# USING COOPERATIVE GAMES TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII E STUDENTS OF SMP NEGERI 2 PIYUNGAN IN THE ACADEMIC YEAR OF 2014/2015

#### **A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of a Sarjana Pendidikan Degree in English Language Education



Pamela Yeni Purwastri

10202244030

ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGES AND ARTS YOGYAKARTA STATE UNIVERSITY 2014

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#### APPROVAL SHEET

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#### A THESIS

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Approved by the supervisor on October

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# USING COOPERATIVE GAMES TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII E STUDENTS OF SMP NEGERI 2 PIYUNGAN IN THE ACADEMIC YEAR OF 2014/2015

#### A THESIS

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Skills of Grade VIII E. Students of SMP Negeri 2

Piyungan in the Academic Year of 2014/2015

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Oktober 2014

Penulis,

Pamela Yeni Purwastri

iv

### **DEDICATIONS**

1 lovingly dedicate this thesis to:

My beloved parents, Purwanti and Tri Wardiyono,

my brother, Septian Dwi Nurcahyo,

and everyone who expects me to graduate this year.

#### **MOTTOS**

"Adapun orang yang memberikan (hartanya di jalan Allah) dan bertakwa, dan membenarkan adanya pahala yang terbaik (surga), maka Kami kelak akan menyiapkan baginya jalan yang mudah."

(Al-Layl: 5-7)

"Mencari ilmu itu adalah wajib bagi setiap muslim laki-laki maupun muslim perempuan."

(HR. Ibnu Abdil Barr)

At first, dreams seem impossible, then improbable, and eventually INEVITABLE (Christopher Reeve)

The secret of getting ahead is getting started.

(Mark Twain)

#### **ACKNOWLEDGEMENTS**

Alhamdulillahirobbil'alamin, all praises are to Allah SWT, the Almighty and the Merciful who always accompanies and helps me.

I would like to express greatest gratitude to my supervisor, Dra. Hj. Jamilah, M.Pd, for her guidance, corrections, and suggestion in the accomplishment of this thesis.

I also really appreciate the big family of SMP Negeri 2 Piyungan, especially the English teacher and my collaborator, Harmin Istiningrum, S.Pd and the students of Class VIII E for the cooperation, support, and help during the research.

I sincerely thank my beloved parents and brother for their never-ending prayer, care, and support.

Next, I am so grateful to my second "supervisor": Ardina Shofiyah, S.Pd for her care and guidance; the best guy, Adi Purwono; my 'sisters': Saras Dhona Septia, Feri Rokhyani Thohid, S.Pd, Dwi Mufit Wijayanti, Khoirun Nisak, and Tyas Utami for their care and motivation; all my classmates of Class H 2010 for the warm friendship and priceless memories; all my classmates of English for Children concentration; and all my friends and people who I cannot mention one by one.

I hope that this thesis would be useful for the readers. However, I realise that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, October 2014

The writer

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#### USING COOPERATIVE GAMES TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII E STUDENTS OF SMP NEGERI 2 PIYUNGAN IN THE ACADEMIC YEAR OF 2014/2015

#### By: Pamela Yeni Purwastri 10202244030

#### **ABSTRACT**

The objective of this research was to improve the speaking skills of Grade VIII E students of SMP Negeri 2 Piyungan in the academic year of 2014/2015 through cooperative games.

This research was classified into action research that consisted of two cycles. The first cycle was done in five meetings and the second cycle was done in four meetings. The participants of this research were Grade VIII E students of SMP Negeri 2 Piyungan that consisted of 13 female and 12 male students. This action research used the action research model proposed by Kemmis and McTaggart in Burns (2010) that involved in four phases in a cycle of research: planning, acting and observing, and reflection. The actions implemented in this research were applying cooperative games and providing the various materials and media that were related to the teaching and learning process of speaking. The data collected were in the forms of qualitative and quantitative data. The qualitative data were in the forms of interview transcripts, vignettes, and photos and the quantitative data were in the forms of the students' speaking scores. The qualitative data were gained by observing, interviewing with the English teacher and the students, and taking photographs. The quantitative data were gained by conducting a pre-test and speaking tests in the end of each cycle. Moreover, this research implemented five criteria of validity: democratic validity, dialogic validity, outcome validity, process validity, and catalytic validity. To test the trustworthiness of the data, the researcher used three triangulation principles: time triangulation, space triangulation, and investigator triangulation.

The results of this research showed that applying cooperative games in the teaching and learning of speaking was proved to be able to improve the students' speaking skills in four aspects: pronunciation, intonation, fluency, and accuracy. The students were more confident and fluent in delivering their speech. Moreover, their motivation and interest in joining the teaching and learning process of speaking increased. By comparing the mean scores of the students' speaking performance in the pre-test and Cycle 2, the researcher found that there was improvement in each aspect. The gain of pronunciation mean scores was 1.4; the gain of intonation mean scores was 1.7; the gain of fluency mean scores was 1.2; and the gain of accuracy mean scores was 1.6.

#### CHAPTER I INTRODUCTION

#### A. Background of the Study

According to the Indonesian government rules No. 19/2005 articles 6 verse 1, English is one of compulsory subjects in the junior high schools. It means that English is as a foreign language that should be mastered by all students of junior high schools. The students of junior high schools are also prepared to learn English and its skills. They should learn the four skills of English: listening, speaking, reading, and writing.

Speaking is one of the important skills to be mastered by the students. According to Richards and Renandya (2002), speaking is one of the elements of communication. It means that the students should orally communicate with other people. They will use speaking skills almost all the times such as to introduce themselves and to help others by giving directions, giving explanation, and giving opinions. However, it is not only about how they talk to other people but also about how people can understand what they mean. It means that the students should be able to deliver their ideas or opinions clearly. To achieve it, the students should acquire a communicative competence. Through the communicative competence, they are expected to be able to understand the messages and the meanings based on the contexts (Hymes's theory in Brown, 2000). By acquiring the communicative competence, the students can communicate fluently and clearly.

However, based on the observations in Grade VIII E of SMP Negeri 2 Piyungan, the interviews with the English teacher and the students, and the pretest, the researcher found that the students' speaking skills were relatively low. The students were confused in generating ideas. They did not know how to start their speech. Some students who had got the ideas to arrange the sentences often misplaced the words. Furthermore, when they tried to deliver their speech, they often did not pronounce the English words properly. The intonation was also flat since they did not know the right intonation in speaking English. The students also hesitated their speech since they felt shy and nervous.

Those problems were related to the teaching technique, the materials and activities, and the media. Based on the observation, the researcher found that the students memorise the available dialogues in a textbook provided by Ministry of Education and Culture before they spoke. They did not get a chance to make their own dialogues so that they had less speaking spontaneously practices. The learning materials and activities were also monotonous since they were only taken from the textbook and from LKS (*Lembar Kerja Siswa*). Doing exercises all the time made the students not move their body or explore their ideas. As the result, the students felt bored in joining the teaching and learning process of speaking. In addition, from the interviews with the English teacher and the students, the researcher found that there was no media used in the teaching and learning process of speaking. Whereas, using media in the classroom that supported the teaching and learning process such as flashcards, PowerPoint presentation,

recordings, and videos could help the students learn speaking and could increase the students' motivation in joining the teaching and learning process of speaking.

Considering the problems found in the speaking skills, the researcher thought that there should be some efforts that would be implemented in order to improve the students' speaking skills. She intended to conduct action research in SMP Negeri 2 Piyungan as a follow-up to those problems. She would try to apply cooperative games adapted from Fletcher and Kunst (2006) to improve the students' speaking skills. Cooperative games are the games in which players work together in caring and cooperative way. The games help the students develop the essential skills of cooperation, communication, empathy, and conflict resolution by giving them an opportunity to work together toward a common goal. By applying the games in the speaking teaching and learning process, the researcher would make the students able to speak spontaneously in front of the classroom without feeling ashamed and forced. Through the games, they were expected to get more speaking practice and to be more confident in delivering their speaking. Therefore, their speaking skills would improve.

#### **B.** Identification of the Problems

Based on the observations in Grade VIII E of SMP Negeri 2 Piyungan and interview with the English teacher and the students, some problems related to speaking skills were found.

The first problem was related to the students. They were confused in generating ideas. They did not know how to start their speaking. Some students

who had got the ideas to arrange the sentences often misplaced the words. Furthermore, when they tried to deliver their speaking, they often did not pronounce the English words properly. The intonation was also flat since they did not know the right intonation in speaking English. The students also hesitated their speech since they felt shy and nervous.

The second problem was related to the teaching technique. Based on the observation, the researcher found that the students memorise the available dialogues in a textbook provided by Ministry of Education and Culture before they spoke. They did not get a chance to make their own dialogues so that they had less speaking spontaneously practices.

The third problem was related to learning materials and activities. In teaching and learning process of speaking, the learning materials and activities were monotonous since they were only taken from the textbook and from LKS (*Lembar Kerja Siswa*). Doing exercises all the time made the students not move their body or explore their ideas. As the result, the students felt bored in joining the teaching and learning process of speaking.

The last problem was related to media. From the interviews with the English teacher and the students, the researcher found that there was no media used in the teaching and learning process of speaking. Whereas, using media in the classroom that supported the teaching and learning process such as flashcards, PowerPoint presentation, recordings, and videos could help the students learn speaking and could increase the students' motivation in joining the teaching and learning process of speaking.

Finding those problems, the researcher thought that there should be a way or a technique to solve those problems so that the students' speaking skills could improve.

#### C. Delimitation of the Problem

Based on the identification of the problems above, the focus of this research was what activity could effectively improve the students' speaking skills at SMP Negeri 2 Piyungan. There were many ways to solve the problems, but the researcher decided to apply cooperative games to improve the speaking skills of Grade VIII E students of SMP Negeri 2 Piyungan.

There are some beneficial points that could be obtained from cooperative games. Rohnkein Trent (2007) proposes that cooperative games can encourage children to play with one another. It can help shy students be more confident to interact with their friends. It means that cooperative games could not only vary the students' activities but also motivate the students to join the teaching and learning process. Moreover, the games also could facilitate the students to practise speaking unconsciously. By increasing the motivation and the number of speaking practices of the students, the students' speaking skills would also improve after the application of the games in the teaching and learning process of speaking.

#### D. Formulation of the Problem

The problem of this research could be formulated as follows: how can cooperative games be implemented to improve the speaking skills of Grade VIII E students of SMP Negeri 2 Piyungan?

#### E. Objective of the Research

The objective of this research is: to improve the speaking skill of the eighth grade students of SMP Negeri 2 Piyungan by using cooperative games.

#### F. Significance of the Research

This research is expected to give a valuable contribution to the following:

- For the students, through the games, the students can get more chances in unconsciously speaking practices. Moreover, the students will be more motivated and confident.
- 2. For the English teacher, this research can be a reference to improve the students' speaking skills by using cooperative games.
- 3. For the English Education Department students, the researcher hopes that the results of this research study can be an input of the reference.
- 4. For the researcher, this research can increase the awareness of the contribution of cooperative games to improve the students' speaking skills in the teaching and learning processes and gives the experience in doing the research and working with other people as well.

#### CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Theoretical Description

#### 1. Speaking Skill

#### a. The Definition of Speaking

Many definitions of speaking have been stated by some experts. Thornburry (2005) proposes that speaking is a part of daily life. Most people will produce thousand words a day. Speaking is also the element of communication. (Shumin in Richards and Renandya, 2002). People need to communicate with other people to maintain social interaction among them. They share what they know and ask anything what they do not know yet.

Moreover, people should consider whom they are talking to and the situation. It makes speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin in Richards and Renandya, 2002). People also should have competence to maintain the interaction or communication. This competence is called communicative competence (Brown, 2000). The competence requires people to be able to interpret the message and gain the meaning of the conversation in certain contexts. Communicative competence consists of four competences:

#### 1) Grammatical competence

Grammatical competence is the ability to make the right structure of language when speaking English.

#### 2) Discourse competence

Discourse competence is the ability to connect each sentence that has been produced. It is more complex than grammatical competence.

#### 3) Sociolinguistic competence

Sociolinguistic competence is the ability to know the rules of language that are used. People should consider the roles of the listeners, should know the information that is got, and should know the function of the language that is hold in the conversation.

#### 4) Strategic competence

Strategic competence is the ability to maintain the conversation by using some tricks when the conversation starts breaking. People should use verbal and nonverbal language to restrain that.

#### b. Types of Speaking Performance

Brown (2001) describes six categories of speaking skills area. Those six categories are as follows:

#### 1) Imitative

The activity of this category is imitating a word or a phrase or even a sentence. Teachers drill the words, phrases, or sentences then students repeat. The activity focuses on phonological aspects of language which is usually called pronunciation.

#### 2) Intensive

In this category, the activity focuses on phonological and grammatical aspects of language. Teachers can give questions to students to get fast response from the students. The teachers can also check whether the students can translate simple sentences or not.

#### 3) Responsive

In this category, students start to speak slightly. The activity is a small talk or a short conversation. It focuses on the students' interactions or comprehensions when they hold a conversation.

#### 4) Transactional (dialogue)

The activity in this category is the continuity of responsive activity. The conversation that is held is longer than the conversation on responsive activity. The conversation contains of exchanging information between two speakers.

#### 5) Interpersonal (dialogue)

This category focuses on how students can maintain social interactions. The activity in this category is like the activity in transactional category. It is a long conversation. Different from conversation in transactional category, the conversation in this category is more complex because it contains of colloquial languages, slangs, ellipsis, and the like.

#### 6) Extensive (monologue)

The activity in this category focuses on how students deliver the idea in their minds. The example of the activities can be presentation, speech, and story-telling.

#### c. Micro- and Macro-skills of Speaking

Speaking consists of micro- and macro-skills. Brown (2004) proposes micro- and macro-skills of speaking. Micro-skills of speaking are about producing morphemes, words, phrases, and sentences. Macro-skills of speaking are about fluency, discourse, function, style, nonverbal communication, and the like.

#### Micro-skills of speaking

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices--pauses, fillers, self-corrections, backtracking--to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

#### Macro-skills of speaking

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a contexts for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Those micro- and macro-skills can help teachers to design appropriate speaking tasks to students. Brown also proposes some issues that should be considered as the teachers set out to design speaking task:

- 1) No speaking task is capable of isolating the single skill of oral production.
- 2) Eliciting can be tricky because beyond the word level, spoken language offers a number of productive options to test takers.
- 3) It is important to carefully specify scoring procedures.

According to these issues, teachers should be careful in designing speaking tasks. Speaking tasks cannot be isolated from listening activities as the input.

#### d. Factors Affecting Speaking Skills

People often find difficulties while speaking English. Usually, the idea cannot be interpreted fully by the listeners. The phenomenon automatically can affect the meaning that is delivered. The phenomenon is affected by some factors. Shumin in Richards and Renandya (2002: 205-206) states some factors that can affect oral communication.

#### 1) Age or maturity

It is a common factor that affects language acquisition. Adults will acquire language less than children. It is usually called fossilization, a phenomenon where the language acquisition development will stop at a certain stage.

#### 2) Aural medium

Before speaking, the first speaker commonly listens to what the second speaker says. After that, the first speaker responds to the second speaker. If the first speaker does not hear what the second speaker says, the first speaker cannot respond to the second speaker. It is known that speaking is strong related to listening activities.

#### 3) Sociocultural factors

Speaking involves not only verbal communication but also nonverbal communication. Each language has each nonverbal communication system. When non-native speaker does not know the system, the speaker will not be able to respond to the conversation well. It is related to the culture that is different in each country.

#### 4) Affective factors

The factor comes from the speaker himself/herself. It is related to the motivation of the speaker to speak foreign language. When the speaker does not have motivation to speak or is afraid of making mistakes, he/she will find difficulties while speaking.

#### 2. Teaching Speaking

#### a. Teaching and Learning Process of Speaking

Speaking is strongly related to listening so that teaching and learning of speaking consist of listening activities. Listening activities are as media in teaching and learning of speaking. Listening is the input of the teaching and learning process while speaking is the production or output of the teaching and learning process.

Teaching and learning of speaking should concern with communicative competence. Richards (2006) states that to achieve communicative competence, students should focus on fluency than accuracy. According to Thornbury (2005), fluency is related to the speed of speaking. A speaker can be called a fluent speaker if he/she can speak fast without a lot of pauses. To achieve fluency, students should guess the meaning and use communicative competence to reduce misunderstanding in the communication.

1980) in (2000)differentiates Cummins (1979, Brown the communicative competence into Cognitive/Academic Language Proficiency (CALP) and Basic Interpersonal Communicative Skills (BICS). In CALP, students should be able to reflect the features of language. Meanwhile, in BICS, students should be able to acquire the function of a daily interpersonal exchange. In addition, it is important to know that the process of teaching and learning of speaking is dominated by practices. The students will practise speaking English. Thornburry (2005) states that practice that will be done by the students is practised control or controlled practice. Two kinds of practice can be applied to

teach and to learn speaking English, but Thornburry says that practised control is better than controlled practice. Practised control is a practice where the students are free to do practice with their own way. They set to be free to make mistake, but there is someone behind them to support and motivate them when they fail. It is different from controlled practice. Controlled practice is a practice where the students set to do practice with certain limit to minimise making mistakes. Someone that is behind the students regulate them before doing practice. They are prepared to practise and not to make mistakes.

#### b. The Teaching of Speaking in Junior High School

In the academic year of 2014/2015, teaching and learning process in Junior High School uses Curriculum of 2013. According to *Peraturan Menteri Pendidikan dan Kebudayaan No. 68 tahun 2013*, one of the characteristics of Curriculum of 2013 is balancing spiritual, social, and knowledge competences. Those competences are stated into core competence which is detailed in form of basic competence. The core and basic competences of teaching speaking in eighth grade students of Junior High School are presented as follows:

Table 1: Core and Basic Competences of Teaching Speaking in Junior High School

Core Competence	Basic Competence
1. Menghargai dan menghayati ajaran	1.1.Mensyukuri kesempatan dapat
agama yang dianutnya	mempelajari bahasa Inggris sebagai
	bahasa pengantar komunikasi
	Internasional yang diwujudkan
	dalam semangat belajar.

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Core Competence	Basic Competence
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	<ul> <li>2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</li> <li>2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggu jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</li> <li>2.3.Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</li> </ul>
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari uangkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.1.Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan perndapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

# c. Principles of Teaching Speaking

Before teaching, teachers should consider the needs of the students.

Thornburry (2005) also states some principles of teaching speaking that have to be known by teachers.

The first is weighting. The teachers should differentiate teaching style for English as Second Language (ESL) students, English as Foreign Language (EFL) students, English for Academic Purposes (EAP) students, and English as International Language (EIL) students. ESL students are students who learn English that will be used as their second language. They are usually highly motivated because they think that they need English for communication. For EFL students who learn English as foreign language, they learn English as provision that will be useful for their future. It makes them learn English for long-term priority. It is also different from EAP students. EAP students will focus on academic achievement. They need to learn English for studying abroad. The need of EIL students is also different. They learn English to communicate with other non-native speakers. Looking at the different needs of the students, the teachers should make the teaching style different among the students with different purposes.

Next, the second is need analysis. Related to the first principle, need analysis should be done before the teaching and learning process. It aims to know what the students need to do and the students are able to do. The teachers should plan the teaching and learning process based on need analysis of the students. Need analysis can be discovered by testing, interviewing, questioning, recalling students' previous performance, or investigating the situations where the students will need to use the language. The resources of need analysis could be the students themselves, the teachers, or parents.

Then, the third principle is placement test. Placement test should be used as a beginning test. It is as one of ways to analyse the students' needs. The teachers do the test firstly to know what exactly the students need. The one example of placement test is informal interviews. Thornburry proposes the way of doing the informal interviews.

- 1) A short informal chat is initiated by the interviewer.
- 2) The candidate chooses a topic from a list or a picture from a selection and talks for a minute or so about it. A picture story could also serve as the basis for a narrating task.
- 3) The interviewer asks further questions about the topic.
- 4) The candidate is then invited to ask the interviewer same questions, e.g. about the institution, course of study, and so on.

The last principle is balancing accuracy and fluency. In teaching speaking, the teachers should use an approach that focuses on accuracy and fluency. The approach is usually called communicative approach. The approach aims to achieve communicative competence in speaking. The approach teaches accuracy implicitly and teaches fluency through cycle trial – error – re-trial. The cycle is shown in Figure 1.

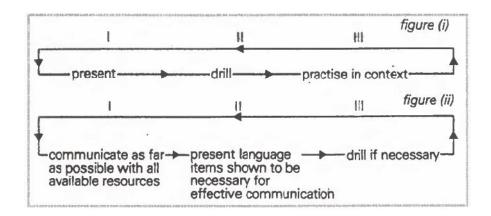


Figure 1: Cycle of Communicative Approach

#### d. Principles for Designing Speaking Technique

In order to provide an effective guidance in improving students' speaking skills, it is necessary for English teachers to find and design various techniques in the teaching and learning process of speaking. Brown (2001) proposes seven principles for designing speaking techniques.

The first is using techniques that cover the spectrum of student needs, from language-based focus on accuracy to message-based focus on interactions, meanings, and fluency. It means that in playing a game, teachers should consider the tasks including techniques designed to help the students perceive and use the building blocks of language. The tasks are also various and do not make the students bored.

The second is providing intrinsically motivating techniques. The teachers should tell the purposes of the activity so that the students know and want to do the activity. Telling the purposes of the activity can be a trick to increase the students' motivation.

The third is encouraging the use of authentic language in meaningful contexts. With authentic language, the students are facilitated to use the language in the real context in their life.

The fourth is providing appropriate feedback and corrections.

Appropriate feedback and corrections make the students know their errors then they do not do the same errors.

The fifth is capitalizing on the natural link between speaking and listening. Many interactive techniques that involve speaking will also include listening. The teachers do not lose out on opportunities to integrate those two skills

The sixth is giving the students opportunities to initiate oral communication. The teachers should give opportunities to the students to speak through asking questions, giving directions, and providing information.

The last is encouraging the development of speaking strategies. It is about the concept of strategic competence where few beginning language students are aware of. It is such strategies as asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structure one cannot produce, appealing for assistance from the interlocutor, using formulate expressions, and using mime and nonverbal expressions to convey meanings.

#### e. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001) states six classroom speaking activities.

#### 1) Acting from script

The real acting will be more valuable for the students. It can help them practise it in their real life later. The role of the teachers in this activity is as theatre directors that are drawing attention to appropriate stress, intonation, and speed.

#### 2) Communication games

Communication games are designed to provoke communication between the students. The games are made based on the principles of the information gap so that a student has to talk to a partner.

#### 3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups. For example, the students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train the students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stages of a lesson and nominating the students to say

the first thing that comes into their mind. The last is formal debates. The students prepare arguments in favor or against various propositions.

#### 4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'.

#### 5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other.

#### 6) Simulation and role play

Simulation and role play can be used to encourage general oral fluency or to train the students for specific situations. The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

#### f. Assessing Speaking

Assessing speaking is not easy because it has to deal with listening performance. Brown (2004) states it is difficult to isolate speaking assessment with listening performance because speaking is output of listening performance. The assessment should consider accuracy and effectiveness of test taker's listening skills to achieve validity and reliability of oral production tests. Assessing speaking also should determine themes or topics that will be used

because speaking deals with linguistic strings. Students have to choose the lexicon, structure, and discourse that are suitable with the themes or topics.

In addition, Harmer (2001) proposes that assessing speaking performance should be represented through praise or comment. However, teachers should be careful in praising or commenting the students' work. The teachers should consider the students' psychology. Not all students can accept the praises or comments positively. The teachers should give praises or comments that do not decrease the students' motivation. Harmer also adds some ways to assess the students' works:

#### 1) Comments

Comments can be used to assess both indoor and outdoor speaking performances.

#### 2) Marks and grades

Giving marks and grades to assess the students' work should be considered carefully. Before giving marks and grades, the teachers should discuss the criteria with the students so the students know the target that has to be achieved.

#### 3) Reports

Reports are used in the end of semester or the study to report the result of the students' work. The reports usually will be given to the students themselves, parents, and school.

#### 3. Using Game in Teaching Speaking

#### a. The Definition of Games

"Game is an activity with rules, a goal and element of fun." (Hadfield, 1984: 4). In addition, Martin (1995: 1) in Brewster and Ellis (2002: 172) writes that game is "any fun activity which gives young students the opportunity to practice the foreign language in a relaxed and enjoyable way". It means that games can facilitate foreign students to learn English through interesting ways.

A game always has components and rules. The rules are the borders that have to be clear. Through clear rules, the goal of the game can be reached. Moreover, playing a game is voluntary and cannot be forced on the players. The goal of learning foreign language can be achieved if the students or players enjoy playing the game.

Based on the statement above, games are the fun ways to learn language unconsciously. The games should contain clear rules to achieve certain goals of language learning.

#### b. Advantages of Using Games

There are many advantages of using games in language teaching and learning. Lewis and Bedson (1999) state that games can increase motivations in language learning. It is caused playing a game is one of the parts of growing up and learning. Games can make the students learn unconsciously. They will not feel that they have learned but later, they can. They also never feel bored while learning because games can make them energizing.

Furthermore, Brewster and Ellis (2002) propose many advantages of using games. The first is games can be variety to the range of learning situations. Games can be a new style in the language teaching and learning. The second is games can keep the students' motivation. It is related to the first advantage that the students need a new situation in the language learning. They do not need to sit in the class every day. Sometimes, they need to walk around the class freely while learning language. For shy students, games can facilitate them to be more active in the class. The third is games can renew the students' energy. Games can help the students to be relaxed in the language teaching and learning process. The students who are relaxed while learning can absorb more knowledge than the students who feel forced. The fourth is games provide 'hidden' practise in language learning. Games can be designed as well as possible to help students practise English. What they know is they play the game without realizing that they have practised their English. The students' communication that happened in playing games can help them speak fluently. The fifth is games improve students' attention span because games are fun to be played and most students are happy to play games. The last is games can help break the distance between the teachers and the students. Games also reduce the domination of the teachers in the class.

Knowing those advantages of using games, it can be concluded that using games in language learning can be very useful for foreign language students because it brings target language to life. The students can practise the real communication by using games.

#### c. Types of Games

Before using games in the language teaching and learning process, teachers should know any types of games. Brewster and Ellis (2002) divide games into two kinds. They are accuracy-focused games and fluency-focused games. Accuracy-focused games aim to increase students' memory by teaching pronunciations, vocabularies, and grammar. The teachers drill the students in using a good structure of language. Then, fluency-focused games aim to practise real communication between players.

Based on the resources, Brewster and Ellis also divide types of games into eight categories. The first is no resources games. The examples of the games are guessing games and listening games. The second type is simple pencil and paper or blackboard games (spelling games). The third is picture games. The fourth is word cards. The game focuses on the meaning and pronunciation of words. The fifth is games using sentence cards. The sixth is dice games. The eighth is board games. The last is games using charts or matrices.

In addition, Hadfield (1984) divides games into two kinds. They are competitive games and cooperative games. Competitive games are the games in which players race to be the first in reaching the goal. Then, cooperative games are the games in which players cooperate with one another to reach the goals.

Those types of games can help the teachers determine which games are suitable with the learning objective. It can also help the teachers achieve the goal of teaching process easily.

#### d. Principles of Using Games in Language Teaching and Learning Process

Before applying games in the teaching and learning process of speaking, teachers should know how to play games in the teaching and learning process. Brewster and Ellis (2002) propose some principles of using games. The principles will help the teachers choose the right games that will be used in the teaching and learning process, tell what the students have to do before playing games, organize the students when playing games, and play the games well.

#### 1) Selecting games

In selecting games, the teachers can use some questions that are provided by Brewster and Ellis (2002: 174). The questions are:

- Does the game mostly promote fluency or accuracy?
- Does it promote competition or cooperation?
- Does it have and educational aim, i.e. developing concept, themes, cross-curricular topics such as citizenship, learning strategies?
- Is it suitable for beginners or higher levels?
- Is it quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
- What materials, resources and classroom organization are needed?
- Does it focus mostly on practicing pronunciation, words, grammar and language functions, language skills or learning to learn skills?

# 2) Giving instructions

Giving instructions is the important step. The teachers should give short, clear, and simple instructions so that the students can play games well. Furthermore, the teachers should decide the language that will be used to deliver the instructions. The teachers should consider that all students know the instructions clearly.

# 3) Organizing the class

Before playing the games, the teachers also should organize the students whether it is team games, group games, or pair games. The teachers also should have plans how to divide the students. It can be done by counting the students or choosing randomly. Dividing the students by the teachers should be the best way because it is fairer.

#### 4) Playing the games

The teachers should teach the language that will be used in playing games so that the students can play the games well. When playing the games, the teachers have a key role in observing and listening, monitoring the students' language difficulties which may need re-teaching and so on (Brewster and Ellis, 2004).

#### e. Cooperative Games

#### 1) Definition of Cooperative Games

Cooperative games emphasise participation, challenge, and fun rather that defeating someone (Fletcher and Kunts, 2006). The games help students develop the essential skills of cooperation, communication, empathy, and conflict resolution by giving them an opportunity to work together toward a common goal. These games require the skills of everyone in the group, not of just one or two people. In addition, cooperative games are an excellent way to teach and practise peace-making skills while having fun.

The components of cooperative games include communication (sending and receiving), awareness, support, respect, leadership, trust, decision making, problem solving, and personal responsibility. Playing cooperative games, the players should work and support one another to make decision to solve the problems. The players should communicate and discuss each other to make the decision. Through cooperative games, the students can propose their ideas to solve the problems. There is no wrong opinion or idea. The teachers can instruct the students to combine those ideas. Discussion periods are the best moment to the students to communicate or to speak.

In conclusion, cooperative games are games that focus on caring and cooperative way. It does not raise envy when there is a winner or a loser. It is peace-making games that educate the players to help one another.

#### 2) Types of Cooperative Games

Cooperative games have some types. Those types of cooperative games can be used in different purposes. Fletcher and Kunst (2006) propose those types of cooperative games as follows:

#### a) Ice breaker

These games are great to introduce and get to know people in new environments or to reminder us who we are working with in established communities. The example of this type is "*Toss-a-Name*" game. The teachers can ask the students to stand in a circle and then show them a ball. The teachers can explain the activity this way: "First I will say my name, 'I am

Adam.' Then I will say, 'and this is Nadia.' Then I will through the ball to Nadia. Nadia will say, 'That is Adam, I am Nadia, and this is Tina.' And so on, until all the names in the circle are strung onto the list." The game goes until everyone has been called, without anyone being repeated.

#### b) Initiatives

These activities challenge players to work together as a team, think critically, and get active in what is going on. This game can draw people into engaging conversations and interactions. The example is "Lava Pit" game. Teachers make up a story that the group is being chased and they need to get across a field of hot lava. Then, the teachers give each group paper plates explaining that when the students step on these plates they will not sink into the lava (each team about 1/3 the number of plates as people). The group must figure out how to get the entire group from one side of the hot lava pit to the others. Only one person can be on a plate at a time and the plates may be picked up and moved. The key of the game is that only part of the team will be able to cross the field at a time and one person will need to work their way back across the field to help the rest of the team across. A time limit can also be placed on this game.

#### c) Trustbuilder

These activities teach togetherness and interactivity, emphasizing success through cooperation. "Blinded Partner Walk" game can be used. Each member of the group stands shoulder to shoulder in each line with their arms

bent at the elbow and their palms up. They are blindfolded. The leader of the group says what the members do to achieve the goals.

#### d) Funners

It is important to keep social change work vital and moving. One example is "Crows and Cranes" game. First, teachers divide the group into two teams, "crows" and "cranes," then the teachers ask those teams to face each other across the center live. When crows are called by the leader, they chase the cranes to the rear boundary area, and vice versa. When tagged, the players must stand still (or join the other team).

#### e) Closure

Closure is important in social change games for two reasons. The first is it can encourage players to see the bridge between fun and social change. The second is it can support emphasis the solidarity among the players. These activities are great ways to end a long day's work or play. They focus on closure and symbolism and offer participants a chance to reflect on their social change work. "Rainmaker" game is one of examples. Firstly, teachers have the entire group sit in chairs or on the floor with their hands free from stuff and the feet firmly planted on the floor. The teachers can say something like: "Sometimes we might feel like we want to achieve the impossible. Right now we have a chance to make a change; we are going to make a rainstorm." Then, the teachers instruct the group to do the action you do when you look at them and to keep doing that action until another comes. The group should continue doing the movement until you look at them with a new one.

- Start by going "Shhhh..." like a windy day.
- Then rub your palms together, and slowly show that to the entire group. Do each motion for as long as it takes to get around the group.
- Then snap your fingers sporadically.
- Then clap your hands way out-of-rhythm.
- Then slap the tops of your legs.
- Then stomp your feet.
- And then do everything in reverse! Then, end with the statement "Now you know how to make a rainstorm. Let us go and make positive change in the world!" and send the group off.

#### **B.** Relevant Studies

There are two relevant studies that show the significance of using games in the teaching and learning language process. Those relevant studies are proposed by Tang (2001) and Agustia (2013).

Tang (2001), student of Language Department, Sacred Heart Canossian College of Commerce had done a research to the third and fourth grades students in primary school in Hong Kong. Tang did the research because Tang saw that the students did not know how to develop a conversation although they want to talk. It happened because the students did not get enough opportunities to speak English and to interact with their friends in completed speaking tasks.

After doing the research, Tang found that learning speaking through games seems to be an effective way to develop speaking skills for young learners. Games are not only important parts of their everyday life but the game settings also allow the students to cooperate and to interact. Games can be a natural way for developing speaking skills. When the students speak to prepare and to run the games, they are not only just answering questions or asking questions but also

interacting with the others by making suggestions, responding to others' suggestions, asking questions, and evaluating the answers from the others.

Agustia (2013) also did the same research to Junior High School students in Padang. She found that by having speaking activities through games, teachers can give interesting, enjoyable, and comfortable atmosphere for the students. In the same time, the activity is expected to motivate the students and enable them to improve their speaking ability after having interesting learning activities. In conclusion, cooperative games can help the students learn English speaking skills in fun and enjoyable atmosphere.

#### C. Conceptual Framework

It has been mentioned before that speaking is considered as a difficult skill to be mastered by foreign students. In speaking, the students have to apply their knowledge of the language when they converse with others. They can practise it in forms of dialogues, monologues, discussions, games, or role play. Moreover, they have to be able to not only speak fluently in English, but also speak accurately. They have to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations as mentioned in micro- and macro-skills of speaking.

The activities of teaching and learning process of speaking should be presented in communicative ways that require the students to communicate using the target language with other students. In the teaching and learning process, the teachers should consider the principles in designing speaking techniques and

principles of teaching speaking. Those principles have to be noticed so that the teachers are able to teach successfully and the goal of teaching and learning process can be achieved.

In addition, the teaching and learning process of speaking can be presented in games. Regarding the review of literature of games, the researcher tried to implement some cooperative games to improve the students' speaking skills at SMP Negeri 2 Piyungan. As what had been stated in Chapter I, Grade VIII E students of SMP Negeri 2 Piyungan had a main problem which was related to speaking skills. This problem would be solved by using cooperative games in the teaching and learning process of speaking. Cooperative games are the fun way to teach speaking to the students. Playing games makes the students learn a new language unconsciously. Besides, cooperative games promote the students to work together as a team. By working together, the students' speaking skills can be improved and they will get a positive impact in interaction and motivation. They also have more chances to practise speaking with their friends as well.

# CHAPTER III RESEARCH METHOD

# A. Research Design

According to the aim of this study, this research is categorized into action research. Burns (2010) states that action research is a study aimed to identify a 'problematic' situation or issue that the students consider worth looking into more deeply and systematically. Burns also proposes action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action research involves taking a self-reflective, critical, and systematic approach to explore the teaching contexts. In the action research, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it.

This research focused on improving the students' speaking skills through fun and interesting atmosphere. This action research would use the action research model proposed by Kemmis and McTaggart in Burns (2010: 7) that involved in four phases in a cycle of research: planning, action, observation, and reflection.

The process in the action research can be shown in Figure 2.

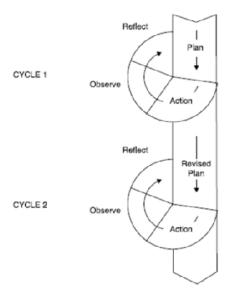


Figure 2: The Process of the Action Research

#### **B.** Setting of the Research

This research was conducted in SMP Negeri 2 Piyungan. It is located at Jalan Wonosari KM 10 Sampakan, Piyungan, Bantul.

There are some facilities at this school. There are a headmaster's room, an administrative office, an art facility, three laboratories, a teacher's room, a room for guidance and counseling, a healthy service room, a mosque, a hall, eighteen classrooms, a library, a canteen and a basketball field. Each classroom has a whiteboard, thirteen tables and twenty six chairs, a schedule, an attendance board, an organization chart of the class and a schedule for cleaning the class.

Unfortunately, those facilities were rarely used in the teaching and learning process. The English teacher usually used textbooks during the teaching and learning process.

The research study had been conducted from August 19<sup>th</sup> to September 25<sup>th</sup>, 2014 in the first semester of the academic year of 2014/2015.

# C. The Research Participants

The research involved the English teacher as the collaborator and Grade VIII E students of SMP Negeri 2 Piyungan in the academic year of 2014/2015. The class consisted of twenty five students. There were thirteen girls and twelve boys. They were chosen as the subjects of the research because their speaking skills were low. They got little exposure in speaking English because the teacher focused on writing and reading skills. In addition, they should be prepared to do speaking practice in the examination.

#### **D.** Data Collection

#### 1. Forms of Data

The data collected were in the forms of qualitative and quantitative data.

The qualitative data were in the forms of interview transcripts and vignettes.

Then, the quantitative data were in the form of students' speaking score.

# 2. Data Collection Techniques

The data were collected through some techniques. The qualitative data were obtained through observations, interviews, and documentations.

a. Observations were conducted in reconnaissance and in action steps. Conducting observations in the reconnaissance step could help the researcher find the problems in the teaching and learning process of speaking. While conducting observations in the action step could help the researcher check the implementation of the actions. The results of those observations were in the forms of vignettes.

- b. Interviews were conducted in reconnaissance and in action steps. Conducting interviews in the reconnaissance step helped the researcher find the problems in the teaching and learning process of speaking. While, making use of interview guidelines in the action step helped the researcher see the responses of the students and the collaborator about the implementation of the actions. The collaborator responded to the techniques and activities that are used, the materials, the media in English teaching and learning process, and the students' involvement during the process. Meanwhile, the students responded to the activities during the English lesson and the difficulties in learning English.
- c. Documentations were conducted during the process of gaining data. Documentations involved taking photographs and audiotape and videotape recordings.

The quantitative data were obtained through scoring the students' speaking performance in the pre-test and in the end of the teaching and learning process of each cycle. Those performances were monitored to measure the improvement of students' speaking skills.

#### 3. Instruments

In order to gain the data, there were some instruments. They were a rubric of the students' speaking performance, observation checklists, and interview guidelines.

#### a. A rubric of the students' speaking performance

The researcher used a rubric of the students' speaking performance provided by Ministry of Education and Culture to score students' speaking skills. The rubric was used two times, before implementing the actions and during implementing the actions. There are four aspects in the rubric of students' speaking performance. They are pronunciation, intonation, fluency, and accuracy. Each aspect is scored 1 to 5 in which every score has different indicators.

#### b. Observation checklists

Observation checklists consisted of four parts, such as pre-teaching, whilst teaching, post-teaching, and class situation. Pre-teaching part was related to opening the class such as greeting the students, leading the students to say prayer, and reviewing previous materials. Whilst teaching part was related to activities during the lesson such as teaching sequences, techniques that were used, and the students' involvement in the teaching and learning process. Post-teaching part was related to closing the lesson such as reviewing and reflecting the materials. Class situation part was related to the students' attitudes during the teaching and learning process.

# c. Interview guidelines

Interview guidelines contained some questions that guided the researcher to conduct the interview systematically.

# 4. Data Analysis

The qualitative data were analysed through some steps. According to Miles and Huberman (1994), the qualitative data analysis consisted of some concurrent flows of activities. They were data collection, data reduction, data display, and conclusions: drawing/verifying. The first step was data collection. All data were collected in the forms of interview transcripts and vignettes. The second step was data reduction. In this step, the researcher selected, simplified, and transformed the data by summarising and paraphrasing the interview transcripts and vignettes. The third step was data display. The data were displayed in the forms of interview transcripts and vignettes. The last step was conclusions: drawing/verifying. In this step, the researcher worked with the collaborator to obtain the valid findings based on the interview transcripts and vignettes. The steps of analysing qualitative data were shown in Figure 3.

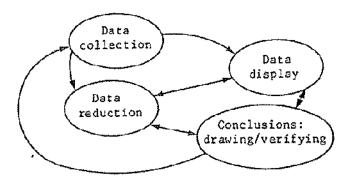


Figure 3: The Steps of the Qualitative Data Analysis

Besides the qualitative data, the researcher analysed the quantitative data. The quantitative data were analysed by using Excel program to find out the mean scores of the students' speaking performance. By comparing the students' mean scores in the pre-test, Cycle 1, and Cycle 2, the researcher saw the improvement of the students' speaking skills.

The results of students' speaking performance were used to make conclusions after analysing them together with interview transcripts and vignettes.

#### E. Research Validity and Reliability

To ensure the research was valid, the researcher checked the data through validity and reliability. Anderson et al. (1994) in Burns (1999) proposes that there are five criteria of validity that should be fulfilled to evaluate the quality of the qualitative data in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. This research used those five criteria of validity.

#### 1. Democratic validity

Democratic validity was in the form of discussions with the collaborator. The collaborator gave a lot of ideas, comments, and suggestions in the discussions during the research. Some discussions were held to evaluate the actions that had been done in previous cycle and to plan the actions in the next cycle.

#### 2. Outcome validity

Outcome validity was fulfilled by formulating some indicators that showed the improvement of the students' speaking skills. The indicators were as the real results of the teaching and learning process.

#### 3. Process validity

Process validity was fulfilled during the teaching and learning process. To make the research believable, the researcher and the collaborator collected the data by observing, recording, and making notes. Every action that happened in the teaching and learning process was recorded and noted.

#### 4. Catalytic validity

It was related to the extent to which the researcher allowed the participants to deepen their understanding of the social realities of the context. In the research, the English teacher and the students were people that involved in this research as participants. They learned more about the realities in the English teaching and learning process. In addition, this research involved the collaborator as people who monitored the research process.

#### 5. Dialogic validity

Dialogic validity was fulfilled by discussing the research findings with the collaborator. She gave opinions and criticism about the research report.

While the validity of the quantitative data, the researcher used contentrelated evidence validity proposed by Brown (2004). The validity was fulfilled by testing the students indirectly. In indirect testing, the students carried on a conversation while the researcher and the collaborator assessed the aspects of speaking: pronunciation, intonation, fluency, and accuracy.

Next, the reliability of the data was fulfilled when the researcher used the scores of students' speaking performance, interview transcripts, and vignettes. In scoring the students' performance, the researcher used inter-rater reliability. Interrater reliability refers to the consistency of scores that are assigned by two independent raters. In this research, the researcher and the collaborator scored the students' speaking skills based on the rubric of the students' speaking performance proposed by Ministry of Education and Culture. To measure the correlations between the researcher's scores and the collaborator's scores, the researcher used Pearson product-moment correlation coefficient. Through the coefficient, the researcher saw whether those variables were strongly correlated or not. Those variables were strongly correlated if the correlation coefficient was +1.

In addition, the researcher used triangulation to enhance the trustworthiness of the research. "Triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid" (Burns, 1999: 163). Using triangulation made the researcher more confident when finding out the conclusions. Furthermore, triangulation techniques also encouraged ongoing reflections on the process of data analysis. Burns (1999) also states some forms of triangulation. They are time, space, investigator, and theoretical. This action research used three forms of all kinds of triangulation. They were time, investigator, and theoretical triangulation. In time triangulation, the data were collected over a period of time. Time triangulation also aimed to

collect some factors that involved in the change process. Then, in investigator triangulation, the process of this research was observed by more than one observer. In this case, the researcher asked the collaborator to observe and to reflect the actions in this process to avoid biased interpretations. Last, in theoretical triangulation, the data were analysed by more than one analyst. Both researcher and collaborator analysed the data. In other words, the data were analysed by more than one perspective.

#### F. Research Procedure

In implementing action research, the researcher did some steps:

#### 1. Reconnaissance

In this step, the researcher observed the students' speaking skills. It aimed to know what problems that the students got in learning speaking. Knowing the problems, the researcher considered the suitable actions that should be used to solve the problems.

#### 2. Planning

After choosing the suitable actions that would be used to solve the problems, the researcher designed course grids, lesson plans, and materials. Designing materials was considered based on the students' condition and interest. Besides, the researcher prepared the instruments that were used to collect data.

#### 3. Acting and Observing

In this step, the researcher implemented the plans of the research. The technique and materials that had been prepared were implemented during the teaching and learning process. The instruments were also used to collect data during the implementation of the actions. The data were collected by observing, recording, and taking notes during the teaching and learning process. In addition, discussing with the students was the way to know whether the students enjoyed the teaching and learning process or not.

#### 4. Reflection

The reflection step was conducted after the teaching and learning process. In this step, the researcher and the collaborator evaluated the process of implementing the actions. The researcher and the collaborator discussed whether the actions were successful or not.

# CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

#### A. Reconnaissance

#### 1. Identifying Field Problems

In this stage, the researcher collected the data before implementing the actions. The data collected were from observation of the teaching and learning process, interviews with the English teacher and students, and a speaking test.

Firstly, the observation had been held on August 12<sup>th</sup>, 2014. From the observation, the researcher found some problems that were related to the English teacher and the students. In teaching speaking, the teacher asked the students to read and then to memorise the texts. The problems are seen in the vignette:

#### VIGNETTE 1

Date : August 12<sup>th</sup>, 2014 Time : 07.00 – 08.20

After the bell rang, the English teacher and the researcher came to class VIII E. The teacher greeted the students then checked students' condition and the researcher sat at back of the classroom to observe the class activity. After that, the teacher checked the students' attendance and the materials learned in the previous meeting.

Before continuing the materials, the teacher pointed a student to lead his friends to say a prayer but the student could not do this so the teacher taught him first. "Let's pray together. Pray begin. *Setelah selesai* say Finish *atau* Enough.". The teacher repeated the expressions and all students repeated after her. After all students could express the expressions, the pointed student led his friends to say a prayer.

Then, the teacher reminded the students that today they promised to practise the dialogues about asking for attention expressions. The students had to practise the dialogues that were in the textbook. They had to memorise the dialogues before doing role-play. The teacher offered to the students who would be the first doing role-play but no one would come first so she

pointed the student based on the date. The first group came into front of the class to do role-play, unfortunately, the other groups were busy to memorise their dialogues and they did not listen to their friends. Therefore, the teacher gave them the additional time to prepare themselves.

After all groups did role-play, the teacher continued to the next dialogues. She read the dialogues slowly and asked the students to repeat. Then, she asked, "Kalian membaca dialog itu mengerti maksudnya apa tidak?" and the students answered, "Tidak.". The teacher explained the meaning in Bahasa then asked the students to memorise the dialogues again before doing role-play in front of the class. When every student prepared the dialogues, a student asked for permission to go to the bathroom and the teacher gave the permission. After that, the teacher remembered and said, "Besok lagi kalau ada yang mau ke kamar mandi ijinnya pakai bahasa Inggris ya. Tadi Ibu lupa mengingatkan. Bagaimana bahasa Inggrisnya? Mam, may I go to toilet? Begitu ya.".

In the last 10 minutes, the teacher asked the students that had been ready to do role-play in front of the class. Unfortunately, the time was over before all groups did role-play. The other groups would do role-play in the next meeting.

Secondly, from the interview with the English teacher that had been held on August 12<sup>th</sup>, 2014, the researcher found two problems that were related to the English teacher and the students. The problems related to the English teacher were she did not provide the recording as an input in teaching speaking. The following interview transcript is the evidence:

P:	"Kemudian, media yang digunakan dalam mengajar speaking selama ini			
	apa saja?"			
	("Then, what media that can be used in teaching speaking?")			
GBI:	"Medianya belum ada sementara. Tapi saya pernah juga memakai. Jadi			
	mereka mendengarkan native speaker namun akhirnya mereka juga			
	menghafal."			
	("The media does not be provided yet but I have used it. They (the			
	students) listened to the recording of native speaker but in the end,			
	they memorise the dialog again.")			
P:	"Tapi sekarang belum digunakan ya Bu?"			
	("But, the media does not be used yet, right?")			
GBI:	"Iya belum."			
	("Yes, it does.)			

(Appendix D, Interview transcript 1)

Then, the problems related to the students were also revealed. The first, the students felt shy and lazy when they had to practice in front of the class. The second, they could not make their own dialogue in doing role-play. They had to memorise the dialogue that had been provided before they did role-play. The following interview transcript is the evidence:

P:	"Kesulitannya mengajar speaking kira-kira apa saja?"			
	("What is the difficulty in teaching speaking?")			
GBI:	"Kesulitan di anak-anak ya itu rasa malu. Mereka malu untuk praktik.			
	Kadang-kadang mereka juga malas belajar untuk praktik."			
	("The difficulty is from the students. They feel shy to practice.			
	Sometimes, they are lazy to learn practicing.")			
P:	"Cara pemberian nilai dalam mengajar speaking bagaimana?"			
	("How do you assess your students in teaching speaking?")			
GBI:	"Ya tentunya yang mau maju dulu dan hafal."			
	("I give score to students who will do role-play in first turn.")			
P:	"Jadi mereka lebih menghafal dulu?"			
	("So, do they memorise the text first?")			
GBI:	"Iya, mereka menghafal dulu. Untuk membuat produk sendiri itu belum			
	bisa."			
	("Yes, they memorise the text first. To make their own product, they			
	cannot.")			
P:	"Lalu, kemampuan speaking siswa secara umum bagaimana?"			
	("Then, how about the students' speaking ability generally?")			
GBI:	"Secara umum ya masih lemah. Seperti mau memimpin doa saja belum			
	bisa."			
	("Generally, their speaking ability is low. Like leading their friends to			
	say a prayer, they cannot.")			
	(A 1. D. I. (			

(Appendix D, Interview transcript 1)

Then, from the interview with the students that had been held on August 14<sup>th</sup>, 2014, they said that they found difficulty in pronouncing the English words or sentences. The following interview transcript is the evidence:

P:	"Kalau speaking itu gampang apa susah?"	
	("Is speaking easy or difficult?")	
S18:	"Gampang kalau sudah tahu artinya."	
	("It could be easy if we had known the meaning.")	
S2:	"Ya gampang-gampang susah juga."	
	("It could be easy and difficult.")	

P:	"Apa susahnya?"		
	("What make speaking is difficult?")		
S18:	"Cara bacanya."		
	("The pronunciation.")		
S2:	"Nah iya cara bacanya."		
	("Right, the pronunciation.")		

(Appendix D, Interview transcript 2)

In addition, from the observation in the pre-test that had been held on August 14<sup>th</sup> 2014, the researcher found several problems related to the students.

The vignette following can be as an evidence of those problems:

#### **VIGNETTE 2**

Date : August 14<sup>th</sup>, 2014 Time : 10.50 – 12.10

At 10.35 the researcher arrived at school and met the teacher to explain the activity for today. Today was pre-test. The researcher asked the teacher to help the researcher score the students' performance and asked to be her collaborator during the research. After the bell rang, the researcher and the teacher came to the class. The teacher took a seat at the back of the classroom. There were 4 students that could not join the class because they had to do choir rehearsal. The researcher started the class, "Good morning, everybody!". The students answered, "Good morning."

"How are you?"

"I'm fine. Thank you. And you?"

"I'm fine too."

"Everybody, what have you learned yesterday?"

# The students were quiet.

"You have learned about the expressions of asking for attention, right? You have done role-play about asking for attention. What are the expressions of asking for attention?"

#### The students were quiet.

"Ekspresi untuk meminta perhatian apa saja?"

Some students were quiet and some students whispered, "Excuse me."

"Yaa, excuse me. And then?"

"Help!"

"Yaa. Others?"

#### The students were quiet.

"Calling the name. Like Harry!, Liza!. And then greeting. Hi.. Hello.. *atau seperti yang ada di contoh dialog di buku*. Attention, please and may I have your attention." "So, what are the expressions of asking for attention?"

"Excuse me. Help. Calling the name. Greeting. Attention please. May I have your attention." The students answered.

After the researcher ensured that the students understood, the researcher asked the students to do role-play based on the situation prepared by the researcher. The researcher offered to the students, "Who will be the first?". However, no one wanted to do role-play so the researcher pointed the students randomly. Fortunately, the second group and others wanted to do role-play without to be pointed.

All students were confused when they got the situations. First, they did not know the meaning of the situations in Bahasa. Second, they could not arrange the sentences of the dialogue properly. Third, they forgot to put the expressions. After the researcher reminded them, they were confused where the expressions had to be put in the dialogue. Therefore, the researcher gave them the additional time to make a dialogue. After the students did role-play, the researcher found that the dialogues arranged was so short and their pronunciation was not properly. They also often hesitated since they felt nervous and afraid of making mistake.

After all students had done role-play, the researcher closed the class because the bell had rung.

"Everybody, before we go home. Let's pray together first. Who's the leader?". The class leader put his hand up and then led his friends to say a prayer in English.

"Thank you for your attention. See you next week. Bye!"

After seeing the results of the first step, the researcher and the collaborator decided that there were several problems related to speaking teaching and learning process as follows:

Table 2: The Field Problems in the Teaching and Learning Process of Grade VIII E of SMP Negeri 2 Piyungan

No.	Problems	Codes
1	The teacher asked the students to memorise the text first	T
	before they did role-play.	
2	The students did not pay attention when their friends did role-	S
	play.	
3	The teacher did not use listening media as an input to teach	Md
	speaking.	
4	The teacher did not give various materials in the teaching and	Mt
	learning process.	
5	The students felt shy when they had to speak in front of the	S
	class.	

No.	Problems	Codes
6	The students could not make their own product.	S
7	The students were less motivated joining the teaching and	S
	learning process.	
8	The students did not pronounce the words properly.	S
9	The students could not know the meaning of the situation	S
	given.	
10	The students found difficulty in generating ideas.	S
11	The students could not arrange the sentences well.	S
12	Most of the students often forgot to put the expressions in	S
	their dialogues.	
13	The students often hesitated when did role-play.	S
14	The students felt nervous and afraid of making mistake.	S

Explanation
T = English Teacher Mt = MaterialS = StudentsMd = Media

From Table 2, the researcher and the collaborator determined to categorise the problems that were feasible to solve. Those problems were categorised and summarised as follows:

**Table 3: The Categorisation of the Problems** 

No.	Categories	Problems	Indicators	Causes
1.	The students' confidence and motivation	The students were shy and nervous when they had to speak in front of the class.	None of students would be the volunteer do the role-play first.	The students had less practices in speaking.
	mouvation	The students were afraid of making mistakes.	The students copied the dialogues that were available in the textbook.	
		The students were less motivated in joining the teaching and learning process.	The students often kept silent and did not respond to the teacher when she asked the questions.	The students felt bored since the activity of teaching and learning process was monotonous.

No.	Categories	Problems	Indicators	Causes
2.	The	a. Pronunciation	The students	The students did
	students'	The students	often pronounced	not get listening
	speaking	could not	the English words	input regularly.
	skills	pronounce the	based on the	
		English words	written style.	
		properly.		
		b. Intonation	The students	
		The students	often spoke in flat	
		could not	intonation.	
		deliver their		
		speaking in		
		right		
		intonation.		
		c. Fluency	The students	The students
		The students	often said	had less
		often hesitated	'eemm' while	practises in
		when they	speaking.	speaking.
		spoke.		
		d. Accuracy	The students	The students
		The students	could not know	had less
		lacked	the meaning of	practices in
		vocabulary and	the situation	arranging the
		often misplaced	given.	sentences.
		the words.	The students	
			found difficulty	
			in generating	
			ideas.	
			The students	
			could not arrange	
			the sentences well.	
			Most of the	The students
			students often	were not
			forgot to put the	familiar with the
			expressions in	expressions.
			their dialogues.	enpressions.
3.	The	The materials and	The teacher only	The teacher
	materials	the activities were	used the textbook	thought that the
	and	less varied.	during the	materials from
	activities		teaching and	the handbook
			learning process.	were good
			6 Pro 4 405.	enough to teach.
	L	I .	l .	Though to touch.

No.	Categories	Problems	Indicators	Causes
4.	The use of	The use of The teacher did not The		The teacher
	media	use listening media	asked the	thought that
		as an input to teach	students to read	reading
		speaking.	before they	activities can be
			practised their	an alternative
			speaking.	material toward
				listening
				activities.
		The teacher did not	There was no	The teacher
		use other media to	media that could	thought that the
		support the teaching	help the students	materials from
		process.	learn speaking.	the textbook
				were good
				enough to teach.

# 2. Determining Actions to Overcome the Problems

To overcome the selected problems, the researcher and the collaborator planned some effective actions to solve them. The actions are:

**Table 4: The Actions to Overcome the Problems** 

No.	Problems	Actions	<b>Expected Results</b>
1.	The students had less	Applying cooperative	By applying
	confidence and	games	cooperative games in
	motivation		the teaching and
2.	The students' speaking		learning process, the
	skills were relatively		researcher expected
	low.		that the students
			would:
			(1) be more
			motivated in
			joining the
			teaching and
			learning process,
			(2) be more
			confident when
			they had to speak
			in front of the
			class,

No.	Problems	Actions	<b>Expected Results</b>
			(3) get improvement on speaking skills.
3.	The materials and activities were less various.	Providing the various materials and media that are related to the	By implementing the action, the students were expected to
4.	The media were less used.	teaching and learning process.	<ul> <li>(1) be more enthusiastic in the teaching and learning process,</li> <li>(2) know the better model in delivering their speech,</li> <li>(3) be helped in remembering the expressions.</li> </ul>

# B. Reports of Cycle 1

#### 1. Planning

After selecting the problems that would be solved, the researcher and the English teacher, as a collaborator, decided to do some actions to overcome the problems. The main focus of the efforts was to improve the students' speaking skills through cooperative games.

#### a. Applying cooperative games

Cooperative games would be applied to facilitate the students' speaking practice in every cycle of this research. The games would help the students develop the essential skills of cooperation, communication, empathy, and conflict resolution by giving them an opportunity to work together toward a common goal.

Before applying the games, the researcher and the collaborator determined some actions supporting the implementations. The actions were:

- selecting core competence and basic competence to formulate the indicators and the learning objectives,
- 2) designing course grid,
- 3) selecting materials for five meetings,
- 4) selecting activities, and
- 5) selecting the games.

Lesson plans were also made as the guidance in conducting the teaching and learning process. The researcher and the collaborator decided to use scientific approach since the curriculum of 2013 had been implemented in the school. The scientific approach has six steps i.e. observing, questioning, experimenting, associating, communicating, and creating. In observing stage, the students would analyse the expressions by listening to the recording and reading the dialogue. In questioning stage, the students would ask the difference of the expressions in Bahasa and in English. In experimenting stage, the students would state their opinion about the expressions i.e. the pronunciation, the intonation, the vocabulary, and the grammar of the expressions. In associating stage, the students would compare the expression in Bahasa and in English. In communicating stage, the students would do some exercises or practices through cooperative games. Lastly, in creating stage, the students would practise the dialogues in front of the class.

In this cycle, the researcher would apply "Estafette" game and "Opinion Poll" game. "Estafette" game would be applied in teaching the expressions of asking for attention. The materials that should be prepared were three kinds of exercises: crosswords, incomplete dialogues, and situations. The procedure of "Estafette" game can be seen below.

#### **Estafette Game**

Game type : Team game

Language : Asking for attention

Group size : 6-7 persons

Materials : Crosswords, incomplete dialogues, and situation

Procedure : 1. Divide the students into four groups.

2. Each group divides into three mini groups.

3. Each group stands in a line.

4. Do the exercises alternately. The first mini group faces the crossword. The second mini group faces the incomplete dialogues. The third group faces the situation and makes the

dialogues. Then, do role-play in front of the class.

Meanwhile, "Opinion Poll" game would be applied in teaching the expressions of asking for and giving opinion. The materials that should be prepared were flashcards, the list board, and the expressions of asking for and giving opinion. The procedure of "Opinion Poll" game can be seen below.

#### **Opinion Poll Game**

Game type : Matching game

Language : Asking for and giving opinion

Group size : 3-4 persons

Materials : Flashcards, the list board, and the expressions of asking for

and giving opinion

Procedure : 1. Ask the students to take one flashcard.

2. Ask the students to look for someone whose opinions are exactly the same as theirs by asking for their friends' opinion about someone/something on the flashcard.

3. Sit in a group when the students had found their group.

4. Give the random words to each group.

5. Ask the groups to arrange the words into the right expressions of asking for or giving opinion.

6. Stick the expressions on the list board.

Through the games, the students were expected to be more motivated in joining the teaching and learning process, to be more confident in learning speaking, and to get improvement on speaking skills since the games would facilitate them to practise speaking English unconsciously.

# b. Providing various materials and media that are related to the teaching and learning process

The researcher would provide the various materials and hand-made media that can help the students be more motivated and interested in learning speaking. She would also provide listening media in order to make the students more aware of the pronunciation and the intonation of English words. Those materials and activities were taken from the Internet. The materials would be in the form of a piece of paper that would be contained complete and incomplete dialogues. Those complete dialogues could be the examples of daily conversations and those incomplete dialogues could be the exercises to the students. Besides, the hand-made media would also be prepared to gain students' motivation. The hand-made media would be in the forms of lists of expressions and flashcards.

#### 2. Acting and Observing the Action

The actions in this cycle were done in five meetings. Those were on August 19<sup>th</sup>, 21<sup>st</sup>, 26<sup>th</sup>, and 28<sup>th</sup>, 2014. The schedule can be seen in the table below.

Table 5: The Schedule of Cycle 1

Meeting	Day and Date	Time	Materials
1	Tuesday, August 19 <sup>th</sup> , 2014	2 x 40	Expressions of asking for
			attention.
2	Thursday, August 21 <sup>st</sup> , 2014	2 x 40	Expressions of asking for
			attention.
3	Tuesday, August, 26 <sup>th</sup> , 2014	2 x 40	Expressions of asking for and
			giving opinion.
4	Thursday, August 28 <sup>th</sup> , 2014	2 x 40	Expressions of asking for and
			giving opinion.
5	Tuesday, September 2 <sup>nd</sup> ,	2 x 40	Speaking test.
	2014		

During the teaching and learning process, the researcher was as a teacher and the English teacher was as a collaborator. The collaborator sat at the back of the classroom observing the actions planned before.

# a. Applying cooperative games

Cooperative games were applied in the second and fourth meetings. The games were applied in each new material. The games applied were "Estafette" game and "Opinion Poll" game. "Estafette" game was applied in the second meeting to facilitate the students in learning the expressions of asking for attention. The activity of "Estafette" game can be seen in the vignette below.

... Then, the researcher asked the students to play a game. The students were divided into four groups. Each group was divided into three mini groups. Each mini group was responsible for the big group by doing the challenges alternately. The first mini group looked for six expressions of asking for attention in the crossword. The second mini group completed the incompleted dialogues. The last mini group did role-play using the expressions of asking for attention based on the situation given. The students were very enthusiastic doing the exercises. They were happy in learning speaking. They also looked more confident in practising their dialogue since they spoke unconsciously. ... (Appendix C, Vignette 4, August  $21^{st}$ , 2014)

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Furthermore, the evidence of the game can be seen in the figure below.

Figure 4: The Exercises of "Estafette" Game.

Then, "Opinion Poll" game was applied in the fourth meeting when the students learned the expressions of asking for and giving opinion. The materials needed in that game were flashcards, the expressions of asking for and giving opinion, and the list board. The activity of "Opinion Poll" game could be seen in the vignette below.

... The researcher provided some flashcards and asked each student to pick one. The flashcards contained some things and the adjectives of those things. The students had to find the same flashcards by questioning their friends' opinion about those things. The students moved around the class to find their group. They asked for their friends' opinion through the expressions that had been discussed in the previous meeting. Almost all students did it well. They asked and answered in the right expressions. After the students found their partner, they did role-play in front of the class. After that, the researcher gave them random words. The students had to arrange those

words into the right expressions of asking for and giving opinion. After arranging, the group stuck the expressions on the board.... (Appendix C, Vignette 6, August 28<sup>th</sup>, 2014)

Furthermore, the evidence of the game can be seen in the figure below.



Figure 5: The Flashcards of "Opinion Poll" Game.

# b. Providing various materials and media that are related to the teaching and learning process

Providing various materials and media that could support the teaching and learning process was implemented in each meeting. In the first meeting, the researcher provided some dialogues and the listening activity in order to elicit the expressions of asking for attention. It is shown in the vignette below.

... The researcher distributed some short dialogues on each table. Working in pairs, the students were asked to find the expressions of asking for **attention**. To check the students' understanding, the researcher walked to each table. There were some students asked, "Suruh apa tadi Miss, nggak mudeng bahasa Inggris sama sekali." The students protested because the researcher tried to speak English along the teaching and learning process. Finally, the researcher explained again in Bahasa. After checking one by one, the students and the researcher discussed the expressions of asking for attention together. "What is the expressions of asking for attention in the first dialogue?", asked the researcher. "May I have your attention, Mam!", answered the students loudly. "Right! Repeat after me! May I have your attention, Mam.", the researcher gave the example of pronunciation and intonation and asked students to repeat. After all dialogues were discussed, the researcher checked the students' understanding, "So what are the expressions of asking for attention?". The students could mention all expressions of asking for attention well. Then, the researcher distributed the incomplete dialogues and asked the students to listen to the recordings and to write down the expressions that were in the recordings. After that, the students and the researcher discussed the dialogues together. ... (Appendix C, Vignette 3, August 19<sup>th</sup>, 2014)

In the second meeting, the researcher distributed incomplete dialogues to each student. The students were asked to complete the dialogues using the expressions of asking for attention. They looked enthusiastic doing the exercise because they had known what the expressions are and where to put the expressions in the dialogues. It can be seen in the following part of vignette.

... The researcher distributed the incomplete dialogue and asked the students to complete the dialogues using the expressions of asking for attention. While waiting for the students' work, the researcher walked around the classroom to check the students' work. All students had known the expressions of asking for attention but some of them still forgot to use the expressions in formal form or in informal form so the researcher reminded them, "Don't forget to use formal or informal form!". After being reminded, some students changed their answer into right answer but some other students still used 'Excuse me' in every answer. ... (Appendix C, Vignette 4, August 21<sup>st</sup>, 2014)

Furthermore, the researcher also used the hand-made media to support the students' learning of speaking and to arouse the students' motivation. The media was provided in each new material. The media was in the forms of the lists of the expressions studied and flashcards. The lists of the expressions that had been studied could help the students be more familiar with the expressions and the flashcards could be the media of the game and could motivate the students in joining the teaching and learning process. The following part of vignette below can be the evidence.

... Then, the researcher asked the students to play mini game where each student picked a piece of paper that contained a word. First, they had to read their word and thought whether their word was the word that included the expressions of asking for attention or not. Next, the researcher asked them to stand up and placed themselves in the right side of the researcher or in the left side of the researcher. The right side of the researcher was the expressions of asking for attention group and the left side of the researcher was the other expressions group. After that, the students and the researcher discussed together what words that should be in the expressions of asking for attention group by asking to the students, "Do you still remember what the expressions of asking for attention are?". The students mentioned the expressions well. While mentioning the expressions, the students that placed themselves in the wrong group moved to the right group. Then, the researcher asked the students to arrange those words into the sentences of the expressions of asking for attention. The students that had done sat together in their group and the researcher continued explaining the expressions of asking for attention in the formal form and in the informal form. "Do you understand the difference between formal and informal form of the expressions of asking for attention?", asked the researcher. The students answered, "No!". The researcher explained what formal and informal forms are, "Formal form is used when you speak to older people and informal form is used when you speak to your friend or younger people. It is like Javanese. When you speak to older people, you use Kromo and when you speak to younger people, you use Ngoko. Do you understand?". All students nodded their head and said, "Yes!". The researcher asked the first group, "Sekarang mulai dari ekspresi yang pertama, Hi. Is it formal or informal?", the researcher asked to the students. The students answered, "Informal!". After being answered, the researcher asked the students to stick the expression on the board. The activities continued until all expressions stuck on the board. Then, the researcher stuck that board on the wall so the students could remember.... (Appendix C, Vignette 3, August 19<sup>th</sup>, 2014)

In the third meeting, the researcher taught a new material. It was the expressions of asking for and giving opinion. For teaching the material, she prepared the recordings and the dialogues. The following part of vignette below can be the evidence.

... After warming-up activity, the researcher distributed some dialogues to each student then asked the students to arrange the dialogues based on the recordings. The students were very serious listening to the dialogues. They were very enthusiastic doing the exercise. The recordings were played once since the students did not get difficulty in arranging the dialogues. After that, the students and the researcher discussed the right order of the dialogues. Then, the researcher asked the students to find the expressions of asking for opinion in those dialogues in pairs. While they discussed, the researcher checked the students' work. Almost all students could find the expressions easily. ... (Appendix C, Vignette 5, August 26<sup>th</sup>, 2014)

Then, in the fourth meeting, the researcher provided the flashcards to play "Opinion Poll" game and the board of the list of the expressions of asking for and giving opinion. The following part of vignette below can be the evidence.

... The researcher provided some flashcards and asked each student to pick one. The flashcards contained some things and the adjectives of those things. The students had to find the same flashcards by questioning their friends' opinions about those things. The students moved around the class to find their group. They asked for their friends' opinions through the expressions that had been discussed in the previous meeting. Almost all students did it well. They asked and answered in the right expressions. After the students found their partner, they did role-play in front of the class. After that, the researcher gave them random words. The students had to arrange those words into the right expressions of asking for and giving opinion. After arranging, the group stuck the expressions on the board.... (Appendix C, Vignette 6, August 28<sup>th</sup>, 2014)

Furthermore, the example of the media can be seen in the figure below.



Figure 6: The Example of Hand-made Media.

#### 3. Reflection

After implementing the actions in Cycle 1, the researcher and the collaborator had discussion to reflect the actions. It was done to fulfil the democratic and dialogic validity. The result of the reflections can be seen below.

### a. Applying cooperative games

Based on the observation during Cycle 1, applying cooperative games could arouse students' motivation. Doing more exercises through the games, the students were more motivated to learn speaking since they found that learning speaking English was fun. The following part of vignette can be as the evidence.

... The students were very enthusiastic doing the exercises. They were happy in learning speaking. They also looked more confident in practising their dialogue since they spoke unconsciously.... (Appendix C, Vignette 4, August 21<sup>st</sup>, 2014)

Moreover, the part of interview transcript also supports the vignette.

P:	"Kalau belajarnya pake game gitu suka nggak sih?"			
	("Do you like if we learn English through the games?")			
S10:	"Suka, Mbak. Asik jadinya, daripada cuma duduk diem."			
	("Yes, I like, Miss. It is more interested rather than we just sit			

	down.")
P:	"Iya, makasih ya."
	("Alright. Thank you.")

(Appendix D, Interview transcript 5)

P:	"Kalian merasa senang apa tidak kalau belajar speaking melalui game?"
	("Do you like if we learn speaking through the games?")
S20:	"Iya, Mbak. Suka."
	("Yes, I like.")
S21:	"Suka banget Mbak."
	("I like very much.")
P:	"Beneran suka?"
	("Really?")
S20:	"Iya, Mbak. Aku juga suka bahasa Inggris."
	("Yes, Miss. I also like English.")
P:	"Lalu, kalian merasa terbantu apa tidak kalau belajar speaking pakai
	game?"
	("Do you think that the games help you to learn speaking?")
S20:	"Iya, Mbak tentu."
	("Sure, Miss.")
P:	"Kenapa?"
	("Why?")
S20:	"Karena jadi lebih mudah."
	("Because it becomes easier.")
P:	"Terbantunya gimana?"
	("How do the games help you?")
S20:	"Jadi lebih banyak tahu tentang bahasa Inggris terus kosa katanya jadi
	tambah."
	("I more know about English and the vocabulary mastery also
	improved.")
S21:	"Jadi penasaran terus, besok apa lagi yaa."
	("I feel curious what will happen in the next day.")

(Appendix D, Interview transcript 7)

Besides arousing the students' motivation, applying the cooperative games also improved their speaking skills. While playing the games, they learned speaking unconsciously. They seemed not afraid of making mistake since they felt that they just played the game. The evidence of the truth can be seen in the interview transcripts below.

P:	"Jadi lebih suka belajar speaking nggak?"			
Г.	("Do you more like to learn speaking?")			
620.				
S20:	"Iya."			
CO 1	("Yes.")			
S21:	"Iya."			
<b>D</b>	("Yes.")			
P:	"Setelah pakai game, kemampuan speaking kalian jadi lebih meningkat			
	nggak?"			
	("Do your speaking skills improve after learning through the games?")			
S21:	"Iya."			
	("Yes.")			
S20:	"Lumayan."			
	("Yes, a little.")			
P:	"Meningkatnya bagaimana?"			
	("How do your speaking skills improve?")			
S20:	"Jadi lebih terbantu sama waktu istirahat jadi tertarik buat latihan			
	ngomong bahasa Inggris."			
	("The games can help me to learn English and in the rest time, I a			
	more interested to speak English.")			
P:	"Bagus dong. Berarti udah nggak malu lagi kalau ngomong di depan			
	orang banyak?"			
	("Good. Do you mean that you are not shy anymore to speak in front of			
	people?")			
S20:	"Enggak, Mbak."			
	("Yes. I don't feel shy.")			
S21:	"Masih malu sedikit."			
	("Just a little.")			
P:	"Kalau lewat game masih malu nggak?"			
	("Through the games, do you still feel shy?")			
S21:	"Nggak Mbak, kan sama-sama teman-teman."			
	("No. Because I am with my friends.")			
	(Annualis D. Intervious transprint 7)			

(Appendix D, Interview transcript 7)

P:	"Menurut Ibu implementasi di siklus pertama ini bagaimana?"			
	("What do you think the implementation in the first cycle?")			
GBI:	"Ya sudah bagus Mbak."			
	("It is good.")			
P:	"Kira-kira ada perlu diperbaiki tidak, Bu?"			
	("Are there any correction, Mam?")			
GBI:	"Mungkin activitynya lebih ditambah lagi mbak. Anak-anak yang sudah			
	selesai mengerjakan jadi cenderung kosong tidak punya kegiatan. Sama,			
	mungkin bisa pakai video Mbak biar lebih menarik lagi."			
	("The activities should be added because the students that had done the			
	exercise do not do anything. And, you can use video in the next meeting			
	to interest the students.")			

P:	"Oh iya Bu. Itu bisa jadi koreksi untuk siklus berikutnya. Kalau untuk				
	kemampuan siswanya bagaimana, Bu?"				
	("Alright, Mam. It could be the correction for the next cycle. How about				
	the students' ability?")				
GBI:	"Iya sudah ada kemajuan mbak. Tadi nyatanya mereka sudah bisa				
	membuat percakapan sendiri walau hanya diberi situasi ya meskipun masih pendek-pendek."				
	("There is an improvement. They can make their own dialogue				
	although they are just given a situation. It is better although they just				
	make a short dialogue.")				

(Appendix D, Interview transcript 4)

Furthermore, the improvement could be seen in the comparison between the mean scores in the pre-test and in Cycle 1. In the end of the cycle, the researcher did speaking assessment through role-play. She prepared the situations. The situations were based on the materials studied before and the students' speaking skills were scored by using the rubric of assessing speaking provided by Ministry of Education and Culture. The students' speaking skills were scored based on four aspects: pronunciation, intonation, fluency, and accuracy. The score of each aspect was from 1 to 5. The speaking assessment was done to support the qualitative evidence that had explained above. The comparison between the mean scores in the pre-test and in Cycle 1 is presented as follows:

Table 6: Comparison between the Mean Score of Each Aspect in the Pre-test and in Cycle 1

MEANS	P	I	F	A
Pre-test	2.3	1.9	2	1.8
Cycle 1	2.7	2.4	2.4	2.3
Gain	0.4	0.6	0.4	0.5

Explanation:

P : Pronunciation F : Fluency I : Intonation A : Accuracy

From Table 6, it can be seen that the mean scores of each aspect increased from the pre-test to the test of Cycle 1. The gain of the pronunciation and fluency mean scores are 0.4. Then, the gain of the intonation mean score is 0.6. Lastly, the gain of the accuracy mean score is 0.5. It means that the students' speaking skills in Cycle 1 improved after applying cooperative games.

### b. Providing various materials and media that are related to the teaching and learning process

After implementing this action, the collaborator and the researcher thought that this action was effective to make the students interested since they found something new in the teaching and learning process. After they got the materials, they directly did the exercises. They were very enthusiastic doing the exercises. Meanwhile, the listening activity also helped the students elicit the pronunciation and the intonation of the expressions studied. It had shown in the Table 6 above that there is improvement in Pronunciation and Intonation aspects. Furthermore, the media that consisted of the lists of the expressions and flashcards also supported the teaching and learning process. The lists of the expressions hanging on the wall made the students be more aware of and familiar with the expressions. Then, the use of flashcards also made them more active since they moved around the class when playing the "Opinion Poll" game and did not sit along the teaching and learning process.

In conclusion, the actions were quite successful because the students looked more motivated and interested in joining the teaching and learning process.

The following part of interview transcript below can be as the evidence.

P:	"Kalau menurut kalian, media yang saya pakai bagaimana? Kayak media
1.	yang ditempel di kelas itu?"
	("What do you think of the media I used? Like the hanging media.")
S21:	"Bagus Mbak, kreatif."
	("It is good, Miss. You are creative.")
S20:	"Iya, Mbak. Bisa menambah wawasan."
	("Yes, it can improved my knowledge.")
P:	"Menambah wawasan yang bagaimana?"
	("How does it improve your knowledge?")
S20:	"Ya jadi tahu, Mbak. Ekspresi apa aja."
	("I more know what the expressions are.")
P:	"Jadi lebih termotivasi buat belajar nggak?"
	("Are you more motivated to learn?")
S20:	"Iya."
	("Yes.")
S21:	"Iya."
	("Yes.")

(Appendix D, Interview transcript 7)

Therefore, the various materials and media would be implemented in the next cycle. However, there were some additional materials and media that would be implemented to make the students more motivated in joining the teaching and learning process. The additional materials and media were proposed by the students and the collaborator. Here are the evidences in the form of interview transcript.

S20:	"Mbak, kapan-kapan pake video/film. Jadi lebih seru."				
	("Miss, we should use video or film someday. It will be more				
	interested.")				
P:	"Oh iya, besok ya saya carikan video. Makasih sarannya."				
	("Okay, I will look for the video tomorrow. Thank you for the				
	suggestion.")				
S20:	"Sama-sama, Mbak."				
	("You're welcome.")				

(Appendix D, Interview transcript 3)

P:	"Kira-kira ada perlu diperbaiki tidak, Bu?"		
	("Are there any correction, Mam?")		
GBI:	"Mungkin activitynya lebih ditambah lagi mbak. Anak-anak yang sudah		
	selesai mengerjakan jadi cenderung kosong tidak punya kegiatan. Sama,		
	mungkin bisa pakai video Mbak biar lebih menarik lagi."		

("The activities should be added because the students that had done the exercise do not do anything. And, you can use video in the next meeting to interest the students.")

(Appendix D, Interview transcript 4)

Based on the reflection above, cooperative games, the various materials, and the media could be implemented well in this cycle. The expected results were also successfully achieved. In this cycle, the students were more motivated in joining the teaching and learning process, were more confident in learning speaking, and got improvement on the speaking skills. Furthermore, there are some evaluations that should be considered before the implementation in the next cycle. The evaluation can be seen in the table below.

Table 7: The Evaluation of the Implementation of Cycle 1.

Actions in	Reflection	Conclusion	Recommendation for
Cycle 1			Cycle 2
Applying cooperative games	Applying cooperative games made the students more confident in speaking and motivated in joining the teaching and learning process. Moreover, the games also made the students work cooperatively and respect other students.	Cooperative games would be applied again in Cycle 2.	In the next cycle, those games i.e. "Estafette" game and "Opinion Poll" game would be replaced by "Whispering" game and "Lava Pit" game. The change of the game had been adjusted to the materials.
Providing the various materials and media related to the teaching and learning process of speaking	The various materials could enrich the students' exercises. But, the exercises could be added since the students that had done the exercises did not do anything.	The various materials would be added in Cycle 2.	The various materials would be provided again in the next cycle since they had a better impact to the students to enrich the exercises. In addition, the materials would be added to avoid the free time.

(Continued)

Actions in	Reflection	Conclusion	Recommendation for
Cycle 1			Cycle 2
Cycle 1	Listening activity had a good impact during the implementation of the Cycle 1. Through this activity, the students were more aware of and familiar with the pronunciation and the intonation of the expressions. However, the listening activity could be done through video so that the students also	The listening activity would be implemented in Cycle 2 through providing video.	Since the listening activity made a positive effect in the teaching and learning process, the researcher and the collaborator decided to provide the listening activity in the next cycle. In the next cycle, the researcher would also provide the video to facilitate the students to learn the facial
	learned the facial expressions.		expressions while speaking.
	Other media that had implemented in the Cycle 1 were really helped the students to be more familiar with the expressions.	The other media would be applied again in Cycle 2.	It was better if the media would be implemented again in the next cycle. The media would be more various and colorful in the next cycle.

### C. Reports of Cycle 2

### 1. Planning

After reflecting the implementation in Cycle 1, the collaborator and the researcher determined the actions that would be implemented in Cycle 2. The main goal of this research was the same as in Cycle 1 that to improve the students' speaking skills through cooperative games. Since the actions that had implemented in Cycle 1 were quite successful to solve the problems, the collaborator and the researcher decided to implement the same actions as in Cycle 2. Moreover, there would be some new actions that would be implemented in

Cycle 2. They were providing addition materials and videos. The implementation of the addition materials and media was expected to make the teaching and learning process more interesting and the students' speaking skills could significantly improve.

The implementation of the actions in Cycle 2 was based on the evaluation of Cycle 1.

### a. Applying cooperative games

Cooperative games would be implemented again in Cycle 2 where cooperative games were the technique that would be done to improve the students' speaking skills. Cooperative games that would be implemented were based on the materials. Moreover, through the games, the researcher would see the students' motivation and the students' speaking skills.

In this cycle, the researcher would apply "Whispering" game and "Lava Pit" game. "Whispering" game would be applied in teaching the expressions of checking understanding. The materials that should be prepared were three kinds of exercises: incomplete dialogues, random words, and situations. The procedure of "Whispering" game can be seen below.

#### **Whispering Game**

Game type : Team game

Language : Checking understanding

Group size : 6-7 persons

Materials : Incomplete dialogues, random words, and situation

Procedure : 1. Divide the students into four groups.

2. Each group stands in a line.

3. Do the exercises alternately. The first person in a line faces the exercise then whispers the answer to the person behind him/her until the last person.

- 4. Arrange the random words into the right expressions then give it to the person front of him/her until the first person.
- 5. Stick the right expressions on the dialogue then move to the back of the line.
- 6. Sit in a group when all incomplete dialogues had been done.
- 6. Make the dialogues based on the situation.
- 7. Do role-play in front of the class.

Meanwhile, "Lava Pit" game would be applied in teaching the expressions of showing appreciation. The materials that should be prepared were paper plates and flashcards. The procedure of "Lava Pit" game can be seen below.

### Lava Pit Game

Game type : Movement game Language : Showing appreciation

Group size : 10-15 persons

Materials : Paper plates and flashcards.

Procedure : 1. Divide the class into two groups.

- 2. Make up a story that the group has to move to another place because of some disaster and has to across a field of hot lava.
- 2. Give each group paper plates explaining that when they step on these plates they will not sink into the lava.
- 3. Work cooperatively so all members of the group can across the field of hot lava safely. Only one person can be on a plate at a time and the plates may be picked up and moved.
- 4. Give flashcard to each student as the reward when all members had arrived in the 'safe area'.
- 5. Ask each student to compliment other students based on the flashcard they have.

### b. Providing various materials and media that are related to the teaching and learning process

The materials and the hand-made media were also implemented in Cycle

2. Moreover, the researcher would also provide additional materials and videos in order to make the teaching and learning process more effective. The additional

materials could fill the students' free time. The materials would contain complete and incomplete dialogues, pictures, and PowerPoint presentation. Moreover, through the video, the students would know more about the pronunciation, the intonation, and the facial expressions while speaking. Furthermore, the hand-made media were still used. It would be in the forms of the lists of the expressions studied, flashcards, and game board.

### 2. Acting and Observing the Action

The actions in this cycle were done in four meetings. Those were on September 4<sup>th</sup>, 11<sup>th</sup>, and 18<sup>th</sup>, 2014. The schedule can be seen in the table below.

Table 8: The Schedule of Cycle 2

Meeting	Day and Date	Time	Materials
1	Thursday, September 4 <sup>th</sup> ,	2 x 40	Expressions of checking
	2014		understanding.
2	Thursday, September 11 <sup>th</sup> ,	2 x 40	Expressions of checking
	2014		understanding.
3	Thursday, September, 18 <sup>th</sup> ,	2 x 40	Expressions of showing
	2014		appreciation.
4	Thursday, September, 25 <sup>th</sup> ,	2 x 40	Speaking test.
	2014		

### a. Applying cooperative games

Cooperative games implemented in the middle of the teaching and learning process. The games implemented were "Whispering" game and "Lava Pit" game. "Whispering" game was played in the second meeting in order to facilitate the students learning the expressions of checking understanding. In "Whispering" game, the students were divided into four groups. Each group consisted of six

students since there was a student that was absent. The activity of the game can be seen in the following part of vignette below.

... After that, the researcher asked the students to make five groups. But, a student was absent so the students suggested to make four group where each group would consist of six students. Before the game was played, the researcher asked all students to stand up and to make a line in their group. The first person of the line would do the exercise and the last person of the line would arrange the expressions. After the first person opened the exercise, he/she whispered the answer to his/her friend behind him/her. The second, the third, the fourth, and the fifth persons did what the first person had done (whispering). After getting the answer, the last person arranged the expressions and gave the expressions forward until the first person got the expressions. Then, the first person stuck the expressions on the exercise. When the first person had done the first exercise, he/she moved to the back of line and the second person moved forward and became the first person in the line. After all students did the exercises (incomplete dialogues), the researcher gave the situations. They sat down and made the dialogues based on the situations. Then, they had to practise their dialogues in front if the class. ... (Appendix C, Vignette 9, September 11<sup>th</sup>, 2014)

Then, "Lava Pit" game was played in the third meeting in order to facilitate the students learn the expressions of showing appreciation. Firstly, the researcher divided the class into two groups. They were female group and male group. The activity of the game can be seen in the following part of vignette below.

... Then, the researcher asked to the students to imagine that they were in danger. Their class was their village. The students were the citizens of the village. One day, the village got disaster. It was volcanic eruption. All citizen of the village had to move to another village where beautiful things would be seen. Unfortunately, the only bridge that would be used to cross was broken. The citizen had to use the paper plates as the tool to cross the river that had been full of lava. Each group had to work cooperatively to cross the river. After arriving to the new village, each citizen took one

flashcard as the beautiful thing they had. After that, the researcher asked to each student what they got. Each student showed the flashcard and said what it is using the adjective clause that had been learned. Then, the students had to move around the class to show their appreciation of other students' thing.... (Appendix C, Vignette 10, September 18<sup>th</sup>, 2014)

### b. Providing various materials and media that are related to the teaching and learning process

Like in Cycle 1, providing materials and media that could support the teaching and learning process was implemented in each meeting. In teaching the expressions of checking understanding in the first meeting, the researcher provided some pictures, dialogues, and a board of the lists of the expressions of checking understanding. Firstly, she showed the pictures of the example dialogues and asked the students to find the expressions of checking understanding. To deepen the students' understanding, she distributed some examples of dialogues to each student. Through the dialogues, the students were asked to find the expressions of checking understanding and then to practised the dialogues with their friend. It is shown in the vignette below.

... After that, the researcher gave a piece of paper that contained some dialogues to each student. The students were asked to find the expressions of checking understanding and to practise the dialogues with their tablemate. While the students were reading, the researcher walked around the class to check the students whether they found the difficulty in finding the expressions or not. Then, the researcher asked some students to practise the dialogues in front of the class and discussed what the expressions of checking understanding are together. "What is the expressions of checking understanding in the first conversation?", asked the researcher. The students could answer correctly then the researcher asked the students who practised the dialogue found the expressions and stuck it on the board. After all dialogues had been discussed, the researcher asked the students to look at the dialogues again to find the expressions of responding the checking understanding expressions. "Look at the first conversation! After the woman

said 'Are you following me', what did the man say?", asked the researcher. Looking at the dialogues, the students could answer correctly. While answering, the students were asked to stick the answers on the board. After all expressions had been stuck, the researcher pronounced each expression and asked the students to repeat.... (Appendix C, Vignette 8, September 4<sup>th</sup>, 2014)

In the second meeting of Cycle 2, the researcher provided the materials such as the incomplete dialogues and the situation but they did not be distributed to each student. The materials were used in playing "Whispering" game.

In the third meeting, the students learned the expressions of showing appreciation. For teaching the expressions of showing appreciation, the researcher prepared the video, the presentation, the game board, and the lists of the expressions of showing appreciation. All media were used to deliver the materials. In that meeting, the students did not use pen and paper during the teaching and learning process and they shouted that they were very happy. The vignette below can be the evidence.

... Then, the researcher opened the presentation. "Today, we will learn about the expressions of showing appreciation." said the researcher. "Apa itu showing appreciation?", the researcher asked to the students. Some students were quiet. "Showing apa?", asked the researcher. "Menunjukkan." answered some students. "Kalo appreciation?", asked the researcher. "Apresiasi." answered some students. "Jadi showing appreciation sama dengan memuji. Now, let's see the video." explained the researcher. The researcher played the video that showed some conversation about the expressions of showing appreciation. The researcher played the video twice and then played slowly to analyse the expressions of showing appreciation in the conversations. "Let's see the conversation one. What is the expressions of showing appreciation in the conversation one?", asked the researcher. "You give a very clear direction." answered the students. While the students answered, the researcher wrote the expressions on the whiteboard. The students and the researcher discussed all expressions which were in the video. After that, the researcher asked the students to analyse the key words that usually appeared in the expressions. "Look at the expressions. Kira-kira kata apa yang biasa muncul?", the researcher asked but no one answered. "Coba

lihat dulu ekspresi yang pertama. 'You give a very clear direction.' maksudnya apa ya? Tadi dalam percakapan ada bule yang tanya suatu tempat ya, terus dikasih tahu petunjuk arahnya. Terus bulenya ngomong, 'You give a very clear direction.' Jadi petunjuk arah yang dikasih itu je?" "Las.." "Iya, jelas." explained the researcher while underlining the word 'clear'. After being explained, the students more understood. Until the last expressions, they know the meaning of the expressions so the researcher asked, "Jadi kata-kata apa yang biasa muncul?". Some students answered, "Kata sifat." and some students answered, "Adjectives.". "Iya betul, adjectives atau kata sifat. Tentunya menggunakan kata sifat yang positif ya, kan digunakan untuk *memuji*. Okay, now let's see the picture." the researcher showed some pictures in the presentation and asked the students to analyse the adjectives that could explain the pictures. "Kata sifat apa yang dapat menggambarkan gambar ini?" asked the researcher and the students answered, "Beautiful.". "Right." said the researcher while showing other pictures. The students could answer all the pictures well. Then, the researcher showed the dialogues and offered who would read the dialogues. The students put their hand up. They were very enthusiastic learning English through the presentation. After the students read, the students and the researcher discussed what expression that was in the dialogues. Next, the researcher showed the matching game board. The game was like the usual game where the players had to find the similarity or the pair of something. To reach the goal of the teaching and learning today, the researcher made the matching game where the players had to find the adjectives of the pictures. The researcher asked each student to open two flashcards. If it was not suitable, the flashcards had to be closed again. The students were very happy to play the game. The students were not patient to wait for their turn. Almost all students came to the front of the class to see their friend played the game while waiting for their turn. After all flashcards opened, the researcher continued to the board of the list of the expressions of showing appreciation. The rest students who did not play the matching game were asked to stick the adjectives on the list board based on the **pictures.** When the games were over, all students had played the games. Then, the researcher pronounced the expressions of showing appreciation based on the list and asked the students to repeat. ... (Appendix C, Vignette 10, September 18<sup>th</sup>, 2014)

### 3. Reflection

After implementing the actions in Cycle 2, the collaborator and the researcher had discussion again to make the final reflection. It was done to fulfil

the democratic and dialogic validity. The results of the reflections can be seen below.

### a. Applying cooperative games

Cooperative games were successfully applied during the teaching and learning process in Cycle 2. Cooperative games were played in each new material. Cooperative games really helped the students kill the boredom since the time of English teaching and learning process in VIII E class was in the afternoon. Through the games, the students were very happy and enthusiastic joining the teaching and learning process. The following part of vignette below can be the evidence.

... They were very happy because today they did not need to study seriously. They really liked to move around since they had sat all day.... (Appendix C, Vignette 10, September 18<sup>th</sup>, 2014)

The games also more helped the students learn speaking. The following part of interview transcript below can be the evidence.

P:	"Jadi merasa terbantu nggak kalau belajar speaking pakai game?"
	("Do you feel be helped when learning speaking through the games?")
S22:	"Iya."
	("Yes, I do.")
P:	"Terbantunya gimana?"
	("How do the games help you?")
S22:	"Jadi lebih cepet mudengnya."
	("I could know the materials fast.")
P:	"Jadi lebih suka belajar speaking nggak?"
	("So, do you more like to learn speaking?")
S22:	"Iya. Suka banget."
	("Yes, of course.")

(Appendix D, Interview transcript 7)

P:	"Bagaimana	tanggapan	Ibu	mengenai	cooperative	games	yang	saya
	terapkan dala	ım kelas ini?	,,,					

	<del>-</del>					
	("What do you think of the cooperative games that had been applied in					
	this class, Mam?")					
GBI:	"Menurut saya, karena saya juga belum pernah memakai game yang					
	sekomplit ini Mbak, paling sekedar saja, tapi dengan penelitian Mbak					
	Pamela ini lumayan menarik bahkan saya contoh terapkan di kelas lain.					
	Anak-anak juga lebih semangat. Meskipun tidak semuanya aktif, tapi					
	paling tidak, semua terlibat."					
	("I think it is good, because I did not use these complete games yet, I					
	will imitate the game to be applied in other classes. The students were					
	looked more enthusiastic. Although not all students were active, they					
	could involve well.")					
P:	"Jadi lebih bisa memotivasi siswa ya, Bu?"					
	("Could it motivate the students?")					
GBI:	"Iya, jadi nggak ngantuk-ngantukan. Biasanya kalau jam terakhir kan					
	bosan."					
	("Yes, it could. The students did not feel sleepy and bored because					
	they studied in the afternoon.")					

(Appendix D, Interview transcript 10)

Furthermore, the researcher also analysed the students' speaking scores after assessing the students to support the qualitative data of the research. Then, the researcher compared the mean scores of each aspect in Cycle 1 and Cycle 2. The following table below can show the comparison.

Table 9: Comparison between the Mean Score of Each Aspect in Cycle 1 and in Cycle 2

MEANS	P	I	F	A
Cycle 1	2.7	2.4	2.4	2.3
Cycle 2	3.7	3.6	3.2	3.4
Gain	1.0	1.2	0.8	1.1

Explanation:

P : Pronunciation F : Fluency
I : Intonation A : Accuracy

Table 9 showed that there is the improvement in each aspect of speaking from Cycle 1 to Cycle 2. The gain of the pronunciation mean scores is 1.0. Then, the gain of the intonation mean scores is 1.2. The gain of fluency mean score is

0.8. Lastly, the gain of the accuracy mean scores is 0.5. From the reflection, it can be concluded that the students' speaking skills improved after applying cooperative games.

### b. Providing various materials and media that are related to the teaching and learning process

After implementing the actions, the researcher could see that the materials and the media were effective to be used since the students were very happy and enthusiastic in joining the teaching and learning process. They listened carefully to the recordings and did not chat with their tablemate. They also did the exercises well. The following part of interview transcript can reveal the truth.

P:	"Kalau media yang saya pakai kayak yang ditempel-tempel itu suka
	nggak?"
	("Do you like the media that I used?")
S19:	"Suka banget, Mbak."
	("I really like, Miss.")
P:	"Kenapa sukanya?"
	("Why?")
S18:	"Jadi lebih jelas, Mbak."
	("The material becomes more clear, Miss.")
P:	"Terus jadi lebih termotivasi nggak?"
	("So, are you more motivated?")
S18:	"Iya, Mbak. Jadi lebih semangat buat belajar bahasa Inggris."
	("Yes. I am more motivated to learn English.")

(Appendix D, Interview transcript 9)

P:	"Kalau activity yang biasa saya bagi itu bagaimana?"
	("What do you think of the activities that are usually used?")
S20:	"Suka juga, Mbak."
	("I like it, Miss.")
P:	"Kalau dibanding soal-soal yang di LKS suka yang mana?"
	("Which one better if it is compared with the activities in the textbook?")
S21:	"Suka yang di kertas bisa menambah soal-soal. Kalau yang di LKS membosankan."
	("I prefer the activities that you used because it can add the activities
	collection. The activities that were in the textbook were boring.")

(Appendix D, Interview transcript 7)

P:	"Kalau mengenai media dan materi yang saya pakai bagaimana, Bu?" ("What do you think of the media and materials that I used, Mam?")				
GBI:	"Sudah bagus, sudah sesuai juga. Kemudian medianya juga sangat menarik untuk anak-anak."  ("Good. It was suitable with the materials. Then, the media was very attractive for the students.")				

(Appendix D, Interview transcript 10)

Furthermore, all data that were obtained during the research fulfilled all criteria of validity. The democratic and dialogic validity were fulfilled by involving the collaborator in reflecting the actions that had been implemented. In the process of reflecting the actions, the researcher and the collaborator held the discussion to evaluate the teaching and learning process. Then, the outcome and catalytic validity were fulfilled in accordance with the improvement of the students' speaking skills. The process validity was fulfilled during the research and when the researcher used the data that were in the forms of vignettes, interview transcripts, and the recordings of students' test. Next, the reliability of the data was fulfilled when the researcher used the scores of students' speaking performance, interview transcripts, and vignettes. In scoring the students' performance, the researcher used inter-rater (more than one rater). Moreover, the researcher used triangulation during the research. The data collected from the research were collected over period of time (time triangulation). The research was also observed by more than one observer, they were the researcher and the collaborator (investigator triangulation). Lastly, the data collected from the research were analysed by more than one perspective (theoretical triangulation).

Based on the implementation of all actions in two cycles, there was the improvement on the students' speaking skills. It meant that the objective of the

research was successfully achieved. Therefore, the researcher and the collaborator decided that the research was end in this cycle.

### D. Findings and Discussion

This research was started on August 19<sup>th</sup>, 2014 and ended on September 25<sup>th</sup>, 2014. The research objective was to improve the students' speaking skills of Grade VIII E students of SMP Negeri 2 Piyungan through cooperative games. The actions had been successfully implemented in two cycles.

Before implementing the actions, the researcher found many problems related to the speaking teaching and learning process. Firstly, the students' speaking skills were low because they found difficulty in pronunciation, intonation, fluency, and accuracy. The students could not pronounce the English words properly. The intonation was not really good and they also could not deliver their speech smoothly. The hesitation that they made was the result of the students' nervousness since they felt forced to speak. The low students' speaking skills made the students feel shy when they had to speak in front of the class. The students also found the difficulty in arranging the dialogues since their grammar was incorrect and they were lack of vocabulary. Secondly, the problems were also related to the media and materials. The teacher did not use the listening media as the input in teaching speaking. The materials were also less various since the teacher just used the materials from the textbook. Therefore, the students often felt bored in joining the teaching and learning process.

After implementing the actions, the researcher found some changes in the teaching and learning process. The application of cooperative games could improve the students' speaking skills. Through the games, the students could feel relaxed when they spoke. By playing the games, they learned to speak English unconsciously so they did not feel forced. They also could speak more fluent than before. Although they hesitated slightly, they looked more confident. In process of time, the hesitation could decrease. Furthermore, the games also facilitated them to learn grammar and to enrich their vocabulary. They now could arrange the sentences and make the dialogues by themselves.

Meanwhile, the implementation of providing various materials and media in the teaching and learning process was successful. The materials could enrich the exercises and the activities. The use of media also helped the students learn speaking. Through the recordings and the video, they could know the right pronunciation and intonation. They could pronounce the English words better than before. Other media also changed their attitudes. They looked more active and enthusiastic in joining the teaching and learning process.

In reference to the discussion above, the following table presents the summary of changes of the teaching and learning process related to the implementation of each action.

Tabl	ble 10: The Summary of Changes of the Teaching and Learning Process						
No	Before the Ir	nplementation	After the Implementation				
			Cycle 1	Cycle 2			
1	Pronunciation The students could not pronounce the English word properly.	The students often pronounced the English words based on the written style.	The students pronounce the English words better than before. They could change the pronunciation when they mispronounced with the researcher's guidance.	They could change the pronunciation when they mispronounced without the researcher's guidance.			
2	Intonation The students could not deliver their speech in right intonation.	The students often spoke in flat intonation.	Some students could speak in falling or raising intonation based on the type of the sentences.	Almost all students could speak in falling or raising intonation based on the type of the sentences.			
3	Fluency The students often hesitated when they spoke.	The students often said 'eemm' while speaking.	The students decreased the hesitation slightly.	Most students deliver their speaking fluently without hesitation.			
4	Accuracy The students lacked of vocabulary and often misplaced the words.	The students could not know the meaning of the situations given.  The students found difficulty in generating ideas.	The students could make the dialogues directly after they got the situations. However, some students asked the meaning of the certain words. The students could generate ideas. They could start a conversation with the researcher's guidance.	The students could make the dialogue well without asking the meaning of the words.  Most of the students could start a conversation without the researcher's guidance.			

No	Before the Implementation		After the Implementation		
		•	Cycle 1	Cycle 2	
		The students could not arrange the sentences well.	The students decreased their errors in arranging the sentences. However, some students misplaced the words in the sentences.	Almost all students placed the words in right order.	
		Most of the students often forgot to put the expressions in their dialogues.	The students were more familiar with the expressions although they often used the same expressions in all situations.	Most students used various expressions based on the situations.	
5	Materials and activities The materials and activities were less various.	The teacher only used the textbook during the teaching and learning process. The condition made the students felt bored and less motivated in joining the teaching and learning process.	The students got various materials and activities. Those materials and activities could enrich the students' exercises. The condition made the students more interested and more motivated in joining the teaching and learning process. However, the materials should be added since some students needed more exercises.	The students got various materials and activities. Those materials and activities could enrich the students' exercises. The condition made the students more interested and more motivated in joining the teaching and learning process. The added materials could make the students calmer since they did not have free time to disturb other students.	

(Continued)

No	Before the Ir	nplementation	After the Imp	lementation
		_	Cycle 1	Cycle 2
6	Listening media The teacher did not use listening media as an input to teach speaking.	The teacher asked the students to read before they practised their speaking. Through the reading activity, the students could not know the right pronunciation and intonation in learning speaking.	Through listening media, the students were more familiar with the pronunciation and intonation in learning speaking.	The students were more familiar with the pronunciation and intonation in learning speaking especially when the researcher showed them the video. Through the video, the students also knew the facial expression
	Other media The teacher did not use other media to help the students in the teaching and learning process of speaking.	There were no media that could help the students learn speaking. Without the media, the students often forgot the expressions that they had learned.	The media made the students more interested and enthusiastic in joining the teaching and learning process. The students were also more helped in remembering the expressions.	while speaking. The more colorful media made the students more interested and enthusiastic in joining the teaching and learning process.

Furthermore, the improvement of the students' speaking skills could be seen in the table below. The mean scores of each aspect of speaking: pronunciation, intonation, fluency, and accuracy improved.

Table 11: Comparison between the Mean Score of Each Aspect in the Pre-

test, in Cycle 1 and in Cycle 2

MEANS	P	I	F	A
Pre-test	2.3	1.9	2	1.8
Cycle 1	2.7	2.4	2.4	2.3
Cycle 2	3.7	3.6	3.2	3.4

Explanation:

P : Pronunciation F : Fluency I : Intonation A : Accuracy

From Table 11, it can be seen that there is improvement in each aspect of speaking. According to the comparison among the mean scores of each aspect of speaking from the pre-test, Cycle 1, and Cycle 2, it can be concluded that the students' speaking skills of Grade VIII E of SMP Negeri 2 Piyungan improved after the implementation of the cooperative games.

### CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

The research focused on improving the speaking skills of Grade VIII E students of SMP Negeri 2 Piyungan in the academic year of 2014/2015 through cooperative games. As stated in the previous chapter, it could be concluded that the implementation of all actions was successful and made positive changes in the teaching and learning process. The conclusions can be seen as follows:

- 1. The action of applying cooperative games in the teaching and learning process of speaking was successful to improve the students' speaking skills. Through the games, the students could feel relaxed when they spoke. They could be more confident in speaking. By playing the games, the students also learned to speak English unconsciously so they did not feel forced. The students also could speak more fluent than before. Furthermore, the games also facilitated the students to learn grammar and to enrich their vocabulary. The students now could arrange sentences and make dialogues by themselves. The students' improvement on speaking skills also could be seen in the students' speaking scores. From the mean scores in the pre-test, Cycle 1, and Cycle 2, it could be concluded that the students made improvement on each aspect of speaking. The mean scores showed the significant improvement on pronunciation, intonation, fluency, and accuracy aspects.
- 2. Cooperative games could make the atmosphere more interesting and fun in the classroom. The games also changed the students' attitudes. The students

looked very active and enthusiastic in joining the teaching and learning process.

3. The action of providing various materials and media in the teaching and learning process could enrich the students' exercises and activities. Moreover, the use of media could help the students in learning speaking. Through the recordings and videos, the students were more familiar with pronunciation, intonation, and facial expressions. Furthermore, through the hand-made media given by the researcher, the students were more aware of the expressions. Those media were also useful in arousing the students' motivation in joining the teaching and learning process.

### **B.** Implications

From the results of the research, the implementation of cooperative games supported by the accompanying actions can improve the speaking skills of Grade VIII E students of SMP Negeri 2 Piyungan in the academic year of 2014/2015. The implications of the actions are presented as follows:

1. Cooperative games that were applied in the teaching and learning process could improve each aspect of the speaking skills: pronunciation, intonation, fluency, and accuracy. Furthermore, the games could arouse the students' motivation and enthusiasm in joining the teaching and learning process. It implies that cooperative games are useful to be implemented in the teaching and learning process.

- 2. In addition, the situation given before the students did role-play also helped the students more familiar with and aware of daily conversations and practise speaking more in the classroom. It implies that situations are very helpful in the teaching and learning process of speaking.
- 3. The various materials and media successfully aroused the students' interest and motivation in joining the teaching and learning process. Moreover, the hand-made media could make the students more familiar with and aware of the expressions that had been studied. It implies that various materials and media are very beneficial to the teaching and learning process.

### C. Suggestions

Based on the conclusions and the implications explained before, there are some suggestions for the English teachers and the other researchers.

### 1. For the English teachers

This research could prove that cooperative games could improve the students' speaking skills. Therefore, the English teachers are suggested to implement various techniques that are suitable with the students' needs and condition. One of the techniques suitable for the Grade VIII E students of SMP Negeri 2 Piyungan is cooperative games. Through the games, the students can learn to speak unconsciously and without feeling shy and forced.

Furthermore, the English teachers should provide various materials, activities, and media in order to facilitate the students' learning. Through the

various materials, activities, and media, the students are more interested and motivated in joining the teaching and learning process.

### 2. For other researchers

Since the research only focuses on the improvement of the students' speaking skills through the cooperative games, the researcher suggests to the other researchers who are interested in the same field to conduct other studies on the same issues in other skills and other levels of education.

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## **APPENDICES**

# APPENDIX A: COURSE GRIDS

Name of the School: SMP Negeri 2 Piyungan

Subject : English Grade/Semester : VIII/1

Time Allocation : 4 x 40 minutes (2 meetings)

# Kompetensi Inti

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

						Evaluatio	n		
Basic Competence	Learning Objective	Indicators	Learning Materials	Activities	Tech- nique	Instru- ments	The example of instrument	Media	Learning Sources
1.1.Mensyukuri	At the end of	1. Identifying	Key	Observing	Role-	Practise	Attached	• Texts	www.esl-
kesempatan	the lesson,	the	vocabulary:	• Students	play	a		<ul> <li>Recording</li> </ul>	<u>lab.com</u>
dapat	the students	expressions	Hello, hi,	read the		convers		• List board	
mempelajar	are able to	of asking	good morning,	texts about		ation in			Fletcher, A.
i bahasa	use the	for	good	asking for		front of			and Kunst, K.

Inggris	expressions	someone's	afternoon,	someone's	the class	2006. <i>Guide</i>
sebagai	of	attention.	excuse me,	attention.	based on	to
bahasa	asking for	2. Expressing	may, I, have,	<ul> <li>Students</li> </ul>	the	Cooperative
pengantar	someone's	asking for	your,	listen to the	situation	Games for
komunikasi	attention and	someone's	attention,	recording		Social
Internasion	to respond to	attention.	please, help,	about asking		Change.
al yang	the	3. Responding	look.	for		Olympia:
diwujudkan	expressions	to the		someone's		Common
dalam	fluently and	expressions	Key	attention		Action.
semangat	accurately in	of asking	expressions:	dialogue.		
belajar.	daily life.	for	1. Hi!	<ul> <li>Students</li> </ul>		Kementerian
2.1.Menunjuk		someone's	2. Hello!	follow the		Pendidikan
kan		attention.	3. Good	interaction		dan
perilaku			morning.	of asking		Kebudayaan.
santun dan			4. Good	for		2014. When
peduli			afternoon.	someone's		English Rings
dalam			5. Excuse me.	attention.		a Bell.
melaksanak			6. Harry!	<ul> <li>Students</li> </ul>		
an			7. May I have	imitate the		
komunikasi			your	interaction		
interperson			attention?	of asking		
al dengan			8. Attention,	for		
guru dan			please.	someone's		
teman.			9. Help!	attention.		
2.2.Menunjukk			10. Look!	• With the		
an perilaku				teacher's		
jujur,			Dialogue:	guidance,		
disiplin,			Teacher:	students		
percaya			Attention,	analyse the		

diri, dan		please!	expression			
bertanggu		Students: Yes,	of asking			
jawab		Ma'am.	for			
dalam		wa am.	someone's			
melaksanak			attention			
an			from the			
komunikasi			texts and the			
transaksion			recording.			
al dengan						
guru dan			Questioning			
teman.			<ul> <li>Students ask</li> </ul>			
2.3.Menunjukk			the			
an perilaku			expressions			
tanggung			of asking			
jawab,			for			
peduli,			someone's			
kerja sama,			attention in			
dan cinta			English and			
damai,			in Bahasa.			
dalam			Students ask			
melaksanak			the key			
an			vocabulary			
komunikasi			of asking			
fungsional.			for			
3.1.Menerapka			someone's			
n struktur			attention			
teks dan			expressions.			
unsur			_			
kebahasaan			• Students ask			
KCGanasaan			pronunciatio			

untuk	no	of asking		
melaksanak	for			
an fungsi	SO	meone's		
sosial dari	att	tention		
uangkapan	ex	pressions.		
meminta		udents ask		
perhatian,	the	e		
mengecek	dit	fferences		
pemahaman	be	tween the		
,	ex	pressions		
menghargai		formal		
kinerja	for	rm and in		
yang baik,	int	formal		
dan	for	rm.		
meminta				
dan	Expe	rimentin		
mengungka	g			
pkan		udents		
pendapat,	sta	ate		
serta	op	oinion		
responnya,	ab	out the		
sesuai	ex	pressions		
dengan		asking		
konteks	for	r		
penggunaan		meone's		
nya.		tention		
4.1. Menyusun		rough		
teks lisan		scussing		
sederhana	the	e		

_						_
	untuk		dialogues			Ì
	mengucapk		with their			
	an dan		friends and			
	merespon		teacher.			
	ungkapan					
	meminta		Associating			
	perhatian,		<ul> <li>Students</li> </ul>			
	mengecek		compare the			
	pemahama		expressions			
	n, dan		of asking			
	mengharga		for			
	i kinerja		someone's			
	yang baik,		attention in			
	serta		the textbook			
	meminta		and in other			
	dan		materials.			
	mengungk		<ul> <li>Students</li> </ul>			
	apkan		compare the			
	perndapat,		expressions			
	dengan		of asking			
	memperhat		for			
	ikan fungsi		someone's			
	sosial,		attention in			
	struktur		English and			
	teks, dan		in Bahasa.			
	unsur					
	kebahasaan		Communicati			
	yang benar		ng			
	dan sesuai		<ul> <li>Students</li> </ul>			

konteks.		look for the			
Kontoks.		expression			
		of asking			
		for attention			
		in the			
		crossword.			
		<ul> <li>Students</li> </ul>			
		complete			
		the dialogue			
		using the			
		expression			
		of asking			
		for			
		someone's			
		attention.			
		<ul> <li>Students</li> </ul>			
		make the			
		dialogue			
		using the			
		expression			
		of asking			
		for			
		someone's			
		attention			
		and then			
		practice it			
		with their			
		friends.			

		Creating			
		<ul> <li>Students do</li> </ul>			
		role-play			
		about asking			
		for			
		someone's			
		attention.			
		(all steps are			
		packed into			
		packed into "Estafette"			
		Game)			

Name of the School: SMP Negeri 2 Piyungan

Subject : English Grade/Semester : VIII/1

Time Allocation : 4 x 40 minutes (2 meetings)

# Kompetensi Inti

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

						Evaluatio	n		
Basic Competence	Learning Objective	Indicators	Learning Materials	Activities	Tech- nique	Instru- ments	The example of instrument	Media	Learning Sources
1.1.Mensyukuri	At the end of	1. Identifying	Kev	Observing	Role-	Practise	Attached	• Texts	www.english
kesempatan dapat mempelajar i bahasa	the lesson, the students are able to use the	the expressions of asking for and	vocabulary: You, your, opinion, feel, think, believe,	• Students read the texts about asking for	play	a convers ation in front of		• Recording • Flashcard • List board	club.com www.youtube .com

Inggris	expressions	giving	view, sure,	opinion and	the class	Fletcher, A.
sebagai	of	opinion.	have, what,	giving	based on	and Kunst, K.
bahasa	asking for	2. Expressing	guess	opinion.	the	2006. <i>Guide</i>
pengantar	and giving	asking for		<ul> <li>Students</li> </ul>	situation	to
komunikasi	opinion and	and giving	Key	listen to the		Cooperativve
Internasion	to respond to	opinion.	expressions:	recording		Games for
al yang	the	3. Responding	1. Do you	about asking		Social
diwujudkan	expressions	to the	think?	for opinion		Change.
dalam	fluently and	expressions	2. How do	and giving		Olympia:
semangat	accurately in	of asking	you feel	opinion		Common
belajar.	daily life.	for and	about ?	dialogue.		Action.
2.1.Menunjuk		giving	3. In your	<ul> <li>Students</li> </ul>		
kan		opinion.	opinion,	follow the		
perilaku			?	interaction		
santun dan			4. Please tell	of asking		
peduli			me your	for and		
dalam			opinion on	giving		
melaksanak				opinion.		
an			5. What do	<ul> <li>Students</li> </ul>		
komunikasi			you think	imitate the		
interperson			about ?	interaction		
al dengan			6. What's	of asking		
guru dan			your	for and		
teman.			opinion on	giving		
2.2.Menunjukk			?	opinion.		
an perilaku			7. Do you	• With the		
jujur,			believe	teacher's		
disiplin,			that ?	guidance,		
percaya			8. Do you	students		

diri, dan	have an	analyse the		
bertanggu	opinion on	expressions		
jawab	?	of asking		
dalam	9. What's	for and		
melaksanak	your view	giving		
an	on?	opinion		
komunikasi	On !	from the		
transaksion	1. I (really)	texts and the		
al dengan	think that	recording.		
	inink inai	recording.		
guru dan teman.	2. I believe	Quarticaina		
		Questioning		
2.3.Menunjukk	(that) 3. I'm sure	• Students ask		
an perilaku		the .		
tanggung	that	expressions		
jawab,	4. In my	of asking		
peduli,	opinion /	for and		
kerja sama,	My opinion	giving		
dan cinta	is	opinion in		
damai,	5. I feel that	English and		
dalam		in Bahasa.		
melaksanak	6. I guess/	<ul> <li>Students ask</li> </ul>		
an	imagine	the key		
komunikasi		vocabulary		
fungsional.		of asking		
3.1.Menerapka	Dialogue:	for opinion		
n struktur	A: What do	and giving		
teks dan	you think of	opinion		
unsur	my dress?	expression.		
kebahasaan	B: Wow! It is	Students ask		

untuk	so beautiful.	the
melaksanak	A: Thank you.	pronunciatio
an fungsi		n asking for
sosial dari		opinion and
uangkapan		giving
meminta		opinion
perhatian,		expression.
mengecek		Students ask
pemahaman		the
,		differences
menghargai		between the
kinerja		expression
yang baik,		of giving
dan		opinion in
meminta		positive
dan		form and
mengungka		negative
pkan		form.
pendapat,		
serta		Experimentin
responnya,		g   g
sesuai		• Students
dengan		state
konteks		opinion
penggunaan		about the
nya.		expressions
4.1. Menyusun		of asking
teks lisan		for and
sederhana		giving

untuk		opinion			
mengucapk		through			
an dan		discussing			
merespon		the			
ungkapan		dialogues			
meminta		with their			
perhatian,		friends and			
mengecek		teacher.			
pemahama					
n, dan		Associating			
mengharga		<ul> <li>Students</li> </ul>			
i kinerja		compare the			
yang baik,		expressions			
serta		of asking			
meminta		for and			
dan		giving			
mengungk		opinion in			
apkan		the textbook			
perndapat		and in other			
, dengan		materials.			
memperhat		<ul> <li>Students</li> </ul>			
ikan fungsi		compare the			
sosial,		expressions			
struktur		of asking			
teks, dan		for and			
unsur		giving			
kebahasaan		opinion in			
yang benar		English and			
dan sesuai		in Bahasa.			

konteks.					
		Communicati			
		ng			
		<ul> <li>Students</li> </ul>			
		make			
		dialogues			
		using			
		flashcards			
		through			
		"Opinion			
		Poll" game.			
		Creating			
		<ul> <li>Students do</li> </ul>			
		role-play			
		about asking			
		for opinion			
		and giving			
		opinion in			
		front of the			
		class.			

Name of the School: SMP Negeri 2 Piyungan

Subject : English Grade/Semester : VIII/1

Time Allocation : 4 x 40 minutes (2 meetings)

# Kompetensi Inti

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

					Evaluation				
Basic Competence	Learning Objective	Indicators	Learning Materials	Activities	Tech- nique	Instru- ments	The example of instrument	Media	Learning Sources
1.1.Mensyukuri	At the end of	1. Identifyin	Key	Observing	Role-	Practise	Attached	• Texts	Fletcher, A.
kesempatan	the lesson,	g the	vocabulary:	• Students	play	a		• Recording	and Kunst, K.
dapat	the students	expression	Understand,	read the		convers		• List board	2006. <i>Guide</i>
mempelajar	are able to	s of	know, have,	texts about		ation in			to
i bahasa	use the	checking	got, clear, see,	checking		front of			Cooperativve

Inggris	expressions	understand	following.	understandi	the class	Games for
sebagai	of	ing.	J	ng.	based on	Social
bahasa	checking	2. Expressing	Key	<ul> <li>Students</li> </ul>	the	Change.
pengantar	understandin	checking	expressions:	follow the	situation	Olympia:
komunikasi	g and to	understandi	1. Is it	interaction		Common
Internasion	respond to	ng.	clear?	of checking		Action.
al yang	the	3. Responding	2. Do you	understandi		
diwujudkan	expressions	to the	know?	ng.		Kementerian
dalam	fluently and	expressions	3. Do you	<ul> <li>Students</li> </ul>		Pendidikan
semangat	accurately in	of checking	understand	imitate the		dan
belajar.	daily life.	understandi	?	interaction		Kebudayaan.
2.1.Menunjuk		ng.	4. Have you	of checking		2014. When
kan			got it?	understandi		English Rings
perilaku			5. Are you	ng.		a Bell.
santun dan			following	• With the		
peduli			me?	teacher's		
dalam			6. <i>I see</i> .	guidance,		
melaksanak			7. I got it.	students		
an			8. I	analyse the		
komunikasi			understand	expressions		
interperson				of checking		
al dengan			9. I don't get	understandi		
guru dan			it.	ng from the		
teman.			10. I don't	texts and the		
2.2.Menunjukk			know.	recording.		
an perilaku			11. I don't			
jujur,			understand	Questioning		
disiplin,				<ul> <li>Students ask</li> </ul>		
percaya			12. I'm not	the		

1:: 1	C-11.	
diri, dan	following	expressions
bertanggu	you.	of checking
jawab		understandi
dalam	Dialogue:	ng in
melaksanak	Teacher: Do	English and
an	you know	in Bahasa.
komunikasi	what I mean?	Students ask
transaksion	Students: Yes,	the key
al dengan	Ma'am.	vocabulary
guru dan		of checking
teman.		understandi
2.3.Menunjukk		ng
an perilaku		expression.
tanggung		Students ask
jawab,		the
peduli,		pronunciatio
kerja sama,		n of
dan cinta		checking
damai,		understandi
dalam		
melaksanak		ng
an		expression.
komunikasi		• Students ask
		the
fungsional.		differences
3.1.Menerapka		between the
n struktur		expression
teks dan		of checking
unsur		understandi
kebahasaan		ng and

untuk	responding
melaksanak	the
an fungsi	questions.
sosial dari	
uangkapan	Experimentin
meminta	g
perhatian,	• Students
mengecek	state
pemahaman	opinion
,	about the
menghargai	expressions
kinerja	of checking
yang baik,	understandi
dan	ng through
meminta	discussing
dan	the
mengungka	dialogues
pkan	with their
pendapat,	friends and
serta	teacher.
responnya,	
sesuai	Associating
dengan	• Students
konteks	compare the
penggunaan	expressions
nya.	of checking
4.1. Menyusun	understandi
teks lisan	ng in the
sederhana	textbook

untuk		and in other			
mengucapk		materials.			
an dan		<ul> <li>Students</li> </ul>			
merespon		compare the			
ungkapan		expressions			
meminta		of checking			
perhatian,		understandi			
mengecek		ng in			
pemaham		English and			
an, dan		in Bahasa.			
mengharga					
i kinerja		Communicati			
yang baik,		ng			
serta		<ul> <li>Students</li> </ul>			
meminta		complete			
dan		the dialogue			
mengungk		using the			
apkan		expression			
perndapat,		of checking			
dengan		understandi			
memperhat		ng and then			
ikan fungsi		practice it			
sosial,		with their			
struktur		friends.			
teks, dan		<ul> <li>Students</li> </ul>			
unsur		make the			
kebahasaan		dialogue			
yang benar		using the			
dan sesuai		expression			

konteks.	of checking understandi ng and then practice it with their friends.
	Creating  • Students do role-play about asking for someone's attention through.
	(all steps are packed into "Whispering" game)

Name of the School: SMP Negeri 2 Piyungan

Subject : English Grade/Semester : VIII/1

Time Allocation : 2 x 40 minutes (1 meetings)

# Kompetensi Inti

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

					Evaluation				
Basic Competence	Learning Objective	Indicators	Learning Materials	Activities	Tech- nique	Instru- ments	The example of instrument	Media	Learning Sources
1.1.Mensyukuri	At the end of	1. Identifying	Key	Observing	Role-	Practise	Attached	• Texts	www.english
kesempatan	the lesson,	the	vocabulary:	<ul> <li>Students</li> </ul>	play	a		<ul><li>Video</li></ul>	<u>club.com</u>
dapat	the students	expression	Great,	watch the		convers		<ul> <li>Flashcard</li> </ul>	www.youtube
mempelajar	are able to	s of	excellent,	video about		ation in		<ul> <li>List board</li> </ul>	<u>.com</u>
i bahasa	use the	showing	beautiful,	showing		front of			

diri, dan	texts and the		
bertanggu	video.		
jawab			
dalam	Questioning		
melaksanak	Students ask		
an	the		
komunikasi	expressions		
transaksion	of showing		
al dengan	appreciation		
guru dan	in English		
teman.	and in		
2.3.Menunjukk	Bahasa.		
an perilaku	<ul> <li>Students ask</li> </ul>		
tanggung	the key		
jawab,	vocabulary		
peduli,	of the		
kerja sama,	expression		
dan cinta	of showing		
damai,	appreciation		
dalam	<ul> <li>Students ask</li> </ul>		
melaksanak	the		
an	pronunciatio		
komunikasi	n showing		
fungsional.	appreciation		
3.1.Menerapka	expression.		
n struktur	• Students ask		
teks dan	the		
unsur	differences		
kebahasaan	between the		

untuk	expression		
melaksanak	of showing		
an fungsi	appreciation		
sosial dari	and		
uangkapan	responding		
meminta	it.		
perhatian,			
mengecek	Experimentin		
pemahaman	g		
	• Students		
menghargai	state		
kinerja	opinion		
yang baik,	about the		
dan	expressions		
meminta	of showing		
dan	appreciation		
mengungka	through		
pkan	discussing		
pendapat,	the		
serta	dialogues		
responnya,	with their		
sesuai	friends and		
dengan	teacher.		
konteks	Associating		
penggunaan	• Students		
nya.	compare the		
4.1. Menyusun	expressions		
teks lisan	of showing		
sederhana	appreciation		

untuk		in the			
mengucapk		textbook			
an dan		and in other			
merespon		materials.			
ungkapan		<ul><li>Students</li></ul>			
meminta		compare the			
perhatian,		expressions			
mengecek		of showing			
pemahama		appreciation			
n, dan		in English			
mengharg		and in			
ai kinerja		Bahasa.			
yang baik,					
serta		Communicati			
meminta	r	ng			
dan		<ul><li>Students</li></ul>			
mengungk		find the			
apkan		adjectives of			
perndapat,		the pictures			
dengan		through			
memperhat		"Matching"			
ikan fungsi		game.			
sosial,		<ul><li>Students</li></ul>			
struktur		complete			
teks, dan		the dialogue			
unsur		using the			
kebahasaan		expression			
yang benar		of showing			
dan sesuai		appreciation			

konteks.					
		• Students make the dialogue using the expression of showing appreciation and then practice it with their friends.			
		Creating			
		• Students do			
		role-play			
		about			
		showing			
		appreciation			
		through			
		"Lava Pit"			
		game.			

# APPENDIX B: LESSON PLANS

#### LESSON PLAN

School : SMP Negeri 2 Piyungan

Class : VIII E Semester : 1 (one) Lesson : English

Language function : Asking for attention

Number of meeting : 2 meetings Time allocation : 4 x 40 minutes

# Core competence

1. Menghargai dan menghayati ajaran agama yang dianutnya

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **Basic competence**

- 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1.Menunjuk
  - kan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggu jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3.Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari uangkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan **meminta perhatian**, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan perndapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Indicators

- 1. Identifying the expressions of asking for someone's attention.
- 2. Expressing asking for someone's attention.
- 3. Responding to the expressions of asking for someone's attention.

# **Learning objectives:**

At the end of the lesson, the students are able to use the expressions of asking for someone's attention and to respond to the expressions fluently and accurately in daily life.

# Learning materials

# Key vocabulary:

Hello, hi, good morning, good afternoon, excuse me, may, I, have, your, attention, please, help, look.

# Key expressions:

- 1. Hi!
- 2. Hello!
- 3. Good morning.
- 4. Good afternoon.
- 5. Excuse me.
- 6. Harry!
- 7. May I have your attention?
- 8. Attention, please.
- 9. *Help!*
- 10. Look!

#### Dialogue:

Teacher: Attention, please! Students: Yes, Ma'am.

**Teaching method** : Scientific approach

#### Activities

#### a. Pre-teaching

- Teacher greets students.
- Teacher leads the students to say a prayer.
- Teacher checks students' condition.
- Teacher checks students' attendace.
- Teacher reviews previous materials.
- Teacher checks students' readiness.

#### b. Whilst teaching

# **Observing**

• Students read the texts about asking for someone's attention.

- Students listen to the recording about asking for someone's attention dialogue.
- Students follow the interaction of asking for someone's attention.
- Students imitate the interaction of asking for someone's attention.
- With the teacher's guidance, students analyse the expression of asking for someone's attention from the texts and the recording.

# Questioning

- Students ask the expressions of asking for someone's attention in English and in Bahasa.
- Students ask the key vocabulary of asking for someone's attention expressions.
- Students ask pronunciation of asking for someone's attention expressions.
- Students ask the differences between the expressions in formal form and in informal form.

#### **Experimenting**

• Students state opinion about the expressions of asking for someone's attention through discussing the dialogues with their friends and teacher.

#### Associating

- Students compare the expressions of asking for someone's attention in the textbook and in other materials.
- Students compare the expressions of asking for someone's attention in English and in Bahasa.

#### **Communicating**

- Students look for the expression of asking for attention in the crossword.
- Students complete the dialogue using the expression of asking for someone's attention.
- Students make the dialogue using the expression of asking for someone's attention and then practice it with their friends.

#### Creating

• Students do role-play about asking for someone's attention. (all steps are packed into "*Estafette*" Game)

# c. Post-teaching

- Teacher motivates students to ask what they do not know yet.
- Teacher answers students' questions.
- Teacher summaries the lesson.
- Teacher reflects the lesson what have been taught.
- Teacher gives follow-up activities to students in the form of individual task or group task.
- Teacher informs the next materials.
- Teacher greets before leaving the class.

Assessment :

Technique : Role-play Instruments : Situation Rubric : attached

Nomo		Score	Mark			
Name	Pronunciation	Fluency	Grammar	Vocabulary	Score	IVIAIK

Learning resources : www.esl-lab.com

Fletcher, A. and Kunst, K. 2006. *Guide to Cooperativve Games for Social Change*. Olympia: CommonAction.

Kementerian Pendidikan dan Kebudayaan. 2014. When English Rings a Bell.

Piyungan, August 2014

Researcher

Pamela Yeni Purwastri NIM. 10202244030

#### **APPENDIX**



In pairs, find the expressions of asking for attention in those pictures then underline.

















'attention' in Bahasa?

Attention is /perhatian/.

Excuse me, Ma'am. What is







Fill in the blanks with the asking for someone's attention expression based on the recordings.

Woman:
actually yeah. Um I want to go to the science museum, but I've been lost for the past few hours, and I can't make heads or tails of these ticket
lost for the past few hours, and I can't make heads or tails of these ticket
1
Woman: Ah, well, just press this button. [Oh, yeah] And from here, it's a
dollar fifty.
Man: Okay.
Woman: Then, get on the train at platform number 4.
Man: Alright. Oh, and how often do the trains come around this time of day?
Woman: Usually, they come about every six minutes.
Man: Okay. And where do I get off the train?
Woman: Get off at State Street Station, three stops from here.
Man: Okay. I got it. Thanks for your help.
Woman: No problem. Good luck.

Son: ......
Father: .....

**Son**: Can I have a really good snack?

**Father**: Uh, I don't know. I thinks it's . . . uh . . . what time's it? I think it's going on dinner.

Son: Uh, it's three thirty.

**Father**: Three thirty. Uh . . . We'd better wait. [*Why, Dad?*] Well, what kind of snack do you want?

Son: Candy?

**Father**: No, candy is out. Oh, how about some broccoli? [*No!*] Uh, carrots? [*No!*] Well, what else can you suggest?

Son: Candy.

Father: Candy. No, I don't think . . . I think You'd better wait.

**Son**: A sandwich? A spinach sandwich?

**Father**: Spinach sandwich? Spinach sandwich! When did you start liking spinach?

**Son**: Uh, today.

**Father**: Well, what about a small sandwich? [Okay] Okay, I'll whip it up in a

minute. Play with your toys while you're waiting for it.



Fill in the blanks with the asking for someone's attention expression that you have learned before.

Conve	rsation 1				
Indri	·				
Windi	: What happen?				
Indri	: Umm may I borrow you English book?				
Windi	: Sure.				
Indri	: Thanks Windi.				
Windi	: It's okay				
Conve	rsation 2				
Patien	t :, may I come in?				
Doctor	: Sure. Come in, please.				
Patien	t : Thank you. I made an appointment for 3 pm today. I've got some problems with my health.				
Doctor	: It's a pity to hear that. Sit down, please. Make yourself comfortable.				
Conve	rsation 3				
Banu	:				
Clerk	: What can I do for you, sir?				
Banu	: What time is the Logawa Express expected?				
Clerk	: The scheduled time of its arrival is 4 o'clock.				
Banu	: But it's already fifteen minutes past four and there's yet no sign of its				
	arrival.				
Clerk	: I'm afraid it's running late by over an hour, and we've already				
	announced that it is running late.				
Banu	: Alright. Thank you, Sir.				

#### LESSON PLAN

School : SMP Negeri 2 Piyungan

Class : VIII E Semester : 1 (one) Lesson : English

Language function : Asking for and giving opinion

Number of meeting : 2 meetings Time allocation : 4 x 40 minutes

# Core competence

1. Menghargai dan menghayati ajaran agama yang dianutnya

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **Basic competence**

- 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1.Menunjuk
  - kan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggu jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3.Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari uangkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta **meminta dan mengungkapkan perndapat**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Indicators

- 1. Identifying the expressions of asking for and giving opinion.
- 2. Expressing asking for and giving opinion.
- 3. Responding to the expressions of asking for and giving opinion.

# **Learning objectives:**

At the end of the lesson, the students are able to use the expressions of asking for and giving opinion and to respond to the expressions fluently and accurately in daily life.

# **Learning materials**

# Key vocabulary:

You, your, opinion, feel, think, believe, view, sure, have, what, guess

#### **Key expressions:**

- 1. Do you think ...?
- 2. How do you feel about ...?
- 3. In your opinion, ...?
- 4. Please tell me your opinion on ...
- 5. What do you think about ...?
- 6. What's your opinion on ...?
- 7. Do you believe that ...?
- 8. Do you have an opinion on ...?
- 9. What's your view on ...?
- 1. I (really) think that ...
- 2. I believe (that) ...
- 3. I'm sure that ...
- 4. In my opinion / My opinion is ...
- 5. I feel that ...
- 6. I guess/imagine ...

#### Dialogue:

- A: What do you think of my dress?
- B: Wow! It is so beautiful.
- A: Thank you.

#### **Teaching method** : Scientific approach

#### Activities

# b. Pre-teaching

- Teacher greets students.
- Teacher leads the students to say a prayer.
- Teacher checks students' condition.
- Teacher checks students' attendace.
- Teacher reviews previous materials.

• Teacher checks students' readiness.

### b. Whilst teaching

### **Observing**

- Students read the texts about asking for opinion and giving opinion.
- Students listen to the recording about asking for opinion and giving opinion dialogue.
- Students follow the interaction of asking for and giving opinion.
- Students imitate the interaction of asking for and giving opinion.
- With the teacher's guidance, students analyse the expressions of asking for and giving opinion from the texts and the recording.

### Questioning

- Students ask the expressions of asking for and giving opinion in English and in Bahasa.
- Students ask the key vocabulary of asking for opinion and giving opinion expression.
- Students ask the pronunciation asking for opinion and giving opinion expression.
- Students ask the differences between the expression of giving opinion in positive form and negative form.

### **Experimenting**

• Students state opinion about the expressions of asking for and giving opinion through discussing the dialogues with their friends and teacher.

### **Associating**

- Students compare the expressions of asking for and giving opinion in the textbook and in other materials.
- Students compare the expressions of asking for and giving opinion in English and in Bahasa.

### **Communicating**

• Students make dialogues using flashcards through "Opinion Poll" game.

### Creating

• Students do role-play about asking for opinion and giving opinion in front of the class.

### c. Post-teaching

- Teacher motivates students to ask what they do not know yet.
- Teacher answers students' questions.
- Teacher summaries the lesson.
- Teacher reflects the lesson what have been taught.
- Teacher gives follow-up activities to students in the form of individual task or group task.
- Teacher informs the next materials.
- Teacher greets before leaving the class.

Assessment :

Technique : Role-play Instruments : Situation Rubric : attached

Nomo	Aspects					Mark
Name	Pronunciation	Fluency	Grammar	Vocabulary	Score	Mark

Learning resources : www.englishclub.com

### www.youtube.com

Fletcher, A. and Kunst, K. 2006. *Guide to Cooperativve Games for Social Change*. Olympia: CommonAction.

Piyungan, August 2014

Researcher

Pamela Yeni Purwastri NIM. 10202244030

### **APPENDIX**



# Listen to the recordings carefully then arrange the dialogues below into the right order based on the recordings.

A: I want to go try on these clothes	A: I need to try these clothes on.			
B: What did you find?	B: What are you going to try on?			
A: I found some jeans, and a new	A: I just found some jeans and a top.			
blouse.		B: Try it on.		
B: Go and try it on.		A: How do I look in this?		
A: What do you think?		B That shirt looks great.		
B: I love that shirt on you.		A: How do these jeans look?		
A: What about the jeans?		B: They don't look nice on you.		
B: They don't really fit you right.		A: I don't like them either.		
A: I don't think so either.		B: I just like that shirt.		
B: That blouse is absolutely wonder	erful	A: I'm just going to buy the shirt.		
on you.		B: Good, because those pants are t	ugly.	
A: I'll just buy the shirt.				
B: That would be a good idea.				
A: I'm going	g to go	try these on in the dressing room.		
B: What clo	B: What clothes did you find?			
A: I'm just trying on a pair of jeans and a shirt.				
B: Go try them on.				
A: Alright, l	I look?			
B: You look	in that shirt.			
A: What do	ink of these jeans?			
B: I don't lik	ke how	those look.		
A: I really d	lon't thi	nk they look good.		
B: That shir	t looks	great though.		
A: I guess I'	m just	going to buy the shirt.		
B: That wou	ıld be v	vise.		
A: What do you think?		A: How does it look?		
B: It looks great.		B: It's a perfect fit.		
A: I would like to purchase it.		A: Let me pay for it now.		
B: Will this be cash or charge?		B: Cash, credit card, or debit card?		
A: Here, take my credit card.		A: I think I'll use my credit card.		
B: Just sign here, please.		B: Your signature here, please, and		
A: Sure. Here you go.	we're finished.			
B: Here's your receipt. Have a nice	e dav.	A: Here's my John Hancock.		
, <u>.</u>		B: Bye-bye. Visit us again soon!		
		, , ,		

### LESSON PLAN

School : SMP Negeri 2 Piyungan

Class : VIII E Semester : 1 (one) Lesson : English

Language function : Checking understanding

Number of meeting : 2 meetings Time allocation : 4 x 40 minutes

### Core competence

1. Menghargai dan menghayati ajaran agama yang dianutnya

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **Basic competence**

- 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1.Menunjuk
  - kan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggu jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3.Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari uangkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, **mengecek pemahaman**, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan perndapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Indicators

- 1. Identifying the expressions of checking understanding.
- 2. Expressing checking understanding.
- 3. Responding to the expressions of checking understanding.

### Learning objectives:

At the end of the lesson, the students are able to use the expressions of checking understanding and to respond to the expressions fluently and accurately in daily life.

### Learning materials

### Key vocabulary:

Understand, know, have, got, clear, see, following.

### **Key expressions:**

- 1. Is it clear?
- 2. Do you know?
- 3. Do you understand?
- 4. Have you got it?
- 5. Are you following me?
- 6. I see.
- 7. I got it.
- 8. I understand.
- 9. I don't get it.
- 10. I don't know.
- 11. I don't understand.
- 12. I'm not following you.

### Dialogue:

Teacher: Do you know what I mean?

Students: Yes, Ma'am.

**Teaching method** : Scientific approach

### **Teaching activities**

### a. Pre-teaching

- Teacher greets students.
- Teacher leads the students to say a prayer.
- Teacher checks students' condition.
- Teacher checks students' attendace.
- Teacher reviews previous materials.
- Teacher checks students' readiness

### b. Whilst teaching

### **Observing**

- Students read the texts about checking understanding.
- Students follow the interaction of checking understanding.
- Students imitate the interaction of checking understanding.
- With the teacher's guidance, students analyse the expressions of checking understanding from the texts and the recording.

### Questioning

- Students ask the expressions of checking understanding in English and in Bahasa.
- Students ask the key vocabulary of checking understanding expression.
- Students ask the pronunciation of checking understanding expression.
- Students ask the differences between the expression of checking understanding and responding to the questions.

### **Experimenting**

• Students state opinion about the expressions of checking understanding through discussing the dialogues with their friends and teacher

### **Associating**

- Students compare the expressions of checking understanding in the textbook and in other materials.
- Students compare the expressions of checking understanding in English and in Bahasa.

### **Communicating**

- Students complete the dialogue using the expression of checking understanding and then practice it with their friends.
- Students make the dialogue using the expression of checking understanding and then practice it with their friends.

### Creating

• Students do role-play about asking for someone's attention through. (all steps are packed into "Whispering" game)

### c. Post-teaching

- Teacher motivates students to ask what they do not know yet.
- Teacher answers students' questions.
- Teacher summaries the lesson.
- Teacher reflects the lesson what have been taught.
- Teacher gives follow-up activities to students in the form of individual task or group task.
- Teacher informs the next materials.
- Teacher greets before leaving the class.

### Assessment :

Technique : Role-play Instruments : Situation

Rubric : attached

Name	Aspects					Mark
	Pronunciation	Fluency	Grammar	Vocabulary	Score	IVIAIK

Learning resources

Fletcher, A. and Kunst, K. 2006. *Guide to Cooperativve Games for Social Change*. Olympia: CommonAction.

Kementerian Pendidikan dan Kebudayaan. 2014. When English Rings a Bell.

Piyungan, September 2014

Researcher

Pamela Yeni Purwastri NIM. 10202244030

### **APPENDIX**



Read the dialogues below carefully. Then, find the expressions of checking understanding and the expressions of responding to checking understanding expressions.

### **Conversation 1**

Man : Hey, why are you so sleepy?

Woman : I am so tired.

Man : What have you done before?

Woman : I had to finish my work until midnight. Then, I woke up at around

5 a.m. and work on the computer until 6 a.m.

Man : Why do you get up so early?

Woman : Well, I have to leave home at twenty to seven (6:40 a.m.) so I

can catch a bus at 7:00 o'clock. It takes me about twenty minutes to

walk to the bus stop from my house.

Man : .....

Woman : Hey, are you following me?

Man : Yeah, of course. I am just thinking how tired you are.

### **Conversation 2**

Teacher : All students have to bring a dictionary in the next meeting.

Students : Yes, Mam.

Teacher : Do you understand, Rani?

Rani : Yes, Mam.

Teacher : What have I said?

Rani : We have to bring a dictionary in the next meeting.

### **Conversation 3**

Tourist : Excuse, Sir. Do you where the near post office is?

Citizen : Of course.

Tourist : Can you tell me how I can go there?

Citizen : Just walk until the junction. Then, turn right. The post office is

next to the drugstore in your right side.

Tourist : Uuumm.......
Citizen : Is it clear?

Tourist : I'm sorry I don't get it. Can you repeat?

Citizen : Okay, just walk until the junction. Then, turn right. The post

office is next to the drugstore in your right side.

Tourist : Oh I see. Thank you.

Citizen : Anytime.

### **Conversation 4**

Mariana : Hey, Renata. What are you reading? Renata : It is just a biography about Agnes Monica.

Mariana : Wow. Do you know Agnes' show last night? She is so awesome.

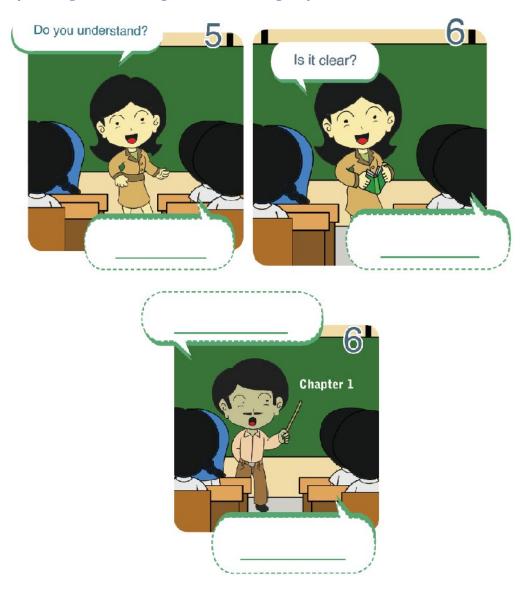
Renata : Yeah, I know. She has a sweet singing voice.

Mariana : I really like listening to her song.

Renata : So do I.

## **Activity 2**

Work in pairs. Complete the dialogues below with the possible expression of checking understanding and the expressions of responding to checking understanding expressions.



### LESSON PLAN

School : SMP Negeri 2 Piyungan

Class : VIII E Semester : 1 (one) Lesson : English

Language function : Showing appreciation

Number of meeting : 1 meetings Time allocation : 2 x 40 minutes

### Core competence

1. Menghargai dan menghayati ajaran agama yang dianutnya

- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **Basic competence**

- 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1.Menunjuk
  - kan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggu jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3.Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari uangkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan **menghargai kinerja yang baik**, serta meminta dan mengungkapkan perndapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Indicators

- 1. Identifying the expressions of showing appreciation.
- 2. Expressing showing appreciation.
- 3. Responding to the expressions of showing appreciation.

### **Learning objectives:**

At the end of the lesson, the students are able to use the expressions of showing appreciation and to respond to the expressions fluently and accurately in daily life.

### **Learning materials**

### Key vocabulary:

Great, excellent, beautiful, wonderful, nice

### **Kev expressions:**

- 1. Wow, that is so wonderful.
- 2. What a beautiful flower.
- 3. Your picture is so nice.

### Dialogue:

Teacher: What a wonderful picture!

Student: Thank you.

**Teaching method** : Scientific approach

### **Teaching activities**

### a. Pre-teaching

- Teacher greets students.
- Teacher leads the students to say a prayer.
- Teacher checks students' condition.
- Teacher checks students' attendace.
- Teacher reviews previous materials.
- Teacher checks students' readiness.

### b. Whilst teaching

### **Observing**

- Students watch the video about showing appreciation.
- Students listen to the video about showing appreciation dialogue.
- Students follow the interaction of showing appreciation.
- Students imitate the interaction of showing appreciation.
- With the teacher's guidance, students analyse the expressions of showing appreciation from the texts and the video.

### Questioning

• Students ask the expressions of showing appreciation in English and in Bahasa.

- Students ask the key vocabulary of the expression of showing appreciation
- Students ask the pronunciation showing appreciation expression.
- Students ask the differences between the expression of showing appreciation and responding to it.

### **Experimenting**

• Students state opinion about the expressions of showing appreciation through discussing the dialogues with their friends and teacher.

### **Associating**

- Students compare the expressions of showing appreciation in the textbook and in other materials.
- Students compare the expressions of showing appreciation in English and in Bahasa.

### Communicating

- Students find the adjectives of the pictures through "Matching" game.
- Students complete the dialogue using the expression of showing appreciation.
- Students make the dialogue using the expression of showing appreciation and then practice it with their friends.

### Creating

• Students do role-play about showing appreciation through "Lava Pit" game.

### c. Post-teaching

- Teacher motivates students to ask what they do not know yet.
- Teacher answers students' questions.
- Teacher summaries the lesson.
- Teacher reflects the lesson what have been taught.
- Teacher gives follow-up activities to students in the form of individual task or group task.
- Teacher informs the next materials.
- Teacher greets before leaving the class.

Assessment :

Technique : Role-play Instruments : Situation Rubric : attached

Name	Aspects				Score	Mark	
Name	Pronunciation	Fluency	Grammar	Vocabulary	Score	Score	Maik

Learning resources : www.englishclub.com

### www.youtube.com

Fletcher, A. and Kunst, K. 2006. *Guide to Cooperativve Games for Social Change*. Olympia: CommonAction.

Piyungan, September 2014

Researcher

Pamela Yeni Purwastri NIM. 10202244030

### **APPENDIX**



In pairs, find the expressions of asking for attention in those dialogues then underline.

### Dialogue 1

Anita: What a nice cardigan! Mira: Does it look all right?

Anita: Yes, and it matches your scarf perfectly.

Mira: I got it for £28.50 in a sale.

Anita: It's incredible.

### Dialogue 2

A: I think that you look very cute today.

B: Is that right? This is a brand new outfit.

A: What store did you get it from?

B: I went to Macy's and picked it out.

A: I love your outfit right now.

B: Well, I think you look nice today too.

A: Thanks. I found these new shoes earlier at the store.

B: I think that those are some really nice shoes. What kind are they?

A: These are Chucks.

B: Your shoes look really nice. How much did you get them for?

A: They only cost me about forty dollars.

B: I'm going to go get a pair for myself.

### Dialogue 3

Marta: Hi Maria, What a nice dress! You look wonderful in that.

Maria: Thanks, Marta. I like this, too. My aunt brought this from Paris.

Marta: Is that so? I must say your aunt knows what suits you best.

Maria: Of course. She is a fashion designer.

Marta: No wonder then. That suits you so well. Do you know how much the

dress costs?

Maria: I'm sorry I don't know. I didn't ask her about it.

### Dialogue 4

Nabila: Hi, Sari! How are things?

Sarinah: Fine, and you?

Nabila: I'm feeling great today. How was your weekend at the beach? Sarinah: Terrific! We had a lovely time there. You should go there.

Nabila: Really? Hey, what a beautiful blouse you are wearing, it matches your

skirt.

Sarinah: Thanks. My mother gave it to me on my birthday.

Nabila: Wow! That's wonderful.

# **Activity 2**

Make the dialogue based on the clue. Number 1 has been done for you.

Ι.	Baby – cute
	A: Hey! <i>The baby is so cute</i> .
	B: Thank you. She is my aunt's daughter.
2.	Brother – handsome
	A:
	B:
3.	Juice – sweet
	A:
	B:
4.	Soup – delicious
	A:
	B:
5.	Sofa – comfortable
	A:
	B:
6.	Snack – crispy
	A:
	B:
7.	Skirt – nice
	A:
	B:
8.	Girl – good
	A:
	B:
9.	Flower – fragrant
	A:
	B:
10.	Hair – smooth
	A:
	B:

### Speaking Rubric proposed by Ministry of Education and Culture

Untuk Kemampuan Berbicara (Speaking Skill).

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Hampir sempurna	5
	(pronunciation)	Ada beberapa kesalahan namun	4
		tidak mengganggu makna	
		Ada beberapa kesalahan dan	3
		mengganggu makna	
		Banyak kesalahan dan	2
		mengganggu makna	
		Terlalu banyak kesalahan dan	1
		mengganggu makna	
2	Intonasi	Hampir sempurna	5
	(intonation)	Ada beberapa kesalahan namun	4
		tidak mengganggu makna	
		Ada beberapa kesalahan dan	3
		mengganggu makna	
		Banyak kesalahan dan	2
		mengganggu makna	
		Terlalu banyak kesalahan dan	1
		mengganggu makna	
3	Kelancaran	Sangat lancar	5
	(fluency)	Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketelitian	Sangat teliti	5
	(ассигасу)	Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

# APPENDIX C: VIGNETTES

### VIGNETTE 1

Date : August 12<sup>th</sup>, 2014 Time : 07.00 – 08.20

After the bell rang, the English teacher and the researcher came to class VIII E. The teacher greeted the students then checked students' condition and the researcher sat at back of the classroom to observe the class activity. After that, the teacher checked the students' attendance and the materials learned in the previous meeting.

Before continuing the materials, the teacher pointed one student to lead his friends to say a prayer but the student could not do this so the teacher taught him first. "Let's pray together. Pray begin. *Setelah selesai* say Finish *atau* Enough.". The teacher repeated the expressions and all students repeated after her. After all students could express the expressions, the pointed student led his friends to say a prayer.

Then, the teacher reminded the students that today they promised that they would do role-play about asking for attention expressions. The students had to do role-play that was in the textbook. They had to memorise the dialogues before doing role-play. The teacher offered to the students who would be the first doing role-play but no one would come first so she pointed the student based on the date. The first group came to in front of the class to do role-play, unfortunately, the other groups were busy to memorise their dialogues and they did not listen to their friends. Therefore, the teacher gave them the additional time to prepare themselves.

After all groups did role-play, the teacher continued to the next dialogues. She read the dialogues slowly and asked the students to repeat. Then, she asked, "Kalian membaca dialog itu mengerti maksudnya apa tidak?" and the students answered, "Tidak.". The teacher explained the meaning in Bahasa then asked the students to memorise the dialogues again before doing role-play in front of the class. When every student prepared the dialogues, a student asked for permission to go to the bathroom and the teacher gave the permission. After that, the teacher remembered and said, "Besok lagi kalau ada yang mau ke kamar mandi ijinnya pakai bahasa Inggris ya. Tadi Ibu lupa mengingatkan. Bagaimana bahasa Inggrisnya? Mam, may I go to toilet? Begitu ya.".

In the last 10 minutes, the teacher asked the students that had been ready to do role-play in front of the class. Unfortunately, the time was over before all groups did role-play. The other groups would do role-play in the next meeting.

### VIGNETTE 2

Date : August 14<sup>th</sup>, 2014 Time : 10.50 – 12.10

At 10.35 the researcher arrived at school and met the teacher to explain the activity for today. Today was pre-test. The researcher asked the teacher to help the researcher score the students' performance and asked to be her collaborator during the research. After the bell rang, the researcher and the teacher came to the class. The teacher took a seat at the back of the classroom. There were 4 students that could not join the class because they had to do choir rehearsal. The researcher started the class, "Good morning, everybody!". The students answered, "Good morning."

"How are you?"

"I'm fine. Thank you. And you?"

"I'm fine too."

"Everybody, what have you learned yesterday?"

The students were quiet.

"You have learned about the expressions of asking for attention, right? You have done role-play about asking for attention. What are the expressions of asking for attention?"

The students were quiet.

"Ekspresi untuk meminta perhatian apa saja?"

Some students were quiet and some students whispered, "Excuse me."

"Yaa, excuse me. And then?"

"Help!"

"Yaa. Others?"

The students were quiet.

"Calling the name. Like Harry!, Liza!. And then greeting. Hi.. Hello.. *atau* seperti yang ada di contoh dialog di buku. Attention, please and may I have your attention." "So, what are the expressions of asking for attention?"

"Excuse me. Help. Calling the name. Greeting. Attention please. May I have your attention." The students answered.

After the researcher ensured that the students understood, the researcher asked the students to do role-play based on the situation prepared by the researcher. The researcher offered to the students, "Who will be the first?". However, no one wanted to do role-play so the researcher pointed the students randomly. Fortunately, the second group and others wanted to do role-play without to be pointed.

All students were confused when they got the situations. First, they did not know the meaning of the situations in Bahasa. Second, they could not arrange the sentences of the dialogue properly. Third, they forgot to put the expressions. After the researcher reminded them, they were confused where the expressions had to be put in the dialogue. Therefore, the researcher gave them the additional time to make a dialogue. After the students did role-play, the researcher found that the

dialogues arranged was so short and their pronunciation was not inappropriate. They also often hesitated since they felt nervous and afraid of making mistake.

After all students had done role-play, the researcher closed the class because the bell had rung.

"Everybody, before we go home. Let's pray together first. Who's the leader?". The class leader put his hand up and then led his friends to say a prayer in English.

"Thank you for your attention. See you next week. Bye!"

### **VIGNETTE 3**

Date : August 19<sup>th</sup>, 2014 Time : 07.00 – 08.20

Before entering the class, the researcher met the English teacher and gave the teaching syllabus of Cycle 1. At 7.00 a.m, the researcher and the collabolator enter the class. After greeting and saying a prayer, the researcher started the materials. Firstly, the researcher distributed a short dialogue to each table. The students were asked to discuss with their tablemate and to find the expression of asking for attention. The researcher also walked around the class to check the students. There were some students asked, "Suruh apa tadi Miss, nggak mudeng bahasa Inggris sama sekali." The students protested because the researcher tried to speak English from opening the class. Finally, the researcher explained again in Bahasa. After checking one by one, the students and the researcher discussed the expressions of asking for attention together. "What is the expression of asking for attention in the first dialogue?", asked the researcher. "May I have your attention, Mam!", answered the students loudly. "Right! Repeat after me! May I have your attention, Mam.", the researcher gave the example of pronunciation and intonation and asked students to repeat. After all dialogues were discussed, the researcher reviewed the students' understanding, "So what are the expressions of asking for attention?". The students could mention all expressions of asking for attention well. Then, the researcher distributed the uncompleted dialogues and asked students to listen to the recordings and to write down the expressions that were in the recordings. After that, the students and the researcher discussed the dialogues together.

Then, the researcher asked the students to play mini game where each student picked a piece of paper that contained a word. First, they had to read their word and thought whether their word was the word that included the expressions of asking for attention or not. Next, the researcher asked them to stand up and placed themselves in the right side of the researcher or in the left side of the researcher. The right side of the researcher was the expressions of asking for attention group and the left side of the researcher was the other expressions group. After that, the students and the researcher discussed together what words that should be in the expressions of asking for attention group by asking to the students, "Do you still remember what the expressions of asking for attention

are?". The students mentioned the expressions well. While mentioning the expressions, the students that placed themselves in the wrong group moved to the right group. Then, the researcher asked the students to arrange those words into the sentences of the expressions of asking for attention. The students that had done sat together in their group and the researcher continued explaining the expressions of asking for attention in the formal form and in the informal form. "Do you understand the difference between formal and informal form of the expressions of asking for attention?", asked the researcher. The students answered, "No!". The researcher explained what formal and informal forms are, "Formal form is used when you speak to older people and informal form is used when you speak to your friend or younger people. It is like Javanese. When you speak to older people, you use Kromo and when you speak to younger people, you use Ngoko. Do you understand?". All students nodded their head and said, "Yes!". The researcher asked the first group, "Sekarang mulai dari ekspresi yang pertama, Hi. Is it formal or informal?", the researcher asked to the students. The students answered, "Informal!". After being answered, the researcher asked the students to stick the expression on the board. The activities continued until all expressions stuck on the board. Then, the researcher stuck that board on the wall so the students could remember.

### **VIGNETTE 4**

Date : August 21<sup>st</sup>, 2014 Time : 10.50 – 12.10

At 10.50, the researcher entered the class and greeted the students, "Good morning, class!" and the students answered, "Morning.". The researcher asked the students' condition, "How are you?" "I'm fine. Thank you. And you?" answered the students. "I'm fine too.". Before starting the class, the researcher checked students' attendance and materials that had been studied before. Then, the researcher distributed the incomplete dialogue and asked the students to complete the dialogues using the expressions of asking for attention. While waiting for the students' work, the researcher walked around the classroom to check the students' work. All students had known the expressions of asking for attention but some of them still forgot to use the expressions in formal form or in informal form so the researcher reminded them, "Don't forget to use formal or informal form!". After being reminded, some students changed their answer into right answer but some other students still used 'Excuse me' in every answer.

After all students finished the exercises, the researcher and the students discussed the answers together. The researcher pointed the students based on the date to practise the dialogue with their tablemate. After the dialogue was read, the pointed students answered what the expression in that dialogue was. Then, the researcher asked to other students about the answer, "Is it right?". The students answered, "Right.". The researcher asked again to checked the students' understanding, "What is the expression of asking for attention in conversation

1?". The students answered, "Hi." Then, the researcher explained, "Karena di conversation 1 itu yang bercakap-cakap sesama teman jadi kita menggunakan ....? Formal or informal?". The students answered together, "Informal!". The researcher continued to the next dialogues. The pointed students read the dialogue loudly and answered, "Excuse me, Sir.". The researcher checked again to other students, "Is it right?". The students answered, "Yes". The researcher explained, "Because it is about doctor and patient we use formal form.". Then the third students read the dialogue. Other students looked uninterested so the researcher attracted the students' attention by asking, "What is the conversation 3 talking about?". Some students answered, "Train". "What happened to the train?" asked the researcher. The students were silent but some students tried to answer, "Datang jam 4." Listening to the students' answer that was incorrect, the researcher asked the students to check the dialogue again, "Look at the conversation! The train is running late. Then, what is the expression in conversation 3?" Some students answered, "Good morning.". "Ya, good morning. It is formal form. Jadi formal form tidak hanya excuse me ya. Tadi masih banyak yang pake excuse me semua."

After that, the researcher explained how to respond the expressions of asking for attention. All students had known how to respond the expressions of asking for attention, the researcher only added some expressions like Yes, please and Sure. Then, the researcher asked the students to play a game. The students were divided into four groups. Each group was divided into three mini groups. Each mini group was responsible for the big group by doing the challenges alternately. The first mini group looked for six expressions of asking for attention in the crossword. The second mini group completed the uncompleted dialogues. The last mini group did role-play using the expressions of asking for attention based on the situation given. The students were very enthusiastic doing the exercises. They were happy in learning speaking. They also looked more confident in practising their dialogue since they spoke unconsciously.

The game finished before the bell rang. Before going home, the students were asked by the researcher about the expressions of asking for attention and the response. The researcher also informed the materials that would be learned in the next meeting. Today, all students had known the expressions of asking for attention and the response.

### VIGNETTE 5

Date : August 26<sup>th</sup>, 2014 Time : 07.00 – 08.20

After greeting the students, the researcher asked, "Have you learned last night?". The students answered, "No.". Because the students did not study last night, the researcher explained again that today they would learn about the expressions of asking for and giving opinion. The researcher asked, "What is asking for opinion in Bahasa?". Almost all students could answer right. Therefore,

the researcher asked the students to open their textbook. The researcher asked the students to read the dialogues about the expressions of asking for and giving opinion. "Read those dialogues first, then, find the expressions of asking for opinion." While the students read, the researcher walked around the class to check the students' understanding and said, "Coba dicari ekspresi meminta pendapat dalam dialog-dialog itu.". The researcher found that some students could find the expressions right and some students doubted with the expressions that had been chosen, "Yang ini bukan, Miss?". The researcher said, "Ya, betul. Sip, bagus. Dilanjutkan dialog berikutnya, ungkapannya hampir sama." After all students had done, the researcher and the students discussed together as usual. The researcher asked the students what expression that was in the first dialogue and so on. The students could answer the questions right.

After warming-up activity, the researcher distributed some dialogues to each student then asked the students to arrange the dialogues based on the recordings. The students were very serious listening to the dialogues. They were very enthusiastic doing the exercise. The recordings were played once since the students did not get difficulty in arranging the dialogues. After that, the students and the researcher discussed the right order of the dialogues. Then, the researcher asked the students to find the expressions of asking for opinion in those dialogues in pairs. While they discussed, the researcher checked the students' work. Almost all students could find the expressions easily.

As usual, the researcher and the students discussed the answers. While discussing, the researcher wrote the expressions found on the whiteboard. The researcher asked, "Look at the board! Coba lihat kata-kata apa yang sering muncul di ungkapan-ungkapan meminta pendapat?". Some students whispered, "Think.". "Apa? Speak louder, please!" answered the researcher. A few students said, "Think.". "Ya! Right. Think." said the researcher while underlining the word. "Selain kata 'think', kata-kata yang bisa digunakan untuk meminta pendapat apa?", asked the researcher. After getting the example, the students could answer right. They had known the keywords that usually appeared in the expressions of asking for opinion. "Paham? Any questions so far?", asked the researcher to check the students' understanding. "No." answered the students loudly. "Kalau tidak ada pertanyaan, let's see the dialogues again. Coba sekarang lihat bagaimana jawaban orang-orang ketika ditanya pendapat. Discuss with your friends and underline the answer.", the researcher continued the material. The researcher walked around the class again and found the students had known the answers. They underlined the answer directly after finding the answers. They were now more confident in answering the questions. After that, the researcher and the students discussed again and the researcher wrote the expressions of giving opinion on the whiteboard. "Look at the board. Coba lihat ungkapan memberi pendapat. Apa bedanya yang ini dengan yang itu? Can you see the difference?" asked the researcher. The students were quiet. "Coba lihat jawaban yang ini, kira-kira ini jawaban setuju atau tidak setuju?", the researcher gave a clue to help the students. "Setuju!" answered the students. "Jadi giving opinion ada dua ya, setuju dan tidak setuju. Kalau yang tidak setuju, pakainya don't. Paham?" explained the researcher. The students answered, "Yes."

Unfortunately, the bell rang. The researcher closed the class. As usual, before closing the materials, the researcher reviewed the materials.

### VIGNETTE 6

Date : August 28<sup>th</sup>, 2014 Time : 10.50 – 12.10

As usual, before continuing the materials, the researcher reviewed the materials that had been learned in the previous meeting. The students answered and mentioned the expressions right. After that, the researcher provided some flashcards and asked each student to pick one. The flashcards contained some things and the adjectives of those things. The students had to find the same flashcards by questioning their friends' opinion about those things. The students moved around the class to find their group. They asked for their friends' opinion through the expressions that had been discussed in the previous meeting. Almost all students did it well. They asked and answered in the right expressions. After the students found their partner, they did role-play in front of the class. After that, the researcher gave them random words. The students had to arrange those words into the right expressions of asking for and giving opinion. After arranging, the group stuck the expressions on the board.

After that, the researcher asked each group to come to in front of the class to practice the dialogues based on the flashcard. Each student in each group had to ask for opinion and gave opinion based on the flashcards. They asked and answered alternately.

In the last minutes, the researcher reviewed the materials and informed to all students that in the next meeting the students had to do role-play. The students also were asked to learn at home.

### VIGNETTE 7

Date : September 2<sup>nd</sup>, 2014

Time : 07.00 - 08.20

Before asking the students to do role-play, the researcher checked the students' understanding about the expressions of asking for attention and asking for and giving opinion that had been learned. "Do you still remember what the expressions of asking for attention are?", asked the researcher. The students answered, "Yes!...." then they mentioned the expressions of asking for attention well. They also could mention the expressions of asking for and giving opinion well.

Then, the researcher asked one student of each table to take a piece of paper contained number 1 and 2. The researcher asked, "Who get number 1? Who get number 2? Number 1 means that you have to practise the dialogue about the

expression of asking for attention and number 2 means that you have to practice the dialogue about the expressions of asking for and giving opinion. Is it clear?". "Yeesss.", the students answered together. "Sekarang saya kasih waktu 15 menit untuk belajar sebentar tentang ekspresi meminta perhatian atau meminta opini."

While they studied, the researcher asked a student of each group number 1 to draw the turn who did first and so on. Then, group number 2 also did the same. After that, the researcher called each group to practise in front of the class. Before that, each group take a situation prepared by the researcher in hope the students could practise the dialogue unconsciously.

### VIGNETTE 8

Date : September 4<sup>th</sup>, 2014

Time : 10.50 - 12.10

Before starting the teaching and learning process, the researcher gave the syllabus that would be used in Cycle 2 to the English teacher. After the bell rang, the researcher and the collaborator entered the class. Then, the researcher opened the class by greeting the students. "Morning." and the students answered, "Good morning.". The researcher asked, "Did you study English last night?". "No!" answered the students. "Why didn't you study English last night?", asked the researcher. Some students were quiet and a student answered, "Because I am sick.". The researcher continued, "Karena kalian tidak belajar tadi malam, sekarang kita mulai belajar. Now we will learn about the expressions of checking understanding. Biasanya kalian kalau mau bertanya pada teman kalian apakah teman kalian paham atau tidak bagaimana?". Some students in front side answered, "Do you understand?". From the answers, the researcher asked the students to open their textbook. The researcher also showed the pictures of the dialogues in the textbook. "Everyone, look at the dialogues!". The researcher asked two students to read the dialogue in front of the class then she asked, "What is the expression of checking understanding in the first dialogue?". The students answered, "Do you understand....". The activities were done until the last dialogue. After that, the researcher gave a piece of paper that contained some dialogues to each student. The students were asked to find the expressions of checking understanding and to practise the dialogues with their tablemate. While the students were reading, the researcher walked around the class to check the students whether they found the difficulty in finding the expressions or not. Then, the researcher asked some students to practise the dialogues in front of the class and discussed what the expressions of checking understanding are together. "What is the expressions of checking understanding in the first conversation?", asked the researcher. The students could answer correctly then the researcher asked the students who practised the dialogue found the expressions and stuck it on the board. After all dialogues had been discussed, the researcher asked the students to look at the dialogues again to find the expressions of responding the checking understanding expressions. "Look at the first conversation! After the

woman said 'Are you following me', what did the man say?", asked the researcher. Looking at the dialogues, the students could answer correctly. While answering, the students were asked to stick the answers on the board. After all expressions had been stuck, the researcher pronounced each expression and asked the students to repeat.

When the time was almost over, the researcher reviewed the materials. When the bell rang, the researcher asked the leader to lead his friends to say a prayer before going home.

### VIGNETTE 9

Date: September 11<sup>th</sup>, 2014

Time : 10.50 - 12.10

The class started with reviewing the materials that had been studied in the previous meeting. After that, the researcher asked the students to make five groups. But, a student was absent so the students suggested to make four group where each group would consist of six students. Before the game was played, the researcher asked all students to stand up and to make a line in their group. The first person of the line would do the exercise and the last person of the line would arrange the expressions. After the first person opened the exercise, he/she whispered the answer to his/her friend behind him/her. The second, the third, the fourth, and the fifth persons did what the first person had done (whispering). After getting the answer, the last person arranged the expressions and gave the expressions forward until the first person got the expressions. Then, the first person stuck the expressions on the exercise. When the first person had done the first exercise, he/she moved to the back of line and the second person moved forward and became the first person in the line. After all students did the exercises (incomplete dialogues), the researcher gave the situations. They sat down and made the dialogues based on the situations. Then, they had to practise their dialogues in front if the class.

When the time was almost over, the researcher reviewed the materials. When the bell rang, the researcher asked the leader to lead his friends to say a prayer before going home.

### **VIGNETTE 10**

Date: September 18<sup>th</sup>, 2014

Time : 10.50 – 12.10

After greeting and asking the students' condition, the researcher asked the students to put their books and pen into their bag. "Everyone, keep your books and pen in your bag because we don't need them for today," said the researcher. Spontaneously, the students shouted, "Yeeey!". Waiting for a minute, the

researcher said, "Everyone ready to learn?". "Yees!" said the students. Then, the researcher opened the presentation. "Today, we will learn about the expression of showing appreciation." said the researcher. "Apa itu showing appreciation?", the researcher asked to the students. Some students were quiet. "Showing apa?", asked the researcher. "Menunjukkan." answered some students. appreciation?", asked the researcher. "Apresiasi." answered some students. "Jadi showing appreciation sama dengan memuji. Now, let's see the video." explained the researcher. The researcher played the video that showed some conversation about the expression of showing appreciation. The researcher played the video twice and then played slowly to analyse the expressions of showing appreciation in the conversations. "Let's see the conversation one. What is the expression of showing appreciation in the conversation one?", asked the researcher. "You give a very clear direction." answered the students. While the students answered, the researcher wrote the expression on the whiteboard. The students and the researcher discussed all expressions which were in the video. After that, the researcher asked the students to analyse the key words that usually appeared in the expressions. "Look at the expressions. Kira-kira kata apa yang biasa muncul?", the researcher asked but no one answered. "Coba lihat dulu ekspresi yang pertama. 'You give a very clear direction.' maksudnya apa ya? Tadi dalam percakapan ada bule yang tanya suatu tempat ya, terus dikasih tahu petunjuk arahnya. Terus bulenya ngomong, 'You give a very clear direction.' Jadi petunjuk arah yang dikasih itu je?" "Las.." "Iya, jelas." explained the researcher while underlining the word 'clear'. After being explained, the students more understood. Until the last expression, they know the meaning of the expressions so the researcher asked, "Jadi kata-kata apa yang biasa muncul?". Some students answered, "Kata sifat." and some students answered, "Adjectives.". "Iva betul, adjectives atau kata sifat. Tentunya menggunakan kata sifat yang positif ya, kan digunakan untuk memuji. Okay, now let's see the picture." the researcher showed some pictures and asked the students to analyse the adjectives that could explain the pictures. "Kata sifat apa yang dapat menggambarkan gambar ini?" asked the researcher and the students answered, "Beautiful.". "Right." said the researcher while showing other pictures. The students could answer all pictures well. Then, the researcher showed the dialogues and offered who would read the dialogues. The students put their hand up. They were very enthusiastic learning English through the presentation. After the students read, the students and the researcher discussed what expressions that was in the dialogues.

Next, the researcher showed the matching game board. The game was like the usual game where the players had to find the similarity or the pair of something. To reach the goal of the teaching and learning today, the researcher made the matching game where the players had to find the adjectives of the pictures. The researcher asked each student to open two flashcards. If it was not suitable, the flashcards had to be closed again. The students were very happy to play the game. The students were not patient to wait for their turn. Almost all students came to the front of the class to see their friend played the game while waiting for their turn. After all flashcards opened, the researcher continued to the board of the list of the expressions of showing appreciation. The rest students who

did not play the matching game were asked to stick the adjectives on the lists board based on the pictures. When the games were over, all students had played the games. Then, the researcher pronounced the expressions of showing appreciation based on the list and asked the students to repeat.

After that, the researcher invited the students to play a game. It was Lava Pit game. Before playing the Lava Pit game, the researcher prepared the paper plates and the flashcards. Firstly, the researcher divided the class into two groups. They were female group and male group. Then, the researcher asked to the students to imagine that they were in danger. Their class was their village. The students were the citizens of the village. One day, the village got disaster. It was volcanic eruption. All citizen of the village had to move to another village where beautiful things would be seen. Unfortunately, the only bridge that would be used to cross was broken. The citizen had to use the paper plates as the helper to cross the river that had been full of lava. Each group had to work cooperatively to cross the river. After arriving to the new village, each citizen took one flashcard as the beautiful thing they had. After that, the researcher asked to each student what they got. Each student showed the flashcard and said what it is using the adjective clause that had been learned. Then, the students had to move around the class to show their appreciation of other students' thing. They were very happy because today they did not need to study seriously. They really liked to move around since they had sat all day. Before the time was over, the researcher reviewed the expressions of showing appreciation.

### **VIGNETTE 11**

Date : September 25<sup>th</sup>, 2014

Time : 10.50 - 12.10

Before entering the class, the researcher gave a rubric to the collaborator. When the bell rang, the researcher and the collaborator entered the class. The collaborator sat in front of the class to prepare assessing the students. As usual, the researcher greeted and asked the students' condition. After that, the researcher reviewed the materials. The students still remembered the expressions of showing appreciation that had been learned in the previous meeting. After checking the students' understanding, the researcher distributed a piece of paper that contained exercises. The students were asked to make dialogues based on the clue. They were also had been given an example in the first number. While the students did the exercises, the researcher and the collaborator walked around the class to check the students' work. The students worked actively. They were very enthusiastic. Some of them called the researcher repeatedly to check their work. They had done the exercises well. Seeing their work, the researcher asked them to stop, "Everyone, attention please. Look at me. I have some pens and you have to pick one.". The researcher came to each students, "Ambil satu ya.". The students picked one and they looked surprised after knowing the clue in back side of the pen. After all students picked the pen, the researcher explained, "Look at the clue

in back of the pen. Is it same as your exercises?". The students answered, "Yes.". "Berarti kalian sudah tahu yang bagaimana caranya?" asked the researcher. "First, find your friend that had same color as yours. Kalau sudah kalian berdialog dengan teman kalian itu seperti dialog yang sudah kalian buat di depan kelas. Paham?" explained the researcher. "Yes," answered the students loudly. They looked very happy. When the researcher offered who would did first, all students put their hand up and then the researcher decided to ask the students made a line behind her to get their turns. After all students did role-play, the researcher reviewed the materials and said goodbye and thanked to all students that had helped the research.

# APPENDIX D: INTERVIEW GUIDELINES AND INTERVIEW TRANSCRIPTS

### **INTERVIEW GUIDELINES**

### A. Before Implementation

### 1. Interview 1

Responden: (P) Peneliti; (GBI) Guru Bahasa Inggris

- a. Kesulitan dalam mengajar skill apa yang Ibu rasakan dalam mengajar bahasa Inggris?
- b. Biasanya Ibu mengajar speaking dengan teknik/metode apa?
- c. Jika mengajar speaking, kesulitan apa yang Ibu alami?
- d. Bagaimana cara pemberian nilai speaking?
- e. Bagaimana speaking skill siswa secara umum?
- f. Kesulitan apa yang dihadapi saat mengajar siswa VIII E?
- g. Media apa yang digunakan untuk mengajar speaking?

### 2. Interview 2

Responden: (P) Peneliti; (S) Siswa

- a. Bagaimana kelas bahasa Inggris selama ini? Menyenangkan apa tidak?
- b. Apakah pelajaran bahasa Inggris itu gampang atau sulit?
- c. Apakah belajar speaking itu gampang/sulit?
- d. Saat belajar speaking, kesulitan apa yang alami?
- e. Sebenarnya ingin belajar speaking atau tidak?
- f. Bagaimana cara guru mengajar speaking skill di kelas?
- g. Apakah guru pernah menggunakan media saat mengajar?

### B. After Implementing Cycle 1

### 1. Interview 1

Responden: (P) Peneliti; (GBI) Guru Bahasa Inggris

- a. Bagaimana penilaian Ibu terhadap kemampuan berbicara pada siswa setelah siklus 1?
- b. Kemajuan apa yang siswa peroleh setelah siklus 1?
- c. Menurut Ibu, siklus 1 ini mempunyai kekurangan apa?
- d. Ada saran untuk siklus 2?

### 2. Interview 2

Responden: (P) Peneliti; (S) Siswa

- a. Apakah adik menyukai pelajaran bahasa Inggris saat saya mengajar?
- b. Apa dapat membantu adik dalam belajar speaking skill?
- c. Apa ada kemajuan setelah belajar bahasa Inggris dengan cooperative games?
- d. Menurut adik, pembelajaran yang kemarin kurang apa?
- e. Ada saran untuk pembelajaran berikutnya?

### C. After Implementing All Actions

### 1. Interview 1

Responden: (P) Peneliti; (GBI) Guru Bahasa Inggris

- a. Bagaimana tanggapan Ibu mengenai penerapan cooperative games dalam pengajaran speaking?
- b. Apakah lebih bisa memotivasi siswa?
- c. Apakah sudah memfasilitasi siswa dalam belajar speaking?
- d. Bagaimana jika dibandingkan dengan siklus 1?
- e. Kemajuan apa yang siswa peroleh setelah siklus 2?
- f. Pendapat Ibu mengenai material dan media yang saya pakai selama penelitian?
- g. Apakah lebih bisa memotivasi siswa?
- h. Apakah lebih membantu siswa?
- i. Sejauh ini peningkatan di setiap aspek bagaimana?
- j. Menurut Ibu, penelitian ini mempunyai kekurangan apa? Saran?

### 2. Interview 2

Responden: (P) Peneliti; (S) Siswa

- a. Apakah kalian senang belajar speaking melalui cooperative games? Mengapa?
- b. Apa dapat lebih membantu adik dalam belajar speaking skill?
- c. Jadi lebih suka belajar speaking?
- d. Apa ada kemajuan setelah belajar bahasa Inggris dengan cooperative games? Yang meningkat apa?
- e. Masih malu buat speaking di depan orang banyak?
- f. Menurut kalian, tes speaking yang saya terapkan bagaimana? Sulit apa tidak? Lebih membantu apa tidak?
- g. Kalau materi dan media yang saya pakai bagaimana?
- h. Jadi lebih termotivasi untuk belajar speaking?
- i. Ketika saya mengajar suka mengulang-ulang perkataan, menurut kalian bagaimana? Berguna atau tidak? Membantu atau tidak?
- j. Menurut kalian, pembelajaran yang kemarin kurang apa?

Hari, tanggal : Selasa, 12 Agustus 2014 Jam : 08.30

Tempat : Ruang guru
Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

P:	Dari amnet altill dalam nambalajaran Dahasa Inggris altill mana yang
Γ.	Dari empat <i>skill</i> dalam pembelajaran Bahasa Inggris, <i>skill</i> mana yang
CDI	paling sulit diajarkan Bu?
GBI:	Yang pasti kalau untuk anak-anak karena pemalu itu speaking.
P:	Metode apa yang digunakan untuk mengajar speaking?
GBI:	Metodenya yang sering dipakai itu role-play karena anak-anak lebih
	senang bisa praktik langsung.
P:	Kesulitannya mengajar speaking kira-kira apa saja?
GBI:	Kesulitan di anak-anak ya itu rasa malu. Mereka malu untuk praktik.
	Kadang-kadang mereka juga malas belajar untuk praktik.
P:	Cara pemberian nilai dalam mengajar <i>speaking</i> bagaimana?
GBI:	Ya latihan-latihan, menjawab pertanyaan sesuai dengan <i>text</i> , ya <i>true-false</i> ,
	mengisi rumpang, teks rumpang, ya begitu.
P:	Bagaimana dengan pemberian tugas writing? Sering gak Bu?
GBI:	Ya tentunya yang mau maju dulu dan hafal.
P:	Jadi mereka lebih menghafal dulu?
GBI:	Iya, mereka menghafal dulu. Untuk membuat produk sendiri itu belum
	bisa.
P:	Lalu, kemampuan speaking siswa secara umum bagaimana?
GBI:	Secara umum ya masih lemah. Seperti mau memimpin doa saja belum
	bisa.
P:	Lalu, kesulitan dalam mengajar siswa VIII E itu sendiri bagaimana?
GBI:	Kalau dari siswanya karena baru beberapa pertemuan ya begitu. Tapi saya
	juga memberi apresiasi pada mereka untuk mereka yang mau praktik
	semuanya meskipun belum benar 100% bicara mereka tapi mereka sudah
	mau berusaha dan seperti aktivitas yang kedua tadi, siapa yang sudah hafal
	dulu mereka mau maju dengan senang hati
P:	Kemudian, media yang digunakan dalam mengajar speaking selama ini apa
	saja?
GBI:	Medianya belum ada sementara. Tapi saya pernah juga memakai. Jadi
	mereka mendengarkan native speaker namun akhirnya mereka juga
	menghafal.
P:	Tapi sekarang belum digunakan ya Bu?
GBI:	Iya belum.

Hari, tanggal : Kamis, 14 Agustus 2014

Jam : 10.35

Tempat : Ruang kelas VIII E

Responden : (P) Peneliti, (S) Siswa

P:	Namanya giana?
S2:	Namanya siapa? Affan.
S18:	Faizal.
P:	Kalau menurut kalian kelas bahasa Inggrisnya bagaimana?
Γ.	
S2:	Menyenangkan atau nggak? Asik.
P:	
S18:	Lalu menurut kalian pelajaran bahasa Inggris itu gampang atau sulit? Gampang-gampang susah.
S2:	1 1 1 1
P:	Iya. Gampang-gampang susah juga. Susahnya kenapa?
	y 1
S2: P:	Ya kalau belum tahu.
	Kalau speaking itu gampang apa susah?
S18:	Gampang kalau sudah tahu artinya.
S2:	Ya gampang-gampang susah juga.
P:	Kenapa susahnya?
S18:	Cara bacanya.
S2:	Nah iya cara bacanya.
P:	Terus biar bisa <i>speaking</i> latihannya apa?
S2:	Ya membaca.
P:	Kalau latihan berbicara langsung sudah pernah atau belum? Atau
G2	membaca dulu?
S2:	Belum pernah.
P:	Tapi sebenarnya ingin belajar speaking tidak?
S18:	Ya ingin.
P:	Terus cara mengajarnya guru bahasa Inggris bagaimana?
S2:	Ya enak.
P:	Cara mengajar speakingnya bagaimana?
S2:	Pertama suruh mengikuti cara bicaranya. Terus nanti suruh menghafal dan
D	maju praktik.
P:	Pernah diajar pakai LCD atau rekaman tidak?
S2:	Tidak pernah. Dulu waktu kelas 7 sama Pak Pur pernah tapi sekarang
D	belum pernah.
P:	Jadi kalian belajarnya membaca dulu lalu menghafal?
S2:	Iya
P:	Tapi kalau mendengarkan dialog dari tape belum pernah?
S2:	Belum.
P:	Ya udah gitu aja, makasiiiih

Hari, tanggal : Kamis, 28 Agustus 2014

Jam : 10.45

Tempat : Ruang kelas

Responden : (P) Peneliti, (S) Siswa

S20:	Mbak, kapan-kapan pake video/film. Jadi lebih seru.
P:	Oh iya, besok ya saya carikan video. Makasih sarannya.
S20:	Sama-sama, Mbak.

### **INTERVIEW TRANSCRIPT 4**

Hari, tanggal : Selasa, 2 September 2014

Jam : 08.30

Tempat : Ruang kelas

Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

P:	Menurut Ibu implementasi di siklus pertama ini bagaimana?
GBI:	Ya sudah bagus mbak.
P:	Kira-kira ada perlu diperbaiki tidak, Bu?
GBI:	Mungkin activitynya lebih ditambah lagi mbak. Anak-anak yang sudah
	selesai mengerjakan jadi cenderung kosong tidak punya kegiatan. Sama,
	mungkin bisa pakai video Mbak biar lebih menarik lagi.
P:	Oh iya Bu. Itu bias jadi koreksi untuk siklus berikutnya. Kalau untuk
	kemampuan siswanya bagaimana, Bu?
GBI:	Iya sudah ada kemajuan mbak. Tadi nyatanya mereka sudah bisa membuat
	percakapan sendiri walau hanya diberi situasi ya meskipun masih pendek-
	pendek.

### **INTERVIEW TRANSCRIPT 5**

Hari, tanggal : Selasa, 11 September 2014

Jam : 12.15

Tempat : Ruang kelas

Responden : (P) Peneliti, (S) Siswa

P:	Kalau belajarnya pake game gitu suka nggak sih?
S10:	Suka, Mbak. Asik jadinya, daripada cuma duduk diem.
P:	Iya, makasih ya.

Hari, tanggal : Kamis, 18 September 2014

Jam : 10.45

Tempat : Ruang kelas

Responden : (P) Peneliti, (S) Siswa

S24:	Mbak, papan-papan bahasa Inggris bagus.
P:	Bagus gimana?
S24:	Bagus mbak, jadi lebih tahu. Terus malah jadi bisa juara 1 lomba
	kebersihan dan kelengkapan kelas.

### **INTERVIEW TRANSCRIPT 7**

Hari, tanggal : Kamis, 25 September 2014

Jam : 10.35

Tempat : Ruang kelas

Responden : (P) Peneliti, (S) Siswa

P:	Hai! Nama kalian siapa?
S20:	Natasya Zahwa Alfadilla.
S21:	Nina Cahyati Rahmadani.
P:	Kalian merasa senang apa tidak kalau belajar speaking melalui game?
S20:	Iya, Mbak. Suka.
S21:	Suka banget mbak.
P:	Beneran suka?
S20:	Iya, Mbak. Aku juga suka bahasa Inggris.
P:	Lalu, kalian merasa terbantu apa tidak kalau belajar speaking pakai game?
S20:	Iya, Mbak tentu.
P:	Kenapa?
S20:	Karena jadi lebih mudah.
P:	Terbantunya gimana?
S20:	Jadi lebih banyak tahu tentang bahasa Inggris terus kosa katanya jadi
	tambah.
S21:	Jadi penasaran terus, besok apa lagi yaa.
P:	Jadi lebih suka belajar speaking nggak?
S20:	Iya.
S21:	Iya.
P:	Setelah pakai game, kemampuan speaking kalian jadi lebih meningkat
	nggak?
S21:	Iya.
S20:	Lumayan.
P:	Meningkatnya bagaimana?
S20:	Jadi lebih terbantu sama waktu istirahat jadi tertarik buat latihan ngomong
	bahasa Inggris.

P:	Bagus dong. Berarti udah nggak malu lagi kalau ngomong di depan orang
1.	banyak?
S20:	Enggak, Mbak.
S21:	Masih malu sedikit.
P:	Kalau lewat game masih malu nggak?
S21:	Nggak mbak, kan sama-sama teman-teman.
P:	Kalau menurut kalian, tes speaking yang saya buat bagaimana? Kalau
1.	Cuma dikasih situasi kesusahan nggak?
S20:	Lumayan mbak
S21:	Enggak susah mbak.
P:	Lumayannya gimana?
S20:	Agak susah merangkai kata-katanya.
P:	Kalau menurut kalian, media yang saya pakai bagaimana? Kayak media
	yang ditempel di kelas itu?
S21:	Bagus Mbak, kreatif.
S20:	Iya, Mbak. Bisa menambah wawasan.
P:	Menambah wawasan yang bagaimana?
S20:	Ya jadi tahu, Mbak. Ekspresi apa aja.
P:	Jadi lebih termotivasi buat belajar nggak?
S20:	Iya.
S21:	Iya.
P:	Kalau pakai rekaman sama video suka nggak?
S20:	Suka juga, Mbak.
P:	Kalau pas saya ngajar kan biasanya suka mengulang-ulang kata-kata,
	menurut kalian gimana?
S20:	Nggak apa-apa, Mbak. Jadi lebih tahu buat ngomong bahasa Inggris.
S21:	Iya, Mbak. Jadi bisa lebih lancar.
P:	Kalau activity yang biasa saya bagi itu bagaimana?
S20:	Suka juga, Mbak.
P:	Kalau dibanding soal-soal yang di LKS suka yang mana?
S21:	Suka yang di kertas bisa menambah soal-soal. Kalau yang di LKS
	membosankan.

INTERVIEW TRANSCRIPT 8
Hari, tanggal : Kamis, 25 September 2014
Jam : 10.40

Tempat

: Ruang kelas : (P) Peneliti, (S) Siswa Responden

P:	Hai, namanya siapa?
S22:	Novi.
P:	Kamu senang nggak belajar speaking pakai game?
S22:	Iya.
P:	Kenapa?

S22:	Ya, seru.
P:	Jadi merasa terbantu nggak kalau belajar speaking pakai game?
S22:	Iya.
P:	Terbantunya gimana?
S22:	Jadi lebih cepet mudengnya.
P:	Jadi lebih suka belajar speaking nggak?
S22:	Iya. Suka banget.
P:	Menurut kamu kemampuan speakingnya meningkat nggak?
S22:	Iya.
P:	Meningkatnya gimana?
S22:	Jadi lebih bagus nggak kayak kemarin.
P:	Kemarin memangnya gimana?
S22:	Kemarin banyak yang belum bisa, sekarang jadi lebih bisa.
P:	Masih malu nggak kalau speaking di depan orang banyak?
S22:	Sedikit.
P:	Menurut kamu tes speakingnya gimana yang pakai situasi itu?
S22:	Jadi lebih membantu.
P:	Susah nggak?
S22:	Nggak.
P:	Kalau medianya bagaimana?
S22:	Suka.
P:	Sukanya kenapa?
S22:	Karena bisa ditempel di kelas, jadi bisa membantu belajar.
P:	Jadi lebih termotivasi nggak?
S22:	Iya.
P:	Kalau pakai rekaman suara sama video suka nggak?
S22:	Sedikit suka.
P:	Pas saya ngajar kan biasanya suka ngulang-ulang kayak 'repeat after me'
	itu, jadi terbantu nggak?
S22:	Iya, terbantu.
P:	Terbantunya gimana?
S22:	Jadi lebih tahu.
P:	Kalau activity yang di kertas yang biasa saya bagi, kamu suka nggak?
S22:	Sedikit suka.
P:	Dibanding sama soal-soal yang di LKS gimana?
S22:	Lebih membantu yang di kertas.

INTERVIEW TRANSCRIPT 9
Hari, tanggal : Kamis, 25 September 2014
Jam : 10.45

Tempat Responden

: Ruang kelas : (P) Peneliti, (S) Siswa

P: Namanya siapa?

	<del>,</del>
S19:	Faiz.
S18:	Faizal.
P:	Menurut kalian, kalian senang nggak kalau diajar speaking pakai game sama saya?
S19:	Iya, senang banget.
P:	Kenapa?
S19:	Penak, Mbak.
S18:	Karena lebih asyik.
P:	Jadi merasa terbantu nggak kalau speaking pakai game?
S19:	Iya. Sedikit terbantu buat belajar bahasa Inggris jadi lebih enak.
S18:	Lebih dong kalo pake game, Mbak. Kalau terlalu serius malah jadi nggak jelas.
P:	Jadi lebih suka belajar speaking nggak?
S19:	Iya, Mbak. Kalau pakai game juga jadi lebih enak menyerap pembelajarannya. Tapi pas ngajarnya pake bahasa Indonesia juga Mbak, kalo pake bahasa Inggris terus jadinya bingung.
P:	Dari pembelajaran pakai game itu, kemampuan speakingmu jadi meningkat nggak?
S19:	Ya, lumayan.
S18:	Meningkat, Mbak.
P:	Meningkatnya bagaimana?
S18:	Jadi lebih mengerti cara speaking yang benar.
P:	Jadi kalian masih malu nggak buat speaking di depan orang banyak?
S19:	Nggak, Mbak.
P:	Menurutmu, tes speaking yang pakai situasi itu bagaimana? Susah nggak?
S18:	Susah-susah gampang.
S19:	Nggak terlalu, Mbak.
P:	Susahnya kenapa?
S18:	Susahnya menentukan kalimat dialognya.
P:	Kalau media yang saya pakai kayak yang ditempel-tempel itu suka nggak?
S19:	Suka banget, Mbak.
P:	Kenapa sukanya?
S18:	Jadi lebih jelas, Mbak.
P: S18:	Terus jadi lebih termotivasi nggak?  Iya, Mbak. Jadi lebih semangat buat belajar bahasa Inggris.
P:	Terus media yang rekaman sama video itu suka nggak?
S19:	Suka banget, Mbak.
S19.	Suka, Mbak. Tapi kalau rekaman yang berbahasa Inggris semua agak sulit.
S19:	Iya, Mbak. Kalau bisa pakai video bahasa Inggris tapi yang tulisannya
319.	bahasa Indonesia. Jadi bisa tahu sekalian artinya.
P:	Oh, iya. Kalau pas saya ngajar suka ngulang-ulang kata-kata menurut
1.	kalian bagaimana?
S19:	Bagus, Mbak. Jadi bisa mengingat kembali.
S18:	Iya Mbak, jadi lebih dong.
P:	Lebih dong apanya?
1.	Leon dong apanya:

S18:	Cara bacanya.
P:	Terakhir, activity yang biasa saya bagi itu suka nggak?
S19:	Nggak suka kalau suruh ngerjain sendiri Mbak. Enaknya kalau ngerjainnya
	kelompok.
S18:	Iya Mbak, enaknya kelompok.
P:	Berarti kalau sendiri-sendiri susah ya? Kalau dibanding soal-soal yang di
	LKS bagaimana?
S19:	Lebih mudah yang di LKS Mbak.
S18:	Lebih mudah yang di kertas kalau menurutku, Mbak.
P:	Okee, makasih yaa.

INTERVIEW TRANSCRIPT 10
Hari, tanggal : Kamis, 25 September 2014
Jam : 12.15

Tempat Responden

: Ruang kelas : (P) Peneliti, (GBI) Guru Bahasa Inggris

P:	Bagaimana tanggapan Ibu mengenai cooperative games yang saya terapkan dalam kelas ini?					
GBI:	Menurut saya, karena saya juga belum pernah memakai game yang sekomplit ini Mbak, paling sekedar saja, tapi dengan penelitian Mbak Pamela ini lumayan menarik bahkan saya contoh terapkan di kelas lain.					
	Anak-anak juga lebih semangat. Meskipun tidak semuanya aktif, tapi paling tidak, semua terlibat.					
P:	Jadi lebih bisa memotivasi siswa ya, Bu?					
GBI:	Iya, jadi nggak ngantuk-ngantukan. Biasanya kalau jam terakhir kan bosan.					
P:	Sejauh ini sudah dapat dikatakan dapat memfasilitasi siswa belum, Bu?					
GBI:	Iya, sudah. Sangat, Mbak. Bahkan setiap hari mereka dapat melihat					
	pekerjaan mereka. Kemarin saya juga berpikiran sama untuk diterapkan di					
	kelas lain, tapi karena saya mengajar 5 kelas, jadi nggak bisa semuanya					
	hanya beberapa kelas saja.					
P:	Dari yang pertama hingga siklus pertama ada perubahan belum, Bu?					
GBI:	Sudah lumayan bagus. Anak-anak yang dari pertama pasif sudah mau					
	berusaha meskipun awal-awal tanya tapi itu sudah bagus.					
P:	Sampai di siklus kedua ini juga sudah ada perubahan ya, Bu?					
GBI:	Iya sudah ada kemajuan, sudah bagus.					
P:	Kalau mengenai media dan materi yang saya pakai bagaimana, Bu?					
GBI:	Sudah bagus, sudah sesuai juga. Kemudian medianya juga sangat menarik					
	untuk anak-anak.					
P:	Sejauh ini peningkatannya bagaimana, Bu?					
GBI:	Speaking anak-anak sudah bagus, Mbak.					
P:	Per aspeknya bagaimana, Bu? Seperti pronunciation, intonation, fluency,					
	and accuracy.					

GBI:	Per aspeknya juga sudah keliatan peningkatannya.
P:	Ada saran tidak, Bu?
GBI:	Mungkin bisa disisipi lagu juga, Mbak.

# APPENDIX E: STUDENTS' SPEAKING SCORES

# STUDENTS' SPEAKING SCORE (PRE-TEST)

No	Name		Indic	Total		
110		P	I	F	A	1 Otal
1	Adnan Pandji Wisnugara	3	2	2	2	9
2	Affan Harits Alfiantoro	2	2	2	1	7
3	Afif Aiman Saputra	2	2	2	1	7
4	Agus Tri Santoso	2	2	2	1	7
5	Andika Satria Parikesit	2	1	1	2	6
6	Angga Bayu Noviyanto Putra	2	2	2	1	7
7	Anisa Nurohmah	2	2	2	2	8
8	Chesilia Ananda	2	2	2	1	7
9	Dwi Putrianingsih	2	2	2	2	8
10	Elis Citaningrum					
11	Evi Kurniawati	2	2	2	2	7
12	Fino Ardiyanto	1	1	2	2	6
13	Fit Tara Nur Azzahra					
14	Hanifa Arafatun Nisa	2	2	2	2	8
15	Imam Wisnu Pratama	2	3	2	2	9
16	Jenika Christy					
17	Jessica Kusumawati	3	2	2	2	9
18	Latif Muhammad Faizal	2	2	4	2	10
19	Muhammad Faa'iz Alfiansyah	3	2	1	2	8
20	Natasya Zahwa Alfadilla	3	2	3	2	10
21	Nina Cahyati Rahmadani	3	1	2	2	8
22	Novi Rahayu	2	2	1	3	8
23	Ockla Audhica Frasasta Y	2	3	2	2	9
24	Refina Novitasari					
25	Tri Widodo	2	1	2	2	7
	Means	2.2	1.9	2	1.8	7.9

# STUDENTS' SPEAKING SCORE (PRE-TEST)

No	Name		Indic	Total		
110	1vame	P	I	F	A	1 Otai
1	Adnan Pandji Wisnugara	3	2	2	2	9
2	Affan Harits Alfiantoro	3	2	2	2	9
3	Afif Aiman Saputra	2	3	2	2	9
4	Agus Tri Santoso	2	3	2	2	9
5	Andika Satria Parikesit	1	1	2	1	5
6	Angga Bayu Noviyanto Putra	1	1	2	1	5
7	Anisa Nurohmah	2	2	2	2	8
8	Chesilia Ananda	2	1	2	1	6
9	Dwi Putrianingsih	2	1	2	1	6
10	Elis Citaningrum					
11	Evi Kurniawati	3	3	2	1	9
12	Fino Ardiyanto	2	1	2	2	7
13	Fit Tara Nur Azzahra					
14	Hanifa Arafatun Nisa	3	3	2	2	10
15	Imam Wisnu Pratama	2	2	2	2	8
16	Jenika Christy					
17	Jessica Kusumawati	2	2	2	2	8
18	Latif Muhammad Faizal	3	2	2	2	9
19	Muhammad Faa'iz Alfiansyah	3	2	2	2	9
20	Natasya Zahwa Alfadilla	3	2	2	2	9
21	Nina Cahyati Rahmadani	3	2	2	2	9
22	Novi Rahayu	3	2	2	2	9
23	Ockla Audhica Frasasta Y	2	2	2	2	8
24	Refina Novitasari					
25	Tri Widodo	2	1	2	2	7
	Means	2.3	1.9	2	1.8	8

# STUDENTS' SPEAKING SCORE (CYCLE 1)

No	Name		Indic	Total		
110	Name	P	I	F	A	1 Otai
1	Adnan Pandji Wisnugara	2	3	4	3	12
2	Affan Harits Alfiantoro	4	3	2	2	11
3	Afif Aiman Saputra	2	3	2	2	9
4	Agus Tri Santoso	3	2	2	2	9
5	Andika Satria Parikesit	2	1	1	1	5
6	Angga Bayu Noviyanto Putra	2	1	1	1	5
7	Anisa Nurohmah	3	3	3	3	12
8	Chesilia Ananda	2	3	3	2	10
9	Dwi Putrianingsih	2	3	2	2	9
10	Elis Citaningrum	4	2	3	4	13
11	Evi Kurniawati	2	2	3	3	10
12	Fino Ardiyanto	1	1	2	1	5
13	Fit Tara Nur Azzahra	2	1	2	2	7
14	Hanifa Arafatun Nisa	2	3	2	2	9
15	Imam Wisnu Pratama	2	3	2	2	9
16	Jenika Christy	3	3	2	3	11
17	Jessica Kusumawati	3	2	2	3	10
18	Latif Muhammad Faizal	2	3	3	3	11
19	Muhammad Faa'iz Alfiansyah	2	3	4	2	11
20	Natasya Zahwa Alfadilla	4	3	4	2	13
21	Nina Cahyati Rahmadani	3	2	3	3	11
22	Novi Rahayu	4	3	3	4	14
23	Ockla Audhica Frasasta Y	3	2	2	2	9
24	Refina Novitasari	2	3	4	3	12
25	Tri Widodo	1	2	2	2	7
	Means	2.5	2.4	2.5	2.4	9.8

# STUDENTS' SPEAKING SCORE (CYCLE 1)

No	Name		Indic	Total		
110	Name	P	I	F	A	Total
1	Adnan Pandji Wisnugara	2	2	2	2	8
2	Affan Harits Alfiantoro	2	3	2	2	9
3	Afif Aiman Saputra	2	3	2	1	8
4	Agus Tri Santoso	2	2	2	1	7
5	Andika Satria Parikesit	2	2	2	2	8
6	Angga Bayu Noviyanto Putra	3	2	2	3	10
7	Anisa Nurohmah	4	2	2	3	11
8	Chesilia Ananda	3	2	2	3	10
9	Dwi Putrianingsih	3	2	2	3	10
10	Elis Citaningrum	4	4	3	2	13
11	Evi Kurniawati	4	2	3	3	12
12	Fino Ardiyanto	3	2	2	2	9
13	Fit Tara Nur Azzahra	2	2	2	1	7
14	Hanifa Arafatun Nisa	2	2	2	3	9
15	Imam Wisnu Pratama	3	2	2	3	10
16	Jenika Christy	2	2	2	1	7
17	Jessica Kusumawati	4	2	3	2	11
18	Latif Muhammad Faizal	3	3	2	2	10
19	Muhammad Faa'iz Alfiansyah	2	3	2	2	9
20	Natasya Zahwa Alfadilla	3	2	2	3	10
21	Nina Cahyati Rahmadani	3	2	3	3	11
22	Novi Rahayu	4	3	3	3	13
23	Ockla Audhica Frasasta Y	2	2	2	1	7
24	Refina Novitasari	4	2	3	3	12
25	Tri Widodo	3	2	2	2	9
	Means	2.8	2.3	2.2	2.2	9.6

# STUDENTS' SPEAKING SCORE (CYCLE 2)

No	Name		Indic	Total		
110	Name	P	I	F	A	Totai
1	Adnan Pandji Wisnugara	3	3	2	3	11
2	Affan Harits Alfiantoro	3	3	3	4	13
3	Afif Aiman Saputra	4	3	3	3	13
4	Agus Tri Santoso	3	3	3	3	12
5	Andika Satria Parikesit	4	3	3	3	13
6	Angga Bayu Noviyanto Putra	3	3	3	2	11
7	Anisa Nurohmah	3	3	3	3	12
8	Chesilia Ananda	4	3	4	3	14
9	Dwi Putrianingsih	4	3	4	4	15
10	Elis Citaningrum	5	4	4	3	16
11	Evi Kurniawati	3	3	4	3	13
12	Fino Ardiyanto	2	3	3	3	11
13	Fit Tara Nur Azzahra	3	3	4	4	14
14	Hanifa Arafatun Nisa	4	4	3	3	14
15	Imam Wisnu Pratama	3	3	3	3	12
16	Jenika Christy	4	4	3	4	15
17	Jessica Kusumawati	4	3	4	3	14
18	Latif Muhammad Faizal	4	4	3	3	14
19	Muhammad Faa'iz Alfiansyah	4	3	3	3	13
20	Natasya Zahwa Alfadilla	3	4	3	4	14
21	Nina Cahyati Rahmadani	3	4	3	3	13
22	Novi Rahayu	4	4	3	3	14
23	Ockla Audhica Frasasta Y	2	3	3	3	11
24	Refina Novitasari	3	3	4	3	13
25	Tri Widodo	3	2	3	3	11
	Means	3.4	3.2	3.2	3.2	13

# STUDENTS' SPEAKING SCORE (CYCLE 2)

No	Name		Indic	Total		
110	Name	P	I	F	A	Totai
1	Adnan Pandji Wisnugara	4	3	3	4	14
2	Affan Harits Alfiantoro	4	4	3	4	15
3	Afif Aiman Saputra	4	4	3	4	15
4	Agus Tri Santoso	3	4	3	4	14
5	Andika Satria Parikesit	3	4	3	4	14
6	Angga Bayu Noviyanto Putra	4	3	3	3	13
7	Anisa Nurohmah	4	4	3	4	15
8	Chesilia Ananda	4	4	3	4	15
9	Dwi Putrianingsih	4	4	3	4	15
10	Elis Citaningrum	5	4	4	4	17
11	Evi Kurniawati	4	4	3	4	15
12	Fino Ardiyanto	3	3	3	2	11
13	Fit Tara Nur Azzahra	4	4	3	2	13
14	Hanifa Arafatun Nisa	5	4	4	4	17
15	Imam Wisnu Pratama	4	4	3	3	14
16	Jenika Christy	5	4	4	4	17
17	Jessica Kusumawati	5	4	4	4	17
18	Latif Muhammad Faizal	4	4	3	4	15
19	Muhammad Faa'iz Alfiansyah	4	4	3	3	14
20	Natasya Zahwa Alfadilla	4	5	3	4	16
21	Nina Cahyati Rahmadani	4	4	3	3	14
22	Novi Rahayu	4	4	3	4	15
23	Ockla Audhica Frasasta Y	4	4	3	2	13
24	Refina Novitasari	4	4	2	3	13
25	Tri Widodo	3	4	3	4	14
	Means	4	3.9	3.1	3.6	14,6

# STUDENTS' SPEAKING SCORE (Accumulation)

No	Name		Mark	Total							
110	1 min		1	Post	1 Otai						
1	Adnan Pandji Wisnugara	9	12	11	32						
2	Affan Harits Alfiantoro	7	11	13	31						
3	Afif Aiman Saputra	7	9	13	29						
4	Agus Tri Santoso	7	9	12	28						
5	Andika Satria Parikesit	6	5	13	24						
6	Angga Bayu Noviyanto Putra	7	5	11	23						
7	Anisa Nurohmah	8	12	12	32						
8	Chesilia Ananda	7	10	14	31						
9	Dwi Putrianingsih	8	9	15	32						
10	Elis Citaningrum		13	16	29						
11	Evi Kurniawati	7	10	13	30						
12	Fino Ardiyanto	6	5	11	22						
13	Fit Tara Nur Azzahra		7	14	21						
14	Hanifa Arafatun Nisa	8	9	14	31						
15	Imam Wisnu Pratama	9	9	12	30						
16	Jenika Christy		11	15	26						
17	Jessica Kusumawati	9	10	14	33						
18	Latif Muhammad Faizal	10	11	14	35						
19	Muhammad Faa'iz Alfiansyah	8	11	13	32						
20	Natasya Zahwa Alfadilla	10	13	14	37						
21	Nina Cahyati Rahmadani	8	11	13	32						
22	Novi Rahayu	8	14	14	36						
23	Ockla Audhica Frasasta Y	9	9	11	29						
24	Refina Novitasari		12	13	25						
25	Tri Widodo	7	7	11	25						
	Means	7.9	9.8	Means 7.9 9.8 13 29,4							

# STUDENTS' SPEAKING SCORE (Accumulation)

No	Name		Total		
110	Name	Pre	1	Post	Totai
1	Adnan Pandji Wisnugara	9	8	14	31
2	Affan Harits Alfiantoro	9	9	15	33
3	Afif Aiman Saputra	9	8	15	32
4	Agus Tri Santoso	9	7	14	30
5	Andika Satria Parikesit	5	8	14	27
6	Angga Bayu Noviyanto Putra	5	10	13	28
7	Anisa Nurohmah	8	11	15	34
8	Chesilia Ananda	6	10	15	31
9	Dwi Putrianingsih	6	10	15	31
10	Elis Citaningrum		13	17	30
11	Evi Kurniawati	9	12	15	36
12	Fino Ardiyanto	7	9	11	27
13	Fit Tara Nur Azzahra		7	13	20
14	Hanifa Arafatun Nisa	10	9	17	36
15	Imam Wisnu Pratama	8	10	14	32
16	Jenika Christy		7	17	24
17	Jessica Kusumawati	8	11	17	36
18	Latif Muhammad Faizal	9	10	15	34
19	Muhammad Faa'iz Alfiansyah	9	9	14	32
20	Natasya Zahwa Alfadilla	9	10	16	35
21	Nina Cahyati Rahmadani	9	11	14	34
22	Novi Rahayu	9	13	15	37
23	Ockla Audhica Frasasta Y	8	7	13	28
24	Refina Novitasari		12	13	25
25	Tri Widodo	7	9	14	30
	Means	8	9.6	14,6	30,9

MEANS		The coll	aborator	The researcher					
WILANS	P	I	F	A	P	I	F	A	
Pre-test	2.2	1.9	2	1.8	2.3	1.9	2	1.8	
Cycle 1	2.5	2.4	2.5	2.4	2.8	2.3	2.2	2.2	
Post-test	3.4	3.2	3.2	3.2	4	3.9	3.1	3.6	

# APPENDIX F: ATTENDANCE LIST

#### VIII E STUDENTS' ATTENDANCE LIST

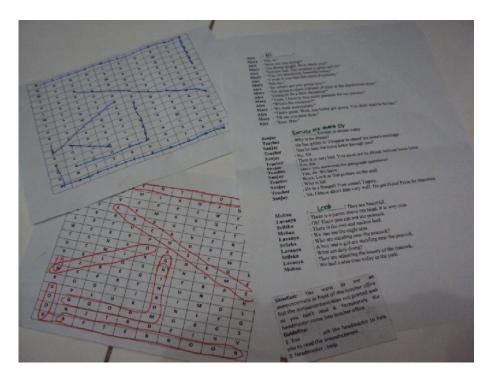
NI		Attendance									
N	Name	14	19	21/	26/	28/	2/	4/	11/	18/	25/
0		/8	/8	8	8	8	9	9	9	9	9
1	Adnan Pandji Wisnugara	•	•	•	•	•	•	•	•	•	•
2	Affan Harits Alfiantoro	•	•	•	•	•	•	•	•	•	•
3	Afif Aiman Saputra	•	•	•	•	•	•	•	•	•	•
4	Agus Tri Santoso	•	•	•	•	•	•	•	•	•	•
5	Andika Satria Parikesit	•	•	•	•	•	•	•	•	•	•
6	Angga Bayu Noviyanto P	•	•	•	•	•	•	•	•	•	•
7	Anisa Nurohmah	•	•	•	•	•	•	•	•	•	•
8	Chesilia Ananda	•	•	•	•	•	•	•	•	•	•
9	Dwi Putrianingsih	•	•	•	•	•	•	•	•	•	•
10	Elis Citaningrum	I	•	•	•	•	•	•	•	•	•
11	Evi Kurniawati	•	•	•	•	•	•	•	•	•	•
12	Fino Ardiyanto	•	•	•	•	•	•	•	•	•	•
13	Fit Tara Nur Azzahra	I	•	•	•	•	•	•	•	•	•
14	Hanifa Arafatun Nisa	•	•	•	•	•	•	•	•	•	•
15	Imam Wisnu Pratama	•	•	•	•	•	•	•	•	•	•
16	Jenika Christy	I	•	•	•	•	•	•	•	•	•
17	Jessica Kusumawati	•	•	•	•	•	•	•	•	•	•
18	Latif Muhammad Faizal	•	•	•	•	•	•	•	•	•	•
19	Muhammad Faa'iz A	•	•	•	•	•	•	•	•	•	•
20	Natasya Zahwa Alfadilla	•	•	•	•	•	•	•	•	•	•
21	Nina Cahyati Rahmadani	•	•	•	•	•	•	•	•	•	•
22	Novi Rahayu	•	•	•	•	•	•	•	•	•	•
23	Ockla Audhica Frasasta	•	•	•	S	•	•	•	I	•	•
24	Refina Novitasari	I	•	•	•	•	•	•	•	•	•
25	Tri Widodo	•	•	•	•	•	•	•	•	•	•

# APPENDIX G: PHOTOGRAPHS





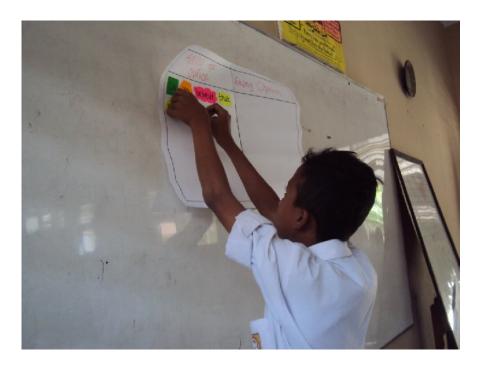
The students played "Estafette" game.



The exercises of "Estafette" game.



The students arranged the expressions of asking for opinion.



The student stuck the expressions of asking for and giving opinion on the list board.



The list board of asking for and giving opinion expressions.





The students discussed in group.

# APPENDIX H: LETTERS



#### KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI YOGYAKARTA BAKUII TAC BAUTACA TAAN CEAT

Alamat: Karangmalang, Yogyakerta 55281 🕿 (0274) 550843, 548207 Fax. (0274) 548207 http://www.fbs.uny.ac.id//

FRMFBS/33-01 10 Jan 2011

Nomor

: 784/UN.34.12/DT/VI/2014

Lampiran

: 1 Berkas Proposal

Hal

: Permohonan Izin Penelitian

13 Juni 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta c.q. Kepala Biro Administrasi Pembangunan Sekretariat Daerah Provinsi DIY Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE 8TH GRADE STUDENTS' SPEAKING SKILL AT SMPN 2 PIYUNGAN THROUGH COOPERATIVE GAMES IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama

: PAMELA YENI PURWASTRI

NIM

: 10202244030

Jurusan/Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan Lokasi Penelitian

: Agustus – Oktober 2014 : SMPN 2 Piyungan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

ı D¶ndidikan FBS,

a.n. Dekan

Indin Profes Utami, S.E.

Tembusan:

Kepala SMPN 2 Piyungan



#### PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting) YOGYAKARTA 55213

#### SURAT KETERANGAN / IJIN

070/REG/V/47/8/2014

Membaca Surat

: KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA

: 784/UN.34.12/DT/VI/2014

Tanggal

: 13 JUNI 2014

Perihal

: IJIN PENELITIAN/RISET

- Mengingat ; 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelifian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia:
  - 2. Peraturan Menter Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan. Kementrian Dalam Negeri dan Pemerintah Daerah;
  - 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dawan Perwakilan Rakyat Daerah
  - 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan. Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

: PAMELA YENI PURWASTRI Nama

NIP/NIM: 10202244030

Alamat Judul

:FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI

YOGYAKARTA

IMPROVING THE 8TH GRADE STUDENTS' SPEAKING SKILL AT SMPN 2 PIYUNGAN

THROUGH COOPERATIVE GAMES IN THE ACADEMY YEAR OF 2014/2015

Lokasi DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY

:7 AGUSTUS 2014 s/d 7 NOVEMBER 2014 Waldu-

#### Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan 1) dari Pemerintah Daerah DIY kapada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- 2. Menyerahkan soft copy hasil penelitiannya baik cepada Gubernur Daerah Istimewa Yogyakarta metalui Biro Administrasi Pembangunan Selda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- 3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi keg atan;
- 4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalul website adbang.jogjaprov.go.id;
- 5. Ijin yang diberikan dapat dibatalkan sewaku-waku apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yoqyakarta Pada tanggal 7 AGUSTUS 2014

A.n. Sekretaris Daerah

Asisten Perekonomian dan Pembangunan Ub.

Kepala Biro Administras Pembangunan

Hendar Susi owat , SH NIP, 19580120 198503 2 003

#### Tembusan :

- 1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)

- 2. BUPATI BANTUL C.Q BAPPEDA BANTUL
  3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
  4. KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA, UNIVERSITAS NEGERI YOGYAKARTA
  5. YANG BERSANGKUTAN



# PEMERINTAH KABUPATEN BANTUL BADAN PERENCANAAN PEMBANGUNAN DAERAH

(BAPPEDA)

Jin.Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 387533, Fax. (0274) 367796

Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

#### SURAT KETERANGAN/IZIN

#### Nomor: 070 / Reg / 2779 / S1 / 2014

Menunjuk Surat

Dari

Sekretariat Daerah DIY

Namor: 070/Reg/V/47/8/2014

Tanggal: 7 Acustus 2014 Perinal : Ijin Penelitian

Mengingat

Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 18 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul; Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Peleyanan Penjiran Rekomendasi Pelaksansan Survei, Penelidian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarra; Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kulah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama

PAMELA YENI PURWASTRI

P. T./ Alamat

Fak Bahasa Dan Seni ,Pendidikan Bahasa Inggris UNY ,

NIP/NIM/No. KTP

Tema/Judul Kegiatan

IMPROVING THE 8TH GRADE STUDENTS 'SPEAKING SKILL AT SMP N 2 PIYUNGAN THROUGH COOPERATIVEGAMES IN THE

ACADEMIC YEAR OF 2014/2015

Lokasi

SMP N 2 Piyungan

08 Agustus 2014 s.d 08 November 2014

#### Dengan ketentuan sebagai berikut :

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk
- 2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- 3 Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- 4 Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk softoopy (CD) dan nardoopy kepada Pemerintah Kabupaten Bantul c.g Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan
- 5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- 6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- 7. Izin ini tidak boleh disalangunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l Pada tanggal : 08 Agustus 2014

A.n. Kepala Kepala Bidang Data Penelitian dan Pengembangan, u.b. Kaatriybid, DSP

Ir. Edi Purwanto, M.Eng NE 196407101997031004

#### Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
  Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
  Ka. Dinas Pendidikan Dasar Kab. Bantul
  Ka. UPT Pendidikan Kecamatan Piyungan
- 4

- Ka SMP N 2 Piyungan

  Dekan Fak Bahasa Dan Seni ,Pendidikan Bahasa Inggris UNY

7 Yang Bersangkutan (Mahasiswa)