IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMPN 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAME IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

Presented as partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education

Arintika Devi Wulandari
10202241046

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF YOGYAKARTA

2014

APPROVAL SHEET

Improving the Speaking Ability of Grade VIII Students of SMPN 1 Wonosari

through the Snakes and Ladders Board Game

in the Academic Year of 2013/2014

A Thesis

Arintika Devi Wulandari

10202241042

Approved by the Supervisor on September 23rd, 2014

Supervisor,

Drs. Suharso, M.Pd.

NIP 19591006 198403 1 002

ii

RATIFICATION SHEET

IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMPN 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAME IN THE ACADEMIC YEAR OF 2013/2014
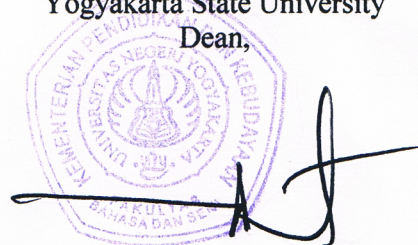
A Thesis

Arintika Devi Wulandari

10202241046

Accepted by the Board of Examiners of Faculty of Languages and Arts, Yogyakarta State University on September, 2014 and Declared to Have Fulfilled the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

BOARD OF EXAMINERS

Chairperson	: Dra. Jamilah, M.Pd.	1. ....
Secretary	: Dwiyani Pratiwi, M.Hum.	2. ....
Main Examiner	: Dra. Nury Supriyanti, M.A.	3. ....
Second Examiner	: Drs.Suharso, M.Pd.	4. ....

Yogyakarta, October 10th, 2014
Faculty of Languages and Arts
Yogyakarta State University
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP.19550505 198011 1 001

iii

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama	: Arintika Devi Wulandari
NIM	: 10202241046
Prodi Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni Universitas Negeri Yogyakarta
Judul Skripsi	: *Improving the Speaking Ability of Grade VIII Students of SMPN 1 Wonosari through the Snakes and Ladders Board Game in the Academic Year of 2013/2014*

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, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 10 Oktober 2014
Penulis,

Arintika Devi Wulandari

iv

DEDICATIONS

This thesis is dedicated to

my beloved parents, my brother, and my friends.

I thank them for all the love, patience, and support, and for always giving me
happiness.

MOTTOS

"Man Jadda Wa Jadda"

Whoever does something persistently will succeed.

Be careful, be patient, and be grateful

(My Parents)

My parents' prayers make everything possible.

ACKNOWLEDGEMENTS

to cry on. I hope we can be good friends forever even when we have own families in the future.

At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Then, I really hope that this thesis is able to give contribution to the readers and useful for the teaching and learning process.

Yogyakarta, September 2014

Arintika Devi Wulandari

LIST OF TABLES

TABLE OF CONTENTS

LIST OF FIGURES

IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMPN 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAME IN THE ACADEMIC YEAR OF 2013/2014

Arintika Devi Wulandari
10202241046

ABSTRACT

The objective of this research was to improve Grade VIII students' speaking skills by using the Snakes and Ladders board game in SMPN 1 Wonosari.

This was action research study which consisted of two cycles. The researcher worked collaboratively with the English teacher, the students, and the collaborators. The subjects of the research were 24 students of VIIIE of SMPN 1 Wonosari in the academic year of 2013/2014. The data were qualitative and quantitative. The qualitative data were collected by observing the teaching and learning process, and interviewing the students, the teacher and the collaborators. The data were in the form of field notes, interview transcripts, photographs, and video. Meanwhile, the quantitative data were collected through assessing the students' speaking performance by comparing the means of the pretest and posttest. The data were the students' speaking scores. They were analyzed using a t-test using SPSS 16.0 program. The procedure of the research consisted of reconnaissance, planning, acting, reflecting, and revising plan.

The results of this research showed that the use of the Snakes and Ladders board game was effective to improve the students' speaking skills. Based on the qualitative data, the use of classroom English helped the students to be more familiar with English. The vocabulary practice and pronunciation drilling also helped them to enrich their vocabulary knowledge and build their accuracy. Furthermore, the Snakes and Ladders board game was effective to encourage them to practice speaking. Meanwhile, the use of various media could grab their attention during the class. Based on the quantitative data, the students' mean scores for the speaking skill improved from 8.25 in the pretest to 14.20 in the posttest. According to the t-test, the means of the pretest and posttest were also statistically different since p was lower than the significance level ($0.00 < 0.05$).

Keywords: *Snakes and Ladders board game, speaking skill.*

CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication is something important for people in the world. Through communication, people can interact with each other because they can express what is in their mind. Language has an important role in communication. People use language to communicate whether it is direct or indirect communication. As a global language, English plays an important role in the world. People from many different countries who share many different languages are able to communicate with each other by using English. This condition makes English important to be mastered.

One of the ways in communication in English is through speaking. Speaking is the easiest way because people just need to utter what they want to say. As one of the English four skills, speaking is really important for English learners, especially for junior high school students. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are also expected to be able to express meanings of short functional texts and monologues in many kinds of texts like recounts and narratives, either formally or informally. According to Richards (2008:19) the mastery of speaking skills in English is priority formally in second language or foreign learners. It is important for people to be able to master speaking

1

because it is much needed in the real communication. The first thing that people do when they communicate is by speaking. In addition, Richards (2008:19) also adds that learners often evaluate their success in language learning as well as the effectiveness of their course on basis of how much they feel they have improved their spoken language proficiency. However, to be able to master speaking is not an easy thing to do. Students need a lot of practices to be able to speak fluently but the conditions of their environment rarely support them to speak English.

Ideally an English teacher should teach the four skills in teaching English. They are listening, speaking, reading, and writing. However, the teacher just focuses on the two skills used in the national examination. They are listening and reading. As the result, students do not get enough practice in speaking and they lacked speaking activities although the speaking skill will be important for their future work.

According to the result of a class observation that was conducted in SMPN 1 Wonosari on April 1st, 2014, there were some problems in the teaching and learning process. The students lacked speaking activities. Some of them were reluctant and shy to try to speak in English. When one of them mispronounced a word, the other ones would laugh at her or him. They seemed afraid to speak because they were afraid to make mistakes. They also did not give attention to the teacher and the lesson. They seemed to be busy with their own business. Consequently, they were passive during the teaching and learning process. In addition, the teacher only asked them to read the text and answer the questions according to the text. One of them then was asked to speak in front of the class telling the content of the text. This situation did not allow them to have the same opportunity to speak. They were bored and unmotivated during

the learning process. Moreover, the teacher gave too much time for them to do the task and consequently some of them were busy with their own business. They chatted with their friends in Bahasa Indonesia or Javanese and did not pay attention to the teaching and learning process. Consequently, they were not motivated to speak English in the speaking class. Besides, the technique that was used by the teacher was not interesting. She gave the students some papers containing the materials and the tasks that should be done. Then, she asked them to read and answer the questions, and after that they discussed the questions and answers together. The opportunity for them to speak in the meaningful situation was very low.

The facts above motivated the researcher to conduct an action research study at Grade VIII of SMPN 1 Wonosari. The students need much practice in speaking. Having a good ability in speaking will help them in their future work. To be able to overcome the problems, there must be a suitable technique to be used to increase the students' speaking ability. To improve their speaking ability is not a simple thing. They need to have a lot of practices to be able to master the speaking skill. Their motivation to speak in the speaking class is low. Meanwhile, the most important element in the speaking class is to give them opportunities to speak in English. So, the technique must be interesting and motivating them to speak more in the speaking class. One of them is by using games. Games help the students to add interest in the teaching and learning process. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005). The students in junior high school are still in their adolescence so they will be happy if they can play games in the teaching and learning process. One of the games that the researcher proposes to

conduct is a Snakes and Ladders board game. The Snakes and Ladders board game is one example of board games. Board games are any games which mainly involve moving markers along a path. According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for the students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world.

The Snakes and Ladders board game introduces an effective way to make the students speak during the speaking class. This game is used in a small group. They will speak according to the themes or instructions on to the cards. This game uses a dice to decide how many steps they will move from the starting point. Then, the students will speak to their friends in her/his group so they will be enjoy speaking without being afraid of making mistakes because they just talk in their group. The other students also will give their respond to the student who speaks so they will communicate communicatively and meaningfully because it comes both from the speakers and listeners. The Snakes and Ladders board game also gives opportunity to all of the students to practice speaking because all of them have to speak in English to be able to play the game. They will feel more motivated to speak English because the board game is a fun and low-anxiety activity. Moreover, the Snakes and Ladders board game is also meaningful and communicative because it promotes the communicative competences among students and the activity has some relations to real world activities.

Considering the problems above and the advantages of using the Snakes and Ladders board game in speaking to improve the speaking ability of the students, it

was necessary to conduct a research on improving the students' speaking ability at Grade VIII of SMPN 1 Wonosari using the Snakes and Ladders board game.

B. Identification of the Problem

Speaking is the ability that is needed to be mastered in learning English. In order to be able to master speaking, the students need to improve their pronunciation, fluency, grammar, and vocabulary. As beginner learners, they find that learning speaking is difficult. The problems found during the observation are explained below.

The first problem is the opportunity to speak English. Most of the students did not have enough opportunities to practice speaking. The opportunity to practice English is needed for them to be able to improve their speaking skills. English is regarded as a foreign language in Indonesia because most of people in Indonesia speak in Bahasa Indonesia. As a result, they did not have opportunity to speak English in daily conversation. The only opportunity they have is when they learn English in the class. So, the teacher should optimize this opportunity to make them practice English. There are some activities that can motivate them to speak in English such as group work and presentation.

The second problem is the students' lack of vocabulary. The mastery of vocabulary is very important for the students. However, most of them do not have enough vocabulary so they find it difficult to speak in English. The lack of vocabulary was one of the major problems for them as foreign language learners. They needed to enrich their vocabulary as much possible. This effort can be done by giving a lot of

examples of English vocabulary. The teacher should use English when teaching with some translation if it is needed.

The third problem is mispronunciation. The students found it difficult to pronounce the English words because they were not familiar with the words and the way to pronounce them. English is very different from Bahasa Indonesia. There are some English sounds that cannot be found in Bahasa Indonesia. They also found it difficult to pronounce English words because the pronunciation is often different from the words. Mispronunciation can lead to the misunderstanding among the speakers and the listeners. Consequently, it is important for them to able to know the right pronunciation of the words.

The fourth problem is the teaching activities in the class. The choice of class activities did not create an interesting classroom situation. Based on the researcher's observation, the students were not motivated and willing to be engaged actively in the teaching and learning process. Some of them just chatted with their friends using Bahasa Indonesia or Javanese. The teacher dominated the whole session of the class and she lectured them most of the time. They should dominate the teaching and learning process so they will have enough opportunity to speak English. The teacher should act as a facilitator and controller who made the materials, techniques and activities.

In short, many problems were faced by Grade VIII students of SMPN 1 Wonosari in learning speaking. Those problems became the obstacles for them to be able to speak fluently, accurately, and properly in English. Based on the reality above, the researcher decided to conduct a classroom action research study to overcome the

problems that were faced by them in learning English, especially in learning speaking. The researcher tried to use the Snakes and Ladders board game to create an interesting and communicative classroom situation that would motivate them to be engaged actively in the teaching and learning process so they could practice speaking English in the class.

C. Limitation of the Problem

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and helped her to focus on the research. In the reference to the background of the problem and identification of the problem, this study would focus on improving the students' speaking skills by using the Snakes and Ladders board game. The reason why the researcher chose it is because it is fun. She believes that it would give them more opportunities to practice speaking in the class. It also had never been used by the teacher during the teaching and learning process. In light of view, the study is conducted by focusing on improving the speaking ability of Grade VIIIE students of SMPN 1 Wonosari using the Snakes and Ladders board game.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the problem is formulated as follows: How is the Snakes and Ladders board game conducted in the effort to improve the speaking ability of Grade VIIIE students of SMPN 1 Wonosari?

E. Objective of the Study

The objective of the problem is to improve the speaking ability of Grade VIIIE students of SMPN 1 Wonosari.

F. Significance of the Study

There are some advantages that can be taken from this research. The following presents some possible ways:

1. Practical Significances

a. For the teachers, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate techniques in teaching speaking.

b. For Grade VIIIE students of SMPN 1 Wonosari as the subjects of the research, this research can motivate them in improving their speaking skills and help them to solve their problem in speaking.

2. Theoretical Significance

Theoretically, this study provides beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking ability by using the Snakes and Ladders board game.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. The Nature of Speaking

a. Definition of Speaking

Many definitions about speaking have been proposed by language theorists. Johnson and Morrow (1981:70) state that speaking which is popular with the term 'oral communication' is an activity involving two or more people in which hearers and speakers have to react to what they hear and their contributions at speed of a high level. This definitions means there are three aspects of the speaking. They are the speaker, the hearer, and the message. Both the speakers and the hearers should agree on the message and/or meaning being talked through acceptable language.

Turk (2003:9) defines speaking as the direct route from one mind to another, and is the way we usually choose when we want to ask question, or give explanation. Speaking is the first form of communication between human being. Researches show that information is more easily understood through speech that through writing. One of the reasons is because by using spoken language we can use verbal or non-verbal expressions to emphasize meaning.

Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real

9

situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

In a communicative, pragmatic view of the language classroom, speaking and speaking skill are closely interrelated. In a classroom, students will respond to the teacher after listening to some information (Brown, 2001:267). In addition, Channey (1998) in Kayi (2006) adds that speaking is the process of building and sharing the meaning trough the use of verbal and non-verbal symbols in a variety of contexts. Speaking is more complex because it includes both a command of certain skills and several different types of knowledge.

In order to be able to speak in an effective way the learners need to know communicative competences. Canale and Swain (1980) in Richards (2002:206-207) propose that communicative competences include grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. In order to convey the meaning, the learners must understand how words are segmented in various sounds, how sentences are stressed in a particular way. Grammatical competence enables them to use and understand language accurately and unhestitantly. Discourse competence is concerned with speakers' relationships, formal or informal occasions, the rules of cohesion and coherence etc. Discourse competence contributes in turn taking in a conversation. It is also refers in knowing how the meaning is represented though connected text.

Sociolinguistics competence is a competence to know how to use and respond to language appropriately, given the topic, the setting, and the relationship among the people who communicate. Thornbury and Slade (2006) state that it refers on how contextual and cultural factors are realized through language or what is expected socially and culturally by the users of the language. The learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Brown (1994) in Richards and Renandya (2002:208) states that strategic competence is how the learners manipulate the language in order to meet the communicative goal. Strategic competence refers to how the learners employed the strategies to compensate their limitation. It may the most important of all the communicative competence elements.

In brief, speaking is the process of conveying meaning from the speakers to the hearers through the use of verbal and non-verbal symbols. In order to be able to speak in effective way, the speakers have to know the communicative competences such as grammatical, discourse, sociolinguistics, and strategic competence.

b. Functions of Speaking

There are many functions of speaking proposed by many practitioners. Brown and Yule in Richards (2008:21-28) propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to what people normally do in communication that is "conversation" and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to

establish and maintain social relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact socially with each other. Burns (1998) distinguishes two types of talk as interaction. The first type focuses on giving and receiving information and the second type focuses on obtaining goods or services. Talk as performance refers to public talk such as classroom presentations, public announcements, and speeches. The talk tends to be monologue rather than dialogue and mostly a written language since the speaker follows what is written in the text.

Another distinction of speaking has been made by Brown and Yule in Nunan (1989:27) who consider the development of speaking skills into two parts that are dialogue and monologue. Besides, Thornburry (2005: 14) proposes four language features in speaking. They are interactive, non interactive, planned and unplanned. Multy-party speeches like casual conversation between friends or between children and their parents is interactive speaking or dialogue. Monologues such as news reporting on a television, and voice-mail message are non interactive speaking. Public speeches and business presentations are typically planned. On the other hand, chatting with friends at the classroom and conversation at the shop are kinds of unplanned speaking.

From the explanation above, it can be concluded that there are many functions of speaking such as to maintain social relation, to get thing done, to give speech, etc. The ways of how the speakers perform speaking are different depend on their purpose.

c. Aspects of Speaking

Speaking is considered as the most difficult skill in English because there are some aspects of speaking that must be mastered. The experts in language usually examine the issues of fluency and accuracy as the aspect of the speaking. Developing fluency is one of the goals of CLT. Fluency is natural language use occurring when a speaker engages in meaningful interactions and maintains comprehensible and ongoing communication despite limitation in his or her communicative competence (Richards, 2006: 14). Nunan (1999) also states that fluency means that the speakers are required to be able to keep going when speaking spontaneously. Fluency means the students are able to get the message across with whatever resources and abilities they have got regardless of grammatical and other mistake. Fluency will improve if the teacher creates the activities which require them to negotiate meaning, use communication strategies, correct misunderstanding, etc. In fluency activities, they should not be corrected during fluency activities. However in the feedback afterwards the teacher can give comment and any strategies for them used to increase their fluency.

Gowes (1995) asserts that accuracy is the correct use of vocabulary, grammar, and pronunciation. In contrast with fluency, accuracy is how correct learners' use of the language systems including the use of grammar, pronunciation and vocabulary. Accuracy activities are usually done during controlled and guided activities because the teacher makes it clear how the use of correct grammar, pronunciation, and vocabulary. Fluency practice can be contrasted with accuracy practice because the

fluency focuses on communicative competences meanwhile accuracy focus on language features.

Richards (2006: 14) has differentiated activities for fluency and accuracy. The activities on fluency are reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context. Meanwhile, the activities in accuracy are reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication, control choice of language.

It can be concluded that the language learners need to master the aspects of speaking mentioned before. So, they are able to master the target language and deliver the intended message effectively. There are many activities that can be done to help them master both of the aspects.

d. Types of Classroom Speaking Performance

It is necessary to recognize the different functions of speaking performances in daily communication. According to Brown (2001), six categories are applied to the oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, transactional, interpersonal, and extensive.

The first category is imitative. Imitative speaking carries out not for the purpose of meaningful interaction, but for focusing on same particular element of language form. Drilling is an example of imitative speaking performance. The second

category is intensive. Intensive speaking is directed to practice some phonological or grammatical aspects of language. The examples of intensive speaking are responding to certain dialogs, sentences and dialog completion, etc. The third category is responsive speaking. Responsive speaking is responsible to a short reply to teacher or students-initiated question and comments. The conversation is simple and does not extent into dialogue. The fourth is transactional. Transactional speaking carries out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. The conversation in the responsive speaking is simple. However in the transactional speaking, the conversation is extended into dialogue to negotiate the meaning. The fifth is interpersonal. Interpersonal conversation is carried out to maintain social relationships rather than covey information or fact. There are some factors of interpersonal conversation. They are a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and, a covert "agenda". The last type is extensive speaking. The examples of extensive speaking or monologue are oral report, summaries, or short speeches. In this kind of speech the register is more formal and deliberative.

Gowes (1995:100-101) also categorizes three types of classroom speaking performances. Those are controlled activities, guided activities, and creative communication. Controlled activities are directed to improve the accurate use of words, structure and pronunciation, and to foster confidence. The example of controlled activities is repetition practice. Guided activities are directed to make students to talk about themselves or to communicate their own needs and ideas. Guided activities allow thems to speak using language that has been taught

beforehand. Creative activities are directed for fluency. They are given the opportunity to experiment, to see how far they can communicate in a situation where all choices of the language used are made by the people.

In conclusion, there are many kinds of classroom speaking performances mentioned previously. The types of classroom speaking performances range from the simple to the complex activities and from the controlled to the creative activities. The teachers should consider those types in delivering the materials so the students are able to follow the teaching and learning process.

e. Micro- and Macroskills of Speaking

The micro-skills of speaking refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Brown (2004:142-143) states the micro and macro skills of speaking. The macro-skills of speaking are the abilities to appropriately accomplish communicative functions and sociolinguistics features in speaking, to covey connection between events and communicate them, to convey nonverbal cues along with verbal language, and to develop the use of speaking strategies. Meanwhile, some of the micro-skills of speaking are the abilities to produce different phonemes, chunks of language, English stress pattern, reduced form of words and phrases, fluent speech at different rate of delivery and natural constituent, and also to use an adequate number of words, grammatical words classes, cohesive devices in spoken discourse.

Richards (2008:23-28) also classifies the micro-skills of speaking according to the functions of speaking. The micro-skills involved in using talk as interaction are the abilities to open and close the conversation, to choose topics, to interrupt, etc. The micro-skills involved in using talk as transactions are the abilities to explain a need, describe something, make suggestions, etc. Meanwhile, the micro-skills involved in using talk as performance are the abilities to use an appropriate format, present information in an appropriate sequence, maintain audience engagement, use correct pronunciation, etc.

In conclusion, to speak a language is not merely producing a word but language users need to speak appropriately so they can convey the intended meaning. The micro- and macro skills of speaking are needed to be taken into account.

f. Difficulties in Speaking

Many learners say that speaking is difficult to be mastered. Brown (2001:270-272) states there are eight characteristics that make speaking difficult. Those are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and intonation. Clustering is how a speech is combined into phrasal not word by words. Redundancy is how the learners express something more than what is needed. They sometime have difficulties to pronounce reduced form such as contractions, elisions, etc. Performance variable is how they perform some speaking variable in the way the native speakers perform for example hesitation, pauses, and correction. Colloquial language is the ability to use words, idioms, and phrases that are more suitable for speaking than for writing. Rate of

delivery is how they speak in an acceptable speech. Stress, rhythm, and intonation must be correct in pronunciation. Interactions between the learners are important in learning language.

In brief, besides mastering the vocabulary and pronunciation, the language learners need to understand how to act the way native speakers speak. So, speaking practices are needed to help the learners improve their speaking skill.

2. Teaching Speaking

a. Principles for Designing Speaking Techniques

The students' speaking skills need to be improved through continuous practice. Considering the students' environment, the opportunity for them to practice speaking is only when they learn English in the class. So, the teachers should use this chance to help them to master speaking skill. CLT (Communicative Language Teaching) is the current teaching method that widely used. The goal of CLT is to teach communicative competence rather than grammatical competence. The activities in CLT are designed to be real as possible with the real world activities so the learning will be meaningful. The activities in CLT also promote both fluency and accuracy. Richards (2006:16) classifies three different kinds of practice in designing speaking techniques. Those are mechanical (controlled practice), meaningful (less controlled practice), and communicative (practice using language in a real communicative context).

Brown (2001:275-276) also proposes some principles for designing speaking techniques. The principles will help the teacher to conduct the speaking class.

Teachers should use techniques that cover the spectrum of learners' needs, from language based on the focus on accuracy to message-based focus on interaction, meaning, and fluency. They also should provide intrinsically motivating and encourage the use of authentic language in meaningful contexts. The appropriate feedback and correction are also needed for the students. Teachers also should capitalize on the natural link between speaking and listening. Besides, they should give them opportunity to initiate oral communication and encourage the development of speaking strategies. The teacher should help the students to develop strategic competence to accomplish oral communicative purpose.

In brief, the teacher should be careful in designing the speaking techniques. The teacher should consider the principles in designing teaching techniques so they give opportunity for the students to practice speaking. The techniques should be interesting, motivating, use the authentic language. Feedback is also important to improve the students' speaking skill.

b. Teaching Speaking for Junior High School

According to *Peraturan Menteri Pendidikan Nasional* 23 of 2006, the curriculum that is used in the school is KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The goal of the teaching English in the scope of speaking is the students are able to express the meaning in transactional and interpersonal formally and informally in the form of recount, narrative, procedure, descriptive, and report in the daily life context. The expected speaking competence of Grade VIII students of junior high school in the second semester is displayed in the table below.

Table 1: **The Standard of Competence and Basic Competence of Grade VIII Students of Junior High School**

Standard of Competence	Basic competence
9. Expressing the meaning in simple transactional and interpersonal conversations to interact with the closest environment.	9.2 Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation
12. Expressing the meaning in short functional texts and simple monologue texts in the form of recount and narrative in daily life context.	12.2 Expressing the meaning in simple monologue texts using a variety of spoken languages accurately, fluently, and appropriately in the form of recount and narrative text

From the table above, it can be seen that Grade VIII students of junior high school in the second semester need to acquire some skills in order to tell the story and express some short functional texts verbally. Therefore, the teacher should give them more exposure and more chances in practicing their oral speech. Thus, it is expected that they are able to master those speaking well. Moreover, they are able to implement it in their daily life.

To help the students learn effectively so the standard of competence and the basic competence can be achieved, the researcher used the Snakes and Ladders board game. The game helped them to be more familiar with the certain expressions or word regarding to the topic, they also had the chance to practice the language with their friends.

c. PPP and Alternative to PPP

The method used is a three-phase sequence known as P-P-P. P-P-P stands from Presentation, Practice, and Production (Richards, 2006:8). In the presentation phase, the teacher introduces new expressions that are often presented by means of a conversation or short text. The teacher then explains the new expressions and checks the comprehension of the students. They will have opportunity to practice using new expressions in the practice phase. In this phase, the practice is a guided practice through drill or substitution exercise. The production phase is a phase where the students will use new structure in their own content or information, in order to develop fluency with the new pattern.

The underlying theory of P-P-P has been discredited. Skehan (1996) comments that P-P-P focuses on a particular form that leads to learning and automatization (the learners will learn what is taught in the order in which it is taught). Under the influence of CLT theory, the accuracy activities such as drill and grammar practice can be replaced by fluency activities based on interactive-small group work. This condition leads to the emergence of a "fluency-first" pedagogy (Brumfit:1984) in which the students' grammar needs are determined on the basis of performance on fluency task rather than grammar

In addition, the P-P-P was argued because it was teacher centered. The students learn "in straight line" from presentation to practice. Meanwhile, the human learning is more random and more convoluted (Harmer, 2001:82). In response to the criticisms many language practitioners suggest the alternative of PPP. One of them is Johnson (1982) and Byrne (1986) in Harmer (2001). They state that the teacher can

decide the procedure of PPP at any phases so it is more flexible. Sometimes, the teacher may start at production phase to know the problem that the students face. The teacher also may re-explain and re-discuss the languages that they find it difficult. To begin with a presentation, for example, the teacher can show a picture that is related to the topic of the lesson. Then, they answer some questions related to the picture. After that, they may have drills on the language that is used. Later, the production phase, they are to use the language in their own sentences. However, the learning can also start with the production phase; they speak a language then they discuss the use of it.

From the explanation above, it can be concluded that the teacher may not follow the PPP straightly. The teacher may start at any phase of PPP according to the needs. The Snakes and Ladders board game was used at the practice phase in which the students practice the target language.

d. Assessing speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility (Brown, 2004:140).

There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is scored independently (Tuan, 2012:1). The procedure of this method involves the separation of the various features of a discourse (Park, 2004 in Tuan, 2012:1). However, the holistic method uses a single global numerical rating to assess the student's performance (Iwashita and Grove, 2003:26). Each of method has their own advantages and disadvantages. The holistic method is more practical. It has faster and lower lost over the analytic method but the disadvantage of this method provides less information about the weakness and the strength of the students. The major disadvantage of the analytical scoring is it takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance but this method provides more useful diagnostic information about the students' speaking abilities.

It is also stated that based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories that are grammar and vocabulary, discourse management, pronunciation, and interactive communication. In grammar and vocabulary aspects, the students should use accurate and appropriate syntactic forms and vocabulary to meet the task requirements at each level. Their ability to maintain a coherent flow of language with an appropriate range of linguistics is assessed in discourse management aspects. To fulfill the pronunciation aspect, they have to produce the appropriate linking of words, the use of stress and intonation to convey the intended meaning. Besides, interaction communication means the ability to maintain the coherence of the discussion and if

necessary, ask the others for clarification. Brown (2001: 406-407) also states the similar aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

The students' speaking performances were assessed using a scoring rubric proposed by J. Michael O' Malley and Pierce L. Vendez as it is cited in Nurjanah (2013:122). The rubric is shown in the following table.

Table 2 :**The Speaking Assessment Rubric**

Aspects	Score	Criteria	Indicators
Pronunciation and intonations	1	Poor	S frequent problems with pronunciation and intonation.
	2	Fair	S' pronunciation and intonation are sometimes not clear or accurate.
	3	Good	S' pronunciation and intonation are usually clear or accurate with few problems areas.
	4	Excellent	S' pronunciation and intonation are almost always clear or accurate.
Fluency	1	Poor	S hesitates too often when speaking, which often interferes the communication.
	2	Fair	S speaks with hesitation, but it does not usually interfere the communication.
	3	Good	S speaks with some hesitation, but it does not usually interfere the communication.
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication.
Accuracy	1	Poor	S uses basic structures and makes frequent errors.
	2	Fair	S uses a variety of structure with frequent errors, or uses basic structure with occasional errors.
	3	Good	S uses a variety of grammatical structures, but makes some errors.
	4	Excellent	S uses a variety of grammatical

			structure with only occasional grammatical errors.
Vocabularies	1	Poor	S uses only basic and expressions.
	2	Fair	S uses limited vocabulary and expressions.
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	S uses a variety of vocabulary and expressions

In brief, assessing speaking is not something easy to do because the point may be different from one examiner to the others. To overcome this problem, it is necessary for the examiners to assign several scores for each category such as pronunciation, vocabulary, fluency, and accuracy.

3. The Use of Games in Language Teaching

Language learning may be a hard task for the students or sometime it can be frustrating. However, it can be something interesting and fun if the teacher finds suitable techniques to teach language. One of the ways to make learning language interesting is by using games. Accoding to Deesri (2002) language games are not activity aimed to break the ice between the students or to kill time but it is a form of play governed by rules. The games should be enjoyed and fun, it is also a way to make the students practice the language during the game. Hadfield via Deesri (2002) also defines games as activities with rules, a goal, and element of fun. Games involve many factors such as rule, competition, relaxation, and learning. The teacher should remember that the main factor using games is to promote language learning in fun and interesting ways. There are some advantages of using games.

According to Brewster, Ellis, and Girard (2003:173-174) some advantages of using games are encouraging the memorization, correct pronunciation, creative use of language. In addition, Richard Amato via Deesri (2002) also states that even though games are often associated with fun, the teacher should not lose sight of the pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower the students' stress, and give them the opportunity for real communication. Games maintain the students' motivation.

There are some experts who classified games into several categories. Hadfield (1990:v) explains two ways of classifying games. First, she divided language games into two types which are linguistics games and communicative games. Linguistics games focus on accuracy and communicative games focus on successful exchange of information and ideas. The second taxonomy has nine categories. They are sorting, ordering, or arranging, information gap, guessing, search, matching, labeling, exchanging, board, and role play games.

Traditionally, games have been used in the language class as warm-up at the beginning of the class, fill-ins when there are extra times in the end of the class. Those activities are right but now games can also constitute a more substantial part in language courses. The students are very enthusiastic about games, but the teacher also should consider that the games may be too childish for them. The teacher should explain the purpose of the games so they also focus on the goal of the learning while they play the game. Also the teacher may negotiate the rule of the games or modifying the games according to the students' interest. The teacher also needs to consider and pay attention to the level of difficulty. Part of the appeal of the games

lies in the challenge but if the games are too challenging it may discourage them. The challenge can be two kinds. They are the understanding how to play the game and understanding the language content.

The teacher has many roles in implementing games in the classroom. Paul (2003: 52-55) defines several roles of the teacher in implementing games as follows:

1) Designing games. The teacher assesses what the students need to learn in any particular reason and designs the game where the goals of the lesson are achieved.

2) Getting the pace right. The teacher should consider language sequence very carefully and decide which target language that will be introduced for the students. The teacher needs to interfere the game and gives hint if the targets are too difficult and makes the targets a bit more difficult if the students are not being challenging to think. The teacher also needs to ensure that they understand the target language.

3) Answering questions. The teacher should be always available if the students want to ask about the game.

4) Extending the children ability. The teacher should make sure that the games are challenging enough for the students.

5) Cheating creatively. When the students play competitive games, some team will be stronger than others, the teacher needs to cheat creatively so that all of them have a good chance of doing well in the game.

6) Giving all the students the chance. The teacher needs to ensure that all of them are enjoying the game and have opportunity to speak. The teacher may encourage them who have less confidence.

7) Taking part. The teachers also can join in the game and sometime makes a mistake in the hope that the students will correct the teacher.

In brief, a game is an interesting way to make learning language easier. There are many kinds of games that the teacher may use in teaching and learning process. However, the teacher should consider many things such as the level of difficulties and the students' interest. The teacher's roles in implementing the game need to be taken into account to make sure if the game helps the students to learn the target language.

4. Board Games

a. Definition of Board Games

Board games are ancient games. Board games are well known almost in all of society in the world. The origins of board games came from China, India, or Nigeria. The first board game ever known is Senet, which is found in the Egypt. According to Gordon and Bedro (1999) board games are any games which mainly involve moving markers along a path. There are many different types of board games such as Monopoly, Snakes and Ladders, Ludo, etc. The rules of board games range from very simple one such as Snakes and Ladders to the most complex one such as Monopoly and Dragons and Dragons board games. Board games are a kind of games that can be used in teaching language because as Porenzo (1981:2) says board games are also been used to teach children basic fact and information about the world in which they live. In the board game, there are some materials needed by the player. There should be counters, dice, game board, and cards (Porenzo via Rahmawati:2012). There are

three kinds of track of board game proposed by Lewis and Budson (1999:10). They are standard snake track, never-ending track, and multi-route track.

b. Advantages of Using Board Games

A board game can be used in a language teaching. According to Chang and Cogwell (2008), using a board game in the language classroom is an effective, low-anxiety, and fun way for the students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world. A board game is fun and engaging. It attracts the students' attention to participate in the class. It also promotes communicative activities because while playing the game the students will interact with others using target language. They also got opportunities to experience using the language which will help them to build their confidence in using target language. It also provides natural drilling for them. Besides they practice the language by themselves, they also hear the expressions from their friends. It helps them to remember the language better. A board also has benefit in the character building. It instills value such as patience and diplomacy, as in many games where they need to make a deal, convince partners, elaborate plans, or negotiate with each another. Games encourage cooperation, build team spirit and respect, as when students respect turn taking, for instance (Ersoz, 2000).

Rodilla (2012) mentions the advantages of board games for the students and the teacher. Board games give many advantages to the students because board games provide rich learning opportunities and improve their learning ways, connect to the real life situations, encourage the use of authentic materials and guarantee fresh

content, enhance their motivation as they perceive them as fun and enjoyable, help them to be more creative, tap into the emotional side, etc. Meanwhile, the advantages of board games for the teacher are helping the teacher to get the students involved and get more positive proactive responses, enhancing their motivation because it is contrast with the regular class exercises, adding interest to what they do not normally find interesting.

c. Disadvantages of Using Board Games

Besides the advantages of using board games, there are also some disadvantages in applying board games in the class. To prepare a board game, the teacher needs more time, energy, money and preparation than usual. It is because the teacher needs to prepare the board, dice, cards, etc in order to make sure the activity runs well. Rahmawati (2012:35) states that many commercial board games are sold in the market but the teacher needs to adapt the games so that they fit the needs of the learning activities. The teacher also needs to use his/her creativity to design a board game that suitable for the students. Nowadays, there are many online websites which can help the teacher to make a board game according to the needs. In the beginning of the class, the teacher also needs more time to explain the rules and demonstrates the game so the students really understand the rule of the games. As stated by Hadfield (1990:vi), the teacher should explain briefly what the game involves, hand out the photocopied cards, giving a little time to study them. The teacher also needs to give more attention to the students because he/she needs to move around and monitor the student to make note of their mistakes or errors. So, the teacher can give feedback in the end of the game.

In brief, there are some disadvantages of using board games. To overcome these problems, the teacher needs to carefully prepare the game before the lesson and makes sure that all the materials are ready to use.

d. Preparing Board Games for Speaking Activity

Preparing a board game for speaking is not easy task to do because it needs more time, money, and energy. Many commercial board games are sold in the market. However, the teacher cannot use those board games. The teacher has to adapt board games so they will be in line with the aim of teaching speaking. The teacher can make their own board games. Buchanan via Rahmawati (2012:35) proposes some steps to make board games. The first is preparing the material. Second is planning the trip of the game. Third is determining the beginning and the end of the game. Fourth is designing the route. Fifth is designing the complication of the game. Sixth is creating a board game according the rules and the last is writing down the rules. Chang and Cogswell (2008) also add some tips in designing a board game to be adapted in a language classroom. Those tips are the teacher must be creative in making board games, the games should look interesting and professional, the rules must good, and the game should be a learning tools.

5. The Snakes and Ladders Board Game

a. Definition of the Snakes and Ladders Board Game

A board game is a game that can be easily modified by the game designer. The designer can create and modify the game according to the needs. The Snakes and

Ladders board game is one kind of a board game that widely known by the people. It is a popular game that can facilitate the students to learn language. The Snakes and Ladders board game facilitates them to learn about counting, life, interaction, and socialization (Kusrini,2012;4). A ladder provides a short cut to a square nearer the "Finish" square and a snake obligates the players to return to a square nearer the "Start" square. In this game, the students can learn about up and down in life or about joys and troubles. The ladders represent "the up life and joy" while the existence of the snakes represent "the down in life or trouble" (Sari and Munaroh, 2012).

b. Materials in Playing the Snakes and Ladders Board Game

There are some materials in playing the Snakes and Ladders board game. They are counters, dice, game board, and cards (Porenzo via Rahmawati: 2012). The counter will be used as a marker for a player to be put on the board. The counter can be stone, seeds, plastics counters, or buttons. The dice is a small-six cube with one to six dots on its side. However, the researcher modified the dice into the six-cube with the one to four dots on its side. The dice will decide how many steps the players will move. The game board is where the players move the counter. The track of the game consists of some squares that start from "Start" and end on "Finish". While playing the game, the players will find ladders and snakes. On the each square of the game they need to take a card containing clue or expression that they need to use. The one who reaches the "Finish" square is the winner.

c. Rules of Playing the Snakes and Ladders Board Game

The Snakes and Ladders board game for language teaching has the same rules with a regular Snakes and Ladders board game but in this game there are some modifications to make the students to be able to communicate using English. Below are the rules of the Snakes and Ladders board game quoted from Hayati (2012: 36) with some modifications.

1. Put your playing piece on the start square.

2. Decide who is going to start and which order you are going to play.

3. First player rolls the dice and moves forward according the number of the dice.

4. Take a card according to the number of the square indicates.

5. Read aloud the clue in the card.

6. The player should communicate with their friends within the group using the clue on the card. The group members also have to respond to the player who is playing.

7. Continue the playing, roll the dice again.

8. Player gets snakes; turn off from the snake tip until the snake's tail.

9. Player gets ladders; turn on from bottom of the ladder until top of the ladder.

10. To finish you have to land directly on the square last square.

d. Implementing the Snakes and Ladders Board Game for Speaking Activity

It needs an extra effort to apply the Snakes and Ladders board game in the class. There are some steps that the teacher needs to do to be able to make the teaching and learning process run effectively so the basic competence will be

achieved in the end of the class. First, the teacher prepares the equipments of the game such as the game boards, dices, rules, and counters for each group. Second, the teacher needs to explain the rules of the game. The teacher has to make sure that the students really understand the rules of the game. If it is necessary, the teacher can demonstrate the game with some students in front of the class. Third, the teacher divides the students to work in the groups of four. Fourth, each of the students takes turns to roll the dice and the one who gets the highest number will go first and decides order of the players. The first player rolls the dice and moves to the next square according to the number that the dice indicates. For example if the player gets the two dots in the dice, the player moves two steps from the "Start" square. Fifth, the player takes a card and reads the clue on the card. The player has to use the clues or expressions written in the cards to speak with their friends within the group. The friends within the group have to give respond to the player who speaks. The one who reaches the "Finish" square first win the game.

e. The Significances of the Snakes and Ladders Board Game in the Teaching Speaking

The Snakes and Ladders board game can be used as one of the media that facilitates the students to be able to speak in the class. According to Chang and Cogswell (2008) using a board game in the language classroom is an effective, low-anxiety, and fun way for them to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world. Playing the Snakes and Ladders board game is an interesting thing to do in the

class. This game is fun and it helps them to learn the language while playing the game so they are not anxious in the class. They will speak using English with their friends in the class. Using the clues in the cards, they will be motivated to speak English to complete the task of the game. While talking with their friends, they will be able to increase their fluency because they will repeat using the same expressions and vocabulary. It will help them to accustom with the words and expressions related to the topic. Hayati (2013) also emphasizes that the Snakes and Ladders board game helps to increase the students' motivation and interest in take part actively in the speaking class. Rahmawati (2012) also says that using board games successfully improves the students' speaking skills. The improvement lied on all aspects of speaking e.i students' comprehension, fluency, vocabulary mastery, pronunciation as well as their grammar.

B. Related Studies

The Snakes and Ladders board game is an old game but it fits with the current approach in communicative language teaching. It can improve the students' achievement in the class. There are some similar research studies that had been conducted before. The result of the research is described as follows.

One of the research studies was conducted by Hayati (2012). She conducted a research in the context of English teaching and learning in Indonesia. The research finding proved that the Snakes and Ladders board game helped the students to learn language. They showed their interest to participate actively in the class. The game also helped them to increase their vocabulary mastery.

Another research study was conducted by Rahmawati (2012). She also conducted her research in the context of English teaching and learning in Indonesia. The result of the research showed that using board games in the speaking class helped the students to improve their mastery in speaking. They successfully improved their comprehension, fluency, vocabulary mastery, and grammar.

C. Conceptual Framework

Communication is an important thing for people in the world. One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous chapter, Grade VIIIE students of SMPN 1 Wonosari faced several problems related to their speaking skills. The problems were the opportunity to speak English, students' vocabulary mastery, mispronunciation, and teaching activity in the class. The students lacked speaking activities. Consequently, they were shy and afraid of making mistakes. They also had low vocabulary mastery so they had difficulties in expressing meanings in English. In addition, they were not familiar with English pronunciation so they often mispronounced the words. The class activity was not interesting. So, they were bored during the teaching and learning process and most of them just chatted with their friend in Bahasa Indonesia or Javanese.

Therefore, the researcher wanted to overcome the problems by using the Snakes and Ladders board game in the speaking class. The Snakes and Ladders board game was chosen because it was fun and interesting. It could be applied in the practice and production phase. The students would get more opportunity to practice speaking while playing the game. They had to speak with their friends within the group using the clue and expressions on the card. This activity provides natural drilling for them and helps them to improve their fluency. They also got opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence. Besides, this game also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking. They also would enjoy the teaching and learning process because playing the game during the class is interesting and motivating. This game is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying this game.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

In accordance with the objective of the research, the aim of this research was to improve the students' speaking ability through the use of the Snakes and Ladders board game among Grade VIIIE students of SMPN 1 Wonosari. This action research study focused on improving the real condition of the English teaching and learning process to achieve the improvement of the students' speaking ability.

This research was an action research study. An action reseach study is a study of a social situation with view of a social situation with the new to improve the quality of the action in the situation given (Elliot in Burns, 2010). In line with Eliot, Carr and Kenmis via Koshi (2005: 25) define the action research as a form of inquiry undertaken by a participant in a social situation in order to improve rationality and justice of their own social or educational practice, as well as their own social understanding of these practices and situations in which these practices are carried out.

The aim of this reseach is to involve in an intentional way in the problematic situation in order to bring about changes and better improvemant in practice (Burns: 2010). The nature of the action research is to identify the problems happened in the teaching and learning class then decides actions to overcome the problems. In this research, the researcher identified some problems related to the students' speaking

skills. Thus, she formulated the actions to solve the problem. Burns (1999) in McKay (2006:30) says that there are four characteristics of action research. First, action research is contextual, small scale, and localized and identified and investigates problem within a specific situation. Second, it is evaluative and reflective which aims to bring about change and improvement in practice. Third, it is participatory as it provides for collaborative investigations by teams of colleagues, practitioners and researchers. The last is action research has change in practice which is based on the collection of information.

In improving the students' speaking skills, the researcher decided to conduct an action research study based on Kemmis and McTaggart model as cited in Burns (2010:7-9). There were three phases in each cycle involved in this research. Those are planning, action, observation, and reflection. The processes of the phases could be drawn in the following figure.
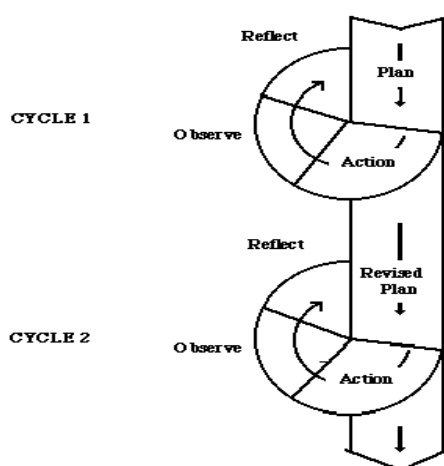
Figure 1 : **The Scheme of Action Research by Kemmis and McTaggart**

According to Figure 1, the researcher and the English teacher worked together in collecting input about the weakness of the English teaching and learning process

related to the students' speaking skills. After finding the problems, she then planned the actions. The actions were planned to be done in two cycles. After planning the actions, she carried out the actions. During the implementation of the actions, she taught the class while the English teacher and the collaborators observed the English teaching and learning process. Then, in the end of every cycle, an evaluation and reflection were done. By doing the reflection in Cycle I, she could see whether there were some aspects that were needed to be improved. Therefore, she revised the plan and prepared for the next cycle. Since in the end of Cycle II, she has met its objective, it ended immediately.

B. Research Subjects

The subjects of this research were students of Grade VIIIE SMPN 1 Wonosari in the academic year of 2013/2014. The students in the class VIIIE were chosen as the subjects of the research because they had problems in speaking. The class consisted of twenty four students. It was based on the discussion with the English teacher of the school. Besides, a discussion with the collaborator was also conducted to support it.

C. Research Setting

This research was focused on improving the students' speaking ability by using the Snakes and Ladders board game. The actions were carried out in April – May 2014 using Class VIIIE SMPN 1 Wonosari as the subjects of the research. The school is located in Jl. Kolonel Sugiyono 35B Wonosari, Gunungkidul.

The observation was done on April 1st, 2014. The research study was conducted in the second semester of the academic year of 2013/2014. The actions were applied based on the schedule of the English class, on Tuesdays, Wednesdays, and Fridays.

D. Instruments

The instruments consisted of several documents. According to Burns (1999: 17), documents in action research are relevant to the research questions which can include the students written works, student records and profiles, course overviews, lesson plans, and classroom materials. The documents used in this research were course overviews, lesson plans, and classroom materials. In order to gain the valid data on the students' speaking performance, some instruments were used such as field notes, observation checklists, interview guidelines, and a speaking performance rubric.

In gaining the data of the teaching and learning process, the researcher used the field note. Field notes helped her to record everything happened in the classroom during the actions. The collaborators also noted the field situation that could not be seen by the researcher. By using the field notes, the researcher was able to see the weakness and the strength during the implementation of the actions.

The observation and interview guidelines were used in the reconnaissance and the observation during the implementation of the actions. In the reconnaissance, the observation and interview guideline were used to find out the existing problems. In

the actions step, the observation guidelines were used to see the implementation of the actions.

In order to gain data about the students' speaking performance, the researcher used speaking performance tests. The tests were pretest and posttest so she was able to know the improvement in students' speaking skills. To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

E. Data Collection Procedures

The data collected were in the form of qualitative data and were supported by quantitative data. The qualitative data were gained by the description of the students' performance during the teaching and learning process. Meanwhile, the quantitative data were used to assess and find out the scores of the students' speaking ability. In gaining the data, the researcher used several data collection techniques. The data collection techniques as follow:

1. Observations

Observations allowed the researcher to gather information from live situation. By doing the observation, she could directly see the teaching and learning process, find the potential problem, and discover thing that could be used in the interview. She observed the condition of the teaching learning process and the students' behavior, and the new problems that may be appeared using observation checklist. She also noted the whole situation using field note.

2. Interviews

The interviews were used in the reconnaissance step and data gathering step. In the reconnaissance step, the interviews were done to find the existing problem. Meanwhile, in the actions step, the interviews were done to gather some responds, opinions, suggestions, and expectations from the students and the English teacher about the implementation of the actions.

3. Pretest and posttest

The pretest conducted before the actions while the posttest was done after the actions were carried out. Both of the pretest and posttest conducted in the form of speaking performance tests.

F. Data Analysis Techniques

The data collected were qualitative and quantitative. To analyze the qualitative data, the researcher referred to the data analysis suggested by Burns (2010: 104-105). The first step was assembling the data in which she collected all the data, reviewed the initial or revised question and looked for board patterns, ideas or trends that answered the question. The second step was coding the data. In this step, she grouped the data into more specific patterns or categories and identified the data source that may code as qualitative or quantitative. The next step was comparing the data. After coding the data, she then compared the data to see whether the data said the same thing or contradiction. The next step was building meaning and interpretations. To sense the data, she analyzed the data several times to pose questions, rethink to connections, and develop explanation of the situation. The last step was reporting the

outcome. In this step, she was describing the context of the research, outlining finding, and providing data samples to support them, interpreting how the finding related to the context and suggesting how the project could lead to others areas for research.

Meanwhile, the quantitative data of this research were obtained from tests. There were supporting data. The results of the students' speaking performance were analyzed to find out the means, medians, and the standard deviation of the students' speaking performances. The researcher used the mean and the standard deviation to determine whether there was improvement on the students' speaking skills. Besides, she also did a t-test to investigate the improvement. T-test assessed whether the means of two groups, the means of pretest and posttest, are statistically different from each other.

G. Validity and Reliability of the Data

The validity in qualitative research was used to measure the quality and acceptability of the research. Anderson et al. in Burns (1999) state that there are five criteria of research validity. They are democratic, outcome, process, catalytic, and dialog validity.

The democratic validity fulfilled by having discussion with the collaborators. The discussions were not only done in the beginning of the cycle, but also during the research. The collaborators were given chances to give ideas, comments, and suggestions toward the research. At then of every cycle, some discussions were held to evaluate the actions had been implemented and to plan the actions in the next cycle.

The outcome validity is related to the notion of actions leading to the result that are successful with the research context. To fulfill this ability, the researcher formulated some indicators that measure the improvement of the students' speaking skills.

The catalytic validity is related to the extent to which the researcher allows the participant to deepen their understanding of the social realities of the context and how they can make change with it. Within the process of the research, the researcher and the collaborators had chances to learn more about the realities in the teaching and learning process. Also, it also included the English teacher and collaborators as the people who monitored the research.

The process validity is related to the criterion to make the action research believable. To gain this validity, the collaborators, as the observer, collected the data by observer and video-clipping, taking photographs and field notes during the research. The notes were about anything that happened in the learning and teaching process.

The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research finding with the collaborators. The members of the discussion had the same opportunity to express their opinion and gave suggestion for the sake of the improvement of the research.

In addition the researcher also used triangulations which are time triangulation and investigators triangulation. Time triangulation used because the data were collected over period of time to identify the factors involved in the change of

processes. Regarded to the investigators triangulation, she used more than one observer in the same research setting. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999:163).

In order to ensure the reliability, the researcher took the scores of the students' speaking performance. Besides, she also analyzed the data that are in the form of interview transcripts and field notes to get the same results. To obtain the data about the teaching and learning process, she interviewed the collaborators and the students after the class.

To get the validity of the quantitative data, the researcher used content validity. Content validity can be fulfilled if the researcher can clearly define the achievement that she are measuring (Brown, 2004:22). To gain the content validity, she conducted the speaking performance test according to the standard competence and the basic competence of the curriculum KTSP (*Kurikulum Tingkat Satuan Pendidikan*).

To get the reliable score in the test, the researcher applied inter-rater reliability, where two raters who were the researcher and the collaborator take the score of the students' speaking performance. The researcher correlated the total score taken by the researcher and the collaborator. The quantitative score analyzed using Statistical Package for the Social Sciences (SPSS).

H. Research Procedure

The researcher used the procedure of action research proposed by Kemmis and McTaggrt with some modifications. The details of the procedure can be drawn as follows.

1. Reconnaissance

The researcher carried out the research collaboratively with the English teacher and the colleagues as the collaborators in the school. In this step, she found the information concerning the students' speaking skill. The information was gathered while she observed the teaching and learning process and interviewed the collaborator and the students to indentifying the problem on the students speaking skills. After that, she conducted a pretest to measure the students' speaking skills. After knowing the students' speaking skills, she then determined the plans related to the students' speaking skills.

2. Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that were suitable to be implemented in the school. In the planning action, she worked with collaborators. The aim was using the Snakes and Ladders board game to improve students' speaking ability.

3. Acting and observing the actions

In this step, the researcher implemented the actions whereas the teacher and the collaborator took the notes in the backside of the class to observe the students' reactions and behavior during the class. Although the English teacher could not always come to the class, she monitored the teaching and learning process by

watching the videos taken by the collaborators. The researcher then interviewed her to get opinion about the implementation of the actions.

4. Reflection

After acting and observing the action steps, the researcher then made reflections regarded to the actions. The reflections were done by interviewing the students, the English teacher, and the collaborator about their response toward the actions. The reflections were done in the end of the cycles. The reflections used to find the successful and unsuccessful actions in solving the problem. The reflections showed whether the actions were successful or not to improve students' speaking skill. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into more suitable ones. During the reflection in Cycle I, there were some unsuccessful actions that needed to be improved in the next cycle.

5. Revised plan

At the end of Cycle I, the researcher found that some problems occurred and that the research did not meet the objective yet. Therefore, another cycle was needed to be conducted. She looked at the actions she had done and revised them. Then, she applied the same technique, using the Snakes and Ladder board game, with some modifications.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Process

In this part, the researcher presents the steps of research, which are reconnaissance and the report of Cycle I and Cycle II, which are divided into planning, action, and reflection.

1. Reconnaissance

The reconnaissance step was done at the beginning of the research. It was done to find some problems during the English teaching and learning process. The reconnaissance process consisted of doing an observation in the target class to find the whole figure of the English teaching and learning process, interviewing the English teacher of SMPN 1 Wonosari to find out the problems occurring during the teaching and learning process, and re-interviewing the teacher to confirm the data gained from the observation, interviewing the students of VIIIE SMPN 1 Wonosari to find their attitude toward learning English, their difficulties in learning English especially in learning speaking. A speaking pretest was also conducted at the beginning of Cycle I to measure the students' speaking skills.

After that, the researcher identified and selected the problems to overcome. Finally, she planned some actions to be implemented to overcome the problems. Then, she discussed the planned actions to the English teacher and after that she

conducted them in the class. Before she conducted the actions in the class, she consulted to the English teacher and get permission from the headmaster.

During the implementation, a collaborator and the English teacher observed the situation in the class. It was done to know the students' response and to analyze whether the actions were suitable to overcome the problems. Besides, in the pretest and the posttest the researcher used the inter-rater technique to avoid subjectivity in assessing the students' speaking ability.

The actions were conducted in two cycles with three meetings in Cycle I and two meetings in Cycle II. In the action phase, a speaking game called the Snakes and Ladders board game was applied in the teaching and learning process of speaking.

In the last phase, reflections were done after each meeting. The researcher interviewed the students about the teaching and learning process. She also interviewed the English teacher to evaluate the actions and to get suggestion to overcome the problems occurred in the class. The details of reconnaissance steps are explained below.

a. **Identification of the Field Problems**

The findings of the problems were based on an observation and the results of interviews. The observation was done on Tuesday, April 1st, 2014 at 07.40 a.m. – 10.00 a.m. in Class VIIIE SMPN 1 Wonosari. The situation during the teaching and learning process of speaking could be seen from the field note. It is presented below.

The ET together with the R went to the class at that time. Then, the ET told the R to sit in the back of the room. The ET opened the class by greeting, asking the Ss' condition and calling the roll. There was a student who did not attend the class because she was not feeling well. After that, she asked the Ss what they had learnt in the previous meeting. Then, they answered "recount". She then checked whether they brought the copy of the material that was given in the previous meeting. There were some of them who forgot about it. After searching for sometimes, they finally found it. Since there was a student who could not find it, she asked a student sitting next to him to use the copy together. Later, she told them to write their work in their English books. She then asked them about the homework from the last meeting. They had to find the verbs from the text. Later, she did a preview of the text that had been learnt in the last meeting. She pointed some of them to answer her questions related to the text such as *"What is the title of the text?"*, *"What are the events?"* She then previewed the text and she even wrote the events on the board.

After reviewing the text, the ET then gave another copy of recount texts. The R also got the copy. The copy consisted of three simple recount texts followed with some comprehension questions for each text. She distributed the copy one by one for the Ss. After that, she asked them to identify some words by giving a thick to the column indicated noun, verb, or adjective and finding the meaning of the words. After they finished doing the task, the ET and the Ss discussed the task together. She asked for the volunteer but none was willing. So, she pointed one of them to answer the questions. After that, she asked them to read the second text and answer the comprehension questions of the second text. She asked them to answer the questions in complete sentences. After they finished doing the task, some of the Ss wrote their answers on the board. During this activity, most of them were noisy and they chatted with their friends. The ET then corrected the wrong answers. She also corrected the mistake on the grammar but she did not give any future explanation regarded to the grammar. After that, the ET and the Ss discussed the answer. The bell rang and she permitted the Ss to leave the class.

After the break time was over, the Ss were already in the class when the ET came. After that, she asked them to read the last recount text. She asked them to read aloud the text. She pointed them to read each part of the text. She also reviewed the text with them. After that, she asked one of them to tell the content of the text in front of the class. She then asked them to prepare a monologue for next meeting. (FN.1, Tuesday, April 1st, 2014: See Appendix C: 122.)

The field note indicates that the students were not ready to start the lesson. It could be seen from the situation in which they did not prepare the copy of the

materials and most of them did not bring their dictionaries. They also did not keep their works in their books. They did their works in the worksheets which could be lost easily. They paid less attention during the teaching and learning process. Many of them chatted with their friends and did their own business. They were shy and they spoke hesitantly when the teacher asked a question. In addition, the interaction between the teacher and the students did not work well. When the teacher asked a question, they were silent and they rarely asked questions when they found some difficulties.

The researcher also conducted some interviews to some students to know their attitude toward English. From the interviews, it can be concluded that they had difficulties in learning English, especially in learning speaking. They had difficulties in expressing the meaning in English so they were silent during the class. They also said that they had difficulties in pronouncing the words since the words and their pronunciations are different. The situation can be seen in the following interview transcript.

R   :*Oke sekarang, kenapa kamu nggak suka speaking?* (OK! Why don't you like speaking?)
S   :*Kesulitan dalam speaking sih tadi itu mbak nggak tau vocabnya jadi kan bingung manu ngomong apa*. (The difficulty in learning speaking is I don't know the vocabulary so I don't know what I need to say).
R   :*Lalu pronunciationnya gimana?(*What do you think about the pronunciation?)
S   :*Opo kuwi mbak?* (What is it, Miss?)
R   :*Pronunciation itu cara pengucapan vocabnya.* (Pronuncaition is the way you pronounce the words.)
S   :*Oalah,, itu juga sulit mbak soalnya kata kata sama pengucapannya beda*. (Oalah, it is also difficult because they are different.)
                              (Interview 3, Tuesday, April 1st, 2014: See Appendix E: 141.)

The students were shy to speak English because they did not have enough speaking activities. They also said that they sometimes did not understand the materials because the teacher explained them in English but they did not ask for clarification. The interview transcript below shows the condition.

R   :*Biasanya kalo belajar speaking gimana?* (What do you do in speaking activities?)
S   :*Baca dialog.* (Read a dialog.)
R   :*Ada yang lain?* (Anything else?)
S   :Paling ya itu *sih* Mbak. (I think there is no another activity.)
R   :*Kalo bu guru jelasin materi kamu paham gak?* (Do you understand about the materials that are explained?)
S   :*Ya kadang paham kadang enggak mbak, soalnya ngomongya pake bahasa Inggris jadi kurang jelas*. (Sometimes, I do not understand because the teacher uses English)
R   :*Kamu tadi kan speaking di depan kelas. Gimana perasaanya?* (You spoke in front of the class. What did you feel?)
S   :*Malu mbak, soalnya dadakan, belum hapal kata katanya jadi gak lancar.* (I was shy Miss because it was so sudden and I did not remember the words so I did not speak fluently.)

<div align="center">(Interview 4, Tuesday, April 1st, 2014: See Appendix E: 142.)</div>

The researcher also conducted an interview with the English teacher to confirm the problems found during the observation. From the interview, it can be concluded that the teacher also realized that most of the students have difficulties in pronunciation and vocabulary. She also said that there were some students who were less motivated since they just chatted by themselves. The teacher also used a certain technique to teach speaking which was reading a text or dialogue and answering the comprehension questions. The technique used was not interested for the students. She did some discussions and question answer sessions. However, the overall activity did not encourage the students to involve in the speaking activities. She also rarely used the media to support the teaching and learning process. The extract below shows the teacher's opinion.

R :*Tadi ada beberapa siswa yang saya amati terlihat kurang aktif. Mereka harus ditunjuk saat diminta menjawab pertanyaan.* (There were many students who were not active. They had to be pointed to answer the questions.)

ET :*Ya memang begitu mbak, ada yang aktif tapi ada pula yang pasif, beraninya kalo bicara bareng bareng, kalo ditunjuk satu satu ada yang malu malu.* (That's what happened. There are some students who were active and passive. They are just brave when they speak together but they are shy if they have to speak individually.)

R :*Hmm. Terkait dengan speaking bu, kira kira masalah apa yang sering muncul saat kegiatan belajar mengajar?* (Regarded to the speaking, what are the obstacles that often happen during the teaching and learning process?)

T :*Ya biasanya motivasi siswa. Seperti tadi ada siswa yang lupa bawa materi lalu ada juga yang malu malu kalo di suruh speaking.* (I think it is the motivation of the students. As you can see during the class, some of them forget to bring the copy of the materiasl and they were also shy if they have to speak.)

R :*Lalu bagaimana dengan vocabularinya?* (What do you think about their vocabulary mastery?

T :Vocabulary? *Ya saya kira sudah lumayan ya, tapi kalo di suruh bicara langsung mereka masih menemui kesulitan.* (Vocabulary? It is so so, but they still have many difficulties if they have to speak directly.)

R :*Begitu ya bu, Lalu bagaimana caranya menangani masalah masalah tersebut?* (I see. So, what do you do to solve the problems?)

T :*Biasanya yang malu malu dan sering rame tu saya tunjuk jadi mereka bisa lebih focus, lalu untuk vocabulary paling ya finding meaning sama suruh ngapalin vocabulary.* (Usually, I pointed the students who are noisy so they can focus on the lesson and for the vocabulary. I usually ask them to find the meaning and remember the vocabulary.)

R :*Lalu untuk aktivitas belajar speaking biasanya apa?* (What are the activities for speaking?)

T :*Biasanya kalo monologue ya seperti tadi itu mbak, lalu untuk dialogue biasanya saya kasih ekspresi yang akan digunakan, lalu dialog trus saya minta mempraktekan.* (If the material is monologue the activities are the same with what you saw during the observation but if it is dialogue I give them the expressions and ask them to act it out)

R :*Biasanya sumber materialnya dari mana buk?* (What is the source of the materials?)

T :*Ya dari buku, biasanya saya pake English On Sky sama dari beberapa sumber lain.* (I took the material from some books, especially English On Sky and some other resources)

R :*Apa ibu pernah mengembangkan materi tentang speaking?* (Have you ever developed a materials before?)

T :*Belum mbak.* (Not yet.)

R :*Lalu biasanya media apa yang ibu gunakan untuk mengajar speaking?* (What kind of media that you usually use to teach speaking?)

T   :*Ya biasanya cuma pakai materi dari buku itu mbak, seperti tadi.* (I usually use the material from the book.)

R   :*Menurut ibu bagaimana kemampuan speaking siswa?* (What do you think about the students' speaking skills?)

T   :*Ya kalo menurut saya masih perlu ditingkatkan soalnya mereka masih banyak yang kurang pronunciationya lalu juga mereka kurang pede kalo disuruh speaking in front of the class.* (In my opinion, it still can be improved because they still lacked in pronunciation. They are not confident if they have to speak in front of the class.)

(Interview 5, Tuesday, April 1st, 2014: See Appendix E: 142.)

Based on the observation and interviews, the researcher and the English teacher identified some problems aroused during the teaching and learning process. First, some students did not eager to learn English since they were not interested in English. Second, the teacher did not give them enough speaking practice since she more focused on reading. Second, they were shy and hesitant to speak in English. During the teaching and learning process, most of them spoke in Javanese and Bahasa Indonesia. They also were afraid of making mistakes so they were silent when the teacher asked a question. Third, they lacked vocabulary. They had difficulties in expressing the meaning in English since they had limited vocabulary. The fourth was mispronunciation. Since they rarely used English in the daily life, they were not familiar with the English words and their pronunciations. The fifth was the activity. The teacher did not create an interesting activity that encouraged them to be more engaged in the teaching and learning process. The last was the media. The teacher did not use the media to support the teaching and learning process and to attract the students' attention.

Table 3: **The Problems in the Teaching and Learning Process of VIIIE SMPN 1 Wonosari.**

No	Field Problems	Problems
1	The approach	The approach was teacher-centered.
2	The students' motivation	The students' motivation was low.
3	The students' mastery of vocabulary	The students lacked vocabulary.
4	The students pronunciation	The students often did mispronunciation.
5	The students' willingness to speak English	The students spoke using Javanese and Bahasa Indonesia.
6	The technique	The teacher used a monotonous technique to teach speaking.
7	The media	The teacher did not use media.
8	The students' confidence	The students were not confidence in speaking English.
9	The activities to improve speaking skills	There were no many activities to practice speaking in the class.

b. Selection of the Problems Based on the Urgency Level

This research was aimed at improving the students' speaking ability by using the Snakes and Ladders board Game. Therefore, the researcher decided to deal with the field problems related to the speaking aspects. In decided the problems, she applied the democratic validity by having discussions with the English teacher and the collaborator to overcome the problems and find the solutions that would be applied in her class. The selected problems are:

1) The students lacked vocabulary so they could not express the meaning in English.

2) The students were not confident to speak English. They rarely expressed their ideas in English.

3) The approach of the teaching English was teacher-centered.

4) There were no enough speaking activities in the class.

5) The students' pronunciation was still weak.

6) The media and the technique used by the teacher were monotonous.

c. Determining the Actions to Overcome the Problems

Based on the selected problems to overcome, the English teacher and the researcher agreed to do some following actions to improve the students' speaking skills.

1) Classroom English was used to stimulate the students to speak English.

2) Vocabulary practice was done to improve the students' vocabulary mastery.

3) Pronunciation drilling was done to improve the students' pronunciation.

4) The Snakes and Ladders board game was used to make the students more motivated to speak English.

5) Various media was used to grab the students' attention to the teaching and learning process.

Table 4: **The Determined Actions to Solve the Problems of the English Speaking Teaching and Learning Process in VIIIE SMPN 1 Wonosari.**

No.	Problems	Problems Solving
1	The students lacked vocabulary so they could not express meaning in English.	Ss got more chance to find the meaning of the new words by having the list of new words and their meanings.
2	The students were not confident to speak English. They rarely expressed their ideas in English.	The Ss got more exposure from the researcher by using classroom English.
3	The approach of the teaching English was teacher-centered.	The approach of the teaching English was learned-centered.
4	There were no enough speaking activities in the class.	Ss got more chance to speak in the class by using the Snakes and Ladders board game.
5	The students' pronunciation was still weak.	Ss got more pronunciation drilling to improve their pronunciation.
6	The media and the technique used by the teacher were monotonous.	The researcher used new and innovative media and techniques.

2. Cycle I and Cycle II

a. Report of Cycle I

1) Planning

Considering the problems identified above, some efforts were planned to solve the problems in the teaching and learning process. They were used to improve the students' speaking ability using the Snakes and Ladders board game. Before implementing the actions, the researcher and the collaborators designed a course grid and lesson plan to help the researcher implemented the actions.

In designing the course grid, the researcher selected the basic competency and the standard competency for the second semester of Grade VIII. She made a course grid to design the materials and activities. From the discussion with the English teacher, she decided to choose the standard of competency 12 and basic competency of 12.2. The basic competency of 12.2 is about expressing the meaning in simple monologue texts using a variety of spoken languages accurately, fluently, and appropriately in the form of recount and narrative text.

Besides designing a course grid, the researcher also designed a lesson plan. The lesson plan helped her to plan the learning process so that the lesson could run smoothly and all the elements included in the whole process could support the attempts to reach the objective of the learning. The lesson plan covered the class activities, time allocation, classroom management, aim, and indicator of the teaching and learning process. The lesson plan guided her to administer the teaching and learning process and prevented to forget the important materials or activities that needed to be conducted.

The researcher and the English teacher decided to use PPP (Presentation, Practice, and Production) as the learning methodology. It consisted of three phase. The first phase was presentation. In this phase, the researcher presented the materials by playing an audio recording, asking the students to identify some words related to the topic and explaining the materials. In the practice phase, they played the Snakes and Ladders board game. After playing the game, they would practice to retell the story that they got from the game in their new group. The last phase was production. In this phase, they had to retell a story in front of the class individually.

a) Applying The Snakes and Ladders Board Game

The Snakes and Ladders board game was applied in this research during Cycle I and Cycle II. The students played the game in the groups of four. They would get some sentences that would form a story. While a player read the sentences, the other students within the group checked his/her pronunciation from the electronic dictionary. This activity helped them to have more opportunity to speak in English and also familiarized them with the words related to the topic. They also did peers learning. The teaching and learning process would be more attractive and communicative. After playing the game, the students moved to a new group and they had to tell the story that they got from playing the Snakes and Ladders board game.

b) Using Classroom English during the Teaching and Learning Process

The researcher decided to use classroom English during the teaching and learning process. The classroom English helped the students to be more familiar with the English words and the expressions. It could encourage them to speak in English. She planned to use classroom English in greeting, explaining the materials and task,

giving feedback, reviewing the materials, and closing the class. Therefore, she also planned to use Bahasa Indonesia in some point such as in giving instructions and explaining the materials so the students could get understand the explanation.

c) Vocabulary Practice

In the reconnaissance process, the researcher interviewed some students and asked them about their obstacles in learning speaking. Most of them said that vocabulary was one of their obstacles in learning English. It could be seen from the interview transcripts below.

R   :*Oke, Kamu suka bahasa Inggris?* (Do you like English?)
S   :*Sedikit* (A little.)
R   :*Kok sedikit?* (Why is it just a liite?)
S   :*Soalnya susah.* (Because it is difficult.)
R   :*Maksudnya?* (What do you mean?)
S   :*Itu lho mbak, aku ngak tau vocabnya.* (I don't know the vocabulary.)
                        (Interview 3, Tuesday, April 1st, 2014: See Appendix E: 141.)

R   :*Jadi speakingya. Kenapa?* (So, it is speaking. Why?)
T   :*Klo mau ngomong gak tau kata katanya.* (I do not know what the words that I need to say)
                        (Interview 2, Tuesday, April 1st, 2014: See Appendix E: 140.)

Based on the interviews above, it could be concluded that the students lacked vocabulary. So, they had difficulties in expressing the meaning in English. The researcher planned to do vocabulary practice in each meeting to enrich their vocabulary mastery and familiarize them with the vocabulary used in the tasks.

d) Pronunciation Drilling

Pronunciation was also one of the major obstacles in learning speaking. Since English has different pronunciation from the spelling of the words, the students had

difficulties in pronouncing the words correctly. The following interview transcript shows the student's opinion.

R   :*Itu namanya vocabulary. Kan bisa buka kamus?* (It is vocabulary. You can use your dictionary.)
S   :*Iya mbak, tapi kan kata katanya sama ngomongya beda jadi susah.* (Yes, Miss, but the words and the pronunciation are different.So, it is difficult)
(Interview 2, Tuesday, April 1st, 2014: See Appendix E: 140.)

English is a foreign language in Indonesia so it is rarely used in the daily conversation. Consequently, the students were not familiar with English pronunciation. The pronunciation drilling was the follow-up activity from the vocabulary practice. After they got the vocabulary practice, they needed to practice on how to pronounce the words. Pronunciation drilling would give them more opportunities to learn speaking.

e) Using media

The researcher planned to use various media such as audio recording, the Snakes and Ladders board game, the electronic Cambridge dictionary and the Power Point Presentation. She also used a LCD projector in displaying the Power Point Presentation. The teacher rarely used media so the students were bored during the teaching and learning process. The researcher thought that the use of media would give a new excitement for them and it helped them to maintain their motivation during the teaching and learning process. It also would help the researcher to grab their attention. Meanwhile, the electronic Cambridge dictionary helped them to check the pronunciations.

2) Actions and Observations

The action of Cycle I was carried out in three meetings on April 22nd, 23rd, 25th, 2014. The schedule of Cycle I can be seen in the table below.

Table 5: **The Schedule of Cycle I**

Meeting	Day and Date	Time	Material
1	Tuesday, April 22nd, 2014	2 x 40 minutes 10.00 a.m. – 11.20 a.m.	Narrative text (Listening and Writing)
2	Wednesday, April 23rd, 2014	1 x 40 minutes 09.20 a.m.-10.00 a.m.	Narrative text
3	Friday, April 25th, 2014	2 x 40 minutes 09.20 a.m.-10.40 a.m.	Narrative text (Speaking, The Snakes and Ladders board game)

As stated before, during the implementation of the actions, the researcher became the teacher while the English teacher, as a collaborator, and the researcher's colleague, other collaborator, became the observer. The two collaborators sat in the back of the class, and the collaborator did field-noting and video-clipping while observing. The two collaborators then discussed with the researcher after the class. The field notes taken by the collaborators described the process of the implementation of the actions in the English teaching and learning process. The details of the process can be seen in the following explanation.

a) First Meeting

The first meeting was held on Tuesday, April 22nd, 2014. The researcher came to the class with the English teacher and the collaborator. The English teacher then told the students that the researcher would replace her during the research. After that, the researcher handled the class.

The topic for that day was narrative texts. The researcher greeted the students in English since she planned to use classroom English. As stated previously, she decided to use classroom English. When she greeted them, they answered positively and correctly. They were already familiar with the expressions of greeting.

The R greeted "Good Morning" then the Ss answered "Good Morning" She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" she asked. "No one Miss", said the Ss. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 124.)

After that, the researcher continued to explain the materials that would be learnt and the objectives of the lesson. Some of the students were busy with their own laptops so she needed to ask them to turn off their laptops and to engage in the class activity. She then re-explained the topic. The following extract captures the situation.

After that, she explained the materials that would be learnt but some of the Ss did not pay attention and were busy with their laptops. To grab their attention, she were silent for a while then said "Hello everybody!" with louder voice Then, they answered, "Hello". She said, "Give me attention please!" and asked them to turn off their laptops. She said, "Can you turn off your laptop first, please? *Tolong laptopnya di matika dulu*" Then, she re-explained the topic for today which was about narrative texts. She then asked "What is Narrative text?" The Ss answered in "*Cerita mbak*". Then she prompted, "What is *cerita* in English?" They answered "Story". After that, she highlighted that today they would learn about narrative texts. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 125.)

To know the background knowledge of the students, the researcher asked them whether they ever heard a story before. They answered enthusiastically. The following extract shows the situation.

After that, the R asked "Have you ever heard a story?" Then the Ss answered confidently "Yes". Then she asked "What are the stories that have you heard?" They mentioned many kinds of stories that they know. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 125.)

The researcher then started the lesson. She used a LCD projector to show the picture of Snow White and Dwarfs to grab the students' attention. The following field note captures the situation.

She asked "What is kurcaci in English? Look up on your dictionary, *Lihat di kamus*," Then, they looked the English of *Kurcaci*. "Dwarf, Miss" answered one of them. She checked the answer "Dwarf, is it right?" They answered "Right" After that, she corrected the Ss pronunciation on "Dwarf" by asking them to repeat after her. After that, the R and the Ss discuss about the characters and the ending of the story. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 125.)

The researcher then distributed the handout containing the tasks needed to do. After that, she asked the students to do Task 1 which was matching the picture of the story with its title. She gave them two minutes to do the task. After that, she and the students discussed the task together. The students seemed familiar with the stories from abroad but they were less familiar with the stories from Indonesia. The situation can be seen in the following extract.

The R then gave the Ss handout containing the tasks. Then, she asked them to look at Task 1. She told them to match the pictures with their titles. She gave them two minutes to do the task. After 2 minutes, The R and the Ss discussed the answer together. The R pointed one of them to answer the questions. Besides matching the picture with the title, the R and the Ss discussed the story in a brief. The Ss seemed familiar with the story from abroad but they were less familiar with the story from Indonesia. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 125.)

After that, the researcher moved to Task 2 which was vocabulary practice and pronunciation drilling. The words used in Task 2 were the words that would be used in the listening activity. She used both classroom English and Bahasa Indonesia to explain the instructions. The situation can be seen in the extract below.

Then the R asked the Ss to work in pair and checked the pronunciation from the dictionary that had been installed in their laptops."Now look at Task 2. Do you know what you need to do?" she asked. "What you need to do is work in pairs and check the pronunciation of these words from the dictionary *Jadi Kalian secara berpasangan mengecek pronunciation dari kata kata di soal."* she explained. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 125.)

Since the electronic dictionary was installed in the laptop, the students needed

their laptops to do this task. Unfortunately, some of them did not bring their laptops.

The researcher needed to ask the students who had two laptops on their pairs to lend it

to them. She then walked around the class to check the students' progression. Some

of them walked around the class so she needed to ask them to back to their seats.

After that, the students and the researcher discussed the answers together. There were

some mispronunciations even though they had checked them from the dictionary.

They also did not understand the phonetic transcription so the researcher should

explain a little about it. The electronic dictionary gave a big help for them. The

researcher then explained how to give a stress in the words and the sound [i:]. They

looked enthusiastic on this activity. The following situation was captured in the

extract below.

When doing Task 2, there were some them who walked around the class so the R needed to ask them to back to their seats. She walked around the class. The Ss took turns to check their pronunciation from the electronic dictionary so they could correct each others. After that, the R checked their pronunciation. She pointed them randomly to utter the word from the list. There were some corrections such as in" innocence" and "sent". They did not understand the phonetic transcription of the words so she should explain a little about it. The electronic dictionary helped them to learn the pronunciation. She also explained the different of sound [i] and [i:]. After the correction, she asked them to repeat after her with correct pronunciation. (FN.6, Tuesday, April 22nd, 2014: See Appendix C: 126.)

The next activity was listening. The speaker did not work correctly so the

researcher needed to ask some help from the students. While they repaired it, she

distributed the task and explained the instruction. It needed sometime to repair the

speaker until it worked. Before playing the recording, she offered them how many

times she needed to play the recording. They answered in Bahasa Indonesia so she

needed to remind them to use English. The following situation can be seen in the

extract below.

After the speaker work, she asked them how many times she needs to play the recording. Then they answered "*Lima miss*" She then reminded them that it was an English class so they should answer it in English. After that, they corrected themselves, "Five miss" She said that it was too much and said that she would play it three times so they should listen carefully. Before she played the recording, she asked the readiness of the students, "Are you ready?" "Ready!" they replied. (FN.7, Tuesday, April 22nd, 2014: See Appendix C: 126.)

The researcher played the recording four times until the students could answer

all the questions. After that, the researcher and the students discussed the answer

together. The students wrote their answers on the whiteboard and after that they did

the pronunciation drilling. Since the time was limited, the researcher then moved to

the next task which was answering the comprehension questions. She asked them to

work in pairs to do Task 4. While doing the task, some of them exchanged pairs and

played by themselves. The researcher needed to ask them personally to go back to

their seats. The situation can be shown in the extract below.

While doing Task 4, some of them did not focus on their work. They exchanged partners and played by themselves. The R personally approached them and told them to not play during the class. It was effective since they back to their seat and stop playing. She also walked around the class to ensure that they really did the task. After that, the R and the Ss discussed the answers together. (FN.7, Tuesday, April 22nd, 2014: See Appendix C: 126.)

The bell rang. The researcher then concluded the lesson that day and gave the

students feedback. She also asked them to not walk around during the class and also

reminded them to bring their dictionaries. The situation can be seen in the extract below.

The bell rang. The R then reviewed the materials by asking "What do you learn today?" The Ss answered "Narrative text". After that, she concluded the lesson briefly and reminded them to bring their dictionaries for the next meeting and not to walk around during the class. She then closed the class. (FN.7, Tuesday, April 22nd, 2014: See Appendix C: 126.)

b) Second Meeting

The researcher entered the class right after the bell rang but there were many students who did not enter the class. Some of them still ate and stood outside the class. She needed to ask them to quickly finish their snack and enter the class. The situation can be seen in the extract below.

The class was started at 09.20 a.m. after the first break. The R and the C entered the class right after the bell rang. The Ss were shocked because the R was already there. Most of them did not come to the class yet. They still chatted with their friends. Some of them also finished their snack inside the class. The R had to ask them to quickly enter the class since there was only 40 minutes for that day. (FN.7, Wednesday, April 23rd, 2014: See Appendix C: 127.)

After preparing the equipment, the researcher then opened the class and greeted the students. They answered positively. She then asked them about the previous lesson. They answered with many kinds of answers. The following situation was captured in the extract below.

"Hello. Good Morning" They replied "Good Morning" Then, she asked again "How are you today?" and they replied "I am fine, and you?" "I'm fine too. Thank you." she answered. After that, she called the roll. "Who is absent today?" she asked. "No One, Miss" they answered. After that, she asked about the previous lesson "Do you still remember what we have learnt in the previous meeting?" There were many kinds of answers came from them. They answered "Narrative", "Pronunciation", "Banyuwangi", etc. (FN.7, Wednesday, April 23rd, 2014: See Appendix C: 127.)

After reviewing the last material and explaining the lesson for that day, the researcher asked the students to do Task 5. Task 5 was matching the word with its meaning. In this task, they did vocabulary practice and pronunciation drilling. One of them asked whether they could use the dictionary or not. She asked in Bahasa Indonesia and the researcher corrected it. The following field note captures the situation.

After that, the R asked the Ss whether they brought their handouts or not. Fortunately, all of them brought it. After that, she asked them to do Task 5. One of them asked "*Boleh pakai kamus Miss*?" Then the R said that they can use the dictionary. She also guided them to ask "*Apakah boleh pakai kamus*" in English. One of them answered, "Can I use the dictionary?" Then, the R asked for another answers. "May I use the dictionary?" said one of them. The R told that they can use both of them. (FN.7, Wednesday, 23rd, 2014: See Appendix C: 127.)

The researcher then discussed the answers with the students. She asked for the volunteer but no one was willing. So, she pointed one of them and asked the pointed-student to point his/her friends to read the answer. After the discussion, they did the pronunciation drilling. After that, she explained about the definition and the generic structures of narrative texts. She used a LCD projectors and Power Point Presentation to explain the materials. She did not directly explain the materials but she gave some clues for them until they came to the conclusion. The following situations were captured in the extract below.

She started with "Well after you heard The Story of Banyuwangi. Do you know the definition of narrative texts?" The Ss were just silent."*Narrative itu teks yang bagaimana*?" she asked. They looked confuse so she asked "What is the purpose of the narrative text?" and one of them said that "*menceritakan cerita*, Miss" The R prompted "*Kalo sudah tau ceritanya terus bagaimana?*" Some of them were busy with their own business. So, she said "Hello. Are you with me?" They answered "Ya.." Then, she added, "*Oke, jadi apa yang kalian rasakan setelah baca cerita? Merasa terhibur gak?*" The Ss answered "Iya" and the Ss prompted "*Jadi narrative itu* a text that tells a story to .... the reader? *Apa Bahasa Inggrisnya menghibur*?"

One of them answered "Entertain, Miss" Then, she showed the definition of Narrative texts through the LCD. She asked one student to read the definition and after that she highlighted the important information. After that, she explained about the generic structures of narrative texts. (FN.7, Wednesday, April 23rd, 2014: See Appendix C: 128.)

After explaining about narrative texts, the researcher then explained about the simple past tense. The students were interested in learning two kinds of simple past tense. They asked her to repeat the explanation about it. The situation is captured in this extract.

Then, she continued to explain about simple past tense. The Ss asked her to repeat the explanation. They noted the explanation on their books. (FN.7, Wednesday, April 23rd, 2014: See Appendix C: 128.)

Five minutes to go to the end of the lesson, the researcher prepared the groups for the next meeting. She gave the students freedom to choose the grouping method. She also assigned homework for them. The following extract shows the situation.

There was 5 minutes to go to the end of the lesson. The R wanted to divide the class into the groups of 4. She gave the students freedom in grouping themselves. After that, she asked them to sit according to their groups. Next, she gave them homework which was to find the meaning of some words and their pronunciations. (FN.7, Wednesday, April 23rd, 2014: See Appendix C: 128.)

The researcher then closed the class by concluding the lesson and giving feedback. She also told that for the next meeting the students would play a game. They cheered happily. She also reminded them to bring their dictionary. She then closed the class.

c. Third Meeting

The agenda for the third meeting was playing the Snakes and Ladders board game. The researcher and collaborator came to the class right after the bell rang. She then asked the students to finish their snack and enter to the class quickly. Before

starting the lesson, she asked them to change their sportswear into their uniform but they said that they did not bring their uniform since the English teacher allowed them to wear sportswear. The following situation can be seen in the following extract.

All of them wore their sportswear because the previous schedule was KRIDA in which all of the Ss of SMPN 1 Wonosari exercised together. Before the class was started, the R asked them to wear their uniform instead of sportswear but all of them did not bring their uniforms. They said that they did not bring their uniform since the ET allowed them to wear sportswear during the class. (FN.8, Friday, April 25th, 2014: See Appendix C: 129.)

The researcher opened the class and called the roll. A student was absent because she had to attend a writing competition. The students were happy since they know that they would play a game. After that, the researcher and the students discussed the homework. The students then did vocabulary practice and pronunciation drilling. The following extract showed the situation.

After that the R opened the class by greeting. She called the roll and a student was absent because she had to attend a writing competition. The Ss answered the greeting enthusiastically since they knew that today they would play a game. Then, the R asked them to move to their groups to discuss the homework. After that, the R and the Ss discussed the homework together. (FN.8, Friday, April 25th, 2014: See Appendix C: 129.)

The researcher then distributed the game's materials. She asked the students to read and discuss the rules of the game. However, most of them did not understand the rules well. She needed to explain the rules in Bahasa Indonesia. The situation can be seen in the extract below.

After discussing Task 7, the R then distributed the game's materials and asked the Ss to read and discuss the rules of the game. After sometime, she then asked, "Do you understand the rules?" Then they answered "*Nggak mudeng mbak*" She then asked "Why?" They answered "*Yo ra mudeng mbak, angel kata kata ne*" Then, she offered to explain the rules and they quickly agreed. She then explained and demonstrated the rules of the game in Bahasa Indonesia. (FN.8, Friday, April 25th, 2014: See Appendix C: 129.)

Figure 2: **The researcher explains the rules of the Snakes and Ladders board game.**

The researcher then asked the students to start playing. However, some of them still asked about the rules of the game. So, she needed to re-explain the rules of the game. After that, the students proceed playing the game happily. The situation can be captured in the extract below.

The Ss then started to play the game. The R then walked around the class to control them. While playing the game, some of them still asked about the rules of the game. So, she decided to re-explain the rules. The game proceeded later. They read the sentences from the cards then their friends listened and checked the pronunciation from the electronic dictionary. They played the game happily. There were many funny situations while they were playing the game. While playing the game, she gave each of them a number that indicated their new group. (FN.8, Friday, April 25th, 2014: See Appendix C: 129.)

Figure 3: **The students play the Snakes and Ladders board game.**

After all of the students reached the "Finish" line, the researcher told them to move to their new groups to tell their story that they got from playing the game. Some of them asked to use Bahasa Indonesia but the researcher told them that they had to practice using English. She and the collaborator then gave guidance to help them telling their story. She also reviewed the stories together with the students. The following condition can be seen in the extract below.

After all the Ss finished, the R asked them to move to their new groups. The group is according to the number that they got from the R. The new group consisted of three students who had different stories. She then told them to retell the story that they got from the game to their friends. They complained since they have to retell the story. "*Mbak angel*" they said. It was also difficult to control them while they have to move to their new groups. The R asked them to retell the story in English. Some of them did not start their activity so the R and the C gave them guidance. After that, the R and the Ss reviewed the stories together. (FN.8, Friday, April 25th, 2014: See Appendix C: 129.)

The bell rang. Then the researcher stopped the activity. She then reviewed and gave feedback about the lesson. She also informed the students to prepare a story because they would tell a story for the next meeting. They were not surprised and willingly agree. She then closed the class.

3) Reflection

After conducting the actions in Cycle I, the researcher and the collaborators conducted a discussion to make some reflections. This activity aimed to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. During the discussion, the researcher and the collaborators analyzed the data from the observations and the interview transcripts to evaluate the actions. The result of the reflection presented below.

a) Implementing the Snakes and Ladders Board Game

The Snakes and Ladders Board Game was applied during the teaching and learning process in Cycle I. The students worked in groups of four. When playing the game, they got cards containing the sentences of the story. They had to read the sentences that formed a story. Meanwhile the other students listened to him/her and checked her/his pronunciation from the electronic dictionary. In the end of the game, they moved to the new group to retell the story that they get from playing the Snakes and Ladders board game. Generally, this activity helped them to improve their speaking skills. This game encouraged them to speak English while playing the game. This game also helped them to involve more during the teaching and learning process since they also listen to their friends' pronunciation and correct them.

However, during the implementation of the action, it could not run well. After distributing the game materials, the researcher asked the students to read and discuss the rules of the game but in the end they still did not understand the rules so she needed to explain it in Bahasa Indonesia. The extract and the interview transcript below show the condition.

After discussing Task 7, the R then distributed the game's materials and asked the Ss to read and discuss the rules of the game. After sometime, she then asked, "Do you understand the rules?" Then they answered "*Nggak mudeng mbak*" She then asked "Why?" They answered "*Yo ra mudeng mbak, angel kata kata ne*" Then, she offered to explain the rules and they quickly agreed. She then explained and demonstrated the rules of the game in Bahasa Indonesia. (FN.8, Friday, April 25th, 2014: See Appendix C: 129.)

R   :*Peratuanya sulit dimengerti ya?* (Are the rules difficult to understand?)
S   :*Hehehehe, awalnya si Miss, tapi akhirnya dong juga.* ([Laugh] In the beginning it was difficult to understand but finally I understand it.)
                    (Interview 12, Friday 25th, 2014: See Appendix E: 149.)

After playing the game, the students formed a new group in which they had to retell

the story in their new group. In this step, some of them said that the task was difficult

because they had to speak in English. Consequently, some of them also used Bahasa

Indonesia to tell the story. At that time, the class was noisy and rather difficult to

control. The situations are shown in the extract and the interview transcript below.

They complained since they have to retell the story. "*Mbak angel*" they said. It was also difficult to control them while they have to move to their new groups. She asked them to retell the story in English. Some of them did not start their activity so the R and the C gave them guidance. (FN.8, Friday 22nd, 2014: See Appendix C: 129.)

R   :*Ada kesulitan gak?* (Is there any difficulty?)
S   :*Tadi pas retell belum apal mbak.* (When I had to retell the story.)
R   :*Trus kamu tadi cerita gak?* (Do you retell the story?)
S   :*Iya, tapi bahasane campur campur.* (Yes Miss, but I use both English and Bahasa Indonesia.)
                    (Interview 13, Friday 25th, 2014: See Appendix E: 150.)
       After the implementation, the researcher also asked the teacher's opinion

about the implementation of the Snakes and Ladders board game. The teacher said

that the game was good since the students had opportunity to practice speaking by

their own and it was increase their involvement in the class. She also gave some

suggestions regarded to the game such as the rules of the game that was should

written in Bahasa Indonesia and the class management that should be improved. The following interview transcript shows the situation.

R   :*Mengenai game nya ibu, apakah Snakes and Ladders board game effective untuk meningatkan kemampuan speaking siswa?* (What do you think about the game? Does the game help the students to improve their speaking skills?)
ET   :*Ya sudah cukup bagus mbak buat anak anak temotivasi belajar.* (I think it is good enough to motivate the students to learn.)
R   :*Lalu mungkin ada saran untuk cycle yang selanjutnya bu?* (Is there any suggestion for the next cycle?)
ET   :*Peraturanya mungkin bisa dibuat dalam Bahasa Indonesia jadi mereka lebih ngerti.* (I think you can write the rules in Bahasa Indonesia so the students could understand it.)
        (Interview 14, Tuesday, April 29th, 2014: See Appendix E: 151.)

Even though the action could run well, it gained some positive response from the students. They said that the game was interesting and it helped them to practice speaking in English. The interview transcript below shows the student's opinion about the game.

R   :*Tadi seneng gak pas pelajaran?* (Do you enjoy the lesson today?)
S   :*Seneng Miss, soalnya kan nge game.* (I enjoy it, Miss)
R   :*Ngerasa ada peningkatan di speaking gak?* (Is there any improvement on your speaking?)
S   :*Hmmm.. ada Miss, ketemu kata kata baru trus kemarin juga dapat kamus yang bisa ngecek cara baca.* (Yes. I got new vocabularies and dictionary that helps me checks the pronunciation.)
        (Interview Transcript 12, Friday 25th, 2014: See Appendix E: 149.)

b) Using Classroom English during Teaching and Learning Process

The researcher implemented the classroom English in every meeting to make the students more familiar with spoken English. The classroom English was used in some ways such as in opening, greeting, giving instructions, giving feedback, and closing the lesson. It can be seen in the extract below.

The R greeted "Good Morning" then the Ss answered "Good Morning" continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" asked her. "No one Miss", said the Ss. (FN.7, Tuesday, April 22nd, 2014: See Appendix C: 124.)

During the opening of the lesson the students were already familiar with the expressions since they often used the expressions. However, the researcher needed to use both English and Bahasa Indonesia in explaining the instructions of the tasks. It was done because they were not familiar yet with the expressions. The conditions can be shown in the extracts below.

"Now, look at Task 2. Do you know what you need to do?" she asked. "What you need to do is work in pair and check the pronunciation of these words from the dictionary *Jadi Kalian secara berpasangan mengecek pronunciation dari kata kata di soal.*"she explained. (FN.7, Friday, April 25th, 2014: See Appendix C: 125)

To help the students fully understand the material, the researcher also used Bahasa Indonesia especially in explaining the material. The condition can be seen in the extract below.

She started with "Well after you heard The Story of Banyuwangi. Do you know the definition of narrative texts?" The Ss were just silent."*Narrative itu teks yang bagaimana*?" she asked. They looked confuse so she asked "What is the purpose of the narrative text?" and one of them said that "*menceritakan cerita*, Miss" The R prompted "*Kalo sudah tau ceritanya terus bagaimana?*" Some of them were busy with their own business. So, the R said "Hello. Are you with me?" They answered "Ya..".Then the R added "*Oke, jadi apa yang kalian rasakan setelah baca cerita? Merasa terhibur gak?*" The Ss answered "Iya" and the Ss prompted "*Jadi narrative itu* a text that tells a story to ……… the reader? *Apa Bahasa Inggrisnya menghibur*?" One of them answered "Entertain, Miss" Then the R showed the definition of Narrative text through the LCD. (FN.8, Friday, April 25th, 2014: See Appendix C: 128.)

Using classroom English during the teaching and learning process was proven helping the students to familiarize the spoken English but it still can be improved. However during the class, some of them could not understand the researcher's

explanation so she still needed to repeat or translate the instruction. During the teaching and learning process, they also still using Bahasa Indonesia in responded to the researcher.

c) Vocabulary Practice

Realizing that vocabulary is important to help the students to learn speaking well, the researcher provided some tasks that could help them to enrich their vocabulary. The vocabulary practice was provided in each cycle. The vocabulary was taken from the words related to the materials. In the first meeting of Cycle I, the researcher gave the vocabulary practice before the listening. She gave some words related to the recording and their meanings. It helped them to understand the words' meanings so it would help them understand the content of the recording. She also asked them to match the words with their meanings in the second meeting. For the Snakes and Ladder board game, they found out the meanings and the pronunciations of the words.

Generally, vocabulary practice given during Cycle I helped the students to enrich their vocabulary. The tasks allowed them to understand the meanings of words in English so they could know the content of the text. The tasks also motivated the students to learn English. The interview transcripts below show the students' opinions toward the activity.

R   :*Bedanya dimana?* (Where is the difference?)

S   :*Kegiatanya baru, lebih banyak latihan speakingnya, misal ngecek* pronunciation *dari kamus tadi juga dapat banyak kata kata baru.* (The activity is new. There is more speaking practice such as checking the pronunciation and I also got a lot of new vocabulary.)

R   : *Kamu paham nggak sama materinya tadi?* (Do you understand the material?)

S   :*Iya.* (Yes.)

R   :Tadi kan Miss jelasin pake Bahasa Inggris. Kamu paham nggak? (I explained the material using English. Do you understand it?)

S   :Ya Lumayan Miss….tadi kan juga pake bahasa Indonesia. (Yes, I do because you also use Bahasa Indonesia.)

S   :*Tadi latihannya nambah motivasi buat belajar bahasa inggris?* (Is the activity motivated you to learn English?)

R   :*Iya mbak, jadi lebih tahu vocab baru sama cara pengucapanya.*(Yes, Miss, I know more about vocabulary and their pronunciations.)

S   :*Berarti tambah lebih pede donk?* (So you have more confidence in English?)

R   :*Hehehe didkit mbak*, (A little.)

                (Interview 9, Tuesday, April 22nd 2014: See Appendix E: 146.)

R   :*Dapet new vocabulary nggak?* (Do you get new vocabulary?)

S   :*Ya,, dapet sih mbak.* (Yes, Miss.)

R   :*Tadi latihannya nambah motivasi buat belajar bahasa inggris*? (Is the activity motivated you to learn English?)

S   :*Iya mbak, jadi lebih tahu vocab baru sama cara pengucapanya.* (Yes Miss, I got new vocabulary and their pronunciations.)

                (Interview 10, Tuesday, April 22nd 2014: See Appendix E: 147.)

d) Pronunciation Drilling

Pronunciation drilling was the follow-up activity of the vocabulary practice. The researcher felt important to create pronunciation drilling activities to give the students more opportunity to speak and improve their pronunciation. According to the interview, one of the obstacles in learning English was the pronunciation since the English pronunciation was different from the words.

After the students completed the vocabulary practice, the researcher asked them to check the pronunciation from the electronic dictionary. This activity helped

them to experience learning by their own since they checked the pronunciation from the electronic dictionary. After that, she asked them to pronounce the word to check whether they pronounced it correctly or not. In the first meeting, there were some words that wrongly pronounced especially in the stress and intonation. The researcher also explained the different of sound [i] and [i:]. The extract below shows the condition.

After that, the R checked the Ss pronunciation. She pointed them randomly to utter the word from the list. There some correction such as in the word "innocence" and "sent". They seemed did not understand the phonetic transcription of the words so the R should explain a little about it. The electronic dictionary helped them to learn the pronunciation. She also explained the different of sound [i] and [i:]. After the correction, she asked them to repeat after her with correct pronunciation.(FN. 06, Tuesday, April 22nd, 2014: See Appendix C: 126.)

However, during the pronunciation drilling, the students had difficulties in read the phonetic transcript so the researcher asked them to use the electronic dictionary to help them check the pronunciation. The electronic dictionary gave them a correct model on how to pronounce certain word so they could learn from that. The following interview transcript shows the condition.

R   :*Ada yang sulit nggak tadi pas pelajaran*? (Is there any difficulties during the lesson?)
S   :*Hmmm,, paling yang itu sih Miss, yang simbol symbol, apa itu namanya?* (I do not know the symbols, what they are called?)
R   :Phonetic transcription?
S   :*Iya Miss itu aku gak bisa baca.* (Yes Miss, I cannot read it.)
R   :*Oke, tapi cara pengucapanya bisa denger dari kamus kan?* (Oke. But, you get the pronunciation from the dictionary, don't you?)
S   :*Iya Miss, kamus nya bagus.* (Yes Miss, the dictionary is good.)
                    (Interview 11, Tuesday, April 22nd 2014: See Appendix E: 147.)

In the end of the tasks, the researcher always asked the students to listen and repeat after her. This activity helped them to pronounce the words correctly. In

general, they responded positively to this activity. Many of them said that the activity

helped them to practice speaking and improve their pronunciation since pronunciation

was one of the major obstacles in learning English. The following interview

transcripts show the students' opinion.

R   :*Tadi latihannya nambah motivasi buat belajar bahasa inggris?* (Is the activity motivated you to learn English?)
S   :*Iya mbak, jadi lebih tahu vocab baru sama cara pengucapanya.*(Yes, Miss, I know more about vocabulary and their pronunciation.)
R   :*Berarti tambah lebih pede donk?* (So you have more confidence?)
S   :*Hehehe didkit mbak*, (A little.)
R   :Berarti tambah lebih pede donk. (*It means you can more confidence*)
S   :Hehehe dikit mbak. (*A little, Miss*)
                        (Interview 10, Tuesday, April 22nd 2014: See Appendix E: 147.)

R   :*Waktu nyari pronunciation di kamus meurut kamu membantu gak?* (When you look up the pronunciation in the dictionary, do you think it helps you?)
S   :*Iya Miss, kemarin kemarin belum pernah, aplikasinya juga bisa bantu buat belajar. Jadi tau bener apa salah ngomongnya*. (Yes Miss, We never did that kind of activity before. The dictionary helps me to learn, so I am aware of the pronunciation.)
                        (Interview 11, Tuesday, April 22nd 2014: See Appendix E: 137.)

From the observation, the students showed improvement on their

pronunciation. They could pronounce the words correctly after the researcher.

However, when the researcher did not guide them, they still made some mistakes on

pronouncing certain words. To deal with it, she immediately corrected them. Then,

she asked the whole class to repeat pronouncing the words together.

e) Using Media

In the first meeting of Cycle I, the researcher planned an activity where she

used an audio recording as the input material. This activity helped the students to

learn how to utter English words. It was also helpful for them to make them familiar with spoken English and trained them to understand spoken English since they rarely heard English in their daily life. The researcher wanted to use something new to make them exited. However, the speaker did not work well so she needed to ask help from the students. The extract below shows the condition.

The R then check the speaker but it did not work well. She asked the help from the Ss to repair it. "Is there any of you who can help me?" she asked. "*Ada yang bisa bantu Miss gak*?" she repeated it. Then there were two male students gave their hand to help her. It needed sometime to make the speakers work. (FN.6, Tuesday 22nd, 2014: See Appendix E: 126.)

The researcher also used a LCD projector to grab the students' attention. She used the LCD projector in the each meeting. The LCD projector helped the students to focus on the explanation. The interview transcript below shows the student's opinion toward the use of LCD.

R   :*O iya, tadi kan Miss pake LCD, menurutmu LCD nya mbantu gak?* (By the way, what do you think about the use of LCD, is it helped the learning process?)
S   :*Hmmm, menurutku bantu sih Miss, kita jadi tau bagian mana yang dibahas.* (Hmmm, I think it helps Miss. We know which part that we talk about.)
(Interview 11, Tuesday, April 22nd, 2014: See Appendix E: 148.)

The researcher also used the electronic dictionary from Cambrige to help the students learn pronunciation. Since most of them have laptops, she decided to give them the application. The electronic dictionary was used in the pronunciation drilling and the implementation of the Snakes and Ladders board game. The following interview transcript shows the students opinions.

R   :*Waktu nyari pronunciation di kamus meurut kamu membantu gak?* (When you look up the pronunciation in the dictionary, do you think it helps you?)

S   :*Iya Miskemarin kemarin belum pernah, aplikasinya juga bisa bantu buat belajar. Jadi tau bener apa salah ngomongnya.* (Yes Miss, We never did that kind of activity before. The dictionary helps me to learn, so I am aware of the pronunciation.)

(Interview 11, Tuesday, April 22nd 2014: See Appendix E: 144.)

The use of media helped the students to lessen their burden and encouraged them to be more active during the teaching and learning process. It also needed quite some preparation time so it affected the overall time management.

Based on the reflection in Cycle I, the researcher and the collaborator concluded that there were some findings in Cycle I. The following statements are findings in Cycle I.

1. The Successful actions

• The students were familiar with English since the researcher used classroom English.

• The students did many vocabulary and pronunciation practice. The students' vocabulary knowledge and pronunciation were improved.

• The teaching and learning process were varied. The students enjoyed the classroom activities. They were happy and excited during the lesson.

• The students actively participated in the teaching and learning process.

• The students more focused during the teaching learning process since the researcher used various media to grab the students' attention.

2. The Unsuccessful actions

- The class management had not successfully done. After the implementation of the Snakes and Ladder board game, the class was noisy and difficult to control.

- There were still some students who did not retell the story in English after the implementation of the game.

- There were few students who did not pay attention when the researcher explained the materials.

c) **Report of Cycle 2**

1) **Planning**

Based on the findings in Cycle I, the researcher and the English teacher decided to conduct Cycle II. Cycle II was aimed to improve the unsuccessful actions in Cycle I. They agreed to focus on solving the problem related to the classroom management and the type of activities that would motivate the students to speak in English.

In this cycle the researcher also designed a course grid and lesson plan to help her implementing the action. In Cycle II, she selected the standard of competency and basic competency of Grade VIII in the second semester. She chose the standard of competency 9 and basic competency of 9.2. The basic competency of 9.2 is about expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking

and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

After designing a course grid, she also designed a lesson plan as a guideline to help her in conducting the teaching and learning process. The lesson plan covered the activities, materials, time allocation and management that met the needs of the students to improve their speaking skills. The class was expected to run smoothly and effectively.

The researcher and the English teacher chose PPP (Presentation, Practice, and Production) as the teaching methodology. It is consisted of three phases. In presentation phase, the researcher presented the expressions, played the recording contained the expressions, and asked the students to identify some words related to the topic. In the practice phase, she asked them to practice the expressions in pairs and do some exercises related to the expressions that they had learnt. In the production phase, they practiced the expression that they had learnt in pairs.

a) **Implementing the Snakes and Ladders Board Game**

There were some problems occurred during the implementation of Snakes and Ladders board game in Cycle I needed to be fixed. In Cycle II, the researcher changed the grouping method. She decided the grouping method by counting. The students would count from one to six to decide the group. There were the changes in the process of the game. If in Cycle I they would take more than one card, in Cycle II they only took a card contained the clue or expression that they should use to communicate with their friend within the group. The friends within the group had to

give respond to the player. The researcher would try to lessen using Bahasa Indonesia in explaining the rule since the rules were not too different from the rules in Cycle I.

b) Using Classroom English during the Teaching and Learning Process

In Cycle II, the researcher still planned to use classroom English during the teaching and learning process. The same as the planning in Cycle I, she planned to use classroom English to greet in the beginning of the lesson, give instructions, review the materials, and close the lesson. However, in Cycle II, she would not translate the expression but used other words or expressions to make them understand the meaning.

c) Vocabulary Practice

Based on the reflection of Cycle I, the researcher found out that vocabulary practice were helpful for the students to enrich their vocabulary. So, she planned to apply the vocabulary practice again during the teaching and learning process. In Cycle II, she would give some words and the students needed to find the meanings by themselves and also looked for the pronunciation in the dictionary.

d) Pronunciation Drilling

Since pronunciation drilling would give the students a very beneficial practice to speak, the researcher still used pronunciation drilling to improve the students' speaking skills. In Cycle I, some of them still mispronounced some words. Based on the reflection, she decided that pronunciation practice would still be applied during Cycle II. She planned to give more drilling for the students.

e) Using Media

In this cycle, the researcher still needed media like audio recording to give input for the students. In cycle I, the speaker did not work well. To anticipate this kind of condition, she asked the students to check the speaker beforehand. She also planned to use LCD to help to grab the students' attention. The students also used the electronic dictionary for pronunciation drilling.

2) Actions and Observations

The action of Cycle II was carried out in two meetings on May 2nd and 9th, 2014. The schedule of Cycle I can be seen in the table below.

Table 6: **The Schedule of Cycle II**

Meetings	Day and Date	Time	Material
1	Friday, May 2nd 2014	2 x 40 minutes 09.20 a.m. – 11.20 a.m.	Telephoning (Listening and Writing)
2	Friday, April 9th 2014	2 x 40 minutes 09.20 a.m. – 11.20 a.m.	Telephoning (The Snakes and Ladders board game, Speaking)

a) First Meeting

The first meeting was held on Friday, May 2nd, 2014. The researcher came to the class with the collaborator. The researcher and the collaborator came after the bell rang. Most of the students were already inside the class even though the researcher still needed to wait for some of them. The situation can be seen in the extract below.

They came to the class at 09.20 a.m. This time, most of the Ss were already inside the class but the R still needed to wait some students to enter the class. (FN.9, Friday 2nd, 2014: See Appendix C: 130.)

After that, the researcher opened the class by greeting, saying a prayer and calling the role. She used classroom English at that time. She also reviewed the last

material. She then introduced the new topic which was telephoning. She gave some

questions to know the students' background knowledge. The following extract shows

the situation.

She did brainstorming. She asked, "What do you do when you call someone?" The Ss
was silent. Then she asked again, "What do you do before you call someone?" One of
the Ss said "*Mencet nomor* Miss" Then, she prompted "Ok, you press the numbers
and after that what do you say?" They said "Hello". Then, she told them that today
they would learn about the expressions used in telephoning. (FN.9, Friday 2nd, 2014:
See Appendix C: 130.)

After distributing the handout, the researcher asked the students to do Task 1

which was finding the meaning and the pronunciation of the words. They seemed

already familiar with the task so she did not give much explanation about it. The

activity was done smoothly since all of them brought their dictionaries. The following

condition can be seen in the extract below.

After that, she asked them to do Task 1 in pairs. She confirmed whether they
understood what they need to do. They answered "Yes". In Task 1, they looked up the
meaning and the pronunciation of some words from the dictionary. Fortunately, all of
them brought their dictionaries. (FN.9, Friday 2nd, 2014: See Appendix C: 130.)

The researcher then discussed the answers with the students. She pointed one

of them to read the meaning and the word. Some of them made a mistake but the way

the read the phonetic transcription was better than Cycle I. The following extract

shows the condition.

She pointed them to read the meaning and the words. There was a slight improvement
on the way they pronounce the word even they still missed the stress. There was
improvement in the way they read the phonetic transcription. They read the sound [i]
in the first syllable in the word presented. The R also explained about the sound [^].
After that, she asked them to listen and repeat after her. (FN.9, Friday 2nd, 2014: See
Appendix C: 130.)

In Task 2, the students completed the missing words from the dialog according to the recording. The researcher did not need to explain the instruction since they had understood the instruction by themselves. In this meeting, the speaker worked well. After that, the researcher and the students discussed the answers. She also gave comprehension questions about the recording. While discussing the answers, she also explained about the use of preposition "to". After that, she asked them to read the dialog with their friends. They then practice to speak by practicing the dialog in pairs. The following extract shows the situation.

She also gave some comprehension questions to check their comprehension. While discussing the answers, she also explained about the preposition "to". After that, she told them to act out the dialogue in pairs. (FN.9, Friday 2nd, 2014: See Appendix C: 131.)

In the next activity, the students practiced to read the letter "s" in the final syllable. The researcher explained how to pronounce it and after that they did pronunciation drilling. The following extract shows the condition.

The R also explained the way of pronouncing the letter 's' in the final syllable. She asked the Ss to look at the handout. "How is the letter 's' generally pronounce in the final syllable?" she asked. "Look at the handout in Task 3?" she added. "Do you find it?" she asked again after sometime. Then, they answered, "This one Miss? (*Showing the handout*) " "Yes, that is right. *Kalian tau nggak gimana bacanya?*" she asked. "It is /ziz/" she prompted. Then, she explained the examples and after that the Ss did pronunciation drilling. (FN.9, Friday 2nd, 2014: See Appendix C: 131.)

The researcher moved to the next activity. She explained the expressions of telephoning. When she gave the explanation, some students were noisy. To grab their attention, she told them to look on the LCD. After that, she asked them to indentify the expressions of telephoning used in Task 2.

Figure 4: **The researcher explains the materials.**

While explaining, the researcher tried to lessen using Bahasa Indonesia and fortunately the students understood the explanation. The bell rang. Before closing the class, she reviewed the materials and told them that for the next meeting they would play a game. They cheered happily.

b) Second meeting

The second meeting was conducted on Friday, May 9th, 2014. The researcher started the lesson by greeting, saying a prayer, and calling the roll. After that, she reviewed the last materials. The following extract shows the situation.

She started the lesson by greeting, saying a prayer and calling the role. She then reviewed the materials from the last week. She then asked them to mention some expressions of starting, expanding and closing telephone. (FN.10, Friday 9th, 2014: See Appendix C: 132.)

The activity then moved to Task 5. The researcher did not need to explain the instruction since the students already knew what they needed to do in doing the task.

She walked around to control the class and paid attention to the some students. After that, the researcher and the students discussed the task. The students volunteered themselves to answers the questions. The situation can be seen in the extract below.

She then asked them to do Task 5 which was completing the missing expressions with the given expressions in the box. She gave them five minutes to do the task. While they did the task, she walked around the class to control them. She also paid attention to the some students who were noisy. This time they seemed rather calm. After five minutes, the R and the Ss discussed the answers. She asked for the volunteer and most of them were volunteered themselves. (FN.10, Friday 9th, 2014: See Appendix C: 132.)

The researcher then divided the group for the game. In this cycle, she decided the grouping method. She grouped the students by counting from one to six. The situation can be seen in the extract below.

The R divided the group randomly by counting from one to six. Some of the Ss complained but eventually they agreed with the grouping method. She divided the spot for each group. They then moved and sat on their groups quickly. (FN.10, Friday 9th, 2014: See Appendix C: 132.)

After distributing the materials, the researcher then explained the rules of the game. She did not explain all the rules but just some rules that were different from Cycle I. Although she already explained the rules in Bahasa Indonesia, there was a group that did not understand the rules so she asked another groups to explain the rules. The situation can be seen in the extract below.

There was a group that still did not understand the rules and she asked another groups to explain the rules of game. (FN.10, Friday 9th, 2014: See Appendix C: 132.)

The students then played the game. They used the clue on the card to communicate with their friend within their group. To help them, the researcher also gave a list of words that may be used in the speaking practice during the game. All of them enjoyed the game. They used the expressions from the handout and the list of

words to help them practice speaking. The situation was captured on the extract below.

After that, they played the game. They used the clues from the cards to communicate with their friend within the group. They used the expressions in the handout and they also used the list of the words. (FN.10, Friday 9th, 2014: See Appendix C: 132.)

Figure 5: **The students practice speaking using a clue from the card.**

After playing the game, the researcher asked two students to speak in front of the class. They chose one of the clues from the cards and they conversed in front of the class. They seemed shy but they were enthusiast in acting out the conversation. The situation can be seen in the extract below.

After all of the Ss reached the "Finish" square, the R pointed two students to speak in front of the class using one of the clues. They were a female and male student. They were shy but they were willing to act out the conversation. They started to speak English. The R still needed to give them encouragement. The female student seemed very enthusiastic. She always asked for another chances if she made a mistake. (FN.10, Friday 9th, 2014: See Appendix C: 132.)

Figure 6: **The students practice speaking in front of the class.**

The bell rang and the researcher gave homework for the students. They needed to make a conversation then acted out in front of the class for the next meeting. There were three situations in which each of pairs got a situation. The following extract shows the situation. After that, she closed the class. She also reminded the students to prepare for the next meeting.

3) Reflection

The situation of the class during Cycle II was much better since the students were more controlled and more eager to learn English. Their speaking skills more improved since they got many opportunities to learn English. The details can be seen in the explanation below.

a) Implementing the Snakes and Ladders Board Game

Similar to Cycle I, the researcher also implemented the Snakes and Ladders board game. There were some changes in the grouping method and the process of the game. In this game the students only took a card and use the clue from the card to converse with their friend within the group.

There were some improvements in the way of implementing the Snakes and Ladders board game especially in the class management. The students were more controlled during this cycle. The improvement also happened in the process of playing the game. In Cycle I, the researcher still got many questions regarded to the rules of the game but in this cycle they more understood it so there were no many questions asked during the game.

Besides the process of playing game, the students also made an improvement in speaking English. In this cycle, they used English more compared with Cycle I. In Cycle I, many students still used both Bahasa Indonesia and English to retell the story. In Cycle II, most of the students communicate using English. The clue on the card helped them to practice their spoken English. The interview transcripts below show the students' opinions.

R   :*Tadi ngomongnya pake Bahasa Inggris kan?* (Did you speak using English?)
S   :*Iya Miss* (Yes Miss.)
R   :*The list of words tadi bantu gak?* (Does the list of words in the paper help you?)
S   :*Iya miss bantu buat ngomongnya.* (Yes, It helps me on speaking)
R   :*Lalu tadi gimana menang gak?* (Did you win the game?)
S   :*Enggak Miss, tapi aku nomor 2, hahaha* (No, but I got second place)
R   :*Jadi lebih termotivasi belajar speaking gak?* (So, are you more motivated in learning English?)
S   :*Ya kalo belajarnya kayak tadi ya termotivasi Miss, soalnya asik.* (I will motivated if the activity is similar the today's activity. It is fun Miss)
                    (Interview 17, Friday, May 16th ,2014: See Appendix E: 154.)

R :*Tadi tau donk mau ngomong apa terutama dalam bahasa Inggris?* (Do you know what do want to say especially in English?)

S :*Iya Miss, soalnya adi ada clue di kartunya sama bantuan kata kata di kertas.* (Yes Miss, because there is clue in the card and the list of words).

R :*Tadi latihanya pake Bahasa Inggris kan?* (Do you practice speaking use English?)

S :*Iya donk Miss* (Yes, Miss)

(Interview 18, Friday, May 9th, 2014: See Appendix E: 154.)

The class management was better than Cycle I. In Cycle I there were many students who walked around the class, especially when they had to move to their new group. They were also very noisy and it was hard to control. However in this cycle, they more focused in playing the game. The following interview transcript below shows the teacher's opinion.

R :*Jadi menurut ibu bagaimana?* (What do you think, Maam?)

ET :*Ya menurut ibu sudah lumayan.* (I think it was good.)

R :*Kalau dibandingkan dengan Cycle I bagaimana bu?* (Is there any improvement compared with Cycle I)

ET :*Ya sudah lebih baik. Management kelasnya ada peningkatan.* (I think the class management is better.)

R :*Terimaksih bu, tadi juga menurut saya yang murid yang jalan jalan berkurang meskipun masih ada yang ramai. Apalagi yang cowok cowok duduk di belakang.* (Thanks Maam, I think there were less students who walked around during the class even thought there were some students who were noisy especially the boys sitting in the back)

ET :*Lha iya mbak, nak sik duduk dibelakang ki memang agak susah diatur, tapi tenang saja kalau masalah management kelas bisa ditingkatkan pelan pelan, besuk kalau sudah banyak ngajar pasti lebih baik lagi.* (I agree with you, they are rather difficult to control, but you can improve your class management steps by steps. If you have many experiences in teaching, it will be better).

(Interview 19, Friday, May 16th, 2014: See Appendix E: 155.)

Based on the discussion with the English teacher, the implementation of the Snakes and Ladders board game helped the students to improve their speaking skills and their motivation to learn English. The following interview transcript shows the teacher's opinion.

R   :*Mmenurut ibu bagaimana peran permainan tersebut dalam memotivasi siswa?(* Acording to your opinon, what is the role of the game in motivating the students?)

ET   :*Ya kalo seneng pasti termotivasi.* (If they are happy, they must be motivated.)

R   :Menurut ibu bagaimana peran permainan tersebut dalam meningkatkan kemampuan speaking siswa? (*In your opinion, what is the role of the game to improve the students' speaking skills?)*

ET   :Lewat kegiatan itu anak anak jadi lebih terbiasa meggunakan ekspresi ekspresi yang di ajarkan. Mereka juga jadi banyak speak English during the class. (*By using this game, the students would practice to use the expressions often.*)

<div align="center">(Interview 19, Friday, May 16th, 2014: See Appendix E: 155.)</div>

b) The Use of Classroom English

The use of classroom English influenced the students on improving their speaking skills and their confidence to speak up. It also made them more familiar with spoken English. For example, they were more familiar with the tasks' instruction written in English. The situation can be seen in the following extract.

The R then distributed the handout to the Ss. After that, she asked them to do Task 1 in pairs. She confirmed whether they understood what they need to do. They answered "Yes". In Task 1, they looked up the meaning and the pronunciation of some words from the dictionary. (FN.9, Friday 2nd, 2014: See Appendix C: 130.)

The use of classroom English showed that it could help the students to be more familiar with spoken English and could understand short explanation and expression, even though they could not express their opinions in full English. At least, the use of classroom English was helpful enough to improve two-way communication between the researcher as the teacher and the students. It is indicated in the extract below.

The R then asked the Ss to move to Task 2. They already understood the instructions. The R asked "So what do you need to do in Task 2?" They answered "Completing the missing information, Miss." (FN.9, Friday 2nd, 2014: See Appendix C: 130.)

There was improvement on the way the students responded to the classroom English that the researcher used. They more understood the expressions and instructions that usually used during the teaching and learning process. They also sometimes responded in English even though they did not use full English or they just simple respond such as "*Yes*" or "*No*". The classroom English was not only effective on giving exposure to them but also give more opportunities to practice their spoken English.

c) **Vocabulary Practice**

In Cycle II, the vocabulary practice was given in the first meeting. The vocabulary practice was given before the students did the listening activity. In this activity, the researcher asked the students to find the meaning of the words and also the pronunciation. They used two dictionaries which were English-Indonesia dictionary and the electronic dictionary to check the pronunciation. The vocabulary task in this cycle was used as the bridge to pronunciation practice. After they looked up the meaning of the words, they needed to know on how to pronounce the words, so the next activity was pronunciation practice. Another benefit from this practice was it could enrich their vocabulary.

Based on the discussion with the English teacher , the researcher could conclude that vocabulary practice successfully helped the students' vocabulary knowledge. Vocabulary practice helped them to enrich their vocabulary. The interview transcripts below show the justification.

R   :*Tadi merasa ada improvement di speaking gak?* (Is there any improvement in your speaking ability?)

S   :*Iya miss, dapet vocab baru terus yang belajar ngucapin itu lho.* (Yes Miss, I got new vocabulary and I know their pronunciation.)

(Interview 15, Friday, May 2nd 2014: See Appendix E: 151.)

ET   :*Kemarin itu mulai dari cari arti kan*? (The activity is finding the meaning?)

R   :*Iya ibu, vocabulary practice.* (Yes, Ma'am. The vocabulary practice.)

ET   :*Ya bagus mbak karena latihan seperti itu memeng harus terus menerus diberika supaya siswanya juga nambah terus vocabularynya. Pronunciation drilling ternyata juga bagus untuk meningkatkan kemapuan siswa.* (Yes, it is good because that kind of activity should be given to enrich the students' vocabulary knowledge. Pronunciation drilling is also good to improve the students speaking ability.)

(Interview 19, Friday, May 16th, 2014: See Appendix E: 155.)

d) Pronunciation Drilling

Pronunciation practice gave the students opportunities to learn on how to pronounce words correctly. Before the action, they often mispronounced the words. They tend to pronounce the word according to the spelling. After the action, they were more aware of the pronunciation and the phonetic transcription, for example in the word presented, the students usually pronounce it as /ˈprez. ə ntid/ but after the pronunciation drilling they pronounced as /prɪˈzentid/. The researcher also gave a special task for pronunciation which was how to pronounce the letter 's' in the final syllable.

The pronunciation drilling helped the students to be more aware of the pronunciation of the word. After giving the pronunciation drilling and the electronic dictionary, they could improve their pronunciation. Their pronunciation was improved but they still needed a lot of practices to completely pronounce words well

especially in the intonation and stress of the words. The following interview shows the student's and the teacher's opinion.

R   :*Tadi merasa ada improvement di speaking gak?* (Is there any improvement on your speaking?)
S   :*Iya miss, dapet vocab baru terus yang belajar ngucapin s itu lho.* (Yes Miss, I got new vocabulary and learn on how to pronounce them.)
R   :*Trus ada peningkatan gak baca phonetic trancriptionnya*? (Is there any improvement in reading the phonetic transcription?)
S   :*Kalo suruh baca tu belum Miss, tapi lebih tau dikit dikit.* (If I ask to read, I don't think that I can do that. However, at least, I know it a little)
                    (Interview 15, Friday, May 2nd ,2014: See Appendix E: 152.)

ET   :*Kemarin itu mulai dari cari arti kan?* (The activity is finding the meaning?)
R   :*Iya ibu, vocabulary practice*. (Yes, Ma'am. The vocabulary practice.)
ET   :*Ya bagus mbak karena latihan seperti itu memeng harus terus menerus diberika supaya siswanya juga nambah terus vocabularynya. Pronunciation drilling ternyata juga bagud untuk meningkatkan kemapuan siswa*. (Yes, it is good because that kind of activity should be given to enrich the students' vocabulary knowledge. Pronunciation drilling is also good to improve the students speaking ability)
                    (Interview 19, Friday, May 16th, 2014: See Appendix E: 155.)

e) **Using Media**

In this cycle the researcher used some media beside the Snakes and Ladders board game such as an audio recording, electronic dictionary, and a LCD projector. In Cycle I, the speaker did not work properly. I took sometimes to prepare the speaker. Fortunately in Cycle II, the speaker worked properly since the researcher asked the students to check the speaker before the class was started. She also still used digital dictionary from Cambrigde since it helped them to check the pronunciation of the words. Using the LCD projector and the handout, she showed the phonetic transcription and explained it briefly. The use of LCD projector also helped the researcher to grab the students' attention. The following extract shows the situation.

The R explained the expressions of telephoning using the LCD projector. When she explained them, some of the Ss were noisy so she told all them to look up on the LCD. (FN. 10, Friday, May 9th, 2014: See Appendix C: 131.)

Based on the reflection on Cycle II, the researcher and the collaborator concluded that there were some findings in Cycle II. The following statements are findings in Cycle II.

- The students more familiar with English. They sometime responded in English.

- The students' pronunciation and vocabulary mastery are more improved.

- The class management was better than the previous Cycle.

- The students used English while they played the Snakes and Ladders board game.

B. Research Findings and Discussion

This research was begun on 1st April, 2014 and ended on 16th May, 2014. The objective of this research was to improve the speaking ability at Grade VIIIE of SMPN 1 Wonosari. To solve the problem, the researcher implemented the Snakes and Ladders boar game. The actions were successfully done in two cycles. The results of the research are presented in the following table.

Table 7: **The comparison between Cycle I and Cycle II**

No.	Problem	Cycle I	Cycle II
1.	The students lacked vocabulary so they could not express meaning in English.	The students improved their vocabulary knowledge. However, they needed to know more unfamiliar vocabulary.	The students had improved their vocabulary knowledge. They also knew more a lot of vocabulary.

continued

continued

2	The students were not confident to speak English. They rarely expressed their ideas in English.	• The researcher gave much translation after explaining something in English. • The students could understand the researcher's intention. However, they rarely gave respond.	• The researcher gave less translation since most of the students already familiar with the instructions. • The students sometimes gave the respond using English.
3	The students' pronunciation was still weak.	• The students became more aware with their pronunciation after doing pronunciation drilling. • They still mispronounced some words.	The students' pronunciation became better, even though they still needed more practice.
4	There were no enough speaking activities in the class.	The students get many opportunities to speak English. However, the class became noisy and lack of class management.	The students get many opportunities to speak English. The students were more controlled and the students did the activity well.
5	The media and the technique used by the teacher were monotonous.	• The researcher used many kinds of media. However, there was a technical problem when using the speaker and there were some students who did not bring the dictionary. • The implementation of the Snakes and Ladders board game increased the students' motivation to speak English. However, some of them still spoke in Bahasa Indonesia.	• There speaker worked well and all of the students brought their dictionary. • The implementation of the Snakes and Ladder board game was better and all of the students spoke in English.

The table above describes the result of the implementation of the actions. It can be concluded that the use of the Snakes and Ladders board game was effective on improving the students' speaking ability during the process of teaching and learning process.

The main problem of the English teaching and learning process in the class before the implementation of the actions was the lack of the speaking practice that resulted in the low speaking skill of the students. The lack of pronunciation drilling was also a problem in the class. Therefore, the actions to overcome the problems were needed to the situation.

The Snakes and Ladders board game was chosen as the media to improve the students' speaking ability. The use of the Snakes and Ladders board game is effective, low-anxiety, and a fun way for students to learn and practice communication skills as well as developed their own communication strategies (Cogswell:2008). The use of the Snakes and ladders board game also increased the students' motivation and interest in take part actively in the speaking class (Rahmawati:2012).

Before playing the Snakes and ladders board game, the students did some speaking practice such as vocabulary and pronunciation practices. The vocabulary practice helped them to enrich their vocabulary mastery. Meanwhile the pronunciation drilling helped them to strengthen the students' pronunciation. Brown (2001:272) claims that drilling are part of communicative activities and that they "offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistics difficulties- either phonological or grammatical". Besides the vocabulary and pronunciation practice, they also did expression drilling.

The expression drilling help the students develops their accuracy and prepares them to the knowledge the need to do the communicative activities (Littlewood in Richards, 2006:18).

The discussion was also done to maintain the communication between the researcher and the students. The discussion was also helpful to know how far the students learnt. Besides, the reflection was also done in the end of the class. The reflection aimed to confirm the explanation of the researcher whether the students understand it or not. The researcher also gave feedback to the students' performances. In line with Brown (2001:276), the students are totally dependent on the teacher for useful linguistic feedback.

During Cycle I, the topic was narrative text. The students would get a story when they were playing the game. The next activity during playing the game was retelling the story that they got to their new group. However, during this process, many of them complained that the task was difficult and they were not ready to speak English so the researcher needed to gave them guidance so they could start to speak. The class was very noisy.

The next cycle was expected to improve the situation. Vocabulary practice, pronunciation drilling and expression drilling were used to improve the students' speaking skills. The topic in Cycle II was telephoning. While playing the game, the students had to communicate with their friends using a clue in the card while the other students had to give respond to the student who was playing so they are doing two-way communication. The researcher also gave the list of words to help them practice speaking. In this cycle, the implementation of the Snakes and Ladders board game

was better than before. The class management was better and most of the students also spoke in English.

During the implementation of the Snakes and Ladder board game the students were happy and enjoyed the game. Even before the game, they were interested because they cheered happily knowing that for the next meeting they would play a game. They not only more engaged in the teaching and learning but also were more motivated to speak English. They had more opportunities to speak English in a fun way so they could improve their speaking skills. This condition in line with the Rahmawati (2012) who states that using board game successfully improves the students' speaking skills.

During the interview with the English teacher, the researcher asked her opinion about the changes made in VIIE. The English teacher said that she was happy seeing the students more motivated during the class.

R   :*Oh ya bu, menurut ibu bagaimana penerapan Snakes and Ladders board game di Cycle II ini?* (What do you think about the implementation of the Snakes and Ladders board game in Cycle II?)
ET   :*Menarik mbak, prosesnya juga lebih baik daripada yang Cycle I. Anak anak juga pada seneng main.* (It was interesting. The process is better than Cycle I. The students were happy).
R   :*Lalu menurut ibu apakah permainan tersebut bisa meningkatkan motivasi siswa untuk berbicara?(* Acording to your opinon, is the game motivated the students to speak?)
ET   :*Ya kalo seneng pasti termotivasi.* (If they are happy, they must be motivated.)
R   :Menurut ibu bagaimana peran permainan tersebut dalam meningkatkan kemampuan speaking siswa? (*In your opinion, what is the role of the game to improve the speaking skill?)*
ET   :Lewat kegiatan itu anak anak jadi lebih terbiasa meggunakan ekspresi ekspresi yang di ajarkan. Mereka juga jadi banyak speak English during the class. (*By using this game, the students would practice to use the expressions often.*)

(Interview 19, Friday, May 16th, 2014: See Appendix E: 155.)

Analyzing the teacher's response, the researcher succeeded in ensuring her that the Snakes and Ladders board game was effective to improve the students speaking skills.

Besides the improvement on the teaching and learning process of speaking, the results of the pretest and posttest show the improvement in the students' speaking skills. The score are analyzed using SPSS 16.0. The output of the data is presented below.

Table 8 : **The Descriptive Statistics of the Pretest and Posttest**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	8.2500	24	2.43614	.49728
	Post-test	14.2083	24	.80645	.16462

Table 9: **The Output of Paired Samples T-test of the Pretest and Posttest**

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test – Post-test	-5.95833	2.49746	.50979	-7.01292	-4.90375	-11.688	23	.000

The data above were collected by applying Paired-Samples T-test in SPSS 16.0. The t-test employed the students' score to find the probability value (p value). From the result above, p value is 0.00. The result was statistically significant because p value was lower than the significance level ($0.00 < 0.05$). It means that the use of the Snakes and Ladders board game influences the speaking ability of the students.

The researcher also compared the mean and the standard deviation of the pretest and posttest scores. The following table presents the comparison.

Table 10: **The Comparison of the Pretest and Posttest Scores**

Test	Frequency	Mean	Standard Deviation
Pre-Test	24	8.2500	2.43614
Post-Test	24	14.2083	0.80645

Based on Table 10, there is a difference between the mean score of the pretest and the posttest. The students' posttest mean is higher that the pretest by 5.95 points. It justifies that the research objectives have been accomplished. In conclusion, all of the actions were effective in improving the students' speaking skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research was aimed to improve the students' speaking skills at Grade VIII. It was conducted in SMPN 1 Wonosari. The subjects of the research were the students of Class VIIIE. The research was begun at April 1st, 2014 until May 16th, 2014. This research was conducted in two cycles.

The research findings and discussion in Chapter IV show that the students' speaking skills were improved through the use of the Snakes and Ladders board game. In Cycle I, the researcher implemented the Snakes and Ladders board game and some additional actions which were using classroom English, vocabulary practice, pronunciation drilling, and using various media. Those actions gave an improvement in the students' speaking skills. However, there were some unsuccessful actions in Cycle I needed to be improved. Therefore, the researcher decided to conduct Cycle II.

The actions in Cycle II were using the Snakes and Ladders board game, classroom English, vocabulary practice, pronunciation drilling, and various media. There were some actions from Cycle I that were revised in Cycle II. They were the grouping method and the process of playing the Snakes and Ladders board game. In Cycle I, the students decided the grouping method. However in Cycle II, the researcher grouped the students randomly. This action helped them to focus on

learning speaking while playing the game. The class management was also improved during Cycle II.

Based on the result of the speaking performance tests, the students made a better improvement in their speaking ability. It could be seen from the mean of the posstest is higher than the mean of the pretest by 5.95.

After implementing the actions in, there were some changes in the teaching and learning process as well as the students' speaking skills. The findings of the research in Cycle I and Cycle II are presented below.

1. The use of the Snakes and Ladders board game was also effective to encourage the students to practice speaking during the teaching and learning process. By playing the Snakes and Ladders board game, they got more chance to speak fluently and accurately and they also could enjoy the teaching and learning process. Besides, they also did peers learning. This condition improved their involvement in the teaching and learning process.

2. The implementation classroom English was effective to help the students to be more familiar with English. They got much exposure of English. Consequently, they accustomed to English expressions and instructions. This condition helped them to be more confident to speak English.

3. The implementation of vocabulary practices was also effective to enrich the students' vocabulary knowledge. The students' vocabulary knowledge improved and they knew a lot of vocabulary. Furthermore, they were able to use the vocabulary whenever it was needed.

4. The implementation of pronunciation drilling was effective to build the students' accuracy. They were more aware of their pronunciation and their pronunciation was also improved. The use of the electronic dictionary gave a big help for them to get a correct pronunciation even though they could not read the phonetic transcription.

5. The use of various media and techniques was also proven to grab the students' attention. The use of media gave a new excitement for them and helped them to maintain their motivation during the teaching and learning process.

B. Implications

Based on the result of the research, the implementation of the use of the Snakes and Ladders board game has been proved to improve the students' speaking skills. It also improved the teaching and learning process. Thus, it is suggested that the English teacher use the Snakes and Ladders board game in the teaching and learning of speaking. However, the implementation of the Snakes and Ladders board game should match the topic being discussed, so the students' understanding of the lesson will also improve.

The researcher believes that classroom English, vocabulary practice, pronunciation drilling and the use of various media also took an important role in the success of the implementation of the actions. It implies that the activities mentioned were suitable to support the implementation of the Snakes and Ladders board game to improve the students' speaking skills.

The researcher also believes that consulting the dictionary is important in learning English, especially in the learning speaking skill. The use of the electronic dictionary gave the correct model of pronunciation and helped the students to improve their pronunciation.

C. Suggestions

Based on the conclusions and implications explained above, the researcher address some following suggestions for:

1. English teachers

It is essential for the English teachers to improve the students' speaking skills as well as the other English skills. The Snakes and Ladders board game can be good media for teaching English, especially for improving the students' speaking skills. It can be used to teach a certain topic or language use in fun and interesting ways. The consideration of the students' interest is needed to keep their motivation to be engaged in the teaching and learning process. However, the instruction must be clear and the control of the students must be maintained.

2. Students

The English teaching and learning process can run effectively if every participant involved gives a positive contribution. It is suggested that the students should be engaged in the whole activities in order to improve their speaking skills. If they feel that English is a difficult subject to be learned, they should learn it seriously

and not ignore the lesson. They need to keep practicing if they want to be fluent in speaking.

3. Other researchers

For other researchers who are interested in conducting research in the same field, the researcher suggests that they carefully examine the time and kinds of activities that will be used. The level of English proficiency and the interests of the research's subjects are needed to take into account as well.

REFERENCES

Brewster, J. Ellis, G. Girard, D. (2003). *The Primary English Teacher's Guide (New Edition).* London: Penguin Longman Publishing.

Brown, H. D. 2000. *Principles of Language Learning and Teaching. 4th ed.* New York: Addison Wesley Longman, Inc.

_____. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Second Edition). New York: Addison Wesley Longman, Inc.

_____. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education, Inc.

Bumfit, Christopher. (1984). *Communicative Methodology in Language Teaching.* Cambridge: Cambridge University Press.

Burns, A. (1999). *Collaborative Action Research for English Language Teachers.* Cambridge: Cambridge University Press.

_____. (2010*). Doing Action Research in English Language Teaching: A guide for Practitioners.* New York: Routledge.

Chang, Sherley and Jenny Cogwell. (2008). *Using Board Game in the Language Classroom.* TESOL 2008.

Dessri, A. (2002). "Games in ESL and EFL Class". *The Internet TESL Journal, Vol. VIII, No. 9, September 2002.* http://iteslj.org/ Techniques/Deesri-Games.html. Retrieved on November 24th, 2013.

Ersoz,A. (2000). "Six Games for The ESL/EFL Classroom". *The Internet TESL Journal, Vol. VI, No. 6, June 2000.* http://iteslj.org/ Lessons/Ersoz-Games.html. Retrieved on November 24th, 2013.

Donald, S.G. and Pauline E.K. (2001). *Study Skills for Language Students; A Practical Guide.* New York: Oxford University Press.

Hadfield, J. (1990). *Intermediate Communication Games.* London: Addison Wesley Longman Ltd.

Haryati, S. (2012). *The Use of "The Snakes and Ladders Game" to Improve the Vocabulary Mastery: A Case of the Seventh Grade of SMP N 20 Semarang. A Thesis.* Semarang: English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Semarang.

Harmer, J. (2001). *The Practice of English Language Teaching.* 3rd Ed. Essex: Pearson Education Ltd.

_____. (2007). *The Practice of English Language Teaching. 4th Ed.* Essex: Pearson Education Ltd.

Ilmi, A.N. (2012). *Improving Speaking Skills through Cooperative Learning for The Tenth Grade Students of Tourism Program at SMKN 7 Yogyakarta. A Thesis.* Yogyakarta: English Education Department, Faculty of Languages and Arts, Yogyakarta State University.

Iwashita, N. Elisabeth G. (2003). "A comparison of Analytical and Holistic Scale in the Context of a Specific-purpose Speaking Test". *The Prospect Journal, Vol. 18, No. 3 December 2003.* Retrieved at November 22nd, 2013.

Kayi, H. (2006). "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal, Vol. XII, No. 11, November 2006.* http://iteslj.org/Articles/Kayi-Teaching Speaking.html. Retrieved on November 22nd, 2013.

Kusrini, E. (2012). "Teaching Voabulary for Junior High School Students Using Snake and Ladder Game". *Jurnal Aktiv, December 2012, Volume XIX, Number 4.* Retrieved at February 20th, 2014.

Lewis, G and Gutner Bedson. (2008). *Games for Children.* Oxford : Oxford University Press.

McKay.S.L. (2006). *Researching Second Language Classroom.* New Jersey: Lea Publisher.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Paul, D. (2003). *Teaching English to Children in Asia.* North Asia: Pearson Education Asia Ltd.

Sari, C.C. and Siti Muniroh. (2012). "Developing Snake and Ladder Game Board as A Media to Teach English Vocabulary to Elementary School Students". http://jurnal - online.um.ac.id/data/artikel/artikel94DECF9C03808995F007B3BA40E7CC4 F.pdf . Retrieved on February 20th, 2014.

Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching; An Anthology of Current Practice.* Cambridge: Cambridge University Press.

Richards, J. C. (2006). *Communicative Language Teaching Today.* Cambrigde: Cambridge University Press.

_____ (2008). *Teaching Listening and Speaking, From Theory to Practice*. Cambrigde: Cambridge University Press.

Rahmawati, I.N. *Improving the Fourth Grade Students' Speaking Skill through Board Games at SD Muhammadiyah Pepe Bantul*. *A Thesis*. Yogyakarta: English Education Department, Faculty of Languages and Arts, Yogyakarta State University.

Rodilla, R.H.M. (2012). *Playful Learning in the EFL Class: The Benefit Use of Board Games and the LEGO Serious Play Method*. Action Research Project of Universidad de Alcala.

Thiagarajan, S. (1999). *Teamwork and teamplay: Games and activities for building and training teams*. San Francisco: Jossey-Bass.

Tuan, L.T. (2012). "Teaching and Assessing Speaking Performance through Analytic Scoring Approach". *Theory and Practice in Language Studies, Vol. 2, No. 4, pp. 673-679, April 2012* http://ojs.academypublisher.com/index.php/tpls/article/viewFile/tpls0204673 679/4553. Retrieved at November 22th, 2013.

Turk, C. (2003). *Effective Speaking: Communicating in Speech*. London: Spon Press Taylor and Francis Group.

Wright, A, Betteridge, D, & Buckby, M. (2005). *Games for language learning* (3rded.). New York: Cambridge University Press.

APPENDICES

APPENDIX A

OBSERVATION GUIDELINE

(Recognition Phase)

OBSERVATION GUIDELINE

Day, date :

No.	Aspects to be observed	Description of the Result
A.	**The students**	
	1. The number of students	
	2. The range of the age	
	3. The characteristics	
B.	**The teacher and the learning process**	
	1. The name of the teacher	
	2. The language used	
	3. The method used	
	4. The way of opening the class	
	5. The way of presenting the materials	
	6. The use of allocate time	
	7. The technique of asking questions	
	8. The class management	
	9. The type and way of the evaluation	
	10. The way of closing the class	
C.	**The materials**	
	1. The main source(s)	
	2. The supporting source(s)	
D.	**The teaching instrument**	
	1. The course grid	
	2. The instrument	
E.	**The class**	
	1. The name of the class	
	2. The facilities	
	a. The room	
	b. The setting arrangement	
	c. The lighting	
	d. The supporting equipment	
F.	**The Interaction**	
	1. The students	
	2. The teacher	

(Adapted from Observation Guideline for KKN-PPL 2012)

APPENDIX B

OBSERVATION RESULT

(Recognition Phase)

OBSERVATION RESULT

Day, date : Tuesday, 1st April, 2014

No.	Aspects to be observed	Description of the Result
A.	**The students**	
	1. The number of students	24
	2. The range of the age	15-16 years old.
	3. The characteristics	Active, eager to learn new things, like new activities.
B.	**The teacher and the learning process**	
	1. The name of the teacher	Kusdarini, S. Pd.
	2. The language used	English and Bahasa Indonesia
	3. The method used	Teacher centered
	4. The way of opening the class	Greeting, calling the roll, and reviewing the last material.
	5. The way of presenting the materials	Teacher-centered; The teacher ask the students to read the answers and after that they discussed it together.
	6. The use of allocate time	Effective enough; All texts were discussed.
	7. The technique of asking questions	T asked, "Any Question?" but the students did not ask questions.
	8. The class management	Many students chatted by themselves and were busy with their own business.
	9. The type and way of the evaluation	Written and spoken test.
	10. The way of closing the class	She assigned homework and leave-taking.
C.	**The materials**	
	1. The main source(s)	English on Sky
	2. The supporting source(s)	-
D.	**The teaching instrument**	
	1. The course grid	She got course grids from the internet.
	2. The lesson plan	She made lesson plans in the beginning of the semester.

continued

E.	**The class**	
	1. The name of the class	VIIIE
	2. The facilities:	
	a. The room	It is located in the second floor, wide enough, and clean.
	b. The setting arrangement	The seats were enough with the number of the students.
	c. The lighting	It is good enough to study.
	d. The supporting equipment	One big whiteboard, markers, LCD projector, a fan.
F.	**The Interaction**	
	1. The students	Close
	2. The teacher	Close

(Adapted from Observation Guidelines for KKN-PPL 2012)

APPENDIX C

FIELD NOTES

FIELD NOTES

No   : FN.1
Date   : **Wednesday, March 26th , 2014**
Time   : **08.00 a.m.**
Activity   : **Asking research's permission**
Place   : **Teacher's office**
Respondents : R **: Researcher**
      ET **: English Teacher (Kusdarini, S.Pd.)**

   The R arrived at the school at 08.00 a.m. and asked a security guard's permission to see the ET. The security guard gave permission and asked her to find the ET by herself. Then, she went to the teacher's office. In the teacher's office, she did not meet the ET because the ET had a schedule in a class. She waited for ten minutes since the schedule ended at 08.20 a.m. At 08.25 she met the ET in the teacher's office. Then, she introduced herself to the ET. The ET seemed still remember that the R had done the KKN-PPL in that school. Then R and the ET continued the conversation about the research that would be conducted. She asked the students' problems in English lesson especially in speaking. They discussed the problem and the solution for about 15 minutes. Later, the R asked permission to conduct the research in SMPN 1 Wonosari and the ET agreed. The ET gave her chance to choose the class that she wanted to conduct the research. She asked to conduct research in one class only. Then she also asked the ET to conduct a class observation, the ET agreed. Later, she thanked the ET and asked permission to go home.

No.   : FN.2
Date   : **Tuesday, April 1st, 2014**
Time   : **07.40 p.m. – 10.00 p.m.**
Activity   : **Observation**
Place   : **VIIIE**
Respondents : R **: Researcher**
      ET **: English Teacher**
      Ss **: Students**

   The R arrived at school at 07.00 a.m. and went to the teacher's office to see the ET. Then the ET asked the R to wait until the English lesson started. The class started at 07.40 a.m. The ET together with the R went to the class at that time. Then, the ET told the R to sit in the back of the room. The ET opened the class by greeting, asking the Ss' condition and calling the roll. There was a student who did not attend the class because of sick. After that, she asked the Ss what they had learnt on the previous

meeting. Then, they answered "recount". She then checked whether they brought the copy of the material that was given in the previous meeting. There were some of them who forgot about it. After searching for sometimes, they finally found it. Since there was a student who could not find it, she asked a student sitting next to him to use the copy together. Later, she told them to write their work in their English books. She then asked them about the homework from the last meeting. They had to find the verbs from the text. Later, she did a preview of the text that had been learnt in the last meeting. She pointed some of them to answer her questions related to the text such as *"What is the title of the text?"*, *"What are the events?"* She then previewed the text and she even wrote the events on the board.

After reviewing the text, the ET then gave another copy of recount texts. The R also got the copy. The copy consisted of three simple recount texts following with some comprehension questions for each text. She distributed the copy one by one for the Ss. After that, she asked them to identify some words by giving a thick to the column indicated noun, verb, or adjective and finding the meaning of the words. After they finished doing the task, the ET and the Ss discussed the task together. She asked for the volunteer but none was willing. So, she pointed one of them to answer the questions. After that, she asked them to read the second text and answer the comprehension questions of the second text. She asked them to answer the questions in complete sentences. After they finished doing the task, some of the Ss to wrote their answers on the board. During this activity, most of them were noisy and they chatted with their friends. The ET then corrected the wrong answers. She also corrected the mistake on the grammar but she did not give any future explanation regarded to the grammar. After that, the ET and the Ss discussed the answer. The bell rang and she permitted the Ss to leave the class.

After the break time was over, the Ss were already in the class when the ET came. After that, she asked them to read the last recount text. She asked them to read aloud the text. She pointed them to read each part of the text. She also reviewed the text with them. After that, she asked one of them to tell the content of the text in front of the class. She then asked them to prepare a monologue for next meeting. After the observation the R conducted an interview to the ET about the teaching and learning process that had be done. The R asked about some problem occurred during the class and how the ER overcome the problem. After conducting the interview, the R then asked permission to go home.

No   **: FN.3**
Date   **: Wednesday, April 9th , 2014**
Time   **: 09.00 a.m.**
Activity   **: Asking research's permission**
Place   **: School's corridor**
Respondents : R   : Researcher

The R arrived to the school at 09.00 a.m. and asked security guard's permission to see the HM. She was asked to go to the principal office. In the corridor the R met with the vice principal office in charge of public relation. The R gave him greeting and told him that she wanted to meet the HM. Then, he said that the HM went to Jogja having a meeting, so he asked the R to give the proposal and the letter to the TU room. Later, the R handed the proposal and the letter to the secretary of the TU and she accepted the proposal and the letter.

No   **: FN.4**
Date   **: Thursday, April 10th, 2014**
Time   **: 11.00 a.m.**
Activity   **: Asking research's permission**
Place   **: Headmaster's office**
Respondents : R   : Researcher
                        HM   : Headmaster (Bambang Pracaya, S.Pd., M.M.)

The R arrived at the school at 08.30 and asked the security guard whether the HM was available or not. He was available and the security guard asked her to go the HM's room. Inside the HM's room, she had to wait for about 10 minutes since he still had a meeting with his staffs. Then, she introduced herself to him and talked about the research that would be conducted. He kindly responded to her proposal and gave permission. He also asked her to ask and discuss it with the ET. She explained that she had discussed it with the ET before and the ET permitted her to conduct research. She also explained that she had provided the letter and proposal and already gave the letter and the proposal to the TU office. After that, she thanked the HM and asked permission to go home.

No   : FN.5
Date   : Friday, April 11th, 2014
Time   : 11.40 a.m.
Activity   : Arranging the research schedule
Place   : Teacher's Office
Respondents : R   : Researcher
               ET   : English Teacher

The R arrived at school at 11.45 a.m. The ER asked permission from the security guard to meet the ET. The class was over since it was Friday. She told the ER that she wanted to conduct the second interview and arrange the time for the research. She asked some questions about the teaching and learning process. She would conduct the research in 8E class which had 3 meetings in a week. The ER also asked about the teaching and learning method that the teacher used to make the lesson plan but the ER gave the R freedom to choose the other teaching and learning methods.

No   : FN.6
Date   : Tuesday, April 22nd, 2014
Time   : 10.00 a.m.-11.20 a.m.
Activity   : 1st Meeting (Cycle 1)
Place   : VIIIE
Respondents : R   : Researcher
               ET   : English Teacher
               Ss   : Students
               C   : Collaborator (Evi AmaliaMayasari)

The R arrived at school at 08.20 a.m. with the collaborator. Then she asked permission to the security guard to meet the teacher. She met the teacher at the teachers' office. The class started at 08.20 a.m. R together with the ET and C went to the class. When we came to the class the students were busy organizing their desks. The ET greeted the Ss and told them that the R would replace her for several weeks. They nodded and looked happy. After that the ET gave the time for the R to take the class. She greeted the Ss in English. They then answer it in English also. After that, she explained that she would teach the class for a couple of weeks. She would teach the class to conduct a research and also introduced the C. They looked happy heard that the R would handle the class. Then ET and C sat at the back of the class.

The R greeted "Good Morning" then the Ss answered "Good Morning" She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent

today?" asked her. "No one Miss", said the Ss. After that, she explained the materials that would be learnt but some of the Ss did not pay attention and were busy with their laptops. To grab their attention, she were silent for a while then said "Hello everybody!" with louder voice. Then they answered, "Hello". She said "Give me attention please!" and asked them to turn off their laptops. She said "Can you turn off your laptop first, please? *Tolong laptopnya di matika dulu*" Then, she re-explained the topic for today which was about narrative texts. She then asked "What is Narrative text?" The Ss answered in "*Cerita mbak*". Then she prompted, "What is *cerita* in English?" They answered "Story". After that, she highlighted that today they would learn about narrative texts.

After that, the R asked "Have you ever heard a story?" Then the Ss answered confidently "Yes". Then, she asked "What are the stories that have you heard?" They mentioned many kinds of stories that they know. After that, she showed a picture of Snow White and the Seven Draws through the LCD. Then she asked "Do you know? What story it is?" They answered confidently "Snow White". Then, she prompted "Snow White and….?" They answered "*Tujuh kurcaci*" She asked "What is kurcaci in English? Look up on your dictionary, *Lihat di kamus*," Then, they looked the English of *Kurcaci*. "Dwarf, Miss" answered one of them. She checked the answer "Dwarf, is it right?" They answered "Right" After that, she corrected the Ss pronunciation on "Dwarf" by asking them to repeat after her. After that, the R and the Ss discuss about the characters and the ending of the story.

The R then gave the Ss handout containing the tasks. Then, she asked them to look at Task 1. She told them to match the pictures with their titles. She gave them two minutes to do the task. After 2 minutes, The R and the Ss discussed the answer together. The R pointed one of the Ss to answer the questions. Besides matching the picture with the title, the R and the Ss discussed the story in a brief. The Ss seemed familiar with the story from abroad but they were less familiar with the story from Indonesia.

After that the R told the Ss to move to Task 2. In Task 2, they should study and pronounce some word related to the story of "Banyuwangi". Then the R asked them to work in pair and checked the pronunciation from the dictionary that had been installed in their laptops."Now look at Task 2. Do you know what you need to do?" she asked. "What you need to do is work in pairs and check the pronunciation of these words from the dictionary *Jadi Kalian secara berpasangan mengecek pronunciation dari kata kata di soal.*" she explained.

There were some Ss who did not bring their laptop so the R asked the Ss who had two laptops in their desk to lend their laptop to their friends who needed. When doing Task 2, there were some them who walked around the class so the R needed to ask them to back to their seats. She walked around the class. The Ss took turns to check their pronunciation from the electronic dictionary so they could correct each

others. After that, the R checked their pronunciation. She pointed them randomly to utter the word from the list. There were some corrections such as in" innocence" and "sent". They did not understand the phonetic transcription of the words so she should explain a little about it. The electronic dictionary helped them to learn the pronunciation. She also explained the different of sound [i] and [i:]. After the correction, she asked them to repeat after her with correct pronunciation.

Then the activity move to Task 3 which completed the missing information from the text by listening to a story. The R then check the speaker but it did not work well. She asked the help from the Ss to repair it. "Is there any of you who can help me?" she asked. "*Ada yang bisa bantu Miss gak*?" she repeated it. Then there were two male students gave their hand to help her. It needed sometime to make the speakers work. While repairing the speaker the R distributed the incomplete text and explained the task. She explained both in English and Bahasa Indonesia. She also confirmed the instruction in Task 3. After the speaker work then she asked them how many times she needs to play the recording. Then they answered "*Lima miss*" She then reminded them that it was an English class so they should answer in English. After that, they corrected themselves, "Five miss". The R said that it was too much and said that she would play it three times so they should listen carefully. Before she played the recording, she asked the readiness of the students, "Are you ready?" "Ready!" they replied. Then, they listened to the recording three times. They asked for more chance since they still did not found all of the answers. Then, the R gave them one more chance. After that, the R and the Ss discussed the answer together. She asked them to volunteer answered the questions but no one was willing. So, she needed to point one of them and asked them to point their friends to answer the next question. They wrote their answer in the whiteboard. The R played and paused the recording to confirm the answers. After that, the Ss did pronunciation drilling.

After that the R asked the Ss to work in pairs to do Task 4. "Now, Look at Task 4…. Answer the following questions according to the recording" she explained the instructions. "*Isi pertanyaannya…* answer the questions…..according to the recording. You may do it n pairs", said the R. The Ss then worked in pair to work do Task 4. While doing Task 4, some of them did not focus on their work. They exchanged partner and played by themselves. The R personally approached them and told them to not playing during the class. It was effective since they back to their seat and stop playing. She also walked around the class to ensure that the Ss really did the task. After that, the R and the Ss discussed the answers together.

The bell rang. The R then reviewed the materials by asking "What do you learn today?" The Ss answered "Narrative text". After that, she concluded the lesson briefly and reminded them to bring their dictionaries for the next meeting and not to walk around during the class. She then closed the class.

No : FN.7
Date : **Wednesday, 23rd, 2014**
Time : **09.20 a.m.-10.00 a.m.**
Activity : **2nd Meeting (Cycle 1)**
Place : **VIIIE**
Respondents : **R** : **Researcher**
                ET : **English Teacher**
                Ss : **Students**
                C : **Collaborator (Evi AmaliaMayasari)**

The class was started at 09.20 a.m. after the first break. The R and the C entered the class right after the bell rang. The Ss shocked because the R was already there. Most of them did not come to the class yet. They still chatted with their friends. Some of them also finished their snack inside the class. The R had to ask them to quickly enter the class since there was only 40 minutes for that day. They then entered the class. After all of them were present, there was a female student who still drank her beverage inside the class. The R needed to ask her to fish it outside the class.

The class started after the R prepared the equipment. She greeted the Ss as usual, "Hello. Good Morning" They replied "Good Morning" Then she asked again "How are you today?" and they replied "I am fine, and you?" "I'm fine too. Thank you." she answered. After that, she called the roll. "Who is absent today?" she asked. "No One, Miss" they answered. After that, the R asked about the previous lesson "Do you still remember what we have learnt in the previous meeting?" There were many kinds of answers came from the Ss. They answered "Narrative", "Pronunciation", "Banyuwangi", etc. Then she told them about the activities that would done today.

After that, the R asked the Ss whether they brought their handouts or not. Fortunately, all of them brought it. After that, she asked them to do Task 5. One of them asked "*Boleh pakai kamus Miss*?" Then the R said that they can use the dictionary. She also guided them to ask "*Apakah boleh pakai kamus*" in English. One of them answered, "Can I use the dictionary?" Then, the R asked for another answer. "May I use the dictionary?" said one of them. The R told that they can use both of them.

Then the Ss did Task 5 using their electronic dictionaries. While doing the task, some of them played with their ties. The R warned them to stop playing and did the task. Later they stop playing and worked on the task. The R also asked them to look up at the pronunciation of the words. The R and Ss then discussed the answer together. The R asked for volunteer and this time there was a volunteer. The Ss also did the pronunciation drilling on the words.

The teaching and learning process moved on the explanation of narrative texts. The R used PPT to show the explanation. She started with "Well after you heard The Story of Banyuwangi. Do you know the definition of narrative texts?"The Ss were just silent."*Narrative itu teks yang bagaimana*?" she asked. They looked confuse so she asked "What is the purpose of the narrative text?" and one of them said that "*menceritakan cerita*, Miss" The R prompted "*Kalo sudah tau ceritanya terus bagaimana?*" Some of them were busy with their own business. So, the R said "Hello. Are you with me?" They answered "Ya..".Then the R added "*Oke, jadi apa yang kalian rasakan setelah baca cerita? Merasa terhibur gak?*" The Ss answered "Iya" and the Ss prompted "*Jadi narrative itu* a text that tells a story to ……… the reader? *Apa Bahasa Inggrisnya menghibur*?" One of them answered "Entertain, Miss" Then the R showed the definition of Narrative text through the LCD. She asked one student to read the definition and after that she highlighted the important information. After that, she explained about the generic structures of narrative texts. The Ss already knew the generic structure and most of them answered correctly. While the R explained the narrative text, some of the Ss chatted by themselves. Then, she continued to explain about simple past tense. The Ss asked her to repeat the explanation. They noted the explanation on their book.

There was 5 minutes to go to the end of the lesson. The R wanted to divide the class into the groups of 4. She gave the students freedom of grouping themselves. After that, she asked them to sit according to their groups. Next, she gave them homework which was to find the meaning of some words and their pronunciations.

The bell rang and the Ss rushed back to their seat. The R then reviewed the today's materials. She then asked "What do you need to do for the next meeting?" the Ss answered in *Bahasa Indonesia* "*mencari arti sama cara pengucapan*, Miss". She also told them that they would play a game for the next meeting. They cheered happily. After that, she closed the class.

No   **: FN.8**
Date   **: Friday, April 25th , 2014**
Time   **: 09.20 a.m.-10.40 a.m.**
Activity   **: 3rd Meeting (Cycle 1)**
Place   **: VIIIE**
Respondents : R   **: Researcher**
               ET   **: English Teacher**
               Ss   **: Students**
               C   **: Collaborator (Evi AmaliaMayasari)**

The R and C arrived at school at 09.00 p.m. Since the class started at 09.20, they had to wait. They came to class at 09.20 a.m. The R then asked the Ss to finish their snack and enter to the class. All of them wore their sportswear because the previous schedule was KRIDA in which all of the Ss in SMP 1 Wonosari exercised together. Before the class was started, the R asked them to wear their uniform instead of sportswear but all of them did not bring their uniforms. The Ss said that they did not bring their uniform since the ET allowed them to wear sportswear during the class.

After that the R opened the class by greeting. She called the roll and a student was absent because she had to attend a writing competition. The Ss answered the greeting enthusiastically since they knew that today they would play a game. Then, the R asked them to move to their groups to discuss the homework. After that, the R and the Ss discussed the homework together. When she asked for the volunteer, surprisingly, many of them were willing. She then asked the groups which had the same task to take turn read the words and the meaning the all of the Ss repeated after him or her. There same words that the Ss wrongly pronounced so she gave correction such as in words prosperous, threaten, derive, ulcer, cottage, and named. After that she also read the words and asked the Ss to repeat after her.

After discussing Task 7, the R then distributed the game's materials and asked the Ss to read and discuss the rules of the game. After sometime, she then asked "Do you understand the rules?" Then they answered "*Nggak mudeng mbak*" She then asked "Why?" They answered "*Yo ra mudeng mbak, angel kata kata ne*" Then, she offered to explain the rules and they quickly agreed. She then explained and demonstrated the rules of the game in Bahasa Indonesia. The Ss then started to play the game. The R then walked around the class to control them. While playing the game, some of them still asked about the rules of the game. So, the Ss decided to re-explain the rules. The game proceeded later. They read the sentences from the cards then their friends listened and checked the pronunciation from the electronic dictionary. They played the game happily. There were many funny situations while they were playing the game. While playing the game the R gave each of the Ss number that indicated their new group.

After all the Ss finished, the R asked them to move to their new groups. The group is according to the number that they got from the R. The new group consisted of three students who had different stories. The R then told them to retell the story that they got from the game to their friends. They complained since they have to retell the story. "*Mbak angel*" they said. It was also difficult to control the Ss while they have to move to their new group. The R asked them to retell the story in English. Some of them did not start their activity so the R and the C gave them guidance. After that, the researcher and the Ss reviewed the stories together.

The bell rang and the Ss concluded the today's activities. She also reminded them to be ready for the next meeting. She asked the Ss to prepare the story to be told

in front of the class in the next meeting. The Ss had told about the project so they did not surprise. The R also asked about the Ss' opinion about the lesson and the Ss said that it was interesting and fun. Later, the R closed the class.

No   **: FN.9**

No   **: FN.9**
Date   **: Friday, May 2ⁿᵈ, 2014**
Time   **: 10.00 a.m.-11.20 a.m.**
Activity   **: 1ˢᵗ Meeting (Cycle 2)**
Place   **: VIIIE**
Respondents : R   **: Researcher**
                ET   **: English Teacher**
                Ss   **: Students**
                C   **: Collaborator (Evi AmaliaMayasari)**

The R and C arrived at school at 09.00 p.m. Since the class started at 09.20, they had to wait. They came to the class at 09.20 a.m. This time, most of the Ss were already inside the class but the R still needed to wait some students to enter the class.

After all of the Ss were present, the R then started the lesson by greeting the Ss and saying a prayer. After that, she previewed the material from the last meeting. The Ss answered that the last meeting was storytelling since they had to retell the story in front of the class. The R told that today they would learn a new topic which was telephoning. She did brainstorming. She asked, "What do you do when you call someone?" The Ss was silent. Then she asked again "What do you do before you call someone?" One of the Ss said "*Mencet nomor* Miss" Then, she prompted "Ok, you press the numbers and after that what do you say?" They said "Hello". Then, she told them that today they would learn about the expressions used in telephoning.

The R then distributed the handout to the Ss. After that, she asked them to do Task 1 in pairs. She confirmed whether they understood what they need to do. They answered "Yes". In Task 1, they looked up the meaning and the pronunciation of some words from the dictionary. Fortunately, all of them brought their dictionaries. After that, the R and the Ss discussed the answers together. She pointed them to read the meanings and the words. There was a slight improvement on the way they pronounce the word even they still missed the stress. There was improvement in the way they read the phonetic transcription. They read the sound [i] in the first syllable in the word presented. The R also explained about the sound [∧]. After that, she asked them to listen and repeat after her.

The R then asked the Ss to move to Task 2. They already understood the instructions. The R asked "So what do you need to do in Task 2?" They answered "Completing the missing information, Miss." This time the speaker worked well since

the R asked them to try the speaker beforehand. She played the recording three times. After that, the R and the Ss discussed the answers together. She played paused the recording to confirm the missing words. Most of them missed number two 2. The answer should be "missed" but they answered "miss". She then explained that it happened in the past so the verb should be past tense. She also gave some comprehension questions to check their comprehension. While discussing the answer, she also explained about the preposition "to". After that, she told them to act out the dialogue in pairs.

The R also explained the way of pronouncing the letter 's' in the final syllable. She asked the Ss to look at the handout. "How is the letter 's' generally pronounce in the final syllable?" she asked. "Look at the handout in Task 3?" she added. "Do you find it?" she asked again after sometime. Then, they answered, "This one Miss? (*Showing the handout*) " "Yes, that is right. *Kalian tau nggak gimana bacanya?*" she asked. "It is /ziz/" she prompted. Then, she explained the examples and after that the Ss did pronunciation drilling.

The R explained the expressions of telephoning using LCD. When she explained them, some of the Ss were noisy so she told all them to look up on the LCD. Besides using LCD, the explanation was also available in the handout. She explained that there were three kinds of expressions used in telephoning which were opening, extending, and closing. They had difficulty in understanding the meaning of extending. "What is extending?" she asked. They were silent then she explained that expanding is "*memperpanjang percakapan*" She also asked them to identify the expressions of telephoning used in Task 2. After that, she asked them to listen and repeat after her. She also asked whether they wanted to ask questions but they did not have any questions.

The bell rang and the R closed the lesson. She then asked "What we have learnt today?" The Ss answered, "Telephoning" Then, she asked them to mention the expressions of opening, extending, and closing telephone. They answered it by reading the expressions from the handout. She told them that in the next meeting, they would play a game. They were very happy. She then ended the class by saying a prayer and good bye.

No   : FN.10
Date   : Friday, May 9th, 2014
Time   : 10.00 a.m.-11.20 a.m.
Activity   : 2nd Meeting (Cycle 2)
Place   : VIIIE
Respondents : R   : Researcher
              ET   : English Teacher

Ss   : Students

C   : Collaborator (Evi Amalia Mayasari)

The R and C arrived at school at 09.00 p.m. Since the class started at 09.2 0, they had to wait. They came to the class at 09.20 a.m. This time, most of the Ss were already inside the class but the R still needed to wait for some them to enter the class.

After all of the Ss were present, the R started the lesson. She started the lesson by greeting, saying a prayer and calling the role. She then reviewed the material from the last week. She then asked them to mention some expressions of starting, expanding and closing telephone. They read the expressions from the handout. Fortunately, all of them brought the handout. She then asked them to do Task 5 which was completing the missing expressions with the given expressions in the box. She gave them five minutes to do the task. While they did the task, she walked around the class to control them. She also paid attention to the some students who were noisy. This time they seemed rather calm. After five minutes, the R and the Ss discussed the answers. She asked for the volunteer and most of them were volunteered themselves. After the discussion, she continued the activity to the Snakes and Ladder board game.

The R divided the group randomly by counting from one to six. Some of the Ss complained but eventually they agreed with the grouping method. She divided the spot for each group. They then moved and sat on their groups quickly. She then distributed the game materials. She then told them to read and discuss the rules of the game. After that, she explained the rules of the game. She explained the rules in Bahasa Indonesia. She did not explain the whole rules but some rules that were different from the previous game. After checking their understanding, she asked them to start playing. She gave them a list of words with the meaning to help them during the game. They started to play the game. She also controlled them while they played the game. There was a group that still did not understand the rules and she asked another groups to explain the rules of game. After that, they played the game. They used the clues from the cards to communicate with their friend within the group. They used the expressions in the handout and they also used the list of the words.

After all of the Ss reached the "Finish" square, the R pointed two students to speak in front of the class using one of the clues. They were a female and male student. They were shy but they were willing to act out the conversation. They started to speak English. The R still needed to give them encouragement. The female student seemed very enthusiastic. She always asked for another chances if she made a mistake.

It was ten minutes to go before bell. The R then gave the Ss situations for the posttest. There were three situations and she divided the situations according to the column in the class. She then asked them to read the situation. There were some questions regarded to the content of the conversation. After that, she closed the class

by saying a prayer and reminded them to prepare their conversation for the next meeting.

No : FN.11
Date : Friday, May 16th, 2014
Time : 08.00 a.m.
Activity : Discussing the implementation in Cycle II.
Place : Library
Respondent : R : Researcher
            ET : English Teacher

The R arrived at the school at 08.00 a.m. and asked the security guard's permission to see the ET. The security guard gave permission and asked her to find the ET by herself. The schedule at that time was Krida, it was the outdoor activity and there was no class. She looked for the ET at the teacher's office but she was not here. She found the ET at the library. She then showed the video of teaching and learning process during the 2nd meeting in the Cycle II. After that, she and the ER discussed the activities and the improvement of the students' speaking skills. Then, she asked permission to go home.

APPENDIX D

INTERVIEW GUIDELINE

BLUEPRINT INTERVIEW GUIDELINE

A. Planning

No.	Content	Items	
		For teacher	**For students**
1.	The obstacles in the teaching and learning process of speaking	• What are your obstacles or difficulties in teaching speaking skill? • How do you deal with those problems? • In your opinion, what are the difficulties faced by your students in learning speaking? • How do you deal with those problems?	• What are your problems in speaking? • How do you deal with those problems?
2.	The classroom activities	• In regard to speaking activities, what kind of activities do you use to make the students practice speaking?	• Does your teacher often give you speaking practices? • What are learning activities in your classroom you like to do very much?
3.	The teacher	• How do you explain the materials? • Are the students motivated in learning speaking? • How do you give feedback in speaking activities?	• Tell me about the teaching and learning process in your classroom. • Is the teaching and learning process interesting/ good? • How does your teacher explain the material?
4.	The students' attitudes and speaking abilities	• Are the students active in the classroom? • What do you think about your students' learning achievement in learning English, especially speaking skill? • Are their abilities as what you are expected?	• Do you like English? • Do you like to speak in English? • Do you enjoy the teaching and learning process? • Do you feel confident to speak in English? • If you find difficult words when doing your tasks, how do you solve the problems?

			• How about your achievement in learning English so far? Do you think you need improvement? • What are your expectations in the teaching and learning process in relation with your achievement in learning English?
5.	Materials	•Could you please tell me about materials that you use in the teaching learning process? •What are your teaching resources? •Have you ever developed your own teaching materials?	• What do you think about the materials? Are they difficult or easy? • Are they interesting?
6.	Instructional media	•Do you use any teaching media to assist your teaching? •Have you ever developed your own media?	
7.	Assessment	•How do you assess or evaluate the students' ability whether it is improved or not?	
8.	Snakes and ladders board game	•What kind of method do you use in improving speaking ability of the students? •Have you ever used this method?	

B. Reflection

No.	Content	Items	
		For teacher	**For students**
1.	The classroom activities	• Are the activities suitable for teaching speaking to the students? • Do you think the students enjoy the activities? • Is there any problem we should deal with?	• What do you think about the activities? • What are the learning activities that you like and dislike to do? • Did your teacher ever use such activities? • Is there any difficulties?
2.	The teacher	• What do you think about the last teaching and learning process? • Do you find some problems occurred during the implementation of the action? • Which part indicates some failures or improvements? • Do you have any suggestions for the next teaching and learning process?	• What is your opinion about my teaching? • Is the teaching and learning process interesting/ good? • Is my voice clear or loud enough? • What is your suggestion for the next meeting?
3.	The students' attitudes and speaking abilities	• Are the students active in the teaching and learning process? • What do you think about your students' learning achievement in learning English especially in speaking skill?	• Do you enjoy the teaching and learning process? • How do you feel about your speaking skill? Is there any improvement?
4.	Material	• What do you think about the materials, are they difficult or easy for the students?	• What do you think about the materials, are they difficult or easy? • Are they interesting?
5.	The Snakes and Ladders Board Game	• What do you think about the activities? Are they effective?	• Do you enjoy playing the game? • Do you enjoy working in groups? • What can you learn from the game?

(*Adapted from Ginusti, Gallis Nawang. 2014. Improving the Speaking Skill of Grade VIII Students of SMP Negeri 2 Godean through Pictures*)

APPENDIX E
INTERVIEW TRANSCRIPTS

No.   **: Interview 1**
Day   **: Wednesday**
Date   **: March 26th, 2014**
Time   **: 08.00 a.m.**
Respondents : R   : Researcher
               ET   : English Teacher (Kusdarini, S.Pd)

R   : Selamat Pagi Ibu, masih ingat saya? Saya Arintika.
ET   : Pagi mbak. Wah lama nggak ketemu ya? Bagaimana kabarnya?
R   : Alhamdulillah baik bu. Ibu?
ET   : Ya begini mbak baru sibuk nyiapin UN. Ada perlu apa?
R   : Begini bu, ceritanya saya mau meminta ijin untuk melakukan penelitian   di sini.
ET   : Penelitian untuk skripsi?
R   : Iya buk jadi rencananya saya ingin melakukan penelitian di sini.
ET   : *Nggeh.*
R   : Jadi saya rencananya mau melakukan penelitian PTK bu. Rencananya saya mau meng-*improve speaking skill*.
ET   : Begitu ya, bisa….bisa, lalu butuh berapa kelas mbak?
R   : Satu kelas saja bu soalnya ini kan *Action Reseach*. Kira kira problem anak anak di speaking itu apa?
ET   : Itu mbak *vocabulary* sama *confidence* nya masih kurang.
R   : Lalu bagaimana caranya ibu mengatasi problem itu?
ET   : Ya untuk memaksa supaya mau *speak* ya ditunjuk mbak.
R   : Lalu untuk yang *vocabulary* bu?
ET   : Biasanya saya suruh mencacat new vocabulary lalu dicari artinya.
R   : Baik bu, lalu mengenai kelas saya bisa mengambil kelas apa ya?
ET   : Tinggal pilih saja mbak, sudah tau kan ibu mengampu kelas 8D sampai G.
R   : Iya bu rencana saya mau mengambil kelas 8E.
ET   : Lalu mau kapan mbak?
R   : Kalo tanggal pastinya belum tahu bu, tapi *Insyaallah* semester ini saya penelitianya. Jadi initinya saya sekarang mau memastikan bisa tidaknya penelitian di sini.
ET   : Kalo saya sih boleh boleh saya mbak, *monggo*, anak anak pasti juga seneng bisa ketemu mbak lagi.
R   : Baik ibu kalo begitu saya pamit dulu, besok kalo mau ketemu saya menghubungi lagi.Terimaksih bu.
ET   : Iya, *ngati ati* ya.

No. : **Interview 2**
Day : **Tuesday**
Date : **April 1st, 2014**
Time : **09.10 a.m.**
Respondent : **R** : **Researcher**
                S : **Student (Mukti)**

R :Dek gak istirahat?

S :Gak mbak baru puasa.

R :Ngorol sama mbak sebentar bisa ya?

S :Ya mbak.

R :Tadi gimana belajar Bahasa Inggrisnya?

S :Ya gitu mba agak bosen.

R :Kok bosen?

S :Ya gitu deh mbak.

R :Nah, Bahasa Inggris kan punya empat skill, *listening, speaking, reading* sama *writing*, menurut kamu yang paling sulit apa?

S :Hmmm, apa ya…. *speaking* mungkin mbak.

R :Jadi *speaking*nya. Kenapa?

S :Klo mau ngomong gak tau kata katanya.

R :Itu namanya *vocabulary*. Kan bisa buka kamus?

S :Iya mbak, tapi kan kata katanya sama ngomongya beda jadi susah.

R :Gitu ya, trus kalo di kelas tu belajar *speaking*ya gimana?

S :Disuruh baca dialog trus di praktekin, jarang sih mbak *speaking*, paling baca dialog trus jawab pertanyaan.

R :Jadi latihanya kurang ya. Oke, trus kamu maunya belajar *speaking* yang gimana?

S :Ya dibanyakin latihan speakingya.

R :Gitu ya,makasih ya.

No. : **Interview 3**
Day : **Tuesday**
Date : **April 1st, 2014**
Time : **10.00 a.m.**
Respondent : **R** : **Researcher**
                S : **Student (Wildan)**

R :Hallo dek, namanya siapa?

S :Wildan mbak.

R :Oke, Kamu suka bahasa Inggris?

S :Sedikit.

R :Kok sedikit?

S :Soalnya susah kata katanya.

R :Maksudnya?

S :Itu lho mbak aku gak tahu vocabnya.

R :Bahasa Inggris itu ka punya empat skills. Menurutmu yang paling sulit yang mana?

S :*Speaking*.

R :I See, makanya tadi pas ditanya diem aja ya?

S :Hehehe (tersenyum).

R :Oke sekarang, kenapa kamu nggak suka speaking?

S :Kesulitan dalam speaking sih tadi itu mbak nggak tau vocabnya jadi kan bingung manu ngomong apa.

R :Lalu pronunciationnya gimana?

S :*Opo kuwi mbak*?

R :*Pronunciation* itu cara pengucapan vocabnya.

S :*Oalah,*, itu juga sulit mbak soalnya kata kata sama pengucapannya beda.

R :Trus menurutmu bagaimana dengan pelajaran hari nin? Asik nggak?

S :Biasa sih mbak biasanya juga kayak gitu.

R :kamu pengenya belajar Bahasa Inggris itu gimana?

S :Yang nyenengin jadi gak ngerasa kalo belajar.

R :Gitu ya, ya uda makasih ya.

S : Ya mbak

No. : Interview 4
Day : Tuesday
Date : April 1st, 2014
Time : 09.00 a.m.
Respondent : R : Researcher
 S : Student (Dimas)

R :*Hallo, what is your name*?

S :Dimas Mbak

R :Ngobrol bentar sama mbak ya.

S :Ya mbak.

R :Kamu suka Bahasa Inggris?

S :Enggak mbak.

R :Kenapa?

S   :Bingung mbak, beda sama matematika. Kalo matematika kan pasti kalo bahasa tu agak binguin soalnya beda beda tiap orang.

R   :Gitu ya. Trus kamu gak suka bahasa Inggris di mana? *Speaking*? *Grammar*?

S   :Dua duanya mbak sama *writing* juga sulit.

R   :Biasanya kalo belajar *speaking* gimana?

S   :Baca dialog.

R   :Ada kegiatan lain gak?

S   :Paling ya itu *sih* Mbak.

R   :Kalo bu guru jelasin materi kamu paham gak?

S   :Ya kadang paham kadang enggak mbak, soalnya ngomongya pake bahasa Inggris jadi kurang jelas.

R   :Kamu tadi kan *speaking* di depan kelas. Gimana perasaanya?

S   :Malu mbak, soalnya dadakan, belum hapal kata katanya jadi gak lancar.

R   :Kesulitan apa yang sering kamu temukan saat belajar *speaking*?

R   :Menurutmu kalo belajar *speaking* itu maunya yang gimana?

S   :dibanyakin latianya mbak, trus pake cara inovatif misal pake permainan gitu.

R   :Berarti besok klo belajarnya pake *game* kamu lebih bisa ngomong ya?

S   :Hehehe… Semoga mbak.

R   :Ya Uda maksih ya,

S   :Sama sama mbak.

No.   **: Interview 5**
Day   **: Tuesday**
Date   **: April 1st, 2014**
Time   **: 08.20 p.m. – 10.00 p.m.**
Respondents : R   : Researcher
                 ET   : English Teacher (Kusdarini, S.Pd)

R   :Maaf Bu, apa setelah ini masih ada jadwal megajar?

ET   :Iya mbak, apa mau wawancara?

R   :Iya bu, saya mau minta waktunya untuk berbincang mengenai pembelajaran yang tadi.

ET   :Ya sekarang saja tidak apa apa.

R   :Mengenai observasi yang saya lakukan tadi.

ET   :Ya bagaimana?

R   :Tadi ada beberapa siswa yang saya amati terlihat kurang aktif. Mereka harus ditunjuk saat diminta menjawab pertanyaan.

ET   :Ya memang begitu mbak, ada yang aktiv tapi ada pula yang pasif, beraninya kalo bicara bareng bareng, kalo ditunjuk satu satu ada yang malu malu.

R : Oh, ya tadi itu skills apa saja yang diajarkan?

ET :Tadi itu *reading* sama *speaking* mbak.Jadi siswanya disuruh baca dan seperti tadi monolog *speaking*.

R :Hmm. Terkait dengan *speaking* bu, kira kira masalah apa yang sering muncul saat kegiatan belajar mengajar?

ET :Ya biasanya motivasi siswa. Seperti tadi ada siswa yang lupa materi lalu ada juga yang malu malu kalo di suruh *speaking*.

R :Lalu bagaimana dengan vocabularinya?

ET :*Vocabulary*? Ya saya kira sudah lumayan ya, tapi kalo di suruh bicara langsung mereka masih menemui kesulitan.

R :Begitu ya bu, Lalu bagaimana caranya menangani masalah masalah tersebut?

ET :Biasanya yang malu malu dan sering rame tu saya tunjuk jadi mereka bisa lebih focus lalu untuk vocabulary paling ya *finding meaning* sama suruh ngapalin *vocabulary*.

R :Lalu untuk aktivitas belajar *speaking* biasanya apa?

ET :Biasanya kalo monologue ya seperti tadi itu mbak, lalu untuk dialogue biasanya saya kasih ekspresi yang akan digunakan, lalu dialog trus saya minta mempraktekan.

R :Biasanya sumber materialnya dari mana buk?

ET :Ya dari buku, biasanya saya pake *English On Sky* sama dari beberapa sumber lain.

R :Apa ibu pernah mengembangkan materi tentang *speaking*?

ET :Belum mbak,

R :Lalu biasnya media apa yang ibu gunakan untuk mengajar *speaking*?

ET : Ya biasnya cuma pakai materi dari buku itu mbak, seperti tadi.

R :Menurut ibu bagaimana kemampuan speaking siswa?

ET :Ya kalo menurut saya masih perlu ditingkatkan soalnya mereka masih banyak yang kurang *pronunciation*nya lalu juga mereka kurang pede kalo disuruh *speaking* in front of the class.

R :Begitu ya bu,, kalo begitu terimaksih banyak atas kesempatanya, saya mau pamit, juga kalo ibu mau menlanjutkan mengajar.

ET :Ya mbak, sama sama, hati hati ya.

No. : **Interview 6**
Day : **Wednesday**
Date : **April 9**[th] **, 2014**
Time : **09.00 a.m.**
Respondents : **R** : **Researcher**
  ET : **The vice principal in the charge of public relation (Drs. Sukisno)**

R   : Pagi pak.

VP   : Pagi mbak, ada apa?

R   : Mau ketemu Pak Kepala, pak.

VP   : Ada perlu apa? Pak Kepala baru rapat di Jogja.

R   : Wah,,,, gini pak jadi saya encananya mau ketemu pak kepala untuk minta ijin penelitian untuk skripsi di sini.

VP   : Ooooo. Udah bawa proposal?

R   : Sudah pak ini saya bawa proposal lengkap dengan suratnya.

VP   : Ya langsung aja dimasukin ke TU.

R   : Berarti pasti bisa ya pak?

VP   : Sudah ketemu sama Bu Kus?

R   : Sudah pak dan beliau juga sudah mengijinkan.

VP   : Ya wis, pasti bisa, besok saja kalo mau ketemu sama Pak Kepala.

R   : Baik pak. Kalo begitu saya pamit pulang saya. Terimakasih.

VP   : Ya mbak.

No   **: Interview 7**
Day   **: Thursday**
Date   **: April 10th, 2014**
Time   **: 11.00 a.m.**
Respondents : R   **: Researcher**
              ET   **: The vice headmaster (Bambang Pracoyo, S.Pd., M.M.)**

R   :Selamat Pagi, Pak.

HM   :Selamat pagi. Ada apa (ada apa) ?

R   :Jadi begini Pak, Nama saya Arintika, mahasiswa UNY Pendidikan Bahasa Inggris. Sebenarnya tujuan saya menemui bapak adalah mau meminta ijin untuk melakukan penelitian di SMP 1 Wonosari inin.

HM   :Mbak yang PPL tahun kemarin itu ya?

R   :Benar pak (hehe)

HM   : Ya saya sih boleh boleh saja. Mau ambil kelas berapa? Sudah diskusi dengan guru yang bersangkutan?

R   :Kelas 8 pak dan saya kemarin juga sudah mendapat ijin dari Bu Kusdarini.

HM   :Ya bagus, tinggal nanti bawa surat sama proposal ke kantor TU.

R   :Hmmmm, sebenarnya kemarin saya sudah menyerahkan surat dan proposal ke TU. Jadi kemarin saya ke sekolah berencana bertemu bapak tapi bapak tidak ada ditempat dan Pak Kisna menyarankan untuk langsung menyerahkan surat dan proposal ke TU.

HM   :Ya bagus kalo begitu. Lalu mau meneliti apa?

R   :Jenis penelitianya PTK pak, mau meng-improve speaking siswa menggunakan permainan ular tangga.

HM   :Ya kalo begitu semangat bekerja dan semoga sukses kripsinya.

R   :Terimakasih bapak atas ijin dan doanya. Kalo begitu saya juga mau pamit.

HM   :Ya sama sama mbak.

No.   : Interview 8
Day   : Friday
Date   : April 11st, 2014
Time   : 11.40 a.m.
Respondents : R   : Researcher
**   ET   : English Teacher (Kusdarini, S.pd)**

R   :Selamat siang bu.

ET   :Siang mbak. Ada apa?

R   :Ini Bu, saya ingin memastikan jadwal mengajar yang kemungkinan saya bisa gunakan.

ET   :Ow, ya bentar mbak tak cariin jadwalnya dulu. (*After sometimes*). Mari mbak ngobrol di depan saja.

R   :Baik bu,,

R   :Jadi penelitian saya adalah di *speaking* skill bu, meningkatkan *speaking ability using the Snakes and Ladders board game*.

ET   :Jadwal ngajar saya kelas 8D sampai G, kosong hari Sabtu aja. Rencananya mau ngisi yang mana?

R   :Rencana saya kelas 8E bu.

ET   :Kelas E? Dulu juga sudah pernah masuk ya?

R   :Iya bu kemarin juga observasinya kelas E.

ET   :Kelas E jadwalnya ada 3, Selasa 2 jam, Rabu 1 jam, dan Jumat 2 jam.

R   :Iya bu saya masuk ke kelas E saja.

ET   :Trus mulainya mau kapan? Rencanaya mau kapan?

R   :Insyaalah bulan depan bu. Lalu kemungkinan materi yang saya bisa gunakan apa?

ET   :Kalo bulan depan ya paling monolog *speaking*.

R   :Narrative ya bu?

ET   :Iya lalu besuk, saya minta nilainya ya mbak. Jadi *narrative* speaking saya serahkan sama mbak saja. Pokoknya silahkan ngisi sampai semua tercukupi.

R   :Baik bu. Terimakasih. Untuk metode ngajar biasanya pakai apa?

ET   :Apa ya? Biasnya si EEK itu mbak, tapi mbak bebas mau pake yang mana.

R   : Kalo PPP bagaimana?

ET   :Itu juga bisa.

R   :Baik bu, saya kira sudah cukup saya mau pamit pulang. Terimaksih banyak.

ET   :Ya mbak, hati hati.

No.   : Interview 9
Day   : Tuesday
Date   : April 22nd, 2014
Time   : 11.20 a.m.
Respondents : R   : Researcher
**   S   : Student (Rossa)**

R   :Rossa, gimana tadi pembelajaran hari ini?

S   :Beda mbak dari biasanya.

R   :Bedanya dimana?

S   :Kegiatanya baru, lebih banyak latihan speakingnya, misal ngecek *pronunciation* dari kamus tadi juga dapet kata kata baru.

R   :Kamu paham nggak sama materinya tadi?

S   :Iya.

R   :Tadi kan Miss juga jelasin pake Bahasa Inggris. Kamu paham nggak?

S   :Ya lumayan sih Miss.. tadi kan juga pake bahasa Indonesia.

R   :Tadi latihannya nambah motivasi buat belajar bahasa inggris?

S   :Iya mbak, jadi lebih tahu vocab baru sama cara pengucapanya.

R   :Berarti tambah lebih pede donk?

S   :Hehehe didkit mbak,

R   :Ya uda, makasih ya.

No.   : Interview 10 (with the student)
Day   : Tuesday
Date   : April 22nd , 2014
Time   : 11.30 a.m.
Respondents : R   : Researcher
**   S   : Student (Debi)**

R   :Debi, ngobrol bentar sama mbak ya. *So, what do you think about today's activity?*

S   :Pakai Bahas Indonesia aja Miss,

R   :Gak apa apa sama latihan, nanti pakai campur campur.

T   :Hmm. *It's fun*.

R   :Yang bagian mana?

S   :Ya kegiatanya, Miss nya juga enak yang ngajar jadi ya menyenangkan ada *listening* juga.

R   :How about the material? Is it *difficult*?

S   :*Difficult?* Enggak sih mbak paling yang agak susah di *listening*nya, agak kurang jelas.

R   :Berarti lebih suka *speaking*nya dong?

S   :Ya nggak juga sih Miss.

R   :Dapet *new vocabulary* nggak?

S   :Ya,, dapet sih mbak.

R   :Tadi latihannya nambah motivasi buat belajar Bahasa Inggris?

T   :Iya mbak, jadi lebih tahu vocab baru sama cara pengucapanya.

S   :Berarti tambah lebih pede donk?

T   :Hehehe didkit mbak,

S   :Besok kalo *speaking* di depan kelas bisa donk.

T   :Ya tapi di hapalin dulu mbak, hehehe.

S   :Oke maksih ya dek.

No.   : **Interview 11**
Day   : **Tuesday**
Date   : **April 22nd , 2014**
Time   : **11.40 a.m.**
Respondents : R   : Researcher
**   S   : Student (Aisyah)**

R   :*What is your name*?

T   :*My name is* Aisyah.

R   :Oke Aisyah, *what do you think about today's activity?*

T   :Hmm, apa ya? Pakai Bahasa Indonesia ya mbak.

R   :Iya gak papa, Bahasa Inggris juga lebih baik, hehehe.

T   :Nyenengin mbak. Miss juga asik ngajarnya, jadi yang ngikutin enak.

R   :Trus tadi suara Miss jelas gak?

T   :Jelas tu miss.

R   :*Listening*nya gimana? Jelas nggak suaranya?

S   :Jelas Miss.

R   :Waktu nyari *pronunciation* di kamus meurut kamu membantu gak?

T   :Iya Miss, kemarin kemarin belum pernah, aplikasinya juga bisa bantu buat belajar. Jadi tau bener apa salah ngomongnya.

R   :Ada yang sulit nggak tadi pas pelajaran?
S   :Hmmm,, pling yang itu sih Miss, yang simbol simbol, apa itu namanya?
R   :*Phonetic transcription*?
S   :Iya Miss itu aku gak bisa baca.
S   :Oke, tapi cara pengucapanya bisa denger dari kamus kan?
R   :Iya Miss, kamus nya bagus.
R   :Jadi lebih termotivasi belajar Bahasa Inggris.
T   :Iya Miss.
R   :O iya, tadi kan Miss pake LCD, menurutmu LCD nya mbantu gak?
S   :Hmmm, menurutku bantu sih Miss, kita jadi tau bagian mana yang dibahas.
R   :Oke dek, makasih ya,
T   :Sama sama Miss.

No.   : Interview 12
Day   : Friday
Date   : April 25th, 2014
Time   : 11.20 a.m.
Respondents : R   : Researcher
**   S   : Student (Eartha)**

R   :Hallo Eartha.
T   :Ya mbak, eh Miss ding.. Hehehehe
R   :*What do you think about todays learning?*
T   :Pakai Bahasa Indonesia aja mbak?
R   :Oke
T   :Menyenangkan mbak hehe
R   :Yakin?
T   :*YES!*
R   :Bagian mana yang nyenengin?
T   :Yang main *game*.
R   :Menang gak tadi?
T   :Enggak mbak, lha tadi turun terus.
R   :Tadi ada kesulitan gak pas pelajaran?
T   :Yang *retell* tadi mbak susah, lha pakai bahasa inggris.
R   :Pelajaranya kan Bahasa Inggris mas pake Bahasa Indonesia.
T   :Hehehe
R   :Bu Kus dulu pernah ngajar pakai game kayak gini gak?
T   :Gak Miss.

R   :Trus Miss tadi ngajarnya gimana? Jelas gak klo njelasin? Suaranya jelas gak?

T   :Jelas mbak.

R   :Tadi seneng gak pas pelajaran?

T   :Seneng Miss, soalnya kan nge *game*.

R   :O h ya game nya gimana?

T   :Asik Miss.

R   :Peraturanya sulit dimengerti ya?

T   :Hehehehe, awalnya si Miss, tapi akhirnya dong juga.

R   :Ngerasa ada peningkatan di *speaking* gak?

T   :Hmmm.. ada Miss, ketemu kata kata baru trus kemarin juga dapat kamus yang bisa ngecek cara baca.

R   :Trus dari kemarin menurutmu materi yang Miss kasih sulit gak?

T   :Enggak.

R   :Gampang?

T   :Ya sedeng lah Mbak.

R   :Tadi seneng gak main game di *group* tadi?

T   :Seneng mbak.

R   :Oke, thanks ya for the time.

T   :Oke mbak

No.   **: Interview 13**
Day   **: Friday**
Date   **: April 25th, 2014**
Time   **: 11.30 a.m.**
Respondents : R   **: Researcher**
              S   **: Student (Arya)**

R   :Hallo.

S   :Hallo mbak.

R   :*What is your name?*

T   :*My name is* Arya.

R   :Oke arya *I want to ask you something*.

T   :Halah mbak pake Bahasa Indonesia aja.

R   :Oke, so,, Gimana pelajaran hari ini?

T   :Asik mbak.

R   :Tadi ngapain aja?

T   : Maen ular tangga.

R   :Ada kesulitan gak?

T   :Tadi pas retell belum apal mbak.

R   :Trus kamu tadi cerita gak? Dapet strory apa tadi?

T   :Dapet Nyi Roro Kidul Mbak.

R   :Retell nya tadi pake Bahasa Indonesia atau Bahasa Inggris?

T   :Iya mbak tapi campur campur.

R   :Ya namanya juga practice, gak apa apa. Trus tadi ngajarnya Miss gimana? Jelas gak? Suaranya?

S   :Jelas mbak, tpi palingan yang agak bingung tadi pas peraturanya itu.

R   :Tapi kamu seneng gak sama pembelajaran tadi?

S   :Seneng

R   :Merasa ada peningkatan di *speaking* gak?

S   :Iya mbak soalnya lebih banyak latihannya. *Game*nya juga asik.

R   :Tentang materi sama yang pertemuan kemarin sulit sulit gak?

S   :Enggak mbak, biasa wae.

R   :Kamu tadi *enjoy* main game gak?

S   :Enjoy banget, aku uga menang lho mbak, hehehe

R   :Wah Selamat, lalu *enjoy*-nya di mana? Hubnunganya sama bahasa Inggris?

S   :Ya belajar sambil main jadi gak ngerasa kalo lagi belajar.

R   :Oke ya uda. Makasih ya waktunya.

S   :Sama sam mbak.

No.   : Interview 14
Day   : Tuesaday
Date   : April 29ᵗʰ , 2014
Time   : 11.20 a.m.
Respondents : R   : Researcher
**   S   : English Teacher (Kusdarini, S.Pd.)**

R   :Selamat pagi bu,,

ET   :Pagi mbak.

R   :Jadi langsung saja ya bu?

ET   :Ya mbak.

R   :So, are the activities suitable for teaching speaking to the students?

ET   :Ya, saya rasa sudah cukup bagus mbak, di dahului dengan *listening* dulu baru ke *speaking*, anak anak juga banyak latihan ngomong.

R   :Menurut ibu apakah murid murid menyukai proses belajar mengajar?

ET   :Kalo dilihat dari videonya ya pada suka kelihatanya. Tapi masih ada yang rame ya mbak.

R   :Iya bu. Merut ibu bagaimana saya menghandle yang rame, biasanya saya dekati trus saya peringatkan.

ET   :Itu juga sudah bagus, kalo gak mau diam ya di pindah saja tempat duduknya. Tapi kelas ya lebih mending mbak daripada kelas D. Saya sampai bingung mau di apain tu kelas.

R   :Hehehe. Lalu bagaimana menurut ibu cara saya mengajar?

ET   :Ya lumayan mbak, paling cuma kelas manajemenya yang perlu ditingkatkan, lalu juga time management. Siswa itu kalo mau dibuat lama ngerjain tugas ya bisa kalo sebentar ya bisa, besuk diberi batasan waktu saja.

R   :Lalu apakah ada peneingkatan pada speaking skills siswa?

ET   :Ya menurut saya ada. Mereka lebih banyak kesempatan belajar sendiri. Cari arti sama pronunciationya jadi mereka lebih aktiv belajar sendiri.

R   :Menurut ibu apakah *vocabulary practice*nya membantu siswa dalam mengembangkan kemampuan berbicara?

ET   :Oh iya pasti mbak, mereka semakin banyak tahu tentang vocab.

R   :Lalu bagaimana dengan materinya ibu apakah terlalu sulit atau malah terlalu gampang?

ET   :Sedengan mbak. Soalnya materi yang baik itu kan materi yang menentang ubtuk muridnya.

R   :Mengenai game nya ibu, apakah *the Snakes and Ladders board game* effective untuk meningatkan kemampuan speaking siswa?

ET   :Ya sudah cukup bagus mbak buat anak anak temotivasi belajar.

R   :Lalu mungkin ada saran untuk *cycle* yang selanjutnya bu?

ET   :Peraturanya mungkin bisa dibuat dalam Bahasa Indonesia jadi mereka lebih ngerti.

R   :Gitu ya bu. Mungkin cukup sekian. Terimakasih banyak atas waktunya.

ET   :O ya mbak sama sama.

No.   : Interview 15
Day   : Friday
Date   : May 2nd , 2014
Time   : 11.20 a.m.
Respondents : R   : Researcher
**   S   : Student (Windy)**

R   :Hello, *what is your name?*
S   :*My name is* Windy.
R   :Ok windy kamu suka Bahasa Inggris gak?
S   :Lumayan mbak.
R   :Oke, tadi gimana pelajaran hari ini?

S   :Asik Mbak,

R   :Asiknya di mana?

S   :Ada *listeningnya.*

R   :Tadi jelas nggak *listeningn*ya?

S   :Jelas mbak.

R   :Tadi kamu bener semua nggak?

S   :Bener kabeh no mbak.

R   :Tadi latihan *speaking* apa?

S   :Latihan *pronunciation.*

R   :Asik gak pelajaranya? Ada yang kamu gak suka?

S   :Asik Miss, hehehe

R   :Tadi kan Miss pake Bahasa Inggris njelasinya. Kamu paham nggak?

S   :Iya miss, ngerti tadi yang jelasin jelas.

R   :Bener?

S   :Bener Miss,

R   :Tadi merasa ada *improvement* di speaking gak?

S   :Iya miss, dapet vocab baru terus yang belajar ngucapin itu lho.

R   :Trus ada peningkatan gak baca *phonetic trancription*ya?

S   :Kalo suruh baca tu belum Miss, tapi lebih tau dikit dikit.

R   :Menurut kamu kamusnya membantu gak?

S   :Iya Miss, bantu banget bisa tau cara ngucapinya.

R   :Trus materinya gimana? Sulit gak?

S   :Enggak sih Miss, materinya mudah dimengerti.

R   :Oke, makasih ya.

S   :Sama sama Miss.

No.   : Interview 16
Day   : Friday
Date   : May 2ⁿᵈ, 2014
Time   : 11.30
Respondents : R   : Researcher
**   S   : Student (Rio)**

R   :Good Morning, Rio.

S   :Iya Mbak,

R   :Ngobrol bentar ya. Kamu suka Bahasa Inggris gak?

S   :Enggak mbak. Soalnya *grammar*nya sulit.

R   :Yang paling kamu gak suka apa?

S   :Ya itu mbak, si *grammar.*

R   :Oke. Trus tadi gimana pelajarannya?

S   :Ya lumayan mbak, soale mbaknya yang ngajar, hehehe.

R   :Tadi kamu kegiatanya ngapain aja?

S   :Nyari arti, ngisi dialog, sama njawab pertanyaan.

R   :Tadi ada kesulitan gak, misal di materi apa miss yang njelasin kurang jelas?

S   :Enggak tu mbak.

R   :Tadi banyak practice *speaking*nya gak?

S   :Iya Miss, kayak latihan *pronunciation* tadi trus latihan *conversation*.

R   :Ada peningkatan di speaking gak?

S   :Ada mbak soalnya tadi banya latihan *speaking*nya.

R   :Besuk besuk latihan kayak gitu lagi mau donk?

S   :Hehehe.

R   :Lebih merasa termotivasi untuk belajar bahasa Inggris?

S   :Iya mbak.

R   :Oke makasih ya.

No.   **: Interview 17**
Day   **: Friday**
Date   **: May 9th, 2014**
Time   **: 11.20 a.m**
Respondents : R   **: Researcher**
            S   **: Student (Yunita)**

R   :*Good Morning*.

S   :*Morning*

R   :Bagaimana dengan pelajaan hari ini?

S   :Asik Miss, soalnya main game lagi.

R   :Bosen gak pas main game?

S   :Enggak sih miss, seneng Miss.

R   :Tadi ngapain pas main *game*?

S   :Ya tadi latihan ngomong pake kata kata yang ada di kartu?

R   :Dapet kartu yang mana aja?

S   :Banyak Miss, aku lupa.

R   :Coba diinget inget.

S   :Hmmm, *by the wa*y sama situation.

R   :Nah, *by the way* termasuk ekspresi apa?

S   :Itu Miss… memperpanjang….*extending telephon conversation*.

R   :Tadi ngomongnya pake Bahasa Inggris kan?

S   :Iya Miss.

R   :*The list of words* tadi bantu gak?
S   :Iya miss bantu buat ngomongnya.
S   :Lalu tadi gimana menang gak?
R   :Enggak Miss, tapi aku nomor 2, hahaha
S   :Jadi lebih termotivasi belajar speaking gak?
R   :ya kalo belajarnya kayak tadi ya termotivasi Miss, soalnya asik.
S   :Oke makasih ya.

No.   **: Interview 18**
Day   **: Friday**
Date   **: May 9**[th] **, 2014**
Time   **: 11.30 a.m.**
Respondents   **: R**   **: Researcher**
                 S   **: Student (Mirsa)**

R   :*Hallo, what is your name*?
S   :*My name is* Mirsa.
R   :Oke Mirsa, *do you like English*?
S   :*Yes Miss*.
R   :*Why do you like English?*
S   :Hmmm,, because…. Karena besuk bakal berguna buat cari kerja Miss.
R   :Oke, kamu paling suka bahasa Inggris yang apa?*Listening, speaking, reading* atau *writing*?
S   :*Reading* Miss,
R   :How about *speaking?*
S   :Kalo *speaking* agak sulit Miss, soalnya agak susah.
R   :Oke, lalu gimana tadi pelajaran hari ini?
S   :Menyenangkan Miss, latihan *speaking*.
R   :Tadi tau donk mau ngomong apa terutama dalam Bahasa Inggris?
S   :Iya Miss, soalnya adi ada clue di kartunya sama bantuan kata kata di kertas.
R   :Tadi latihanya pake Bahasa Inggris kan?
S   :Iya donk Miss
R   :Lalu menurut kamu ada peningkatan dalam *speaking* gak?
S   :Iya ada Miss, dapet kata kata baru sama cara bacanya. Lalu tadi pelajaranya juga banyak kesempatan buat latihan *speaking*.
R   :Oya makasih ya.
S   :Sama sama Miss.

No.   **: Interview 19**
Day   **: Friday**
Date   **: May 16th, 2014**
Time   **: 08.00 a.m.**
Respondents : R   **: Researcher**
                ET   : English Teacher (Kusdarini, S.Pd.)

R   :Selamat Pagi bu,,

ET   :Selamat pagi mbak.

R   :Saya mau menanyakan tentang pendapat ibu mengenai cara saya mengajar tadi bu?

ET   :Gitu ya, kalau gitu mari pindah di kusi dulu biar enak.

R   :Baik Bu.

R   :Jadi menurut ibu bagaiman?

ET   :Ya menurut ibu sudah lumayan.

R   :Kalau dibandingkan dengan *Cycle I* bagaimana bu?

ET   :Ya sudah lebih baik. Management kelasnya ada peningkatan.

R   :Terimaksih bu, tadi juga menurut saya yang murid yang jalan jalan berkurang meskipun masih ada yang ramai. Apalagi yang cowok cowok duduk di belakang.

ET   :Lha iya mbak, nak sik duduk dibelakang ki memang agak susah diatur, tapi tenang saja kalau masalah management kelas bisa ditingkatkan pelan pelan, besuk kalau sudah banyak ngajar pasti lebih baik lagi.

R   :Menurut ibu bagaimana dengan activity yang saya gunakan?

ET   :Kemarin itu mulai dari cari arti kan?

R   :Iya ibu, *vocabulary practice*.

ET   :Ya bagus mbak karena latihan seperti itu memang harus terus menerus diberika supaya siswanya juga nambah terus vocabularynya. *Pronunciation drilling* teryata juga bagus untuk meningkatkan kemampuan speaking siswa.

R   :Oh ya bu, menurut ibu bagaimana penerapan *the Snakes and Ladders board game* di *Cycle II* ini?

ET   :Menarik mbak, prosesnya juga lebih baik daripada yang *Cycle I*. Anak anak juga pada seneng main.

R   :Menurut ibu bagaimana peran permainan tersebut dalam memotivasi siswa untuk berbicara?

ET   :Ya kalo seneng pasti lebih termotivasi.

R   : Menurut ibu bagaimana peran permainan tersebut dalam meningkatkan kemampuan speaking siswa?

ET   :Lewat kegiatan itu anak anak jadi lebih terbiasa meggunakan ekspresi ekspresi yang di ajarkan. Mereka juga jadi banyak speak English during the class.

R   :Baik bu, terimakasih,

ET   :Lalu setelah ini post test ya mbak?

R   :Iya bu rencanaya Rabu minggu depan, apa ibu mau menggunakan kelas E?

ET   :Oh enggak mbak. Pokoknya silahkan masuk ke kelas secukupnya mbak, yang penting saya nanti deberi hasil penelaianya.

R   :Baik bu, Insyaalah besuk. Saya rasa sudah cukup Bu interviewnya, saya ucapkan banyak terimaksih atas waktu yang diberikan.

ET   :Ya mbak, sama sama, habis ini mau ke jogja?

R   :Tidak bu ini mampir rumah dulu, besok baru turun.

ET   :Oh ya kalo begitu silahkan.

APPENDIX F
COURSE GRIDS

IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMP N 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAME IN THE ACADEMIC YEAR OF 2013/2014

COURSE GRID

Standard of Competency:

12. Expressing the meaning in short functional texts and simple monologue texts in the form of recount and narrative in the daily life context.

Basic Competency:

12.2 Expressing the meaning in simple monologue texts using a variety of spoken languages accurately, fluently, and appropriately in the form of recount and narrative texts.

Objective

At the end of the learning process the students are expected to be able to retell narrative texts communicatively, accurately, and appropriately.

Cycle I

Indicators	Learning Materials				Teaching Activities		The Snakes and Ladders Board Game	Learning Sources and Media
	Vocabulary	Language Functions and Text	Pronunciation	Grammar	Teaching	Learning		
Students able to : • pronounce	Noun: witch, ruler, innocence,	Input A short narrative	/ˈruː.lə r /, /ˈmɪn.ɪ.stə r /, /sent/, /əˈweɪ/,	**Simple past tense** S+V2	**1. Presentation** • T shows some	**1. Presentation** • Ss pay attention to	The Ss play the Snakes	Media: • Audio Recording.

the words correctly,
• use an appropriate grammatical structure to arrange the narrative text,
• use the correct text organization to arrange the narrative text,
• retell a story.
	fragrance, proof, castle, region, crater, goddess, miracle, stepmother, pocket, cottage.
	Verb:
	kill, found, worship, brought, sacrifice, cure.
	Adjective:
	noble, unfaithful, immediately, prosperous, desperate, annual.
	Adveb :
	then, finally, away.
		text.
		Once upon a time, there was a local ruler called king Sulahkromo. The king had a prime minister named Raden Sidapekso. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.
		One day, the king sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry. Then,
			/ʌnˈfeɪθ.f ə l/,
			/brɔːt/,
			/ˈɪn.ə.s ə n t s/,
			/spred/,
			/ɪˈmiː.di.ət.li/,
			/ˈfreɪ.gr ə n t s/,
			/pruːf/, /ˈmɪʃ. ə n/,
			/feɪθ/,
			/ˈrɪv.ərbæŋk/,
			/ˈfreɪ.gr ə nt/, /ˈnəʊ.bl/,
			/ˈseɪ.krɪd/,
			/pruː f/, /ˈdɔː .tər/,
			/ˈkɑː .sl/,
			/ˈriː .dʒən/,
			/ˈprɒs.pər.əs/,
			/ˈdes.pər.ət/,
			/ˈsæk.rɪ.faɪs/,
			/ˈkreɪ.tər/,
			/ˈθret.ən/,
			/kəˈtæs.trə.fi/,
			/ˈwɜː.ʃɪp/,
			/ˈæn.ju.əl/,
			/dɪˈraɪv/, /neɪmd/,
			/ˈgɑː .des/,
			/ɪkˈspek.tɪd/,
			/dɪˈsaɪ.dɪd/,
				Examples:
				<u>The king</u> <u>had</u>
				S V2
				a prime minister.
				
				<u>He</u> <u>threw</u> her
				S V2
				body into the river.
				
				<u>There</u> <u>was</u> a local
				     S
				     V2
				ruler.
				
				<u>The children</u>
				S
				<u>found</u>
				  V2
				a chocolate house.
					pictures about some stories in the world.
					• T asks Ss to match the pictures of stories with their titles.
					• T provides a question and answers session to discuss the answers.
					• T shows some words related to the text of "Banyuwangi" and asks them to find their meanings and pronunciations.
					• T pronounces
						the pictures shown by the T.
						
						• Ss match the pictures of the stories with their titles.
						
						• T and Ss discuss the answers.
						
						• Ss pay attention to the words shown by the T and they find the meanings of the words and their pronunciations
							and Ladders board game and after that they retell the story that they get from playing the game to their friends.	• Power Point Presentation Slides.
								• Dictionary.
								• LCD projector
								• The Snakes and Ladders board game.
								
								Learning Sources:
								• English On Sky 2 for Junior High School Students Year VIII.
								• Scaffolding: English for Junior High School Students Grade VIII
								• Oxford Advance Learner's Dictionary

| | | when Sidapekso went back, the king told him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidapekso said that he would kill her. He brought her to the river bank. Before he killed and threw her into the river, she said that her innocence would be proven. Finally, he threw her body into the dirty river. The river immediately became clean and | /ˈfjuː.tʃər/, /ˈwɪz.əd/, /ˈʌl.sər/, /kjʊər/, /ˈnəʊ.bl̩/, /swæm/, /ˈmɪr.ɪ.kl̩/, /kəˈmɑːnd/, /ˈwʊd.kʌt -ər/, /ˈstepˌmʌð.ər/, /tʊk/, /drɒp/, /ˈpeb.l̩/, /ˈpɒk.ɪt/, /ˈbred.krʌmz/, /went/, /ˈkɒt.ɪdʒ/, /wɪtʃ/, /ˈtreʒ.ər/, /ˈhʌŋ.gri/ | | the words and asks Ss to imitate her. • T plays a recording of "Banyuwanyi " and asks them to fill the missing words. • T provides a question and answers session related to the missing words. • T asks Ss to answer the questions related to the text. • T provides a question and answer session related | • Ss imitate the T. • Ss listen to the recording and fill the missing words. • Ss and T discuss the answers. • Ss answer the questions related to the text. • Ss and T discuss the answers. | | |

| | | began to spread a wonderful fragrance. Sidapekso said "Banyu…Wangi… Banyuwangi". This means "Fragant water" Banyuwangi was born from the proof of noble and sacred love.

Explanation of narrative text.

A narrative text is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think | | | to the questions.
• T asks Ss to match the words with their meanings.
• T provides a question and answer session related to the meanings of the words and asks them to imitate her in pronouncing the words.
• T explains the definition, purpose, generic structures, and grammar of narrative text | • Ss match the words with their meanings.

• Ss discuss the answers and imitate the T.

• Ss listen to the explanation of the T. | | |
|---|---|---|---|---|---|---|---|

		about an issue, teach them a lesson, or excite their emotions. • **The steps for constructing a narrative text are:** ➢ **an orientation**in which the narrator tells the audience about *WHO* is in the story, *WHEN* the story is taking place and *WHERE* the action is happening ➢ **a complicatio n** that sets off a chain			**2. Practice** • T divides the Ss in groups of four to play the Snakes and Ladders board game. • T shows some words related to a story and asks them to find their meanings and pronunciation s • T says the words and asks Ss to imitate her. • T distributes the game' materials. • T explains the rules of the game. • T asks Ss to	• Ss divide themselves into six groups. • Ss find the meanings and pronunciations of the words related to a story. • Ss imitate the T. • Ss got the game' materials. • Ss pay attention to the explanation.	

| | | | | | | | play the Snakes and Ladders board game. • T divides the class into groups of three. • T asks Ss to retell the story that they get from playing the game to their friend within the groups.

3. Production
•T asks Ss to find a story at home.
•T asks Ss to retell the story in front of the class.
•T gives feedback. | •Ss play the Snakes and Ladders board game.

•Ss divide themselves into eight groups.
•Ss take turn to tell the story.

3. Production
•Ss find a story at home.

•Ss retell story in front of the class. | | |

The first (third) column content reads:

of events that influences what will happen in the story
➢ **a resolution** in which the characters solve the problem created in the complication

IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMP N 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAME IN THE ACADEMIC YEAR OF 2013/2014

COURSE GRID

Standard of Competency:

9. Expressing the meaning in simple transactional and interpersonal conversations to interact with the closest environment.

Basic Competency:

9.2 Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

Objective

At the end of the learning process, the students are expected to be able to use the expressions of starting, extending, and ending the conversation on the phone appropriately.

Cycle II

Indicators	Learning Materials	Teaching Activities	The Snakes and Ladders Board Game	Learning Sources and Media

	Vocabulary	Language Functions and Expressions	Pronunciation	Teaching	Learning		
Students able to : • pronounce the words correctly, • identify the expressions of starting, extending, and ending conversation on the phone, • use the expressions of starting, extending, and ending conversation on the phone.	Verb: Speak, excuse, compose, call. Noun: Telephone, cousin, participant, causes, praises, call, conversation. Adjective: Nice.	The expressions of starting a telephone conversation: • Hello. • Who is calling, please? • Can I speak to…? • May I speak to…? • Could I speak to…? • Well, I am calling to…. The expressions of expanding a telephone conversation: • By the way… • Well… • Anyway…. The expressions of ending a telephone conversation: • It's nice talking	/pɑːˈtɪs.ɪ.pənt/, /prɪˈzentid/, /kʌm/, /ˈkʌz. ə n/, /səˈpraɪz/, /kɔːziz/, /tʃuːziz/, /kəmˈpəʊziz/, /ɪkˈskjuːziz/, /preɪziz/, /helˈəʊ/ , /huː ɪz ˈkɔː.lɪŋ pliːz /, / kæn aɪ spiːk tuː /, / meɪ aɪ spiːk tuː/, / kʊd aɪ spiːk tuː/, / wel aɪ æm ˈkɔː.lɪŋ tuː/, / baɪ ðə weɪ /, / wel/, /ˈen.i.weɪ/ , /ɪt ɪz naɪs ˈtɔː.kɪŋ.tuː juː /, / ɪt ɪz taɪm fɔːr miː tuː seɪ ˈɡʊd.baɪ /, / baɪ/	**1. Presentation** • T shows the slides about opening, extending, and closing a telephone conversation. • T plays a recording about opening, extending, and closing a telephone conversation. • T shows some words related to the recording and asks them to find their meanings and pronunciations. • T provides a	**1. Presentation** • Ss pay attention to the slides shown by the T. • Ss listen to the recording. • Ss find the meanings of the words and their pronunciations	The Ss play the Snakes and Ladders board game and after that they have to exchanging telephone conversation according to the clues and situations on the cards.	Media : • Audio Recording. • Power Point Presentation Slides. • Dictionary. • LCD projector • The Snakes and Ladders board game. Learning Sources: • Scaffolding: English for Junior High School Students • Oxford Advance Learner's Dictionary

		to you.		question and answer session to check Ss' pronunciation and asks them to imitate her in pronouncing the words.	• Ss imitate the T.		
		• It's time for me to say good bye.					
		• Bye.					
		Short dialogues of opening, extending, and ending a telephone conversation.					
		Reena and Gina are talking about the band festival at their school last night.		• T plays again the recording and asks them to fill the missing words.	• Ss listen to the recording and fill the missing words.		
		Reena : Hello? Who is calling?		• T provides a question and answers session related to the missing words.	• Ss and T discuss the answers.		
		Gina :It's Gina. Can I speak to Reena?					
		Reena : Yes, this is Reena. What's up?		• T asks Ss to answer the questions related to the text.	• Ss answer the questions related to the text.		
		Gina : I missed the band festival last night. I need you to tell me about it. How was it going?		• T provides a question and	• Ss and T discuss the		

		Reena : It was a great festival. There were 20 participants. All of them presented their best performance. Why didn't you come last night? Gina : I was still in Surabaya. I had to attend my cousin's wedding party. Reena : I see. Gina : By the way, how was the performance of our school band? Reena : It was going enough. However, the winner was the band from SMP 5. Gina : Well, it is		answer session related to the questions. **B. Practice** • T asked Ss to practice the dialogue with a partner. • T says some words that are ended with letter "s" and asks Ss to imitate her. • T shows a dialogue with some missing expressions and asked Ss to fill the missing expressions with the expression given in the	answers. • Ss practice the dialogue with their partners. • Ss imitate the T. • Ss fill the missing expressions.		

| | | surprise me. Anyway, thanks a lot for the information. It is nice talking with you. Bye.
Reena : Bye.

Angelina is talking to Elizabeth n the telephone. She wants to borrow Elizabeth's guitar lesson video.
Angelina: Hello? May I speak to Elizabeth?
Elizabeth : Speaking. Who is calling, please?
Angelina : It's Angelina
Elizabeth : Hi, Angelina. How do you know my | | box.
• T provides a question and answers session related to missing expressions.
• T asks Ss to practice the dialogue with a partner.

3. Production
• T divides the Ss in groups of four to play the Snakes and Ladders board game.
• T distributes the game' materials.
• T explains the rules of the game.
• T asks Ss to play the Snakes | • Ss and T discuss the missing expressions.

• Ss practice the dialogue with a partner.

• Ss divide themselves into six groups.

• Ss got the game' materials.
• Ss pay attention to the explanation.
• Ss play the | | |

				and Ladders board game.	Snakes and Ladders board game. They use the expressions and the clue on the card to exchanging a telephone conversation with their friend within the group.		
		phone number? Angelina : Your friend gave me your number yesterday. Elizabeth : Oh. I see. Angelina : Well. May I borrow your guitar lesson video? Elizabeth : Of course. When will you take it? Angelina : I'll come to your house at 4 p.m. Elizabeth : Okay. Is there anything else?		• T gives Ss some situations to exchange a telephone conversation at home. • T asks Ss to perform their telephone conversation in front of the class. • T gives feedback.	• Ss get a situation and the exchange a telephone conversation at home. • Ss perform the dialogue in pairs in front of the class.		

APPENDIX G
LESSON PLANS

LESSON PLAN

School	: SMPN 1 Wonosari
Subject	: English
Grade/ Semester	: VIII/2
Text Type	: Narrative text
Skill	: Speaking
Time Allocation	: 5x40 minutes

A. Standards of Competence:

12. Expressing the meaning in short functional texts and simple monologue texts in the form of recount and narrative in daily life context.

B. Basic Competence

12.2 Expressing the meaning in simple monologue texts using a variety of spoken languages accurately, fluently, and appropriately in the form of recount and narrative text.

C. Indicators

The students are expected to be able to:

1. pronounce the words correctly,
2. use appropriate grammatical structure to arrange the narrative text,
3. use correct text organization to arrange the narrative text,
4. retell a story.

D. Learning Objective:

At the end of the learning process the students are expected to be able to retell narrative text communicatively, accurately, and appropriately.

E. Materials

A. Focus on Speaking
   Task 1
   In pairs, study the following stories around the world. What are they?
   Choose the titles of the stories in the box. Look at the example.

Sangkuriang	Aladdin
Roro Jongrang	Jaka Tingkir
Beauty and the Beast	Cinderella

Source:www.collider.com

(a) Beauty and the Beast
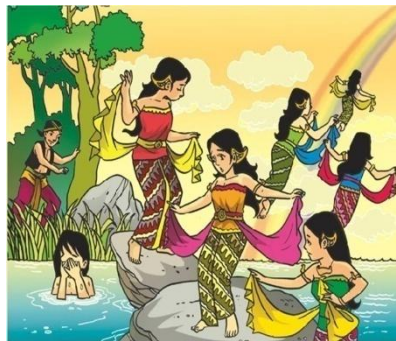
Source:www.gudangilmu.blogspot.com

(b)_____
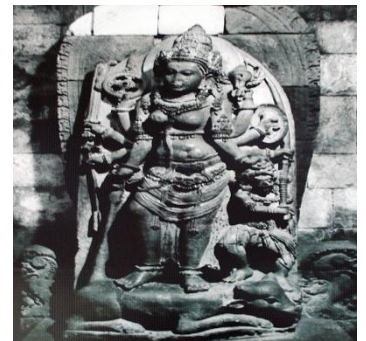
Source:www.id.wikipedis.org

(c)_____

Source:www.bubblews.com

(d) _____

Source :www.atlablacstar.com

(e)_____
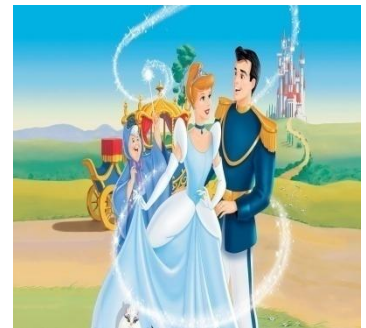
Source:www.iloveqatar.net

(f)_____

Task 2

Pronounce and study these words before you listen to the story of "Banyuwangi".

ruler /ˈruː.lə r /	penguasa
minister /ˈmɪn.ɪ.stə r /	menteri
sent /sent/	mengirim
away/əˈweɪ	jauh
unfaithful/ʌnˈfeɪθ.f ə l/	tidak setia
brought/brɔːt/	membawa
innocence/ˈɪn.ə.s ə n t s/	tidak bersalah
spread/spred/	menyebar
immediately /ɪˈmiː.di.ət.li/	segera
fragrance/ˈfreɪ.gr ə n t s/	harum
proof/pruːf/	bukti

Task 3

Listen carefully to the monologue on the story of "Banyuwangi". While listening, complete the missing information. Look at the example.

Banyuwangi

Once upon a time, there was a local 1) *ruler* called King Sulahkromo. The king had a prime minister 2)_____ Raden Sidapekso. The prime minister had a wife named Sri Tanjung. She was so 3)_____ that the king wanted her to be his wife.

One day, the king sent his prime minister to a long 4)_____. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry. Then, when Sidapekso went 5)_____, the king told him that his wife was unfaithful to him. The prime minister was very 6)_____ with his wife. Sri Tanjung said that it was not true. However, Sidapekso said that he would kill her. He brought her to the river bank. Before he killed and threw her into the 7)_____, she said that her innocence would be proven.

Finally, he threw her body into the dirty river. The river immediately became 8)_____and began to spread a wonderful fragrance. Sidapekso said

"Banyu…Wangi… Banyuwangi". This means "Fragant water" Banyuwangi was born from the proof of noble and sacred love.

<div align="right">Adapted from Scaffolding English for Junior High School Students</div>

Task 4
Listen again and work in pairs to answer the following questions based on the monologue in Task 3.

1. Who are the main characters of the text?
2. Why did the king want Sri Tanjung to be his wife?
3. How did the king try to get Sri Tanjung?
4. Why was the prime minister very angry with his wife?
5. How did Raden Sidapekso kill his wife?
6. What was finally proven in the story?

Task 5
Find the meaning of the words below by matching them with the correct answers in the box and repeat the pronunciation after your teacher.

1. mission /ˈmɪʃ.ən/
2. faith /feɪθ/
3. kill /kɪl/
4. river bank /ˈrɪv.ərbæŋk /
5. fragrant /ˈfreɪ.grənt/
6. noble /ˈnəʊ.bl̩/
7. sacred /ˈseɪ.krɪd/
8. proof /pruːf/

a. a pleasant smell
b. great trust in something or someone
c. worried
d. brave and not selfish
e. cause someone die
f. land along the side of the river
g. an important job
h. considered to be holy
i. a fact which shows something is true

Task 6
Study the following explanation.

The text in Task 3 is a narrative text.

A narrative text is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

- **The steps for constructing a narrative text are:**
  - ➤ **an orientation**in which the narrator tells the audience about *WHO* is in the story, *WHEN* the story is taking place and *WHERE* the action is happening
  - ➤ **a complication** that sets off a chain of events that influences what will happen in the story
  - ➤ **a resolution** in which the characters solve the problem created in the complication

In the Task 3 you find the following sentences.

The king had a prime minister.

Simple past tense

S+Verb 2

Examples:

The king had a prime minister.
S   V2
He threw her body into the river.
S   V2
There was a local ruler.
S   V2
The childrenfound a chocolate house.
S   V2

Task 7
You will find the following words in task 8. In pairs, find the meaning of these words in your dictionary and repeat after your teacher with good pronunciation.
Rara Anteng and Jaka Seger

Words	Bahasa Indonesia
daughter/ˈdɔː.tər/	
castle/ˈkɑː.sl̩/	
region/ˈriː.dʒən/	
prosperous/ˈprɒs.pər.əs/	
desperate/ˈdes.pər.ət/	
sacrifice/ˈsæk.rɪ.faɪs/	
crater/ˈkreɪ.tər/	
threaten/ˈθret.ən/	
catastrophe/kəˈtæs.trə.fi/	
worship/ˈwɜː.ʃɪp/	
annual/ˈæn.ju.əl/	
derive /dɪˈraɪv/	

The Legend of Nyi Roro Kidul

Words	Bahasa Indonesia
named/neɪmd/	
goddess/ˈgɑː.des/	
expected/ /ɪkˈspek.tɪd/	
decided/dɪˈsaɪ.dɪd/	
future/ˈfjuː.tʃər/	
wizard/ˈwɪz.əd/	
ulcer/ˈʌl.sər/	
cure/kjʊər/	
noble/ˈnəʊ.bl̩/	
swam/swæm/	
miracle/ˈmɪr.ɪ.kl̩/	
command/kəˈmɑː.nd/	

Hansel and Gretel

Words	Bahasa Indonesia
woodcutter/ˈwʊd.kʌt-ər /	
stepmother/ˈstepˌmʌð.ər/	

took/tʊk/	
drop/drɒp /	
pebble/ˈpeb.l̩/	
pocket/ˈpɒk.ɪt/	
breadcrumbs/ˈbred.krʌmz/	
went/went/	
cottage/ˈkɒt.ɪdʒ/	
witch/wɪtʃ/	
treasure/ˈtreʒ.ər/	
hungry/ˈhʌŋ.gri/	

Task 8

In groups of four play the Snakes and Ladders board game. During playing the game, you will find a story and after playing the game tell your story to your friends in other groups. Read the rules before playing the game. The Snakes and Ladders board game and the cards are in the Appendix.

The rules of snakes and ladders board game

1. Put your playing piece on the start square.
2. Decide who is going to start and which order you are going to play.
3. First player rolls the dice and moves forward according the number of the dice.
4. Read aloud the sentences in the cards you pass. The other students listen to the player who reads the sentences while checking the pronunciation from the dictionary.
5. Each player proceeds the same way, always start from square 1.
6. Continue the playing, roll the dice again, you have to read starting from card 1 until the position of your playing piece. Every move piece has to read the sentences on the cards. For example, if you are on the square 9 and then the dice shows 3 dots, move your playing pieces to square 12 and read the sentences from the card 9 to 13. Other players have to pay attention to check the pronunciation.
7. Player gets snakes; turn off from the snake tip until the snake's tail.
8. Player gets ladders; turn on from bottom of ladder until top of the ladder.
9. To finish you have to land directly on the square last square.

Task 9

Find a story. Then, retell the story in front of the class.

F. Learning Methods

Three-phase PPP (Presentation- Practice- Production)

G. Learning Activity
1. **Pre-teaching**
   Opening
   - T greets and calls the roll.
   - T leads the prayers.
   - T prepares the readiness of the Ss.
2. **While teaching**
   a) **Presentation**.
   - Ss listen to the monologue of the story of "Banyuwanyi".
   - T asks Ss to match the picture of stories to their title.
   - Ss answer orally.
   - Ss pronounce the words according to the story of "Banyuwangi".
   - In pairs, Ss fill the missing words in the story of "Banyuwangi".
   - T and Ss discuss the answers together.
   - Ss listen again to the monologue of the story of " Banyuwangi"
   - In pairs, Ss answer the comprehension questions and match the words with their meanings.
   - T and Ss discuss the answers together.
   - Ss listen to the explanation on the generic structure of narrative text and the grammar point about simple past tense.
   -

   b) **Practice**
   - Ss read the examples of simple past tense.
   - T divides the class into group of four.
   - T explains about the game and the rules and gives the game material to the students.
   - Ss pronounce the words according to the story in their group.
   - Ss play the snakes and ladders board game.

   c) **Production**
   - Ss tell the story to other group.
   - Ss retell a story in front of the class.
3. **Post-teaching**
   Closing
   - Ss and T make a conclusion about today's learning.

- S and T reflect on today's learning.
- T gives feedback to the Ss performance.
- T tells the material about next meeting.
- T leads the prayer and takes a leave.

H. Media

- Power point slide shows.
- Dictionaries.
- Snakes and ladders board game.
- LCD Projector.

H. Learning Source

- Mukarta, Sujatmiko, Joshephine S.M., and Widya Kiswara. 2007. *English On Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.
- Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

- http://shortstoriesshort.com/story/hansel-and-gretel/

G. Scoring Guidance

For listening task (Task 4 and 5)

Maximum score =13

Speaking Assessment Rubric

Aspects	Score	Criteria	Indicators
Pronunciation and intonations	1	Poor	S frequent problems with pronunciation and intonation.
	2	Fair	S' pronunciation and intonation are sometimes not clear or accurate.
	3	Good	S' pronunciation and intonation are usually clear or accurate with few

			problems areas.
	4	Excellent	S' pronunciation and intonation are almost always clear or accurate.
Fluency	1	Poor	S hesitates too often when speaking, which often interferes the communication.
	2	Fair	S speaks with hesitation, but it does not usually interfere the communication.
	3	Good	S speaks with some hesitation, but it does not usually interfere the communication.
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication.
Accuracy	1	Poor	S uses basic structures and makes frequent errors.
	2	Fair	S uses a variety of structure with frequent errors, or uses basic structure with occasional errors.
	3	Good	S uses a variety of grammatical structures, but makes some errors.
	4	Excellent	S uses a variety of grammatical structure with only occasional grammatical errors.
Vocabularies	1	Poor	S uses only basic and expressions.
	2	Fair	S uses limited vocabulary and expressions.
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	S uses a variety of vocabulary and expressions.

Speaking rubric proposed by J. Michael O' Malley and Pierce L. Veldez in Nurjanah (2013:122)

APPENDIX

The Legend of Nyi Roro Kidul

1.Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge.	2.It means The Goddess of sun. Her father was King Munding	3. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.	4. The king decided to marry Dewi Mutiara. He had a son from her.
5.Dewi Mutiara wanted her son to become a king in the future.	6. She asked the king to send his daughter away. The king did not agree.	7. Then, Dewi Mutiara called a black wizard to curse Kadita.	8. She wanted Kadita's beautiful body full of ulcer.
9. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princes cried.	10. The king was very sad. No one could cure his daughter's illness.	11.The king did not want her daughter to be a rumour so he sent his daughter away.	12.The poor princess. Did not know where to go. However she had a noble heart.
13.She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights.	14.Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.	15.Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before.	16.She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul.

Roro Anteng and Jaka Seger

1.Once upon a time, there was a king named king Brawijaya. He ruled Majapahit Kingdom.	2.He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger.	3.He was a man from the Brahmin Castle. King Brawijaya did not agree with their relationship.	4.Roro Anteng and Jaka Seger left Majapahit.
5. They moved to a place near Mount Bromo. They ruled the region.	6. The people were prosperous under the leadership.	7.However, they were unhappy because they had no children.	8.Desperate, they decided to climb the top of Mount Bromo.
9.They prayed for help to the god of Mount Bromo. He granted their wish.	10.However, the youngest children must be sacrificed in the crater of the volcano.	11.After giving a birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma.	12. If they broke their promise, they would be threatened with catastrophe.
13.After, Kesuma was sacrificed, they heard Kesuma's voice.He told everyone not to forget to perform worship.	14. Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice.	15. The word "Tengger" is derived from the last syllables of Roro Tengger and Joko Anteng.	16. They present annual offerings of rice, fruits, vegetables, livestock, and other local product.

Hansel and Gretel

1. Once upon a time, there lived a poor woodcutter, his wife and their two children named Hansel and Gretel.	2. After their mother died, they lived with a stepmother.	3.Because they were very poor, the stepmother asked the woodcutter to leave the children in the forest.	4. In the morning, the woodcutter took the children into the forest and left them there.
5.Hansel dropped the pebbles in his pocket along the way so they could came back home again.	6.Next day, the woodcutter took them to the forest again.	7.Hansel dropped breadcrumbs this time.	8.Unfortunately, the animals ate all the breadcrumbs and they could not came back home.
9.Hansel and Gretel went deeper and deeper into the forest.	10.They were hungry and tired. Suddenly they saw a cottage made of chocolate. Both ate it hungrily.	11.A wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them.	12.Then she locked them in a cage. The witch wanted to cook Hansel into soup.
13.She asked Gretel to light up the oven. Then, when the witch checked the oven, Gretel pushed her into the oven.	14.She died instantly. Hansel and Gretel found treasure in the cottage and carried it home.	15.Their stepmother had died and their father welcomed them happily.	16.They never went hungry again.

Snakes And Ladders
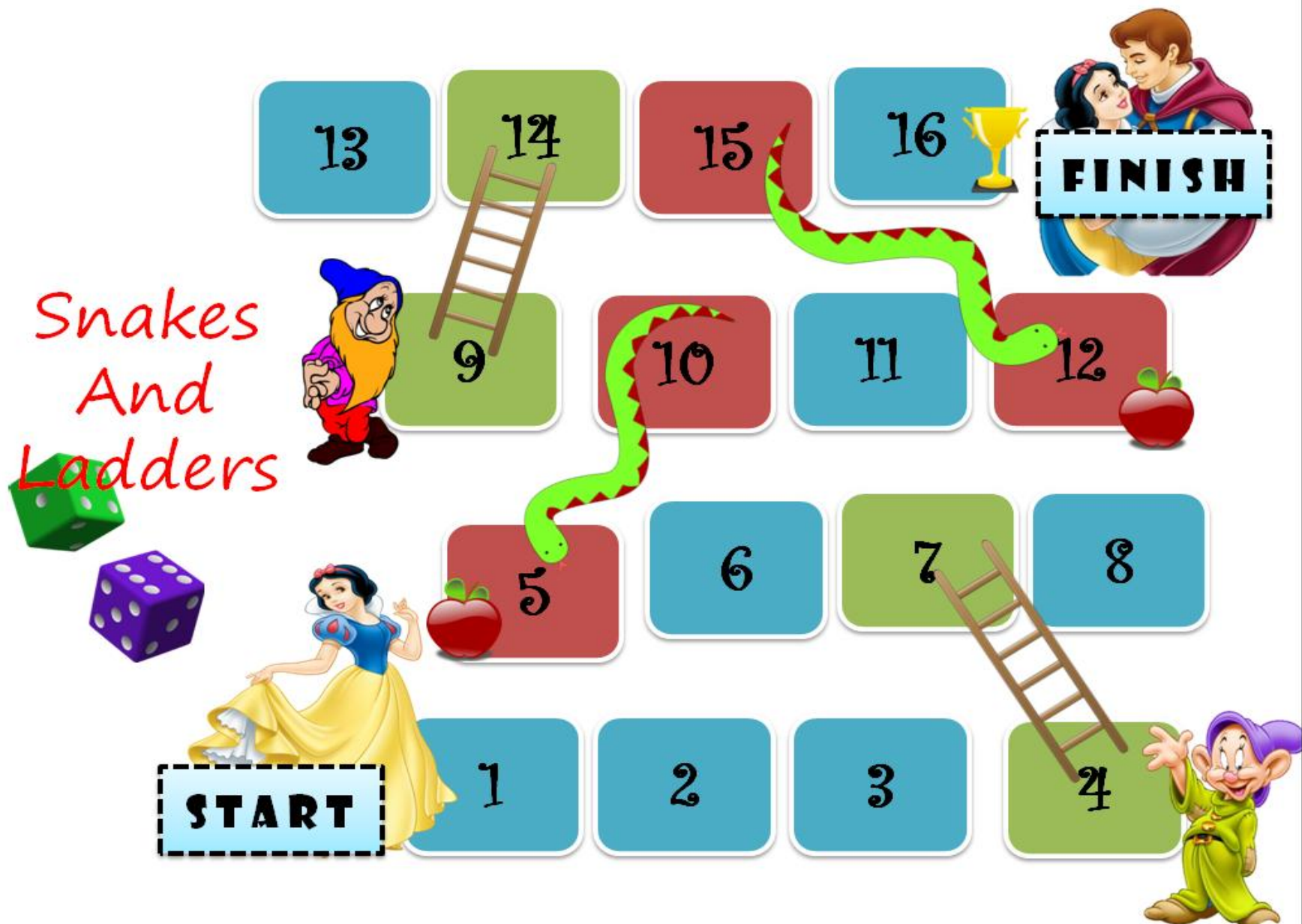
LESSON PLAN

School   : SMPN 1 Wonosari

Subject   : English

Grade/ Semester : VIII/2

Text Type   : Transactional and Interpersonal Text

Skill   : Speaking

Time Allocation : 4x40 minutes

A. Standards of Competence:

9. Expressing the meaning in simple transactional and interpersonal conversations to interact with the closest environment.

B. Basic Competence

9.2 Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

C. Indicators

The students are expected to be able to:

1. pronounce the words correctly,
2. identify the expressions of starting, extending, and ending conversation on the phone,
3. use the expressions of starting, extending, and ending conversation on the phone.

D. Learning Objective:

At the end of the learning process, the students are expected to be able to use the expressions of starting, extending, and ending the conversation on the phone appropriately.

E. Materials

A. Focus on Speaking

Task 1
You will find the following words in Task 3. In pairs find the meaning of these words in your dictionary and repeat the pronunciation after your teacher.

Words	Meaning
participants/pɑːˈtɪs.ɪ.pənt/	
presented/prɪˈzentid/	
come/kʌm/	
cousin/ˈkʌz.ən/	
surprise/səˈpraɪz/	

Task 2
Listen carefully to the dialogue between Reena and Gina on the telephone. While listening, complete the missing words or phrases.

Source: Scaffolding English for Junior High School Grade VIII

Situation:

Reena and Gina are talking about the band festival at their school last night.

Reena   : Hello? Who is calling?
Gina   :It's Gina. Can I 1)_____ to Reena?
Reena   : Yes, this is Reena. What's up?
Gina   : I 2) _____ the band festival last night. I need you to tell me about it. How was it going?
Reena   : It was a 3)_____ festival. There were 20 participants. All of them presented their best 4)_____. Why didn't you come last night?
Gina   : I was still in Surabaya. I had to 5)_____ my cousin's wedding party.
Reena   : I see.
Gina   : By the way, how was the performance of our school band?
Reena   : It was going enough. However, the 6)_____ was the band from SMP 5.
Gina   : Well, it is surprise me. Anyway, thanks a lot for the 7)_____ it is nice talking with you. Bye.
Reena   : Bye.

Task 3
Study the following explanation.

In the dialogue in Task 2 you find the word "surprise". How do you pronounce it?

Surprises /səˈpraɪz/

The letter 's' is generally pronounced /ziz/ when occurring in the final syllable. Here are some other examples.

Causes /kɔːziz/   Composes/kəmˈpəʊziz/   Praises /preɪziz/

Chooses/tʃuːziz/   Excuses/ɪkˈskjuːziz/

Task 4

Listen once again to the dialogue between Reena and Gina and study the explanation below.Practice the expressions with your friend sitting next to you.

In the dialogue, you find some expressions with different functions. Here are some expressions presented in a table.

Expression	Functions
• Hello • Who is calling, please? • Can I speak to Asep? • May I speak to….. • Could I speak to… • Well, I am calling to…..	Starting a conversation on the phone
• By the way…. • Well…….. • Anyway………	Expanding a conversation on the phone.
• It's nice talking with you. • It's time for me to say good bye. • Bye.	Ending a conversation on the telephone.

Task 5
In pairs, complete the following dialogue with the suitable expressions in the box. Then, practice with your friend.

May I speak to Elizabeth?	**Bye.**
Well,	**Who is calling?**

Situation:
Angelina is talking to Elizabeth n the telephone. She wants to borrow Elizabeth's guitar lesson video.
Angelina   : Hello? 1)_____?
Elizabeth   : Speaking. 2)_____, please?
Angelina   : It's Angelina
Elizabeth   : Hi, Angelina. How do you know my phone number?
Angelina   : Your friend gave me your number yesterday.
Elizabeth   : Oh. I see.
Angelina   : 3)_____, may I borrow your guitar lesson video?
Elizabeth   : Of course. When will you take it?
Angelina   : I'll come to your house at 4 p.m.
Elizabeth   : Okay. Is there anything else?
Angelina   : No, thanks. Bye.

Elizabeth   : 4)_____.

Task 6
In groups of four, play the Snakes and Ladders board game. In the game you will practice to use the expressions of starting, expanding and ending a telephone conversation. Read the rules before you play the game. The Snakes and Ladders board game and the cards are in the Appendix.

The rules of snakes and ladders board game:
1. Put your playing piece on the start square.
2. Decide who is going to start and which order you are going to play.
3. First player rolls the dice and moves forward according the number of the dice.
4. Take the card according to the number of the square indicates.
5. Read aloud the clue in the card.
6. The player should communicate with their friends within the group using the clue on the card. The group members also have to respond to the player who is playing.
7. Continue the playing, roll the dice again
8. Player gets snakes; turn off from the snake tip until the snake's tail.
9. Player gets ladders; turn on from bottom of ladder until top of the ladder.
10. To finish you have to land directly on the square last square.

Task 7
Make telephone conversations based on the following situations. Then, practice the conversation with your friends.

Situation 1

You were absent yesterday. You call your friends to borrow hi/her notebook .

Situation 2

Your bicycles broke down at school and you can't go home. You call your dad and ask him to pick you up

Situation 2

You are having a birthday party. You call your friend to invite him/her.

F. Learning Method
Three-phase PPP (Presentation- Practice- Production)

G. Learning Activity
1. **Pre-teaching**
   Opening
   - T greets and calls the roll.
   - T leads the prayers.
   - T prepares the readiness of the Ss.

2. **While teaching**
   a) **Presentation**
   - T shows the slides that contain the expression of starting, extending and, ending a telephone conversation.
   - Ss listen to the dialogue that contains the expressions of starting, extending and, ending a telephone conversation.
   - Ss find the meaning of some words and pronounce the word.
   - Ss complete the missing words in Task 2.
   - Ss and T discuss the questions.

   b) **Practice**
   - Ss practice the dialogue in Task 2.
   - Ss listen to the explanation of how to pronounce the letter "s" in the end of the words.
   - In pairs, Ss complete the missing information using the correct expressions.
   - T and Ss discuss the answers.
   - Ss practice the dialogue in pairs.

   c) **Production**
   - T divides the class into the groups of four.
   - T explains the rule of the game.
   - Ss play the Snakes and Ladders board game and practice using the expressions of starting, extending, and ending a conversation on the phone.
   - In pairs, T asks the Ss practice a telephone conversation according to a situation and act it out in front of the class.

3. Post-teaching

   Closing

   - Ss and T make a conclusion about today's learning.
   - S and T reflect on today's learning.
   - T gives feedback to the Ss performance.
   - T tells the material about next meeting.
   - T leads the prayer and takes a leave.

H. Media

- Power point slide shows
- Dictionaries.
- Snakes and Ladders board game.
- LCD Projector

H. Learning Source

- Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

G. Scoring Guidance

For listening task (Task 3)

Maximum score =7

Speaking Assessment Rubric

Aspects	Score	Criteria	Indicators
Pronunciation and intonations	1	Poor	S frequent problems with pronunciation and intonation.
	2	Fair	S' pronunciation and intonation are sometimes not clear or accurate.
	3	Good	S' pronunciation and intonation are usually clear or accurate with few problems areas.
	4	Excellent	S' pronunciation and intonation are almost always clear or accurate.
Fluency	1	Poor	S hesitates too often when speaking, which often interferes the communication.
	2	Fair	S speaks with hesitation, but it does not usually interfere the

			communication.
	3	Good	S speaks with some hesitation, but it does not usually interfere the communication.
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication.
Accuracy	1	Poor	S uses basic structures and makes frequent errors.
	2	Fair	S uses a variety of structure with frequent errors, or uses basic structure with occasional errors.
	3	Good	S uses a variety of grammatical structures, but makes some errors.
	4	Excellent	S uses a variety of grammatical structure with only occasional grammatical errors.
Vocabularies	1	Poor	S uses only basic and expressions.
	2	Fair	S uses limited vocabulary and expressions.
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	S uses a variety of vocabulary and expressions

Speaking rubric proposed by J. Michael O' Malley and Pierce L. Veldez in Nurjanah (2013:122)

Appendix

Conversation cards.

Hello….	May I speak to…	You call your friend to do homework together.	Who is calling?
You call your friend to go to school together.	You call your cousin to spent holiday at your town.	You want to say thank to your friends by phone.	It's time to me to say good bye.
Well, I am calling to…	You call your mom to pick you at school.	May I speak to….	Well….
Anyway….	You want to ask your friend to accompany you to go to the library by phone.	Can I speak to….	It's nice talking with you.
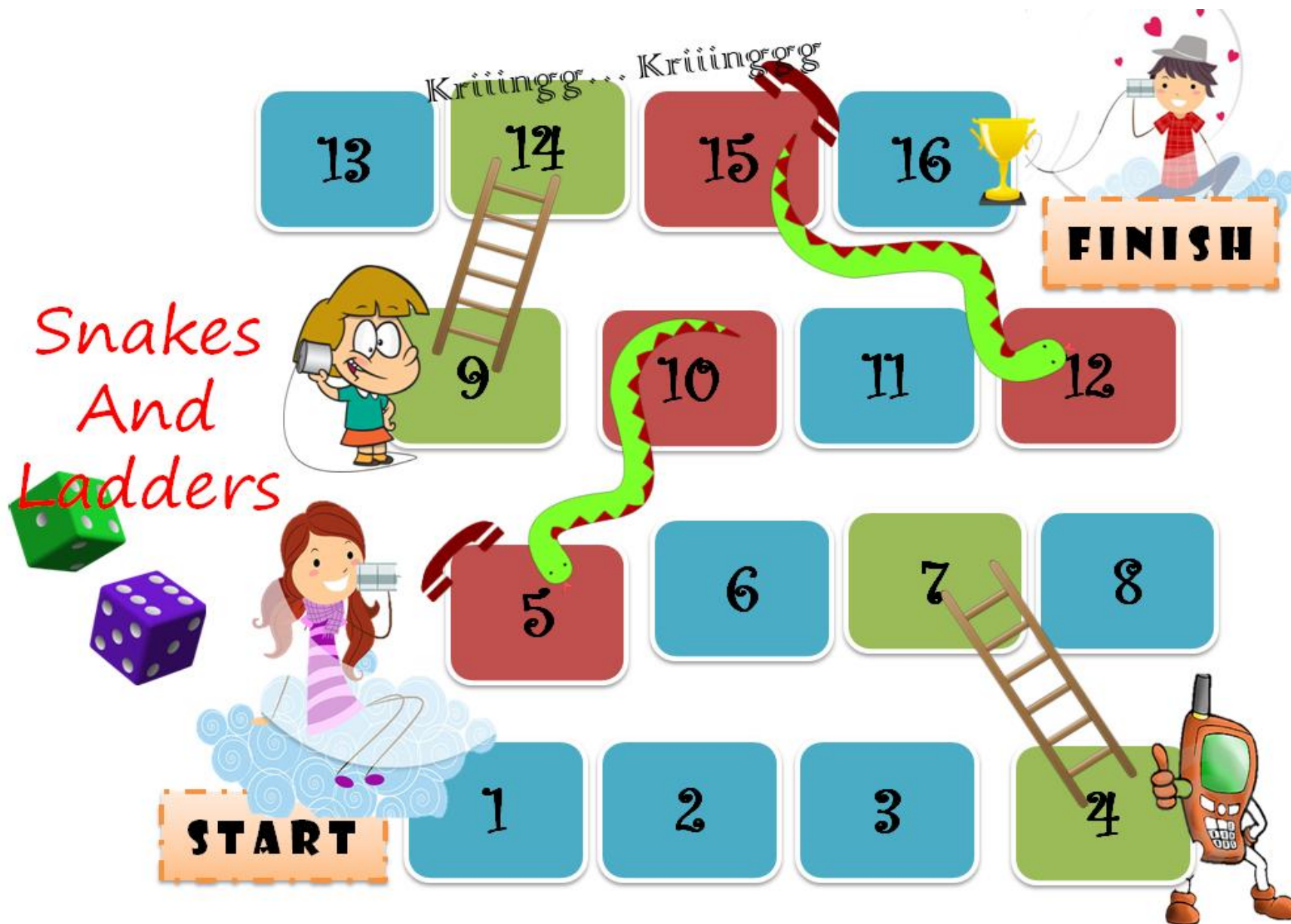
APPENDIX H
OBSERVATION CHECKLIST

OBSERVATION CHECKLIS OF TEACHING AND LEARNING PROCESS

No.	Observations Items	Meetings				
		1	2	3	4	5
1	**Pre-teaching**					
	• The R greets the Ss.	√	√	√	√	√
	• The Ss respond to the R's greeting.	√	√	√	√	√
	• The R asks the students to leads the prayer.			√	√	√
	• The R asks the Ss' condition.	√	√	√	√	√
	• The R calls the roll.	√	√	√	√	√
	• The R asks about the last material.	√	√	√	√	√
	• The R explains the goal of teaching.	√	√	√	√	√
	• The R checks the Ss' readiness to learn.	√	√	√	√	√
2	**While teaching**					
	• The Ss listen to the recording of a text.	√			√	
	• The Ss identify the text, vocabularies, and tense.	√	√	√	√	√
			√	√		√
	• The Ss do pronunciation drilling.	√	√	√	√	√
	• The R gives explanation to Ss.	√	√	√	√	√
	• The R gives Ss chance to ask questions.	√	√	√	√	√
	• The R checks the Ss' understanding.	√	√	√	√	√
	• The Ss work in a group.	√	√	√	√	√
	• The R explains the instruction of the task.	√	√	√		√
	• The Ss try to speak English in the class.	√	√	√	√	√
	• The Ss use dictionaries during the class.	√	√	√	√	√

continued

No						
3	Post –teaching					
	• The R summarizes the material given.	√	√	√	√	√
	• The R and Ss make the reflection of teaching and learning process.	√	√	√	√	√
	• The R gives preview of the upcoming material.	√	√	√	√	√
	• The R gives feedback to the Ss.	√	√	√	√	√
4	Class Situation					
	• The Ss are enthusiastic in the class.	√	√	√	√	√
	• The Ss are active in the class.	√	√	√	√	√
	• The time allocation is enough.	√	√	√	√	√
	• The R's instructions are clear.	√	√	√	√	√
	• The Ss understand the material.	√	√	√	√	√
5	Worksheet					
	• The instructions are clear and understandable.	√	√	√	√	√
	• The tasks are related to the theme.	√	√	√	√	√
	• There is sufficient allocated time for doing tasks.	√	√	√	√	√
6	Snakes and ladder board games activities					
	• The R explains the rules of the game.			√		√
	• The R distributes the game's material.			√		√
	• The Ss read the sentence in the card.			√		√
	• The Ss retell the story to their friends.			√		√
	• The Ss use the clue in the card to communicate with their friends.			√		√

APPENDIX I
SPEAKING SCORE

INTER-RATERS REABILITY OF THE STUDENTS' SPEAKING SCORE

No	Name	I & P		Mean (R+C)/2	A		Mean (R+C)/2	V		Mean (R+C)/2	F		Mean (R+C)/2	Total Score		Mean (R+C)/2
		R	C		R	C		R	C		R	C		R	C	
1	S1	1	1	1	3	2	2.5	3	2	2.5	1	1	1	8	6	7
2	S2	2	3	2.5	3	2	2.5	3	2	2.5	3	2	2.5	11	9	10
3	S3	1	1	1	2	2	2	3	2	2.5	1	1	1	7	6	6.5
4	S4	2	1	1.5	3	2	2.5	3	2	2.5	1	1	1	9	6	7.5
5	S5	2	1	1.5	3	2	2.5	3	2	2.5	2	2	2	10	7	8.5
6	S6	1	2	1.5	2	2	2	3	2	2.5	2	2	2	8	8	8
7	S7	2	2	2	2	2	2	3	2	2.5	1	1	1	8	7	7.5
8	S8	4	3	3.5	4	3	3.5	4	3	3.5	4	4	4	16	13	14.5
9	S9	1	1	1	2	1	1.5	2	2	2	1	1	1	6	5	5.5
10	S10	2	2	2	2	1	1.5	3	1	2	1	1	1	8	5	6.5
11	S11	2	2	2	3	2	2.5	3	2	2.5	1	1	1	9	7	8
12	S12	3	2	2.5	2	2	2	2	2	2	2	2	2	9	8	8.5
13	S13	2	1	1.5	2	2	2	2	2	2	1	1	1	7	6	6.5
14	S14	2	2	2	2	2	2	3	2	2.5	3	3	3	10	9	9.5
15	S15	4	4	4	4	4	4	4	4	4	4	4	4	16	16	16
16	S16	2	2	2	2	2	2	3	1	2	1	1	1	8	6	7
17	S17	1	1	1	2	2	2	3	2	2.5	1	1	1	7	6	6.5

198

No.	Student	R	C	Avg	R	C	Avg	R	C	Avg	R	C	Avg	R	C	Avg
18	S18	1	1	1	2	2	2	2	2	2	1	1	1	6	6	6
19	S19	2	2	2	2	2	2	3	2	2.5	1	1	1	8	7	7.5
20	S20	2	2	2	2	2	2	3	2	2.5	1	1	1	8	7	7.5
21	S21	3	2	2.5	2	1	1.5	3	3	3	3	2	2.5	11	8	9.5
22	S22	3	2	2.5	2	2	2	2	2	2	2	1	1.5	9	7	8
23	S23	2	1	1.5	3	2	2.5	3	2	2.5	1	1	1	9	6	7.5
24	S24	3	2	2.5	2	2	2	3	2	2.5	2	1	1.5	10	7	8.5

R   = score from the researcher   A   = accuracy

C   = scores from collaborator   V   = vocabulary

I   = intonation   F   = fluency

P   = pronunciation

No	Name	I & P		Mean (R+C)/2	A		Mean (R+C)/2	V		Mean (R+C)/2	F		Mean (R+C)/2	Total Score		Mean (R+C)/2
		R	C		R	C		R	C		R	C		R	C	
1	S1	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	15	12	13.5
2	S2	3	3	3	3	3	3	3	4	3.5	4	3	3.5	13	13	13
3	S3	3	3	3	4	3	3.5	4	3	3.5	3	4	3.5	14	13	13.5
4	S4	4	4	4	3	3	3	4	3	3.5	4	3	3.5	15	13	14
5	S5	3	3	3	3	3	3	4	3	3.5	4	4	4	14	13	13.5
6	S6	3	3	3	4	3	3.5	4	3	3.5	4	4	4	15	13	14
7	S7	4	3	3.5	4	3	3.5	3	4	3.5	4	4	4	15	14	14.5
8	S8	4	4	4	3	4	3.5	3	2	2.5	4	4	4	14	14	14
9	S9	3	3	3	2	3	2.5	4	4	4	3	3	3	12	13	12.5
10	S10	4	4	4	3	3	3	3	3	3	4	4	4	14	14	14
11	S11	4	4	4	4	3	3.5	4	4	4	4	4	4	16	15	15.5
12	S12	4	4	4	4	3	3.5	4	4	4	3	3	3	15	14	14.5
13	S13	4	4	4	4	3	3.5	4	4	4	3	4	3.5	15	15	15
14	S14	4	4	4	3	4	3.5	4	4	4	4	4	4	15	16	15.5
15	S15	3	3	3	3	3	3	4	4	4	4	4	4	14	14	14
16	S16	4	4	4	3	3	3	4	4	4	3	3	3	14	14	14
17	S17	3	3	3	3	3	3	4	4	4	4	3	3.5	14	13	13.5
18	S18	4	3	3.5	4	3	3.5	3	4	3.5	4	4	4	15	14	14.5
19	S19	4	4	4	3	4	3.5	4	4	4	4	4	4	15	16	15.5
20	S20	4	4	4	3	3	3	4	4	4	3	3	3	14	14	14
21	S21	4	4	4	4	3	3.5	4	4	4	4	4	4	16	15	15.5
22	S22	4	4	4	3	3	3	4	2	3	4	4	4	15	13	14

23	S23	4	4	4	3	4	3.5	3	2	2.5	4	4	4	14	14	14
24	S24	4	4	4	3	3	3	4	4	4	4	4	4	15	15	15

R   = score from the researcher   A   = accuracy

C   = scores from collaborator   V   = vocabulary

I   = intonation   F   = fluency

P   = pronunciation

No	Name	I & P		Mean (R+C)/2	A		Mean (R+C)/2	V		Mean (R+C)/2	F		Mean (R+C)/2	Total Score	
		Production Narrative													
		R	C		R	C		R	C		R	C		R	C
1	S1	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	15	12
2	S2	4	3	3.5	3	3	3	3	4	3.5	4	3	3.5	14	13
3	S3	2	2	2	2	2	2	3	2	2.5	2	2	2	9	8
4	S4	3	3	3	3	2	2.5	4	3	3.5	3	3	3	13	11
5	S5	3	2	2.5	3	3	3	3	3	3	3	3	3	12	11
6	S6	4	3	3.5	4	3	3.5	4	4	4	4	4	4	16	14
7	S7	3	3	3	3	4	3.5	4	4	4	4	3	3.5	14	14
8	S8	4	4	4	4	3	3.5	4	4	4	4	4	4	16	15
9	S9	3	3	3	2	3	2.5	4	4	4	3	3	3	12	13
10	S10	3	3	3	3	3	3	4	3	3.5	3	3	3	13	12
11	S11	3	3	3	3	3	3	4	3	3.5	3	3	3	13	12
12	S12	3	3	3	3	3	3	4	4	4	3	3	3	13	13
13	S13	3	3	3	2	3	2.5	4	2	3	3	2	2.5	12	10
14	S14	3	3	3	3	3	3	4	4	4	4	4	4	14	14
15	S15	4	4	4	4	4	4	4	4	4	4	4	4	16	16
16	S16	4	3	3.5	3	2	2.5	3	3	3	4	4	4	14	12
17	S17	2	2	2	3	3	3	4	3	3.5	3	3	3	12	11
18	S18	3	3	3	3	3	3	4	4	4	4	4	4	14	14
19	S19	3	3	3	3	3	3	4	3	3.5	3	2	2.5	13	11
20	S20	4	3	3.5	2	4	3	3	3	3	3	4	3.5	12	14

21	S21	4	4	4	4	4	4	4	3	3.5	4	3	3.5	16	14
22	S22	4	4	4	3	3	3	4	2	3	4	4	4	15	13
23	S23	3	4	3.5	3	3	3	4	3	3.5	4	4	4	14	14
24	S24	3	3	3	4	3	3.5	4	3	3.5	4	3	3.5	15	12

R   = score from the researcher   A   = accuracy

C   = scores from collaborator   V   = vocabulary

I   = intonation   F   = fluency

P   = pronunciation

No	Name	I & P		Mean (R+C)/2	A		Mean (R+C)/2	V		Mean (R+C)/2	F		Mean (R+C)/2	Total Score	
		Pretest Telephone													
		R	C		R	C		R	C		R	C		R	C
1	S1	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	15	12
2	S2	4	3	3.5	3	3	3	3	4	3.5	4	3	3.5	14	13
3	S3	2	2	2	2	2	2	3	2	2.5	2	2	2	9	8
4	S4	3	3	3	3	2	2.5	4	3	3.5	3	3	3	13	11
5	S5	3	2	2.5	3	3	3	3	3	3	3	3	3	12	11
6	S6	4	3	3.5	4	3	3.5	4	4	4	4	4	4	16	14
7	S7	3	3	3	3	4	3.5	4	4	4	4	3	3.5	14	14
8	S8	4	4	4	4	3	3.5	4	4	4	4	4	4	16	15
9	S9	3	3	3	2	3	2.5	4	4	4	3	3	3	12	13
10	S10	3	3	3	3	3	3	4	3	3.5	3	3	3	13	12
11	S11	3	3	3	3	3	3	4	3	3.5	3	3	3	13	12
12	S12	3	3	3	3	3	3	4	4	4	3	3	3	13	13
13	S13	3	3	3	2	3	2.5	4	2	3	3	2	2.5	12	10
14	S14	3	3	3	3	3	3	4	4	4	4	4	4	14	14
15	S15	4	4	4	4	4	4	4	4	4	4	4	4	16	16
16	S16	4	3	3.5	3	2	2.5	3	3	3	4	4	4	14	12
17	S17	2	2	2	3	3	3	4	3	3.5	3	3	3	12	11
18	S18	3	3	3	3	3	3	4	4	4	4	4	4	14	14
19	S19	3	3	3	3	3	3	4	3	3.5	3	2	2.5	13	11
20	S20	4	3	3.5	2	4	3	3	3	3	3	4	3.5	12	14
21	S21	4	4	4	4	4	4	4	3	3.5	4	3	3.5	16	14
22	S22	4	4	4	3	3	3	4	2	3	4	4	4	15	13

| 23 | S23 | 3 | 4 | 3.5 | 3 | 3 | 3 | 4 | 3 | 3.5 | 4 | 4 | 4 | 14 | 14 |
| 24 | S24 | 3 | 3 | 3 | 4 | 3 | 3.5 | 4 | 3 | 3.5 | 4 | 3 | 3.5 | 15 | 12 |

R   = score from the researcher   A   = accuracy

C   = scores from collaborator   V   = vocabulary

I   = intonation   F   = fluency

P   = pronunciation

APPENDIX J
DATA ANALYSIS

DATA ANALYSIS OF T-TEST

```
-TEST PAIRS=Sebelum WITH Sesudah (PAIRED)
  /CRITERIA=CI(.9500)

  /MISSING=ANALYSIS.
```

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sebelum	8.2500	24	2.43614	.49728
	Sesudah	14.2083	24	.80645	.16462

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sebelum & Sesudah	24	.089	.681

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Sebelum - Sesudah	-5.95833	2.49746	.50979	-7.01292	-4.90375	-11.688	23	.000

APPENDIX K
ATTENDANCES LIST

THE STUDENTS' ATTENDANCE LIST

No	Name	M/F	Date April – May 2014							
			16th	22nd	23rd	25th	29th	2nd	9th	13th
1	ADI MARGANI SURYA SAPUTRA	M	√	√	√	√	√	√	√	√
2	AISYAH KUSUMA WARDHANI	F	√	√	√	√	√	√	√	√
3	ALANG AMANDA PUSPA	F	√	√	√	√	√	√	√	√
4	ALIFAH ANDITA PRASETYANI	F	√	√	√	√	√	√	√	√
5	ANISA NUR HERAWATI	F	√	√	√	√	√	√	√	√
6	A'YUN NADIA RAHMA	F	√	√	√	√	√	√	√	√
7	CHUMAIRA DEBI NUR AKMALA	F	√	√	√	√	√	√	√	√
8	DEWI ZAHRY SALSABILA	F	√	√	√	√	√	√	√	√
9	DHIMAS CHARLIAN BUDIARTO	M	√	√	√	√	√	√	√	√
10	DICK ARYA SAPUTRA	M	√	√	√	√	√	√	√	√
11	EARTHA KELANA SAMODRA	M	√	√	√	√	√	√	√	√
12	ELISABET DEMA SELFIANA	F	√	√	√	√	√	√	√	√
13	FARCHAN BAKTI CAHYA PUTRA	M	√	√	√	√	√	√	√	√
14	HAEKAL DAWANIQ	M	√	√	√	√	√	√	√	√
15	MIRSA SEPTIANA MUTIK	F	√	√	√	√	√	√	√	√
16	MUHAMMAD DWIKY RIZA DITA PRIYANKA	M	√	√	√	√	√	√	√	√
17	MUHAMMAD MAHENDRA ADI SAPUTRA	M	√	√	√	√	√	√	√	√
18	MUKTI SARI DEWI	F	√	√	√	√	√	√	√	√
19	RIO SUTA NURCAHYA	M	√	√	√	√	√	√	√	√
20	ROSSA NOFERINA BUDIARTI	F	√	√	√	√	√	√	√	√
21	SEPDITA NUR ALIFA	F	√	√	-	√	√	√	√	√
22	WILDAN ADE WAHID PRAMANA	M	√	√	√	-	√	√	√	√
23	WINDIASTUTI	F	√	√	√	√	√	√	√	√
24	YUNITA DIAN SUSANTI	F	√	√	√	√	√	√	√	√

APPENDIX L

PHOTOGRAPHS

PHOTOGRAPHS

The students volunteer themselves.

The students read a dialogue.

The students use the electronic dictionary to check the pronunciation.

The students write their answers on the white board.

The students and the researcher discuss the answers together.

The students practice speaking using the Snakes and Ladders board game.

The researcher gives guidance to the students.

The researcher explains the materials using Power Point Presentation.

The students and the researcher pose together.

APPENDIX M
LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

Nomor	: 450g/UN.34.12/DT/IV/2014	11 April 2014
Lampiran	: 1 Berkas Proposal	
Hal	: Permohonan Izin Penelitian	

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 SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMP N 1 WONOSARI
THROUGH THE SNAKES AND LADDERS BOARD GAMES IN THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa dimaksud adalah :

Nama	:	ARINTIKA DEVI WULANDARI
NIM	:	10202241046
Jurusan/ Program Studi	:	Pendidikan Bahasa Inggris
Waktu Pelaksanaan	:	April – Juni 2014
Lokasi Penelitian	:	SMP N 1 Wonosari

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 1 Wonosari

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/**REG**/V/**288**/**4**/2014

Membaca Surat	: **KASUBAG PENDIDIKAN FBS**	Nomor	: **450G/UN.34.12/DT/IV/2014**
Tanggal	: **11 APRIL 2014**	Perihal	: **IJIN PENELITIAN/RISET**

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri 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 Dewan 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:

Nama	: **ARINTIKA DEVI WULANDARI**	NIP/NIM : **10202241046**
Alamat	: **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**	
Judul	: **IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMP N 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAMES IN THE ACADEMY YEAR OF 2013/2014**	
Lokasi	: **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**	
Waktu	: **11 APRIL 2014** s/d **11 JULI 2014**	

Dengan Ketentuan
1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda 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 kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **11 APRIL 2014**
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH
NIP. 19580120 198503 2 003

Tembusan :
1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN

PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN
Nomor : 269/KPTS/IV/2014

Membaca	:	Surat dari Setda DIY, Tanggal 11/04/2014, Nomor : 070/REG/V/288/4/2014 , hal : Izin Penelitian
Mengingat	:	1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
		2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
		3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Diijinkan kepada	:	
Nama	:	**ARINTIKA DEVI WULANDARI NIM : 10202241046**
Fakultas/Instansi	:	Bahasa dan Seni / Universitas Negeri Yogyakarta
Alamat Instansi	:	Karangmalang, Yogyakarta
Alamat Rumah	:	Semanu Tengah RT.05/37, Semanu Gunungkidul
Keperluan	:	Ijin Penelitian dengan judul "IMPROVING THE SPEAKING ABILITY OF GRADE VIII STUDENTS OF SMP N 1 WONOSARI THROUGH THE SNAKES AND LADDERS BOARD GAME IN THE ACADEMIC YEAR OF 2013/2014"
Lokasi Penelitian	:	SMP N 1 Wonosari
Dosen Pembimbing	:	Drs. Suharso, M.Pd.
Waktunya	:	Mulai tanggal : 16/04/2014 sd. 16/07/2014
Dengan ketentuan	:	

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di   : Wonosari
Pada Tanggal 16 April 2014
An. BUPATI GUNUNGKIDUL
KEPALA

Drs. AZIS SALEH
NIP. 19660603 198602 1 002

Tembusan disampaikan kepada Yth.
1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul ;
5. Kepala SMP N 1 Wonosari Kabupaten Gunungkidul ;
6. Arsip ;