

**IMPROVING THE SPEAKING SKILLS OF GRADE VIII
STUDENTS OF SMP N 1 NUSAWUNGU CILACAP IN
ACADEMIC YEAR 2013/2014 BY USING COMMUNICATIVE
GAMES**

A Thesis

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



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2014**

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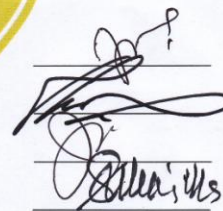
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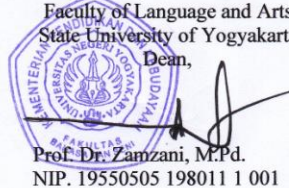
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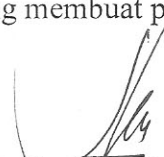
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Yang membuat pernyataan



Nila Nuria Imtihanna

MOTTOS

*Truly, my prayer and my sacrifice, my life and my death,
are (all) for Alloh, the cherisher of the world*

(Al-An'am: 162)

*If you change your wants to wills, you will get what you
want.*

DEDICATION

*This thesis is dedicated to my beloved parents for their
great support and unconditional love.*

ACKNOWLEDGEMENTS

All praise be to Allah SWT, the most Merciful and Beneficent. Without the blessings and miracles, the writer would never have finished the thesis. In accomplishing the study, the writer owes many people for support, guidance, and assistance. For this reason, the writer would like to deliver her thanks for them.

First, the writer would like to extend her sincerest gratitude to Suhaini M. Saleh, M.A., the first supervisor, and B. Yuniar Diyanti, Hum., the second supervisor, for the precious time, expert guidance, encouragement, advice, and support during the writing of the thesis.

Second, she also would like to deliver her thanks to the school principal, Mr. Subowo, M. Pd., who had given his permission for conduct the research, and also to the English teacher, Mr. Sokhib, S. Pd., the students of class VIIIA, and the school committee, for helping her in finishing the thesis.

Third, she would like to express her deepest gratitude to her beloved parents and family for all love, support, advice, and time for sharing and suggesting during the writing of the thesis.

Fourth, she is also grateful to her dearest friends, especially Awang, Christina, Dewi, Anastasia, Feby, and the other lovely PBI-H'07 friends. Furthermore, many thanks go to her lovely friends in Wisma Ukhti and also mas Tembonk. Thank you very much for giving me love, support, pray, happiness, advice, time to share, and always be there for her.

At least, needless to say this thesis is far from being perfect even though it is a result of the hard work. The writer hopes that this thesis will give some contributions to the improvement of the English teaching and learning in junior high schools.

Yogyakarta, of June 2014

The writer

Nila Nuria Imtihanna

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ABSTRACT

This study aimed at improving the speaking skills of grade VIII students of SMP N 1 Nusawungu in the academic year 2013/2014 by using communicative games.

This study was action research in which the purpose of this research is to improve the speaking skill of grade VIII students of SMP N 1 Nusawungu. The data of the research were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom and by interviewing the English teacher and the students. The quantitative data were obtained through speaking tests.

The result of this study showed that communicative games could improve the students' speaking proficiency and the atmosphere of the teaching and learning process became more alive. The improvement of the students speaking proficiency is showed by the improvements of their mean score. The mean score of pre-test was 8,14. After conducting the post-test, the students' mean score showed the improvement. Their mean score was 11,17. After conducting the post-test, the students' mean score showed the improvement. In addition, the atmosphere during the implementing of games also improved. The improvement could be seen in the terms of their participation in answering question, asking the teacher if they had difficulties, paying attention to the teacher's explanation, and increasing their motivation to learn. Based on the students' opinion gathered from their diary, the result showed that they feel relaxed in speaking; they got new knowledge from the game played. It also made the teaching and learning processes become enjoyable and fun and students confidents improved. Based on the discussion of the result findings of the research in the previous chapter, the researcher conclude that the use of communicative games is able to improve the students' speaking proficiency and make the atmosphere of the classroom become more alive.

Keywords: *communicative games, speaking skills.*

CHAPTER I

INTRODUCTION

A. Background of The Study

English has been widely used in various countries around the world. The fact can be seen from the use of English in many aspects in the world. It means that English is one of the languages of communication in numerous dialects and also the movement towards an international standard for the language. Therefore, people are supposed to master English in order to communicate well with people around the world.

To master English, one can learn it from various places. Learning English at school is one way to master English from the very basic. The English teaching and learning process in junior high school is aimed to develop students' communicative competence. To have communicative competence, students need to be able to comprehend and to produce spoken and written texts which are realized in the four language skills: listening, speaking, reading and writing. Therefore, the emphasis of English teaching and learning is to develop students' four language skills. (Depdiknas, 2006)

Unfortunately, the English teaching and learning process were not conducted ideally. For years, the adopted teaching learning methods merely focused on language forms – the correctness of rules for every grammar pattern – instead of language functions. What a teacher taught was how to make the students able to answer all the questions in the national final test.

The teacher taught about language instead of teaching how to use the language as a means of communication. In this case, speaking proficiency was neglected. Besides, the teacher taught speaking using methods that were not suitable to teach speaking. For example, the teacher asked the students to make dialogues only based on the patterns that were already taught previously and eliminated the possibilities to make more complex dialogues. In doing so, the teacher restricted the students to express whatever in their mind, whereas, the students must be given the highest opportunity to practice. In fact, most students were passive, shy, and afraid if they made mistakes.

Moreover, the teacher could not facilitate the students with good English learning environment – environment that could help the students to learn English. Some English teachers did not use English when they taught speaking. Furthermore, some English teachers could not create such learning environment that facilitated the students to speak English and at the same time, eased the boredom of a monotonous class.

The goal of the teaching speaking in a language class should be to encourage the acquisition of the communication proficiency and to foster real English communication in and out of the classroom. The teacher should present activities which were meaningful to students and which would motivate them to become committed to sustaining that communication to accomplish a specific goal. It followed that the objectives of developing oral proficiency would address this goal by setting for specific content, activities, and methods fostering communication.

In the real situation, students have less opportunity to practice spoken English. That is what happened in SMP N 1 Nusawungu. Based on the observation in the school, the students' vocabulary, grammar, and pronunciation were low. It made them unable to say something during the speaking class. Related to the competence of the students speaking proficiency, there were some indicators which showed that they did not speak accurately. First, the students often answered the questions given with improper pronunciation. Second, they also spoke with wrong vocabulary choice, and third, they got difficulties to create sentence or expression with correct grammar. Another difficulty was found in speaking material. The speaking materials are too complicated and focused on the expressions in speaking but rarely gave opportunities for the student to practice. The speaking practice in the book was filling the answer in the blank spaces based on the given dialogues.

Other indicators were shown in the classroom atmosphere. During the teaching learning process, the students were not enthusiastic and interested in joining the learning activities. Only a few students had great willingness to speak up voluntarily. When all the students spoke together, it got too noisy and they just ended up chatting in their own language. Moreover, when the time of teaching and learning conducted after break time, they look tired and show a low motivation to join the teaching and learning process. For instance when the teacher asked them to come forward to have speaking practice with their friends, they refused it.

Other factors causing the students' low speaking proficiency were the English teaching materials and the teacher's teaching technique. Students mostly learnt through students' worksheet (LKS) which contained more written tasks and less speaking practice. During the speaking lesson, the teacher asked students to do the exercise in the worksheet (LKS) individually. Sometimes they just cheated from other students' answers and copied them. If there was a dialogue, the teacher asked them to complete it and read it in front of the class. This technique was considered ineffective to enhance their speaking ability.

From the situation stated above, the researcher assumed that English teaching and learning process should be improved in order to enable the students speak English better. Communicative games were expected to be able to be the alternative in teaching speaking. It is expected that by using communicative games the students can improve their speaking proficiency. According to Hadfield (1996: 4) games are activities with rules, a goal and an element of fun. Therefore, it could attract the students' attention to learn English and achieve the learning goals with more fun during the process. The use of games was expected to ease the students in learning English as well as gave them more chances to practice speaking.

There were several reasons why communicative games could improve the students' speaking proficiency. First, they helped the teacher to create context in which the language was useful and meaningful (Wright, 1997: ii). The learners would be interested to take part and in order to do so they must

understand what others say or write, and they must speak or write in order to express their own point of view or give information. Second, enjoyment of games was not restricted by the age. It was generally accepted that young learners and adult were very willing to play games.

According to Chen (2000: 4), games make the learners more enthusiastic to ask questions and think creatively about how to use English to achieve the goal. They were thus a natural self-expression for both the young and old. They had the advantage of attention in focusing, providing a self-motivating environment for the students with their active participation.

There are language games that can be used during English teaching activity. The games are available in various types and difficulty levels but it promote students in the learning. Games that have been adapted into language games are such as shopping games. This game requires a person to buy things from sellers situated around him. The game forces the students to actively involve in the classroom activity by asking information, price, bargaining, and comparing the things that he should buy as listed on their shopping lists.

Games encourage the students to be active in the classroom, entertain them, teach the language naturally, and promote fluency. They should be used because they help students see the beauty in a foreign language and not just problems of the foreign language itself.

Many advantages of games can overcome the speaking problems. The competition of games gives students a natural opportunity to work together and communicate using English with each other. Furthermore, by integrating

playing and learning, they practice the learned linguistic knowledge in a meaningful context.

B. Identification of The Problems

Based on the observation conducted, there were some problems that caused the low speaking proficiency of grade VIII students of SMP N 1 Nusawungu. The problems were vocabulary mastery, the use of mother tongue, limited speaking practice, the use of media, monotonous class activities and teaching technique. Vocabulary mastery was the main problem of grade VIII students of SMP N 1 Nusawungu. Students had so many ideas, thought, and information to convey but from the observation, they did not know how to utter the ideas, thought and information because they could not find or did not know the right word in English. As the result, they tend to switch to their mother tongue.

The second problem was the use of mother tongue. They tend to use the mother tongue when they did not know the English for a certain word is affecting their speaking accuracy and proficiency. The more students tend to switch the language, the less speaking skill they master. It could be seen from the observation that students often used their mother tongue in the class during the English lesson. It makes the English lesson less effective.

The third problem was the limited speaking practice. Students' lack of speaking proficiency was also caused by the limited speaking practice that the students have. In one class, there were 34 students and most of them were not

possible to have turn to practice English speaking in front of the class. Besides, English speaking lessons were often delivered in the written form such as book and LKS.

The fourth problem was the use of media. The absence of the teaching media in the speaking class made the students less interested in the lesson and they had low motivation to practice because the lesson became less interesting. The media did not only attract their attentions but also became their speaking model to improve the students' speaking proficiency.

The fifth problem was the monotonous class activities. There were too often that the class became so monotonous and boring. It was because the materials were too difficult, no challenging tasks to improve the speaking proficiency and many more.

The sixth problem was the teaching technique. The speaking class is rarely noisy as it should be. Normally, when all students practiced speaking, there would be noises and buzzes everywhere in the classroom, unfortunately, the teaching technique used by the teacher did not incorporate communicative games to evoke students' motivation to practice and train their speaking proficiency.

C. Delimitation of The Problem

Based on some problems stated before, the researcher will not solve all the problems because of the time limitation and in order to focus the study. That is why the researcher will limit only the use of communicative games to

improve the speaking skill at the grade VIII students of SMP N 1 Nusawungu in the academic year 2012/2013. The reason of using communicative games in the improving the speaking skill is that the games make the learners more enthusiastic to involve in the teaching and learning speaking, the games make students have great willingness to practice speaking skill. The games also encourage the students to active in the classroom, entertain them, teach the language naturally, and promote fluency. By integrating playing and learning, they practice the learned linguistic knowledge in a meaningful context.

D. Formulation of The Problem

Based on the limitation of the problem above, the problem of this research can be formulated as “How can communicative games improve the students’ speaking skills?”

E. Objective of The Study

In line with the formulation of the problem above, the aim of this study is to describe how the communicative games improve the students’ speaking skills.

F. Significance of The Study

This study has significances to give some contributions to the English teaching and learning process as follows:

1. For English teacher, this research is expected to become a resource about the way to improve the quality of teaching and learning process.
2. For the English department students, this research is expected to become a considerable resource to enrich their knowledge or as a reference in writing their thesis.
3. For the researcher, the research can increase the researcher's awareness and ability in developing English learning activities by using games. And also give an experience in doing the research.
4. For other researchers, this research is expected to become a reference for they who have interest about the same field.

CHAPTER II

LITERATURE REVIEWS

A. Theoretical Reviews

1. The Nature of Speaking

Communication is defined as a continuous process of expressions, interpretation and negotiation (Savignon, 2002). Edge (1999: 120) states that in theory, the four skills can be mixed any way, but the most common ways for ELT involve some kinds of information input followed by some kinds of language output. So the pattern is usually:

Listen/Read —————→ **Converse/Discuss** —————→ **Speak/Write**

This pattern can provide a basis for all kinds of activities in which students can extend their control over the systems of language and the skills of language use.

Edge (1999: 115) says that there is disagreement in ELT about the role of speaking and writing. Some people argue that when students produce a language, they are showing you what they have already learned. Some people argue that communicating in the language is a part of the learning process itself. This does not have to be a problem. Teachers certainly depend on the students' production of language to give them information about their progress. An emphasis on communicative language production will give feedback on what they have learned, while also arguably assisting their learning. From both perspectives, it is important to use the correction

of language as an encouragement and not as punishment. Correction is not a simple matter of comparing student production with Standard English and consistently pointing out the differences. Teachers also have to think about:

- 1) which student's mistakes are signs of progress for that individual,
- 2) which mistakes a student is ready to learn from,
- 3) whether, when and how to correct.

Speaking is one of the four language skills taught in the teaching of English. Finocchiaro and Brumfit (1983: 140) consider that the speaking activity consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. They consider speaking as a complex skill, which involves the knowledge of sounds, structures, vocabulary and culture subsystem of the language. Moreover, Finocchiaro and Brumfit (1983: 140) say

.....a. the speaker must think of the ideas they wish to express, either initiating in conversation or responding to a previous speaker, b. change the tongue, lips and jaw position in order to articulate the appropriate sounds, c. be consciously aware of the appropriate functional expression, as well as of the grammatical, lexical, and cultural features needed to express the idea; d. be sensitive to any change in the "register" or style necessitated by the person(s) to whom they are speaking and the situation in which the conversation is taking place; e. change the direction of their thought on the basis of other person's responses.

In everyday language use, people normally focus their attention primarily on the meaning of what they see or hear rather than on its linguistic form, "Language is seen as a system of rules but also as a dynamic resource for creation of meaning" (Nunan, 1989). People would surely speak a language to communicate their ideas and feeling to others. They will

learn something from their neighborhood by speaking. Littlewood (1981: 66) says that in speaking, people make conscious decisions about the message they want to convey, but the lower-level choices of structures and vocabulary occur more or less automatically. So far, speaking is not an individual action, but it is a social action. This means, if one speaks, he/she needs others to listen. The listener is hoped to give correct responses to what he/she speaks. So, a dialogue will be available.

Because a speaker needs a listener to comprehend and give responses, a speaker always uses short utterance – or sometimes a speaker repeats again and again, so he/she is sure that the listener gets his idea. According to Brown and Yule (1983: 55) as quoted by Nunan (1989: 24), spoken language consists of short, often fragmentary utterances, in range of pronunciation. There are a great deal of repetition and overlaps between one speaker and another.

The term "making the listener comprehend" means that the speaker should communicate meanings. In this case, the listener should have the similar perception to the speaker about what is communicated.

Littlewood (1981: 66) says that successful oral communication involves developing:

- 1) the ability to articulate phonological features of the language comprehensively
- 2) mastery of stress, rhythm, and intonation patterns,
- 3) an acceptable degree of fluency,

- 4) skill in negotiating meanings,
- 5) conversational listening skill (successful conversation requires a good listener as well as a speaker),
- 6) skills in knowing about and negotiating the purpose of conversation, using appropriate conversational formulae and fillers,
- 7) skills in the management of interaction,
- 8) skills in taking short and long speaking turns,
- 9) transactional and interpersonal skills.

a. Teaching Speaking

Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't start to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level – in other words, not too much, said Harmer (1998: 94).

1) Teacher Roles

According to Byrne (1997: 2), the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- a) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- b) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- c) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

2) Problems with Speaking Activities

According to Ur (1996: 121), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

a) Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b) The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c) The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

3) Solutions for the Problems of Speaking Activities

There are some solutions which can be selected to overcome the problems in speaking activity (Ur, 1996: 121-122). These are:

a) Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

b) Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students

can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

d) Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

e) Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

b. Teaching Speaking in Junior High Schools

In reference to the School-Based Curriculum (KTSP) proposed by the ministry of National Education in 2006, the objectives of the English

teaching at the junior high school level enable the students to communicate in daily life context.

The curriculum is developed by formulating the standard of competence and basic competence from the center of educational ministry to suit the needs of the education programs with the needs and potential of the region. Then the teacher develops each of those based on the school potential, learners' background, social and cultural background, and the like. Meanwhile, in standard of competence and basic competence of school-based curriculum, state that the learning of English should be developed equally both oral and written forms.

Hence, the teacher has to select all the material by referring to the objective of the curriculum and up to date issues in society or authentic materials provided in the society. The table below presents an example of the standard of competence and basic competence for grade VIII of Junior High School at the second semester.

Table 2.1: The Standard of Competence and Basic Competence of Speaking for Grade VIII of Junior High School at the Second Semester

Standard of Competence	Basic Competence
9. To express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.	<p>9.1 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving, and refusing service, asking, giving, and refusing things, asking, giving, and denying information, asking, giving, and denying opinion, and offering, accepting, and denying something.</p> <p>9.2 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving agreement, responding to a statement, giving attention to a speaker, starting, getting along, and closing a conversation, and starting, getting along, closing telephoning.</p>

By looking at the basic competence of speaking, the teachers are also able to see the scope of speaking material that will be taught to the students. In conclusion, the final goal of teaching and learning English as stated by the School-Based Curriculum is that the student can use the language in real communication. In other words, the students are taught

English in order that they are able to communicate in English in their daily life context.

c. Communicative Language Teaching (CLT)

According to Larsen – Freeman (2000: 121) some observe that learners can produce sentence accurately inside a lesson, but could not use the appropriately when generally communicating outside the classroom. Learners may know the rules of sentences, but they do not have a capability in applying their knowledge of language. It implies that being able to communicate requires more than mastering linguistic structures. According to Hymes in Larsen-Freeman (2000: 121) it is also needs communicative competence knowing when and how to say what to whom. Such observation contributes to a shift in the field in the late 1970s and early 1980s from a linguistic structured centered approach to a communicative approach. The application of the communicative approach in language teaching is communicative language teaching.

Richards and Rogers (2001: 161) proposes the characteristics of communicative view of language as follows:

1. Language is a system for the expression of meaning.
2. The language function is for communication and interaction.
3. The language form should be based on communicative purposes.
4. The skills be taught not only consist of grammatical and structural features but also categories of functional and communicative meaning included in discourse.

1) The characteristics of CLT

Brown (2001: 43) assert that there are six interconnected characteristics as a description of CLT:

- a) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspect of language with the pragmatic.
- b) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather than aspects of language that enable the learner to accomplish those purposes.
- c) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d) Students in a communicative class ultimately have to use the language, productively and receptively. In unrehearsed contexts outside the classroom, classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- e) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning

and through the development of appropriate strategies for autonomous learning.

- f) The role of the teacher is that of facilitator and guide, not an all – knowing best of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

2) The principle of CLT

Morrow (1981: 59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or techniques can be evaluated, related and applied. He proposes five principles as follow.

- a) Know what you are doing

This principle tells the reason why the learners must learn a linguistics feature in what way. It means that at the end of the lesson, the students should get ‘something’ than they do not have at the beginning or they can do “something’ that they cannot do at the beginning. For example, to retell the news items, the students need to know the pattern of past tense. Then, they must know how to use it in certain situation. Morrow (1981: 61) emphasizes that the “something” here is communicatively useful.

- b) The whole is more than the sum of parts

This principle is related to the ‘analytic’ and ‘syntactic’ approach to language teaching. A syntactic procedure would involve learners

in the learning process individually and practicing how to combine them. An analytic procedure would introduce complete interaction of the text and focus for learning purpose on the way these are constructed (Morrow; 1981: 61). He states that a discussion may be made to share the same concern with the 'whole' rather than 'part'. A communicative method is likely to make use of both approaches.

c) The process are as important as the forms.

This principle is related to the goal in developing the ability of learners to communicate in a foreign language. It will put emphasis on the process of communication. In addition, the practice on form of the target language can take place within communicative framework (Morrow; 1981: 1).

d) To learn it do it

What happens in the classroom much involves the learners and must be juggled in terms of the learning effects on him. In a learning a language, cardinalities of learning theory is that, 'you learn by doing'. It means that learning a language in CLT should provide learners many activities to practice using the target language intelligibly.

e) Mistakes are not always a mistake

Learning language in CLT provides many chances for learners to practice using the target language. During the activities, they may be forced into activities for which they have not been prepared, and

in an effort to deal with them, they make mistakes. Making mistakes, in relation to grammar or pronunciation, are permitted as long as they get the message across. In short, CLT regard making mistakes as not always a mistake.

d. Characteristics of Teenage Learners

According to Piaget in Suyanto (2010: 6), there are four phases of children's growth they are:

- 1) Sensory motor Stage, from born – 2 years
- 2) Preoperational Stage, 2 years – 8 years
- 3) Concrete Operational Stage, 8 years – 11 years
- 4) Formal Stage, 11 years – 15 years and more.

In the formal stage there are students of junior high school that are usually called as teenagers or adolescents. This is the transition period from the childhood to the adulthood. In this phase, there are many changes of their attitudes, aptitude even their life style.

Teachers have to know and understand the characteristic of teenage students; why they seem to be less lively and less motivated. There are a number of reasons why teenage students become disruptive in class. Apart from the need for self esteem and the peer approval they may provoke from being disruptive, there are other factors too, such as the boredom they feel and not to mention, the problems they bring into class from outside the school. However, while it is true that adolescents can cause discipline problems, it is usually the case that they would be much

happier if such problems did not exist. They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them.

However, we should not become too preoccupied with the issue of disruptive behavior. For while we will all remember unsatisfactory classes, we will also look back with pleasure on those groups and lessons which were successful. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things, which interest them. According to Scrivener (2005: 329), in teenage classes, the learners are discovering a range of new possibilities for themselves. They are discovering what impact they can have on the world and can be very motivated. The learners can bring a strong enthusiasm for topics they are interested in and they can get very focused on specific things relevant to themselves. They often respond well to work that is clearly organized and takes their interest into account. But although teenage classes can be among the most interesting and exciting, they also have some reputation for being demanding on the teacher.

Based on the explanation above, teaching teenage learners differs from adult. It requires the knowledge of knowing all the development differences. Consequently, teaching them requires different methods. Understanding the development differences can help the teacher to develop method and a system of work that he or she will use in the

process of teaching. The teacher should know and be aware of some characteristics in order to choose the best technique and media in helping the children to learn.

e. Speaking Skills

Harmer (1991: 46) states that speaking happens when two people are communicating to each other; it is clear that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communication purposes, and they select from their language store. It is a common nonprofessional's opinion that speaking a foreign language is the most difficult task of all. Experience shows there is much truth in that statement. For most people, the ability to speak a foreign language is, unfortunately, not acquired very easily. Therefore, one of the most important elements in the process of acquiring the speaking skill is constant motivation and an opportunity for the learner to develop a feeling of achievement. Graded and sequential practice is of great value in developing the speaking skill.

To enhance the English-speaking practice, some learners may formerly initiate by imitating the ways that the English native speakers speak the language. However, the goal of sounding like a native speaker is unrealistic in any course of study (there are always individual exceptions). The crucial element is the degree of approximation, which is aimed at in the course. Continually, the teacher must play the role of a realistic evaluator. If the learners have a great amount of difficulty

producing an English sounding *r*, it is not necessary to attach attention to the issue. Real communication can still take place if the *r* sound is non-native. At every stage it is desirable for learners to use what they know and to have practice talking with native speakers, even if they do not sound like native speakers themselves.

Edge (1999: 155) states that the most important skills of language production are the ability to:

- 1) develop meanings logically and clearly
- 2) express unambiguously the function of what one says or writes
- 3) use language appropriate for the people one is addressing

A necessary strategy for language learners is to develop ability to communicate ideas, which they do not know exactly how to express. As with receptive skills, there are also all the micro skills of linguistic ability which underlie this level of skill, plus the skills of language learning. Once again, the essential attitude to build is one of confidence in a situation of uncertainty. According to Brown (2001: 271) there are six types of classroom speaking performance. They are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recording” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not

for the purpose of meaningful interaction, but for focusing on some particular elements of the language form.

Constant practice and drilling with speech that serves no purpose except to pass examinations will ensure a good grade in the exam but will not prepare students to communicate in English in the real world. Some of the most common purposes of speech are listed below:

a) to give instructions

These should be clear and are best supplemented by visual means, such as maps, charts, and diagrams. Trying to give instructions only aurally is unrealistic, especially when they are complex, such as complex road direction. Even a shopping list is probably best used when written down.

b) to inform

This would vary, depending on whether the listener is expected to grasp just the main idea, or also to pay attention to specific details.

c) to convey certain attitude or feeling

The purpose of quite a lot of oral communication is not so much to convey information, but to convey a certain attitude or feeling about a topic.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking

can be said initiative if it can even form part of some pair work activities, where learners are going over certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech.

5) Interpersonal (dialogue)

Another form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberate. These monologues can be planned or unplanned.

In relation to speaking competence, the English teaching-learning process cannot be separated from communicative competence involving:

- a) knowledge of the grammar and vocabulary of the language,
- b) knowledge of rules of speaking (e.g. knowing how to begin and end conversation, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situation),
- c) knowing how to use and respond to different types of speech act such as requests, apologies, thanks, and invitations,
- d) knowing how to use language appropriately. (Richard, Platt and Weber, 1985: 49) as quoted in Nunan (1999: 226).

According to Brown (2001: 272), there are sixteen micro skills of oral communication:

- 1) Producing chunks of language of different lengths
- 2) Orally producing differences among the English phonemes and allophonic variants
- 3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contour
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Producing fluent speech at different rates of delivery.
- 7) Monitoring the oral production and using various strategic devices – pauses, fillers, self-correction, backtracking, - to enhance the clarity of the message.

- 8) Using grammatical word classes, systems, word order, patterns, rules, and elliptical forms
- 9) Producing speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Expressing a particular meaning in different grammatical forms.
- 11) Using cohesive devices in spoken discourse.
- 12) Accomplishing appropriately communicative function according to situation, participants, and goals.
- 13) Using appropriate register, implicature, pragmatic convention, and other sociolinguistic features in face-to-face conversation.
- 14) Conveying links and connection between events and communicating such relation as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
- 15) Using facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings.
- 16) Developing and using a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for helps, and accurately assessing how well the instructor understands the learners.

f. Learning Speaking

The characteristic of the communicative approach is that all of the activities are done in a communicative intent. Therefore, in learning

speaking, the learners use the language through communicative activities such as games, role-play, and discussion.

Larsen (1986: 132) describes three features of communicative activities, namely information gap, choice, and feedback. Communication occurs when there is a gap of information between the learners, in which one learner knows something that the other learner does not. The learners communicate in order to complete the information needed. The second feature, choice, means that in the communication the learners have choice of what they will say and how they will say it. Thus, the speaking exercises and activities in the classroom are not tightly controlled so that the learners can express their ideas and opinions in many ways. They are allowed to express their individually by having them share their ideas and options. The last feature is feedback. This feature explains that communication becomes worthwhile when the speaker receives response from the listener. Thus, the learners evaluate whether their purposes have been achieved based on the information they receive from the listener. If the listener does not provide such feedback, then the exchange is not communicative.

1) The Roles of Learners

The role of learners in Communicative Language Teaching is different from those in the traditional approach because the focus of communicative approach is on communicative process. It means that in the communicative approach the basic role of learners is a

communicator. They learn to communicate by communicating. As the communicator, the learners are engaged in negotiating meaning even their knowledge of target language are incomplete (Larsen, 1986: 131). It means that the learners act as negotiator in which they try to make themselves understood about the target language. Richard and Rogers (1986: 77) states that since communicative interaction encourages cooperative relationship among the learners, the learners have role as joint negotiator within the group and within the classroom procedures and activities. Thus, the learners do not only negotiate meaning by themselves but also interact with other learners rather than with the teacher. The interaction can be in the various configurations such as pairs, triads, small group, and whole group.

2) Characteristics of Successful Speaking Activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur (1999: 120), there are some characteristics of a successful speaking activity:

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4) Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

g. Assessing Speaking

Oller (1979: 1) defines language test as a device that tries to assess how many students have learned a foreign-language course, or some parts of course. In this definition, Oller refers to the measurement of how far students master the learning materials and reach the objectives of language course.

According to Ur (1996: 34), there are nine reasons for conducting a test. A test can be used as a means to:

- 1) give the teacher information about where the students are at the moment, to help to decide what to teach next;

- 2) give the students information about what they know, so that they also have an awareness of what they need to learn or review;
- 3) assess for some purpose external to current teaching (a final grade for the course, selection);
- 4) motivate students to learn or review specific materials;
- 5) get a noisy class to keep quite and concentrate;
- 6) provide a clear indication that class has reached a “station” in learning, such as the end of a unit, thus contributing a sense of structure in the course as a whole;
- 7) get students to make an effort (in doing the test itself), which is likely to lead to better result and feeling of satisfaction;
- 8) give students task which themselves may actually provide useful review or practice, as well as testing;
- 9) provide students with a sense of achievement and progress in their learning.

Ur (1996: 39-41) suggests that the techniques of speaking test to test oral proficiency. They are questions and answers, monologue, making dialogues, role plays, and debate. There also are many techniques to conduct oral or spoken test. The most commonly used spoken test types are suggested by Thornburry (2005: 124-125), they are interviews, live monologues, recorded monologues, role plays, collaborative tasks and discussions.

Thornberry (2005: 127) proposes two main ways of scoring in spoken test, holistic scoring and analytic scoring. In line with the description before, Madsen (1983: 167) states that holistic scoring is used to evaluate a wide variety of criteria simultaneously such as appropriateness, fluency, grammar, vocabulary, and pronunciation. He states that the holistic scoring concentrates on communication while not overlooking the components of speech. In this type of scoring, the rating scale can be adapted for the use of teachers, and teachers can prepare their own scale (Madsen, 1983: 169-170).

2. Communicative Games

a. The Definition of Games

Games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also they encourage students to use their language in a creative and communicative manner.

Wright stated “.... ‘game’ to mean an activity in which the learners play and usually interact with others”. They also said that “Games help and encourage many learners to sustain their interest and work”. Next, their opinion is “Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written,

and they must speak or write in order to express their own point of view or give information”(Wright, et.al., 2006: 1-2).

Based on Rowell’s article in the Journal of Reading, Games for Language Learning are an excellent aid to the teacher who wants to make language learning more meaningful and more fun. Likewise, Hadfield defined games as “an activity with rules, a goal and an element of fun” (Hadfield, 1996: v). A similar opinion expressed by Lee, “games are enjoyable. Enjoyable also is the active cooperation with one’s fellows. In group or team activity, rivalry and cooperation go hand in hand” (1980: 1).

In addition, Rodgers in Shoemaker (1997: 73) states that games have four basic characteristics:

- 1) Competitive
- 2) Governed by rules
- 3) Goal-defined, engaging in that they challenge the participants.
- 4) They have closure on a predetermined point at which they are finished.

Considering that there are several experts’ opinions above, the writer concludes that games involve many factors such as employing rules, fostering cooperation while making learning fun. One can simply say that games are enjoyable. However, in addition to being enjoyable, games refer to rules to be followed pointing at a serious instructional planning and delivery process. It also allows students to work

cooperatively, compare with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programmes.

Competition, which is associated with games, plays a crucial role as for the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over.

b. The Significances of Games

Games provide language teachers and learners with many advantages when they are used in classroom. One of those advantages is that learners are motivated to learn the language when they are playing a game. As Ersoz (2011: 1) holds that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Lee (1980: 1) also said “They banish boredom and so make for willing learners.”

Based on Huyen and Nga, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Then, games usually involve friendly competition and they keep learners

interested. These create the motivation for learners of English to get involved and participate actively in the learning activities (ELF Journal).

Chen (2000: 2) states that there are some benefits of using games in language-learning. Games:

- are learner centered.
- promote communicative competence.
- create a meaningful context for language use.
- increase learning motivation.
- reduce learning anxiety.
- integrate various linguistic skills.
- encourage creative and spontaneous use of language.
- construct a cooperative learning environment.
- foster participatory attitudes of the students.

So, games making learning easier in an enjoyable way suggests that games are full of fun which leads to successful learning. In many games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible.

c. Types of Communicative Games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1996: v) explains two ways of classifying language games. She divides language games into two types:

Linguistic Games and Communicative Games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Lee (1980: 2) added that communicative games are not necessarily lengthy or complex. There is something to be communicated to others or to be found out from others, and the learners want to keep the game going because they are interested in it.

Moreover, Hadfield (1996: v-vi) classifies language games into many more categories:

a. Sorting, ordering, or arranging games.

For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

b. Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such

as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games

These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. Search games

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

e. Matching games.

This game involve matching corresponding pairs of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture.

f. Labeling games

These are a form of matching, in that participants match labels and pictures.

g. Exchanging games

In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category.

h. Board games

Scrabble is one of the most popular board games that specifically highlight language.

i. Role play, simulation and drama games.

Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

In addition, Harmer (1991: 126 – 129) classifies communicative games into four categories, those are:

a. Find the differences or similarities

Students are put into pairs. In each pair Student A is given a picture which is similar, but the different in some vital respect. They told that they must not look at each other's material but that they must find out

a certain number of differences between the two pictures through discussion only.

b. Describe and arrange

Students are told they are going to work in pairs. In each pair Student A is given the following pictures and told not to show them to Student B. on the other hand, student B is given the same pictures but cut up so they are not in any order. Consequently, Student B must arrange the pictures in the same order as students A's.

c. Story reconstruction

Students are given different parts of a picture story. They have to reconstruct the whole narrative even though individually they have seen only a small part of it. This is done because each member of group has seen a different picture; by talking about their pictures together the narrative emerges.

d. Poem reconstruction

The same principle of reconstruction can be applied to simple poems. Students have to reassemble lines which they are given. The activity mixes reading, listening and discussion.

B. Conceptual Framework

Learning English as a foreign language needs a set of methods and processes. The process of learning is an important part to master a language, especially in speaking. In improving the student's speaking skill, the researcher

needed to find some efforts to be implemented in the process of English teaching and learning process. The researcher needed to find the suitable and effective communicative games to be implemented in the school.

The communicative games satisfy all learning skills such as reading, writing, listening and speaking. These communicative games help the teacher to develop the students' thinking, creativity, imagination and all the components of cognitive sphere. The motivation, the emotions, the attitudes towards something or somebody, the self-conscience and self-confidence can either be involved in communication. Students are somehow involved in game activities that give them both the desire to communicate and a purpose, which involves them in a varied use of language. They can do the best to use the language as individuals.

Some benefits of using communicative games are more exposure to target language, more authentic opportunities to use the language, fun and interesting for learners, provides opportunity to use authentic materials. Another benefits of using communicative games are learning is maximized when students are engaged in relevant tasks within a dynamic learning environment instead of traditional teacher-centered classes, real life communication is the target learners are trained not only to be linguistically competent but also communicatively and sociolinguistic competent, communicative games are motivating, learning is achieved while learners are having fun.

Any activities which invite students to share themselves with others - even though they are light like the ones here - should be done in a calm and supportive atmosphere. Teachers must decide whether students want to do activities like this and how far they should be encouraged to reveal their feelings.

In addition, there are some benefits of communicative games. First, communicative games enable the students to learn the language by listening their partners. Second, they give students more opportunity to use the language rather than presentation activity in front of the class. Last, they increase the motivation and fluency to speak in the target language. Therefore, the researcher suggested the communicative games which have some positive effect to the English teaching-learning process to improve the speaking skill of the second grade students of SMP N 1 Nusawungu.

To conduct the research, the researcher needed to do some steps. First, the researcher needed to observe the school where the researcher was going to conduct the research. In the observation, the researcher needed to find some problems about the speaking learning process that can be influenced student's speaking skill. After finding some problems, the researcher set the plan of actions to solve the problems. Then the researcher implemented the actions collaboratively in the classroom. After implementing the actions, the researcher made some notes about improving student's speaking skill through observation and interview the students and English teacher. The researcher evaluated and analyzed the implementation the actions. At the end of the action, the

researcher made reflection of the actions indicated the success of the action. If the action was conducted to be successful or achieve a positive respect, then it was taken as one of the alternative efforts to improve the student's speaking skill for the second grade students of SMP N 1 Nusawungu.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This study is an action research study which is aimed at improving the speaking skills of grade VIII of SMP N 1 Nusawungu. Burns (1994: 293) says that action research is application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen.

Furthermore, Kemmis and McTaggart (1988: 5) describe action research as a form of 'self-reflective enquiry' undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practice, as well as their understanding of these practices and the situations in which these practices are carried out.

An action research study takes the following cycles:

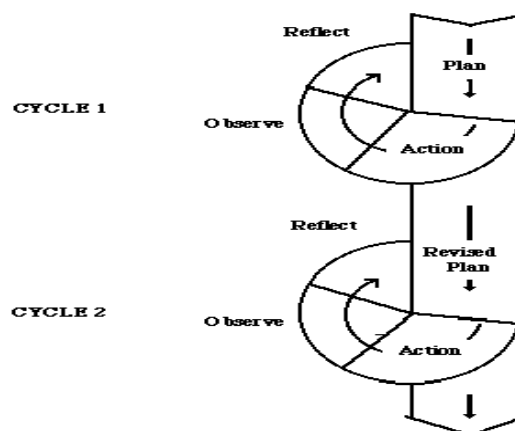


Figure 3.1: Action Research Model by Kemmis and McTaggart

All those steps can be explained as follow:

1. Planning

Planning is a plan to conduct treatment that has been stated in the objective of the research. In this activity the researcher formulates some procedural acts how to improve student's speaking skills using communicative games. The procedures are put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching and learning process.

2. Acting

In this step, the researcher tries to implement communicative games procedural acts that have been formulated at planning.

3. Observing

While the collaborator is implementing the communicative games in improving students' speaking skills, the researcher is observing the teaching and learning process. In this step, the researcher identifies and analyzes the data collected during the treatment. The data being taken were quantitative data. It is taken from tests.

4. Reflecting

Reflecting is the activity of evaluating critically about the progress or change of the students, class, and also teacher. In this step, the writer can observe whether the 'action' activity give result any progress, what progress happened, and also about the positives and negatives, and so on.

When the first cycle the researcher did not get the intended result, she improves or revises the planning for the second cycle based on the reflection of the first cycle. If after the second cycle the researcher obtains the intended result, the second cycle is ended with a conclusion.

B. Subject of The Research

The research was conducted on April-May 2014. In this study, the subject of the research was the grade VIII students of SMP N 1 Nusawungu in academic year 2013/2014. There were seven classes of grade VIII, they were class VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G. The research was conducted in class VIII A. This class was chosen because based on the previous observation, the students in this class had some problems in learning English. One of the problems dealt with speaking skills.

C. Setting of the Research

The research was conducted in SMP N 1 Nusawungu which is located in jl.Sukarelawan no.10 Nusawungu. The school has 21 classrooms, 1 teacher room, 1 headmaster room, 1 administration room, 12 restrooms, 3 laboratories, 1 library, 1 student cooperation, 1 health room, 1 mosque, 2 canteens, and 1 consulting room.

D. Instrument of the Research

The instruments used in this research were tests, observation checklist, interview guideline, questionnaires, and camera. The following table showed the instruments of the research and the types of data collected.

Table 3.1: Instrument of The Research

No.	Instrument	Data
1.	Tests	Test results / score
2.	Observation checklist	Field notes
3.	Interview guideline	Interview transcript
4.	Camera	Photographic data/pictures
5.	Scoring rubric	Score

The students' performance tests would be scored by using a speaking rubric obtained from Foreign Language Program of Studies, Fairfax County Public School (www.fcps.edu/is/worldlanguages/pals/documents/Level1AnalyticSpeaking.pdf.). It was a speaking rubric test consisting of six aspects. They were task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. Each aspect was scored 1 to 4 in which in every score had different indicator: the score higher, the indicator would be more complicated and vice versa. Then, the researcher will be determined whether there was any improvement on the students speaking ability or not based on the mean of the tests. For detail, it can be seen in the table of scoring rubric as follows:

Table 3.2: Analytic Speaking Rubric by Foreign Language Program of Studies, Fairfax County Public School.

Scoring Aspects						Score
Task Completion	Comprehensibility	Fluency	Pronunciation	Vocabulary	Language Control	
Minimal completion of the task and/or responses frequently inappropriate	Responses barely comprehensible	Speech halting and uneven with long pauses and/or incomplete thoughts	Frequently interferes with communication	Inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of basic language structures	1
Partial completion of the task; responses mostly appropriate yet undeveloped	Responses mostly comprehensible, requiring interpretation on the part of the listener.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts	Occasionally interferes with communication	Somewhat inadequate and/or inaccurate use of vocabulary	Emerging use of basic language structures	2
Completion of the task; responses appropriate and adequately developed	Responses comprehensible, requiring minimal interpretation on the part of the listener	Some hesitation but manages to continue and complete thoughts	Does not interfere with communication	Adequate and accurate use of vocabulary	Emerging control of basic language structures	3
Superior completion of the task; responses appropriate and with elaboration	Responses readily comprehensible, requiring no interpretation on the part of the listener	Speech continuous with few pauses or stumbling	Enhances communication.	Rich use of vocabulary	Control of basic language structures	4

E. Data Collection

The data of the research were qualitative and quantitative. The qualitative data was obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and the students. The researcher observed the process and the problems related to the teaching and learning process in speaking and wrote them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' speaking ability. The data was gathered from the interview in the form of interview transcripts. From the observation and interview transcripts, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data was obtained through speaking scores. The students' speaking performances were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English teacher to assess the students' speaking ability.

F. Data Validity and Data Reliability of the Research

1. Data Validity

There are five criteria of validating research data that must be achieved as Anderson et.al. (1994) in Burns (1999: 161-162). They are presented as follows:

a. Democratic validity

Democratic validity relates to the opportunities that the stakeholder have to share their opinions, ideas, and comments about the implication of the action research.

b. Outcome validity

Outcome validity is about the result gained in the research. This criterion includes not only the solutions of the field problems but also the new questions that may appear after the problems are solved.

c. Process validity

Process validity concerns with the ‘dependability’ and ‘competency’ of the research in which the research participants are able to follow the research process and learn by following research.

d. Catalytic validity

Catalytic validity focused on understanding of the research participants through the changes that they feel after the actions.

e. Dialogic validity

Dialogic validity relates to the research that is carefully reviewed through a dialogue by using the dialogic validity. A reflective dialogue to the English teacher will be conducted. The English teacher as the practitioner can give her opinions about the process and the results of the research. It is done to know the strengths and the weaknesses of the action and it can be the basis to do better than before in the next meeting.

2. Data reliability

Triangulation techniques would be used to obtain the trustworthiness. There are four forms of triangulation technique used in the research as Burns (1999: 164) state. But, there were only three of them used. They are presented as follows:

a. Time triangulation

Time triangulation means that the data are collected over period of time.

It is done to get a sense of what factors are involved in change processes.

b. Theoretical triangulation

Theoretical triangulation means that the data are analyzed from more than one perspective from some theoretical views. In this research, the researcher reviewed the theories from some experts of some books.

c. Investigator triangulation

In this form, more than one observer is used in the same research setting.

It is done to avoid the bias observation. There are three observers in this study, i.e. the researcher himself, the English teacher, and the collaborator.

G. Data Analysis Technique

The data were obtained from the actions conducted in the field. The data were taken from the result of field notes, interview transcripts, and students' speaking performance. From this research, the researcher obtained qualitative

and quantitative data. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis.

The data of the research which were observation results and interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994: 9). The qualitative data was analyzed in some steps. The first step was by collecting all the data such as interview transcripts and field notes. Then, the second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. Then, the next step was data display. The data that was reduced then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

Reconnaissance was conducted to know the problems in the English teaching-learning process of class VIIIA SMP N 1 Nusawungu Cilacap in academic year 2013/2014. Thus, the researcher did classroom observations, interview, and discussions with the English teacher. These activities were carried out in the second semester of the academic year 2013/2014.

1. Identifying the Field Problems

Based on the observation, interview, and discussion with the teacher, the researcher found that there are some problems during the English teaching-learning process. Most students had no confidence to speak English. No one answered when the teacher asked the students in English. The teacher often used *Bahasa Indonesia* to give explanation and instruction in teaching and learning process to get the students response.

On the other hand, the researcher saw that the activities during the English lesson were boring. Most students looked bored, sleepy, and busy talking to each other during the class because of the monotonous teaching and learning process. There were rarely speaking activities in the English lesson, so many of them had lack of practice to speak in English. They only did the written activities such as filling in the blank, making a dialogue, arranging

words and sentences, and so on. There were not any activities and facilities which provide opportunity to speaking practice.

The observation and interview result showed that in teaching English, the teacher taught the students by using students' worksheet (LKS) and followed by all of learning activities from it, which are mostly in the written form. As a result, the students' speaking ability was still low, they were confused to speak and got many difficulties to speak. The classroom situation also was not lively. Most of them were busy talking to their friends. They were confused to ask the teacher about their difficulties because they did not understand what they should ask about. Some of them were bored and were not active during the class.

The field problems found in the teaching and learning process are identified as follows:

- a. The students had low vocabulary mastery, low ability in pronunciation and grammar.
- b. The students had low confidence to speak.
- c. The students rarely answered the question given by the teacher orally.
- d. Most students were afraid of making mistakes when they speak English.
- e. The students had difficulties to find the appropriate words to create sentences or expression
- f. Most students were passive.
- g. The students felt uncomfortable during the lesson.
- h. There were few speaking practice.

- i. The media were not maximally used.
- j. The task and activities were monotonous and uninteresting.
- k. There were limited sources.
- l. The English teaching and learning process was teacher centered.

2. Determining the Research Problems

After identifying the field problems, the researcher and the teacher discussed to figure out the problems to be solved. The problems were related to the students' speaking ability. Considering some problems stated above, the researcher and the teacher determining the problems to be solved as follows:

- a. The students had low confidence to speak.

When the teacher asked a question, no one raised his or her hand and answered the question. Even when the teacher asked to read a dialogue or sentences, no one be a volunteer. The teacher should call their name first to make them speak. From the interview, the students said that they were ashamed and not confidence to speak English. It was because they were afraid of making mistakes when they speak.

- b. The students had low vocabulary mastery.

The students had difficulties in implementing an expression in a sentence or dialogue. They were also found difficulties to express their idea orally or written because they did not know how to say it. It shows that the students had low vocabulary mastery.

- c. The students had low ability in pronunciation.

There were many stops and hesitation when the students speak English because they often found difficulties to pronounce some words. They rarely opened the dictionaries when they found difficulties in pronouncing some words.

- d. The students paid less attention to the teacher.

Some students were busy to talk with their friends when the teacher explaining the materials. They looked bored and not interested to the lesson. The teacher often asked the students to be quite and pay attention to the lesson.

- e. There were limited source of the lesson.

During the English teaching and learning process, the researcher found that the LKS was dominantly used. Even some materials in the LKS were not appropriate with the SK-KD. The teacher also rarely used additional materials from other sources.

- f. The activities were monotonous and not interesting.

Since the teacher only used the LKS during the lesson, the activities were only based on it. Most tasks and activities were in the form of answering questions based on the text, filling in the blank, arranging jumbled words and sentences, and making dialogue. The teacher was less creative in teaching speaking, and the material used was uninteresting

g. There were few speaking practice.

Writing and reading were dominant in the teaching and learning process.

The teacher rarely employed speaking activities so that the students had less opportunity to practice their English orally.

After determining the problems stated above, the researcher proposed communicative games to improve the students' speaking ability. There were some considerations why the researcher chose communicative games in teaching speaking. First, communicative games can motivate the students to speak English and make them participate actively in teaching and learning process. Second, communicative games give the students the opportunity to practice their speaking. The last, communicative games can help to make the classroom more relax and enjoyable so that the students can learn what they need and what they want.

B. Implementation of the Research

After knowing the field problems, the teacher and the researcher decided to collaborate in implementing communicative games in order to improve the students' speaking proficiency and to change the classroom atmosphere during speaking class. The researcher implemented the action by teaching the students using communicative games. Those communicative games were addapted from Advance Communication Games and Intermediate Communication Games by Hadfield. The teacher, as the observer, also helped in preparing and collecting the materials.

The classroom action research covered two cycles. The first cycle was held in three meetings and the second cycle was held in one meeting, and every meeting spent 80 minutes. It was carried out from May to June 2014. Topics discussed in the first and second cycles were asking and giving agreement, telephoning, and responding to a statement. The specifications of games used in the first and second cycle are presented as follow:

Table 4.1. The specification of games used in the first cycle

Features of the game	Asking and giving agreement	Telephoning	Responding to a statement
Purpose	Asking for and giving agreement	To get information from others	Give response to a statement
Space to play	Small space	Small space	Small space
Time allocation	40 minutes	40 minutes	40 minutes
Number of students	34 students	34 students	34 students
Age of students	Early teen	Early teen	Early teen
Game type	Role play	Role play	Role play
Properties	Information cards	Information cards	Information cards
Necessary rewards	Oral compliments, hands-clap	Oral compliments, hands-clap	Oral compliments, hands-clap
Relevancy	Enabling the students to practice the expressions of asking and giving agreement	Enabling the students to practice the expressions of telephoning	Enabling the students to practice the expressions of responding to a statement

Table 4.2. The specification of games used in the second cycle

Features of the game	Telephoning (mix of asking and giving agreement and responding to a statement)
Purpose	To get information from the others
Space to play	Small space
Time allocation	60 minutes
Number of students	34 students
Age of students	Early teen
Game type	Role play
Properties	Cards information
Necessary rewards	Oral compliments, hands-clap, school stuff
Relevancy	Enabling the students to practice the expressions of telephoning, asking and giving agreement, and responding to a statement

In each cycle consist five steps, they are 1) planning the action, 2) implementing the action, 3) observing the action, 4) reflecting the observation result, and 5) revising the plan. The more detail description of the implementations can be seen in the following section.

1. Cycle 1

a. Planning the Action

The action plan for the first cycle was made based on the problems identified in reconnaissance. To overcome these problems, the teacher and the researcher decided to conduct an action research by using communicative games to improve students' speaking proficiency. The communicative games activities were supported by the teaching aids, game cards and papers to help the students in comprehending the lesson.

Before the action was implemented, the researcher and the teacher prepared the materials, lesson plan, teaching aids, and everything related to the action. The researcher implemented the action plan and the teacher

helped to observe the whole process of teaching learning in the classroom to identify the result. The followings are some plans which were agreed to do.

1) Implementing communicative games.

In Cycle I, communicative games were implemented with different topics in each meeting. The activities contained many activities that encouraged and required the students to speak with and listen to the others. It was expected that the activities would improve the students' motivation to speak. The students would be attracted and stimulated to be more serious in learning English.

2) Giving feedback on students' pronunciation.

Based on the observation and interviews, the students had low pronunciation ability. The teacher was seldom giving feedback on the students' pronunciation. It made the students always make the same mistakes for many times. Furthermore, they did not know how to check words spelling in a dictionary. Then the researcher planned to give feedback on the students' pronunciation and asked them to always bring their dictionaries so that they could check the pronunciation of some words.

3) Using communicative games

Based on the observation, writing and reading activities were dominantly used during the lesson. The teacher rarely employed speaking activities so that they had no chance to practice speak English.

The English lesson was fulfilled by the teacher's explanation. The students seldom work in group or pairs so that they had lack of opportunities to practice their speaking and share their idea orally.

Thus, in this cycle, the researcher used communicative games to make the class more interactive. By asking them to play the communicative games, the students would have a chance to share about their idea, information, and opinions. It was expected that the students would be stimulated to show their ideas orally. Therefore, using communicative games would help the students to be more active.

b. Implementing and Observing the Action

In this cycle, the actions were carried out in three times. The topics were asking and giving permission, telephoning, and responding to a statement. The data were collected by observing the teaching and learning process and doing some interviews. The followings were the result of implementing and observing the actions.

1) Implementing communicative activities.

The researcher employed communicative games about asking and giving permissions, telephoning, and responding to a statement. Before doing the games, the researcher explained the materials, gave some examples and tasks, and gave pronunciation drillings.

a) Meeting 1

In the first meeting, the researcher implemented a game about asking and giving permissions. The game was in the form of

group work activity. The purpose of the game was the students are able to use the expressions of asking and giving permissions. This activity was a new thing for the students so that they looked very curious and happy when the researcher announced and explained the rule.

Before doing the game, the researcher explaining the expressions related to the topic, like “May I open the window?”, “*Yes, please.*” , “*No, you can’t*”. After explaining the material, the researcher gave some tasks, such as filling in the blank, and made a simple dialogue. Then, the students were invited to answer the tasks orally. In the early, no one raised his/her hand so that the researcher had to call his or her names. The students named Aji, Galih, Wiwit, and Eva read the dialogue in front of the class. The activity can be seen as follows (field note 1):

After for a while waiting, because there was no student raising their hand, the researcher called a student named Aji to complete the first dialogue together with his friend named Galih. Aji and Galih read the dialogue in their book with some pauses and mispronunciations. Half of his friends gave their attention and some of them did not.

Then the researcher invited the other students to raise their hand for the second dialogue. A student named Wiwit and her friend named Eva raised their hand. They read the second dialogue more fluently with some mispronunciations.

After making and practicing the dialogue, the researcher employed the game. Before performing the game in front of the

class, the researcher explained the rules and gave time to practice.

The activity can be seen as follows (field note 1):

The researcher told the students that they were going to play a game related to the asking and giving agreement. Most students smile and gave their attention to the researcher explanation. After got the students attention, the researcher started to explain the procedure and rule of the game. While she explained, the students listened carefully. After that, she checked the students understanding. Some students asked some questions and the researcher answered carefully. After made sure that all the students understood, the researcher started to gave them the game tools. The students did not looked enthusiastic. After all the students got the cards, she asked them to practice the game. The researcher went around the class to check the students. Some students asked some question about the game when she arrived at their table.

The researcher told the students to practice the game in front of the class. Most of them complained, but the researcher said that she would help them. Some of them asked whether they could brought their book or not. The researcher agree with their request. She told them that they did not need to shy or be afraid to speak English in front of the class. Then she invited them to came in front of the class. No one raise their hand, then she called the students randomly to practice the game in front of the class. Most students still read the dialogue from their book with some pauses and mispronunciations.

b) Meeting 2

In the second meeting, the researcher implemented a game about telephoning. The game was in the form of pairs. The purpose of the game was the students are able to use the expressions of opening, maintaining, and closing a telephone conversation. The students looked more curious and enthusiastic than the first game.

Before doing the game, the researcher explaining the expressions related to the topic, like “Hallo, good morning?”, “This is Andy speaking”, “Thanks for calling”, and so on. After

explaining the material, the researcher gave some tasks, such as filling in the blank, and made a simple dialogue. Then, the students were invited to answer the tasks orally. This time, some students raised their hand. This activity can be seen as follows (filed note 2):

After that, she invited the students to raise their hand and read the complete dialogue. After for a while waiting, a student named Amalia raise her hand. Together with her friend, they read the dialogue carefully. Yusuf and Panji became the next volunteers.

After that, the researcher gave some review and checked the students understanding.

After making and practicing the dialogue, the researcher employed the game. Before performing the game in front of the class, the researcher explained the rules and gave time to practice. The activity can be seen as follows (field note 2):

The researcher told the students that they were going to play a game about telephoning and practice it in front of the class like the meeting before. She reminded the students not to be afraid and shy to speak English. Some students did not enthusiastic. She started to explain the procedure and rule of the game. The students listened carefully. Then she checked the students understanding and some of them asked some questions. The researcher answer the questions briefly. After that, she gave the game cards to all the students. Suddenly, the class became noisy. The researcher asked the students to read the cards carefully and she gave a short explanation about it. After the students understood, she asked them to practice it. She went around the class to check the students. Some students ask some questions when she arrived at their table. After all the students finished practice the game, she asked them to prepare their performance.

The researcher invite the students to practice the game in front of the class. The first performer were Eva and Wiwit, the next were Anis and Ema. After that, the researcher called the

other students randomly.

c) Meeting 3

In the third meeting, the researcher implemented a game about responding to a statement. The game was in the form of pairs. The purpose of the game was the students are able to give appropriate response to a statement. The students looked enthusiastic to play the game.

Before doing the game, the researcher explaining the expressions related to the topic, like “I think it’s good”, “I’m not agree with your opinion”, “That’s a good idea”, and so on. After explaining the material, the researcher gave some tasks, such as filling in the blank, and made a simple dialogue. After that, the students were invited to answer the tasks orally. Some students raised their hand. This activity can be seen as follows (filed note 3):

Some minutes later, the researcher invited the students to read the complete dialogue. In that meeting, the students more active than the previous. Some students raised their hand, mostly the girls. The researcher asked Amalia and her friend to read the first dialogue. They read the dialogue quite fluent with a little mispronunciations. After that, the researcher said thank you and gave short correction. Next, Panji and Yusuf got their turn to read the second dialogue. They read it fluently with good pronunciation.
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After making and practicing the dialogue, the researcher employed the game. Before performing the game in front of the

class, the researcher explained the rules and gave time to practice.

The activity can be seen as follows (field note 3):

Then, the researcher gave the explanation about the game to played at that day. All the students listened to her carefully. After that, she gave the game cards to all the students. They look enthusiastic. She gave a short explanation to make sure that all of them understood about the procedure and rule of the game. The students started to practice the game. The class became very noisy. The researcher reminded them to decrease their voice. She went around the class to check the students work. Some students asked some questions and she answered briefly.

Some minutes later, all the students ready to practice the game in front of the class. Some of the students raised their hand to practice it.

The researcher asked the other students to be the first, but no one raised their hand. Finally, Wiwit and Ema got the first turn. Eva, Innayah, Amalia, and Puji got the next turn. For the rest, the researcher called them randomly.

2) Giving feedback on students' pronunciation

When the students performed their work orally, the students had difficulties in pronouncing some words correctly, for example in pronounce the words "how", "above", "buy", "could", "three", "color", "play", "important", "shoes", and etc. The researcher always corrected the students' misspronunciation in every meeting by giving feedback after they performed their work orally.

Moreover, when the researcher was giving the correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. The researcher also taught them how to check word spelling in dictionaries. That's why the researcher asked them to always bring their dictionaries.

3) Using conversational group work and pairs

In the first cycle, communicative games were used as a media to improve the students speaking skills. It was expected to stimulate the student's learning motivation and self confidence to speak English. However, the researcher found difficulties to monitor them. Consequently, not all of the students did their duty in this activity well. The researcher helped by the teacher had to go around the class to give guidance. Moreover, this activity was something new for them so that sometimes they seemed confused.

Although there were few difficulties, the researcher notice that during the implementation of the action, the teaching learning became more alive than the observation before research. It is showed when the researcher asked them: "Do you enjoy the games today?". Most of them answered "Yes, Miss". The atmosphere of the class was also more relaxed. The game challenged the students to understand the content, enhanced their courage to collect score as many as possible, and encouraged them to practice their speaking skill. They have the willingness to ask the rules if they do not understand and also about difficult word to the teacher. One of them said; "Miss, *bisa dijelasin sekali lagi peraturannya?*"

Nevertheless, there were remaining problems. There were students did the task carelessly. There were some students who did the task when the teacher or the researcher was near to them. They started

playing or talking with their friends when the teacher or the researcher was far away from them. The speaking test showed the students speaking proficiency a bit improved, but the students still had the low ability in using oral English.

c. Reflecting the Action Result

In cycle 1, the researcher explained and described the plans, actions, observation, and results. After conducting a discussion with the teacher, the researcher found that there were still several problems which needed to be solved in the next cycle. The reflections were as follow.

The students were not confidence to speak English. When the researcher asked them to answer the question, no one of them raised their hand in the first and second meeting. They felt ashamed and afraid of making mistakes. They also had difficulties to find appropriate words in making sentences. They looked confuse when they asked to express their idea orally. Some of the students also still had difficulties in pronounce some words and lack of vocabulary mastery. There were some students who did not participate actively in games activity. Those situations show that the actions in cycle 1 were not sucessfully solved the problem.

As stated before, the researcher was explained that the students paid less attention to the teacher. They were busy to chat each other. Some of them looked bored and not relax during the lesson because the

tasks and activities were monotonous and not interesting. Most students also were not bring dictionaries.

After conducting cycle 1, there were better changes of those problems. Since the researcher implementing the communicative games, the students gave their attention to the lesson. The class situation became more fun and enjoyable. It makes the students more enthusiastic and relax during the lesson. The researcher also asked them to always bring the dictionaries. So that they could find the meaning of new words and also the right pronunciation.

d. Revising the Plan

After analyzing the result of the speaking activity in cycle 1 and based on the observation, the researcher created the different task in cycle 2 by combining the materials taught before. The task should enhance the student speaking skill and grammar mastery. The researcher also should give more attention to the students who made a noise during the teaching learning process. The task would give them chances to answer their task individually and orally.

Based on those problems, the action that the researcher used was telephoning combined with asking and giving agreement and responding to a statement. They had to make free conversation based on the game cards given. The researcher would ask them to practice the conversation with their partner in front of the class. For the game, the researcher asked

the students to make a role play. The task was needed to improve their pronunciations, grammar, and vocabulary mastery.

2. Cycle 2

a. Planning the Action

Considering to the reflection of cycle 1, the researcher and the teacher discussed the plans that should have an improvement. In cycle 1, there were still some unsolved problems. Thus, in cycle 2, the researcher and the teacher planned to fix up the unsolved problems in cycle 1 by implementing the similar activities, implementing communicative games, giving feedback on students' pronunciation, and asking the students to work in group or pairs. Beside those activities, the researcher also prepared some rewards for the students.

The comparison of the actions between Cycle 1 and Cycle 2 could be seen on the following table.

Table 4.3. The Comparison of the Actions between Cycle 1 and Cycle**2**

Cycle 1	Cycle 2
Implementing the communicative games: - Explaining the materials and the rules of the games to the students - Practice the games in front of the class	Implementing the communicative game: - Explaining the materials and the rules of the game to the students - Practice the game in front of the class
Giving feedback on students' pronunciation	Giving feedback on students' pronunciation
Using conversational group work and pairs: - Doing the tasks in group or pairs - Practice the dialogue in group or pairs	Using conversational group work and pairs: - Doing the tasks in group or pairs - Practice the dialogue in group or pairs
	Giving some rewards

b. Implementing and observing the action

Cycle 2 was conducted in one meeting. The topic presented in Cycle 2 was the telephoning mixed with asking and giving agreement and responding to a statement. In this cycle, the implemented actions were implementing a communicative game, giving feedback on students' performance, using conversational group work and pairs, and giving some rewards. The following is the explanation of the actions.

1) Implementing a communicative game

The researcher employed a communicative game about telephoning mixed with asking and giving permission and responding to a statement in the form of role play. The students were free to choose the topics so that they could share their ideas and opinions.

Before doing the games, the researcher explained the materials, gave some examples and tasks, and asked them to find the correct pronunciation of some words.

Before starting the game, the researcher gave some review related to the topic. The objective of this review was to remind the students about the expressions they learnt before. After giving review, the researcher gave some tasks, such as filling in the blank, and made a simple dialogue.

After making and practicing the dialogue, the researcher employed the game. Before performing the game in front of the class, the researcher explained the rules and gave time to practice. The students looked interesting because they could explore their idea. The activity can be seen as follows (field note 4):

<p>The researcher said that the game for the day was a roleplay. She gave a free chance for the students. In that time, they were allowed to create their own characteristics and situations. They could be whoever they want and also talked about anything they like.... Most students looked enthusiastic. They were interested in the activity because they could explore their idea.</p>

The class became very noisy when the students start practicing the game. As usual, the researcher went around the class to check their work. They asked some questions to the researcher when arrived at their table. Some students found some difficulties about matching the characters with the situations, arranging the right sentences and expressions, finding the appropriate words, and spelling some words. To motivate the students, the teacher would give some rewards,

especially for the active ones. By giving rewards, it was expected that the students keep enthusiastic and become more actively participate during the lesson. It can be seen as follow (field note 4):

She said that there would a reward for all of them, and shewould gave special reward for them who got the first fiveperformance. They looked so happy and most of them lookedenthusiastic to finished their work faster.

Finally, the students were ready to showed their work. Theresearcher invited them to came first. Six students raised their hand,four girls and two boys. The first five couple were Amalia and Karina,Mila and Nur Asih, Ema and Eva, Panji and Galih, and Anis andWiwit. The other students also showed their enthusiasm althoughthey did not got the special rewards.

It could be seen that although the situation was noisy, the teaching learning process was more lively than before. When the teacher asked them to play a role play, they looked enthusiastic to join the activity. Furthermore, giving some rewards were also quite effective to make the students become more enthusiastic and active. When the students performed the role play in front of the class , they did not look shy anymore to speak in front of the class. Most of them were often opening their dictionary to find the English word and the spelling since the researcher asked them to always open dictionaries.

d. Reflecting the observation result

After implementing the actions, the teacher and the researcher conducted reflection about the actions in Cycle 2. In cycle 2, the students could answer the question given by the teacher orally. They were also

become more confidence to speak English in front of the class. It can be seen from the interview:

- | | |
|---|--|
| R | : Pendapatnya mbak Wiwit tentang metode games yang sudah kita lakukan selama beberapa pertemuan kemarin bagaimana? |
| S | : Ya sangat baik, bagus banget |
| R | : Ee rasa percaya diri mba Wiwit nambah ga dengan metode kita? |
| S | : Iya bertambah |
| R | : Bagaimana motivasinya untuk belajar Bahasa Inggris, semakin bertambah apa biasa saja? |
| S | : Ya, semakin bertambah |
| R | : Terus dengan metode games yang sudah kita lakukan kira-kira menambah pemahaman tentang ungkapan dalam Bahasa Inggris yang sudah diajarkan apa engga? |
| S | : Iya, bisa mengerti ungkapan-ungkapan dalam bahasa Inggris |
| R | : Terus mba Wiwit merasa ga kemampuan speaking mba Wiwit bertambah setelah metode games? |
| S | : Iya, iya |
| R | : Jadi lebih pede ya? |
| S | : Iya |

The implementation of the communicative game was successful to improve the students' speaking skill since they had opportunities to practice their speaking. Most of the students were confident and motivated to perform their works in front of the class. Previously, some students were shy to speak in front of the class. However, since the researcher keep them to practice, the students were more and more confidence to speak in front of the class.

The researcher and the teacher concluded that the use of communicative games task in teaching speaking could improve the students' speaking skills and classroom situation became more alive. Games challenged the students to develop their own idea and

imagination. Even though the situation was noisy, the task made them more willing to ask and think creatively.

In conclusion, the cycle was successfully done. The problem found in the first cycle could be fixed in the second cycle and the students reached the goal of the lesson. The speaking skills of the students improved and the classroom atmosphere became more alive. Therefore, the cycle stopped.

e. Revising the Plan

From the result of cycle 2, it could be seen the improvement of the students' speaking proficiency. The speaking test score was increased although there were still some minor distractions games were implemented; the atmosphere of the teaching and learning process was also increased on a better side. From those observation and reflection, the researcher did not revise the plan and decided to stop the cycle.

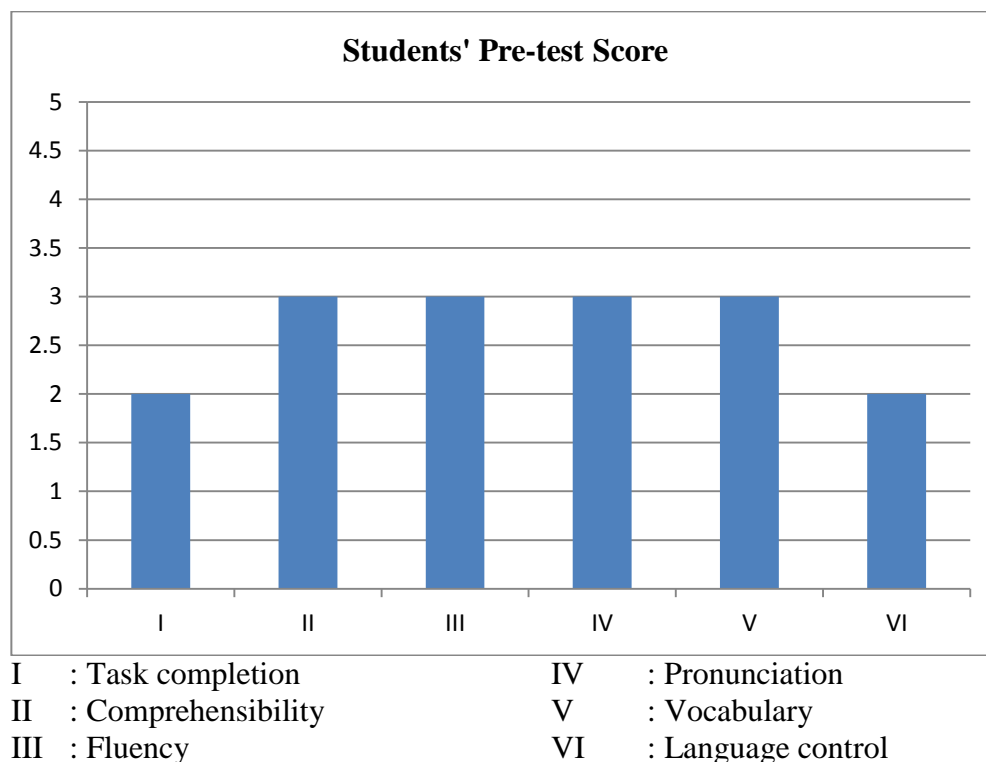
B. Research Findings

After analyzing the result from several sources of the data, such as field notes, interview transcript, researcher observation report, the speaking score, and students' written interview, the researcher obtained some findings which answered the research question.

The research findings include the improvement of students' speaking proficiency, and the improvement of the classroom atmosphere in teaching learning process and the findings of teacher's behavior. The researcher also

provided the results of pre-test and post-test scores of the students speaking performance to support the findings. A pre-test was held before the first cycle was began to measure the students' speaking proficiency. The pre-test was held in the form of conversation. The students were asked to perform a dialogue in pairs. The components being assessed included task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. The following is the chart of pre-test.

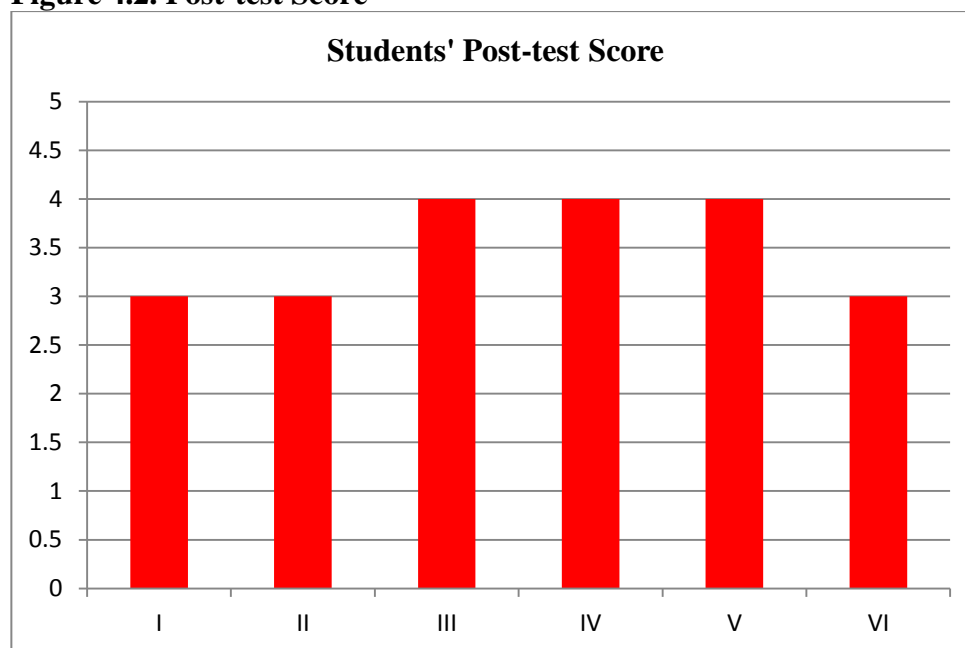
Figure 4.1. Pre-test Score



The post-test was held after cycle 2 finished to measure the improvement of students' speaking ability. The students were asked to perform a dialogue in pairs. The researcher and the teacher observed and assessed the students'

performances by using the same speaking assesment instruments. The following is the chart of post-test.

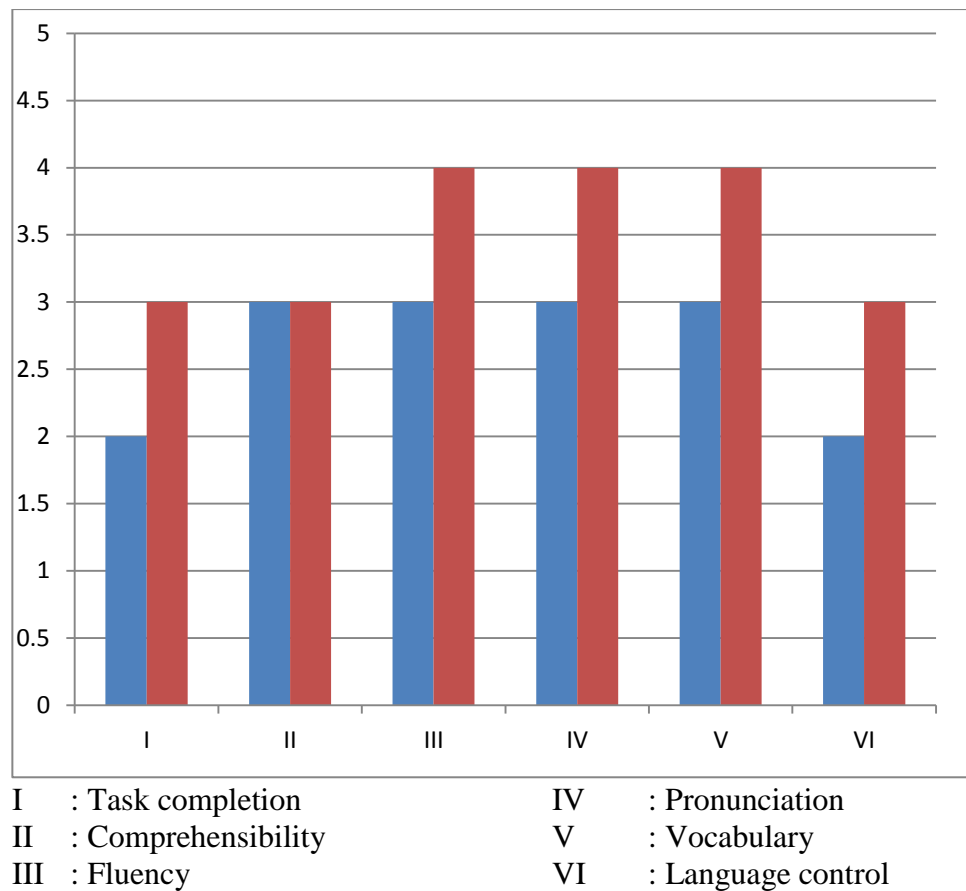
Figure 4.2. Post-test Score



I : Task completion
 II : Comprehensibility
 III : Fluency

IV : Pronunciation
 V : Vocabulary
 VI : Language control

From both charts, it could be seen that there was a progress of students speaking skill. It proved that there was an improvement on the students' speaking skill. Most students got higher scores in post-test. Moreover, the score of some categories increased well. There were improvements on task completion, fluency, pronunciation, vocabulary, and language control. The chart below show the change or improvement of the students speaking proficiency.

Figure 4.3. Improvement Chart

The use of games could motivate the students and they got a challenge to increase their vocabularies. For example, the game which asked the students to find the appropriate words, the specific information made them learn new vocabularies; it means their accuracy appeared when students had good range of vocabulary. Games also asked them focus on the task. It challenged them to compete with other groups. This competition situation made them enthusiastic following the teaching and learning process. It also made them thought creatively to find appropriate words and correct sentences.

Meanwhile, the improvement of speaking fluency appeared when students had effective communication. After analyzing the data, it showed that the students actively involved in the speaking activity, they could get the ideas to speak. It was showed when they asked to make sentence based on the game cards orally.

Beside the improvement above, the atmosphere of the classroom also improved. The games activity created a new condition. In the classroom, the activity could increase the students' motivation and enthusiast. During the teaching learning process, they were challenged to be active, creative, and confident.

Games task also created cooperative climate. It could be seen when the students weork in pairs or group. They help each other if they found difficulties. For example they allowed their friends to borrow their dictionary. Every member of the group tried to do the best for his/her group in order to have a good mark. They also actively discuss the task with their friends.

By analyzing the two cycles, the researcher decided to end up the cycle, since cycle 2 showed a better improvement on the students speaking proficiency and the atmosphere of the classroom.

After analyzing the data such as field notes, interview transcript, written interview, lesson plans, and the students' score of pre-test and post-test, the researcher obtained some findings that implementation of games is able to improve the students' speaking proficiency and the classroom speaking atmosphere. They are as follows:

1. The first finding is games give students chances to explore their knowledge or vocabulary related to the topic. Byrne (1997: 102) stated games can be used to improve the learner's command of particular items of language sound, vocabulary, spelling and grammatical function. Games also involving a variety of structure, here the context of games encourages a wider use of language, but still with the overall aim of promoting accurate command of the being used. Related with guessing games used by the researcher, one of the key mechanisms used was getting them to try to find something out by guessing. It developed their ability related with vocabulary mastery. The students should find appropriate words to describe the things, in line with that goal; their ability could be improved. The implementation of group work in games helps them to share their knowledge with his/her friends in limited time.
2. The second finding, the students show a good response towards games. It can be seen from their participation. The teaching learning process showed that their participation improved. The improvement could be seen in their behavior. All the students were ready in the class when the teacher entered, students actively answer teacher's questions, and they were not ashamed to ask questions when found difficulties related to the topic. The games promote communicative competence, increase learning motivation, reduce learning anxiety, and encourage creative and spontaneous use the language. Meanwhile, the students also were active consulting to dictionary when they had difficulties in finding words or by asking their friends.

3. The third finding is the improvement in using oral English. When the teacher implemented games by giving cards, they looked enthusiastic to make sentences based on the card. Most of them raised their hands to express their ideas orally and wrote them on the board, although some of them still had incorrect grammar and mispronounced some words. On the other hand, their courage to express the ideas increased.
4. The fourth finding in the improvement of the students' speaking proficiency was shown in the result of the pre-test and post-test. The pre-test result showed that the students speaking ability was low. In the grade of accuracy and fluency, most of the students got the score 1 and 2 with the criteria; little or no language produced little or no communication, poor vocabulary, mistake in basic grammar, and sometimes difficult to understand. The other problems were incorrect grammar, mispronunciation of the words and low vocabularies. After the action plans were conducted, the result of post-test showed the development of the students' ability in using grammar and oral English. Most of them could answer the question from the tester although some of them still had incorrect grammar and mispronunciation in words. The post-test showed a good improvement of the students' speaking proficiency. The score of post –test increased in the level of 2 until 4 within the criteria; adequate but not rich vocabulary, occasional grammar slips, get idea across, hesitantly and briefly, good range of vocabulary, and effective communication in short turns Their ability in arranging the words using

correct grammar increased. They also made good improvement in pronouncing words and enlarging their vocabulary mastery.

5. The fifth finding is the improvement of the classrooms situation when games are implemented. As communicative acts, games were able to create enjoyable classroom situation. During the implementation of games, the students were more relaxed in learning. Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills. The games can increase the students' motivation in learning. It makes them more challenge to compete with other team in order to win the games. They also had more time practicing the language. When games were implemented, the situation of teaching leaning process was more alive. They looked interested and motivated to finish tasks. The competitive atmosphere also made them concentrate and think intensively during the learning process. Before the research, the activities were based on the students' worksheet (LKS) that made them have limited technique to practice the language expression they had learned. On the other hand, games make use of variety of technique.
6. Based on the process and the result, the data fulfilled five criteria of data validity. In the reconnaissance and plan of action, the dialogic validity was fulfilled, included a discussion with the English teacher about the selected problems and the solutions. In the action, the democratic validity was fulfilled, done collaboratively with collaborators. In the reflection, the outcome validity was fulfilled in accordance to the improvement of the

students' speaking ability in some aspects. Moreover, the catalytic validity was also met, some changes occurred during the study. The process validity was also met in this study, conducted based on a strategic plan.

Reliability was obtained by using three triangulation techniques by giving genuine data, such as the field notes, interview transcripts, and other records. In this study, the data were collected at one point in time (time triangulation). There was more than one observer involved (investigator triangulation). The data were analyzed from more than one perspective (theoretical triangulation).

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The result of this study shows that communicative games can improve the students' speaking proficiency and the atmosphere of the teaching learning process becomes more alive. Besides those result findings, there is also the result finding on the teacher behavior that is he knows another technique in teaching speaking.

The improvement of the students speaking proficiency is shown by the improvements of their mean score. The mean score of pre-test was 8,14. Most of the students got score 1 and 2 in accuracy and fluency because there was a little English produced. In fact, some of them did not produce language. They also had little communication. After conducting the post-test, the students' mean score showed the improvement. Their mean score 11,17. Most of them got score 3 and 4 in accuracy and fluency which indicated that they spoke a considerable amount of English although they made some mistakes in grammar and they talked their idea hesitantly. They sometimes had occasion of grammar slips but good range of vocabulary. They also had effective communication in long turns and could use grammatically correct sentences. In addition, the improvement could also be found during the teaching learning process, that is they could correct the mistakes they made by themselves. Besides, the atmosphere during the implementing of games also improved. The

improvement could be seen in the terms of their participation in answering question, asking the teacher if they got difficulties, paying attention to the teacher explanation, and increasing their motivation to learn.

The process of teaching and learning became more communicative and learning anxiety reduced. The students were not ashamed of asking question to the teacher and answering her question. They also were active discussing the task with their friends. They had to discuss with their friend to find the appropriate words. The competitive atmosphere also made them concentrate and think intensively during the learning process.

Based on the students' opinion gathered from the written interview, the result showed that they feel relaxed in speaking; they got new knowledge from the game played. It also made the teaching leaning process become enjoyable and fun and their courage improved. Based on the discussion of the result findings of the research in the previous chapter, the researcher conclude that the use of communicative games is able to improve the students' speaking proficiency and make the atmosphere of the classroom become more alive.

B. Implications

From the conclusion of this research, it can be implied that communicative games can be valuable for the teacher to apply in the classroom, in the effort of improving the students speaking skills. Furthermore, communicative games can be the alternative one which is interesting to do in the classroom. Communicative games can also be done in different levels of education in order to improve the

students' flow, enthusiasm, and autonomy in English teaching and learning process.

C. Suggestions

After concluding the result of the research, the researcher would like to propose some suggestions to the following:

1. English teachers

The teacher can use games in teaching in order to make the students more motivated, communicative, and active in joining the lesson. It is important to the teacher to create an enjoyable situation of teaching learning process in order to make them eager to improve their English.

2. The School

The institutions have to provide the facilities for example the modern English laboratory that can improve the quality of teaching English for their students and manage the instructional time in teaching speaking.

3. The English Department of Yogyakarta State University

English Department should encourage the students to conduct an action research in fulfilling one of the requirements to get undergraduate degree of English education, because it is an effective strategy for them to be professional teacher.

4. Other Researchers

One of the shortcomings of this research is lack of time. Therefore, it is expected that other researchers will conduct the similar research in longer

time in order to get a maximum result. It is also expected that the findings of this study will be used as an additional reference for further research in different contexts which will give valuable contribution to teaching and learning English.

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COURSE GRID

IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP N 1 NUSAWUNGU CILACAP IN ACADEMIC YEAR 2013/2014 BY USING COMMUNICATIVE GAMES

School : SMP N 1 Nusawungu
 Subject : English
 Class : VIII A
 Semester : 2

Standard Competence: 9. To express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.

Basic Competence : 9.2 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving agreement, **responding to a statement**; giving attention to a speaker, starting, getting along, and closing a conversation; and starting, getting along, closing telephoning.

No.	Indicators	Teaching-learning activities	Games	Topic	Learning materials			Evaluation	Media
					Grammar	Vocabulary	Expression		
1.	1. The students are able to use responding to a statement	a. Presentation - the teacher explains the materials b. Practice - the students	Canvassing	Health, arts, technology	- I think/believe that ... - In my opinion ... - It's	- Manufacture - Compulsory - Diet - Overweight	Example 1: A: I will held an art exhibition next month in	1. A pairs of students having a conversation about health or	- Board and marker - Game cards

	expressions properly	<p>practice the dialogue given by the teacher</p> <ul style="list-style-type: none"> - the students identify the words about health, arts, and technology - the teacher asks the students to identify the expressions of responding to a statement. - the teacher asks the students to make a dialogue and practice it with their partner -the teacher gives 'canvassing' game and asks them to practice it 			<p>obvious that ...</p> <ul style="list-style-type: none"> - Aesthetic - Outlet - Salaries - Robot - Facilities - Domestic - 	<p>Yogyakarta. B: I think it must be exciting.</p> <p>Example 2: A: Japan has launched a new robot. B: It is obvious that Japan always found the new inovation in robotic technology</p>	<p>arts or technology</p> <p>2. Student A gives a statement</p> <p>3. Student B responds to student A using argument or opinion expressions</p> <p>Form: performance</p>	
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		c. Production -the students performing the game in front of the class							
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Basic Competence : 9.1 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving, and refusing service, asking, giving, and refusing things, asking, giving, and denying information, **asking, giving, and denying opinion**, and offering, accepting, and denying something.

No.	Indicators	Teaching-learning activities	Games	Topic	Learning materials			Evaluation	Media
					Grammar	Vocabulary	Expression		
2.	1. The students are able to use asking an opinion expressions. 2. The students are able to use giving and refusing an opinion expressions	a. Presentation - the teacher explains the materials b. Practice - the students practice the dialogue given by the teacher - the students identify the vocabularies about household objects and household activities - the teacher asks the students to identify the expressions of	Family Budget - The students are working in group - They have to do the game based on the cards they get - Setting: in a house - Procedures: The	Household objects and household activities	- I/we need/want ... - I think that/in my opinion...	- Washing machine - Carpet - Car - Microwave - Tape recorder - Vacuum cleaner	Example 1: A: I want to buy a washing machine. What do you think? B: I think it is better to buy a microwave Example 2: A: I want to go to the beach. B: Good idea. We can borrow daddy's car	1. A pairs of students having a conversation about household objects and household activities 2. Student A ask using asking for opinion expressions 3. Student B responds to student A using	- Board and marker - Game cards

		<p>asking, giving, and refusing opinion.</p> <ul style="list-style-type: none"> - the teacher asks the students to make a dialogue and practice it with their partner -the teacher gives ‘family budget game and asks them to practice it <p>c. Production</p> <ul style="list-style-type: none"> -the students performing the game in front of the class 	<p>students are divided into group of three or four.</p>					<p>giving and refusing opinion expressions</p> <p>Form: performance</p>	
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Basic Competence : 9.1 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving, and refusing service, asking, giving, and refusing things, **asking, giving, and denying information**, asking, giving, and denying opinion, and offering, accepting, and denying something.

No.	Indicators	Teaching-learning activities	Games	Topic	Learning materials			Evaluation	Media
					Grammar	Vocabulary	Expression		
3.	1. The students are able to use asking for information expressions 2. The students are able to use giving and refusing information expressions	a. Presentation - the teacher explains the materials b. Practice - the students practice the dialogue given by the teacher - the students identify the vocabularies related to travel and transport - the teacher asks the students to identify the expressions of asking, giving, and refusing	Bucket Shops - The students are working in group - They have to do the game based on the cards they get - Setting: in a travel agent - Procedures:	Travel and transport	Asking for information : - Can you tell me ...? - I'd like to know ... - I'm looking for ... - Present simple + wh-questions - How much/how often ...?:	- Destination - Frequency - Package tour - Round trip - Best deal - Journey - Inclusive	Example 1: A: I'd like to know a package tour to Europe for next month? B: Yes, we have some best offers for you. Here they are. Example 2: A: Excuse me, can you tell me where Nusantara	1. A pairs of students having a conversation about travel and transport 2. Student A ask using asking, giving, and refusing information expressions 3. Student B responds to student	- Board and marker - Game cards

		<p>information.</p> <ul style="list-style-type: none"> - the teacher asks the students to make a dialogue and practice it with their partner -the teacher gives ‘bucket shops’ game and asks them to practice it <p>c. Production</p> <ul style="list-style-type: none"> -the students performing the game in front of the class 	<p>The students are divided into two groups. Half the class are travel agents, and the other half are prospective travellers looking for information.</p>				<p>tour and travel is?</p> <p>B: I’m sorry, I don’t know where is it.</p>	<p>A using asking, giving, and refusing information</p> <p>Form: performance</p>	
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Basic Competence : 9.2 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving agreement, responding to a statement; giving attention to a speaker, starting, getting along, and closing a conversation; and **starting, getting along, closing telephoning.**

No.	Indicators	Teaching-learning activities	Games	Topic	Learning materials			Evaluation	Media
					Grammar	Vocabulary	Expression		
4.	1. The students are able to open, maintain, and close a telephone conversation. 2. The students are able to make an appointment by telephone	a. Presentation - the teacher explains the materials b. Practice - the students practice the dialogue given by the teacher - the students identify the names of public places - the teacher asks the students to identify the expressions of opening and closing telephone. - the teacher asks	Crossed lines - The students are working in pairs or group - They have to do the game based on the cards they get - Setting: in public places - Procedures: the	Reservation	Opening: - Hello - Good morning - Good afternoon - Who is this speaking? Closing: - Thanks for calling - Good night - Bye Making an appointment	- Theatre - Ticket - Dentist - Cinema - Restaurant - Bus station - Train station - Appointment - Reservation - Book	Example 1 A: Good morning. This is Gaumont theatre, may I help you? B: Yes, this is Nisa. I want to book two tickets for Transformer movie tonight, is it available? A: let me check first B: Yes, please.	4. A pairs of students having a conversation about reservation 5. Student A ask using opening, closing, and making an appointment expressions 6. Student B responds to student	- Board and marker - Game cards - Pictures - Audio

		<p>the students to make a dialogue and practice it with their partner</p> <p>-the teacher gives a game and asks them to practice it</p> <p>c. Production</p> <p>-the students performing the game in front of the class</p>	<p>student A call his/her friend and ask about schedule using opening, closing, and making an appoinm net expressi ons. The students B responds using opening, closing, and making an appoinm ent</p>		<p>:</p> <p>- I want to make a reservatio n for tonight</p> <p>- I want to book a ticket for tomorrow</p>		<p>A: There are some avalaible tickets.</p> <p>B: Please book 2 tickets for me. Thank you</p> <p>B: Your welcome. Thanks for calling.</p> <p>Example 2:</p> <p>A: Hello, good morning. This is Efisiensi agency. What can I do for you?</p> <p>B: I want to book a ticket to Jogja for this</p>	<p>A using opening, closing, and making an appoinme nt</p> <p>Form: performanc e</p>	
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			expressi ons.				afternoon. A: I'm sorry mam, the tickets are fully booked B: Well, thaks A: Your welcome. Good morning		
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Nusawungu, May 2014

English teacher

The researcher

Sokhib, S.Pd.

Nila Nuria Imtihanna

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LESSON PLAN 1

School : SMP N 1 Nusawungu

Subject : English

Class/Semester: VIIIA /2

Type of text : Transactional / Interpersonal

Topic : Canvassing

Skill : Speaking

Time Allocation : 2x40 minutes

Standard of competence: 9. To express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.

Basic competence: 9.2 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving agreement, **responding to a statement**; giving attention to a speaker, starting, getting along, and closing a conversation; and starting, getting along, closing telephoning.

Objective of the study

At the end of the study:

- a. The students are able to identify the vocabularies related to the topic.
- b. The students are able to pronounce the words related to health, arts, and technology.
- c. The students are able to use the expressions of giving argument and opinion.

Indicators:

- a. Identifying vocabulary related to the topic.
- b. Pronouncing the words related to health, arts, and technology.
- c. Using expression of giving argument and opinion

A. Learning Material

Expression of giving argument or opinion

- I think/believe that ...
- In my opinion ...
- It's obvious that ...

TASK 1 → The teacher drills the vocabulary related to the topic. (oral instruction)

- | | |
|---------------|--------------|
| - Manufacture | - Outlet |
| - Compulsory | - Salaries |
| - Diet | - Robot |
| - Overweight | - Facilities |
| - Aesthetic | - Domestic |

TASK 2 → The teacher shows a dialogue about telephoning (oral instruction)

Dialogue 1

A: I will held an art exhibition next month in Yogyakarta.

B: I think it must be exciting. Congratulation for you.

A: Thank you

Dialogue 2:

A: Japan has launched a new robot.

B: It is obvious that Japan always found the new inovation in robotic technology

A: That's right

TASK 3 → Make a dialogue related to the topic and practice it with your friend

TASK 4 → Practice the following game with your friend (oral instruction).

36 Canvassing

Type of activity

whole class
combining

Function practised

argument and persuasion
proposals and plans

Exponent

I think/believe that . . .

In my opinion . . .

It's obvious that . . .

You must agree that . . .

We would like to . . .

X should be/would be/will be . . .

Lexical areas

health, arts, technology

Problem vocabulary

*ban, manufacture, compulsory, diet, overweight, reveille,
additive, closure, outlet, rationing, abolished, appreciation,
aesthetic, standards, monitor, demolition, salaries, issue,
piped music, subsidised, struggling, requirement,
sophisticated, automation, robot, links, facilities, domestic*

How to use the game

Make one copy of each of the manifestos.

Choose three articulate students and give each of them one manifesto.

The object of the game is for each of these students to win as many people as possible over to his/her cause. To do this, they should move around the class, explaining their party's policy to other students and trying to get them to join the party.

The rules are: a) everyone must join a party b) no one can join more than one party c) as soon as a

student has joined a party, he/she must then canvas for the party, trying to get more members. At the end of the game, the largest party wins.

Note: This game is longer than average and may take over half an hour.

36 CANVASSING

Advanced Communication Games, Nelson, © J Hadfield 198

The Public Health and Safety Party

Your slogan is:

PREVENTION IS BETTER THAN CURE

You are very concerned about public health and fitness.
You'd like to see a generally fitter, more active population.

Your policies are:

Ban alcohol.
No smoking; ban cigarette manufacture.
Ban cars; free bikes issued to everyone.
Compulsory exercise every morning.
Compulsory diets for those more than 3 kilos overweight.
National Bedtime at 10 p.m.
Reveille for all at 6 a.m.
No chemical additives in food.
Closure of all fish and chip shops and fast food outlets.
Sugar rationing.

The Aesthetic Liberation Front

Your slogan is:

A THING OF BEAUTY IS A JOY FOR EVER

You are very concerned about the decline in culture this century. You want to bring beauty back into modern life and to increase the quantity and quality of art produced.

Your policies are:

Free museums, art galleries, theatres, and cinemas for all.
Compulsory art appreciation classes; compulsory attendance at one play or film and one concert per week.
An Aesthetic Standards Authority to monitor all plans for new buildings, decoration of houses, road construction schemes, etc.
Demolition of all buildings built after 1920; no new building over 5 storeys high.
State salaries for writers and artists.
Books and music issued monthly to every household.
Every private company to be responsible for subsidising the publication of ten books or production of two plays every year.
Piped classical music in the streets.

The Technological Advance Party

Your slogan is:

A ROBOT IN EVERY HOME BY THE YEAR 2000

You think that the way forward is through rapid technological progress.

Your policies are:

More money to be spent on space exploration.
More money for scientific and medical research.
Abolish arts teaching in schools.
Teaching to be done by computer.
Automate everything.
Faster transport; development of supersonic cars.
Domestic robots for every home.
More sophisticated leisure facilities (since manpower will no longer be needed): more TV channels, better video games, etc.
Foundation of colonies in space.

B. Activity**1. Opening activities**

- a. Greeting.
- b. Praying.
- c. Check the students condition.

2. Main activities**a. Presentation**

- the teacher explains the materials

b. Practice

- the students practice the dialogue given by the teacher
- the students identify the words about health, arts, and technology
- the teacher asks the students to identify the expressions of responding to a statement.
- the teacher asks the students to make a dialogue and practice it with their partner
- the teacher gives 'canvassing' game and asks them to practice it

c. Production

- the students performing the game in front of the class

3. Closing activities

- Teacher giving feedback for the lesson and performance.
- The teacher ask the students understanding.
- Together with the students, the teacher summarize the lesson.
- The teacher motivate the students to keep learning and practice speaking English.
- Greeting.

C. Media and reference

- Advance Communication Game
- LCD
- Whiteboard and marker
- Game cards
- Pictures

D. Evaluation

- a. Technique
Spoken
- b. Form
Spoken test

E. Evaluation rubric

Scoring aspect	Score			
	1	2	3	4
Task completion				
Comprehensibility				
Fluency				
Pronunciation				
Vocabulary				
Language control				
Total score				

Nusawungu, May 2014

Teacher

Researcher

Sokhib, S.Pd
NIP. 19590814 198303 1 020

Nila Nuria Imtihanna
NIM. 07202244030

LESSON PLAN 2

School : SMP N 1 Nusawungu

Subject : English

Class/Semester: VIIIA /2

Type of text : Transactional / Interpersonal

Topic : Household objects and household activities

Skill : Speaking

Time Allocation : 2x40 minutes

Standard of competence: 9. To express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.

Basic competence: 9.1 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving, and refusing service, asking, giving, and refusing things, asking, giving, and denying information, **asking, giving, and denying opinion**, and offering, accepting, and denying something.

Objective of the study

At the end of the study:

- d. The students are able to identify the vocabularies related to the topic.
- e. The students are able to pronounce the words related to household objects and household activities.
- f. The students are able to use the expressions of asking, giving, and refusing opinion.

Indicators:

- a. Identifying vocabulary related to the topic.
- b. Pronouncing the words related to household objects and household activities.
- c. Using expression of asking, giving, and refusing opinion

F. Learning Material

Expression of giving opinion

- I think/believe that ...
- In my opinion ...

- I/we need ...
- i want ...

TASK 1 → The teacher drills the vocabulary related to the topic. (oral instruction)

- Washing machine
- Carpet
- Car
- Microwave
- Tape recorder
- Vacuum cleaner

TASK 2 → The teacher shows a dialogue about telephoning (oral instruction)

Dialogue 1

A: I want to buy a washing machine. What do you think?

B: I think it is better to buy a microwave

Dialogue 2

A: I want to go to the beach.

B: Good idea. We can borrow dady's car

TASK 3 → Make a dialogue related to the topic and practice it with your friend

TASK 4 → Practice the following game with your friend (oral instruction).

30 Family budget

Type of activity

small group

role play

Function practised

argument: stating and justifying opinion, stating needs and wants, agreeing and disagreeing

Exponent

I/We need/want . . .

I think that/In my opinion/To my mind . . ., etc.

It would be better/more useful, etc. to spend the money on . . .

connectives for reason-giving: *because, so that, etc.*

Lexical areas

household objects, household activities

Problem vocabulary

lawnmower, rocking horse, greenhouse, drill, video recorder

How to use the game

Divide the class into groups of three or four.

Copy one set of role cards and one set of picture cards for each group. For groups of three, leave out Tim or Samantha.

Give out a role card to each member of the groups.

The picture cards should be placed face down in a pile in the middle.

Tell the students that they belong to a family of four (or three) and that they have a total of £500 to spend. They may spend this money as they like, but they must come to an agreement as to how it is to be spent. Each member of the family has a role card showing how he/she would like to spend all or part of the money: they should think of good reasons for buying these things and argue the case

with the rest of the family.

They should begin the game by turning up the first picture card and arguing the case for buying or not buying it.

If the family *do* agree to buy it, the member of the family who wanted it should keep the card. If they decide not to buy it, the card should be discarded.

The object of the game is to acquire as many cards as possible. The family member with the most cards at the end of the game is the winner.

30 FAMILY BUDGET

Advanced Communication Games, Nelson, © J Hadfield 1987

MUM

You want:

- a washing machine (£225)
- a new carpet for the living room (£200)
- a second car (£500)
- a family holiday in Spain (£500)

DAD

You want:

- a lawnmower (£85)
- a video recorder (£300)
- a greenhouse (£250)
- a power drill (£65)

TIM

You want:

- a stereo (£300)
- a leather jacket (£85)
- a computer (£200)
- a ten-speed bike (£120)

SAMANTHA

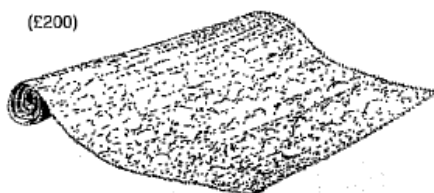
You want:

- a doll's house (£50)
- a bike (£55)
- a rocking horse (£100)
- a camera (£25)

(£225)



(£200)



(£500)



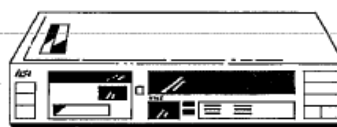
(£500)



(£85)



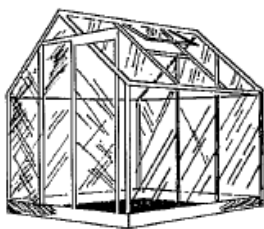
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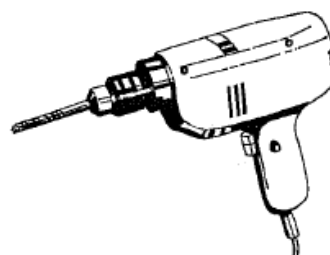
30 FAMILY BUDGET

Advanced Communication Games, Nelson, © J Hadfield 1987

(£250)



(£65)



(£300)



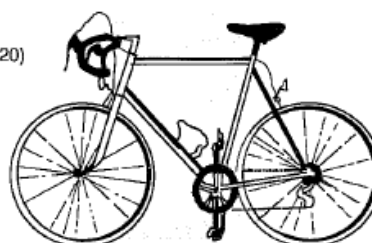
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(£200)



(£120)



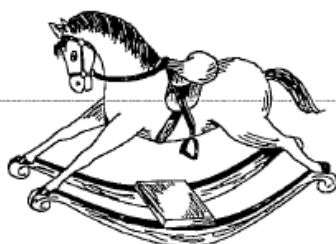
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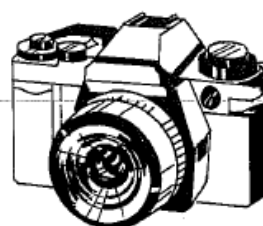
(£55)



(£100)



(£25)



G. Activity

4. Opening activities

- d. Greeting.
- e. Praying.
- f. Check the students condition.

5. Main activities

a. Presentation

- the teacher explains the materials

b. Practice

- the students practice the dialogue given by the teacher
- the students identify the vocabularies about household objects and household activities
- the teacher asks the students to identify the expressions of asking, giving, and refusing opinion.
- the teacher asks the students to make a dialogue and practice it with their partner
- the teacher gives 'family budget game and asks them to practice it

c. Production

- the students performing the game in front of the class

6. Closing activities

- Teacher giving feedback for the lesson and performance.
- The teacher ask the students understanding.
- Together with the students, the teacher summarize the lesson.
- The teacher motivate the students to keep learning and practice speaking English.
- Greeting.

H. Media and reference

- Advance Communication Game
- LCD
- Whiteboard and marker
- Game cards
- Pictures

I. Evaluation

- c. Technique
Spoken
- d. Form
Spoken test

J. Evaluation rubric

Scoring aspect	Score			
	1	2	3	4
Task completion				
Comprehensibility				
Fluency				
Pronunciation				
Vocabulary				
Language control				
Total score				

Nusawungu, May 2014

Teacher

Researcher

Sokhib, S.Pd
NIP. 19590814 198303 1 020

Nila Nuria Imtihanna
NIM. 07202244030

LESSON PLAN 3

School : SMP N 1 Nusawungu

Subject : English

Class/Semester: VIIIA /2

Type of text : Transactional / Interpersonal

Topic : Travel and transport

Skill : Speaking

Time Allocation : 2x40 minutes

Standard of competence: 9. To express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.

Basic competence: 9.1 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving, and refusing service, asking, giving, and refusing things, **asking, giving, and denying information**, asking, giving, and denying opinion, and offering, accepting, and denying something.

Objective of the study

At the end of the study:

- g. The students are able to identify the vocabularies related to the topic.
- h. The students are able to pronounce the words related to travel and transport.
- i. The students are able to use the expressions of asking, giving, and denying information.

Indicators:

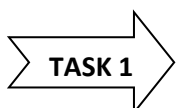
- a. Identifying vocabulary related to the topic.
- b. Pronouncing the words related to travel and transport.

c. Using expression of asking, giving, and denying information

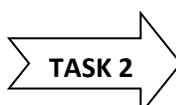
K. Learning Material

Asking for information:

- Can you tell me ...?
- I'd like to know ...
- I'm looking for ...
- Present simple + wh-questions
- How much/how often ...?:

 **TASK 1** The teacher drills the vocabulary related to the topic. (oral instruction)

- Destination
- Frequency
- Package tour
- Round trip
- Best deal
- Journey
- Inclusive

 **TASK 2** The teacher shows a dialogue about travel and transport (oral instruction)

Dialogue 1

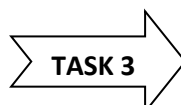
A: I'd like to know a package tour to Europe for next month?

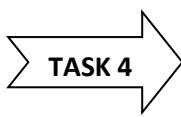
B: Yes, we have some best offers for you. Here they are.

Dialogue 2

A: Excuse me, can you tell me where Nusantara tour and travel is?

B: I'm sorry, I don't know where is it.

 **TASK 3** Make a dialogue related to the topic and practice it with your friend

 **TASK 4** Practice the following game with your friend (oral instruction).

29 Bucket shops

Type of activity

whole class

information search

Function practised

asking for and giving factual information

Exponent

Can you tell me . . . ?

I'd like to know . . .

I'm looking for . . .

Could you help me . . . ?

Have you got . . . ?

Is there . . . ?

present simple + *wh*-questions

How much/how often . . . ?

Lexical areas

travel and transport

Problem vocabulary

destination, frequency, inclusive, package tour, round trip, best deal, fulfil, stop-over, excursion, break a journey, some place names may be unfamiliar to the students

How to use the game

Divide the class into two halves.

Half the class are travel agents, belonging to four rival firms; the other half are prospective travellers looking for information.

If you can move furniture around in your classroom, set up a 'High Street' with four 'travel agents' shops' at adjacent desks in one area of the room. You might like to make signs with names on them that the 'travel agents' can place on the desks to identify the shops.

Divide up your 'travel agents' among the four firms: two or three or so to each shop and give each of them the information sheet relevant to their firm.

Divide your 'travellers' into two or three teams depending on how many students you have, allocate each team a 'home base' preferably in a

different area of the classroom from the travel agents' 'High Street', and give each team a list of questions to answer.

The object of the game is to answer all the questions on the sheet; the team which does so correctly in the shortest time is the winner.

For each team, one member should remain at 'home base' with the list of questions, allocating questions to the other members of the team, sending them out on fact-finding missions, and collecting the information as it arrives. Apart from that, it is up to the students how they organise their information collection: some teams will inevitably devise better systems than others!

29 BUCKET SHOPS

Advanced Communication Games, Nelson, © J Hadfield 198

QUESTIONS

- 1 Where can you buy the cheapest return ticket to Rio de Janeiro? How much does it cost? When is the next flight?
- 2 Find out the cost of a weekend for two in Paris in July.
- 3 How much does a Round-the-World ticket cost at the different travel agents? What are the conditions?
- 4 How soon could you get a flight to Delhi?
- 5 Which agency does the best deal on a weekend in Amsterdam?
- 6 When do flights leave for Mexico City?
- 7 You want to fly to Rome for a conference. You must be there by 10 a.m. on Monday. When will you have to leave?
- 8 What is the cost for a family of four (one child aged six, one child aged six months) to fly to Madrid one-way?
- 9 What conditions must you fulfil to qualify for a cheap fare to Dublin?
- 10 What's the cheapest package holiday to Vienna?
- 11 You want to go on a package holiday to Portugal next week – are there any vacancies?
- 12 When do flights to Sydney leave? How long is the flight?
- 13 Is it cheaper to fly to Frankfurt or go by train?
- 14 If you fly to Hong Kong where do you stop over? Can you fly direct?
- 15 Can you get a package tour for one week to Moscow and Leningrad?
- 16 What is the cheapest fare to Zurich?
- 17 You want to travel by train to Moscow, stopping at Warsaw and Berlin for a few days. Is it possible to do this on the same ticket, or do you have to buy three separate tickets?
- 18 You'd like to go cycling in France, but you don't really know where would be a good place to go. Can anyone help you?
- 19 You're keen on art and painting is your hobby. You'd like to combine painting and sunshine this summer. Are there any painting courses in Italy or France this summer?
- 20 You have one month's holiday and you want to travel around the USA. What is the best way of getting there/travelling around the country?

CHEAPO-TRAVEL

Flights to Europe:

<i>destination</i>	<i>departures</i>	<i>flight time</i>	<i>single fare</i>	<i>economy return</i>
Paris	every day 9.00, 10.30, 12.00, 16.30	1 hour	£45	£55
Amsterdam	every day 10.30, 13.30	1½ hours	£50	£60
Dublin	every day 11.45, 14.30	1½ hours	£65	£85
Zurich	every day 11.15, 14.45	2 hours	£60	£75
Rome	every day 9.00, 15.45	2½ hours	£65	£65
Athens	every day 14.45, 19.00	3 hours	£68	£70
Madrid	every day 11.20, 16.45	2 hours	£60	£65
Brussels	every day 13.00, 16.45, 18.00	1½ hours	£50	£55
Vienna	every day 9.00, 13.00	2½ hours	£65	£70
Lisbon	every day 14.00	2 hours	£55	£65
Frankfurt	every day 9.00, 17.40	2 hours	£55	£65

Children under 2 free; between 2 and 12 half price

Economy return must be booked 14 days in advance and traveller must spend at least 1 Saturday night in the country

Long distance flights:

<i>destination</i>	<i>departures</i>	<i>flight time</i>	<i>single fare</i>	<i>economy return</i>
New York	every day 13.00	7 hours	£149	£289
Mexico City	every day 9.00	10 hours	£190	£375
Delhi	every day 13.00	10 hours	£210	£400
Bangkok	every day 12.30	15 hours	£187	£340
Singapore	every day 10.15	15 hours	£220	£410
Hong Kong	every day 14.00*	18 hours	£270	£520
Sydney	every day 10.00**	28 hours	£372	£625
Rio	every day 19.00	16 hours	£300	£470

* stopover Bahrain (direct on Suns 15.30) ** stopover Singapore

PACKAGES AND SPECIAL OFFERS

Amsterdam Weekend: return flight plus 2 nights bed and breakfast and evening meal; £80 per person

Vienna: one week package inclusive of return flight, bed and breakfast for six nights, excursion to Salzburg; per person £170

Portugal (Algarve): 1 week (incl. return flight, transfer, full board) £150 per person, 2 weeks £220 (fully booked for next two months)

Painting courses in Sorrento: 2 weeks from £250 inclusive of full board in Italian farmhouse and tuition

USA Travel: Book a return fare (£450) on Globe Airlines and up to 8 journeys on inter-state airlines within the USA for £35 per journey

Round-the-world tickets: London-Sydney-London, valid one year with unlimited stopovers as long as you keep flying in the same direction; £750

TRAIN FARES TO MAJOR EUROPEAN CITIES

Paris:	£40 return
Amsterdam:	£42 return
Brussels:	£38 return
Zurich:	£68 return
Frankfurt:	£65 return
Rome:	£77 return
Madrid:	£72 return
Vienna:	£75 return
Lisbon:	£90 return
Athens:	£100 return
Moscow (via Warsaw/Berlin):	£200 return

Tickets valid for two months. Journey may be broken and resumed at any point within two months.

VALU-TOURS

Flights to Europe:

<i>destination</i>	<i>departures</i>	<i>flight time</i>	<i>single fare</i>	<i>economy return</i>
Paris	every day 9.00, 10.30, 12.00, 16.30	1 hour	£45	£62
Amsterdam	every day 10.30, 13.30	1½ hours	£50	£67
Dublin	every day 11.45, 14.30	1½ hours	£65	£91
Zurich	every day 11.15, 14.45	2 hours	£60	£82
Rome	every day 9.00, 15.45	2½ hours	£65	£72
Athens	every day 14.45, 19.00	3 hours	£68	£77
Madrid	every day 11.20, 16.45	2 hours	£60	£72
Brussels	every day 13.00, 16.45, 18.00	1½ hours	£50	£65
Vienna	every day 9.00, 13.00	2½ hours	£65	£74
Lisbon	every day 14.00	2 hours	£55	£76
Frankfurt	every day 9.00, 17.40	2 hours	£55	£69

Children under 2 free; between 2 and 12 half price

Economy return must be booked 14 days in advance and traveller must spend at least 1 Saturday night in the country

Long distance flights:

<i>destination</i>	<i>departures</i>	<i>flight time</i>	<i>single fare</i>	<i>economy return</i>
New York	every day 13.00	7 hours	£149	£289
Mexico City	every day 9.00	10 hours	£190	£375
Delhi	every day 15.00	10 hours	£210	£400
Bangkok	every day 12.30	15 hours	£187	£340
Singapore	every day 10.15	15 hours	£220	£410
Hong Kong	every day 14.00*	18 hours	£270	£520
Sydney	every day 10.00**	28 hours	£372	£625
Rio	every day 19.00	16 hours	£300	£550

* stopover Bahrain (direct on Suns 15.30) ** stopover Singapore

PACKAGES AND SPECIAL OFFERS

Amsterdam Weekend: return flight plus 2 nights bed and breakfast; £77 per person

Vienna: one week package inclusive of return flight, bed and breakfast for six nights, excursion to Salzburg; per person £180

Portugal (Algarve): 1 week (incl. return flight, transfer, full board) £150 per person, 2 weeks £220 (fully booked for next two months)

Painting courses in Sorrento: 2 weeks from £250 inclusive of full board in Italian farmhouse and tuition

USA: economy return plus inter-state bus pass valid 30 days all over America on the Whippet bus lines; only £400

TRAIN FARES TO MAJOR EUROPEAN CITIES

Paris:	£40 return
Amsterdam:	£42 return
Brussels:	£38 return
Zurich:	£68 return
Frankfurt:	£65 return
Rome:	£77 return
Madrid:	£72 return
Vienna:	£75 return
Lisbon:	£90 return
Athens:	£100 return
Moscow (via Berlin/Warsaw):	£200 return

Tickets valid for two months. Journey may be broken and resumed at any point within two months.

WORLD BEATERS TRAVEL

Flights to Europe:

<i>destination</i>	<i>departures</i>	<i>flight time</i>	<i>single fare</i>	<i>economy return</i>
Paris	every day 9.00, 10.30, 12.00, 16.30	1 hour	£45	£80
Amsterdam	every day 10.30, 13.30	1½ hours	£50	£85
Dublin	every day 11.45, 14.30	1½ hours	£65	£89
Zurich	every day 11.15, 14.45	2 hours	£60	£79
Rome	every day 9.00, 15.45	2½ hours	£65	£70
Athens	every day 14.45, 19.00	3 hours	£68	£75
Madrid	every day 11.20, 16.45	2 hours	£60	£70
Brussels	every day 13.00, 16.45, 18.00	1½ hours	£50	£60
Vienna	every day 9.00, 13.00	2½ hours	£65	£70
Lisbon	every day 14.00	2 hours	£55	£70
Frankfurt	every day 9.00, 17.40	2 hours	£55	£65

Children under 2 free; between 2 and 12 half price

Economy return must be booked 14 days in advance and traveller must spend at least 1 Saturday night in the country

Long distance flights:

<i>destination</i>	<i>departures</i>	<i>flight time</i>	<i>single fare</i>	<i>economy return</i>
New York	every day 13.00	7 hours	£149	£269
Mexico City	every day 9.00	10 hours	£190	£352
Delhi	every day 15.00	10 hours	£210	£390
Bangkok	every day 12.30	15 hours	£187	£330
Singapore	every day 10.15	15 hours	£220	£400
Hong Kong	every day 14.00*	18 hours	£270	£540
Sydney	every day 10.00**	28 hours	£372	£615
Rio	every day 19.00	16 hours	£300	£500

* stopover Bahrain (direct on Suns 15.30) ** stopover Singapore

PACKAGES AND SPECIAL OFFERS

Weekend in Paris: return flight, 2 nights bed and breakfast; £70 per person low season (October to March) £80 per person high season (April to September)

Amsterdam Weekend: return flight plus 2 nights bed and breakfast; £75 per person

Vienna: one week package inclusive of return flight, bed and breakfast for six nights, excursion to Salzburg; per person £160

Portugal (Algarve): 1 week (incl. return flight, transfer, full board) £150 per person, 2 weeks £220 (fully booked for next two months)

Moscow and Leningrad: one week all-inclusive; £250

Cycling Tours South of France: £170 for two weeks inclusive of return ferry/train, full board and cycle hire

Painting courses in Sorrento: 2 weeks from £250 inclusive of full board in Italian farmhouse and tuition

USA Fly-drive holidays: fly Execujet to New York for £250 single, £450 return and rent a car for £120 per week

TRAIN FARES TO MAJOR EUROPEAN CITIES

Paris:	£40 return
Amsterdam:	£42 return
Brussels:	£38 return
Zurich:	£68 return
Frankfurt:	£65 return
Rome:	£77 return
Madrid:	£72 return
Vienna:	£75 return
Lisbon:	£90 return
Athens:	£100 return
Moscow (via Berlin/Warsaw):	£200 return

Tickets valid for two months. Journey may be broken and resumed at any point within two months.

ROCK-BOTTOM TRAVEL

Flights to Europe:

destination	departures	flight time	single fare	economy return
Paris	every day 9.00, 10.30, 12.00, 16.30	1 hour	£45	£85
Amsterdam	every day 10.30, 13.30	1½ hours	£60	£80
Dublin	every day 11.45, 14.30	1½ hours	£65	£85
Zurich	every day 11.15, 14.45	2 hours	£60	£70
Rome	every day 9.00, 16.45	2½ hours	£65	£85
Athens	every day 14.45, 19.00	3 hours	£68	£70
Madrid	every day 11.20, 16.45	2 hours	£60	£65
Brussels	every day 13.00, 16.45, 18.00	1½ hours	£50	£55
Vienna	every day 9.00, 13.00	2½ hours	£65	£70
Lisbon	every day 14.00	2 hours	£65	£65
Frankfurt	every day 9.00, 17.40	2 hours	£55	£65

Children under 2 free; between 2 and 12 half price

Economy return must be booked 14 days in advance and traveller must spend at least 1 Saturday night in the country

Long distance flights:

destination	departures	flight time	single fare	economy return
New York	every day 13.00	7 hours	£149	£289
Mexico City	every day 9.00	10 hours	£190	£375
Delhi	every day 15.00	10 hours	£210	£400
Bangkok	every day 12.30	15 hours	£187	£340
Singapore	every day 10.15	15 hours	£220	£410
Hong Kong	every day 14.00*	18 hours	£270	£520
Sydney	every day 10.00**	28 hours	£372	£625
Rio	every day 19.00	16 hours	£300	£590

* stopover Bahrain (direct on Suns 16.30) ** stopover Singapore

PACKAGES AND SPECIAL OFFERS

Amsterdam Weekend: return flight plus 2 nights bed and breakfast and evening meal; £90 per person

Vienna: one week package inclusive of return flight, bed and breakfast for six nights, excursion to Salzburg; per person £1

Portugal (Algarve): 1 week (incl. return flight, transfer, full board) £150 per person, 2 weeks £220 (immediate availability)

Painting courses in Sorrento: 2 weeks from £250 inclusive of full board in Italian farmhouse and tuition

Round-the-world tickets: London-Sydney-London, valid one year with unlimited stopovers as long as you keep flying in the same direction; £950

TRAIN FARES TO MAJOR EUROPEAN CITIES

Paris:	£40 return
Amsterdam:	£42 return
Brussels:	£38 return
Zurich:	£68 return
Frankfurt:	£65 return
Rome:	£77 return
Madrid:	£72 return
Vienna:	£76 return
Lisbon:	£90 return
Athens:	£100 return
Moscow (via Berlin/Warsaw):	£200 return

*Tickets valid for two months. Journey may be broken and resumed at any point within two months.

L. Activity

7. Opening activities

- g. Greeting.
- h. Praying.
- i. Check the students condition.

8. Main activities

a. Presentation

- the teacher explains the materials

b. Practice

- the students practice the dialogue given by the teacher
- the students identify the vocabularies related to travel and transport
- the teacher asks the students to identify the expressions of asking, giving, and refusing information.
- the teacher asks the students to make a dialogue and practice it with their partner
- the teacher gives 'bucket shops' game and asks them to practice it

c. Production

- the students performing the game in front of the class

9. Closing activities

- Teacher giving feedback for the lesson and performance.
- The teacher ask the students understanding.
- Together with the students, the teacher summarize the lesson.
- The teacher motivate the students to keep learning and practice speaking English.
- Greeting.

M. Media and reference

- Advance Communication Game
- LCD
- Whiteboard and marker
- Game cards
- Pictures

N. Evaluation

- e. Technique
Spoken
- f. Form
Spoken test

O. Evaluation rubric

Scoring aspect	Score			
	1	2	3	4
Task completion				
Comprehensibility				
Fluency				
Pronunciation				
Vocabulary				
Language control				
Total score				

Nusawungu, May 2014

Teacher

Researcher

Sokhib, S.Pd

Nila Nuria Imtihanna

NIP. 19590814 198303 1 020

NIM. 07202244030

LESSON PLAN 4

School : SMP N 1 Nusawungu

Subject : English

Class/Semester: VIIIA /2

Type of text : Transactional / Interpersonal

Topic : Reservation

Skill : Speaking

Time Allocation : 2x40 minutes

Standard of competence: 9. To express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.

Basic competence: 9.2 To express meaning in short simple transactional dialogue (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately, fluently, and appropriately to interact with surrounding, including: asking, giving agreement, responding to a statement; giving attention to a speaker, starting, getting along, and closing a conversation; and starting, getting along, closing telephoning.

Objective of the study

At the end of the study:

- j. The students are able to identify the vocabularies related to the topic.
- k. The students are able to pronounce the words related to public places.
- l. The students are able to use the expressions of opening, maintaining, and closing a telephone conversation.
- m. The students are able to make an appointment by telephoning.

Indicators:

- a. Identifying vocabulary related to the topic.
- b. Pronouncing the words related to public places.
- c. Using expression of opening, maintaining, and closing telephone
- d. Make an appoinmnet by phone.

P. Learning Material

- Expressions related to opening, maintaining, and closing a telephone call

Opening:

- Hello
- Good morning
- Can I help you?
- Who is this speaking?

Maintaining:

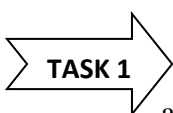
- A moment please
- A minute please

Closing:

- thanks for calling.
- Good night
- bye

- Expressions related to make an appoinment.

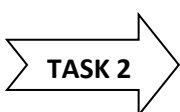
- I want to make a reservation for tonight
- I want to book a ticket for tomorrow



The teacher shows a table of expressions related to opening, maintaining, and closing telephoning. (oral instruction)

Expressions	Starting	Maintaining	Closing
How can I help you?			
Alex Case speaking.			
Stuart Smith's phone/office/desk.			
Can I ask who is calling?			
OK, speak to you then.			
I'll tell him you called.			

Have a good weekend.			
It's been nice talking to you.			
Thanks for all your help.			
I think that's all, thanks.			
Was there anything else?			
Can I call you back?			
OK, I'll pass that message onto him.			
Is that Diane?			
I'm afraid he isn't here at the moment.			
Can I speak to Mr Smith, please?			
I need to speak to someone in your marketing department.			
Hi Alex. This is Tetsuya.			
This is Alex again. We were cut off.			
I really must be going.			
I'll get back to you as soon as I can.			
Do you have time to talk?			
Hallo, good morning.			
Can I help you?			
Thanks for calling.			

**TASK 2**

The teacher shows a dialogue about telephoning (oral instruction)

A: Good morning. This is Gaumont Theatre, may I help you?

B: Yes, this is Nisa. I want to book two tickets for Transformer movie tonight, is it available?

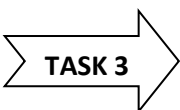
A: let me check first

B: Yes, please.

A: There are some available tickets for tonight.

B: Please book 2 tickets for me. Thank you

B: Your welcome. Thanks for calling.

**TASK 3**

Pronounce the following words correctly



Cinema



hospital



restaurant



train station



Bus station



ticket

**TASK 4**

Make a dialogue about telephoning and practice it with your friend

**TASK 5**

Practice the following game with your friend (oral instruction).

10 Crossed lines

Type of activity

whole class
information search

Function practised

asking for information

Exponent

question forms

Lexical areas

entertainment and services

Essential vocabulary

performance, book (tickets), appointment, matinee, weekday, what's on, bookable, advance, on the hour

How to use the game

This game may be played with any number of students.

Copy enough task sheets for half the class, and enough information sheets for half the class.

Place the chairs around the room in pairs back to back. Ask half the students to sit on the chairs (one student to each pair of chairs).

Give these students one information sheet each.

Give the other students a task sheet each.

The object of the game is for these students to complete their task sheets *in order*.

To do this, they will have to go and sit on one of the empty chairs, and 'telephone' the stationary student behind them, beginning the conversation with, for example, *Hello, is that the Gaumont Theatre?*

If they get the right number (*Yes, can I help you?*), they should ask for the information they need and write it down on the task sheet.

If they get a wrong number (*No, sorry. I'm afraid you've got the wrong number, this is the station.*) they should apologise, 'ring off' and move on to another pair of chairs.

They must complete the tasks in order, so they cannot make two consecutive phone calls from the same place. Thus the student in the above example must find the Gaumont Theatre first and obtain the necessary information, before returning to the 'station' to ask any questions.

The first student to finish is the winner.

10 CROSSED LINES (Task sheets)

Intermediate Communication Games, © J Hadfield 1990

- 1 Phone the Gaumont Theatre and find out what play is on this week. Is there a matinee on Saturday?
- 2 Phone the station and find out the times of trains to Bristol on a weekday morning.
- 3 Phone the dentist and make an appointment for Wednesday afternoon.
- 4 Phone the doctor and make an appointment for Friday.
- 5 Phone the Odeon Cinema and ask what time the film *Roger Rabbit III* begins?

- 1 Phone the Gaumont Theatre and find out what play is on next week.
- 2 Phone the station and find out the times of trains to Oxford on a Sunday morning.
- 3 Phone the dentist and make an appointment for Friday afternoon.
- 4 Phone the doctor and make an appointment for this week sometime.
- 5 Phone the Odeon Cinema and ask what time the last performance of the film *Roger Rabbit III* ends?

- 1 Phone the Gaumont Theatre and book two tickets for *Hamlet* on Friday or Saturday.
- 2 Phone the station and find out the times of the first train to London on Sunday.
- 3 Phone the dentist and make an appointment for Thursday afternoon.
- 4 Phone the doctor and make an appointment for one afternoon this week.
- 5 Phone the Odeon Cinema and ask what's on this week.

- 1 Phone the Gaumont Theatre and find out what play is on this week. Are there any tickets left for Saturday night?
- 2 Phone the station and find out the times of trains to Birmingham.
- 3 Phone the dentist and make an appointment. Any time this week will do.
- 4 Phone the doctor and make an appointment for this week.
- 5 Phone the Odeon Cinema and ask if you can book tickets for the film *Roger Rabbit III*.

- 1 Phone the Gaumont Theatre and find out how long *Hamlet* is on for. You need four tickets, early next week if possible.
- 2 Phone the station and find out the times of trains to Gatwick airport. You need to be there by 10 a.m. next Thursday.
- 3 Phone the dentist and make an appointment for as soon as possible.
- 4 Phone the doctor and make an appointment for as soon as possible.
- 5 Phone the Odeon Cinema and ask if there is a matinee performance of the film *Roger Rabbit III*.

10 CROSSED LINES (Information sheets)

Intermediate Communication Games, © J Hadfield 1990

GAUMONT THEATRE

This week until Friday: *HAMLET*

Every night 7.30 p.m.
 Matinee Saturday 2 p.m.
 Performance ends 11.30 p.m.
 Tickets: £10 £12 £15
 Tickets at all prices available every evening

Next week for four weeks:
CHARLIE'S AUNT: a comedy

STATION

Trains to:

Bristol weekdays: 7 a.m. 9 a.m. 11 a.m.

1 p.m. 3 p.m. 5 p.m. 7 p.m. 9 p.m. 11 p.m.

Sundays: 9 a.m. 1 p.m. 5 p.m. 9 p.m.

Oxford weekdays: every hour from 6.10 a.m. to 12.10 a.m.

Sundays: every hour from 6.10 a.m. to 12.10 a.m.

Birmingham weekdays: 7.30 a.m.

10.15 a.m. 3.35 p.m. 5.20 p.m. 8.54 p.m.

Sundays: 10.34 a.m. 4.45 p.m. 7.54 p.m.

Gatwick airport every day: every half hour all through the day and night on the hour and half hour**London** every day: at twenty past the hour beginning 6.20 a.m., last train 2.20 a.m.

ODEON CINEMA This week: ROGER RABBIT III Performances 3 p.m. 5 p.m. 7 p.m. 9 p.m. (last performance ends 11 p.m.) All tickets £5 Not bookable in advance																																																																																									
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10. Opening activities

- j. Greeting.
- k. Praying.
- l. Check the students condition.

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a. Presentation

- the teacher explains the materials

b. Practice

- the students practice the dialogue given by the teacher
- the students identify the names of public places
- the teacher asks the students to identify the expressions of opening and closing telephone.
- the teacher asks the students to make a dialogue and practice it with their partner
- the teacher gives a game and asks them to practice it

c. Production

- the students performing the game in front of the class

12. Closing activities

- Teacher giving feedback for the lesson and performance.
- The teacher ask the students understanding.
- Together with the students, the teacher summarize the lesson.
- The teacher motivate the students to keep learning and practice speaking English.
- Greeting.

R. Media and reference

- Intermediate Communication Game
- LCD
- Whiteboard and marker
- Game cards
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- g. Technique
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Comprehensibility				
Fluency				
Pronunciation				
Vocabulary				
Language control				
Total score				

Nusawungu, May 2014

Teacher

Researcher

Sokhib, S.Pd

NIP. 19590814 198303 1 020

Nila Nuria Imtihanna

NIM. 07202244030

Filed note 1 – cycle 1

May 21, 2014

The English teacher and the researcher entered the class together. Then the English teacher told the students to pay attention on the lesson. After that he sat at the back to monitor the teaching and learning process. The researcher started the lesson by greet the students and ask their condition. After that, she explained the topic that they were going to do in that day was asking and giving agreement that they had learnt before. The materials were taken from English on Sky 2 and internet. The material of asking and giving agreement was not new anymore because it was learnt before. Then, the researcher started giving the explanation. She wrote some asking and giving agreement expressions on the white board. Some students did a chat with their friends, especially the boys. The English teacher reminded them not to be noisy. After that, by using English mixed with Bahasa Indonesia, the researcher explained the expressions and gave some sentence examples. While explained, most of the students wrote on their book.

The researcher asked the students to look at the dialogue example on their book. She asked the students to read carefully and filled in the blank with appropriate words. She asked the students to raise their hand and completed the dialogue. After for a while waiting, because there was no student raising their hand, the researcher called a student named Aji to complete the first dialogue together with his friend named Galih. Aji and Galih read the dialogue in their book with some pauses and miss pronunciation. Half of his friends gave their attention and some of them did not. Then, the English teacher called a student named Rifki. He reminded him not to cheat and pay attention to the lesson. After they finished read the dialogue, the researcher appreciated them and gave some corrections on their pronunciation. Then the researcher invited the other students to raise their hand for the second dialogue. A student named Wiwit and her friend named Eva raised their hand. They read the second dialogue more fluent with some miss pronunciation. The researcher appreciated them and corrected their mistakes. After that, the researcher asked the students understanding and asked them to ask questions if there was a student did not understand yet. After for a while waiting, no one asked a question.

The researcher told the students that they were going to play a game related to the asking and giving agreement. Most students smile and gave their attention to the researcher explanation. After got the students attention, the researcher started to explain the procedure and rule of the game. While she explained, the students listened carefully. After that, she checked the students understanding. Some students asked some questions and the researcher answered carefully. After made sure that all the students understood, the researcher started to gave them the game tools. The students did not looked enthusiastic. After all the students got the cards, she asked them to practice the game. The researcher

went around the class to check the students. Some students asked some question about the game when she arrived at their table.

The researcher told the students to practice the game in front of the class. Most of them complained, but the researcher said that she would help them. Some of them asked whether they could brought their book or not. The researcher agree with their request. She tol them that they did not need to shy or afraid to speak English in front of the class. Then she invited them to came in front of the class. No one raise their hand, then she called the students randomly to practice the game in front of the class. Most students still read the dialogue from their book with some pauses and miss pronunciation. After all the students got their turn, the researcher gave some reflection and correction related to their mistakes. She also asked the students to always bring a dictionary for the next meetings. At last, she motivated the students to keep learning English. They should not be shy to speak English and also they have look for the new words in dictionary. The bell was ringing and she finished the lesson.

Field Note Cycle 1 – Meeting 2

The researcher entered the class and greet the students. The students greet her friendly. The laid their books and dictionary on their table. Before the researcher start the lesson, she check the students condition first. After that, she told the students that the topic of that day was telephoning. She gave some questions related about telephoning as warming up. The students gave good response.

The researcher asked the students to opened their book. Then she wrote some examples of expressions related to telephoning on the white board. The students also wrote on their book. After that, she explained about that expressions and the students pay attention on it. She also gave some examples of telephoning dialogue. She asked the students to filled in the blank with appropriate words. After that, she invited the students to raise their hand and read the complete dialogue. After for a while waiting, a student named Amalia raise her hand. Together with her friend, they read the dialogue carefully. There were a little bit miss pronunciation. The the researcher gave the correction and asked the students to repeat after her. She asked other students to read the next dialogue. Yusuf and Panji became the next volunteers. After that, the researcher gave some review and checked the students understanding. No one of them asked a question.

The researcher told the students that they were going to play a game about telephoning and practice it in front of the class like the meeting before. She reminded the students not to be afraid and shy to speak English. Some students did not enthusiastic. She started to explained the procedure and rule of the game. The students listened carefully. Then she checked the students understanding and some of them asked some questions. The researcher answer the questions briefly. After that, she gave the game cards to all the students. Suddenly, the class became noisy. The researcher asked the students to read the cards carefully and she gave a short axplanation about it. After the students understood, she asked them to practice it. She went around the class to check the students. Some students ask some questions when she arrived at their table. After all the students finished pratice the game, she asked them to prepared their performance.

The researcher invite the students to practice the game in front of the class. The first performer were Eva and Wiwit, the next were Anis and Ema. After that, the researcher called the other students randomly. After all the students got their turns, the reseracher gave some review and correction about their mistakes. She asked the students to opened the dictionary to check the right pronunciation of some words. She prononunce the right spell and the students repeat after her. She appreciated the students progress of that day. At last, she did not forgot to kept motivate them to speak English. The lesson was end and the researcher went out of the class.

Field Note Cycle 1 – Meeting 3

The researcher entered the classroom. The class were very noisy when she came. She asked the students to sat and be silent, but some boys still cheated with their friend. The researcher said that if they could not be silent, the lesson would not be started. Soon, they became more calm and pay attention on her. After the class room was under controlled, she greet the students and checked their condition. She asked the students whether they still wanted and enthusiastic to learned English or not. The students answered that they still wanted to learn English. Even they wanted the researcher became their English teacher. After a little bit chit chat, the researcher started the lesson.

The researcher asked the students to open their book. She told the students that the topic of that day was responding to a statement. She gave short and brief explanation related to the topic. She also wrote the expressions and example of short dialogues on the white board. The students listened carefully and some of them wrote it on their book. After that, she asked the students understanding. A students named Innayah asked a question about the example of formal expression. While the researcher answered, the other students also listened and wrote it. After made sure that all the students understood, she asked them to complete the dialogues in their book. The researcher went to some table to checked their work.

Some minutes later, the researcher invited the students to read the complete dialogue. In that meeting, the students more active than the previous. Some students raised their hand, mostly the girls. The reseracher asked Amalia and her friend to read the first dialogue. They read the dialogue quite fluent with a little miss pronunciation. After that, the researcher said thank you and gave short correction. Next, Panji and Yusuf got their turn to read the second dialogue. They read it fluently with good pronunciation.

Then, the researcher gave the explanation about the game to played at that day. All the students listened to her carefully. After that, she gave the game cards to all the students. They look enthusiastic. She gave a short explanation to made sure that all of them understood about the procedure and rule of the game. The students started to practice the game. The class became very noisy. The researcher reminded them to decrease their voice. She went around the class to check the students work. Some students asked some questions and she answered briefly.

Some minutes later, all the students ready to practiced the game in front of the class. Some of the students raised their hand to practiced it. The researcher asked the other students to be the first, but no one raised their hand. Finnaly, Wiwit and Ema got the first turn. Eva, Innayah, Amalia, and Puji got the next turn. For the rest, the researcher called them randomly. There was a progress of their speaking skill. They spoke more fluent, a little miss pronunciation, and richer vocabulary. The researcher gave good appreciate to their performance. The students looked happy and satisfied with their own progress.

As usual, the researcher gave the students motivation and support. That they had to keep learning English. They should be brave to speak English and build a habit to open the dictionary when they found new words. The bell rang. Then the researcher ended the lesson and went out of the class.

Field Note 4 - Cycle 2

May 30, 2014

The English teacher and the researcher entered the class. The English teacher greet the students first. Then he asked their progress during the previous classes. The students said that they were very happy. He reminded the students to always paid attention to the lesson gave by the researcher. Then he let the researcher to started the lesson and he walked to the back.

The researcher greet the students and she told them the topic for that day was telephoning. In that topic, the students could mixed it with the other previous topics. They could mixed 'asking and giving opinion' and 'responding to a statement' in a telephoning dialogue. She said that the aim of this meeting was to made sure that there was a real progress of the students during her class. After that, she checked the students understanding but no one asked a question. Then she continued the lesson.

The researcher said that the game for the day was a role play. She gave a free chance for the students. In that time, they were allowed to created their own characteristics and situations. They could be whoever they want and also talked about anything they like. Again, she checked their understanding. Some of them asked questios related to the game and the researcher answered carefully. She also gave some example to made them more understood. She reminded them to opened their dictionary if they found new words, or they could asked her. Most students looked enthusiastic. They interested to the activity because they could explore their idea.

The students started to created their dialogue. The class became very noisy. The English teacher reminded them to decrease their voice. The class became a little bit quiet. As usual, the researcher went around the class to checked their work. They asked some questions to the researcher when arrived at their table. Some students found some difficulties about matched the characters with the situations, arrange the right sentences, found the appropriate words, and spelling. She explained each question carefully. She spoke in English to elicite them to spoke in english. The English teacher also went around to some table to check the students work. After for a while, she added some minutes to finished their work because they were not ready yet to practice the game in front of the class. She said that there would a reward for all of them, and she would gave speacial reward for them who got the first five performance. They looked so happy and most of them looked enthusiastic to finished their work faster.

Finally, the students were ready to showed their work. The researcher invited them to came firts. Six students raised their hand, four girls and two boys. The first five couple were Amalia and Karina, Mila and Nur Asih, Ema and Eva, Panji and Galih, and Anis and Wiwit. The other students also showed their

enthusiasm although they did not get the special rewards. The researcher did not need to call her as the previous meetings. They spoke more confident than their previous performances. Although they were still a little bit miss pronunciation and grammatical error, but they spoke more fluent and confident. The researcher and the English teacher paid attention to each performance carefully to give them the appropriate score.

All performance was done. The researcher gave applause to their performance. She said that they got a great progress. Not only spoke more fluent and confident, their vocabulary also became richer. They could arrange the right words in a better sentence than before. She reminded them to keep practice and open dictionary. In the last minutes, she gave the rewards as her promise. When she called the first five couple to get the special rewards, the other gave applause. They looked so happy. The bell rang, then she ended the lesson.

Interview 1

Respondents : - The researcher (R)

- The students (S) named Ema Kurniasari

Setting : Classroom

R : Nama kamu siapa?

S : Ema Kurniasari

R : Ema Kurniasari...sebelumnya suka pelajaran Bahasa Inggris apa tidak?

S : Suka

R : Kenapa sukanya?

S : Karena mengasyikan, terus membangkitkan kreativitas, trs lain2

R : Sebelum saya ngajar?

S : Suka

R : Memang sudah suka?

S : Sudah suka (mengangguk)

R : Gimana pendapat Ema tentang metode games yang sudah kita lakukan?

S : mmm...menurut saya dapat mee..membangkitkan kreatifitas, mmm melatih kemampuan berbicara, terus mmm dapat melemaskan otot2 , hehe

R : biar gak grogi gitu ya?

S : Iya

R : Setelah kita belajar Bahasa Inggris pake games itu percaya dirinya jadi nambah ga untuk berbicara Bahasa Inggris ?

S : Iya

R : Iya? Terus jadi tambah termotivasi ga untuk bisa belajar bahasa inggris dengan lebih baik dan benar?

S : (mengangguk)

R : Kalau dibandingkan dengan metode yang dilakukan biasanya sama metode saya, Ema jadi lebih bisa ngerti ungkapan-ungkapan yang dipelajari ga?

S : Iya

R : Iya? Terus setelah latihan speaking kita dari beberapa pertemuan ini, ee Ema merasa ga kemampuan speaking Ema itu bertambah?

S : (Mengangguk)

R :Jadi lebih pede untuk berbicara didepan umum?

S : Iya

R : Ada kesulitan gak selama saya menerapkan metode games ?

S : Alhamdulillah belum ada

R : Belum ada kesulitan yaa, cuma..kalau ga...masalah yang menurut Ema kesulitan dari diri Ema sendiri untuk belajar Bahasa Inggris, apa yang jadi halangan?

S : Karena ee kosakatanya belum banyak

R : Kosakata blm banyak?

S : Iya masih sedikit

R : Terus ada masukan ga untuk metode pengajaran Bahasa Inggris? Ema pengenya seperti apa biar lebih bisa ngerti , lebih bisa seneng belajar Bahasa Inggris, ada masukan ga?

S : Ga ada

R : Ga ada? Ee apa ingin lebih banyak praktek berbicara atau listening?

S : Pengenya lebih banyak praktek berbicara?

R : Oh yaya..trimakasih yaa

Interview 2

Respondents : - The researcher (R)

- The students (S) named Yusuf Tabrani

Setting : Classroom

R : Mas namanya siapa?

S : Yusuf Tabrani

R : Mas...sebelumnya suka ngga sama pelajaran Bahasa Inggris?

S : Suka

R : Sukanya kenapa?

S : Ya karna mengasyikan juga dapat dipraktekan

R : Mmm pendapatnya mas Yusuf tentang metode games yang sudah kita lakukan gimana?

S : Cukup efektif, mmm tentunya bisa mengurangi kebosanan , ya itu aja

R : Eee dengan metode games, rasa percaya mas Yusuf nambah ga untuk berbicara Bahasa Inggris?

S : Agak sedikit nambah

R : Terus motivasi untuk belajar Bahasa Inggris dengan baik dan benar gimana setelahnya?

S : Yaa...

R : Bertambah atau tidak?

S : Bertambah

R : Bertambah ya. Eee dengan metode games yang kita lakukan, ee kira-kira menambah pemahaman mas Yusuf tentang penggunaan ekspresi atau ungkapan-ungkapan dalam kehidupan sehari-hari dalam bahasa inggris? Bisa lebih mengerti ya?

S : (mengangguk)

R : Mas Yusuf merasa ga kemampuan speaking mas Yusuf bertambah setelah metode yang kita lakukan?

S : Ya saya merasa

R : Merasa bertambah ya?

S : (mengangguk)

R : Eee ada saran atau masukan untuk metode belajar Bahasa Inggris yang mas Yusuf inginkan seperti apa?

S : Mmm metode yang saya inginkan, metode yang mengasyikan tetapi bisa meningkatkan kemampuan.

R : Ya...terima kasih

Interview 3

Respondents : - The researcher (R)

- The students (S) named Wiwit Widyaningsih

Setting : Classroom

R : Mba namanya siapa?

S : Wiwit Widyaningsih

R : Mba Wiwit sebelumnya suka pelajaran Bahasa Inggris apa tidak?

S : Suka

R : Sukanya kenapa?

S : Yaa...karna apa ya...hehe..ya gitulah, hehe

R : Memang suka ya

S : Iya

R : Pendapatnya mbak Wiwit tentang metode games yang sudah kita lakukan selama beberapa pertemuan kemarin bagaimana?

S : Ya sangat baik, bagus banget

R : Ee rasa percaya diri mba Wiwit nambah ga dengan metode kita?

S : Iya bertambah

R : Bagaimana motivasinya untuk belajar Bahasa Inggris, semakin bertambah apa biasa saja?

S : Ya, semakin bertambah

R : Terus dengan metode games yang sudah kita lakukan kira-kira menambah pemahaman tentang ungkapan dalam Bahasa Inggris yang sudah diajarkan apa engga?

S : Iya, bisa mengerti ungkapan-ungkapan dalam bahasa Inggris

R : Terus mba Wiwit merasa ga kemampuan speaking mba Wiwit bertambah setelah metode games?

S : Iya, iya

R : Jadi lebih pede ya?

S : Iya
R : Ee ada kesulitan ga selama saya mengajar dengan metode game?
S : Ga ada
R : Ga ada?
S : Ga
R : Ada masukan atau saran tentang metode belajar Bahasa Inggris yang mba Wiwit ingin seperti apa agar belajar Bahasa Inggris lebih menyenangkan?
S : Yaa ingin terus menerus seperti inilah, hehe..
R : Ingin terus seperti ini ya? Jadi lebih banyak latihan speaking dengan metode yang menyenangkan ya?
S : (mengangguk)
R : Terima kasih

Inetrview 4

Respondents : - The researcher (R)
 - The students (S) named Aji Sutopo

Setting : Classroom

R : Mas namanya siapa?
S : Mas Aji Sutopo
R : Mas, sebelumnya suka pelajaran Bahasa Inggris apa tidak?
S : Ya...suka suka
R : Sukanya kenapa?
S : Karna bercita-cita ingin ke luar negri mau jadi atlet sepak bola terkenal
R : Oh ya..bagus bagus. Terus gimana pendapatnta mas Aji tentang metode games yang telah kita lakukan selama beberapa pertemuan ini?
S : Ya...jadi lebih asik karna tidak terlalu bosan dan memusingkan kepala pada saat pelajaran

R : Ee dengan metode games, mas Aji jadi lebih pede ga untuk bicara bahasa Inggris?

S : MYa, pede

R : Jadi termotivasi ga untuk belajar Bahasa Inggris dengan baik dan benar?

S : Ya, semakin

R : Terus dengan metode games ini, mas Aji jadi menambah pemahaman tentang ungkapan-ungkapan Bahasa Inggris yang diajarkan apa tidak?

S : Ee (mengangguk)

R : Mas Aji merasa ga kalau kemampuan speaking mas Aji bertambah atau tidak setelah kita melakukan metode games ini?

S : Bertambah...lebih pede

R : Ada kesulitan ga selama saya menerapkan metode games?

S : Tidak

R : Tidak?

S : (menggeleng)

R : Ada saran atau masukan untuk metode yang digunakan dalam pelajaran Bahasa Inggris atau mas Aji pengenya belajar Bahasa Inggris itu yang seperti apa?

S : Ya..ya menerapkan game-game seperti itu biar lebih asik dan tidak membosankan

R : Terima kasih

STUDENTS' PRE-TEST SCORE

No .	Name	Task completion	Comprehen sibility	Fluency	Pronuncia tion	Vocabulary	Language control	Total score
1.	Adinda	1	1	1	1	1	1	6
2.	Aisyah	2	2	1	1	1	1	8
3.	Amalia	1	1	1	1	1	1	6
4.	Aji S	1	1	1	1	1	1	6
5.	Anis Y	2	2	1	1	2	2	10
6.	Devita	2	1	1	1	2	1	8
7.	Dimas H	1	1	1	1	1	1	6
8.	Ema K	2	2	2	2	2	2	12
9.	Ernawati	2	1	1	2	1	1	8
10.	Erviana I	1	1	1	1	1	1	6
11.	Eva W	2	2	2	2	2	2	12
12.	Faqih R	1	1	1	2	2	1	8
13.	Fitri W	2	1	1	1	1	1	7
14.	Heni S	2	2	1	1	1	1	8
15.	Imam F	1	1	1	1	1	1	6
16.	Innayah	2	2	1	1	2	2	10
17.	Intan N	2	2	1	1	1	1	8
18.	Julian F	1	1	1	1	1	1	6
19.	Karina P	2	2	1	1	2	1	9
20.	Khoerul	1	1	1	1	1	1	6
21.	Milla A	2	2	1	1	2	1	9
22.	Nur Asih	1	2	1	1	2	1	8
23.	Nur Hida	1	1	1	1	2	1	7
24.	Panji S	2	2	2	2	2	2	12
25.	Puji S	1	1	1	1	2	1	7
26.	Rifki E	1	1	1	1	1	1	6
27.	Sri W	1	1	1	1	1	1	6
28.	Tugiarti	1	1	1	1	1	1	6
29.	Wegih B	2	2	1	1	2	1	9
30.	Wiji R	1	1	1	1	2	1	7
31.	Winda D	2	2	1	1	1	1	8
32.	Wiwit W	2	2	2	2	2	2	12
33.	Yoga P	1	1	1	1	1	1	6
34.	Yusuf T	2	3	3	3	3	2	16

STUDENTS' POST-TEST SCORES

No .	Name	Task completion	Comprehe nsibility	Fluency	Pronunci ation	Vocabular y	Languag e control	Total score
1.	Adinda G	2	2	1	1	2	1	9
2.	Aisyah	2	2	1	2	2	2	11
3.	Amalia	2	2	1	2	2	1	10
4.	Aji S	2	1	1	1	2	1	8
5.	Anis Y	3	2	2	2	3	2	14
6.	Devita	2	2	2	2	3	2	13
7.	Dimas H	2	2	1	1	2	1	9
8.	Ema K	3	3	2	2	3	2	15
9.	Ernawati	2	2	2	2	2	1	11
10.	Erviana I	2	2	1	1	2	2	10
11.	Eva W	3	3	2	2	3	2	15
12.	Faqih R	2	1	1	2	3	2	11
13.	Fitri W	2	2	2	2	2	2	10
14.	Heni S	2	2	1	2	2	1	10
15.	Imam F	2	1	1	2	2	1	9
16.	Innayah	2	2	2	2	3	2	13
17.	Intan N	2	2	2	2	2	2	12
18.	Julian F	2	1	1	1	2	1	8
19.	Karina P	2	2	2	2	2	2	12
20.	Khoerul	2	1	1	1	2	1	8
21.	Milla A	2	2	1	2	2	2	11
22.	Nur Asih	2	2	1	2	2	1	10
23.	Nur Hida	2	2	1	2	2	1	10
24.	Panji S	2	3	2	3	3	2	15
25.	Puji S	2	2	1	2	2	2	11
26.	Rifki E	2	1	1	1	2	1	8
27.	Sri W	2	1	1	2	2	1	9
28.	Tugiarti	2	1	1	2	2	1	9
29.	Wegih B	2	2	2	2	2	2	12
30.	Wiji R	2	2	1	2	2	1	10
31.	Winda D	2	2	2	2	2	2	12
32.	Wiwit W	2	2	3	3	3	2	15
33.	Yoga P	2	1	1	2	2	1	9
34.	Yusuf T	3	3	4	4	4	3	21



Picture 1. The students look happy when practicing the game with their friends



Picture 4. The students perform a role play in front of the class



Picture 2. The students look enthusiastic when practicing the game with their friends



Picture 5. The students practicing the game in front of the class and looking to their note occasionally



Picture 3. The students practice the game in group.



Picture 6. The students performing the game in front of the class



Picture 7. Some students raise their hand when the researcher ask a question.



Picture 10. The students do the individual task seriously.



Picture 8. The students do the task given by the the researcher in group.



Picture 11. The researcher is explaining the material



Picture 9. The students practice the dialogue in pairs.



Picture 10: The researcher is asking the students to practice the dialogue



Picture 11: The English teacher help the students to monitor the class



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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FRM/FBS/33-01
10 Jan 2011

Nomor : 618c/UN.34.12/DT/V/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

14 Mei 2014

Kepada Yth.

Kepala SMP Negeri I Nusawungu
di Cilacap – Jawa Tengah

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 SKILLS BY USING COMMUNICATIVE GAMES FOR THE GRADE VIII STUDENTS OF SMP NEGERI I NUSAWUNGU CILACAP IN THE ACADEMIC YEAR 2013/2014

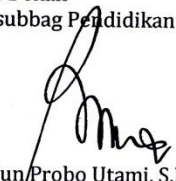
Mahasiswa dimaksud adalah :

Nama : NILA NURIA IMTIHANNA
NIM : 07202244030
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juli 2014
Lokasi Penelitian : SMP Negeri I Nusawungu

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,


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NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP Negeri I Nusawungu