English as an international language was a very important subject to be learned. In English teaching, there were four language skills that need to be mastered by the students: listening, reading, speaking and writing. Among those skills, speaking seems to be the most important skill that a learner should acquire. Unfortunately, there were many teachers still taught English especially speaking by using classical teaching technique so that the students couldn’t absorb the materials maximally, therefore, it affected their achievement. Based on that fact, then this research was conducted. This research aimed at studying the effect of games on speaking achievement of the first grade students of SMP Muhammadiyah I Ngadirojo Pacitan. Therefore, the purpose of this study was to know whether teaching English using games improve the students’ speaking achievement.

In this study, the writer used an experimental research design. In this case, the experimental group was given a treatment by using games and the control group was taught by using classical teaching technique as usual. Therefore, the writer formulated a hypothesis that there was a significant improvement on the students’ speaking achievement as the result of teaching English using games. The population of this study was all of the first grade students of SMP Muhammadiyah I Ngadirojo Pacitan. They consisted of two classes, A and B. Each of class A and B consisted of 33 students. Therefore, the writer used class A as the experimental group and class B as the control group. The instrument used to collect the data was a speaking test. The data of this study were analyzed using ANOVA.

The result of ANOVA showed that the value of F-ratio (4.69) was greater than the value of F-table (3.99) at significance level of 0.05. It means that there was an improvement on the students’ speaking achievement. Therefore, the hypothesis stated that teaching English using games improve the students’ speaking achievement was accepted. In other word, teaching English using games was a very effective technique for improving the students’ speaking achievement.