair score. The total score in pre-test is 655,3. It has shown that the students' speaking ability in pre-test was low, because most of members still got very poor. The following are the process of calculation to find out the mean score on the calculation of members' score in pre-test of the table 4.2.

Mean score of pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{655.6}{20}$$

$$\bar{X} = 32.8$$

Thus the mean score of pre-test is 32.8

4.1.1.2 The members' score in post-test.

Meanwhile, the members' score in post-test would be presented in the following table:

Table 4.3 The members' score of post-test

No	Nama	Prodi	Aspect			Result	Score
			C	A	F		
1	YaumulHaeriyah	MZW	3	3	3	9	50
2	Sinta	PS	2	3	2	7	38.9
3	Khaerunnisa	MZW	2	2	3	7	38.9
4	SittiRahma	MTK	2	2	2	6	33.3
5	SitiNurjannah	PBI	3	3	3	9	50
6	Erni	PAI	2	2	2	6	33.3
7	Irnayanti	PBI	3	3	2	8	44.4
8	Nadia Aloatun	PBI	3	4	3	10	55.6
9	Rasmi	KPI	2	3	3	8	44.4
10	AyuAstari	PBI	5	5	5	15	83.3
11	Muh. FadhilMuarij	PBI	2	2	3	7	38.9
12	IsmiZaskiahHersyam	SPI	2	3	2	7	38.9
13	Niar	AS	3	2	2	7	38.9
14	SiskaAngraini	ALKES	3	3	3	9	50
15	NurAfni	PS	3	2	2	7	38.9
16	MuhFajar	PS	3	3	3	9	50
17	Muhammad IkmalAiman	ALKES	3	3	3	9	50
18	SyamsulMa'arif	PS	4	5	4	13	72.2
19	Aldi Fatriadi	KPI	4	5	4	13	72.2
20	AinunAnnisaAkkas	IPA	5	5	5	15	83.3
<b>Total</b>							1005.6

Data Source: members' post-test

After knowing the members' score in post-test based on aspect of speaking the following table is members' score to find out the mean score:

Table 4.4 Themembers' score and square in post-test

No	Nama	Post - test of the members ( $X_2$ )		Classification
		$X_2$	$X_2^2$	
1	YaumulHaeriyah	50	2500	Poor
2	Sinta	38.9	1513.2	Very Poor
3	Khaerunnisa	38.9	1513.2	Very Poor
4	SittiRahma	33.3	1108.9	Very Poor
5	SitiNurjannah	50	2500	Poor
6	Erni	33.3	1108.9	Very Poor
7	Irnayanti	44.4	1971.4	Poor
8	Nadia Aloatun	55.6	3091.4	Fair
9	Rasmi	44.4	1971.4	Poor
10	AyuAstari	83.3	6938.9	Very Good
11	Muh. FadhilMuarij	38.9	1513.2	Very Poor
12	IsmiZaskiahHersyam	38.9	1513.2	Very Poor
13	Niar	38.9	1513.2	Very Poor
14	SiskaAngraini	50	2500	Poor
15	NurAfni	38.9	1513.2	Very Poor
16	MuhFajar	50	2500	Poor
17	Muhammad IkmalAiman	50	2500	Poor
18	SyamsulMa'arif	72.2	5212.8	Good
19	Aldi Fatriadi	72.2	5212.8	Good
20	AinunAnnisaAkkas	83.3	6938.9	Very Good
Total		1005.4	55134.6	

Data Source: members' post-test

The table above showed that there were a changed of members' score after did the treatment. There were two members got very good score, there were two members got good score, there were one member got fair score, there were seven members got poor score, and three were eighth members got very poor score. The total score in post-test is 1005.4. It proved that there were increasing of members' score in post-test.

In this, the writer analyzed the data of members' score in post-test to know whether there is or there is no a significant difference of members' achievement before and after learning process in using Kim's memory game.

Mean score of post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1005.6}{20}$$

$$\bar{X} = 50.2$$

Thus the mean score of post-test is 50.2

#### 4.1.1.3 The Rate Percentage of the Frequency of the Pre-test and Post-test

The following table showed the percentage of the frequency in pre-test and post-test

Table 4.5 The Classification frequency and percentage of the members' pre-test and post-test

No	Classification	Score Interval	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80-100	0	2	0%	10%
2	Good	66-79	0	2	0%	10%
3	Fair	56-65	3	1	15%	5%
4	Poor	40-55	1	7	5%	35%
5	Very Poor	≤ 39	16	8	80%	40%
Total			20	20	100%	100%

The data of the table above indicated that the rate percentage of the pre-test. One member got poor score (5%), and threemembers got fair score(15%), while the rate percentage of the post-test, twomembers got very good score(10%), twomembers got good score(10%). The percentage in post-test that members got very good score was higher than percentage in pre-test. It showed that members were able to increase the members' speaking skills after treatment by using Kim's memory game.

4.1.2 The implementation of using Kim's memory gameto increase the members' speaking skillss of LIBAM IAIN Parepare.

This part presented the result of data analysis about the implementation of using Kim's memory gameto increase the members' speaking skills at the second grade of LIBAM IAIN Parepare.

#### 4.1.2.1t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the members' speaking skills

In the other to see the members' score, the following is T-test was statistically applied:

Table 4.6 the worksheet of the calculating of the score on pre-test and post-test on the members' speaking skill

NO.	X1	X2	(X1) <sup>2</sup>	(X2) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	D <sup>2</sup> (X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	33.3	110889	50	2500	16.7	278.9
2	22.2	492.84	38.9	1513.21	16.7	278.9
3	22.2	492.84	38.9	1513.21	16.7	278.9
4	22.2	492.84	33.3	1108.89	11.1	123.2
5	33.3	1108.89	50	2500	16.7	278.9
6	16.7	278.89	33.3	1108.89	16.6	275.6
7	33.3	1108.89	44.4	1971.36	11.1	123.2
8	22.2	492.84	55.6	3091.36	33.4	1115.6
9	33.3	1108.89	44.4	1971.36	11.1	123.2
10	55.6	3091.36	83.3	6938.89	27.7	767.3
11	27.8	772.84	38.9	1513.21	11.1	123.2
12	22.2	492.84	38.9	1513.21	16.7	278.9
13	22.2	492.84	38.9	1513.21	16.7	278.9
14	33.3	1108.89	50	2500	16.7	278.9

15	27.8	772.84	38.9	1513.21	11.1	123.2
16	33.3	1108.89	50	2500	16.7	278.9
17	33.3	1108.89	50	2500	16.7	278.9
18	44.4	1971.36	72.2	5212.84	27.8	772.8
19	55.6	3091.36	72.2	5212.84	16.6	275.6
20	61.1	3733.21	83.3	6938.89	22.2	492.8
Total	655.3	24431.1	1005.4	55134.6	350.1	6825.7

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{350.1}{20} = 17.5$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17.5}{\sqrt{\frac{6825.7 - \frac{350.1^2}{20}}{20(20-1)}}$$

$$t = \frac{17.5}{\sqrt{\frac{6825.7 - \frac{122570.01}{20}}{20(19)}}$$

$$t = \frac{17.5}{\sqrt{\frac{6825.7 - 6128.5}{380}}}$$

$$t = \frac{17.5}{\sqrt{\frac{697.2}{380}}}$$

$$t = \frac{17.5}{\sqrt{1.8}}$$

$$t = \frac{17.5}{1.3}$$

$$t = 13.4$$

Thus, the t-test value is 13.4

#### 4.1.2.2 Hypothesis Testing

The overall comparison between the members' achievement score in pre-test and post-test in previous sub chapter showed the increase of the quality of the members' speaking skills from poor to enough, enough to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with female and male.

To find out degree of freedom (df) the writer used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 20-1 \\ &= 19 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and  $df=19$ , and the value of the table is 1.729, while the value of t-test 13.4. It means that the t-test value is greater than t-table ( $13.4 \geq 1.729$ ). Thus, it can be concluded the members' speaking skills through using Kim's memory game is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Inteaching speaking for member of LBAM IAIN Parepare, an English teacher should be able to use the appropriate way in order to make the members be more enthusiastic and interested in speaking English. By using Kim's memory game the members will be more interested. In learning since they are able to link between the materials with the image or script. It is clear Kim's memory game can make the



members interact with other the members. When they are interacting, they can increase their speaking achievement. Every member can learn from their mistake or from their members. It will be more effective rather than just sit and learn in their friend. Not all the members will be interested in that activity but at least the teacher can make the members speak English briefly.

In this research, the writer focused on the members' speaking skills and Kim's memory game as the method in teaching speaking. Based on the informal interview with the members and the organizer of LIBAM IAIN Parepare, many problems were found in learning speaking. The members were difficult to speak in front of their friend because it was not interesting. The activities of the members in their friend such as discussing some topics, reading materials in front of their friend. To make it worse, the members had poor vocabulary so that they could not talk much about the topic and make the member stiff then lost in confidence.

4.1.2.3 The ways of using Kim's memory game in increasing the members' speaking skills.

After finishing the research, the writer conclude that the members felt happy and fun in learning English by using Kim's memory game. It made them easier to express their ideas orally by using Kim's memory game and they felt fun because they could communicate and interact with their friend using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Using Kim's memory game in teaching English has impact in increasing the members' speaking skills. In fact, based on the finding most the members have a good score in post-test it means that, using Kim's memory game effective to be used in increasethe members' speaking skills. This game also helped the member to find

their ideas so, they would not confuse to speak in front of their friend and communicate one another.

There was one meeting before doing the treatment of the research, which was pre-test. The meeting of the pre-test, the writer introduced herself and gave explanation the purpose of the research to make the members understood what they would be done. After that the writer gave several questions about personal identity to know the members skills in speaking. The writer recorded the members answer to make easier evaluate the aspects of the members' speaking.

In the first meeting on Friday, February 28<sup>th</sup>, 2020, the searcher gave motivation to the members about learning English and explained the procedures of Kim's memory game. After that the writer gave Kim's memory game about singular and plural. The members described a picture based on the Kim's memory game that the writer has given.

On Saturday, February 29<sup>th</sup>, 2020, was the second meeting, the writer gave the members material about Describe Object and apply this game by describing something and asked the member to identify what the researcher have described. The researcher will rather than allowing the members to call out, and ask them first to tell their neighbours what they think the researcher have described. Then ask for suggestions from the class.

The third meeting on Sunday, February 1<sup>st</sup>, 2020, The researcher gave the members material about Limiting Adjective and the researcher applied this game by describing something and asked the class to identify what the researcher have described. The researcher rather than allowing the members to call out, and ask them first to tell their neighbours what they think the

researcher have described. Then asked for suggestions from the class. The researcher brought a large picture with a lot of people in it, or several different pictures of people interacting and showed the picture(s) to the members..

On Monday, February 2<sup>nd</sup>, 2020 was the fourth meeting. The writer gave the members material about Descriptive Adjective and applied this game by describing something and will ask the class to identify what the researcher have described. The researcher showed the picture(s) to the class and ask them to work in pairs. Explain that they have to choose two people in the picture whom might be having a conversation. The pairs should not reveal their choice to others in the class. The researcher asked each pair to devise and write out a conversation between the chosen characters, and perform it.

On Tuesday, February 3<sup>rd</sup>, 2020 was the fifth meeting. The researcher gave material about Describing Ourselves and applied this game by describing something and asked the class to identify what the researcher have described. The researcher asked one of the more confident member to take one of the word cards at random from the researcher hand. He or she must describe the meaning of the word on the cards so well that others can identify what it is. The researcher showed the picture(s) to the members and asked each of them to choose one character, without revealing their choice to anyone else. The researcher asked each learner to write what their chosen character might be thinking in the picture, then the researcher invited the member to identify which person was being represented in each case.

On Wednesday, February 4<sup>th</sup>, 2020 was the sixth meeting. The researcher gave material about Describing Someone and applied this game by describing something

and will ask the class to identify what the researcher have described. The researcher brought a large picture with a lot of people in it or several different pictures of people and showed the picture(s) to the members and asked each of them to choose one character, without revealing their choice to anyone else. The researcher invited the members to identify which person was being represented in each case.

In the last, the writer gave post-test on Thursday, February 5<sup>th</sup>, 2020. In this meeting the writer gave several questions about the members planning on holiday. It aimed to know the members' speaking skills after doing the treatment. The writer took the recording of the members to make easier gave a score of speaking aspects because the writer had to focus on four aspects which are comprehensibility, accuracy and fluency.

From the first meeting until the last meeting, the members express their ideas in speaking with a different theme for each meeting, which are daily expression, expression in the canteen, expression in the hospital and expression in the telephone shop. It was hoped to make the members confidence, speak effectively and also develop their ideas. Using Kim's memory game in learning speaking was able to help the the members to speak correctly and fluently. As the conclusion, Kim's memory game has an impact in increase the members' speaking skills.

#### **4.2 Discussion**

Based on the previous result. It showed that the increase of the members' speaking skills by using Kim's memory game because the mean score of the pre-test was 32.8 and the mean score of post-test was 50.2. The writer conclude that the mean score of the members' before giving the treatment is lower than the mean score of the members' after giving the treatment.

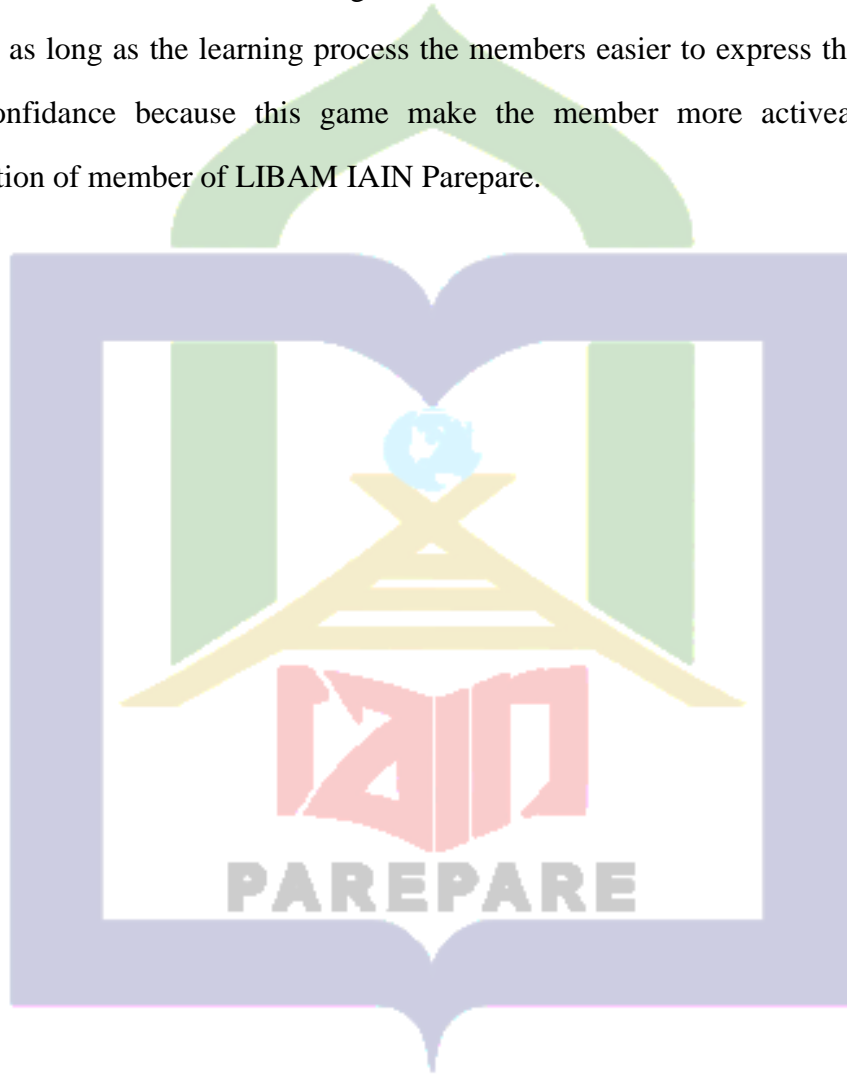
The writer used Kim's memory game in teaching speaking to make the members easier to speak effectively. The writer measured the members' speaking by focusing on the aspect of speaking which are comprehensibility accuracy and fluency. These aspects also were a guideline of the writer in scoring the members' speaking. There was an increase in skills after giving the treatment because the members score in the pre-test was 655,3 and it was a very low score then the score of the post-test was 1005,4 and it was a very high score.

From the test finding, the data provided in classification table based on the aspects of speaking the rate percentage of the pre-test. One member got a poor score (5%), and three members got a fair score (15%), while the rate percentage of the post-test, two members got a very good score (10%), two members got a good score (10%). The percentage in post-test that members got a very good score was higher than the percentage in pre-test. It showed that members were able to increase their speaking skills after treatment by using Kim's memory game.

From the result the writer concluded that the members' speaking skills went from poor to very good classification.

In addition, to know what was the hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the writer used t-test to calculate the result. The result showed that on the t-test value 13.4 was greater than the t-table value 1.729 (table) ( $13.24 \geq 1.729$ ) with degree of freedom (df) 29. It means the alternative hypothesis ( $H_a$ ) was concluded that by using expression cards was able to increase the members' speaking skills at the eighteen generations of members of LIBAM IAIN Parepare. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

Based on the finding above the writer conclude that the implementation of using Kim's memory game is good strategy of learning to help the students to memorize what have you seen. It has aim to give students an opportunity what is good to remember. So that it changed classroom situation more active and it can be proved as long as the learning process the members easier to express their ideas and more confidence because this game make the member more active at eighteenth generation of member of LIBAM IAIN Parepare.



## CHAPTER V

### CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the members' speaking skills and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether using Kim's memory game was able or not to increase the members' speaking skill. Therefore, the writer concluded that there is a significant difference of the members' speaking skill before and after treatment. It can be seen the members' speaking before applying Kim's memory game or did treatment. The writer gave the members pre-test with result of mean score was 32.8. While the members' speaking after applying Kim's memory game or did treatment, the writer gave post-test with several questions and the result of the mean score was 50.2.

It can be proved by looking at the mean score of the members' speaking test in pre-test and post-test. The mean score of pre-test is lower than the mean score of post-test. Then the T-test result in which the value of t-test was 13.4. It was greater than t-table 1.729 at the level significance 0, 05. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

Finally, using Kim's memory game could help the members in learning English, the members will not confuse what they want to say when the teacher asks

them and most of them easier to express their ideas. It means this game able to be used in learning process.

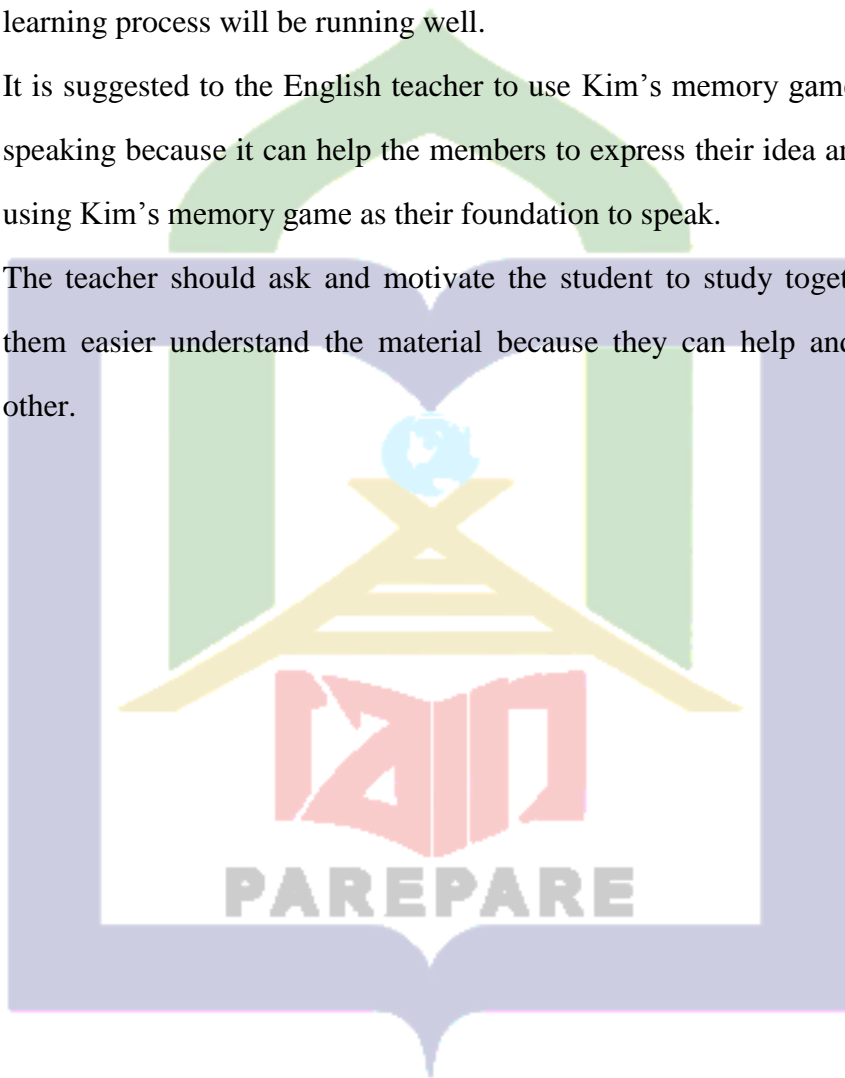




## 5.2 Suggestion

Based on the research, the writer gives some suggestion as follow:

- 5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well.
- 5.2.2 It is suggested to the English teacher to use Kim's memory game in teaching speaking because it can help the members to express their idea and feeling by using Kim's memory game as their foundation to speak.
- 5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.





## Appendix 1 Pre-test and Post-test Instrument

	<p style="text-align: center;"><b>KEMENTERIAN AGAMA</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>  <b>FAKULTAS TARBIYAH</b>  <b>Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307,</b>  <b>Faksimile (0421)2404</b></p> <hr/> <p style="text-align: center;"><b>VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</b></p>
---	--

NAMA : ANDI ILHAM WAWO  
 NIM/PRODI : 15.1300.024/PENDIDIKAN BAHASA INGGRIS  
 FAKULTAS : TARBIYAH  
 JUDUL : THE IMPLEMENTATION OF KIM'S MEMORY GAME  
 TO INCREASE SPEAKING SKILLS OF LANGUAGE  
 COMMUNITY LINTASAN IMAJINASI BAHASA  
 MAHASISWA (LIBAM) IAIN PAREPARE  
**INSTRUMENT**

### Pre-test and Post-test

#### 1. Pre-Test

1.1 Introduce your self based on the questions below!

- a. What is your full name?
- b. What is your nickname?
- c. Where do you live?

- d. How old are you?
- e. Where was you born?
- f. When was you born?
- g. What is your hobby (s)?
- h. How many brother (s) or sister (s) do you have?
- i. Could you tell me about your dayli activities?

1.2 Introduce one of your best friends.

1.3 Please describe the picture below!



- a. Who are the people in the picture?
- b. What are they doing?
- c. Describe The people in the picture

1.4 closing

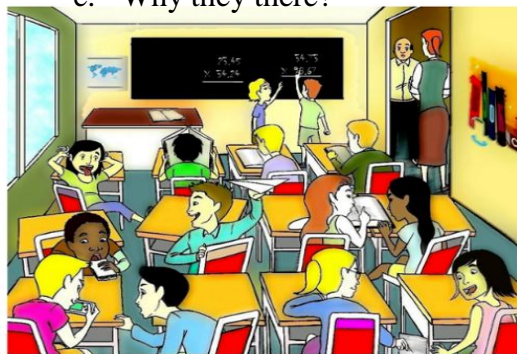
## 2. Post-Test

2.1 Please introduce your self and tell me your dayli activities

2.2 Introduce your hometown

2.3 Please Choose one of the Picture and then describe the picture based on the question below!(Minimal 200 words)

- a. Who are the people in the picture?
- b. Where are they?
- c. What are they doing?
- d. When was the picture taken?
- e. Why they there?



Appendix 2 T-Table

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

**Appendix 3 Documentation**









## Appendix 4 Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.676/In.39.5.1/PP.00.9/03/2020  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kota Parepare

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Andi Ilham Wawo  
Tempat/Tgl. Lahir : Pinrang, 10 Oktober 1997  
NIM : 15.1300.024  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Desa Mattiro Deceng Kec. Tiroang Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

**"The Implementation Of Kim's Memory Game to Increase Speaking Skills of Language Community Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare"**

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2020. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 02 Maret 2020

Wakil Dekan I,

  
Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



SRN IP0000142

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

*Jalan Veteran Nomor 28 Telp (0421) 23594 Facimile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id*

**REKOMENDASI PENELITIAN**

**Nomor : 144/IP/DPM-PTSP/3/2020**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
 NAMA : **ANDI ILHAM WAWO**  
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**  
 ALAMAT : **LINGKUNGAN BARU I, KEC. TIROANG, KAB. PINRANG**  
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE IMPLEMENTATION OF KIM'S MEMORY GAME TO INCREASE SPEAKING SKILLS OF LANGUAGE COMMUNITY LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE**

LOKASI PENELITIAN : **LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) INSTITUT AGAMA ISLAM NEGERI PAREPARE**

LAMA PENELITIAN : **28 Pebruari 2020 s.d 06 Maret 2020**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
 Pada Tanggal : **06 Maret 2020**

**KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 KOTA PAREPARE**



**Hj. ANDI RUSIA, SH.MH**

Pangkat : **Pembina Utama Muda, (IV/c)**  
 NIP : **19620915 198101 2 001**

**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)





**LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Sekretariat: Jl. Amal Bakti No. 8 Soreang Kota Parepare, Hp: 082199410866, email: libam.iainpp@gmail.com



**SURAT KETERANGAN PENELITIAN**

Nomor : 06/LIBAM/In.39/PR/III/2020

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama : Andi Ilham Wawo  
Nim : 15.1300.024  
Jurusan : Tarbiyah  
Prodi : Pendidikan Bahasa Inggris  
Tempat/ tgl.Lahir : Pinrang/ 10 Oktober 1997  
Jenis Kelamin : Laki-laki  
Pekerjaan : Mahasiswa  
Alamat : Tiroang, Kab Pinrang

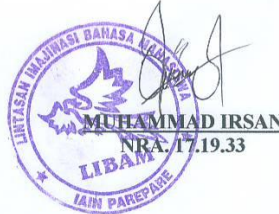
Benar-benar telah melakukan penelitian dengan judul **“THE IMPLEMENTATION OF KIM’S MEMORY GAME TO INCREASE SPEAKING SKILLS OF LANGUAGE COMMUNITY LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE”** Pada tanggal 28 Februari- 06 Maret 2020 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

*Parepare, 06 Maret 2020*

Mengetahui,-

A.n. Ketua LIBAM IAIN Parepare,-  
Wakil Ketua LIBAM IAIN Parepare,-





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
JURUSAN TARBİYAH DAN ADAB

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307 Fax: (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [info@iainparepare.ac.id](mailto:info@iainparepare.ac.id)

Nomor : B.925/In.39/FT/5/2019

20 Mei 2019

Lamp. : -

Hal : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Hj. Nurhamdah, M.Pd.
2. Drs. Ismail Latief, M.M.

di-

Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan surat permohonan mahasiswa:

Nama : ANDI ILHAM WAWO  
Nim : 151300024  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah

Pada tanggal 20 Mei 2019 tentang pengusulan judul penelitian *The Implementation of Memory Techniques to Increase Vocabulary in SMK Negeri 1 Pinrang*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.



## Appendix 5 Curriculum Vitae



Andi Ilham Wawo, a student of English Education Program of State Islamic Institute (IAIN) Parepare was born on October, 10th 1997 in Pinrang, South Sulawesi. He is the second child from four siblings of H.A. Wawo Tanri and Hj. Suria. He studied in SMKN 1 Pinrang. Then, He continued his study in SMKN 1 Pinrang and joined in English Conversation Club (ECC) as an English club there and improve his skill in Scrabble ability. After passing high school, He chose English education program as her undergraduate program. As a student of university, He loves to improve his English by taking a part in various activities such as member of language community named LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) in 2015 and he became the chief of LIBAM in 2018 and coordinator instructor of Quarantine & Training Of Trainer 2019, member of Galaxy School EC Parepare. Achievement during playing scrabble is the first winner of scrabble at Cultural Fest. Vol. 2 2017 and the second winner of Scrabble at Cultural Fest. Vol. 3 2019 in UNISMUH Makassar. Joined in extra Organization named Pergerakan Mahasiswa Islam Indonesia (PMII), Komite Nasional Pemuda Indonesia KNPI. He is also one of founder of Pergerakan Pelajar Mahasiswa Tiroang. Finally she completed her undergraduate program (S1) from state Islamic Institute (IAIN) Parepare in 2020.