THE USE OF COCKTAIL PARTIES GAME TO IMPROVE STUDENTS’ SPEAKING SKILL

(An Experimental Research in Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
English Education Departement of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This graduating paper is original work and it contains no material previously published or written by other people and other people’s idea except the information from reference.

This declaration is made by the writer, and she hopes that this declaration can be understood.

Salatiga, March 9th 2015

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ATTENTIVE COUNSELOR’S NOTE
Case: Winda Rahayu’s Graduating Paper

Dear:
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Winda Rahayu’s graduating paper entitled “THE USE OF COCKTAIL PARTIES GAME TO IMPROVE STUDENTS’ SPEAKING SKILL”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty, I hope this paper would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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THE USE OF COCKTAIL PARTIES GAME TO IMPROVE STUDENTS' SPEAKING SKILL
(An Experimental Research in Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015)

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Motto

“To win big, you sometimes have to take big risks.”

~Bill Gates~
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my mother (Wiwik Kusrini) and my father (Masrokhan) who always pray, guide, motivate me to become better person.

2. My beloved sisters (Rahda, Fira and Lina) and my big family who fill my life with love and affection.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

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2. Noor Maliah, Ph. D. as the Head of English Language Teaching Department of State Islamic Studies Institute (IAIN) Salatiga
3. Rifqi Aulia Erlangga, M. Hum. as counselor who has brings up, espoused, and given the writer advices, suggestions and recomendations for this graduating paper from beginning until the end. Thank you for your patience and care.
4. All lecturers in the English Language Teaching Department who have given much knowledge, the writer deeply thanks to you all.
5. My beloved family, thanks for your spirit and patient.
6. All of staffs who have helped the writer in processing of graduating paper administration.
7. All friends of C class and all friends in English Department. Thank for your friendship and kindness.

8. Tenth year students of SMP N 3 Salatiga in the academic year of 2014/2015 especially VIII G and E class and Mrs. Zumrotun Mahmudah, S. Pd.

9. Those cannot be mentioned one by one.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, March 9th 2015

The writer

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ABSTRACT


Keywords: effectiveness, speaking skill; cocktail parties game;

The research is aimed to improve students’ speaking skill in the eighth grade students of SMP N 3 Salatiga through cocktail parties game. This research will answer these main question 1)How is the implementation of students’ speaking skill using cocktail parties game for the Eighth grade Students of SMP N 3 Salatiga, 2)How is the significant difference of students’ speaking skill before and after using Cocktail Parties Game in Eighth grade students of SMP N 3 Salatiga. The population of the research was eighth grade students in SMP N 3 Salatiga. The methodology in this research was experimental research, which conducted two classes: the experimental group (VIII E) and control group (VIII G) as sample. The writer collected the data using test (pre-test and post-test). After the data had been collected by using test, it was found t-test was 6.5 and the table was (2.009 for 5% and 2.678 for 1%), t-test was higher than t-table (2.009 < 6.5 > 2.678. It was meant that H_a (Alternative Hypothesis) was accepted while H_o (Null Hypothesis) was rejected. Since t-test score was higher than t-table, cocktail parties game was effective in improving student’s speaking skill in the eighth grade students of SMP N Salatiga.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE .................................................................</td>
</tr>
<tr>
<td>DECLARATION ...........................................................</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES ...........................................</td>
</tr>
<tr>
<td>PAGE OF CERTIFICATION ...............................................</td>
</tr>
<tr>
<td>MOTTO ...........................................................................</td>
</tr>
<tr>
<td>DEDICATION .....................................................................</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT ..........................................................</td>
</tr>
<tr>
<td>ABSTRACT .......................................................................</td>
</tr>
<tr>
<td>TABLE OF CONTENTS ........................................................</td>
</tr>
<tr>
<td>LIST OF TABLES, CHART AND FIGURE ...................................</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
</tr>
<tr>
<td>A. Background of the Study .............................................</td>
</tr>
<tr>
<td>B. Problem Statements ..................................................</td>
</tr>
<tr>
<td>C. Objectives of the Study ...............................................</td>
</tr>
<tr>
<td>D. Benefits of the Study ................................................</td>
</tr>
<tr>
<td>E. Limitation of the Study ...............................................</td>
</tr>
<tr>
<td>F. Definition of the Key Terms .........................................</td>
</tr>
<tr>
<td>G. Review of Previous Research .......................................</td>
</tr>
<tr>
<td>H. Hypothesis ..................................................................</td>
</tr>
<tr>
<td>I. Research Organization ................................................</td>
</tr>
<tr>
<td>CHAPTER II: THEORITICAL FRAMEWORK</td>
</tr>
<tr>
<td>A. English Teaching Learning ..........................................</td>
</tr>
<tr>
<td>B. Speaking Skill ..........................................................</td>
</tr>
<tr>
<td>1. Definition of Speaking Skill .........................................</td>
</tr>
<tr>
<td>2. Element of Speaking ..................................................</td>
</tr>
<tr>
<td>3. Types of Classroom Speaking Performance .......................</td>
</tr>
<tr>
<td>4. Aspect of Speaking Skill .............................................</td>
</tr>
<tr>
<td>5. Function of Speaking Skill ..........................................</td>
</tr>
</tbody>
</table>
CHAPTER III: RESEARCH METHOD
A. Research Design ................................................................. 35
B. Research Setting ................................................................. 37
C. Population and Sample .......................................................... 40
D. Variables .............................................................................. 44
E. Instrument of the Research ...................................................... 45
F. Technique of Collecting Data .................................................... 45
G. Technique of Analyzing Data .................................................... 47

CHAPTER IV: DATA ANALYSIS
A. Implementation of Cocktail Parties Game to Improve Students’ Speaking Skill ........................................................................... 54
B. Significant difference of students’ speaking skill between before and after using Cocktail Parties Game ................................................................. 67
CHAPTER V: CLOSURE

A. Conclusion .......................................................................................... 79
B. Suggestion ........................................................................................... 81
C. Closing .................................................................................................. 83

REFERENCES

CURRICULUM VITAE

APPENDIXES
| Table 3.1 | List of VIII.E as Experimental Group | 41 |
| Table 3.2 | List of VIII.G as Control Group | 43 |
| Table 4.1 | Percentage of Classification of the Students’ Speaking skill in Pre-Test of Experimental Group | 54 |
| Table 4.2 | Score of the Students’ Speaking Skill in Pre-Test of Experimental Group | 55 |
| Table 4.3 | Percentage of Classification of the Students’ Speaking skill in Post-Test of Experimental Group | 58 |
| Table 4.4 | Score of the Students’ Speaking Skill in Post-Test of Experimental Group | 59 |
| Table 4.5 | Percentage of Classification of the Students’ Speaking skill in Pre-Test of Control Group | 61 |
| Table 4.6 | Score of the Students’ Speaking Skill in Pre-Test of control Group | 62 |
| Table 4.7 | Percentage of Classification of the Students’ Speaking skill in Post-Test of Control Group | 63 |
| Table 4.8 | Score of the Students’ Speaking Skill in Post-Test of control Group | 64 |
| Table 4.9 | Average Scores of Experimental and Control Group | 66 |
| Table 4.10 | Score of the Students’ Speaking skill in Pre-Test and Post-Test of Experimental Group | 68 |
Table 4.11  Score of students’ Speaking Skill in Pre-test and post-Test of Control Group  69
Table 4.12  The Result of Calculating research  75
Chart 4.13  Diagram of Figure Pre=Test, Post-Test, Gain Score of Experimental and Control Group  75
CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Based on the developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotions, and desires and it is used as a medium to interact with one another, to fulfill their daily need. Ramelan (1992:14) stated that language is said to be social, because it is only used in a social group which involves at least two persons, the speaker and the hearer. Language as a means of communication plays very important role in social relationship among human beings.

English as one of the outstanding language has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

In English language, learners need to master four language skill. Those are listening, speaking, reading, and writing. Listening and writing regarded as a receptive skill, while speaking and writing skill are considered to be productive skill (Harmer,1989:16).Speaking skill is the ability to speak the target language to communicate with other that consists of accuracy, fluency and comprehensibility. The learners require more comprehension about the language they learn to express and communicate the idea and
feeling to other concerning how the other will understand the words that the learner trying to express through the correct pronunciation.

Speaking means a lot in communication because through speaking, people can communicate directly and other can grasp and give response in short time. In the book *The Practice of English Language Teaching* Harmer (2001: 269), he stated that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. Information and language process are the other requirement beside fluency and knowledge of the language feature for the learner to gain English speaking ability. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversations. Bygate (1987) suggest that oral interactions can be characterized in term routines, which are conventional and therefore predictable ways of presenting information which can either focus on information or interaction.

To encourage students to practice their speaking skill, some English teacher sometimes utilize games, role play, dramas and other activities, by which students learn English with pleasant without any frustration. It usually make students enthusiast. Those activities may help students to always expose their ability to produce sentences and to use appropriate expressions based on the situation created by the teacher in classroom.

Those activities are rarely conducted at Junior high school in Indonesia. The English teacher teaches English by using traditional and monotonous strategy in which teacher loudly a dialogue that has been written on the students’ textbook in the front of the class as well as writes the meaning of the dialogue, after reading it, teacher instructs
students to repeat after their till the overall dialogue is read. The teacher just asks students to practice the dialogue in pairs by using textbook. Students’ activities in the classroom only reading in dialogue, write its meaning based on what teacher saying, and then practicing it in the front of class with their friends. And when they are asked by someone else about things by using expression they have never read or memorized before, they will be speechless.

Considering those problem, there are many solution that can make students speak fluently in the classroom. One of them is by using game. Game is an effective way in improving students’ communicative skill. All of the students in the classroom will take part in the activity. It will make them have opportunity in speaking even the silent students. Lattore and Baeza (In Lee: 1987) mention that game have been long accepted in English language teaching because it can avoid students from stress in studying, from work that need high concentration and attention, and to remember things faster and better. It means that learning through game decreases the stress from lesson and makes the students enjoy in learning process. Games are activities that courage the participants to compete with one or with more individuals.

From the explanation above, it gives an inspiration to the writer to conduct a research entitled “The Use of Cocktail Parties Game to Improve Student’s Speaking Skill (Experimental study in Eighth Years of SMP N 3 Salatiga in the Academic Year of 2014/2015)”
B. PROBLEM STATEMENTS

Based on the problem above, this research is aimed at giving answers on the following problems:

1. How is the implementation of students’ speaking skill using cocktail parties game for the Eighth grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015?

2. How is the significant difference of students’ speaking skill before and after using Cocktail Parties Game in Eighth grade students of SMP N 3 Salatiga in the academic year 2014/2015?

C. OBJECTIVES OF THE STUDY

The general purpose of the study is to be able to know the effect of Cocktail Parties Game that is implicated in the classroom. The specific objectives of this study are:

1. To describe the implementation of Cocktail Parties Game to improve students’ speaking skill in the eighth grade students of SMP N 3 Salatiga in the academic year 2014/2015.

2. To find out the significant differences of the students’ speaking skill before and after teaching speaking using Cocktail Parties Game in the eighth grade students of SMP N 3 Salatiga in the academic year of 2014/2015.

D. BENEFIT OF THE STUDY

Therefore, this study is focusing on the implementation of Cocktail Parties Game to improve students’ speaking skill, the result of this research is expected to give useful and worthy information and contribution for the students, educators, English teachers and
English academicians to know more about Cocktail Parties Game as a way to teach speaking.

1. Theoretically;
   a) Giving some contribution to enlarge and enrich the English language teaching methodologies especially the knowledge about Cocktail Parties Game which is hoped after reading this research, the readers will have more understanding about Cocktail Parties Game as a way to teach English language.
   b) Giving more information about Cocktail Parties Game for further researchers to conduct further researches with the similar problem of speaking ability improvement.

2. Practically;
   a) The students
      It will give academic input to the students of using Cocktail Parties Game to improve their speaking skill. It is hoped that students will be more motivated to speak English well.
   b) The English Teacher
      This research can give an objective description to the teacher on how to teach speaking to the students through Cocktail Parties Game. It will give information to the teachers about using a game to develop teaching speaking quality.
E. LIMITATION OF THE STUDY

Since the research is focused on the improving students’ speaking skill in speaking class, the writer most likely to limit the problem on implementation of Cocktail Parties Game in improving students’ speaking skill in the eighth grade students of SMP N 3 Salatiga in the academic year 2014/2015. The writer takes the speaking research especially in speak descriptive text. Therefore, this research is focused on students’ speaking descriptive text improvement by using Cocktail Parties game.

F. DEFINITION OF KEY TERMS

1. Effectiveness

   Effectiveness is having an effect; able to bring about the result intend (Hornby: 1974)

2. Cocktail Parties

   Cocktail parties are a free form of speaking practice in which students get out of their seats and converse with different partners in style similar to that of a cocktail party. (Don, 2006: 119)

3. Game

   Game is having or showing entertains activities in many ways. (The New Thesaurus, 1980:412)

4. Improve

   Improve is to become or make something or somebody better. (Oxford learner’s pocket dictionary, 2008: 222)
5. Speaking

Speaking is one skill in studying language not only in English language but also in other language. Speaking is done in real-time, learners’ abilities to plan, process and procedure the foreign language are taxed generally. (Louma, 2004)

G. REVIEW OF PREVIOUS RESEARCH

The writer reviews of related researcher from other thesis as principle or comparative in this research. First, previous research was done by Ulviana a student of Syarif Hidayatullah State Islamic University, Jakarta, entitled “Improving Students’ Speaking Ability Through Communication Games”. She analyzed how improving student’s speaking ability through Communication Games in Manaratul Islam Islamic Junior High School at the eighth grades, Pondok Indah and Islamiyah, Suaibatul STKIP Hamzanwadi Selong, entitled “Teaching Speaking Through VCD”. He analyzed how improving student’s speaking ability through VCD for the Second Year Students of SMPN 1 Labuan Haji in the School Year 2006/2007.

Meanwhile, this research is conducting in order to know the use of cocktail parties game toward students’ speaking skill in the eighth grade students of SMP N 3 Salatiga. The objects of this research are two classes in the eighth grade students of SMP N 3 Salatiga. Furthermore, this research conducting in order to know whether cocktail parties game which is applied in experimental class is better than in control group.
H. HYPOTHESIS

According to Arikunto (2002:7), hypothesis is temporary assumption for the problem of research to reasonable show with the grouping of data.

According to Anas Sudijono (2002 :297) There are two kinds of hypothesis

1. If the result of calculating \( t_o \) (t_{observation}) is bigger than \( t_t \) (t_{table}), \( t_o > t_t \) so the Null hypothesis \( H_o \) is rejected, it means that the difference mean of the sample is significance.

2. If the result of calculating \( t_o \) (t_{observation}) is smaller than \( t_t \) (t_{table}), \( t_t > t_t \) so the Null hypothesis \( H_o \) is accepted ,it means that the difference mean of sample happen by chance for the sampling error effect.

The Statistic Hypothesis of this research are :

1. Alternative Hypothesis ( \( H_a \) ) there is significant difference between teaching speaking skill using cocktail parties game and without using cocktail parties game in eight grade students of SMP N 3 Salatiga.

2. Null Hypothesis ( \( H_o \) ) there is no significant difference between teaching speaking skill through cocktail parties game and teaching speaking skill without through cocktail parties game in eighth grade students of SMP N 3 Salatiga.
I. RESEARCH ORGANIZATION

This graduating paper consists of five chapters. Each chapter discusses as follow:

Chapter I is Introduction. It is consist of background of study, problem statements, objectives of the study, benefit of the study, limitation of the study, definition of key terms, review of previous research and hypothesis.

Chapter II is Theoretical Framework which discuss about definition of Fortune Cookies Game, and speaking skill

Chapter III explains about Methods of Research that consist of setting of the research, subject of the research, method of the research, procedure of the research, technique of collecting data and technique of data analysis.

Chapter four is present the data analysis which has been collected. The writer presents the data and the result of the pre-test and post-test.

Chapter V is Closure. The writer states summary of the study includes Conclusion and Suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the definitions and theories which are related to the variables of this research. The supporting theories are needed to help to conduct this research.

A. English Teaching Learning

English seems to be one of the main languages of international communication, and people who are not speakers of English often know words such as bank, hotel, hamburger, etc. Most English language teaching in the world is not carried out by native speakers. The teacher should work with the variety that reflects their own language use. The fact that teachers and students generally aim at one variety for language production does not mean that they should only ever see or hear that one language variety. Teachers should expose students to different language varieties in listening, writing, reading, and speaking (Harmer, 2001: 24)

1. There are four skills in english teaching learning, they are :
   a. Listening

   Listening is the channel in which we process language in real time, units of encoding and pausing that are unique to spoken language. (Nunan and Carter, 2001:7)
b. Writing

According to Harmer (1998:79) writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

c. Reading

In some accounts of reading, priority is given to the text and parts of text with varying attention paid to form alone or the relationship between form and meaning. (Nunan and Carter, 2001:21)

d. Speaking

According to Bailey (qtd.In Nunan: 2003: 48) speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

B. Speaking Skill

1. Definition of Speaking

Speaking is so much a part of daily life that it for granted. So natural an integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language (Thornbury, 2005: 2). For a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. We now know that speaking is much more complex than this and that it involves both a command of certain skill and several different types of knowledge.
Brown (qtd. In Islamiyah, 2007: 14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.

Poerdarminta (qtd. In Islamiyah, 2007: 14) states that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Speaking is one of the language skills in oral form to express the speakers’ ideas to everybody else. While, speaking is the informal interchange of thought and information by spoken words.

Spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with. In the production of speech, however, each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him speaking and to respond to him.

2. **Element of Speaking**

Harmer (2001:269) stated that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. There are the elements necessary for spoken production:
(1) Language Features

The elements necessary for spoken production, as the following:

a. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning).

b. Expressive device: native speakers of English change the pitch and stress of particular parts of utterance, vary volume and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

c. Lexis and grammar: teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval.

d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

(2) Mental or Social Processing

Success of speaker’s productivity is also dependent upon the rapid processing skills that talking necessitates.

a. Language processing: that involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling,
and knowledge of how linguistically to take turns of allow others to do so.

c. (On the spot) information processing: quite apart from our response to other’s feelings, we also need to be able to process the information they tell us the moment we get it.

3. Types of Classroom Speaking Performance

Brown (2004:141 -142), stated that there are five categorizes of speaking performance assessment tasks, described as follows:

a. **Imitative**

   It is described as the ability to simply parrot back (imitative) a work or phrase or possibly a sentence.

b. **Intensive**

   It is production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture–cued tasks including simple sequences, and translation up to the simple sentence level.

c. **Responsive**

   Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of every short
conversations, standard, greeting and small talk, simple request and comments, and the like.

d. **Interactive**

   It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/ or multiple participants.

e. **Extensive**

   Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

4. **Aspects of Speaking**

   Walters (2005:99) stated that speaking has many different aspects. There are the aspects of speaking:

   a. **Accuracy**: accuracy involves the correct use of vocabulary, grammar, and pronunciation.

   b. **Fluency**: fluency can be thought as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have go, regardless of grammatical and other mistakes.

5. **Function of Speaking Skill**

   Brown and Yule (1983: 4) also describe a useful distinction between two basic language functions. These are the transactional function, which is primarily
concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship.

Another basic distinction when considering the development of speaking ability is between monologue and dialogue. They ability to give an uninterrupted oral presentation is very clear from interacting one people and another speakers for transactional and intersectional purpose, while, all native speakers can and do use language interaction, not all native speaker have the ability to be extempore on a given subject to group of listeners. Furthermore, Brown and Yule (1983: 4) suggest that most language teaching is concerned with developing skills in short intersectional exchanges in which the learner is only required to make one or two utterance at a time.

Based on the above statement, Bygate in Fauzi (2012 : 5) distinguishes that “between motor-perceptive skill, which are concerned with correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication” motor perceptive skill are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it was assumed that the mastery of motor perceptive skill was that needed all one, in order to communicated successfully.

6. Teaching Speaking Skill

Teaching speaking of foreign language is very challenging because the students are rarely spoken in English. The teacher is demanded to make the students be brave to speak. The teacher has to make the class be communicative.
According to Harmer (2001: 275) the teacher needs to play a number of different roles. There are three kinds of teacher roles in teaching speaking:

a) Prompter: students sometimes get lost, can not to think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of situation on their own, and indeed sometimes this may best option. However, we may be able to help them and the activity to progress by offering discrete suggestions.

b) Participants: teachers should be good animators when asking students to produce language. Sometimes, this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. However, in such circumstances they have to be carefully that they do not participate too much, thus dominating the speaking and drawing all the attention themselves.

c) Feedback provider: when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

5.1. Principles for Teaching Speaking

There are five principles for teaching speaking (Nunan: 2003: 54):

5.1.1. Be aware of the differences between second language and foreign language learning contexts: a foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking is very challenging for students in FL, because they have very few opportunities to use the target language outside the classroom.
5.1.2. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students’ speech matches what people actually say when use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

5.1.3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that the learners get to speak in the target language during lessons.

5.1.4. Plan speaking tasks that involve negotiation for meaning.

Negotiating for meaning involves checking to see you’ve understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

5.1.5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating social relationships.

Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

5.2. Teaching Spoken Production

According to Yule (1983: 25)
5. 2. 1. The production of spoken language.

Spoken language, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with. In the production of speech, however, each speaker needs someone to listen to him speaking and to respond him.

In courses which are conducted on the basic of large-group teaching or language lab practice, there must necessarily be a premium on correctness in spoken language production.

5. 2. 2. The aims of the course.

The intention is, often, that the student should be able to express himself in the target language, to cope with basic interactive skill like exchanging greeting and thanks and apologies, and to express his needs –request information, service, etc.

We shall be concerned not so much with the process by which the student comes to learn the forms of the language, since many years of language teaching have been devoted to that discussion, but with the process by which the students may come to use those forms creatively and appropriately.

5. 2. 3. Interactional short turns.

There is difficulty in perceiving a principled order in which to introduce interactional short turns but, in man ways, it seems
natural to teach the beginning learner appropriate language for participating in simple conversations.

5. 2. 4. Transactional turns.

Transactional language, language used for the transferring of information, can be taught in the context of a specific transactional task.

7. **Classroom Speaking Activities**

Considering the important function of speaking and its difficulties to be mastered, many teachers, researchers, educators and linguistics have develop many methods and techniques that can be used to teach and increase students’ speaking ability. In this case, the teacher role is very important to provide an appropriate activity to motivate the students to explore their speaking ability. The speaking activity should be interactive and interesting, so that the students will be more motivated to speak fluently and confidently.

Basically, there are two types of speaking activity stated by Hutchin (1987: 67) the first *psychomotor* activity: that is the observable speech organ or limbs being accordance with signal from the brain. The other one is *language processing activity*: that is organization of information in meaningful network of knowledge, this activity is not observable. Moreover, according to Harmer (2001:271-275), there are many of the classroom activities which are currently used in teaching and learning speaking. Those activities that mostly used are:

a) **Acting from Script**
It is speaking activity where the students are asked to act out scene from play and/or their course books or act out dialogues they have written themselves and this activity frequently involved them in coming out to the front of the class or sometimes filming the result.

b) Communication Games

Games is one of speaking activities which can help to create dynamic, motivating classes by providing relaxed atmosphere, participate in activities that require them to use what they have been drill on (Fauziati, 2005:130). Furthermore, she explains that games are not only suitable for children but also for adults, since there is always a child hidden in every one of us. Harmer (2001:272), that games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve puzzle, draw picture, put things in the right order find similarities and differences.

c) Discussion

Group discussion may be composed of three to five students. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context (Fauziati, 2005:134).
d) Prepared Talks

It is a popular kind of speaking activity where the students make a presentation on a certain topic chosen by teacher or their own choice. Prepared talks represent a defined and useful speaker genre, and if properly organized, can be extremely interesting for the speaker and listener (Harmer, 2001:274).

e) Questionnaires

In this activity the students can design questionnaire on any topic appropriate. As they do so the teacher can act as a resource, helping them in the designing process. The result obtained from questionnaire can be from the basic for written work, discussions, or prepared talks (Harmer, 2001:274).

f) Stimulation and Role Play

Students ‘simulate ‘ a real –life encounter as if they were doing so in the real world. Stimulation and role play can be used to encourage general oral fluency, or to train students for specific situation (Harmer, 2001:274). Furthermore, role –play is creating a dramatic situation in the classroom, or in a part, simply acting out dialogues, but also in the part relabeling object and people in the room prepare for imaginative role playing (New –Mark in Fuziati, 2005:127).
C. Games

1. Definition of Games

Game is defined as an activity that is entertaining, engaging, often challenging for learners in which the learner plays and interacts with other. Game is designed to help students learning English with joyful activities and is aimed to get learner talk as quickly and fluently as possible (Andrew, 2006: 1)

Games are very useful to help teacher to remain the teaching goals. Games are considered as the effective activity to be used in teaching learning process. It not only makes students feel fun and learn with pleasant, but also it motivates and builds students social interaction among student.

Games encourage students to stimulate their interesting and their work, in view language learning as hard work that students have to effort to understand to and repeat the lesson accurately. Moreover, certain games can make students feel comfort in learning, reducing students’ frustration and stimulating students’ interaction among other, so they are not only learning the language but also socialize their selves (Andrew, 2006 : 2)

2. Characteristic of Games

a. Social

Games are often social environment, something involving large distributed communities. It is not the game per se but the social life around the edge of the game that carries much of the richness in term of the game’s meaning its value, and its social and cultural impact.

b. Research
When a new player enter the game, he or she must immediately recall prior learning, decide what new information is needed, and apply it to the new situation.

c. Problem Solving

Knowing what information or techniques to apply in which situation enables greater success, specifically, problem solving. This often involves collective action through communities of practice.

d. Transfer

Games require transfer of learning from other venues life, school, and other games. Being able to see the connection and transfer existing learning to a unique situation is part of game play.

e. Experiential

Games are inherently experiential. Those play games engage multiple senses. For each action, there is a reaction, feedback is swift. Hypotheses are tested, and users learn from the results.

3. Advantages Using Game Activities in Teaching Speaking

According to (Khan, 1992: 142), teaching English by using games have several advantages, they are:

a. Games provide more opportunities for student to express their opinion and feeling.

b. Games give positive effect on students’ interest and motivation in studying English as well as to increase the speaking ability.
c. Games provoke students’ interaction between student to another student and also student to the teacher because communication derives essentially from interaction.

d. Games give students valuable practice where students are involved.

e. Games promote students to interact and in interaction they develop their English language skill.

D. Cocktail Parties

1. Definition of Cocktail Parties

(Don, 2006: 119) stated that Cocktail parties are a free form of speaking practice in which students get out of their seats and converse with different partners in style similar to that of a cocktail party. According to Don (2006: 119) the basic rule of a cocktail party are:

a. You should talk to more than one person rather than talking to the same person the whole time,

b. You should generally stand as you chat rather than sitting,

c. After talking with someone for a while, you must close your conversation and move on to someone else.

2. Procedure of Cocktail Parties Game

For this activity, you can either specify a topic (presumably related to other material the student have been studying) or give them greater freedom by providing a list of suggested (but optional) topics. Note that the activity is relatively noisy, so consider the impact the chaos will have on nearby classes.
a. Explain the basic rules of a cocktail party to students. Also teach them a few lines for striking up conversations (e.g., It sure is hot today) and for closing them (e.g., Well, it’s been nice talking to you, but it’s getting late and I need to get going).

b. Let the students know whether or not you want them to practice specific material (e.g., from a model dialogue), how long they have to talk, and how many people you expect them to talk to.

c. Turn students loose, and join in. When time is up or enthusiasm runs thin, call the students back to their seats.

d. Close by asking a few students about their conversations. This is generally more enjoyable and other student will pay more attention, if you ask a specific question appropriate to the activity (e.g., Tell me a little about the most interesting conversation you had or what new things did you learn?) rather than have students summarize all their conversations.

3. Advantages of Cocktail Parties Game

According to (Don, 2006: 119), cocktail parties game have several advantages:

a. Students more confident and active in the class.

b. Students immediately apply content in relevant, real world content.

c. Students can transcend and think beyond the confines of the classroom setting.

d. Students see the relevance of the content for handling real world situation.
e. The teacher and students receive immediate feedback with regard to student understanding of the content.

f. Students engage in higher order thinking and learn content in a deeper way.

g. The teacher can create useful scenario when setting the parameter.

E. Descriptive Text

Warriner (1982:293) states that the purpose of description is to make the reader see, hear, or otherwise experience something. Effective description appeals to the senses like by seeing, hearing, smelling, tasting, or touching it. The best way to make a reader feel that what you are describing is real to appeal the senses.

According to Hartmann and Blass (1999:63), descriptive text says what a person, animal or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

1. The generic structure of descriptive text:
   a. Identification
      First sections of descriptive that contains of the topic or ‘what’ that will bedescribe.
   b. Description
      Second sections of descriptive that describe the topic deeply about the physic, quality, behavior, and characteristics.

2. The language features of descriptive text:
   a. Using simple present tense : S + is/am/are + V1s/es
   b. Using have, has, had to give detailed description of the object’s features
c. Using adjectives that describe, numbering, and classifying the topic. Example: two strong legs, sharp white fangs

d. Using relating verb to give the information about the subject. Example: my mom is really cool, it has very thick fur

e. Using thinking verb like believe, think, and feeling verb like ‘feel’ to reveal the writer perspective about the subject. Example: I think she is a smart girl.

f. Using adverb to added more information about the characteristic that describe. Example: It is extremely high.

3. Example of descriptive text:

My Mother

Every people certainly have a mother. Because people were born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom

Identification

My mother’s name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not given up to easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

Description
a. Generic Structure

1. Identification = the topic that will describe is my family consist of my father, mother, and brother.

2. Description = describe the physic, behavior, and characteristic more specific and deeply about my father, mother, and brother.

b. Language Features

1. My family has four members = using has to give detailed description of the object’s features

2. He has short straight hair = using adjectives that describe and classifying the topic

3. My mother is 32 years old = using simple present tense

4. She is really slim = using relating verb to give the information about the subject

   He is definitely shorter than me = using adverb to added more information about the characteristic that describe.
CHAPTER III

RESEARCH METHOD

A study needs a technique or certain way for a research which is named the method of the research. A method is a main way used to gain the goal. This chapter comprises research design, research setting and subject of the research, variables, instrument of the research, method of data collection and the last method of data analysis.

A. Research Design

There are two classification of scientific research, they are quantitative and qualitative researches based on the nature of the data that being analyzed. In the research used quantitative research. Quantitative research has clear elements; goal, subject, data source that specific and stable from the beginning. The steps of research are well planned from the beginning, can use sample, and the result could obtain for the population. The design has clear steps and the result that expected. (Arikunto: 2010: 28).

In this research, the writer used experimental research to find out the implementation of Cocktail Parties game whether it can improve students’ speaking skill or not. This research is conducted to find whether there is significance difference between the students who are taught by using Cocktail Parties game and those who are not taught using Cocktail Parties game. Experimental research is one of quantitative research.

According to Wiesma (qtd. In Emzir,1991: 99) Experiment research is research to own at least one independent variable, which is referred to as variable experiment, deliberately manipulated by the researcher. Experimental study is the only method that can test research hypotheses concerning the true causal relationship Gay (qtd. In Emzir :1981).

There are three characteristics of the experimental research, they are:
1. Re- Creation

Re-Creation used by researchers to decide what shape or the values of the independent variable (or cause) to be taken and which group gets the value of the variable. In this research researcher decided VIII E as experimental group and VIII G as control group. It means VIII E was taught using cocktail parties game.

2. Controlling

Controlling is carried out to get rid of the influence of a variable (other than the independent variables) that can affect performance on the dependent variable. In this research the researcher controlling all the situation and variables in learning process. Researcher wants as much as possible the same group between experiment class and control class.

3. Observation

Observations were made to determine whether there was an effect of manipulation of independent variables on the dependent variable in an experimental study.

The researcher observes students while they are studying in the class to analyze the data.

An experiment research involve are two classes, the first class is the experimental class and second class is the control class. The experimental class is given treatment using Cocktail Parties game and the class control is not given any treatment. The researcher tried to determine students’ improvement when using Cocktail Parties Game in speaking process.
In the experimental studies, researchers manipulate the least variable, controlling for other variables that are relevant, and observe its effect on one or more dependent variable. There are three key components of an experimental study design: (1) pre-post test design, (2) a treatment group and control group, (3) random assignment of study participants. Using three key components of an experimental study design writer analyze students’ incorrect speaking skill and to give the finding of the research. T test will be applied to discover whether the treatments do significantly improve or not.

B. Research Setting

1. General Situation of SMP Negeri 3 Salatiga

SMP Negeri 3 Salatiga is SMP Negeri 3 Salatiga is one of junior high school in Salatiga city. This school has strategies location at Jl. Stadion No.4 Salatiga, Central Java-Indonesia. It has good building and good facilities to support teaching learning process. In these sections try to describe about the situation of this school.

a. Identity of SMPN 3 Salatiga

  Name of School : SMP Negeri 3 Salatiga

  SK : 443 / C / Kep / I / 1993

  Statistic Number : 201036201003

  Address : Stadion Street No.04, Sidomukti, Salatiga 50721

  Website : www.smpn3salatiga.sch.id

  E-mail : smp_netisa_ssn@ymail.com
b. Vision and Mission of SMPN 3 Salatiga

1.) Vision of SMPN 3 Salatiga

Race achievement, Pioneer in technology and Model in attitude to create “SEGAR” (Santun Energik Gembira Arif Reevaluasi) in SMPN 3 Salatiga

2.) Missions of SMPN 3 Salatiga

2.1 Improve the learning motivation

2.2 Develop the graduation quality

2.3 Create smart, competent and creative generations who has nationality

2.4 Create familial spirit and best achievement

2.5 Create harmonies condition, good emotion and intellectual to reach the goal of national education

2. Time of the Research

This research conducted on the second semester academic years 20014/015 in SMP N 3 Salatiga that is located in Jl. Stadion Kridanggo No. 4 Salatiga. The research was carried out from February 3th 2015 up to February 10th 2015. Before doing the research, the researcher prepared the instrument that would be used to measure students
improvement when using Cocktail Parties Game in speaking process. After obtaining approval from the school principal and doing consultation with the English teacher who taught in VIII E as the experimental class and VIII G as the control class.

a. Data Collection : 3-10th February 2015

- Pre-Test:
  - Experimental Class : 3rd February 2015
  - Control Class : 3rd February 2015

- Treatment:
  - Experimental Class : 3-10th January 2015

- Post-Test:
  - Experimental Class : 10th January 2015
  - Control Class : 5th January 2015

C. Population and Sample

1. Population

   Population is defined as overall object of research target (Kasiram, 2010: 257). Population is all individuals from whom the data collected. The population in this research is eighth grade students of SMP N 3 Salatiga academic year 2014/2015.

2. Sample

   Sample is part of population representative which written. (Arikunto; 2006:131). The writer took two classes of the sample on the eighth grade students of SMP N 3 Salatiga academic year 2014/2015. They are VIII E and G. The researcher use purposive sampling technique to collect the information correctly and specifically.
Basically, purposive sampling technique was used with some purposes such as: research focused, limited time, and the personnel

**TABLE 3.1**

The List VIII E Class Group of SMP N 3 Salatiga in the Academic Year of 2014/2015 as EXPERIMENTAL CLASS

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alfin Andya Ade Kriesna</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Aprilia Yovieyati</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Aulia Wizarrotuddaqillah</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Brilian Oktarosa Ainurrachmah</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Danang Dwi Arya</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Della Tri Antika</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Desma Astia Lavenda</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Dewi Fitri Kusumawati</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Eko Toni Setiawan</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Erna Erika Ramadani</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Farah Amalia Khusna</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Fatria Choirun Nisa</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Mitha Aprilia Rahmawati</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Muhamad Wafi Arij</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Muhammad Ihsan Hidayat</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>Muhammad Khusain Tazali</td>
<td>Male</td>
</tr>
<tr>
<td>NO</td>
<td>NAME</td>
<td>GENDER</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>17.</td>
<td>Muhammad Nanda Vicko</td>
<td>Male</td>
</tr>
<tr>
<td>18.</td>
<td>Paramita Budirahayu</td>
<td>Female</td>
</tr>
<tr>
<td>19.</td>
<td>Rining Setiyowati</td>
<td>Female</td>
</tr>
<tr>
<td>20.</td>
<td>Ryanda Arief Andintya</td>
<td>Male</td>
</tr>
<tr>
<td>21.</td>
<td>Salsaina Nur’adni Zahwa</td>
<td>Female</td>
</tr>
<tr>
<td>22.</td>
<td>Satya Nurrudin</td>
<td>Male</td>
</tr>
<tr>
<td>23.</td>
<td>Septian Nur Wijaya</td>
<td>Male</td>
</tr>
<tr>
<td>24.</td>
<td>Siska Meita Sari</td>
<td>Female</td>
</tr>
<tr>
<td>25.</td>
<td>Sri Wahyuni</td>
<td>Female</td>
</tr>
<tr>
<td>26.</td>
<td>Yulita Fahrisa</td>
<td>Female</td>
</tr>
</tbody>
</table>

TABLE 3.2

The List VIII G Class Group of SMP N 3 Salatiga in the Academic Year Of 2014/2015 as Control Class
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Asna Nurfarikhah</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Ayuningrum Mayang Sutarno</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Chesa Sadewa Eka Langga</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>Dewi Hapsari Maulidatul Khasanah</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Dwinda Rizky Prasetyo</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Dzulfiqar Ahmad Rozzan Keprina Putra</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>Eka Wahyu Utama</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Evy Kusuma Wardhany</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Fuad Ismail</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>Laela Sakbaniati Syahra</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Leni Sasmita Sari</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Mariyyatul Qibtiyyah</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Pamita Sari</td>
<td>Female</td>
</tr>
<tr>
<td>21</td>
<td>Rafli Mubarok</td>
<td>Male</td>
</tr>
<tr>
<td>22</td>
<td>Rizki Alamsyah</td>
<td>Male</td>
</tr>
<tr>
<td>23</td>
<td>Shela Yonanda</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>Sweethsy Awinindia</td>
<td>Female</td>
</tr>
<tr>
<td>25</td>
<td>Tika Nur Indah Sari</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>Yanuar Bayu Wicaksono</td>
<td>Male</td>
</tr>
</tbody>
</table>
D. Variables

Wiersma (qtd In Wiersma, 1991:26) states that variable is a characteristic that take on a different values or condition for different individuals. That effect is one or more independent variables on dependent variable (it is possible more than one dependent variable in experiment).

This final paper has two variables. They are independent variables;

1. The Independent variable

   The Independent variable is the major variable which the researcher hopes to investigate. It is variable which is selected, manipulated and measured by researcher. The independent variable in this research was the using cocktail parties’ game.

2. The Dependent variable

   The dependent variable is the variable which the researcher observes and measures to determine the effect of the independent variable. The Dependent variables in this research are:

   a. The first variable is students’ speaking skill
   b. The second variable is students’ improvement in speaking skill

E. Instrument of the Research.

The instruments can be some tools that will help writer in the research. They are:

1. Test is to get the information about fluency, pronunciation, grammar, content mastery of the students.

2. Camera and recorder are to collect the data during observing.
3. Schedule and students list are to complete the data of subjects and their activities in the Cocktail Parties Game

F. **Technique of Collecting Data**

The researcher will present the act of collecting data as follows:

1. **Test**

   According Arikunto (2010:266) test is used to measure the basic capabilities and achievements.

   a. **Pre-test**

   The two different class got this pre-test first. Pre-test will be used to get the score of the students for the first time.

   b. **Treatment**

   The experimental class is given treatment using Cocktail Parties game and the class control is not given any treatment.

   c. **Post-test**

   In the end, the writer given post-test to both groups experimental and control group. Post-test is administrated to know whether there is significant difference before and after the treatment.

2. **Observation**

   In observation, the most effective way complete the observation format or form as the instrument. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010: 272).
Researcher used field note and transcribed everything about the learning process.

3. **Documentation**

   Documentation method is looking for data about variables like notes, transcript, book, newspaper, magazine, epigraphy, etc. This method isn’t too difficult since if there is an error the source data is still not change. (Arikunto: 2010: 274)

   In this research, the researcher used media to record and took some photo of the students’ activities in class in order to get valid data. The media was camera.

4. **Note Taking**

   The writer also takes some note to collect the data. It is intended to know which one of the students’ who has mastery speaking skill and those who still inadequate and need more exercise. This method helps the writer with what the students need and what feedback to give after all.

G. **Technique of Analyzing Data**

   To analyze the result of the data from pre-test and post-test, the writer uses the following steps:

   a. **Scoring the students’ test**

      In this step, the writer scores the result from the pre-test and post-test from experimental class and control class. The writer uses 2-8 point scale to measure the students’ oral speech using oral rubric. In giving score, the researcher looked at the
aspects of speaking that stated by Walters (2005:99). The aspects are accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Fluency can be thought as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have go, regardless of grammatical and other mistakes.

<table>
<thead>
<tr>
<th>Oral Rubric</th>
<th>Name:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Fluency</td>
<td>Presented in English with no unnatural hesitations.</td>
<td>Presented in English with several unnatural hesitations.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation is excellent.</td>
<td>Pronunciation is good.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Grammar is excellent.</td>
<td>Grammar is good.</td>
</tr>
<tr>
<td>Content</td>
<td>All requirements are met.</td>
<td>Most requirements are met.</td>
</tr>
</tbody>
</table>

You said: 

The correct thing to say would have been:

\[
\text{Score} = \frac{\text{Total}}{4}
\]
b. Calculate the Result of the test

After scoring the students’ test, the writer calculated the data using t-test to determine whether there is significant difference before and after the treatment both from experimental and control groups. If the mean improve, it is suggested that students’ speaking skill also improve

The steps to calculate the data According to (Anas Sudijono: 2002) described as follows:

1. Mean

   a. Pre-test of experiment group

   \[ X_1 = \frac{\sum x_1}{N} \]

   b. Pre-test of control group

   \[ X_2 = \frac{\sum x_2}{N} \]

   c. Post-test of experiment group

   \[ Y_1 = \frac{\sum y_1}{N} \]

   d. Post-test of control group

   \[ Y_2 = \frac{\sum y_2}{N} \]

2. Standard deviation (SDD)
\[
SD_D = \frac{\sqrt{\sum D^2 - (\sum D)^2}}{N}
\]

\[
\sum D = X - Y
\]

\[
\sum D^2 = (X - Y)^2
\]

SD_D = Standard deviation
X = Pre Test
Y = Post Test
N = Total of Respondents

3. Standard error of mean difference (SE_{MD})

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

SE_{MD} = Standard error of mean difference
SD_D = Standard Deviation
N = Total of Respondents

4. Determining the standard error mean difference of \( M_1 \) (mean experimental group) and \( M_2 \) (mean control group)

\[
SE_{M1,M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}
\]
5. Determining t-value ($t_o$)

$$t_o = \frac{M1-M2}{SD\,m_{1 \cdot m2}}$$

$t_o = 6.5$

6. Determining $t_{table}$ in significance level 5\% and 1\% with $d_f$

$$d_f = (N_1 + N_2) - 2$$

the writer gained $t_{table}$

5\% = 2.009

1\% = 2.678
CHAPTER IV

ANALYSIS AND DISCUSSION

In this chapter, the writer will discuss about data analysis, which has been collected. The researcher gives the details of the findings. It shows the finding of the data collected since the beginning until the end of the research. This research presented the data and the analysis from the result of pre-test and post-test both from experimental and control groups. This chapter to discover the problem in chapter 1, they are; the implementation of Cocktail Parties Game to improve students’ speaking skill in the eighth grade students of SMP N 3 Salatiga and The significant difference of students’ speaking skill between before and after using Cocktail Parties Game in Eighth grade students of SMP N 3 Salatiga.

The researcher collected the data from 52 first grade students of SMP N 3 Salatiga in the academic year of 2014/2015. They were consist of 26 students from Class VIII E as experimental group who were taught using Cocktail Parties Game and 26 students from class VIII G as control group who were not taught using Cocktail Parties Game. The writer listed the students’ pre-test and post-test scores. The result of the research presented as follows:

A. The Implementation of Cocktail Parties Game to Improve Students’ Speaking Skill in the Eighth Grade Students of SMP N 3 Salatiga

In the previous chapter, it has been explained that the result of this research, analyze in numeral form. Those data described the improvement of students’
speaking skill through Cocktail Parties Game. The writer listed the students’ scores in pre-test and post-test. The result of the research presented as follows:

1. Experimental Group

a. Pre – test

The Experiment Group was given a pre-test on February, 3 2015. In the pre-test, the students were asked to speak in front of class. Each of them gives description about their personality. The students’ speaking ability was scored using four scales speaking rubric presented in chapter III. The result of the pre-test can be seen on the table below:

Table 4.1

Classification of the Students’ Speaking Skill in Pre-Test

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>28 – 32</td>
<td>5</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>23 - 27</td>
<td>4</td>
<td>1</td>
<td>3.85 %</td>
</tr>
<tr>
<td>Good</td>
<td>18 – 22</td>
<td>3</td>
<td>15</td>
<td>57.69 %</td>
</tr>
<tr>
<td>Fairly Good</td>
<td>13 - 17</td>
<td>2</td>
<td>7</td>
<td>26.92 %</td>
</tr>
<tr>
<td>Poor</td>
<td>8 – 12</td>
<td>1</td>
<td>3</td>
<td>11.54 %</td>
</tr>
<tr>
<td>Very Poor</td>
<td>&lt; 8</td>
<td>0</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>N = 26</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The percentage was counted using this formula:

\[
\text{Percentage} = \left( \frac{\text{Frequency}}{N} \right) \times 100\%
\]
In the above table 4.1, there are 26 respondents in this research before given treatment. From all of the respondents, there is no student (0 %) who get excellent, there is 1 student (3.85 %) who get very good score, there are 15 students (57.69 %) who get good score, there are 7 students (26.92 %) who get fairly good score and there are 3 students (11.54 %) who get poor score.

The detail of the students’ score on the pre-test presented on the table below:

Table 4.2
Score of Students’ Speaking Skill in Pre – test

<table>
<thead>
<tr>
<th>NO</th>
<th>R</th>
<th>F</th>
<th>P</th>
<th>G</th>
<th>C</th>
<th>TOTAL</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>15</td>
<td>R15</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>17</td>
<td>R17</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>R20</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>R21</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>R25</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td>R26</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>14</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Notes: \[ \text{Score} = \frac{\text{TOTAL}}{4} \]

- \( R \) = Respondent
- \( G \) = Grammar
- \( F \) = Fluency
- \( C \) = Content
- \( P \) = Pronunciation

Pre-test was conducted before treatment. In the pre-test from based on table 4.2 it can be seen that most of the students get good score but many students was low in speaking skill. Sentences, which were used by students to convey the idea, were influenced by Indonesian language. They don’t know what should they say when they want to convey their meaning and make mistakes in fluency, grammar and pronunciation. Example error students in pre-test:

- Student : “my nose is pointed, padahal asline pesek” student was presented using Javanese language. The right expression that student said “actually my nose is flat”

- Student ; “I am is beautiful. Student use double to be. According to the rule of using tobe in present tense, subject “I” use tobe “am”, subject “you”, “they” and “we” use “to be “ are, and “she”, “he”, “it” use “is”. The right expression that student said “I am beautiful.

- Student : “My skin is dark…hmmmmm my….my….nose...” students were difficulty to express their idea, and the some of students still have lack of vocabulary.
a. Post-Test

The Experiment Group was given a pre-test on February, 10 2015. In the post-test, the students were asked to speak in front of class. Each of them gives description about their personality; it was the same theme in pre-test. In experimental group was used cocktail Parties game. In the treatment students stand behind the class as if they were in party. They were free to choose a partner to carry out a conversation, but they should exchange a partner a few times in one section.

Table 4.3

Classification of the Students’ Speaking Skill in Post-Test

Experimental Group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelent</td>
<td>28 – 32</td>
<td>5</td>
<td>1</td>
<td>3.85 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>23 - 27</td>
<td>4</td>
<td>4</td>
<td>15.38 %</td>
</tr>
<tr>
<td>Good</td>
<td>18 – 22</td>
<td>3</td>
<td>14</td>
<td>53.85 %</td>
</tr>
<tr>
<td>Fairly Good</td>
<td>13 - 17</td>
<td>2</td>
<td>6</td>
<td>23.07 %</td>
</tr>
<tr>
<td>Poor</td>
<td>8 – 12</td>
<td>1</td>
<td>1</td>
<td>3.85 %</td>
</tr>
<tr>
<td>Very Poor</td>
<td>&lt; 8</td>
<td>0</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>N = 26</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The percentage was counted using this formula:

\[
\frac{\text{Frequency}}{N} \times 100\%
\]
In the above table 4.1, there are 26 respondents in this research before given treatment. From all of the respondents, there is only 1 student (3.85%) who get excellent, 4 students (15.38%) who get very good score, there are 14 students (53.85%) who get good score, and there are 6 students (23.08%) who get fairly good score and there is 1 student (3.85%) who get poor score.

The detail of the students’ score on the pre-test presented on the table below:

**Table 4.4**

**The Score of Students’ Speaking Skill in Post – test**

**Experimental Group**

<table>
<thead>
<tr>
<th>NO</th>
<th>R</th>
<th>F</th>
<th>P</th>
<th>G</th>
<th>C</th>
<th>TOTAL</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>26</td>
<td>6.5</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>R15</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>R17</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>R20</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>21</td>
<td>R21</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>25</td>
<td>R25</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>26</td>
<td>R26</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
</tbody>
</table>
Notes: \[ \text{Score} = \frac{\text{TOTAL}}{4} \]

R = Respondent  G = Grammar
F = Fluency  C = Content
P = Pronunciation

Based on the analysis students’ ability it was found that students’ ability after getting treatment was improved. In the treatment students could speak with other friend in one section randomly and the same theme was given in pre test. The ways they produce the word were good and relevance to the topic, so it was easy to be understood. Their speaking was still comprehensible; however, there were some mistakes in fluency and pronunciation but the finding of the research showed that students’ speaking skill was improved. It can be seen the increasing of students’ average score. In the end, the researcher can concluded that there is significant influence of using cocktail parties game in improving students’ speaking skill.

2. Control Group

a. Pre-test

The Control Group was given a pre-test on February, 3 2015. In the pre-test, the students were asked to speak in front of class; it is the same theme in Experiment Class. In this pre-test the students should speak in front of class about their personality. The students’ speaking ability was scored using four scales speaking rubric presented in chapter III. The result of the pre-test can be seen on the table below:
Table 4.5
Classification of the Students’ Speaking Skill in Pre-Test

Control Group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>28 – 32</td>
<td>5</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>23 - 27</td>
<td>4</td>
<td>1</td>
<td>3.85 %</td>
</tr>
<tr>
<td>Good</td>
<td>18 – 22</td>
<td>3</td>
<td>14</td>
<td>53.85 %</td>
</tr>
<tr>
<td>Fairly Good</td>
<td>13 - 17</td>
<td>2</td>
<td>9</td>
<td>34.61 %</td>
</tr>
<tr>
<td>Poor</td>
<td>8 – 12</td>
<td>1</td>
<td>2</td>
<td>7.69 %</td>
</tr>
<tr>
<td>Very Poor</td>
<td>&lt; 8</td>
<td>0</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>26</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The percentage was counted using this formula:

\[
\frac{\text{Frequency}}{N} \times 100\%
\]

In the above table 4.1, there are 26 respondents in this research before given treatment. From all of the respondents, there is no student (0 %) who get excellent, 1 only students (3.85 %) who get very good score, there are 14 students (53, 85 %) who get good score, and there are 9 students (34.61 %) who get fairly good score and there is 2 student (7.69 %) who get poor score.

The detail of the students’ score on the pre-test presented on the table below:
# Table 4.6

The Score of Students’ Speaking Skill in Pre – test

Control Group

<table>
<thead>
<tr>
<th>NO</th>
<th>R</th>
<th>F</th>
<th>P</th>
<th>G</th>
<th>C</th>
<th>TOTAL</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>4</td>
<td>6</td>
<td>6</td>
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<td>20</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>6</td>
<td>4</td>
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</tr>
<tr>
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<td>4</td>
<td>4</td>
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<td>14</td>
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</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
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<td>4</td>
<td>4</td>
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<td>3.5</td>
</tr>
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</tr>
<tr>
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<tr>
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<tr>
<td>11</td>
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<td>6</td>
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<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>4</td>
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<td>4</td>
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<td>4</td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>R15</td>
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<td>4</td>
<td>4</td>
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<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>4</td>
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<td>4</td>
<td>4</td>
<td>18</td>
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</tr>
<tr>
<td>17</td>
<td>R17</td>
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<td>4</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>20</td>
<td>R20</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td>16</td>
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<td>21</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>3.5</td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
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<td>4</td>
<td>4</td>
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<td>20</td>
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<td>25</td>
<td>R25</td>
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<td>4</td>
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<td>14</td>
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<tr>
<td>26</td>
<td>R26</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
</tbody>
</table>

Notes: **Score** = \( \frac{\text{TOTAL}}{4} \)

- **R** = Respondent
- **G** = Grammar
- **F** = Fluency
- **C** = Content
- **P** = Pronunciation
a. Post-test

The Control Group was given a pre-test on February, 04 2015. In the post-test, the students were asked to speak in front of class. Each of them gives description about their personality; it was the same theme in pre-test. In the treatment of Control Group was taught without cocktail Parties game. They were taught speaking using conventional method.

**Table 4.7**

**Classification of the Students’ Speaking Skill in Post-Test**

**Control Group**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelent</td>
<td>28 – 32</td>
<td>5</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>23 - 27</td>
<td>4</td>
<td>1</td>
<td>23.85 %</td>
</tr>
<tr>
<td>Good</td>
<td>18 – 22</td>
<td>3</td>
<td>18</td>
<td>69.23 %</td>
</tr>
<tr>
<td>Fairly Good</td>
<td>13 - 17</td>
<td>2</td>
<td>7</td>
<td>26.92 %</td>
</tr>
<tr>
<td>Poor</td>
<td>8 – 12</td>
<td>1</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Very Poor</td>
<td>&lt; 8</td>
<td>0</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>N = 26</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The percentage was counted using this formula:

\[
\frac{\text{Frequency}}{\text{N}} \times 100\%
\]

In the above table 4.1, there are 26 respondents in this research before given treatment. From all of the respondents, there is no student (0 %) who get excellent, 1 students (23.85 %) who get very good score, there are 18 students
(69.23 %) who get good score, and there are 7 students (26.92 %) who get fairly good score.

The detail of the students’ score on the pre-test presented on the table below:

Table 4.8
The Score of Students’ Speaking Skill in Post – test

<table>
<thead>
<tr>
<th>NO</th>
<th>R</th>
<th>F</th>
<th>P</th>
<th>G</th>
<th>C</th>
<th>TOTAL</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>4</td>
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<td>6</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
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<td>R3</td>
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<td>6</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>2</td>
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<td>6</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
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<td>4</td>
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<td>6</td>
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<td>6</td>
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<td>22</td>
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<td>6</td>
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<td>5.5</td>
</tr>
<tr>
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<td>R12</td>
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<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
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<td>14</td>
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<td>3.5</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
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<td>4</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>17</td>
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<td>4</td>
<td>6</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>R20</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>21</td>
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<td>6</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>6</td>
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<td>6</td>
<td>6</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>25</td>
<td>R25</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>R26</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
</tbody>
</table>
Notes: \( \text{Score} = \frac{\text{TOTAL}}{4} \)

- R = Respondent
- G = Grammar
- F = Fluency
- C = Content
- P = Pronunciation

Similarly with experiment class based on table 4.6 it can be seen that most of the students get good score but many students was low in speaking skill. In this research VIII G class as control group, in this group there was not a new treatment during learning process. They were taught speaking using conventional method. Teacher had used a grammar translation method that could not increase students’ speaking skill. Students could not enjoy because they only memorize in the learning without practice. It was proven with the control class group’s score in the post-test which was lower than the experimental class group’s score the post-test.
<table>
<thead>
<tr>
<th>No.</th>
<th>Component</th>
<th>Group</th>
<th>The Average Percentage of Pre-Test</th>
<th>The Average Percentage of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fluency</td>
<td>Experimental</td>
<td>4.15</td>
<td>5.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>4.27</td>
<td>4.53</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>Experimental</td>
<td>4.38</td>
<td>5.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>4.09</td>
<td>4.38</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>Experimental</td>
<td>4.69</td>
<td>5.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>4.84</td>
<td>5.07</td>
</tr>
<tr>
<td>4.</td>
<td>Content</td>
<td>Experimental</td>
<td>4.38</td>
<td>5.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>4.15</td>
<td>4.53</td>
</tr>
</tbody>
</table>

Based on table 4.9, experimental and control group realized a rise of average score in each aspect of speaking. But experimental group average score was higher than control group. In fluency, the average scores of experimental group was 5.15 (post-test) from 4.15 (pre-test) while the average scores of control group was 4.53 (post-test) from 4.27 (pre-test). In the pronunciation, the average scores of experimental group was 5.15 (post-test) from 4.38 (pre-test) while the average score of control group was 4.38 (post-test) from 4.09 (pre-test). In grammar, the average scores of experimental group was 5.26 (post-test) from 4.69 (pre-test) while the average score of control group was 5.07 (post-test) from 4.84 (pre-test), and in content, the average scores of
experimental group was 5.28 (post-test) from 4.38 (pre-test) while the average score of control group was 4.53 (post-test) from 4.15 (pre-test). It meant that the average score of students’ speaking skill in experimental group is better than control group.

B. The significant difference of students’ speaking skill between before and after using Cocktail Parties Game in Eighth grade students of SMP N 3 Salatiga.

1. Experimental Group

The students’ speaking skill score in Pre – test and Post- test of Experimental Group, can be seen in the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>RESPONDENT</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>D</th>
<th>D ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>6</td>
<td>7</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>3</td>
<td>4</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>3.5</td>
<td>5.5</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>4.5</td>
<td>5.5</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>3.5</td>
<td>4</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>5</td>
<td>5.5</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>5.5</td>
<td>6.5</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>4.5</td>
<td>6</td>
<td>-1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>5</td>
<td>6</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>3</td>
<td>4</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
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<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>5</td>
<td>6</td>
<td>-1</td>
<td>1</td>
</tr>
</tbody>
</table>
The students’ speaking skill score in Pre – test and Post- test of Control Group, can be seen in the table below:

### Table 4.11

Students’ Speaking Skill Score in Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>NO</th>
<th>RESPOND ENT</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>4.5</td>
<td>5</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>5.5</td>
<td>5.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>R</td>
<td>4</td>
<td>3.5</td>
<td>4</td>
<td>-0.5</td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>3.5</td>
<td>4</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>4</td>
<td>4.5</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>3.5</td>
<td>4</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
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<td>3.5</td>
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<td>5.5</td>
<td>-0.5</td>
<td>0.25</td>
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<tr>
<td>25</td>
<td>R25</td>
<td>3.5</td>
<td>4</td>
<td>-0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>26</td>
<td>R26</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| N = 26 |  | 121.5 | -8.5 | 5.25 |
| 14 |  |  |  |  |
7. Mean

Experimental group

\[ X_1 = \frac{\sum x_1}{N} \]

\[ X_1 = \frac{112.5}{26} \]

\[ X_1 = 4.33 \]

\[ Y_1 = \frac{\sum y_1}{N} \]

\[ Y_1 = \frac{136}{26} \]

\[ Y_1 = 5.23 \]

Control group

\[ X_2 = \frac{\sum x_2}{N} \]

\[ X_2 = \frac{114}{26} \]

\[ X_2 = 4.38 \]

\[ Y_2 = \frac{\sum y_2}{N} \]

\[ Y_2 = \frac{121.5}{26} \]

\[ Y_2 = 4.67 \]
8. Standard deviation (SDD)

Experimental Group

\[ SD_D = \frac{\sqrt{\sum D^2 - (\bar{D})^2}}{N} \]

\[ SD_D = \frac{\sqrt{22.5 - (-21)^2}}{26} \]

\[ SD_D = \sqrt{0.87 - (-0.80)^2} \]

\[ SD_D = \sqrt{0.04} \]

\[ SD_D = 0.33 \]

Control Group

\[ SD_D = \frac{\sqrt{\sum D^2 - (\bar{D})^2}}{N} \]

\[ SD_D = \frac{\sqrt{5.25 - (-8.5)^2}}{26} \]

\[ SD_D = \sqrt{0.20 - (-0.33)^2} \]

\[ SD_D = \sqrt{0.07} \]

\[ SD_D = 0.27 \]
9. Standard error of mean difference (SE_{MD})

Experimental group

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
SE_{MD} = \frac{0.33}{\sqrt{26-1}}
\]

\[
SE_{MD} = \frac{0.33}{\sqrt{25}}
\]

\[
SE_{MD} = \frac{0.33}{5}
\]

\[
SE_{MD} = 0.07
\]

Control group

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
SE_{MD} = \frac{0.27}{\sqrt{26-1}}
\]

\[
SE_{MD} = \frac{0.27}{\sqrt{25}}
\]

\[
SE_{MD} = \frac{0.27}{5}
\]

\[
SE_{MD} = 0.05
\]

10. Determining the standard error mean difference of M_1 (mean experimental group) and M_2 (mean control group)

\[
SE_{M1,M2} = \sqrt{SEm1^2 + SEm2^2}
\]
\[ SE_{M1,M2} = \sqrt{0.07^2 + 0.05^2} \]
\[ SE_{M1,M2} = \sqrt{0.074} \]
\[ SE_{M1,M2} = 0.086 \]

11. Determining t-value \((t_o)\)

\[ t_o = \frac{M1-M2}{SD_{m1,m2}} \]
\[ t_o = \frac{5.23-4.67}{0.086} \]
\[ t_o = \frac{0.56}{0.086} \]
\[ t_o = 6.5 \]

12. Determining \(t_{table}\) in significance level 5% and 1% with \(d_f\)

\[ d_f = (N_1 + N_2) - 2 \]
\[ d_f = (26 + 26) - 2 \]
\[ d_f = 50 \]

the writer gained \(t_{table}\)

5% = 2.009

1% = 2.678

\[ T_{score} = 2.009 < 6.5 > 2.678 \]

13. The Comparison between \(t_{score}\) with \(t_{table}\)

In the table of significance or in \(t_{table}\) we can see on the \(d_f = 50\)

And on degree 5% and 1% the result 2.009 and 2.678, \(t_{score}\) is 6.5, so we can include that \(t_{score}\) is higher.
Table 4.12

Result of Calculating Research

<table>
<thead>
<tr>
<th>No</th>
<th>Result</th>
<th>Experiment Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of a. Pre-test</td>
<td>4.33</td>
<td>4.38</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>5.23</td>
<td>4.67</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td>0.33</td>
<td>0.27</td>
</tr>
<tr>
<td>3</td>
<td>T-table vs. T-test</td>
<td>.009 &lt; 6.5 &gt; 2.678</td>
<td></td>
</tr>
</tbody>
</table>

Chart 4.1

Diagram of Figure Pre-test, Post-test and Gain Score of Experimental and Control Group

C. Discussion

In this section, the writer analyzed the data which had been collected and then described the result of the research.

In the first meeting of the two classes (experimental and control class) the researcher gave a pre test for students and treatment after the pre-test. The theme of the
pre test, both classes, experimental and control group was about their personality. Both control and experimental group in the pre-test, the students still have difficulty to express their idea in speaking.

In the treatment, the control class was taught without using cocktail parties game, almost of students did not pay their attention to the researcher’s explanation. They feel bored because the researcher used a grammar translation method that could not increase students’ speaking skill. Students could not enjoy because they only memorize in the learning without practice. On the other hand, the experiment class was taught using cocktail parties game was more enthusiastic and more interesting in learning process.

In the last meeting, after the treatment was given, the researcher gave the students both of experimental and Control group post-test. The students in the experimental group were easier to speak and express their idea than control group in doing the post test. It happened because cocktail parties game could be seen as the method in improving students’ speaking skill. So, it made them get higher score in post test than students in the control group. It can be seen in the table 4.12 and 4.13.

According to Anas Sudijono (2002 :297) that the score of $t_t$ can be found based on $d_f$ (degree of freedom) score which are included in score table in degree of significance of 5% and 1%

a. If the result of calculating $t_o$ ($t_{observation}$) is bigger than $t_t$ ($t_{table}$), $t_o > t_t$ so the Null hypothesis $H_o$ is rejected, it means that the difference mean of the sample is significance.
b. If the result of calculating \( t_0 \) \( (t_{\text{observation}}) \) is smaller than \( t_t \) \( (t_{\text{table}}) \), \( t_0 > t_t \) so the Null hypothesis \( H_o \) is accepted, it means that the difference mean of sample happen by chance for the sampling error effect.

The Statistic Hypothesis of this research are:

3. Alternative Hypothesis \( (H_a) \) there is significant difference between teaching speaking skill through cocktail parties game and without through cocktail parties game in eighth grade students of SMP N 3 Salatiga.

4. Null Hypothesis \( (H_o) \) there is no significant difference between teaching speaking skill through cocktail parties game and teaching speaking skill without through cocktail parties game in eighth grade students of SMP N 3 Salatiga.

Based on data above the result by comparing \( t_o \) which the score is \( (t_o = 6.5) \) with \( t_t \) \( (t_{0.05} = 2.009) \) and \( t_t \) \( (t_{0.01} = 2.678) \) so concluded if the score of \( t_o \) is bigger than the score of \( t_t \), that is \( 2.009 < 6.5 > 2.678 \)

According to the result of statistics, the calculation indicates that the value of the score of \( t_o \) is 6.5 and the value of the \( d_f 5\% \) is 2.009 and 1\% 2.678. it means \( t_o \) is bigger than \( t_t \). Therefore, it can be concluded that \( H_a \) is accepted. There is significance different between teaching speaking skill through cocktail parties game and teaching speaking skill without through cocktail parties game in eight grade students of SMP N 3 Salatiga.
CHAPTER V

CLOSURE

In this chapter, Firstly the researcher conducts the research, then presents and analyzes the data, then continue with discuss the data. Finally the researcher would like to conclude and give some suggestions of this research which is entitled “The Effectiveness of Cocktail Parties Game to Improve Students’ Speaking Skill in the Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015”.

A. Conclusion

After presenting and analyzing data in the previous chapter, the writer accomplishes to the conclusion as follows:

1. In implementing Cocktail parties game in the Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015 the researcher conducts some steps toward experimental and control group. The first step is administering pre-test. In pre-test students experimental and control group presented introduce their selves, describing their selves, and identify their selves in the front class. The result of pre-test in experimental group and control group shows that the students have equal ability in speaking ability before the treatment. The second step is conducting treatment for experimental groups. The treatment is given two times. For each treatment, the experimental group is asked to speak in cocktail parties game. The students stand a behind the class as if they were in party. They were free to choose a partner to carry out a conversation, but they should exchange a partner a few times in one section, while the control was taught without cocktail Parties game. They were
taught speaking using conventional method. After the treatments, the researcher administers post-test to experimental and control group. In post-test experimental and control group presented introduce their selves, describing their selves, and identify their selves in the front class. It was the same theme in pre-test. The result of post-test shows that the students in experimental group have higher score in speaking than control group after the treatment through cocktail parties game.

2. Based on finding and discussion in chapter IV, it could be concluded that the use of Cocktail Parties Game in the teaching of speaking was effective. The average score of experimental group was 5.23 (post-test) from 4.33 (pre-test) and the average score of control group was 4.67 (post-test) from 4.38 (pre-test). It meant that the experimental group (VIII E) was better than the control group (VIII G). The result shows that the value of the score of $t_0$ is 6.5 and the value of the $df$ 5% is 2.009 and 1% 2.678. It means $t_0$ is bigger than $t_t$. Therefore, it can be concluded that $H_a$ is accepted. There was a significance difference in the achievement between students in experimental group (VIII E) who taught speaking using cocktail parties game and students in control group (VIII G) who taught speaking without using cocktail parties game in eight grade students of SMP N 3 Salatiga.

B. Suggestions

After conducting the experiment, analyzing the data and discussing the result, the writer gives some suggestions that hopefully will be useful as follow:

1. English Teacher
   a. The English teacher should be creative in developing the teaching-learning activities to improve students’ speaking skill. For example
the teacher use cocktail parties game in teaching speaking skill in class.

b. While this speaking is going on, the English teacher is supposed to check the students’ pronunciation, grammar, and vocabulary as it progresses. The English teacher will catch many errors and have them corrected at the opportune time while they are being made.

c. The English teacher should increase the students’ motivation in learning English especially speaking by using suitable technique, teaching material, and game as much as possible in the classroom. The teacher can use cocktail parties game since it has some advantage as said before.

2. Students

a. The students should take part actively and participative in learning to improve their ability. Teaching in speaking through cocktail parties game could make the students are more enjoy, relax and fun in following teaching learning process.

b. The Students should be more pay attention in learning process and keep spirit in studying English exactly in speaking.

3. Future researcher

a. The researcher would understand more about cocktail parties game. Then, they must expand their knowledge in teaching speaking through the other creative game, and the researcher must be more creative, studying in teaching in speaking.
b. The result of this research can be used as input by the other researchers who want to make research about teaching speaking as reference.

c. It hoped it can be reference for further researchers to conduct further researchers with the similar problem of speaking ability improvement.

C. Closing

After all of the research implementation was given, presented and conducted for this graduating paper, the researcher really thankful to all the subject, institution, the teacher, and the counselor for their helping and effort, so this graduating paper finished.

The researcher hopes that this graduating paper will be useful for the education, particularly to enrich the English language teaching techniques especially the knowledge about cocktail parties game in improving students’ speaking skill. The researcher also hopes this graduating paper can be reference for further researcher with the similar problem of speaking ability improvement.
REFERENCES


73


CURRICULUM VITAE

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Nick Name  : Winda
Place/ Date of birth : Kab.Semarang/ October 10th, 1992
Address : Karangpawon RT 02 RW 04, Kec. Tuntang, Kab. Semarang
Faculty : English Department

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1. SDN Plumbn 02 Graduated in 2004
2. SMPN 02 Tuntang Graduated in 2007
3. MAN Salatiga Graduated in 2010
4. STAIN Salatiga Graduated in 2015

Salatiga, March 9th 2015

[Signature]

WINDA RAHAYU

11310084
SURAT KETERANGAN
Nomor : 422.1/130/2015.

Yang bertandatangan di bawah ini atas nama Kepala SMP Negeri 3 Salatiga,

Nama : Suyudi, M.Pd
NIP : 19660811 199203 1 013
Pangkat, Gol : Pembina Tk I (IV/b)
Jabatan : Kepala Sekolah

menerangkan bahwa:
Nama : Winda Rahayu
NIM : 11310084
Jurusan : Tarbiyah
Jenjang Program : S1
Fakultas : STAIN

Telah melaksanakan observasi dalam rangka penyusunan Skripsi dengan judul "THE EFFECTIVENESS OF USING COCKTAIL PARTIES GAME TO IMPROVE STUDENT’S SPEAKING SKILL (AN EXPERIMENTAL STUDY IN EIGHT YEARS STUDENTS OF SMP NEGERI 3 SALATIGA IN THE ACADEMIC YEAR OF 2014/2015" yang dilaksanakan pada tanggal 27 Januari 2015 s.d selesai. Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Salatiga, 9 Maret 2015.

Kepala Sekolah,

[Signature]

SUYUDI, M.Pd
NIP 19660811 199203 1 013
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Winda Rahayu  
**NIM:** 11310054  
**Pembimbing:** Rifqi Aulia Erlangga, M.Hum  
**Judul:** The Effectiveness of Using Cocktail Parties Came to Improve Students' Speaking Skill in Eighth Grade Students of SMP N 3 Salatiga in The Academic Year of 2016/2017

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**Catatan:**  
Setiap konsultasi lembar ini harus dibawa
My Mother

Identification
Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom.

Description
My mother’s name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.
### Pre-test Experiment

**Oral Rubric**

<table>
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<td>Presented in English with several unnatural hesitations.</td>
<td>Presented in English with many unnatural hesitations.</td>
<td>Presented in Indonesian, or speech was halting.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation is excellent.</td>
<td>Pronunciation is good.</td>
<td>Pronunciation has many problems.</td>
<td>Pronunciation unacceptable.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Grammar is excellent.</td>
<td>Grammar is good.</td>
<td>Grammar has many problems.</td>
<td>Grammar unacceptable.</td>
</tr>
<tr>
<td>Content</td>
<td>All requirements are met.</td>
<td>Most requirements are met.</td>
<td>Some requirements are met.</td>
<td>Few requirements are met.</td>
</tr>
</tbody>
</table>

You said: I'm beautiful. My skin is so smooth. I say "call" is Kell. The correct thing to say would have been: I'm beautiful.

### Post-test Experiment

**Oral Rubric**

<table>
<thead>
<tr>
<th>Content</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
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<td>Fluency</td>
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<td>Pronunciation</td>
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<td>All requirements are met.</td>
<td>Most requirements are met.</td>
<td>Some requirements are met.</td>
<td>Few requirements are met.</td>
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</table>

You said: I was born... The correct thing to say would have been: On...
Photo during the Research
PERNYATAAN PUBLIKASI SKRIPSI

Assalamualaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : Winda Rahayu
NIM : 11310084
Jurusan : Tarbiyah
Prodi : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini benar-benar merupakan karya sendiri dan tidak berkeberatan untuk dipublikasikan oleh pihak Perpustakaan IAIN Salatiga tanpa menuntut konsekuensi apapun.

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Wassalamualaikum Wr. Wb.

Salatiga, 20 April 2015

Hormat saya,

[Signature]

Winda Rahayu

11310084