

**USING COMMERCIAL TIME GAME TO IMPROVE STUDENTS'
SPEAKING SKILL AT THE FOURTH SEMESTER STUDENT OF ENGLISH
DEPARTMENT AT STKIP YPUP MAKASSAR**

Alvryeni Yuliesri¹, Nurfitriyah Halim²

STKIP YPUP Makassar¹, S STKIP YPUP Makassar²

¹yuliesrialvryeni@gmail.com, ²fitrihalim85@gmail.com

ABSTRACT

Alvryeni Yuliesri, 2021. The focus of this research was to observe whether Using Commercial Time game could improve students' Speaking skill at the fourth semester students of English Department at STKIP YPUP Makassar. This study used a pre-experimental design with one group pre-test and post-test. The sample used in this research was 15 students by using Random sampling technique. The result of the data showed that there was a significant difference of students' Speaking skill. It was proved by t-test value higher than t-table ($15.925 > 2.145$). Based on the result analysis, it can be concluded that improving Speaking skill by using Commercial Time game can improves the students' Speaking skill at the fourth semester students of English Department at STKIP-YPUP Makassar.

Keywords: Commercial Time game, Speaking skill

ABSTRAK

Alvryeni Yuliesri, 2021 menggunakan *Commercial Time game* untuk meningkatkan kemampuan berbicara mahasiswa semester empat jurusan pendidikan bahasa Inggris di STKIP-YPUP Makassar di bimbing oleh Hj.A.Buddi Mustari and Nurfitriyah Halim.

penelitian ini bertujuan untuk mengetahui apakah penggunaan Commercial Time game dapat meningkatkan kemampuan berbicara mahasiswa semester empat jurusan bahasa Inggris STKIP-YPUP Makassar. Metode yang digunakan dalam penelitian ini adalah metode pra-experimen dengan satu kelompok desain pre-test and post-test. Sample yang digunakan adalah total sampling technique dengan jumlah mahasiswa 15 orang dari siswa semester empat. Hasil dari analysis menunjukkan bahwa ada perbedaan yang signifikan terhadap peningkatan kemampuan berbicara mahasiswa dapat di lihat dari t-test lebih besar dari t-table ($15.925 > 2.145$). Berdasarkan hasil analisis, dapat disimpulkan bahwa Penggunaan Commercial Time game dapat meningkatkan kemampuan berbicara mahasiswa semester empat jurusan Bahasa Inggris di STKIP-YPUP Makassar.

kata kunci: Commercial Time game, kemampuan berbicara

INTRODUCTION

English is an international language. That is used to communicate with other people in different countries all over the world. Prasanna (2021) Stated that In many parts of the world, English is used to communicate. It is used in business, diplomatic

policies, tourism, entertainment, educational sectors, and to communicate between two non-English native nations.

communication People can ask questions and deliver information by speaking.

In this era, educators have to give more attention to action research to teach English as a foreign language. The teacher should find the right way in teaching English to make the students interested in learning. In this research, the researcher will use one method to help students to improve their speaking skills.

There are some problems that always found in speaking class. First, the students cannot say something perfectly in English. Second, the students do not know what they have to say and how to say it. Third, the students looked very confused to deliver something by Speaking. Speaking becomes the most difficult lesson to understand by the students.

According to Brown and Yuke in Rao (2019), in real-life situations, students will be critiqued most on their ability to communicate. Before learning to read and write, humans are biologically programmed to speak. Speaking is an essential skill because it is one of the abilities required to carry on a conversation. According to Leong & Ahmadi (2017), Humans' ability to communicate has always been crucial to their success. The significance of speaking ability may be seen in someone's daily activities.

RELATED RESEARCH FINDINGS

Mistani et al (2016) Entitled: The effectiveness of blindfold game in teaching speaking at seven grade students of SMP N 6 Besuki, blindfold games were effective used in teaching speaking .The statistical analysis showed that from the table of paired sample t-test showed that significance is 0.000. So that $0.000 < 0,05$, and t table in table t test $> t$ table. $26,785 > 0,5\%$. The hypothesis of the research is accepted and implementing Blind Fold Game is effective as method to engage students speaking.

Biruhmah et al (2018) in their thesis entitled Using Blindfold game to teach speaking of Descriptive text for seventh grade students'. The researcher used three kinds of instruments to get the data, they are field note, interview, and questionnaire. The result shows that the use of Blindfold can motivate students in learning speaking. Blindfold game can make students interested and fun in learning speaking of descriptive text. The result of this research showed that there was improving of students' Speaking skill .

Hikmawati (2021) in her thesis entited improving The Students' Speaking Ability by Using Blindfold Technique at SMA Negeri 3 Bantaeng. The result of this research showed that there was improving of students speaking skill. Related to the test result, they were 9 students or 60 % of students in the class who achieved the minimal mastery level criterion or KKM in pretest. Next, in the result of cycle I, there were 80 %o or 12 students who achieved the minimal mastery level criterion or KKM. Next, in the result of cycle II, there were 14 or 93.33 % students in the class who achieved the minimal mastery level criterion or KKM. Second, related to the observation result showed that the students were braver and more confident in speaking. It can be seen from their

participation in the class, their participation in the conversation, and their performance. It can be concluded that most students love blindfold technique. Moreover, they admitted that their speaking ability is improved

Researcher using the Blindfold games as the reference of this study because Blindfold game has similarities with the Commercial time game. Both of these games ask students to take one of the stuff that has been provided by the researcher and explain the stuff, but blindfold games might only explain about the characteristic of the stuff that students had choose while the Commercial time game will explain by promoting the stuff that they have chosen.

THE CONCEPT OF SPEAKING

Speaking is frequently regarded as a "popular" mode of communication that employs the prestigious "colloquial" register, whereas literary abilities are regarded as more valuable. Bygde (2004). Speaking is a form of genuine human interaction. On the surface, some applied linguistic studies, particularly those focusing on linguistic characteristics, appear to prioritize form over meaning, but the concepts used in them are inextricably linked to meaning. Luoma(2004: 27). According to Fulcher in Laksana (2016) The act of communicating with others through the use of words is known as speaking. Bailey (2004) stated Speaking is producing structured verbal utterances to transmit meaning.

From these theories, Speaking is linked to communication in the sense that it is used to communicate one's thoughts, opinions, or feelings in order to offer or receive information and knowledge from others.

ELEMENTS OF SPEAKING

According to Harmer in Ab (2019), there are many elements of speaking that must be mastered by students in order to be a good speaker. The Elements are:

- 1) Connected Speech: Effective English speakers must be able to produce not only the individual's phonemes, but also fluent connected speech. Sounds are changed, omitted, added, or weakened in connected speech. This is why we should explicitly involve students in activities aimed at improving their connected speech.
- 2) Expressive devices: a native English speaker changes the pitch and stress of certain parts of utterances, changes volume and pace, and expresses their feelings through other physical and non-verbal means. The application of these technologies aids in the transmission of meaning.
- 3) Lexis and Grammar: Spontaneous speech is characterized by the use of a number of common vocabulary phrases, particularly when performing specialized language activities. As a result, the instructor should provide a variety of words for different purposes, such as greetings, agreeing, and disagreeing.
- 4) Negotiation Language: In practical speaking, the negotiating language we use to request clarification and illustrate the structure of what we're saying is helpful.

COMPONENT OF SPEAKING

According to Richard and Renandya, in Susanti (2018), The component that must be accessed in speaking are :

- 1) Accent
 - a) In most cases, pronunciation is difficult to comprehend.
 - b) Due to frequent grammatical errors and a heavy accent, understanding is difficult, necessitating frequent repetition.
 - c) Foreign accents require extra caution, as mispronunciation can lead to misunderstandings and grammatical or lexical errors.
 - d) There is a distinct "foreign accent" and occasional mispronunciations that do not interfere with comprehension.
 - e) Despite the fact that no obvious errors were made, the speaker could not be mistaken for a native speaker
 - f) This native speech has no trace of a foreign accent.
- 2) Grammar
 - a) Almost every phrase is incorrect.
 - b) Repeated errors show a lack of control over a few key patterns and frequently obstruct communication.
 - c) Repeated errors that reveal an uncontrollable pattern, causing annoyance and confusion.
 - d) Mistakes from time to time reveal a lack of control over specific patterns, but not a flaw that leads to misinterpretation.
 - e) There are few errors and no patterns of failure.
 - f) During the interview, no more than two errors are allowed.
- 3) Vocabulary
 - a) There is a lack of vocabulary for even the most basic conservation issues.
 - b) Limited vocabulary for personal and survival needs (time, food, transportation, family, etc.)
 - c) Inaccurate word choices and a lack of vocabulary make it difficult to discuss a variety of professional and social topics..
 - d) A professional vocabulary adequate to address specialized interests; a broad vocabulary allows for certain circumlocutions in non-technical discussions.
 - e) Professional vocabulary: a broad and precise general vocabulary that allows you to deal with a wide range of practical issues and social situations.
 - f) Vocabulary is an accurate and extensive as that of an educated native speaker.
- 4) Fluency
 - a) Speech is halting and fragmented to the point where conversing is nearly impossible.
 - b) Except for short or routine sentences, speech is long and uneven.
 - c) Speech is often hesitant and jerky; sentences may be left unfinished.
 - d) There are times when speech is hesitant. Rephrasing and groping the words resulted in some unevenness.

- e) Speech is effortless and smooth, but it is noticeable that it is not native in tone and evenness.
 - f) Speech that is as effortless and smooth as that of a native speaker on all professional and general topics.
- 5) Comprehension
- a) People don't know enough to have a simple conversation.
 - b) Only understand slow, direct speech on everyday social and touristic topics; constant repetition and rephrasing are required.
 - c) Understand careful, somewhat simplified speech in a dialogue, though this may necessitate a lot of repetition and rephrasing.
 - d) In a conversation, understand everyday educated speech quite well. It does, however, necessitate some repetition and rephrasing from time to time.
 - e) Understand everything that an educated native speaker should know in both formal and informal speech.
 - f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

TYPES OF SPOKEN TEST

Thonbury (2005:125-126) stated that the most commonly used spoken test types are:

- 1) Interviewers
Using pictures or pre-selected themes as interview questions could be advantageous, especially if applicants are given one or two minutes to prepare prior to the interview.
- 2) Live Monologues
Candidates are required to prepare and deliver a brief presentation on a predetermined topic. A question and answer period can be included to demonstrate the speaker's ability to communicate interactively and spontaneously. Making a presentation or giving a lecture, on the other hand, is only a valid exam if the abilities are ones that learners are likely to need. If they want to learn English for purposes such as business, law, or education.
- 3) Recorded Monologues
Students can record themselves discussing a favorite sport, hobby, or other topic. The advantage of recorded testing is that it allows for later evaluation.
- 4) Role Plays
Role-playing should not necessitate a high level of acting ability or creativity. Situations The best scenarios are those that take place in everyday life. Students may be required to use data that has been provided in advance. For example, students could take information from a vacation brochure.
- 5) Collaborative tasks and discussions
Students may be tasked with choosing between a group of job applicants based on their resumes. Alternatively, students could respond to a set of statements about a topic by expressing their own opinions

CONCEPT OF COMMERCIAL TIME GAME

a. Definition of Commercial Time Game

Martin (2019) stated that Commercials are defined as a type of advertisement distinguished by the use of voice and duration. Usually between 10 and 60 seconds. Commercial, according to the Oxford dictionary, refers to the buying and selling of goods and services.

Commercial Time Games is a one-of-a-kind game. The teacher will pick random stuff from around the classroom or pre chooses them before going into the class. The stuff like pen, staples, purse, marker, mugs, pen, lipsticks, and eraser any item will do the trick. Put them in a bag or a box and ask each student to take an item without looking and do not explain anything to them. Let them get curious. Tell the students that they are the owner of a big company that produces this particular product and they have to advertise the item that they had chosen what would they say, what they would do to convince the customers to wire. Let the students make they own slogan, and their own words to advertise the items. This game, is similar to the Blindfold game.

The Blindfold game has been an integral part of magic and mentalist since 1816 by British psychic Margaret Mc'Avoy. The Blindfold Game is one of the media that can improve students' vocabulary. The Blindfold Game is a practical exercise in verbal communication in which participants are blindfolded. This game was used to teach kids about directions, numbers, and how to follow instructions. The Blindfold Game is one of the media that can improve students' vocabulary. This game used to teach directions, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. Hikmawati (2021) stated that The Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assests, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience. The Blindfold Game is one of the media that can improve students' vocabulary.

This game used to teach directions, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can impel team members into working together more closely and blindfold can make some team building activities more memorable and wearing blindfold can be fun. So that the students can be more interested and enjoy in English learning process this game can teach students that they need to study other people's expressions in order to direct someone. Wearing a blindfold can encourage team members to collaborate more closely, as well as make some team building activities more memorable. Wearing a blindfold can also be enjoyable. So that students are more interested in and enjoy the process of learning English.

According to Salah (2019), The way to play Commercial Time game are :

1. Puts the stuff in a box, like book, purse, marker, mugs, pen, lipsticks, and eraser.
2. Ask the student to pick one of the stuff.
3. Then tell the students that they are the owner of a big company that produces this particular product and they have to advertise the item that they have choose what would they say, what would they do to convince the customers to wire.

RESEARCH METHOD AND DESIGN

The researcher used the pre-experimental research method. Pre-Experimental research method were research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment had the potential to cause change (Frey, 2018). The researcher used pre-experimental method because the population was small. The test before treatment was pre-test to know students' speaking skills. The test after treatment was Post-test, the aim of pre-test was to know students' achievement in speaking skills.

VARIABLES

This research consisted of two variables namely:

- a. Independent variable.
The independent variable was using Commercial Time game.
- b. Dependent variable.
The dependent variable was the improvement of students speaking skill.

POPULATION AND SAMPLE

- a. Population

The population of this research was the fourth semester students of English Department at STKIP YPUP Makassar in academic year 2020/2021. The population is all Fourth semester students of English Department at STKIP YPUP which consist of two classes.

- b. Sample

Due to the pandemic situation the researcher used Random sampling to choose the sample and the number of the sample is 15 students.

INSTRUMENT OF THE RESEARCH

In this research, the researcher gave speaking test to the students. The speaking test consisted of pre-test and post-test. The pretest had given before treatment, to find out the ability of the students in speaking, before presenting the Commercial time game and the post-test had given after treatment to find out the improvement of the students' ability in speaking after the treatment.

The speaking test used in this study as the instrument. There were two parts to the speaking test: a pretest and a posttest. Before presenting the commercial time game, the students was given a pretest to determine their speaking abilities. After that, a post-

test was given to see if the students' ability to speak had improved after they had presented the materials. The test was recorded. The digital camera was used as a supporting instrument to assess the students' speaking abilities. The pretest and posttest both used the same method.

PROCEDURE OF COLLECTING DATA

This research was conducted in English Department of STKIP YPUP Makassar especially at the Fourth semester students.

The procedure of collecting data is described as follow:

1. Pre-test

Before conducted treatments, the researcher gave pre-test to the students. In this section, the researcher gave test which consists of speaking skill. This test aimed to measure the students speaking skill achievement before giving treatment to the students.

2. Treatment

In treatment, researcher used the Commercial Time game to improve students' speaking skill. The treatments of this research are:

- a. Firstly, the researcher prepared the stuff, Pen, Purse, Marker, mug, Lipsticks, eraser and paper clip
- b. Secondly, the researcher explained what is Commercial time game.
- c. Thirdly, The researcher explained how to describe things
- d. The researcher asked students to choose the stuff.
- e. The last, students described the stuff that they have chosen.

3. Post-test

After giving treatment, the researcher conducted post-test, the aim was to know the students' speaking skill after giving the treatment.

TECHNIQUE OF DATA ANALYSIS

Before analyzing the data, the researcher had collected the data and analyzed it by using procedures namely:

Scoring the students' correct answers of pre-test and post-test.

Techniques of scoring the students answer. The data was collected from the test and analyzed quantitatively. The data was analyzed based on the following procedure:

- a. Accuracy

Table 3. 1
Teacher rating scale for students' Accuracy

Score	Classification	Criteria
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6	Excellent	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Very good	Pronunciation is slightly influenced by the mother tongue a few minor grammatical and lexical error but most utterances is correct
4	Good	Pronunciation is still moderately influenced by the mother tongue but no serious phonological error a few grammatical and lexical error but only one or two significant errors causing confusion.
3	Fair	Pronunciation is influenced by the mother tongue but only, a few serious phonological errors, several grammatical and lexical errors, which confusing.
2	Poor	Pronunciation is influenced by the mother tongue with the error causing a breakdown in communication many basic grammatical and lexical errors.
1	Very poor	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

b. Fluency

Table 3. 2
Teacher rating scale for Fluency

Score	Classification	Criteria
6	Excellent	Speak without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses
5	Very good	They have to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Good	Although he has to make an effort and search for words, there are not too many un natural pauses, relatively smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
3	Fair	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range expression is often limited.
2	Poor	Long pauses while he searches for the desired meaning, frequently fragmentary and halting delivery. It almost gives to making an effort at times the limited range of expression.
1	Very poor	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making an effort. Minimal range of expression

c. Comprehensibility

Table 3. 3
Teacher rating scale for students' Comprehensibility

Score	Classification	Criteria
6	Excellent	Easy for listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required

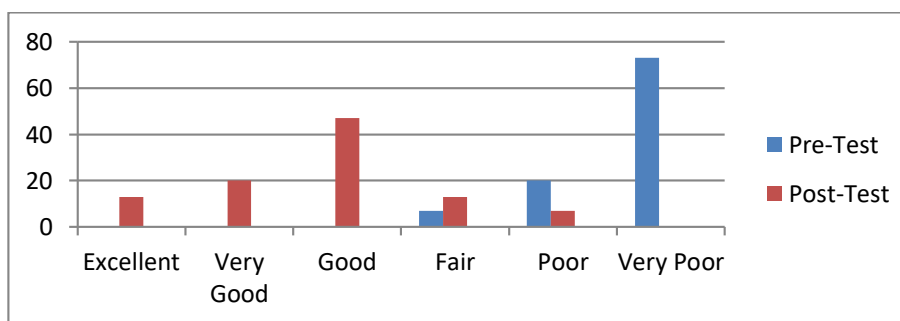
5	Very good	The speaker's intention and general meaning are relatively straightforward. A few interruptions by the listener for the sake of clarification are necessary
4	Good	Most of what the speaker says is easy to follow. His intention is always straightforward, but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Fair	The listener can understand a lot of what is said. However, they constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Poor	Only small bits (usually short sentences and phrases) can be understood and then, with considerable effort by someone who is listens to the speaker.
1	Very poor	Hardly anything of what is said, can be understood. Even when the listener makes a great effort or interrupts. The speaker is unable to clarify anything he seems to have said

FINDINGS

Table below shows the mean score of students in the pre-test and post-test. The students' pre-test mean score in Accuracy, Comprehensibility and Fluency was 43.73. Meanwhile in the post test mean score was 78.20. The results of the table above indicate an increase in student speaking skill after using Commercial Time. Therefore the researcher concluded that there was the significant difference in Students' speaking skill by using Commercial Time game.

Mean score of the students in pre-test and post-test

	Mean Score
Pre-test	43.73
Post-test	78.20



The Comparison of rate percentage between pre-test and post-test

From the data in chart 3 above, it could be seen that the comparison between the pre-test and post-test was a very significant difference, after 4 treatments, 13% students got Excellent classification, 20% students achieved very good classification, 47% students gained Good classification, 13% students got fair classification, and 7% students got poor classification.

T-TEST VALUE

Finding out the significant difference between the mean score of pre-test and post-test by calculating the value of test by using SPSS 23.0 Version. The researcher used t-test in this research to know the students' significant different in learning achievement after the treatment by using Commercial Time Game.

	Paired differences					T	df	Sig.(2 - tailed)
	mean	Std. Dev.	Std. Error mean	95%confidence Difference				
				Lower	upper			
Pair1 pre- post	- 34.46 667	8.38 252	2.16436	- 39.108 75	- 29.824 58	- 15.92 5	14	.000

Based on the table, t-table was 2.145 and the t-test was 15.925 it could be concluded that t-table was smaller than t-test value of students speaking skill achievement. It means that there was a difference between the result of the students' pretest and posttest after using Commercial Time Game.

It means the alternative hypothesis (H1) acceptable and the null hypothesis (HO) of this research is rejected because there was significance different between the pretest by Commercial Time game to improve students' speaking skill.

The using of t-test in this research was the students' significant difference in speaking skill after treatment by using Commercial Time game. The using of t-test in this research was also to answer the hypothesis in this research that (HO) is rejected. There was no significant difference of the students' speaking skill before and after using Commercial Time game and (H1) there was significant difference of the students' speaking skill before and after using Commercial Time game.

HYPOTHESIS TESTING

Based on the table for level significant (p) = 0.05 and the degree of freedom (df) = 14 and t -test was 16.328 while the value of t -table was 2.145. t -test value was higher than t -table. It can be concluded that null hypothesis (H_0) of this research is rejected and the alternative hypothesis (H_1) is acceptable because there was significant difference between the pre-test and post-test result by Commercial Time game to improve students' speaking skill.

The result of the students speaking test have increased could be seen in the following table:

Table 4. 1
Test of Significant

Df	Level Significant	t- test value	t- table
14	0,05	15.925	2.145

DISCUSSION

Commercial Time game is one of the ways or strategies applied in the classroom in learning English especially in speaking. This strategy is helpful to increase students' interest and make the students more relaxed and fun in improving their speaking skill.

Wright, Betteridge, and Buckby (2006:2) stated that games provide one way of helping the learners to experience language rather than merely study it. In teaching and learning activity, the students are always faced with an explanation from the teacher in a long time. Therefore, the researcher provided a game, namely Commercial Time game, which was used to give a little difference in the learning experience of the students in order to help the students understand the existing material.

Between the first and last meeting, there was a significant increase not only in the students' enthusiasm for receiving the materials. At the first meeting many students showed disinterest because there were still many students lacked confidence and tended to be indifferent in accepting lessons.

They were still lack knowledge of the materials given. In the second meeting the students' attentions was finally focused to the materials given and finally had more insight about the material, they participated more and enjoyed in following lesson but in the third meeting the researcher showed that in this meeting the students more enthusiasm in learning how to describe things by using Commercial Time game the result answer was higher than the first and second treatment.

In third and fourth treatment there were differences where students began to experience increased their speaking skill. This was evidenced by the active students providing feedback.

During the treatment, the researcher identified some problems. The problems were experience by students initially there when students were asked to describe objects, some students left the class on zoom meeting because the students were afraid and nervous to describe the objects. Sometimes there were only a few students who join in zoom class because the course schedule coincides with the treatment.

There were some students still difficult in starting to speak. The way the researcher solves the problem is when students were about to describe an object, the researcher gave students list of questions so that students were not confused when describing objects. Then for students who did not have time to join during the treatment schedule, the researcher made a follow-up class so that, all students receive treatment. After that, the researcher explained the rules and procedure clearly to the students. Students should choose the object to describe before the researcher has chosen the objects that students will describe. Students only choose one of the objects. The researcher replaced the objects that students describe.

CONCLUSION

After conducting the research about Using Commercial Time game to improve students' speaking skill at the fourth semester students of English department at STKIP YPUP, the researcher makes a conclusion as follow:

Commercial Time is a game to improve the students' Speaking skill at the fourth semester of English department at STKIP YPUP Makassar in 2021/2022 academic year. There was a significant difference from the students' score. It can be seen through the students' pre-test. The researcher has showed that Commercial Time game is significantly developed the students' speaking skill. It is proved by statement and the result of pre-test and post-test that after doing this research.

The researcher found there was a development at students' speaking skill after giving treatment by using Commercial Time game. The mean score of pre-test was 43.73 and post-test as 78.20 It means that the mean score of the students' in post-test was higher than the mean score of pre-test. The development of the students' English grammar was also proved by the value of t-test was higher than the value of t-table $2.145 > 15.925$. It means that there is a significance difference the students' speaking skill between before and after using Commercial Time game. Based on the research conducted at fourth semester students of English department at STKIP YPUP. The researcher conclude that Commercial Time Game can improve the students speaking skill showed by the score they get. Furthermore, from the students response toward the teaching and learning activity during pre-experimental research, it is proved that the response of the students toward the researcher professionalism and their interest in learning speaking using Commercial Time game.

SUGGESTION

The researcher would like to make the following suggestions to the students (learners), teacher and the next researcher for a next research. This research showed that using Commercial Time game as media could improve the students' Speaking skill especially at Fourth semester students of English Department at STKIP YPUP. There are following suggestion offered: For the English teacher, the researcher recommends to apply Commercial Time game as one of teaching alternative methods to make students' will feel interest in learning English. For the students, Students must make an additional effort to support themselves in their speaking abilities without fear of creating grammatical errors. It is beneficial to students if they can improve their speaking skills specially in describing an object. For the other researcher, who wants to develop all information and knowledge about Commercial Time game for those who have interest in doing research related to the topic, researcher hopes that they can do even better in research so that the results are even better. Researcher should develop the study using Commercial Time game to improve students' speaking skill, and to make the students interested and understand the material easily.

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