

**THE ANALYSIS OF LEARNING WHILE PLAYING METHOD USED AT
AN ENGLISH COURSE IN TEACHING SPEAKING SKILL**



A Thesis

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Tarbiyah and Teaching Training Departement
State Islamic College of Majene

BY:

**NUR HASNIAR
Reg Number: 10256118018**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

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PENGESAHAN SKRIPSI

Yang berjudul **"THE ANALYSIS OF LEARNING WHILE PLAYING METHOD USED AT AN ENGLISH COURSE IN TEACHING SPEAKING SKILL"**, yang disusun oleh **NUR HASNIAR**, NIM **10256118018**, mahasiswa Program Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN MAJENE, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Senin, tanggal 29 Agustus 2022. Dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Tadris Bahasa Inggris dengan beberapa perbaikan.


Majene, 15 December 2022

DEWAN PENGUJI

Ketua	: Rabiatal Adawiah, S.Pd., M.Hum	(.....)
Sekretaris	: Darwis, S.Si., M.Si	(.....)
Munaqisy I	: Achmad Taqlidul Chair F, M.Pd	(.....)
Munaqisy II	: Nur Fadillah Nurchalis, S.Pd., M.Pd	(.....)
Pembimbing I	: Uswatunnisa, S.Pd., M.Hum	(.....)
Pembimbing II	: Rina Marlina, S.S., M.Hum	(.....)

Diketahui Oleh:

Ketua Jurusan Tarbiyah dan Keguruan,


Dr. Hamzah S. Fathani, M. Th.I
Nip. 197106232014111001

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Nur Hasniar
Nim : 10256118018
Tempat, tgl lahir : Kalola, 15 Juli 1999
Prodi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan
Alamat : Kalola
Judul : The Learning while Playing Method Used at an English
Course in Teaching Speaking Skill

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NUR HASNIAR

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In the name of Allah swt, the beneficent and the merciful

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Researcher

A handwritten signature in black ink, appearing to be 'Nur Hasniar', with a small 'NR' monogram to the right.

NUR HASNIAR
NIM. 10256118018

ABSTRACT

Researcher : Nur Hasniar
Reg Number : 10256118018
Title : The Analysis of Learning while Playing Method Used at an English Course in Teaching Speaking Skill

English teachers in formal and non-formal class have learning methods for teaching skills in English. Using the teaching method, the teacher improves the skills of students. Therefore, it's very useful to know how to use the method. This research problem was: "*How is the learning while playing method used by the tutor in teaching speaking skill?*". The purpose of this research was to analyse the teaching method used by the tutor in the Master of English Course (MOEC) which is the learning while playing method. The researcher used descriptive qualitative as the research method by using three instruments observation, interview and documentation. Techniques of data analysis were collected through three techniques they are data transcription, data presentation and drawing conclusions. Results of this research showed that the tutor implemented the learning while playing method to teach several elements of speaking skill, through the method students explored vocabulary building, pronunciation and grammatical structure. The tutor implemented this method by the student's understanding of the material becomes one of the important components for the tutor to play the games, The learning while-playing method applied at MOEC uses several games and the tutor has rules that make the students learning while playing and games that played by the students are determined from the learning objectives to be achieved.

Keywords: Learning while Playing, Speaking Skill, English Course

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CHAPTER I

INTRODUCTION

This chapter discusses the background, research problem, objective of the research, significant of the research and research scope.

A. Background

Speaking is one of the skills in English that should be mastered by students. It is important to have a good speaking skill, even for basic one since English has gone global, students in Indonesia were obligated to be able to communication in English. It is of course to help the counsly and the people the educators, teacher and learners and also the students to boost up and even to master all English, espeacially speaking.

According to Richards and Renandya (2002) one of the reasons the students tend to learn a language is that they want to involve their speaking skills in their daily activities. The students are interested to learn a foreign language to show their ability in speaking. Meanwhile in teaching language, the teacher has goals learning achievement that is the students can apply what has been learned in his life one can only speak English fluency, comprhence and etc.

Moreover, teacher realize teaching is changing knowledge, understanding and skills. Learning is the process of delivering ideas, knowladge, which have become the activities of a teacher, therefore the teacher requires the English teaching method used by the teacher to be the key to learning, English teacher need to apply the right method. Furthermore, many students can achieve good achievements because they are taught using appropriate English learning method.

There are many teaching methods that can use in the learning process, however Its use is not easy to do because the use of learning methods not only conveys material but with this method whether students can understand the material or not, because with several methods, students are expected to be more able to understand the teaching material.

In addition, one method that is always filled with activities that give a positive impression and is certainly fun for children is that learning while playing method, this method is often used by kindergarten teachers who often do play activities. Accordng to Dermawanti (2013) learning while playing is a method of learning that is carried out by the students happily without any element of coercion and with the game it can develop children's creativity.

Generally, Learning while playing method conducted only in formal class and formal meeting but also the non-formal class. Roger (2014) claimed non-formal class is not provided by an education or training institution and typically does not lead to accreditation. The advantages of non-formal class are without any limited time, the suitable material needs of students, learning locations that can be delivered anywhere and a fun educational model.

Nowadays, many non-formal class institutions are easy to be found such as English course, English forum or meeting, English club and English camp. One of the famous English courses in Majene Regency is the Master of English course (MOEC), this English course has existed since 2019 until now and a total of alumnus 250. The tutor focused on teaching vocabulary, pronunciation, grammar

and speaking, the duration of the time in teaching those elements of English is 2 hours per day. The tutor of MOEC used the “Learning while Playing” method.

The researcher knows the method used by the tutor through the course pamphlet and also the researcher has found some of informations when the researcher did initial observation. The researcher did ask the students to give some reviews about MOEC. Some of them said that they don't understand English at all and after taking this English course, they feel like they know English liltle bit and understand how to form good simple sentence and they are confidence. The teacher seemed applying intensive oral presentations, role plays, discussion and conversation in learning to improve the speaking skills of students. Meanwhile, the tutor claimed the students can master English in 1 month.

Based on the research urgencies of having a good English speaking skill and the ability of the tutor of MOEC to improve students' speaking skill, the researcher decided to conduct a research of teaching Learning while Playing method used by the tutor in The Master of English course.

The researcher conducted a research in The Master of English course (MOEC). The researcher wants to find out the ‘Learning while Playing’ method used by the tutor in teaching speaking skill. It is because, based on the initial observation result the teaching method used by the tutor giving a significants result in improving students' speaking skill.

Based on the explanation, above the researcher is interested in conducting a research under the title ‘The Analysis of Learning while Playing Method Used at an English Course in Teaching Speaking Skill’.

B. Research Problem

Based on the background of the research, the researcher then formulated the research problem of this research, as follow: “How is learning while playing method used by the tutor of the Master of English course in teaching speaking skill?”.

C. Objective of the Research

Based on the research question above, the researcher then decided the objective of the research was to analyze learning while playing method used by the tutor of the MOEC in teaching speaking skill.

D. Significances of the Research

In this research, the researcher expected to have two items that can provide to help readers or people who want to improve students’ speaking skill through the teaching method used by the teacher, items are theoretical significance and practical significance contributions.

1. Theoretical significance

The result of this research is expected to be material for consideration of several theories, become a contribution to the desire to continue, to support improving speaking skills of students.

2. Practical significance

This part, the researcher provides some practical significance there are; for the English teacher, the students, other researchers and the researcher.

a. For English teachers and lecturers

This research finding is expected to be useful, valuable and helpful for teachers and lecturers in educational institutions, especially in formal class as a form of consideration and evaluation for teachers also provide relevance to other educators in Indonesia to find out teaching method in learning in improving speaking skills of students.

b. For students

For the students with the existence of this research is expected to inform the students that can assess their ability and students' readiness to learn through methods used by the teacher as well as students want to improve their learning achievement.

c. For other researchers

This research is a piece of additional knowledge for future researchers who have the same problems to maximize in analyzing teaching methods used by the teacher to improve the speaking skills of students in learning foreign a language.

d. For the researcher

The researcher can gain more knowledge how is teaching method used by the teacher and develop the ability in teaching English also the researcher will know how to conduct a research mainly how to use the qualitative method.

E. Research Scope

Based on the research question above, the researcher focused on teaching speaking skill then the analysis the method used by the tutor in non-formal class, called MOEC in teaching speaking skill on students. The teaching method used here is called as 'Learning while Playing' method.

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous related studies, some pertinent ideas and conceptual framework.

A. Previous Related Studies

In contrasting this research, there are several studies that have been done about using playing method in learning process. The researcher conducted some previous related studies to support this research, the results of those studies are presented as follows:

The previous research related with this research is the research that had been done by Fauziyah (2016) "Teaching and Learning English Through Fun Learning Method". The data have been collected to analyzed about some basic concept of early childhood education, early childhood learning is designed and implemented as system that can create an environment that inspire and give it easy for children to learn while playing through activities that are concentrate and in accordance with the growth and development of children.

This research have three findings, first the preparation of teaching process, the second finding is the process of teaching and learning activity and the last the result of learning process through fun learning method. This research used qualitative approach, The data were collected by three techniques, observation, interview, and documentation. Data collection, data reduction, presentation of data, decision-making or verification the teacher of Al-Farisi kindergarten.

Other previous researches related with this research is the research that has been done by Nurbadri (2017) under the titled “English Games *Untuk Meningkatkan Speaking Skill dan Motivasi Siswa Kelas X SMK*”. The purpose of this research was to test whether the game can improve students’ speaking skills and students motivation in grade one of *SMK Negeri 2 Sawahlunto* and the researcher explain the factors influence their learning motivation. The data were collected through assessment, observation and interview. The researcher involves an English Teacher as an observer.

The last previous study conducted by Ardhianto (2017) under the titled “The Use of Games to Teach English to Young Learners”. This research investigates the kind of games that used by teacher to teach young learners and the challenges faced by teachers in using the games. The researcher used qualitative research in which the data is presented in a qualitative description, this research was conducted by interviewing two teachers of Apple Kids Salatiga.

The result of this research revealed that there are several kind of games used by the teachers which are Matching game and Kinetic game. Teacher challenges on the use of the games was also found in this study, they are class control, difficulties in encouraging students who did not interesting participate in the game, and difficulties in gaining students’ understanding when explaining the rule of the game.

From those researchs, the researcher found similarity and also difference based on the previous related studies, firstly the similarities between Fauziyah’s and this research are the researcher focused on teaching English trough fun

method and also the researcher have same research design that is qualitative method, the researcher used three techniques of data collection through observation, interview and documentation. Meanwhile, the researcher found differences from this research there are the technique of data analysis, the objective of the research where Fauziah's research focused on early childhood education students while this research was conducted at English course where the students in the Master of English Course had graduated senior high school.

The second previous related study, the difference between this research and Nurbadri's research is the researcher focused on games that can improving speaking skills and students' motivation in formal class that is one grade at *SMK Negeri 2 Kota Sawahlunto* meanwhile, this research focused on teaching method used by the teacher in teaching speaking skill at English course used learning while playing and also she classified into classroom action and collected through assessment. Besides that, the similarities of this research is objective of the research who want to analyze games that apply by the teacher or tutor to teaching English speaking skill and the researcher used a qualitative method to collected the data through observation, nterview and documentation.

The last previous related studies, the difference between this research and Ardhiyanto's research is the objective of the research, the researcher focused on the kind of games that used by the teacher meanwhile this research focused on how used teaching method who implement by the teacher in teaching speaking skill. However, the reasercher finds the similarities from this research that is the data

presented used by qualitative method and also conducted the data by interviewed to the tutor.

Based on three researches above and also the similarities and differences that the researcher finds teaching method in learning English, the researcher realizes that those researchs as complement for this study another point is the used of teaching methods is not only used to deliver material but determines the atmosphere in the learning process.

B. Some Pertinent Ideas

a. The Concept of Learning while Playing Method

In general, learning is a student's effort that produces changes in a person that can be observed through behavior, while what is meant by playing is an activity that can increase imagination, motivation, shape character and have fun. According to Fajrussalam (2019) learning while playing method is a method of using several games. These games, among others, can be made by yourself using simple tools and materials so that students are interested and happy in learning.

In an influential study, stated by Nurdiani (2013) applying the principle of playing while learning for students, one of them is to stimulate the student's brain in the long term so that their memory is always filled with activities which gives a positive impression and certainly fun for students. In the learning process, teaching method is the determining aspect how students can display their ability or interested in learning, in the use of

teaching methods, a teacher's contribution is needed to implement in the classroom.

In language learning process students being faster understand the material because through games students are highly motivating since they are amusing and at the same time they feel challenging. Learning through play incorporates free or voluntary play, guided play, construction play, collaborative play, learning through games, physical play, and digital play, among others cited by Thomsen and Stjerne (2019).

b. Types of English Games

According to Hadfield in Nainggolan (2022) that there are two classifications of English games. The first classification is a linguistic game that focuses on accuracy and the second classification is a communicative game that focuses on the successful exchange of information. She continued her explanation about types of English games as quoted in Jacobs. The types of English games there are are: Sorting, ordering or arranging games, information gap games, guessing games, search games, matching games, labeling games, exchanging games, board game and role play or drama games. Through learning while playing by playing games there are several games that can used by the teacher in formal or non-formal class or the teacher might be creat games that can achieve learning objective by the students and also the classification of game that made interested students to learn in class.

c. The Definition of Non-formal Class

According to Grajcevcic and Shala (2016) non-formal class is in many ways different from formal class. It is flexible in terms of curricula and methodology but learning in these settings is not by chance instead, it is intentional and organized. The material taught in the non-formal class is well designed to make it easier for students to understand material that does not involve curricula from formal education.

This is supported by Roger (2014) carried out a review of non-formal class is not provided by an education or training institution and typically does not lead to accreditation however, structured in terms of learning objectives, learning time or learning support. Non-formal class, it is arranged by the teacher in addition to an evaluation in learning is also a process of what is give to students who have different results.

d. The Concept of Non-formal Class

Mahoney et al (2003) argued that students participation in English class provide opportunities for advancing ability interpersonal competence, inspiring challenging life goals and promoting educational success. The tutor in English club have the opportunity for students to develop their learning abilities by advacing the ability of students and can get more challenging.

The Indonesian government has chosen English as foreign language for students that have to learn in formal class, beside that English becomes necessary for Indonesian people who want to get information or even

develop talents in various ways, therefore it has become a need for someone to master English, so the use of non-formal classes to learn English is increasing.

There was pertinent ideas in similar issues, Yuliandasari (2018) explained the purpose of non-formal class program is to support the students academic achievement and improve students ability in learning. Beside that, the program of non-formal class is very structured in carrying out learning that can improve students' abilities through non-formal classes with relaxed learning both from the environment or the material taught to students, moreover in non-formal class students mostly do exercises both activities related to the material being studied or even outside the material it aims so that students do not get bored in participating in learning process.

e. The Concept of Speaking Skill

In language learning, speaking is the main ability because without clarity, fluency and the courage to express the abilities of students, the process of increasing interactions between teachers and students will be hampered. Particularly, Speaking skills taught by teachers do not provide good feedback from students, therefore this learning is not easy. As we can see definition speaking skill according to Arsanía and Supartha (2020) that speaking is a tool for social interaction and reflects the ability of the students to express themselves fluently and accurately, essentially speaking

is common skill used in class it is part of teaching others skills and it crucially important for increase interaction between teacher and students.

Futhermore, Prabowo (2020) stated speaking skills is social intraction always do in community is really helpful for improving the students because through speaking community, the students will have more chance to practice their speaking in a enjoyable atmosphere. From that situation, it's oppotunity for students to prictice spesicly speak more and also necesarry students to improve their speaking skill such as to increase the use of vocabulary, more confidence, using grammar structures accurately and not afraid making mistake.

f. Components of Speaking Skill

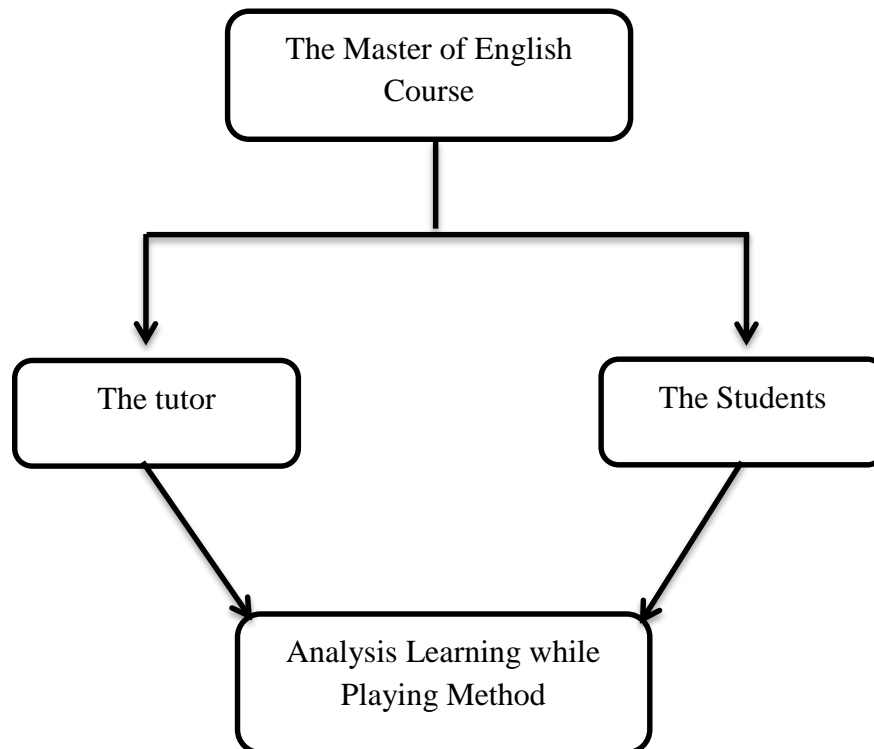
English teacher consider there are several essential components of speaking skill, it is also proposed by Brown stated by Qolbia 2020 that speaking skill must be mastered by the students including structure of sentence, vocabulary, pronunciation, fluency and comprehension. Those components are the abilities of students to use it when they are speaking with all the components can influence students to speak more.

English for foreign language, students not only need to master vocabularies, pronunciation, grammar but they also need to be able to practice it. In an influential early study, Ur (2013) explain about the characteristics of students on successful speaking in the learning process, that is appropriate for teacher to evaluate students in each meeting, this

speaking activity there are: In participation in the classroom, students speak more as much as possible the period allotted to the activity is occupied by students' talk, the students have motivation is high, students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achiev the learning objective, English is one of an acceptable level. Students express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

C. Conceptual Framework

To make easier and be able understand the theoritical framewok, the researcher made conceptual framework using figure below.



3.1 Conceptual framework of analyze LWP method used at MOEC

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the research methodology. The research methodology includes several items there are research method, research informant, research instrument, the procedure of collecting data and technique of data analysis.

A. Research Method

In this research, a qualitative method was used by the researcher through this qualitative method the researcher aims to understand and describe the phenomena in the field, qualitative methods emphasize more in-depth observation of phenomena and examine more into the substance of the meaning of the phenomena. In addition, the analysis and acumen of qualitative research are greatly affected by the strength of the words and sentences used. Therefore, qualitative research was used as an action that has assisted the researcher in making observations on the process and meaning of the results from the information that has been obtained by the researcher.

There are several types of qualitative methods one of them is descriptive qualitative, as mentioned by Ary (2010) that descriptive data in qualitative research is the qualitative inquirer deals with data that are in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study, on the other hand descriptive qualitative means elaborated the data.

B. Research Informant

In this part, the researcher described the informant of the research, the researcher only focuses on the English teaching method used in non-formal class, which is the Master of English course. Therefore, the informant of this research was the teacher and his 9 students, who were in the same class and the program was a Dormitory class. The researcher choose the informant for this research based on the information the researcher needed.

In determining the informant of this research, according to Nugrahani (2014) the researcher explained various considerations that need to be considered by researcher in selecting research informant include:

1. The person concerned has an important role in the class so that it is easier for researcher to get information
2. The person concerned has enough time to be asked information for research purposes
3. Who are fully involved in the field

C. Research Instrument

To maximize research using qualitative method and based on the objectives of this study the researcher choose several instrument for collecting data, the researcher used instrument referring to the research methodology. The researcher did some ways to collected the data, such as doing observation, interview and documentation.

D. Procedure of Collecting Data

The procedure of collecting data, the researcher collected the data of how is the learning while playing method used by the tutor in teaching speaking skill. The following are data collection techniques needed by the researcher in qualitative research, as follow:

1. Observation

Observation did by the researcher aims to study the phenomenon of research object by observing and writing. This technique used to investigate the method learning while playing teaching English during the process of observation, the researcher get a real description of an event answered research question, either through the sense of hearing or sight. Type of this observation is nonparticipant, the researcher immediately observed, listen and watched the activities in learning process.

The researcher observed to the students who take dormitory pogram, the researcher took a seat at the back to investigate learning process, the researcher wrote the learning process besides the learning session and also take look to the students. The observastion was done at The Master of English course in the third observation.

2. Interview

Interviews as an action to obtain information, information obtained in the field is analyzed based on the understanding found during observation by conducting interviews researchers can maximize data to be more accurate. The type of this interview is a structured interview, the researcher

provides a list of questions between the tutor and the students. In this case, the researcher did interview face to face with the informant after the class is finished. The first interview session with the informant is with the tutor, the researcher did recording after the question was given to the informant and then the researcher continued did interview to the students. The researcher was using a recorder, the researcher could be more focused on the interviewee and also prepare the next question.

3. Documentation

Documentation was the third procedure of collecting data in this research, and also took fields note and photos of activities in the learning process, the researcher used this method to obtain documents which are related to this research such as notes by students, lesson plans, learning material, etc. Documented was important for this research through documentation demonstrated how is teaching method used by the tutor.

F. Technique of Data Analysis

In this part, after all the data accumulated through instrument collecting data exists then the next step was to analyze the data, the researcher produced descriptive data in the form of spoken into words that get it from the informants. The strategies carried out in the qualitative techniques of data analysis of this research are as follows:

1. Transcription

Technique analysis of data in this research used transcription, this technique such essential thing to get clearly information and easier for researcher accumulate the data and also creates a text-based version or originality of any audio or video recording. Wellard stated in Halcomb and Davidson (2006) asserted that transcription forms part of the data analysis process and should be clearly disclosed in the methodology of a project.

2. Presentation of data

Rijali (2019) stated data presentation is a process to get conclude data an activity when a collection of information arranged so as to provide the possibility of withdrawal conclusions and taking action. The researcher presented the data collected by brief descriptions. The aim is to offer a summary statement or word for each element that is discussed on the transcript.

3. Drawing conclusion

The last step to analysis the data in this research, concluding according to Miles and Huberman (1994) drawing conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains data finding and discussion. The first section is finding, the data was obtained in teaching and learning process. The researcher described the data that found at the Master of English Course, it is provides information based on the data collected by the researcher and it can be discussed in this section below.

A. Finding

The Master of English course has two programs which are Regular and Dormitory classes. A regular class is a teacher and students who carry out the learning process at an agreed time with a schedule 2 or 3 times per week. Meanwhile, in the Dormitory class students followed the learning with a schedule that has been determined by the tutor, the schedule of Dormitory class has a longer learning time than the Regular class and students are required to stay in the Dormitory.

The Dormitory program is divided into four stages, In the first meeting the tutor does not implement the learning method students focused on memorizing vocabulary. The students who have memorize vocabulary, they depositing their memorization of vocabulary to the tutor. The researcher observed students can memorized 50 words a day, after memorizing the tutor continues the meeting by delivering material that have been prepared. At the master of English course, the tutor has a book containing basic English materials taught to students and each

student is required to bring it during the learning process, in addition to using the book as a guide in delivering material the tutor also delivers material through teaching methods that are easy and also liked by students.

English teaching and learning process at the Master of English Course used several methods. Those were Cooperative Learning, Problem Solving, Audio Lingual Method, Grammar Translation Method, Total Physical Respond, and Direct Method. It could be seen in interview result with the tutor of MOEC. However, The use of the learning while playing method is more often used because based on learning objectives, The tutor wants to create a fun learning atmosphere.

At the Master of English Course has 9 students and they are average students at the university in West Sulawesi. Besides that, in selecting the informants of this research the researcher was assisted by the tutor and also there is the willingness of the students in the MOEC to participated in this research to know the learning while playing method used by the tutor. The researcher describes the informants of this research, as follow:

4.1 Table of informants

CODE	LEVEL	UNIVERSITY
Tutor		
Student#1	Second Semester	STAIN Majene
Student#2	Four Semester	Universitas Sulawesi Barat
Student#3	Third Semester	Universitas Negeri Makassar

a. The used of learning while playing method to learn speaking skill

In this course, the tutor has several things to prepared before entering the class including the implementation of the learning while playing method. It is very important followed by deliver material to achieve learning objectives so that the learning process is more focused and can be controlled properly. In this case, to know the learning while playing method used by the tutor the researcher did observations in the classroom.

The first observation, was carried out on July 22, 2022, with a time allocation of 2x40 minutes the activities carried out were as follows:

4.2 the first observation

No	Components	Process of learning
1	Opening	<p>a) The tutor opening the class by saying “Assalamu alaikum wr wb”</p> <p>b) Let’s we start our lesson, please Anita lead the prayer</p> <p>c) Anita: oh God in this moment we are going to start our lesson, so please open our mind in order that we can understand our lesson</p> <p>d) The tutor check the attendance list</p>

2	Core activity	<p>a) The tutor conveys the material parts of speech</p> <p>b) the tutor explained Noun, verb and pronoun</p> <p>c) gave opportunities for students to ask questions about the materials.</p> <p>d) After the tutor explains the material then he continues gave assignments to the students after that, the tutor asked students to memorize the material that has been explain</p> <p>e) The tutor then asked questions about the material that has been studied</p> <p>f) The tutor continue learning while playing game, the tutor asked to students have you ever play Matching game?</p> <p>g) The tutor gave a game namely the Matching game, In this game the students are divided into 2 groups, total the students in group A are 5 and group B are 4 students</p> <p>h) The tutor asked the students to seat side by side and each group made three sentences</p>
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		<p>i) After sentence already made by the students, the tutor enquire a the student from the group A and B into the room that have been provide by the tutor</p> <p>j) The tutor gave sentences that have been made by group A to a student from group B and also a student from group B get sentences that have been made by group A. This sentences from group A</p> <ul style="list-style-type: none">• <i>my father has sat under the tree for an hour</i>• <i>Anita has stayed in Bali since five years ago</i>• <i>My mother and I go to the market for the first time after we move to Jakarta</i> <p>Those sentences from group A, students from group A must conveyed to their team that already sitting in the main room, in conveying she must whisper to each other.</p> <p>k) Sentences froup group B</p> <ul style="list-style-type: none">• <i>My mother drank cup of tea thirty munutes ago</i>
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		<ul style="list-style-type: none"> • <i>I will call you when I arrived there</i> • <i>I hope you can pass the test</i> <p>l) The last person in the game writes a sentence on the board from what has been whispered and determines the main word (<i>parts of speech</i>) of the sentence. Which determines the group win in this game is the last person succeeds in saying the meaning and complete sentence.</p> <p>m) The tutor observed sentences on the board and gave assesment and also correction</p> <p>n) The tutor enquire to the student to asked some questions to the tutor</p> <p>o) At the end of the lesson the tutor and students who won this game gave punishment to the losing team</p>
3	Closing	<p>a) The tutor gave assigment to the students</p> <p>b) let's end the lesson, the tutor aksed to Tiara to lead the prayer</p> <p>c) Tiara: oh God, finally we can finish our lesson, thank you God for your guidance.</p>

The second observation, it was carried out on July 26, 2022 with a time allocation of 2x40 minutes at 03:45-05:30, the activities carried out were as follows:

4.3 the second observation

No	Components	Process of learning
1	Opening	<ul style="list-style-type: none"> a) The tutor opening the class by saying “Assalamu alaikum wr wb” b) Let’s start our lesson, please Fira lead the prayer c) Fira: oh God in this moment we are going to start our lesson, so please open our mind in order that we can understand our lesson. d) The tutor check attendance list
2	Core activity	<ul style="list-style-type: none"> a) The tutor elaborate material about “Diagram of verb form” b) The tutor explains the definition of auxiliary verb and modals and continues explained the function of TO BE c) The tutor describes the purpose of this learning d) The tutor gave question to the students about matetial: what is the difference <i>am</i>,

		<p><i>is and are</i> and asked to the students, do you understand so far?</p> <p>e) The tutor asked students to playing parts of body game and continued explain how to playing this game</p> <p>f) The tutor divide students in two groups, each group writes vocabulary as much as possible</p> <p>g) The tutor gave example vocabularies, the names of the body parts that is Shoulder: <i>pundak</i>, Chest: <i>dada</i>, Arms: <i>lengan</i>, Hands: <i>tangan</i>, Elbow: <i>sikut</i>, Fingers: <i>jari</i>, Finger nails: <i>kuku jari</i>, Stomach: <i>perut</i>, Leg: <i>kaki</i>, Knee: <i>lutut</i>, Toe: <i>jari kaki/ujung kaki</i>, Heel: <i>tumit</i>, Foot: <i>kaki</i>. the students continue add any vocabulary of parts of body</p> <p>h) The tutor choose 1 student from group A and group B</p> <p>i) Group A and B started pasting the names of body parts to the bodys' friend</p> <p>j) Each group describes the name of the body part that has been affixed to the opponent's</p>
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		<p>body, example (<i>she has long hair</i>)</p> <p>k) The tutor observes the vocabulary of the names of body parts and demonstrates the names of the body parts that are misplaced</p> <p>l) Next group was group B, students in the group B they do the same thing as the group A did in this game</p> <p>m) The tutor explains where both groups made mistakes</p> <p>n) At the end of the lesson the tutor and team who won this game gave punishment to the lose team</p> <p>o) The tutor reminder the students to memorizing</p>
3	Closing	<p>a) The tutor gave assignment to the students about the material</p> <p>b) Tutor asked to Janna (student) to lead prayer</p> <p>c) Janna: finally, we can finish our lesson, thank you God for your guidance</p>

In the third observation, it was carried out on August 3, 2022 with a time allocation of 2x40 minutes at 09:12:00, the activities carried out were as follows:

4.4 the third observation

No	Components	Process of learning
1	Opening	<ul style="list-style-type: none"> a) The tutor opening the class by saying “Assalamu alaikum wr wb” b) Let’s start our lesson, please Janna lead the prayer c) Janna: oh God in this moment we are going to start our lesson, so please open our mind in order that we can understand our lesson d) The tutor check attendance list
2	Core activity	<ul style="list-style-type: none"> a) The students learned about gramatical structure with the sentences that have been made, that is <i>tenses</i>. Before the tutor explain the material, the first the tutor asked to the students <i>how many tenses do you know?</i> b) The tutor describes the purpose of this learning c) The tutor explains the material such as

		<p>simple present tense starting from the formula, providing the example tenses and also the function of using types of tenses</p> <p>d) The tutor asked to the students to give question about the material</p> <p>e) The tutor continues the learning while playing by playing game. In this game, the tutor gave instruction to the students, to playing this game the students must pair up with each other and also the tutor asked to the students to choose items or product that to be selling. Students are free to choose items or equipment around them such as pen, handphone, book, basin et cetera.</p> <p>f) The tutor gave time to students to observes the items to be sell and asked students to make sentences how should a seller and buyer. Then students continued the lesson by memorized the sentence</p> <p>g) The tutor asked to students explain <i>tenses</i> (grammatical structure) contained in sentences made by pairs of Anita such as “<i>I will give you 5 thousand if you buy 3 these pens</i>”</p>
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		<p>h) The students played this game by role playing, as seller and buyer for example Anita as a seller, Anita was selling goods thing by telling the quality of the product</p> <p>i) After that the pair of Anita act as the buyer the product that selling by Anita</p> <p>j) Tutor observed and wrote the students mistakes</p> <p>k) The tutor gave corrections who playing in this game and also the tutor assessed the pronunciation of students</p> <p>l) Students practiced their pronunciation (<i>thousand</i>) that have been explain the right pronunciation by the tutor</p>
3	Closing	<p>a) The tutor gave assignment to the students and also reminder the students to memorize vocabulary</p> <p>b) The tutor asked students to end the lesson, and asked Selvi to lead the prayer</p> <p>c) Selvi: finally, we can finish our lesson, thank you God for your guidance</p>

b. Explanation of learning while playing method used by the Tutor

The concept of using the learning while playing method applied in the Master of English Course was the tutor convey learning to students by playing several games during the learning process. In addition, the tutor encourages students to playing or doing fun activities, so that the students have opportunity to active in the class.

Futhermore, to know the learning while playing method used by the tutor at the Master of English Course the researcher did interview to the tutor of MOEC, he described definition of the learning while playing method and the researcher get some points from the tutor's explanation. The informant's answer has been extracted into English and the translate in Bahasa is on the transcript page (P.49).

“Learning while playing method is we make games such as students learn To Be then I gave them game related to the material so it is called learning while playing”

The material was prepared by the tutor through the method specifically teaching elements of speaking skill, by preapering the games wich related to the learning material and the learning objective in teaching material, it was improving speaking skill of students such as practicing their pronunciation, increase their vocabulary and also constructing a sentence. With using this method learning while playing sometimes students was presentations or free talking it happens in the learning process when researcher did observations.



1.2 students presented their task

There are activities that practice speaking skill of students, besides playing game the tutor also gives learning by asking students to speak in front of their friends. For this purpose, the tutor introduced various activities that involve students' activities and give them games which are used to make students speak more in classroom and also the tutor asked students to make topics are directly or related to their daily life. In addition, teaching speaking skill the tutor get more successful in teaching by using lesson plan, the tutor described the objective of the learning material to the students and also the main purpose of the tutor applied the learning while playing method in teaching speaking skill was to make students have courage in appearing to speak.

The use of games played by students is expected to be able to make sentences correctly in accordance with the tenses that have been learned, have good pronunciation, and dare to appear to speak

For achieving the goal of teaching English speaking skill at MOEC, the researcher observed in the learning process in MOEC the tutor entering the class was give explanation not directly applied learning while playing method. This showed in the illustration bellow:

“The first thing I did before playing the game is the students must to know what material that had been studied. In the next step I explain how to play the game”

An important thing in implementing learning while playing method at MOEC is firstly, the tutor explain the material for a minutes and also the tutor make sure the students know the material that has been learned then he continues gave explanations how to play the game and also the rules in this game. The researcher found the data from observations and also the statement of the tutor of MOEC in the interview session, at the beginning students played the game that tutor were given the opportunity to the students to ask questions about the material, this show that students' understanding before playing the game needs to be known by the tutor so that learning is easier for students to understand before and after playing games. The researcher asked the question of how the tutor chooses games that can assist students understand the material, this is one of the points of using the learning while playing method.

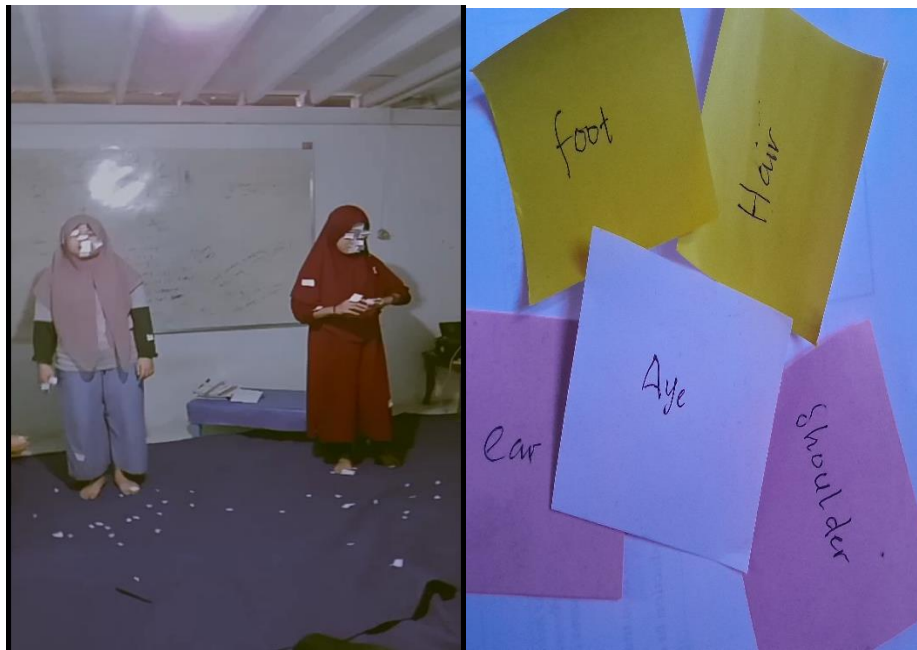
“In determining the type of game I consider two things, namely whether this game is fun for students and what things you want to achieve in learning process”

Based on the previous interview with the tutor of MOEC the results of the learning while playing method that games played by students consists based on the objective of the learning. The tutor described the types of games must be following objectives of the learning, one of the learning objectives that is carried out in the learning while playing, namely matching game. Furthermore, the students was expected to be able to identify the function of the parts of speech by playing the games.

c. Used learning while playing method to learn speaking skill by the students

The learning material with playing parts of the body game at the second observation, this game was applied to teaching elements of speaking skill and also practiced in learning process such as vocabulary building, pronunciation, etc. language teaching English with those elements have been organized in lesson plan, to get more informations about the learning while paying method the researcher interview with the students how was the students played the games, student said:

“My friends and I were given time to memorize the names of body parts and also make sentences before playing the game and the tutor continued to elaborate the rules in this game” (student#1)



1.2 students was playing parts of body game

Based on the student's statements above, the students observed and remembered the vocabulary of the names of body parts. In this method, based on interview results with the tutor, one of the game selections in this method is that the games are fun for students. Therefore, each games was played as a team, The researcher observed with playing games the students enjoyed in the learning process and also after playing the tutor was given punishment to the losing team. The punishment given by the tutor makes students have fun. On the contrary, in using the learning while playing method by playing games, the researcher observed to the tutor before playing the games, The tutor asked the students Have you ever played parts of speech game? From that question related to the information of students, as follows:

“Very fun because of the learning while playing method by playing games that I have never played in the learning process”(students#2)

Depends on data interviews by the researcher with the students in the Master of English Course about the games given by the tutor, the students feel good during the learning process because through the method students play games that never played before and the tutor does not just involve playing games but the tutor has rules. The rules in the MOEC make students fun and challenged during the learning process consequently, that can improve the speaking skills of students. The researcher found the data when the researcher asked students apart from games, what makes students have fun during the learning process, the student's statement is shown in the illustration below:

“In addition to relaxed learning, we also obey the rules which I think are fun that is, we cannot use a language other than English this rules are applied both in the learning process and outside of learning” (student#2)

The rules also applied by the tutor of MOEC, namely students may not speak another language while students are in boarding class, in this case there are students speaking other than English they must pay according to the amount of money that has been agreed upon with. In essence, the existence of these regulations students have more opportunities to memorize vocabulary even practice their speaking skill, this rules make students feel good in the learning process.

B. Discussion

In this discussion, to support teaching English speaking skills many teaching methods can be used by English teachers, one of its uses that can create a relaxed and fun learning atmosphere for students through learning methods. For the most part, English teachers have learning objectives that can be achieved by the students therefore with delivering of the material through the methods used is very important to know. Meanwhile, the tutor at the Master of English Course provide several methods but in teaching speaking skill tutor was used learning while playing method.

The researcher analyze there are several aspects to applied learning while playing method, based on the observations and interview results above, the researchers' findings on the learning process how was learning while playing method used by the tutor at The Master of English Course are: 1) The student's understanding of the material becomes one of the important components for the tutor to play the games, 2) games that played by the students are determined from the learning objectives to be achieved, 3). learning while playing method applied at MOEC was using several games and also the tutor has rules that made the students have learning while playing.

The learning while playing method was used in learning process at MOEC, the tutor played various of games that are carried out by using materials and tools that made by students themselves such as parts of body game, seller and buyer and also matching game. According to Fajrussalam (2019) learning while playing method is a method of using various games in the learning process. These games

can be made by students using simple tools and materials so the students are interested and happy in learning. Games that fun for students are one of the goals of the tutor to implementation of learning method and also the use of games by tutor was to help the students at MOEC understand the material that have been learned.

The learning process using the learning while playing method, it is very important for students to learn English because by applying this method students always practice either pronunciation and vocabulary by making English conversation. The researcher observed, most of the game aims used by the tutor in learning process require students to speak in front of their freinds. According to Hadfiled in Nainggolan (2022) that there are two classifications of English games. The first classification is a linguistic game that focuses on accuracy and the second classification is a communicative game that focuses on the successful exchange of information.

As we know speaking skill is the process of delivering information by using appropriate vocabulary, have good pronunciation and also correctly grammatical structure. This is following the opinion by Qolbia (2020) that there are several components of speaking as the important skills that must be mastered by the students including grammar, vocabulary, pronunciation, fluency and comprehension. Those are several aspects of speaking ability, that have been learned by students at the MOEC, based on the observation, most of the time used in the learning process is used to play, students were practice their pronunciation, vocabulary such as remembering the word by word during the learning process.

While in learning process at the MOEC, the researcher observed tutor has rules that made students can speak more. According to Ur (2013) explain about the characteristics of students on successful speaking in the learning process such as: 1) Students more participation in the classroom, 2) The students have motivation is high, 3) English is one of an acceptable level. Students express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

The learning while playing method in the Master of English course was very simple, based on plans made by the tutor such as a lesson plan, students carry out learning activities while playing so that the learning outcomes in accordance with expectations of the tutor, from that expectation the activities the tutor played games in teaching English through the games used by tutor must be able to make the life or atmosphere of the class more challenging another points is students more interesting learning speaking skill in the absence of an atmosphere of coercion.

There are many games that can help students overcome boredom in learning from use learning while playing at MOEC the tutor was applied a few games that we can also use in formal class to increase student morale in the learning process, as we know there is so many types of game as mention by Thomsen and Stjerne (2019) Learning through play incorporates free or voluntary play, guided play, construction play, collaborative play, learning through games, physical play, and digital play, among others. Thoses games appropriately used in non-formal class that have time longer than in formal class.

According to Roger (2014) carried out a review of non-formal class is not provided by an education or training institution and typically does not lead to accreditation however, structured in terms of learning objectives, learning time or learning support. especially tutor as facilitators in the implementation of learning in non-formal classes that are not tied to the curriculum, the tutor just used a lesson plan as as a guide in the learning process, it is intentional and organized.

Structured learning conducted by the tutor of MOEC in teaching English by using a lesson plan. It is a resource for the tutor through learning material and also teaching English speaking skills, besides the students' activities in the learning process, they get interaction to practise their communication. Mahoney et al (2003) reported that students' participation in English class provides opportunities for advancing ability interpersonal competence, inspiring challenging life goals and promoting educational success.

CHATER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presented the conclusion and suggestion. Based on the result of this research in the previous chapter which includes findings and discussion of this research, presented in section below:

A. Conclusion

Based on data analysis, the learning while playing method used in the Master of English Course teaching speaking skill. As follows:

1. Using the learning while playing method is one of the tutor's efforts in delivering the material with the aims that students understand what has been learned, through the process of creating learning that can make it easier for students to understand the material, it is very necessary for the role of a tutor in the classroom to used the learning while playing method.
2. Type of games used by the tutor aims to help students learn vocabulary, pronunciation besides grammatical structure and also the tutor motivated students to speak in classroom.
3. The last process of using the learning while playing is not only carried out in the learning process but outside of learning students also learning while playing through the existing rules in the Master of English course, this helps students practice students' speaking skill and also makes students practice in speaking.

B. Suggestions

Based on the conclusion that the researcher explains, the researcher has some suggestions for English tutor, students and future researcher regarding this research.

1. Suggestion for tutor

- a. The tutor might apply some games depending on the age of students
- b. The use of games in learning should also be used outside the classroom
- c. It's good in English course, the tutor also focus on teaching all skills in English
- d. The tutor might apply some media in teaching English

2. Suggestion for students

- a. It is good for students to be able to observe or engage in improving their speaking skills not only through the methods or teaching given by the teacher because many of English teacher have different methods in delivering material.
- b. Students taking this class on average have an improvement in speaking so researcher hopes students can also improve speaking skills not only in a course environment or non-formal class but also in formal class.
- c. Students who attend classes can show their best abilities in learning speaking skills by utilizing exercises carried out during the learning process.

3. Suggestion for the next researcher

- a. This research focused on analyzing the teaching method used by the teacher and collecting data using observation, interview and documentation instruments. The researcher recommends to the next researcher to use action research in collecting data.
- b. The researcher recommends to the next researchers conduct a research in a formal class by using learning while playing method.

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APPENDIX

1. Instrument observasi

No	Component	Observed aspects	Observation result
1.	Opening Aspect	Tutor membuka kelas	
		Guru mengecek absen.	
2	Implementation aspects	Persiapan metode pembelajaran tutor telah menentukan materi ajar.	
		Tutor menjelaskan materi ajar dan menjelaskan permainan apa yang akan dimainkan oleh siswa dan menjelaskan aturan dalam permainan	
		Tutor atau siswa menyiapkan alat yang digunakan dalam permainan	
		Keterampilan siswa melakukan permainan	
		tutor memberikan kesempatan kepada siswa untuk bertanya atau merespon pernyataan dari guru	
3	Closing Aspect	Tutor memberikan latihan soal/tugas untuk peserta didik	
		Tutor menutup pembelajaran dengan salam, terimakasih dan juga sampai jumpa,	
4	Evaluation	Tutor memeriksa atau mengecek tugas yang telah diberikan kepada siswa	
		Penilaian hasil belajar	

2. Instrument interview for tutor

NO	PERTANYAAN	JAWABAN
1	Apa yang dimaksud metode Learning while playing?	
2	Bagaimana penerapan model playing dalam mengajar?	
3	Apa tujuan dari pembelajaran dengan menggunakan metode learning while playing?	
4	Berapa lama waktu mengajar speaking dalam 1x pertemuan?	
5	Apakah bapak punya RPP (menyiapkan RPP sebelum mengajar)?	
6	Apakah rumusan metode, media dan materi ajar yang tersusun dalam RPP bapak untuk periode 1 bulan (sampai sesi atau program selesai)?	
7	Metode ajar apa saja yang bapak gunakan dalam speaking?	
8	Berapa lama waktu pembelajaran speaking yang disiapkan?	
9	Apakah metode ajar bapak sama atau berbeda dalam mengajar speaking setiap harinya?	
10	Bagaimana cara bapak dalam meningkatkan speaking skill siswa dalam 1 bulan?	
11	Bagaimana treatment bapak kepada siswa yang memiliki speaking yang	
12	Apakah treatment yang bapak berikan sama dengan siswa yang speaking skillnya lebih baik?	

3. Instrument interview for students

NO	PERTANYAAN	JAWABAN
1	Apakah kamu tahu yang di maksud metode "learning while playing" tuliskan pendapat kamu tentang metode tersebut?	
2	Apakah metode learning while playing yang digunakan guru menyenangkan untuk kamu mempelajari bahasa inggris? Sebutkan alasannya	
3	Selain permainan dalam kelas hal apa yang kalian lakukan bersama yang membuat kamu senang mengikuti pembelajaran?	
4	Apakah setiap pembelajaran yang kamu ikuti selalu menyenangkan untuk kamu mempelajari bahasa inggris terutama speaking skill?	
5	Apakah kamu selalu memahami materi yang disampaikan tutor	
6	Apakah kamu merasa kemampuan berbicara kamu meningkat setiap mengikuti kelas?	
7	Apakah kamu pernah mendapatkan hukuman setelah memainkan permainan tersebut?	
8	Apakah pernah pembelajaran dilaksanakan di luar ruangan, jika di lakukan di luar ruangan apakah metode learning while playing juga di terapkan oleh guru, berikan contohnya?	
9	Berapa lama kamu biasa berbicara bahasa inggris dalam percakapan yang kamu lakukan bersama teman-teman mu?	
10	Sebelum kamu mengikuti kelas ini, apakah kamu pernah mendapatkan metode Learning while Playing sebelumnya?	

1. Interview Result: Trasncription with tutor

No	Pertanyaan	Keterangan
1	Apa yang dimaksud metode Learning while playing?	Belajar sambil bermain kita membuat permainan kita belajar to be sesudah siswa belajar to be saya berikan permainan yang berkaitan dengan pembelajaran tersebut it is learning while playing
2	Bagaimana penerapan model playing dalam mengajar?	ketika memberikan permainan, yang harus di terapkan terdahulu yaitu dia tahu dulu apa materinya, oke kita langsung bermain tidak seupamanya diberikan dulu kosa-kata yang berkaitan nanti yang di permainanya agar permainan tersebut lebih bagus dan lancar seumpamanya permaianan "part of body" tidak mungkin kita kasih permainan part of body kalau mereka tidak hafal part of body jadi penerapannya mereka harus tahu dulu materinya sebelum kita terapkan permainan tersebut
3	Apa tujuan dari pembelajaran dengan menggunakan metode learning while playing?	penggunaan dari permainan yang dimainkan oleh siswa diharapkan dapat membuat kalimat dengan benar sesuai dengan tenses yang telah dipelajari memiliki pengucapan yang baik serta berani tampil berbicara
4	Berapa lama waktu mengajar speaking dalam 1x pertemuan?	Ada yang 1 setengah jam ada 2 jam tergantung siswanya kalau ada yang kurang paham yah kita lama-lama sedikit biasanya kalau dalam 1x pertemuan 1 setengah jam, tergantung kalau dia private.
5	Apakah bapak punya RPP (menyiapkan RPP sebelum mengajar)?	Iya, sebelum masuk mengajar saya harus buat rencana pembelajaran supaya lebih terarah di mulai dari pembukaan setelah ada pembukaan ada review
6	Apakah rumusan metode, media dan materi ajar yang tersusun dalam RPP	Tergantung programya. Dormitory class waktunya padat dan medianya banyak seperti yang harus di persiapkan seperti moduls, laptop juga untuk melatih pronounciationnya kita langsung terapkan (audio dialog native speaker), selain itu kertas-kertas, seperti spidol jadi di persiapkan setiap hari itu materi-materi

	bapak untuk periode 1 bulan (sampai sesi atau program selesai)?	yang berbeda dalam speaking
7	Metode ajar apa saja yang bapak gunakan dalam speaking?	<ul style="list-style-type: none"> • Grammar translation method (metode yang mengarah speaking nanti grammarnya) • Tecnique physical response • Audio linqual method
8	Berapa lama waktu pembelajaran speaking yang disiapkan?	10 menit
9	Apakah metode ajar bapak sama atau berbeda dalam mengajar speaking setiap harinya?	Waktu pembelajaran pertama karena mereka masih pemula jadi saya tidak langsung mengajarkan speaking tingkat atas paling speaking metode yang membuat kalimat dulu kalau mereka sudah bisa buat kalimat, langkah selanjutnya ketika mereka sudah memiliki banyak kosa-kata sudah tahu buat kalimat pendek saya ke tingkat atas lagi seperti discussion atau mereka langsung cari tahu sendiri. Tapi yang paling utama awal-awal dalam pembelajaran mereka tentu tidak langsung dikasih diskusi dan segala macam atau metode langsung berbicara tidak jadi dia hanya membuat kalimat, 1 kalimat seperti I AM RIDWAN, bertanya di tanya lagi setelah itu lancar mi yahh langsung mi di terapkan langsung 1 kalimat memperkenalkan diri yah beda setiap harinya tergantung perkembangan pemahaman siswa.
10	Bagaimana cara bapak dalam meningkatkan speaking skill siswa dalam 1 bulan?	Saya selalu memberikan kesempatan kepada siswa untuk bertanya kalau ada yang tidak mereka mengerti kita tidak akan pindah kemateri selanjutnya kalau mereka belum paham.
11	Bagaimana treatment bapak kepada siswa	Siswa yang datang kesini itu berbeda-beda ada yang rendah, ada yang bisa mi sedikit bahkan ada yang mahir speakingnya tapi kurang

	yang memiliki speaking yang sangat rendah?	grammarnya jadi langkah saya terhadap siswa yang masih sangat rendah speakingnya, kita (saya dan siswa lainnya yang sudah cukup baik speakingnya) saling memberikan support, dan juga siswa yang rendah speakingnya yah kita ajar siswa tersebut dari paling-paling basic, terkadang juga ada siswa yang susah sekali mengerti saya memberikan kelas private seperti siswa yang lain istirahat dia saya supaya dia tidak ketinggalan dengan teman yang lain ataupun jika banyak siswa yang rendah dan sebagian yang bisa yang lain itu bisa ajar temannya yang lain tujuannya supaya mereka sama-sama bisa tapi siswa masih rendah harus di pantau terus bagaimana tingkat kerendahannya.
12	Apakah treatment yang bapak berikan sama dengan siswa yang speaking skillnya lebih baik?	kadang itu siswa agak baik mi speakingnya kurang tau bagaimana mendapatkan kosa-kata, pronouncationnya biasa kurang yah tinggal saya sarankan kalau mau speaking ini intonasinya, bagaimana kayak native speaker yang datang ke indonesia untuk meningkatkan lebih bagus lagi, bagaimana lagi menggunakan kata-kata yang cocok di kalimat tersebut

2. Interview Result: Trasncription student#1

NO	PERTANYAAN	KETERANGAN
1	Apakah kamu tahu yang di maksud metode "learn while playing" tuliskan pendapat kamu tentang metode tersebut?	iya metode learning while playing itu adalah sejenis metode yang dilakukan dengan cara bermain atau menggunakan alat permainan agar melatih kosa-kata
2	Apakah metode learning while playing yang digunakan guru menyenangkan untuk kamu	sangat menyenangkan karena learning while playing method saya tidak bosan karena kalau hanya belajar tidak di selang selingi permainan biasanya saya cepat

	mempelajari bahasa inggris? Sebutkan alasannya	bosan
3	Selain permainan dalam kelas hal apa yang kalian lakukan bersama yang membuat kamu senang mengikuti pembelajaran?	Selain pembelajarannya yang santai disini kita sering melatih kemampuan mendengar dengan mendengarkan native speaker dan mencoba menganalisa apa yang diucapkan
4	Apakah setiap pembelajaran yang kamu ikuti selalu menyenangkan untuk kamu mempelajari bahasa inggris terutama speaking skill?	Iya
5	Apakah kamu selalu memahami materi yang disampaikan tutor?	Kadang-kadang saya memahami materi terutama materi dasar bahasa inggris
6	Apakah kamu merasa kemampuan berbicara kamu meningkat setiap mengikuti kelas?	iya tapi tidak banyak. saya hanya mengerti beberapa materi pembelajaran yang pernah saya pelajari sebelumnya
7	Apakah kamu pernah mendapatkan hukuman setelah memainkan permainan tersebut?	Kadang-kadang
8	Apakah pernah pembelajaran dilaksanakan di luar ruangan, jika di lakukan di luar ruangan apakah metode learning while playing juga di terapkan oleh guru, berikan contohnya?	metode ini tidak di gunakan di luar kelas
9	Berapa lama kamu biasa berbicara bahasa inggris dalam percakapan yang kamu lakukan bersama teman-teman mu?	tidak lama

10	Sebelum kamu mengikuti kelas ini, apakah kamu pernah mendapatkan metode Learning while Playing sebelumnya?	tidak
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3. Interview Result: Trasncription students#2

NO	PERTANYAAN	KETERANGAN
1	Apakah kamu tahu yang dimaksud metode “learning while playing” tuliskan pendapat kamu tentang metode tersebut?	Sebelum saya mengikuti pembelajaran di kursus ini saya tidak tahu apa itu metode Learning while playing tapi setelah beberapa kali mengikuti pembelajaran sekarang saya sudah mengetahui apa itu metode learning while playing. Metode ini adalah pembelajaran dengan menggunakan beberapa permainan contohnya game part of body menurut saya game ini saya jadi tahu nama-nama bagian tubuh yang belum saya ketahui.
2	Apakah metode learning while playing yang digunakan guru menyenangkan untuk kamu mempelajari bahasa inggris? Sebutkan alasannya	Memudahkan untuk saya juga tidak terlalu tegang dalam proses belajar dan saya juga menangkap materi yang disampaikan oleh guru
3	Selain permainan dalam kelas hal apa yang kalian lakukan bersama yang membuat kamu senang mengikuti pembelajaran?	Selain permainan yang menyenangkan yaitu kita disini tidak dapat menggunakan bahasa selain bahasa inggris dan jika ada yang melanggar kita catat san menurut saya itu menyenangkan
4	Apakah setiap pembelajaran yang kamu ikuti selalu menyenangkan untuk kamu mempelajari bahasa inggris terutama speaking skill?	iya
5	Apakah kamu selalu memahami materi yang disampaikan tutor	iya

6	Apakah kamu merasa kemampuan berbicara kamu meningkat setiap mengikuti kelas?	setelah mengikuti kelas ini bahasa inggris saya meningkat karena ketika guru menyampaikan materi dengan berbahasa inggris. Saya memahami apa yang di sampaikan oleh guru dan juga saya sudah bicara menggunakan bahasa inggris walaupun tidak fasih
7	Apakah kamu pernah mendapatkan hukuman setelah memainkan permainan tersebut?	Iya
8	Apakah pernah pembelajaran dilaksanakan di luar ruangan, jika di lakukan di luar ruangan apakah metode learning while playing juga di terapkan oleh guru, berikan contohnya?	Kalau di luar kita hanya menghafal kosa-kata
9	Berapa lama kamu biasa berbicara bahasa inggris dalam percakapan yang kamu lakukan bersama teman-teman mu?	selama proses pembelajaran
10	Sebelum kamu mengikuti kelas ini, apakah kamu pernah mendapatkan metode Learning while playing sebelumnya?	tidak pernah mengikuti pembelajaran dengan menggunakan metode ini

4. Interview Result: Trascription students#3

NO	PERTANYAAN	KETERANGAN
1	Apakah kamu tahu yang di maksud metode "learn while playing" tuliskan pendapat kamu tentang metode tersebut?	Saya tidak tahu
2	Apakah metode learning while playing yang digunakan guru menyenangkan untuk kamu	Iya seperti permainan Buyer and seller meningkatkan kosa-kata dan mererefresh otak atau sebagai hiburan

	mempelajari bahasa inggris? Sebutkan alasannya	dalam belajar
3	Selain permainan dalam kelas hal apa yang kalian lakukan bersama yang membuat kamu senang mengikuti pembelajaran?	Menurut saya cara mengajar tutornya yang menyenangkan dengan belajar terkadang tutornya memberikan candaan
4	Apakah setiap pembelajaran yang kamu ikuti selalu menyenangkan untuk kamu mempelajari bahasa inggris terutama speaking skill?	Iya
5	Apakah kamu selalu memahami materi yang disampaikan tutor	Masih sedikit pemahaman saya dalam bahasa inggris akan tetapi setelah mengikuti pembelajaran disini saya merasa cukup paham tentang materi yang disampaikan oleh tutor
6	Apakah kamu merasa kemampuan berbicara kamu meningkat setiap mengikuti kelas?	Lumayan
7	Apakah kamu pernah mendapatkan hukuman setelah memainkan permainan tersebut?	Iya
8	Apakah pernah pembelajaran dilaksanakan di luar ruangan, jika di lakukan di luar ruangan apakah metode learning while playing juga di terapkan oleh guru, berikan contohnya?	Tidak
9	Berapa lama kamu biasa berbicara bahasa inggris dalam percakapan yang kamu lakukan bersama teman-teman mu?	10 -15 Menit
10	Sebelum kamu mengikuti kelas ini, apakah kamu pernah mendapatkan metode Learn While Playing sebelumnya?	Iya, di tempat kursus sebelumnya yang sempat saya ikuti

1. Observation in The Master of English Course



1.1 First observation



1.2 Second observation



1.3 Third observation

2. Interview



2.1 Interview with teacher



2.2 Interview student#1



2.3 Interview student#2



2.4 Interview student#3

3. Documentation

Lesson plan

Program	: Dormitory class
Language function	: Describe sentence of parts of speech
Aspect/skill	: Speaking
Game	: Matching game
Time/allocation	: 2x40 Menit

A. Standard of competence

Siswa memahami klasifikasi kata serta fungsi dalam kalimat sederhana

B. Basic of competence

Memahami kalimat dan mengklasifikasi kelas kata dari kalimat sederhana yang dibuat dan mengungkapkan melalui bahasa lisan secara individual akurat, pengucapan dengan benar dan kalimat yang lengkap.

C. Goal of teaching

Pada akhir pengajaran dan proses pembelajaran diharapkan siswa dapat:

- a. Mengidentifikasi fungsi (*parts of speech*) dalam beberapa kalimat bertema *family and friends*
- b. Mengklasifikasi *parts of speech* melalui type dan fungsi kelas kata
- c. Menambah vocabulary

D. Indicators

- Students are able to practice from some sentence that students make
- Students are able to understand to expressions eight of parts of speech

- Students are able to understand material through play game

E. Media, alat dan sumber pembelajaran

- Media : -
- Alat dan bahan : Gunting, kertas dan alat tulis
- Sumber pembelajaran : -

F. Material of Teaching learning

1. Menjelaskan materi “parts of speech”
2. Memberikan contoh kata “parts of speech”

	Contoh “parts of speech”
Noun	Father, Mother, Daughter, Son, Sister, brother
Adjectives	Blue, large, smart, beautiful, handsome, brave.
Verbs	Play, eat, sleep, cooking, walk, go, run
adverbs	Quietly, terribly, slowly
Pronouns	I, you, we, they, she, he, it.
prepositions	Inside, on, above, under
conjunctives	And, or, but
interjections	Oh, wow, bravo



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)

Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 0284/IP/DPM-PTSP/MM/VII/2022

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/290/VII/2022 Tanggal 26 Juli 2022 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: NURHASNIAR
Pekerjaan	: Mahasiswi
N I M	: 10256118018
Program Study/Jurusan	: S1 Pendidikan Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Kalola, Dusun Tawelauro, Desa Kalola, Kec. Bambalamotu, Kab. Mamuju Utara

Untuk melaksanakan Penelitian di The Master of English Course dengan Judul **"THE ANALYSIS OF LEARN WHILE PLAYING METHOD USED IN THE MASTER OF ENGLISH COURSE IN IMPROVING STUDENTS' SPEAKING SKILLS"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar fotocopy hasil Penelitian kepada Bupati Majene Cq Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal 29-07-2022
 Kepala DPM-PTSP Kab. Majene


Hi. Lies Hirywati Thahir S. Sos. MAP
 Pangkat : Pembina Tingkat I
 NIP : 19680928 199203 2 011

CURRICULUM VITAE



Nur Hasniar was born in Kalola, Nort Mamuju Regency, Tawelauro District, on July 15, 1999. She is the third child of four children, the spouse of Mr. M.Nur and Mrs. Susanti. The author studied elementary school at SD INPRES Kalola graduated in 2011 she continued her study junior high school at SMP Negeri 2 Majene graduated in 2014. Then she took Senior high school at SMK Negeri 1 Majene and graduated in 2017 during she school she take some organitations and got 2015 National Level Scout Work Unit Leader Award Certificate. In 2018, She was accepted and become students at English Study Program, Faculty Tarbiyah and Teaching Treaning Dpartement at State Islamic College of Majene, during college he followed PPL and KKN on September 2021 she was doing PPL (Praktik Pengalaman Lapangan) at MA DDI Majene and also she was doing KKN (Kuliah Kerja Nyata) at Sumarrang village which located in polewali Mandar on February 02, 2022. In the process of finishing her study at State Islamic College of Majene to fulfill the requirements for Undergraduate Degree in English Education study program, she conducted a research on July by the thesis entitled **“THE ANALYSIS OF LEARNING WHILE PLAYING METHOD USED AT AN ENGLISH COURSE IN TEACHING SPEAKING SKILL”**