

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a means of communication in which people express their feelings, ideas, opinions, and desires. As an international language, English has an important role in this globalization era. Many people are demanded to be able to communicate in English. It needs speaking skills to make them able to communicate in English. Fluency is also important in learning speaking. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently (Jack C. Richards and Richard Schmidt, 2006).

In relation to the level of teaching learning process of English. Based on English teaching standard of content which is issued by Badan Standar Nasional Pendidikan (BSNP), English teaching in Indonesia is aimed at helping the

students to achieve communicative competence (BSNP, 2006). By having communicative competence, the Indonesian students have to be able to communicate using English with other people. For SMA students, the aim of the English teaching is to facilitate them to communicate with the target language in the level of informational literacy. It means that the students have to be able to access the knowledge with the target language. Moreover, the Indonesian students have to be able to communicate in English in daily life in both spoken and written language. Thus, to achieve the communicative competence, English teaching has to cover four main skills, namely listening, speaking, reading, and writing.

Meanwhile, SMA N 1 Gamping is one of the Senior High Schools in Yogyakarta that learns English as one of the important subjects. The students in that school are also expected to have mastered English to communicate both in the spoken and written forms. In fact, there are still students who do not have motivation to learn how to speak well. They do not have the courage to speak in front of the class. Moreover, the students are able to practice listening, reading, and writing in English at school. On the other hand, they have less opportunity to practice speaking in English when they are not in the classroom. Besides, the activities in speaking are less communicative because the teachers give many theories to the students without instructing them to practice the language. Also, the teaching and learning process seems to be teacher-centered since the teachers always explain the materials and the students only listen to him.

In addition, the activities during the English lesson seem to be boring and less interactive. Therefore, it makes the students less active during the lesson.

There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the lesson. When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students.

Therefore, the teachers are expected to be able to create a situation where the students are able to express their idea in English orally. Teachers' competency is one of the factors that should be considered. To achieve the success of speaking teaching learning process, there must be a good cooperation between the teachers and the students. In this case, the teachers play an important role. Knowing the students' need is one important thing for the teachers. The teachers will be able to create the interesting activities to the students. Moreover, the students' involvement during the teaching learning process gives a beneficial contribution to the success of teaching. The students' involvement also influences their ability to communicate in speaking activity. Due to the importance of the students' involvement, various kinds of interesting activities need to be created.

Based on the observation in this school, students in Grade X of SMA N 1 Gamping do not have courage and motivation to express their ideas to others. So, they have low motivation in learning speaking. When the teacher asks them to perform in front of the class, they always say 'I can't, I'm shy'. It indicates that the students do not only have low motivation but also their involvement in learning speaking is less. The low motivations of the students caused by teacher

who do not enough understanding in choosing materials and they do not have creativity to arrange some interesting activities. So, the students feel bored with the activity in the class. It will not make the students enjoy the lesson and they do not understand with the materials. They cannot answer the teachers' questions and feel afraid if make mistakes. Meanwhile, LKS-based teaching also makes the students demotivated in learning speaking. In addition, students' motivation and involvement are two important things that can improve their ability. So, it is important to improve their speaking ability by using some ways. One of them is teaching speaking by using games. Game is one of the interesting activities that can motivate the students to learn speaking. It is also a kind of fluency activity. By using communication games, the students will be interested in learning speaking. This way also can motivate and increase the students' speaking ability in the teaching learning process.

Thus an action research study will be done to follow up the condition of the school. By conducting action research, the researcher would like to find out the improvement of students' speaking skills at SMA N 1 Gamping through communication games.

B. Identification and Limitation of the Problem

Speaking is one of the four-language skills that require a lot of practice. Teaching speaking is more giving students opportunities to practice the language rather than explaining the grammar rules. To give students good opportunities to practice the language, teachers need to create some activities that are suitable with

the students' condition. Moreover, improving speaking skills takes a lot of classroom practice, motivation to speak, and skills. Sometimes it is necessary to think beyond the box, adding creative elements wherever possible depending of course, on the skills of your students and how open they are to creative thinking.

However, improving the speaking skills of the students may be difficult, but the teacher can help the students by starting small. Teach both speaking and listening activities, sometimes even in one lesson, while preparing them for that future presentation make the students enjoyed the lesson. That way, students do not feel the pressure and burden when it comes their turn to present a presentation due to remembering the fear of those earlier years during those speaking activities.

To identify the problems in the field, the researcher observed the teaching learning process in the class. Based on the observation and interview with the teacher, the researcher identified some problems in the teaching learning process. As mention in the background of the problem, there are five factors that should be considered in teaching learning process, namely the teacher, the students, materials, method, and technique.

The first problem is students. Students' involvement and willingness are the important point in the teaching learning process. The successful process of teaching learning speaking correlate with the need of the students. Based on their need, the teacher will determine certain activities that the students are going to do in the learning and teaching process. Besides that, the characteristics of the

learners will also influence the process of the speaking teaching learning, because in learning speaking, the students need motivation and ability to speak.

The second problem is the teacher. The teacher got some problems in choosing the suitable technique to improve the students' speaking skills. Related to the students' condition, the teacher should be more selective in choosing the method and technique to be implemented. The teacher's problem is his lack of ideas in creating interesting activities for the students to improve their speaking skills. The teacher should use materials, method and technique that are appropriate to solve the problem.

The third problem is materials. The materials to be taught also influence the success of the speaking teaching-learning process. It is difficult to the students to understand the materials that are not found in their real life. It will be easier for them to discuss the problems that happen in their real life. They will express it involving their mind and feeling so that there will be natural communication. The students will be more interested to learn if the materials are interesting and fun. The materials should be appropriate with the students' need.

The fourth problem is method. The method that teachers use to improve students speaking skills is communicative language teaching. Language learning in this method puts the learners as the center. It means that the students have the opportunity to develop their capability of interaction and communication by their competence. According to Larsen-Freeman the aims of communicative language teaching is to apply the theoretical perspective of the communication approach by

making communicative competence the goal of language teaching and by acknowledging the independence of language and communication. In CLT there are some techniques that can be used by the teacher, such as information gap, language games, communication games, role play, and picture strip story. Some communicative activities can be used in teaching learning speaking.

The last problem is a technique. The technique used in teaching learning speaking should be based on the students' need and objectives of the language learning. The interesting technique likes games can improve students' motivation in teaching learning speaking. It also can improve the students' speaking ability. Considering those problems, the researcher concludes that the main problem is how to improve the speaking skills of the students by using appropriate activities. The teachers also have some creativity to improve students' speaking skills.

Considering the amount of problems discussed in the previous discussion, it is not possible for the researcher to include all of the factors that have been stated above in study due to the time limitation in finishing this research. Thus, the problem that is investigated in this research is limited to improve the students' speaking skills through games. Based on the background and the identification of the problem, the problem of this research is focused on the investigation to find out what games which can effectively improve the teaching of English speaking in class X at SMA N 1 Gamping. This study also investigates the use of communication games which can improve the students' speaking skills in that school.

C. Formulation of the Problem

The problem of this research can be formulated as follows:

1. To describe the implementation of communication games as an effort to improve the teaching of speaking skills of grade X students of SMA N 1 Gamping through action research.
2. To describe the improvement of the students speaking skills do to the improvement in the process.

D. Objective of the Study

Related to the formulation of the problem, this research is aimed to describe the teaching speaking practices as an effort to improve the students' speaking skills of grade X at SMAN 1 Gamping through communication games.

E. Significance of the Study

1. For the students of SMA N 1 Gamping; it would be an effort to improve their ability in speaking English.
2. For the English teachers in SMA N 1 Gamping; the finding of this study hopefully becomes a source of information about the ways to improve the students' speaking skills.
3. For the English education students of Yogyakarta State University; the finding of this study hopefully becomes one of the considerable source or reading material either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes, especially in teaching speaking skills.

4. For the researcher herself; this study hopefully increases her awareness of the contribution of games to improve the students' speaking skills in teaching and learning processes and gives the experience in doing the research.
5. For other researcher; this finding can be a reference for them to conduct the similar research studies to improve speaking teaching-learning process in senior high school in general.

CHAPTER II

LITERATURE REVIEW, RELEVANT RESEARCH STUDIES AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Teaching of Speaking in EFL

a. Definition of speaking

Speaking is one of the language skills, besides writing, listening, and reading. There are many definitions of speaking according to many language teaching experts. According to Harmer (2001:269) the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. According to H. Douglas Brown (2001:267) listening and speaking skills are closely intertwined. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. According to Scott Thornbury (2005:79), speaking is a cognitive skill, it is the idea that knowledge becomes increasingly automated through successive practice. People use speaking skills to give instructions or to get things done, to describe something, to complain about people's behavior, to make polite requests, and also to entertain people with jokes and anecdotes. Speaking, which is popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at speed of a high level (Johnson and Morrow, 1981: 70).

b. Types of Classroom Speaking Performance

According to Brown (2001:271), there are six similar categories applied to oral production that students are expected to carry out in the classroom.

The first is imitation. It is a very limited portion of classroom speaking that generating 'human tape recorder' speech, where for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. There are some micro skills of oral communication in learning speaking skills, such skills in producing chunks of language of different length, produce differences among the English phonemes and allophonic variants orally, produce fluent speech a different rates of delivery, use cohesive devices in spoken discourse, accomplish appropriately communicative functions according to situations, participants, and goals, use appropriate registers, implicature, pragmatic conventions, and other sociolinguistics features in face-to-face conversation, convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning, and the last is develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context to improve the speaking skills.

Then the second is intensive. It goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain

form of language. Meanwhile, the third is responsive. It is good deal of student's speech in the classroom is responsive short replies to teacher or students-initiated questions comment. The forth is transactional. It is transactional language, carried out for the purpose of conveying or exchanging specific information, that is an extended form of responsive language. The fifth is interpersonal. It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. The last is extensive. In this type, the students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the register is more formal and deliberately. These monologues can be planned or impromptu.

c. Method of Teaching Speaking in EFL

1) Teaching Speaking Skills

The teaching of speaking is more demanding on the teacher than the teaching of any other language skills (Rivers. 1981:188). The problems may come from learning the language itself, and also from the technical problems in teaching speaking. For this reason, teachers should be aware of the elements of speaking that make it difficult. Brown (2001:270-271) claims eight elements that make speaking difficult such as clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and also interaction.

Moreover Rivers (1981: 187) states such features as pitch, intonation, stress and duration, assimilation, juncture, elisions, liaisons at word boundaries,

and expensive features like tone of voice and gesture' are often all but ignored. Those features are constrains dealing with the language. However, teachers may find more problems in teaching speaking which are related to the technical problems. They are related to students' motivation, students' reluctance, grouping the students, teaching media, classroom management, assessment techniques, etc.

2) Fluency Activities in Teaching Speaking

There are many of classroom speaking activities which are appropriate with communication approach. It will make the students more communicative in the class an also improve their speaking ability.

a. Acting from a script

In this way, the students to perform the action of their sense from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class. When choosing who should come out to the front of the class the teacher needs to be careful not to choose the shyest students first, and they need to work to create the right kind of supportive atmosphere in the class (Jeremy Harmer, 2001: 271). This means that in this way the teacher needs to choose who will be the first students that come out to the front of the class. They should be look at the ability of the students. It will better if they choose the courage students to come out firstly. It will motivate the shyest students to do the same activity.

b. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that the students have to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange, or find similarities and differences between pictures) (Jeremy Harmer, 2001:272).

This way can improve the students' ability to speak fluently, because the students will try to speak as far as they can. They can work not only in pairs but also individually according to the type of the games. There are types of games that can improve the students' involvement in speaking skills. It will motivate the students to enjoy the speaking class. It is important to the teacher to create some interesting games to make the students attracted to this subject (Harmer, 2001:349).

c. Discussion

According to Harmer, discussion is an activity that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything say, and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in the discussion situation.

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are

relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

The teacher can use the 'buzz group'. The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussion in small group before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole class performance is reduced.

d. Prepared Talk

A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared and more 'writing-like' than this activity. However, it is possible for the students to speak from notes rather than from script (Harmer, 2001:274). It means that the students can use notes to perform this activity.

In this activity, the students make an oral presentation. The teacher needs to give the students time to prepare their talks (and help in preparing them, if necessary). Then the students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small group first. The teacher and the class can decide together the criteria for what makes a good presentation and the listener in each pair can then give feedback on what the speaker has said (Harmer, 2007:352)

e. Simulation and Role-play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in a real world, either as themselves in that meeting or aeroplane. Simulation and role-play can be used to encourage general oral fluency.

According to Ken Jones, simulation and role play have the following characteristic the first is reality of function, the second is a simulated environment, and the last is structure.

Simulation and role-play will make the students more fun in learning speaking skills. It also motivates the students to speak in front of the class. They allow students to use a much wider range of language than some more task-centered activity may do (Harmer, 2001:352). In this research, the focus of the research is using communication games to improve the students' speaking skills.

3) Approaches to the Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approach to teach speaking which are task-based approach and genre-based approach. Task-based approach is an approach that foregrounds the performance of the tasks and the focus attention is on the linguistic component of the task. This approach is motivated by the belief that language is best learned through using it, rather than learned and used it. In addition, Willis in (Thornbury, 2005) argues that task-based approach is based on

belief that out of fluency come accuracy and that learning is prompted and refined by the need to communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed at providing the real uses of the language and social context. Those can be given by establishing the social purpose and cultural context of the genre. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with genre-based approach, Feez and Joyce (1998) describe the phases of the approach. The first phase is building the context in this stage the students are introduced to the social context of an authentic model of the text type being studied, explore features of the general cultural context in which the text type is used and the social purposes the text type achieves, and explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers; establishing the social purpose through discussions or surveys; giving cross-cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type, e.g., comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase which is called modeling and deconstructing the text, the students are asked to investigate the structural pattern and language features of the model and compare the model with other examples of the same text type. This phase can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this third phase, the students begin to contribute to the construction of whole examples of the text type whereas the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently. There are some activities that can be used in this phase such as teacher questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency, skeleton texts, jigsaw and information-gap activities, small-group construction of texts, dictogloss, and self-assessment and or peer-assessment activities.

The fourth phase is independent construction of the text. In this stage, the students work independently with the text and learner performances are used for achievement assessment. The activities that can be included in this phase are a) listening tasks, e.g., comprehension activities in response to live or recorded material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, b) listening and speaking tasks, e.g., role plays, simulated or authentic dialogs, c) speaking tasks, e.g., spoken presentation to class, community organization, or workplace, d) reading tasks, e.g., comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining

material on a worksheet, answering questions, d) writing tasks which demand that students draft and present whole texts.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycles of teaching and learning, and activities which link the text type to related texts, such as a) comparing the use of the text type across different fields, b) researching other text types used in the same field, c) role-playing what happens if the same text type is used by people with different roles and relationships, d) comparing spoken and written modes of the same text type, and e) researching how a key language feature used in this text type is used in other text types.

Meanwhile, Harmer (2001a) proposes communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs on language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, the students have to be aware of the need for appropriateness or the formality of the language when they talk to others. Moreover, this approach put attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is learned not by only know it but also by using it to communicate.

2. Speaking Competency

a. The School Based Curriculum in Senior High School

The goal of teaching English in Senior High School is to enable the students to communicate in spoken and written English appropriately and accurately. During this period, a person thinks in the stage of formal operations, which means a person can use adult form of logic and symbolic representation, such as solving problems (Carlson, 1987:192). Therefore, it is suitable to give Senior High School students this kind of speaking activity.

Meanwhile, curriculum is defined as a set of plans and regulation about the purpose, content, and teaching materials and the technique which are used as orientation of the implementation in teaching learning process to achieve certain education objectives (Depdiknas, 2006). The purpose of English subject in Senior High School it self, such as to evolve the students' communication competence in oral and written text to reach informational level, the awareness of the essence and the importance of English to improve the global competitiveness in the globalization and to improve the students' comprehension of the relationship between language and culture.

b. The Scope of English Subject in Senior High School

In this curriculum there are three scopes of English subject in senior high school. The first is the ability to understand and produce the oral and written texts which are realized in four skills, such as listening, speaking, reading, and writing to reach informational level.

The second is the ability to understand and create many kinds of short functional text and monolog such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Variety of teaching materials can appear in using vocabulary, grammar, and rhetoric action.

The last is the support competence, it is linguistics competence (using grammar and vocabulary, pronunciation, and tenses), socio-cultural competence (using utterances and language action in communication contact), strategic competence (problem solving that appeared in communication process with some ways so that the communications continually and discourse competence (using discourse text).

c. Standards of Competency and Basic Competencies of Speaking

In School Based Curriculum, there are consist of standard of competency and basic competency to manage the English teaching learning process. For the first grade of Senior High School there are consists of two standard of competency and four basic of competency in the first and the second semester.

In the first semester, the standard of competency is revealing the meaning of transactional and interpersonal conversation in daily life contexts. For the basic competency are the Giving expression to the meaning of formal and informal transactional (*to get things done*) and interpersonal (social life) accurately, fluently, and acceptable using oral text in daily life context and involving conversation: introducing, meeting and parting, agree with inviting or offering

something, accepting and declining an agreement and giving expression to the meaning of formal and informal transactional (*to get things done*) and interpersonal (social live) accurately, fluently, and acceptable using simple oral text in daily life context and involving conversation: expressing happiness, showing attention, sympathy, and giving instruction.

The second standard of competency is giving expression to the meaning of short functional texts and monologue such as: simple *recount, narrative and procedure* in daily life context. For the basic of competency are giving expression to the meaning of formal and informal short functional texts (such as announcement, invitation, etc.) using simple oral texts in daily life context and giving expression to the meaning of simple monologue by using oral text accurately, fluently and acceptable in daily life context, such as: simple *recount, narrative and procedure* in daily live context.

In the second semester, the first standard of competency is giving expression to the meaning of transactional and interpersonal conversation in daily life context For the basic competency are giving expression to the meaning of formal and informal transactional (*to get things done*) and interpersonal (social live) accurately, fluently, and acceptable using simple oral text in daily life context and involving conversation: expressing gratitude, expressing praise, and expressing congratulations and giving expression to the meaning of formal and informal transactional (*to get things done*) and interpersonal (social live) accurately, fluently, and acceptable using simple oral text in daily life context and

involving conversation: telling surprising, telling believe or not, and accepting invitation/offer.

The second standard of competency is giving expression to the meaning of short functional text and simple monologue such as narrative, descriptive and news item in daily life context. For the basic competency are giving expression to the meaning of formal and informal oral short functional texts (such as announcement, invitation, etc.) using simple oral texts in daily life context and giving expression to the meaning in monologue text by using oral text accurately, fluently, and acceptable in daily life context using some text such as: narrative, descriptive, and news item (BSNP, 2006:125).

d. Feedback in Speaking

Correcting the students' speaking mistakes is important (Harmer, 2001a). However, there are some delicate decisions on how to give feedback on the students' speaking mistakes when the activities are focusing on the content, not on the language form (Thornbury, 2005). There are some ways that can be used by the teachers in giving feedback. Commonly, the teacher gives the feedback directly on the students' mispronunciation words when the students are doing the repetition task. However, when the students are doing conversation/discussion activity the teacher cannot correct their mistake because it can destroy the flow of the conversation/discussion and the students will lose the point of the activity. Thornbury (2005) argues that interrupting the students with the teacher's correction when they are doing speaking activities can make them lose experience

of self-autonomy. Besides, it can inhibit the fluency of the students by forcing them to focus on the accuracy.

The teachers have to watch and listen while speaking activities are taking place. They note down the students' mistakes that are important to be corrected. When the activity has finished, the teacher then asks the students about the correct form of their mistakes before giving the teacher's own feedback. Moreover, the teacher has not to point out on a single student's mistake but the teacher has to cover all mistakes the students have made. Overall, there are no hard and fast rules about correcting students' mistakes. However, the general principle of watching and listening so that the teacher can give feedback later is usually much more appropriate (Harmer, 2001a).

e. Assessing Speaking

Commonly, there are two ways to assess students' speaking ability (Thornbury, 2005). The first is known as holistic scoring. In holistic scoring, the teacher only gives a single score on the basis of an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress. Then, the second way is through analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teachers to take a variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teachers can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not same as testing grammar. Therefore, it is important to know some criteria or aspects of assessing students' speaking (Thornbury, 2005). These criteria are used when the teacher apply analytic scoring. The first aspect is fluency, it assessed their ability to speak with a good but not necessarily perfect. The second is accuracy, the students are assessed through the accurateness and appropriateness use of syntactic form. Then, the third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is vocabulary, this aspect assesses the range and appropriate use of vocabulary, it also assesses the choice of words. Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monologue, and collaborative task and discussion.

Here, to ease the assessment, the researcher uses a speaking rubric proposed by Brown (2004). In the rubric, there are four criteria which are fluency, accuracy (grammar), vocabulary, and pronunciation which are used to assess the students' speaking skills. To make the criteria assessment to be more detail, the researcher also uses some indicators which are rated from 50 to 100.

3. Communication Games

a. The Definition of Games

According to Jill Hadfield (1996:5), a game is an activity with rules, a goal and an element of fun. The games can provide the fun situation. The students can improve their motivation in learning speaking by using games. They can express their ideas without ignoring the rules of the games.

Games can be a good way in practicing the students' speaking skills. The teacher should be able to provide a model of language on what the students will use in real life. Related to Kim's (1995:35) statement, he presents six advantages of using language games in the classroom, which are:

- 1) Games are motivating and challenging.
- 2) Games are related as a welcome break from the usual routine of the language class.
- 3) Games help the students to make and sustain the effort of learning.
- 4) Games provide language practice in the various and integrated language skills.
- 5) Games encourage students to interact and communicate to each other.
- 6) Games create a meaningful context for language skills that is being learned by the students.

Games provide some variations on the pattern of interaction, either in the teacher-class interaction, student-group interaction, or student-student interaction.

Therefore, the imaginative feature of games can be shared through several kinds of interactions.

In addition, the writers' aim has been to find games which the learners would enjoy playing in their out-of classroom life. Of course the teachers' experience of teaching foreign languages shows that many learners are prepared to take part in games and activities which they would consider a little juvenile or rather boring in the mother tongue (Andrew Wright, David Betteridge, and Michael Buckby : 1983:1). This means that games will motivate the students to enjoy their teaching learning process, especially in speaking skills.

b. Communication Games in Language Learning

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language, and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and courage many learners to sustain their interest and work.

Meanwhile, game also helps the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must to 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. Many games cause as much density of practice as more conventional drill exercise; some do not. Many games provide this repeated use of language form. By making the language convey information and opinion, games provide the key

feature of 'drill' with the opportunity to sense the working of language as living communication (Andrew Wright, David Betteridge, and Michael Buckby, 1983:1).

In addition, it is interesting to the students to use games in the classroom to improve the speaking skills. There are many kinds of games that a teacher can handle in the classroom. The teacher should be creative to develop some interesting games in learning speaking. In learning speaking, students should get involved in the class. By using interesting games, the students will be motivated to learn speaking. They are also interested in learning speaking skills, because the teacher not only uses authentic activity in teaching speaking, but also uses oral activity. It means that the teacher not only uses fluency activity but also accuracy activity in a classroom. The teacher can combine some interesting activity, like games to teach speaking. They can use some types of games; one of them is communication games.

Furthermore, communication games which are designed to provoke communication between students frequently depend on an information gap so that the student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange, or find similarities and differences between pictures) (Jeremy Harmer, 2001:272).

Moreover, this way can improve the students' ability to speak fluently, because the students will try to speak as far as they can. They can work not only in pairs but also individually according to the type of the games. There are types

of games that can improve the students' involvement in speaking skills. It will motivate the students to enjoy the speaking class. It is important to the teacher to create some interesting games to make the students attracted to this subject (Harmer, 2001:349).

In addition, game is a kind of challenged activity. In these games the students have a competition in a classroom. The students will be happy in the classroom with the interesting games. In this activity, the student should be participated fully. There are some types of communication games that will be use in this research, such as: pictures games, sharing games, sound games, word games, true/false games, memory games, speculating games, and guessing games.

Therefore, the teacher can use communicative language teaching through communication games to improve the students speaking skills. CLT is that it means different things to different people (Nunan 2004). It means that every student has different opinions or ideas about something, so they have different way expressing their ideas. Teacher can implement communication games in speaking class using CLT. The concept of this method is how language is used. Instead of concentrating not only on grammar, but also looked at what notions language expressed and what communicative functions people performed with language (Wilkins,1979 in Jeremy Harmer, 2007:69). The concern was with spoken functions as much as with written grammar, and notions of when and how it was appropriate to say certain things were of primary importance.

The teacher also needs to make a language focus before ask the students to perform in front of the class. The students should have a desire to communicate something. The teacher gives the topic to the students, such as describing people or animals. After that he/she should give the language function of this topic. The teacher also give some explanation about the topic and than ask the students to perform it in front of the class. Teacher can use communication games to do this activity. The teacher asks the students to bring their family's picture and the teacher asks the students to describe their family members in their groups or in front of the class.

Thus an action research study will be done in this research. By conducting action research, it will used to find out the improvement of students' speaking skills at SMA N 1 Gamping through communication games.

B. Relevant Research Studies

Using games during the teaching learning English has been proven to be able to improve the students' speaking skills. It also motivated the students to enjoy the activity. As Asri (2010) stated in her thesis entitle *Improving the students' English Speaking Skills through Communicative Games at Grade V of SD N Balecatur I* that communicative games were very effective to improve students' speaking skills. They could learn to speak in English without fear, because they were in the game situation.

In addition, Tiara (2010) had done an action research entitle is *Improving Speaking Skills of Business and Management Students of SMKN 1 Godean*

Through Games. In her research, she mostly used various games which are a kind of language games. She used role cards in her activities. This research finding shows that there is a significant improvement on the students' speaking skills regarding on the students' speaking scores on pre-test and post-test. Moreover, the interviews result shows that most of the students enjoy with the language games.

Moreover, Davic (2011) also had done a research on it entitle *Using Games to Improve the English Teaching Learning Process for the Students of Fourth Grade of Elementary School in SD Borobudur I, Magelang*. In his research, he used various games in his English teaching-learning process. He stated that the games as teaching technique were successful to improve the English teaching learning process, because they were motivated with this activity. Games also improve the students' involvement during teaching learning process.

Furthermore, there are some international studies concerning communicative activities which involve communication games. Moreover, Harmer argued that communication games are games which are designed to provoke communication between students frequently depend on an information gap so that the students have to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange, or find similarities and differences between pictures) (Jeremy Harmer, 2001:272). In addition, Nunan argued that the teacher can use communicative language teaching through communication games to improve the students speaking skills.

Based on the importance of games, the researcher believes that the use of communication games can improve the teaching of English speaking for Grade X of SMA N 1 Gamping. In this research, the researcher did not only use information gap games as had been done by Tiara (2010), but also the researcher used various communication games, such as matching and guessing games. Therefore, the students or the participants of the research were more enthusiastic during the research and the research finding would be more convincing.

C. Conceptual Framework

Speaking is one of the language skills, besides writing, listening, and reading. In the teaching of speaking, the selection of appropriate techniques is very essential in determining the success of its process. The appropriate technique can influence and improve the students' ability in speaking.

Furthermore, in speaking skills there are two important aspects, it is not only accuracy but also fluency. Fluency describes a level of proficiency in communication, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar. Whereas accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to write accurately and speak fluently. That is why learning speaking skills is important to the students. In learning speaking skills, a teacher should pay attention to the activity that focus on fluency. The teacher uses fluency activities to promote the students' interest and motivation in learning speaking.

Teaching speaking using games is designed to be implemented to improve the teaching of speaking skills. The teaching of speaking using communicative activities can be done through acting from a script, communication games, discussion, prepared talks, and also simulation and role-plays. Communication games are one of the techniques that offer a large chance for the students to achieve the learning objective. It is one of the fluency activities, all of which aim to get students talking as fluently as possible. Communication games promote students' motivation and also can create fun activities. Besides, those also make students interested in and motivated to learn speaking. The high motivation from the students can influence the students' speaking ability in the class.

There are many kinds of communication games which can improve the students' interest in learning speaking. The examples of communication games which appropriate with students of grade X are information gap games, matching and guessing games. The first is information gap games, many games depend on an information gap, for examples one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures. The second is guessing games, those games provide good fluency activities. The third is matching games, it is the different trick or dive is used to make fluent speaking spontaneously. Based on the consideration above, a conceptual framework is constructed on how communication games implemented as an effort to improve the teaching of speaking skills of grade X students of SMA N 1 Gamping through action research and how the implementations of communication games can

improve the students' speaking skills. The implementation of the technique will involve the researcher, the English teacher, and the students of grade XB at SMAN 1 Gamping. The conceptual framework of this research can be shown in the diagram below:

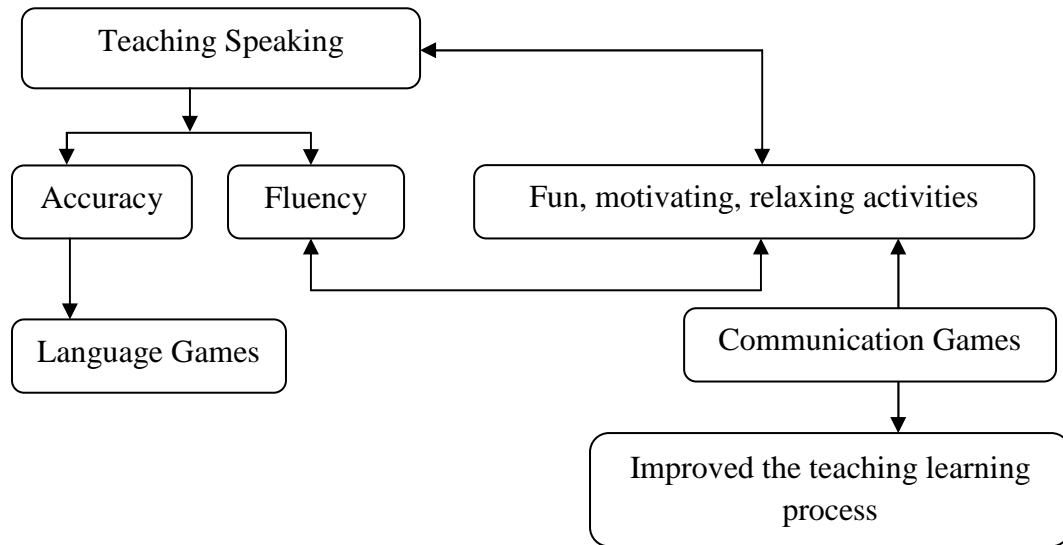


Figure 1: The Conceptual Framework of the Action Research

CHAPTER III

RESEARCH METHOD

This chapter subsequently will put an emphasis on the research methodology comprising the type of the study, the research design, and subject of the study, research instruments, data collection technique, and data analysis.

A. Type of Research

This research is an action research, aiming at improving the practice of teaching speaking skills through communication games at Grade X of SMA N 1 Gamping. It is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out (Carr & Kemmis in Burn, 2010, p.5). As it is done in a certain setting, the researcher should be able to understand the characteristics of the setting she might work in. In addition, it is conducted in a natural setting and it usually uses methods that are common to qualitative research. (Nunan, 1992: McKernan, 1996: Burns, 1999) However, due to the nature of the data, this research used both qualitative and quantitative methods. The quantitative data were used to support the findings of the qualitative ones.

Employing open-ended questionnaires, observations, and interviews, this research tried to improve the teaching and learning practice of speaking skills. Thus, the data were in the form of responses on questionnaires, interview transcripts, observation checklists, field notes, and the reports of the test result.

Those data were used as sources for the evaluation and reflection so that the researcher can revise her plan to be the more effective one.

B. Research Setting

This research was conducted in SMA Negeri 1 Gamping. This school is located at Tegalyoso , Banyuraden, Gamping, Sleman. There are some facilities in this school such as the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a school health unit, a mosque, an aula, 4 laboratories, 9 classrooms, a library, and some sport fields. There are 9 classes in which each class consisted of about 35 to 38 students. Totally, there are 320 students, one headmaster, 28 teachers, one school guard, and three English teachers.

C. Subject of Research

The subjects of the research were the students of XB class of SMA N 1 Gamping. This class consisted of 17 female students and 18 male students. The researcher chose XB class as the subjects of the research randomly because the English teacher said that all of X classes had the equal English ability.

D. Time of the Research

The research was conducted in the second semester of the academic year 2010/2011. The observations were done on January 10th and 11th 2011. Then, the action was conducted from January 31st to February 23rd 2011. The researcher carried out the actions based on the school schedule which were on every Monday

at 07.45-09.15 and Tuesday at 07.00-08.30. The whole actions were completed in 8 meetings.

E. Research Instrument and Data Collection Techniques

This study is qualitative research in nature. Employing a rubric of the students' speaking performances, observation guidelines, open-ended questionnaire and in-depth interviews in this research tries to improve students' speaking skills in the teaching and learning process. It was used in two times, in pre-test and post-test. In those tests, the rubric focused on four aspects that were fluency, accuracy, pronunciation and intonation. The collected data are used as a source for the evaluation and reflection so that the researcher can revise her plan to be the more effective one.

1. Observation

Observations of the implementation of the teaching and learning process provide useful information. According to Kutner et al (1997: 28), there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are

informative when used in conjunction with teacher interviews (Kutner et al, 1997: 28).

There are various observation techniques that can be applied in the classroom setting. Some of these techniques provide a detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plans, time notation, dialogue recording, and videotapes. The observation data can be useful in giving the teacher feedbacks on his/her instructions. Observations also validate information collected through teacher interviews.

In this research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior, and the classroom situation. Furthermore, field notes were used to gather information about the teaching and learning process in general as one of the unstructured observation techniques.

2. Interview

Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do questionnaires (Kutner et al, 1997: 25). In-depth interview guideline was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guideline was used to find the existing problems in the field. Interviews can be done with or without guidelines. However, guidelines may help the

interviewer to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open-ended questions.

3. Questionnaire

Questionnaires have the advantage of being easier and less time-consuming to administer than interviews, and the responses of larger numbers of informants can be gathered (Burns, 1999: 129). In this research, open-ended questionnaires were used at the end of the teaching and learning process to gather the data about the students' perceptions on the use of games, and the improvements they made during learning by using games.

Although they cannot provide deep information, open-ended questionnaires provide the students freedom to express their responses to the questions. However, open-ended responses are more difficult and time consuming to analyze. To facilitate analysis, a code, containing key words, needs to be developed, to ensure that responses can be compared across completed questionnaires (Kutner et al, 1997: 23).

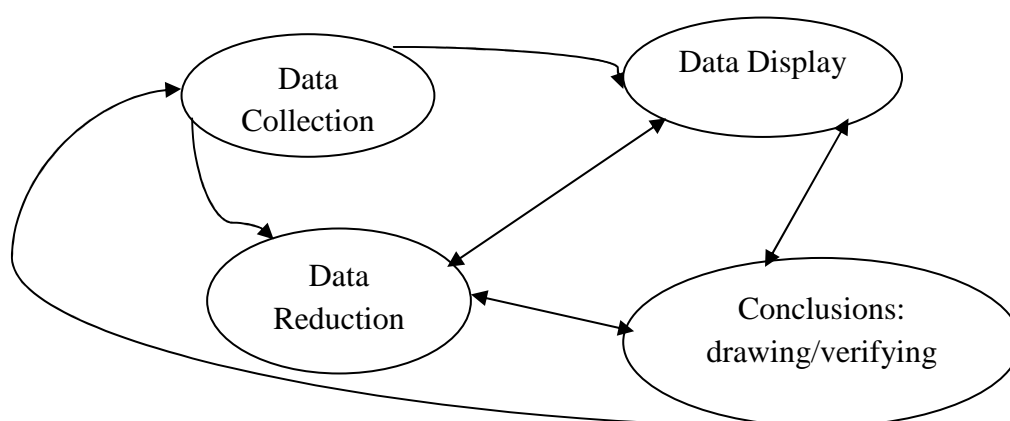
4. Pre and Post Test

Tests provide a picture of students' achievement at any given point, although there are more authentic assessments such as portfolios and observations. Kutner et al (1997: 33) suggests that to determine whether change or growth has taken place, however, some sort of pre- and post-measures are required. He also suggests that to determine accurately the success of an instructional sequence, instructors must pre-test students at the outset, and, using the same or a similar

instrument, test them at specified intervals throughout the instructional process. Those measures will reveal what students have actually learned from instruction. In this research, pre-test and post-test were used to gather the data about students' improvements in speaking.

To analyze the pre-test and post-test result, the students' performances on the pre-test on the criteria such as fluency, accuracy, pronunciation and intonation were indicated by numbers, calculated and were compared with those in the post-test result.

F. Data Analysis Technique



Source: Miles, Matthew B. and A. Michael Huberman (1994), *Qualitative Data Analysis*

Figure 2: **The steps of qualitative data 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). Meanwhile, the students' performance tests were scored by using speaking rubric proposed by Brown (2004). Then, the result of the students' performances was analyzed by using Excel program to find out the

average of the students' speaking performance score. Then, the researcher determined whether there was any improvement on the students speaking ability or not based on the average of the students' score.

Meanwhile, the qualitative data were analyzed in four steps. The data were obtained from the actions conducted in the field. The first was *data collection*, the data were looked up the findings as genuine data such as interview transcript, field notes, and observation checklist. 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. The next step was *data display*. The data that had been reduced were then organized and compressed. The data display of this research was in the form of text and table; field notes and interview transcripts, from the interview transcript, it could be shown the progress of the implementation given. Then, the last step was *making conclusion: drawing and verifying*. The conclusion was gained based on the results of the students' performances, field notes and interview transcript. In making conclusion, the researcher and the collaborator were given chance to deliver their own opinions and comments about the implication of the action research to avoid subjectivity in analyzing the data and get trustworthiness.

Meanwhile, Burns (1999:78-101) suggests that to collect the action research data and also can use notes or diaries, audio or video recording, photographs, and do the observation. The data were in the form of field notes, and

interview transcript. The instruments for collecting the data were the tape recorder, observation guidelines, and interview guidelines.

G. Data Validity and Reliability

To fulfill the validity of research, There are five criteria proposed by Burns (1999: 161-163) categorizes five criteria to fulfill the validity of the research such as, democratic validity, outcome validity, dialogic validity, process validity and catalytic validity.

Democratic validity is process validity related to the extent to which the research is truly collaborative. This study tries to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

Outcome validity, related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problem in the teaching-learning process, for example ones which are related with speaking skills, motivation and involvement.

Process validity, it related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussion with the headmaster in the scheduled time will initiate the process of this study.

Catalytic validity, related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring

other participants' perceptions of problems in the research setting. In this case, the students and teachers' responses to the changes occurring to themselves would be asked.

Dialogic validity, related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observe and report the students' reaction during the teaching and learning process would fulfill this criterion.

The data collected were analyzed from the field notes and the interview transcript during the research. Triangulation was used to obtain the trustworthiness. It suggests by Burns (1999:163) states that triangulation is one of the most commonly used and best known ways of checking for validity. It is aimed to gather multiple perspectives on the situation being studied. In addition he also states that triangulation is a way of arguing that 'if different methods of investigation produce the same result then the data are likely to be valid.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, the headmaster, the observer, and the students of grade X. The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes was used to take what activities did in the class and kept the supporting documents such as the lesson plan, the students' works, and some

checklist of what have done in the class. After the class had been done, the interviewed to the students was done to know how they enjoyed the class and how they felt during the class activities. The interviewed to the teachers was done to get some comments, perceptions, and suggestion about the action.

H. Research Procedure

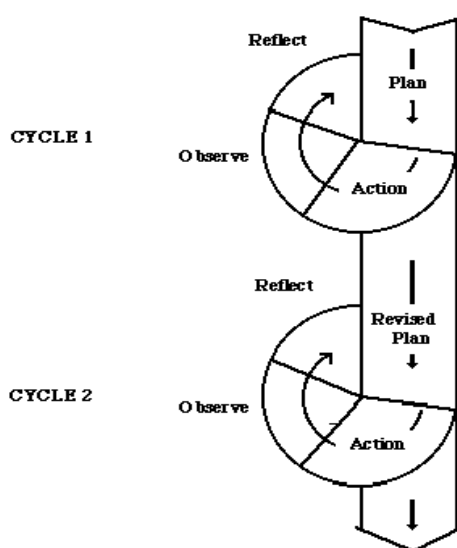


Figure 3: **Steps of the Action Research**

The steps done referred to the steps suggested by Kemmis and McTaggart (1988) with some modifications. The procedure is as follow:

a) Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also another research team member in the school. Moreover, in this step, the researcher collects information concerning teaching speaking and the students' speaking skills. The researcher observed the English teaching and learning process and interviewed the English teacher and the

students to identify the existing problems on the students' speaking practices. After that, she determined some plans related to the problems on the students' speaking practices.

b) Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade X SMA N 1 Gamping. The action plan was using communicative activities which were communication games.

In addition, the lesson plans, the materials, and the research instruments were prepared. While the research instrument such as the interview guideline, the scoring rubric, the questionnaire were designed by considering the kinds of data needed.

c) Acting and observing the action

These research actions were carried out in two cycles. In this step, the researcher implemented the actions, while the research collaborator took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The research collaborator also helped the researcher to handle the students' disruptive behaviors. It was done by approaching the students or giving a warning. For example, when there was a student who walked around the class, the research collaborator approached him and asked him to go back to his seat, etc. Sometimes, the research collaborator walked around the class to help the

researcher to check the students' works by approaching and facilitating them by giving a problem solution related to the topic. The implementation of the teaching and learning process was observed by the teacher and the collaborator to give the researcher feedbacks on her teaching techniques.

d) Reflection

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed into the suitable one.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter presents matters concerning research findings and discussion. These are presented in three headings; research procedure and findings, the implementation of the actions and discussion, and result of pre-test and post-test of the students' speaking skills.

A. The Sharpening of the Problems

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (1988) with some modified is presented as follows:

1. Reconnaissance

The research process began with the formulation of problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings; the observations were done on January 10th and 11th 2011. The field problems occurred during the teaching and learning process could be seen in Table 1.

a. Identification of the field problems

Table 1: The field problems found during the teaching and learning process

No	Aspect	Descriptions
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A	Teacher	The teachers emphasize more on grammatical activities rather than communicative activities.
		They have some problems in choosing the suitable materials
		The teacher seldom gave speaking activities during the English teaching and learning process.
		Teachers do not have ideas in creating different activities in a class.
B	Students	The students have low motivation and confidence in the class
		They are not active in the class.
		They pay little attention to the teacher's explanation
		The students were shy to express their idea in English.
C	Materials	Learning was oriented in using work book rather than using interactive activities.

Based on the observation, the students in Grade X of SMA N 1 Gamping still get difficulties in learning speaking because they do not have courage to express their ideas to others. So, they have low motivation in learning speaking. When the teacher asks the students to perform their works in front of the class, they always say 'I can't, I'm shy'. It indicates that the students do not only have low motivation but also their involvement in learning speaking is low. The low motivation of the students was caused by the teacher who does not understand about how to choose the materials and also they do not have creativity to arrange an interesting activity. So, the students feel bored with the activity in the class. This condition makes the students neither pays attention to the teacher's explanation nor understands the materials. They cannot answer the teachers' questions and feel afraid if they make mistakes. Work-book based activities make the students were less motivated in learning speaking. In addition, the students' motivation and involvement are two important things that can improve the

students' speaking skills. So, it is important to the teacher to improve the students' speaking skills by using some ways.

b. Research Problems

After finding the field problems, the researcher and the English teacher discussed further to figure out the manageable problems to be solved. The problems were related to the students' speaking skill and the practice of English teaching-learning. The students of Grade XB had low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. They also lacked of vocabulary mastery so that they were not familiar with some English words. Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak English.

On the other hand, the teaching and learning activities done by the English teacher were not communicative and to be teacher-centered. The teacher often employed reading and writing activity and seldom conducted speaking activities so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was low. Those problems hinder the English teaching and learning process from running effectively and successfully that the researcher needed to solve them.

c. Determining the actions to solve the field problems

After the researcher and English teacher identified the most important problems that needed to solve, they discussed again the points of those problems.

After discussing the problems, the researcher and English teacher agreed that those problems were related to speaking learning. Then, the researcher and English teacher tried to look for the appropriate ways to improve the students' speaking ability.

At that time, the researcher proposed communication games to be used in the actions and the English teacher agreed about it. After that, the researcher and English teacher decided to use communication games in speaking activity and they thought that the activity was new for the students and the students were expected to like it.

This research also focused on the observation in the first meeting of the action and takes a look at the pre-test result and the questionnaires distributed in the first meeting before the researcher goes further to talk about the problems.

From the observation and pre-test the researcher notes that the students often made mistakes in pronouncing some words. They also did not perform correct intonation. Besides, students were less active and still nervous when they were asked to speak before the class. However, most students were still unfamiliar with the use of English as a medium of instruction. From the questionnaires the researcher found that some students suggested her not to speak English for the whole time during the class because they are not familiar with that.

They also suggested her to teach more slowly and use games in teaching so that the lesson would be more enjoyable. They suggested the researcher to speak loudly, so they can listen better when the researcher explains the material. They

prefer applied various activities to the stressed and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped the researcher in designing activities which the students would enjoy much.

Talking about the problems that were found in the field, the researcher, and the research team members were concerned with the problems on the students' speaking skills. The problems include the following points:

- Classroom English was rarely used
- The students lacked confidence in speaking
- The students had low motivation in learning
- The students had inadequate mastery of pronunciation

Based on the problems mentioned above, the plans of the actions were expected to be able to improve the situation in order that:

- Classroom English was used
- The students had self-confidence in speaking
- The students had high motivation in learning
- The students had adequate mastery of pronunciation

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session, the researcher determined the form of the pre-test and the games which would be applied in Cycle I. Then, the researcher designed

the assessment instruments, the lesson plans and the materials as well as including communication games in the joint construction of the text session. After that, the researcher and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus.

The pre-test designed were in the form of performing a monologue which was assessed based on the concept of performance assessment approach. The students were required to perform their monologue individually in front of the class, while the researcher and the collaborator recorded their performance by using rating scales modified previously. The pre-test aimed at gathering information on the students' current speaking proficiency.

Regarding the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing communication games in the teaching and learning process of speaking skill. These were described as follows:

1) Using classroom English

In the action, the researcher acted as the teacher in the class. The researcher planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. She also gave every students opportunity to speak using English during the teaching learning process. The classroom English were used in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on the observation, the students said

that they did not understand when the researcher spoke English. Therefore, during this cycle, the researcher planned to translate the difficult words, so they could understand with the English words.

- 2) Improving students' motivation and involvement through communication games.

Communication games were used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. They will be motivated in learning speaking using this activity. These activities involve the students to work in pair and in group. The researcher used information gap games as one of the communication games that appropriate with the material, because the material was being learnt was descriptive text. Through this activity, the students' speaking competence could be built because in this activity they had to communicate with others to find out the information that they needed.

- 3) Improving students' self-confidence through small group activity

A small group activity was planned to improve the students' self-confidence in learning speaking. The students were asked to describe something in front of the class in a small group consist of five students. By asking the students to do this activity, they were hoped not be shy and afraid to speak in front of the class.

- 4) Giving feedback on the students' pronunciation

Based on the observations and interviews with the students, the English teacher seldom gave feedback on the students' works, especially on the students' pronunciation. Those made the students always make the same mistakes for many

times. Then, the researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

b. Action and Observation of Cycle I

The pre-test was carried out on February 1st 2011. While the action was carried in three meetings, January 31th, February 1st and 7th. The Family Portrait games held on February 7th, the skills that could be acquired were the ability to describe the characteristics of family portrait, while the specifications of that communication game are given as follows:

Table 2: The Specifications of Communication game used in Cycle I

<i>Features</i>	<i>Family Portrait</i>
<i>The purpose of the game</i>	<i>to see who can join the activities by describing family portrait in a group.</i>
<i>The space to play the game</i>	<i>large space: the front part of the class</i>
<i>The number of the students</i>	<i>Small group of five</i>
<i>The age of the students</i>	<i>adult</i>
<i>The level of the activity</i>	<i>more active</i>
<i>The type of the game</i>	<i>information gap</i>
<i>The time allocation</i>	<i>More than 40 minute</i>
<i>The use of properties</i>	<i>role cards</i>

<i>The necessary reward</i>	<i>oral compliments for the winning group</i>
<i>The relevant game</i>	<i>Suitable for teaching about describing people.</i>
<i>Source</i>	<i>Adapted from Hadfield, 1996: xx-xxi</i>

In the first meeting, when the pre-test was held, the researcher applied performance assessment approach to gather the data about the students' speaking skills. The components being assessed were fluency, accuracy, pronunciation, and vocabulary. Fluency includes the students' ability to speak with a good but not necessarily perfect. Accuracy includes the accurateness and appropriateness use of syntactic form. Pronunciation includes the students' pronunciation. Vocabulary is related with the appropriate use of vocabulary and the choice of words. These communication skills cannot be ignored when the speakers intend to improve their speaking skills.

Besides, the students' speaking skills were assessed based on what she performed and what the assessors observed. The assessors were the researcher and the teacher who assessed different students by using the same assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the student's performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

While related to the efforts which were acted in this cycle, the following discussions are presented:

1) Using classroom English

The implementation of classroom English in this research included greeting the students at the beginning of the lesson by greeting and praying. The teacher said *“Assalamu’alaikum wr.wb, before we start our lesson today, please say our prayer, and pray do.”* To pray before the lesson were begun. She also said *“Good morning students”* or *“Good morning, everybody“*, followed by asking students’ condition by saying *“How are you today?”*, or sometimes *“How’s life?”* The students always answered the greeting loudly. When they were asked about their condition, they always said *“I am fine, thank you.”* Or *“Fine, thank you. And you?”*

The first time the teacher asked *“How’s life?”* the students looked confused and didn’t know what to say. Then the teacher explained what it means. In the Meeting 3 the students were able to respond to that question by saying *“Fine, thank you, and you?”*.

The teacher asked the Ss to pray before the lesson was begun *“Assalamu’alaikum wr.wb, before we start our lesson today, please say our prayer, and pray do.”* The teacher greeted Ss by saying *Good morning everybody*, replied by *Good morning miss* from the Ss. The teacher asked St How life was. Ss got confused. The teacher said *how’s life?* Was same as *How are you?* Ss replied by saying *Fine, thank you, and you?*

(Field notes 1, Monday, January 31st 2011, see: Appendix A)

The teacher also asked *“Who is absent today?”* to check their attendance. The students were able to respond to it by mentioning who was absent, or saying *“Muhlis, Agida, Diska, Ivon, Latifa, and Hardini.”* Then she asked to the students *“Where are they?”* They answer *“I don’t know miss.”* For checking the

condition of the students, she saying “*Are you ready to start our lesson today?*” the students answer “*I am ready*”. For inviting questions, the teacher used “*Is there any question?*” or “*Any question so far?*” The students usually answered by saying “*No miss*” or “*Not yet.*”

During the lesson the teacher sometimes thanked the students for their participation by saying “*Thank you*” and sometimes complimented them “*Great*”, “*Ok, Good*” or “*Excellent*”. At the end of the lesson the teacher always used “*Thanks for your attention today, Wassalamu’alaikum wr.wb.*” to end the lesson.

The use of classroom English attempted to make the students familiar with English so that they would not feel that learning English is difficult. The ability to respond to what the teacher said shows that the students could understand the expressions and they could respond to the expressions appropriately. Thus, the teacher found that the use of classroom English was effective in making the students familiar with English.

2) Improving students’ motivation and involvement through communication games.

The use of communication games in speaking activity in cycle I was conducted in third meetings. The topic for the first cycle was describing people. In this cycle an information gap game was used as a kind of communication games. In this cycle the students felt happy and motivated with the speaking practiced. This could be inferred from the following extract

a. The advantages of Communication Games (Family Portrait)

R: Bagaimana menurut bapak menggunakan games '*Family Portrait*' tadi?
(In your opinion, how about the use 'Family Portrait' game?)

T: Gamesnya itu seru mbak. Tadi anak-anak juga bisa berinteraksi satu sama lain. (The game is challenging. The students can interact well with the other students)

R: Menurut bapak apakah mereka menikmati game tersebut? (In your opinion, did they enjoy the game?)

T: Ya saya lihat tadi mereka aktif. Mereka bisa belajar sambil bermain mbak. (I observed that the students were active in this game. They can learn in the classroom while play the game.)

R: Iya pak, walaupun ramainya bukan main ya pak? (Yes, although the class will be noisy, sir.)

T: Ya begitulah anak-anak, mbak. Tapi dengan itu mereka termotivasi untuk mempelajari bahasa Inggris. Namanya juga *Speaking class* mbak. (Of course, they are students. They will be motivated to learn speaking using the game. This is speaking class, so that the students will be noisy.)

(Interview Transcript 4, February 7th, 2011: see Appendix B)

The interview transcript above indicated that family portrait was a fun communication game. It improved students' speaking skills because the students acquired the language unconsciously while playing. By this game, the researcher also could see the result of their practices in this game. Both the teacher and the researcher saw great improvement on the students' speaking skills.

In relation to the students' disobeying actions, the researcher noted that actually there was a need to limit the time in making note to describe their family portraits. Because they had more time (\pm 15 minutes) in making a note, they might begin to disobey the rule and make noises.

However, by playing this game the students could speak more in English by using the target language functions. The researcher also observed how the students participated and spoke in English. The students were able to work with their classmates in groups without any problem. Students looked more motivated in learning and they also involved themselves in the learning process.

Although using communication games required certain skills in adapting the games and managing the classes, the researcher felt that it gave some positive effects to the English teaching-learning when it was well maintained. One of them was it could improve the students' motivation and involvement in learning. The researcher also invites some students to interview after the communication game was held. The following interviews prove it:

b. Students' Motivation in Learning by Using Communication Games

R: Permissi dik mau Tanya, menurutmu bagaimana pelajarannya tadi dik?(Excuse me, I want to ask you, in your opinion, how about the lesson today?)

S: Asyik miss pelajarannya. Saya jadi cepat paham bagaimana mendiskripsikan orang. (It is fun, I quickly understand how to describe the people characteristic.)

R: Kok bisa? Kok bisa cepet paham, maksudnya gimana? (How can? What do you mean by quickly understand?)

S: Ya kan mbake pakai games tadi, jadi terasa menyenangkan. Gak ngebosenin. (I think it is fun, because you use games, so that the speaking activity not be bored.)

R: Ooo, gitu... Kalau teman-teman yang lain gimana tadi? (Owh.. How about your friends?)

S: Ya kayaknya mereka juga menikmati mbak, gak kaya biasanya. Mereka males-malesan. Suruh maju aja susah. (I think they feel enyoed the game, miss. In the prvious meetings, they are lazy and it is difficult for the teacher to ask them to perform their works in front of the class)

R: Baik, terima kasih. Okay thank you.

S: Sama-sama miss (you're welcome)

(Interview Transcript 6, February 7th, 2011, See Appendix B)

From the interview transcript above, the student felt that the teaching-learning process was more fun and enjoyable so that it was easy for her to memorize words faster although not really fast because the teaching-learning process was not stressing. She added that their friends improve their speaking skills because the teaching-learning process is more fun and enjoyable than usual. She agreed that stress decelerates the learning process. They felt that the games can improve their ability in practiced speaking. They also enjoyed their performance.

R: Apa yang kamu rasakan setelah kita belajar pakai game tadi? (What do you feel after learning using this game?)

S: Asyik miss, saya ngrasa termotivasi aja dengan aktivitas tadi. (Is was fun miss, I was motivated with the activity today.)

R: Kalau aktifitas speakingnya gimana?(How about the speaking activity?)

S: Ya untuk speaking bagus banget tuh miss, bisa untuk memotivasi temen-temen yang pasif. (It is very good for speaking activity, it will motivated the passive students.)

R: Oke, menurutmu bedanya apa waktu pakai games dan tidak? (In your opinion, what the differences wether using games or not?)

S: Menurutku, temen-temen jadi aktif dan lebih berisik daripada biasanya. (In my opinion, my friends could be more active and more noisy than commonly.)

R: Maksudnya aktif ramenya apa aktif dalam berbicara nih? (What do you think, the students active in their noisiness or in their speaking activity?)

S: Ya aktifnya tuh anak-anak bersemangat belajar bahasa Inggris gitu miss.(I think, they were more enthusiastic in learning English.)

R: Menurutmu , kalau belajar speaking pakai games gimana? (What do you think about learning speaking using games?)

S: Kalau buat pelajaran speaking itu sangat menarik bisa ngilangin jenuh. Jadi kami termotivasi gitu. (I think it was interesting for the students. It will motivate us to learn speaking.)

R: Uda meningkat ya, motivasinya? (How about your motivations. Is it improve?)

S: Ya miss, tentu saja. (Yes, of course)

(Interview Transcript 7, February 7th, 2011)

The student felt that using games could make him happy and ease him in understanding the lesson. He said that games enabled their friends to move rather than being quiet or passive. He added that the whole students were more active, involving themselves in the teaching-learning process. He agreed that their motivation increases, because his friends who usually passive in the class were active after used communication games in learning speaking skills. They will perform their works in front of the class.

R : Gimana pelajarannya tadi? (How about the lesson today?)

S1 dan S2 : Menyenangkan miss. (It was fun, miss)

R : Setelah menggunakan game gimana dik?(After using games?)

S1 : Asyik jadi rame. Bisa ngilangin stress, he he he.. Jadi gak spaneng miss. (It was fun and noisy. It can make the students relax,he he he.)

R : Stress gimana?? (What do you mean by stressed?)

S2 :Lha khan ngerjain tugas-tugas terus. Tapi kalau games gini seru miss. (I feel stressed if there are many assignments, but it was fun if the teacher using games in learning speaking.)

R : Wah, maunya tiap hari ngegame terus? (Do you want to play the game everyday?)

S1 dan S2 : Jelas dong..hehe. (Yes, of course.)

(Interview Transcript 8, February 7th, 2011)

The students felt no stress so that their learning motivation increases. They really learned English with the researcher because learning with the researcher is fun and easy. It motivated her to study. She proved the researcher that she is really motivated in learning because she could play in the class, so that she didn't get bored as she did in the previous lessons which full of explanation and writing down the theories. They also asked the researcher to teach in their class continued.

R: Gimana gamesnya tadi? (How about the game today?)

S: Asyik miss. Gak cuma belajar aja. Tapi kita langsung bisa menerapkannya di depan kelas. (It is not only learning the materials but also applying it in front of the class.)

R: Jadi berani? Are you be brave?

S: Iya miss khan mau gak mau kita tetep harus maju. Asyik e miss kalau pakai games gitu. (Yes, we should perform our works in front of the class. It was very interesting using games in learning speaking.)

(Interview Transcript 9, February 7th, 2011)

The student said that learning with communication games was more motivating because she could directly practice the theories, and not just learned the theories. She felt that learned the theory make them bored. By using communication games she felt more motivating. She also challenged with the activity in communication games. The various communication games made them more active in the class.

Interview Transcript 6

R: Gimana pak setelah menggunakan game tadi menurut bapak apakah anak-anak merasa termotivasi? (What do you think about the students' motivation after using game in learning speaking?)

T: Menurut pengamatan saya mereka merasa tertantang untuk maju ke depan kelas dan mereka termotivasi. Mereka sudah aktif dalam performance mereka tadi. Mereka juga sudah berani maju secara bergantian. Dengan berbagai macam communication games saya yakin mereka akan lebih termotivasi. (Based on my observation, I felt that the students more challenge to perform their work in front of the class. They have already active in this activity. I am sure that using various communication games will improve the students' motivation.)

(Interview Transcript 13, February 7th, 2011)

The English teacher stated that the students of XB improved in term of their motivation and involvement. For example, they were more willing to serve and prepare themselves as volunteers. The teacher supported this method to be applied in the classrooms and she could see the result. He suggested that using various communication games will make the students more active and motivate with speaking, so that they can improve their ability in practice speaking.

- c. The improvement of students' involvement in practice speaking

There are two important aspects to improve the students' speaking skills, not only motivation but also involvement. In relation to the students' involvement in practice of teaching-learning speaking, the researcher noted that their activeness in the group work, pair work, and small group to move as what the communication games require them are the proofs of their involvement. Interview

Transcript 7

R: Gimana dik tadi kegiatannya? (How about the activity today?)

S: Wah, asyik mbak, temen-temen bisa aktif dan terlibat dengan kegiatan tadi. (It is fun my friends can be active and involve in this activity.)

R: Emang biasanya gimana? (How about the previous meetings?)

S: Wah mbak biasanya sebagian temen-temen tuh males. Gak peduli ma pelajarannya. Tapi setelah pakai games tadi temen-temen pada mau maju dan berpartisipasi. (Some of them look very lazy. They do not care with the lesson. After using game they will be motivated and interested with this activity.)

(Interview Transcript 5, February 7th, 2011)

From the interview transcript above, some students argued that their involvement in the teaching-learning process improves as the teacher used communication games in teaching. Communication games allow them to act and move rather than passively listening and sitting by doing nothing except writing theories. The following data prove that the students' involvement in the learning process improved. The living class was built in this activity. The involvements of the students were more increased after the researcher used these games. The students' involvement also can be seen from the field notes below.

R: Halow dik minta waktunya sedikit ya, mau tanya. (Do you have time for me? I want to ask you.)

S: Ya miss, tanya apa? (What do you want to ask?)

R: Menurutmu gimana aktivitasnya tadi? (What about the activity today?)

S: Menyenangkan mbak temen-temen pada ramai dan kelasnya terasa hidup. (It was fun, the class was noisy and vivid

R: Maksudnya gimana? (What did you mean by it?)

S: ya temen-temen pada ikut gabung gitu dengan aktivitas tadi, mereka mau mengungkapkan pendapatnya, gitu miss. (My friends was

R: Jadi mereka terlibat dalam game tadi, gitu?

S: He em mbak, rame...

R: Terus..

(Interview Transcript 6, February 7th, 2011)

She added that her classmates involved themselves more in the learning process. They would be interacted with others. The student involved themselves actively without being provoked by students who were reluctant in doing so. The student said that they improved their involvement in the learning process during learning with the researcher. They were no longer passive, quiet, looking at the whiteboard but he didn't understand what the teacher said as the previous classes with the English teacher. She felt that her classmates were more active than the previous meetings.

3) Improving students' self-confidence through small group activity

Small group consist of five students enabled them to speak more than they did in the whole-class game. Moreover, in this game they could assess their classmates' speaking. The students' self confidence was built in this small group activity. It could be shown in this field notes and interview transcript.

The teacher asked each student in every group to describe the family portraits that they chose without tell the other group in front of the class, and then the other groups should be guessed what the family they are. They are enthusiastic about this game. They try to guess the picture that their friends are described.

(Field notes 3, Monday, February 7th 2011, see: Appendix A)

R: Siang, bisa ganggu sebentar? (Excuse me, do you have time for me?)

S: Ya miss, ada apa? (Yes, can I help you?)

R: Gini, menurut adik gimana aktifitas tadi? (What do you think about this activity today?)

S: Wah asyik mbak. (It is fun)

R: Kenapa kok merasa asyik? (Why?)

S: Soalnya gamenya seru jadi bisa saingan ma kelompok yang tadi. (Because, the game was fun and we can play the game competitively.)

R: Tapi tadi ngrasa PD gak pas diminta mendiskripsikan? (Do you feel confidence?)

S: Pertamanya iya mbak, tapi lama-lama jadi PD kok. (In the first time, I am not feel confidence, after that I am confident during this activity.)

R: Owh...(Owh..)

(Interview Transcript 7, February 7th, 2011)

Besides, small group works were also recommended by the teacher because it was easier to handle and to assess. The teacher said that it was difficult to the researcher to handle the big class (consist of 35 students). In a small group, the students could express their idea to describe something. They can share with their friend to play this game. Although the games was very noisy and make the students uncontrolled, but the students enjoyed this activity. It could be seen from these appendices

R: Pak menurut bapak pelaksanaan *game* nya harus gimana ya pak? (What do you think about the activity of the game today?)

T: Gini ya mbak, siswa kelas XB ini berjumlah 36 siswa. Menurut saya buat saja kelompok yang terdiri dari 4-5 orang. (I think you should divide the group of four or five, because the numbers of students XB are 36.)

R: Apa gak terlalu banyak pak. (Is it not too much, sir?)

T: Ya dicoba dulu, nanti jika dengan anggota kelompok sebanyak itu keadaan kelas ramai. Kita bisa gunakan strategi yang lain. (You should try to do that, if the class was noisy, we can use the other strategy.)

R: Owh, begitu pak? (All right)

(Interview Transcript 3, February 2nd, 2011)

The teacher asked to the students to make a group of five. Okay class, please make a group of five, so there are seven groups in this game. “I want to give you some pictures and describe those with your group. And then please describe those orally, so that the other groups can guess the answer. The students start to play the game”. The condition of the class was very noisy, some students give a signal to the other group about what they were described.

(Field notes 3, Monday, February 7th 2011)

While in the third meeting, in which students worked in small group game consist of five students, the researcher observed that the students had more chance to speak in English. Unfortunately, the only problem that in the middle of the game the students began to violate the rules, but soon it could be handled.

In the beginning of the game, all Ss obeyed the rule. They communicate in English as the instruction required, but some Ss didn't obey the rule in the middle of the game, some Ss asked the other students' answer. But the research team reminded them to play the game fairly and should obey the rule.

(Field notes 3, Monday, February 7th 2011, see: Appendix A)

4) Giving feedback on the students' pronunciation

Some of the students pronounced some words incorrectly, when they were performing the group activity in front of the class using communication games. It was occurred until the last meeting of the Cycle I. For the first and second meeting, the students made mispronunciation in the words: *famous, young, nice person, beautiful, pretty, blond, pointed, dimple, look like* and *guess, someone* and *asked* (Field note 1, 31st January, 2011). For the third meeting, the mispronunciations were occurred in the some words. For the first group, they

made mispronunciations in words *nose, family, straight, and blond*. For the second group, the words *moustache, slanting, hair, curly, and brown*. For the third group, the words *husband, thick, beautiful, ribbon, and son*. For the fourth group, the words *brunette, charming, flat, and daughter*. For the fifth group, the words *curly, eyes, moustache, petite, and pointed*. For the last group, the words *medium, daughter, and blonde* (Field note 1 and 3, January 31st 2010 and February 7th, 2011).

The teacher always corrected the students' pronunciation in every meeting by giving feedback after they performed in front of the class and after discussed every task. Harmer (2001) stated that correcting the students' speaking mistakes is important, the researcher views that by correcting the students' pronunciation to make the students did not make mistakes in the next meetings. The teacher asked the students to pronounce the words after her, in order to make the students be familiar with the difficult words. Moreover, when the teacher was giving the correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. Even, in every meeting there are some students who asked the researcher what the meaning and how to pronounce the words. It could be seen from the following extract.

The teacher asked the students to read an example of describing people, they make some mistake in pronouncing the words of *young, nice person, beautiful, pretty, blond*. The teacher writes the words in the white board, and then she asked the students to pronounce the words together after she gives the correct pronunciation.

(Field notes 1, Monday, January 31st 2011, see: Appendix A)

c. Reflection of Cycle I

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

1) Using classroom English

The first meeting gave a good starting point for this research. The students welcomed the researcher and the collaborator and they opened their ears for the researcher. In this meeting, It was assumed that the students knew what to do during the lesson and that they understood what desired by the researcher, the teacher, and the collaborator in the next meetings. Using classroom English during the teaching process could motivate the students to speak English. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. The students would be familiar with the English words. Therefore, for the next cycle, the teacher had to make sure that more students use English in asking or answering simple questions also listen and answer routines. The students also more active in speaking English, when they used classroom English.

2) Improving students' motivation and involvement through communication games

Students's courage in speaking English is sometimes hidden by their reluctance in speaking English largely due to their inability in understanding English grammar. Feeling shy of their inability makes the students prefer being silent and not active. That is why in some speaking class the teacher has to wake them up with various games.

Using communication games was appropriate activity to improve the students' motivation and improvement. Production session of the activity would result a much better students' performance when the given instruction on the rule of the games are carried out while being accompanied by model of games from the researcher with a more clear instruction. We can draw the students' attention more when they feel that the games will bring them enjoyment and entertainment.

3) Improving students' self-confidence through small group activity

Students' self-confidence is the important part for learning speaking skills. They should have courage to perform in front of the class. The researcher should have creativity to build the students' self-confidence. In this cycle, the students have made some improvements in performing their work in the joint and independent construction of the text. Although some students couldn't enjoy the performance session because some of them didn't feel confident with their speaking, most of them tried to speak English. In this meeting the researcher used English as the medium of instruction. However, the researcher should repeat some instructions when the students looked confused.

4) Giving feedback on the students' pronunciation

The teacher always gave feedback on the students' pronunciation after they performed their work in front of the class, so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the researcher did not point out on a student's single mistake so that it did not make her/him shy. On the other hand, the students were very enthusiastic when the researcher told them about the right pronunciation of some words. It could be seen from one of the field notes below.

.... After the students performed their work in front of the class, the teacher gave feedback immediately, and then the teacher asked the students to repeat the difficult words, so that the students understand how to pronounce the words. (Field notes 2, Tuesday, February 1st 2011, see: Appendix A)

That finding was in line with Harmer's statement (2001) that when the teacher gives sympathetic and useful feedback on the students' speaking, they will get tremendous satisfaction on it and then they will be motivated to do the task. Moreover, most of the students said that their speaking ability had improved since they knew the correct pronunciation of some words. Even, one of the students asked about the other pronunciation of some words, such as *young*, *short*, and *moustache*.

The field note for this reflection can be seen below.

.... When one of the student perform a monolog in front of the class, he made mistakes in pronounce some words, so the teacher gave the correct pronunciation of those words, the students were very enthusiastic to repeat what the researcher said. Moreover, there was a student who asked about

the correct pronunciation of some words, such as young, short, and moustache. Then, the teacher gave the pronunciation of those three similar words. (Field notes 1, Monday, January 31st 2011, see: Appendix A)

2. Findings of Cycle I

Based on what the researcher had planned, acted, observed and reflected in Cycle I, the researcher came to the following findings.

Using classroom English was successful in improving the teaching of English speaking skills practices and makes them more familiar with the English words. Besides, it was effective to increase the students' opportunities to speak English since there was always two-way communication between the researcher who acted as the teacher and the students. As planned in the beginning of the action, in this first cycle, the researcher used Indonesian translation in explaining some difficult aspects, such as in the materials and the instructions. Using Indonesian translation in Cycle I was help the students who got difficulty in understanding the explanation when the teacher spoke English all the time.

In addition, the implementation of a communication game activity through information gap game was generally successful in improving the teaching of English speaking skills practices and student's involvement. Communication games were used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. The will be motivate in learning speaking using this activity. Most of students were actively engaged in the activities. Based on the interviews was held after the action, those indicated that they were very enthusiastic about this activity.

Furthermore, the implementation of small groups consisting of five students in Cycle I was not successful enough in improving the students' involvement in the teaching and learning process. This activity makes the class was noisy and some students were not actively participated in this activity, although there were some the students who participate well in their groups.

Moreover, adapted games which suited the students' language level and their need were successful enough in improving the students' involvement in the teaching and learning process. While, giving the students enough time for understanding the rules of the game was successful to improve the students' understanding how to play the communication games.

Meanwhile, the implementation of the researcher's feedback on the students' pronunciation was effective in improving the students' speaking ability and they were very enthusiastic to know the correct pronunciation of some English words. Therefore, the improvement of students' speaking performance, pronunciation, motivation, involvement and self-confidence indicate the success of Cycle 1. However, some experiences in using games for teaching and skills in managing the class were essential to cope with some problems happened in this cycle.

2. The Implementation of Cycle II

a. Plans of Cycle II

Based on the evaluation and recommendation for Cycle I, the researcher and collaborator planned some efforts as actions to solve the problems that were still found in the improving the teaching of English speaking skills practices. In

order to solve those problems, the researcher and collaborator still used mostly similar activities to those in Cycle I, such as adapting communication games to improve the student's involvement and giving feedback to improve the students' speaking skills. However, the implementation of classroom English by Indonesian translation was revised by using the paraphrase and synonym of the English words. Besides, there were some new actions such as implementing guessing games, matching games and asking the students to perform their work in front of the class which were added to Cycle II. In addition, the researcher and collaborator also focused the efforts on giving rewards and preparing the students to speak spontaneously. The efforts were described as follows:

1) Using classroom English

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher used some paraphrase or synonym of the English words to make the students understand them so that they did not depend on the English. The use of classroom English in this cycle was still the same as that in Cycle I. The researcher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

2) Implementing various communication games

In this cycle, the researcher planned to implement the guessing games and matching games. It was because the materials in this cycle were describing

animals and the language function was giving and responding compliments. By implementing various communication games, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking ability could be improved. These activities involved the students to work in groups and in pairs.

3) Preparing the students to speak spontaneously

In cycle I, the condition of the class was very crowded. So, the researcher planned to prepare the students to speak spontaneously. It makes the students focused on speaking activity. The researcher also trained the students to be ready for any turns in speaking in order to make the students could not escape from being asked to speak when they got the turn.

4) Giving rewards to motivate the students

The researcher planned to give rewards in the form of points for the students who were willing to perform their work in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform their work in front the class voluntarily. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic to come in front of the class performing their work.

5) Establishing learning contract during the teaching learning process

In Cycle I, the researcher found that the students sitting in the back were noisy when there was a student performing in front of the class and when the teacher was explaining the materials. Therefore, in this cycle, the researcher planned to make a set of rule during teaching learning process that could control

the students' behaviors during the teaching and learning process so that the objectives of the teaching and learning process could be achieved.

6) Giving feedback on the students' pronunciation and grammar

As found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words, not only their pronunciation but also grammars. Then, the researcher planned to keep giving feedback on the students' pronunciation and also the students' grammar after they performed their work in front of the class in order to make the students understand and they would not make some mistakes.

The comparison of the actions between Cycle I and Cycle II could be seen in Table 3.

Table 3: The comparison of the actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English	Using classroom English
Improving students' motivation and involvement through a communication game.	Implementing various communication games to improve the students' motivation and involvement
Improving students' self-confidence through small group activity	Improving the students' self-confidence by preparing the students to speak spontaneously
-	Establishing learning contract during the teaching learning process
-	Giving rewards to the students who wanted to perform their work in front of

	the class voluntarily
Giving feedback on the students' pronunciation	Giving feedback on the students' pronunciation and grammar

b. Action and Observation of Cycle II

Cycle 2 was conducted in four meetings; they were on February 8th, 14th, 21st, and 22nd. In this cycle, the materials were *describing animals* and *expressing compliments*. In the first and second meetings, the researcher discussed describing animals. Then, in the third and fourth meetings, the researcher discussed how to give and respond to compliments. In this cycle, while the researcher implemented the action, the collaborator took notes at the back of the class to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that the researcher implemented in Cycle II:

1) Using classroom English

The classroom English in Cycle II was implemented in all four meetings. It was similar to that in the previous cycle, the researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson. As found in Cycle I, the implementation of classroom English was not successful yet in getting the students familiar with the English words, therefore the teacher tried to emphasize more on the students' ability to respond to the teacher's questions and instructions. She tried to make the students understand the teacher's questions by paraphrasing the questions and using the synonyms of some English words. The implementation of this action could be seen in the extract below.

The teacher opened the class in the morning, she said “*Good morning everyone, are you all well today?*” but, some students looked confused. Erwin said “Apa miss artinya? Gak mudeng e.” So the teacher told the students what the meaning of the sentence using the similar sentences. “How are you today?”

(Field note 4, Tuesday, February 8th, 2011, see: Appendix A)

From Field note 4 above, it could be seen that the students were more familiar with the English words so that they understood what the teacher’s said without translating the sentences. However, sometimes the students seemed confused with the teacher’s expressions and questions, so that the teacher tried to repeat the expression and questions by paraphrasing them and they understood. This could be seen in the following extract.

.... Then the teacher asked the students, “Do you have a lovely pet in your house?” some students looked confused and then the researcher tried to paraphrase the word of pet. “Pet is a kind of animals that you cared in your house.” Latifa said “Cat miss?”, Tyas said “Dog”. “Then the teacher answered “You are right, the examples of pets are cat and dog.”

(Field note 4, Tuesday, February 8th, 2011, see: Appendix A)

From the field notes 4, it could be seen that some students were not familiar with the word yet, although many students who knew the meaning of the word. The teacher not only paraphrased the meaning but also give the synonym of the word in order to make them understand with a word. Furthermore, the teacher also used various expressing to end the meeting in order to make them more familiar with various expression. This could be seen in the following extract

...What did you learn today? The students answered “Describing animals”. Then the teacher said “So today we have practiced describing animals and you’ve learnt how to describe animals, next lesson we’ll go on the next material that is compliments.”

(Field note 4, Tuesday, February 8th, 2011, see: Appendix A)

2) Implementing various communication games

The implementation of various communication games in Cycle II was conducted in two meetings, on the second and fourth meetings of Cycle II. Different from Cycle I, the communication games in this cycle were implemented through guessing and matching games. It was because the materials in this cycle were describing animals and expressing compliments. By implementing various communication games, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking skills could be improved. The description of this action for each meeting is presented as follows.

a. 2nd Meeting

A guessing game was implemented in the second meeting on Monday 14th 2011. The title of the game is 'Where is my pet?'. The genre of the text is descriptive text and the topic is describing animals. The approach that was used during the teaching and learning process was the genre-based approach. For the first phase of teaching and learning process, building knowledge of the field, the students were given information related to the text, such as the characteristics and the purpose of the text. The researcher gave a descriptive text of describing animals. Then, in modeling of the text phase, the students were given examples of the spoken and written texts of describing animals. After the teacher giving the model of the texts, the students were asked to describe their favorite animals.

(Field notes 5, Monday, February 14th 2011, see: Appendix A)

Furthermore, a guessing game was employed in the phase of joint construction of text. To do the activities, the students were asked to work in a group of seven. The teacher began the activities by giving each student in their group some pictures of animals. The teacher gave ten same pictures for every student in their group. The students had to communicate with their group to describe their favorite pets; each student chose a different picture. They should describe their pictures clearly in their notes. They could not tell the other group about a pet that they were describe. Then the researcher asked one of them as a volunteer to describe their favorite pet without a note. After that, the students who described the characteristic of her/his favorite pet asked her/his friend to guess and put the same picture which he/she was described. Meanwhile, the other students waited for their turns.

When the students were doing the game, the teacher came to the students' seats to check their understanding of the rule of guessing game. She also checked whether they listened to their friends' explanation or not. Based on the observation, they listened to their friends' explanation, made the description of their favorite pets and waited their turns (Field note 5, February 14th, 2011). In this game, all the students made a note about their favorite pets which they choosed then they could guess their friend's description and waited for their turns.

b. 4th Meeting

A matching game was implemented in the fourth meeting on Tuesday 22nd 2011. The title of the game is '.Compliments Poll'. The material in this meeting was expressing compliments. The teacher divided the students into four big

groups. Then she gave them ten different situations for each group. The first line got the same situation as the third line (A-C) and the second line same situation as the fourth line (B-D). However, they were given several minutes to prepare their expressions according to the situation in their cards. The teacher gave the cards randomly in order to make the students matched their cards with their friend spontaneously. This could be seen in the following extract.

...The first turn delivered by Keke, she said “*your fiend bought a new puppy with red ribbon. You like it*”. Then other student who got a same card (Ivon) stand up and said “bingo” then she gave compliment to this situation “What a beautiful puppy”. Then Keke answered “Do you really think so?”. Then Ivon said “Of course.”...

(Field notes 7, Monday, February 22nd 2011)

From the field note above, it could be seen that the students learned about giving and responding to compliments using matching games. This activity was aimed at building the students’ ability to construct a dialog or conversation spontaneously. Most of the students could act the dialog and even some of them acted it out spontaneously without writing the script first (Field note 7, February 22nd: see Appendix A). The teacher asked the students to play the game in their seats. She found that all of the students were enthusiastic and they really waited for their turns. They had used the right expressions, such as giving and responding to compliments. However, there were some students who were still confused about the rules of the game. Then the teacher explained the rules again and the game was played again after they understood the rules of the game. This could be inferred from the following extract.

...the teacher moves around the class to check the understanding of the students. She found some students rather confused with the rules of the game. “*Miss, saya bingung ini disuruh apa?*” Then the teacher explained

again the rules of the game. Students said "Oh..gitu, sekarang mudeng saya miss."...

(Field notes 7, Monday, February 22nd 2011)

While the specifications of that various communication games are given as follows:

Table 4: **The Specifications of Communication game used in Cycle II**

<i>Features</i>	<i>Where is my pet?</i>	<i>Compliments-Poll</i>
<i>The purpose of the game</i>	<i>To see who can join the activities by describing their favorite pets individually.</i>	<i>to give and respond compliments</i>
<i>The space to play the game</i>	<i>large space</i>	<i>large space</i>
<i>The number of the students</i>	<i>small group of seven</i>	<i>sixteen students per group (2 groups)</i>
<i>The age of the students</i>	<i>adult</i>	<i>Adult</i>
<i>The level of the activity</i>	<i>more active</i>	<i>more active</i>
<i>The type of the game</i>	<i>guessing game</i>	<i>matching game</i>
<i>The time allocation</i>	<i>more than 30 minutes</i>	<i>more than 45 minutes</i>
<i>The use of properties</i>	<i>role card</i>	<i>picture cards</i>
<i>The necessary reward</i>	<i>oral compliments</i>	<i>oral compliments</i>
<i>The relevant game</i>	<i>Suitable for teaching about describing animals.</i>	<i>Enabling the students in expressing compliments/ giving</i>

		<i>and responding compliments</i>
Source	<i>Adapted from Hadfield, 1996: xx-xxi</i>	<i>Adapted from Hadfield, 1996: xx-xxi</i>

3) Preparing the students to speak spontaneously

In this study, the teacher trained the students to be ready for any turns in speaking. The students could not escape from being asked to speak when they got the turn. The use of Compliments-Poll proved that the students prepared themselves spontaneously to be ready for speaking at any time they got it.

...The students enjoyed the game. They looked waiting for their turns. They also busy prepared their turn by trying to say according to the condition in the cards that they got.

(Field notes 7, Monday, February 22nd 2011)

In 4th meeting in Cycle II, the students spoke based on their turn which was designed in order that group A-C and B-D could be ready with their turn spontaneously. Thus, the students had already known when they should speak and when they should listen to their friend's talking. This game was used to make the students be ready to express their compliments spontaneously. They also tried to pay attention and listen to their friends' compliments. The above elaboration shows that the use of Compliments-Poll game as a technique in getting the students to speak is successful and effective to prepare the students speaking spontaneously and propose spontaneity-effect and readiness in taking turns for speaking. It could be seen from the following transcripts.

R: Dik, gimana game nya tadi? (How about the game today?)

S: Asyik miss, tapi bikin tegang. (It was fun but I fell nervous, miss)

R: Lha kenapa?(Why?)

S: Nunggu giliran miss. Khan tadi bagi kartunya acak, jadi deg-degan aja nunggu giliranku. (I feel nervous, when I am waiting for my turn, because the cards were distributed randomly.)

R: Oh..tapi mudah gak permainan tadi? (Is it easy?)

S: Mudah mbak, kita jadi bisa memberikan dan ngrespon pujian dari seseorang. He he. It is easy to express the compliments, so we can give and respon the compliments.

R: OK, trimakasih dik. (Ok, thank you.)

(Interview Transcript 18, February 22nd, 2011, see: Appendix B)

R: Mau tanya, gimana aktifitas tadi? (I want to ask you, how about the activity today?)

S: Asyik miss, tapi sempat gag mudeng gimana mainnya, tapi setelah melihat permainan temen-temen yang udah dapat giliran, jadi mudeng miss.(It is fun. At first, I did not understand the rules when you ask us to play the game, but then I could understand when I saw my friends who got the turns before me.)

(Interview transcript 19, February 22nd 2011, see: Appendix B)

R: Oh...apa yang kamu dapat dari game tadi? (What do you get from the games today?)

S: Gimana memberikan dan menanggapi pujian mbak.ya pokoknya asyik materinya beda dengan yang kemarin.he..he.. (I understand about giving and responding compliments. It is fun and different with the previous meetings.

R: Makasih ya dik? (Thank you)

S: Sama-sama miss. (Your welcome)

(Interview Transcript 20, February 22nd, 2011, see: Appendix B)

4) Giving rewards to motivate the students

Regarding the findings of Cycle I that some students were still reluctant and shy to perform their work in front of the class voluntarily, the teacher provided some rewards to make the students more enthusiastic. The rewards were

given in the forms of points and compliments. The teacher always told the students in every beginning of the activity that she would give a point to the students who wanted to perform their work voluntarily. During this cycle, this action could make the students more enthusiastic to express their idea without being asked to express orally. This finding could be seen from Field note 6 (February 21st, 2011) that there were four students who wanted to perform the example of dialogs voluntarily which were Latifa, Tyas, Niken and Faisal. After they performed the dialog in front of the class, the researcher asked all of the students to give applause and she said “Good”, “Well”, and “Great. However, in the fourth meeting of Cycle II, the teacher did not ask the students to perform their dialogs in front the class because the activity was a whole-class activity using ‘Compliments-Poll’ game.

5) Establishing learning contract during the teaching learning process

The researcher implemented learning contract during teaching learning process in the first meeting of this cycle as the finding in the previous cycle showed that some of the students were not active in the class activity and some of them made noises when the other students were performing their work in front of the class. Before the teacher began the activity in the first meeting, she told the students that there was a need to make a set of rules. These rules were aimed at controlling the students’ behavior during the teaching and learning process. Those also make the students focused on the activities.

The set of rules consisted of three points. First, they were not allowed to made noises when the teacher was explaining the materials and when they waited

their turn to play communication games. Second, they should try to use English during the activities. This point was aimed at encouraging the students to always use English during the activities so that their speaking ability could be improved. The last rule was that the students were not allowed to play with their cellular phone during the teaching and learning process because in several meetings the teacher saw some students playing with their cellular phones. They also accessed their facebook during the teaching learning process. The teacher asked the students to keep their cellular phone in their bags, if they played it in the class, she will take it and return it at the end of the class. All of the students agreed with those rules. After the making of those rules, the class condition was more conducive and all students obeyed the rules. (Field note 5, February 14th, 2011).

6) Giving feedback on students' pronunciation and grammar

In cycle I teacher found that the students made mistakes in pronouncing some words and making the sentences. So that she trained to give feedback on the students' pronunciation and grammar. Giving feedback on the students' pronunciation and grammar was needed to improve the students' ability in making good construction of the sentences before they perform them. It was better for the teacher to give "for-a-while grammar lesson" whilst instructing the material before she entered the session of describing some pictures of their own. She can insert some minutes to explain the constructions/ patterns of sentences. It included some pronunciation practices without ignoring the main target of the research and without losing her main purpose of the overall classroom activities. It would not be of any objection if the teacher gave a little while extra lesson on

guidance in public speaking and motivating them to perform in front of the class better.

a) Giving feedback on students' pronunciation

Appropriate to the previous cycle, in this cycle the teacher always gave feedback on students' pronunciation. It was because some students still made some mispronunciation. The teacher gave the feedback after the students had finished performing their work by asking them the correct words of their mispronunciation before giving the researcher's own feedback. Besides, the teacher did not point out on a single student's mistake but she always covered all mistakes that the students made. It was in accordance with Harmer's statement (2001) that such a way of giving feedback by watching and listening so that the teacher can give feedback later was much more appropriate. The teacher asked the students to repeat the correct words together in order to make the students know how to pronounce the words well.

For the 1st meeting in Cycle II, the students made mispronunciations in the words: *fur*, *feathers*, *claw*, and *paws* (Field note 4, February 8th, 2011). Then, in the 2nd meeting, the mispronunciation occurred in the words: *sharp*, *gill*, and *whiskers* (Field note 5, February 14th, 2011). In the 3rd meeting, the mispronunciation occurred in the words: *nice*, *glad*, *sure*, and *of course* (Field note 6, February 21st, 2011). Then, in the last meeting, the mispronunciation occurred in the words: *bought*, *delicious*, *yard* and *candle* (Field note 7, February 22nd, 2011).

b) Giving feedback on students' grammar

When the teacher asked the students to make notes before they played the game, there are some mistakes in their grammar. The research team moved around the class to check the students' groups work. They gave feedback directly when they saw that the students' make some mistakes. After that the teacher explained again about the materials that they were confused about, so that they made some mistakes. It could be seen from the following extract.

When the students make a note before they perform their work in front of the class orally, the students saw that some students make some mistake such as *I has a favorite pet*, than the teacher asked the students to checks the tense, he confused with his sentence. Then the teacher say, your sentence is wrong it should be have not has. Then the students can write the correct sentence. Furthermore, the teacher gives feedback and explains how to make a correct sentence, then asks the students to check their note.

(Field note 5, Tuesday, February 14th, 2011)

After the teacher gave the feedback, she asked the students to check their work again before they performed their works in front of the class, in order that they did not make a mistake in the next time. However, there were some students made few mistakes, when they performed their work in front of the class. It could be seen from the field notes below.

c. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class XB students. In the reflection, the research members gave their responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1) Using classroom English

Using classroom English using some paraphrases and synonyms was effective enough to improve the students' motivation and involvement in leaning speaking skills. The students got many opportunities to communicate in English during teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulty to understand a word. The teacher tried to paraphrase the difficult sentences in order to make the students understand the sentences. She also gave the synonyms of the difficult words so that the students were familiar with the words. Moreover, she tried to repeat the unfamiliar greeting in order to make the students familiar with the expressions. This could be inferred from the following extract:

... The teacher opened the class in the morning, she said "*Good morning everyone, are you all well today?*" but, some students looked confused. Erwin said "Apa miss artinya? Gak mudeng e." So the teacher told the students what the meaning of the sentence using the similar sentences. "How are you today?"
(Field Notes 4, Tuesday, February 8th 2011)

In this cycle, the teacher found that the students were not familiar yet with the new greeting that the teacher used. When she used the expressions for the first time, the students only kept silent and looked confused, but only a student asked her the meaning of the expression. Then she tried to greet them with the similar

meaning of the greeting. However after several meetings, they could respond to the greeting together. It could be seen in Field notes 7, February 22th, 2011). When the teacher greeted “*Good morning students, are you all well today?*”, all of the students responded by saying “*I am fine, and you?*”. Then she answered “*I am fine too, thank you.*” This indicated that the students were already familiar with that expression.

2) Implementing various communication games

The implementation of various communication games was successful in improving the students’ motivation and involvement. This activity also improved the students’ speaking skills. In the second and fourth meetings in Cycle II, the students really enjoyed the games. It could be seen from the open-ended questionnaire (See Appendix C). The students said that they enjoyed those games because the games were very attractive. Those made the students more active than they were in the previous cycle.

Moreover, at the end of each meeting the researcher did some interviews with the students, it could be seen from the following interview transcript 18, 19, and 20 on February 22nd 2011. In addition, the collaborator also said that the activity was successful, she thinks that the students were more attractive than they were in the previous meeting. She also said that the students had already improved their motivation and involvement in learning speaking practices. (Interview Transcript 21, February 22nd 2011). Furthermore, based on the observation checklist, the students were very enthusiastic to do the activities. All of them

actively participated in finishing the activities. It could be seen from the observation checklist during the action.

3) Preparing the students to speak spontaneously

Implementation of Compliments-Poll game was successful to improve the students' readiness in giving and responding compliments. Based on the open-ended questionnaire some students stated that this game could improve their preparation to speak spontaneously (See Appendix C). They said that this game made them ready for their turns. They should be ready with their expression in giving and responding to compliments.

Moreover, the teacher also said that this game could improve the students' concentration on this activity. Overall classroom activity in Cycle II was much better as a teaching and learning process to acquire such a proficiency level of English. The classroom activity was more vivid, the students feel more relaxed and ready for such an English class/ lesson and ready to follow further instruction. (Interview transcript 12, February 22nd 2011). In addition, he stated that such performance would encourage them to learn more about how to act in front of the class, such as some gestures, body language, intonation in speaking. The use of multi media of native speakers' action when describing something, if the researcher was not able to do naturally, would more attractive to the students' interest to perform their works in front of the classroom.

4) Giving rewards to motivate the students

The implementation of giving rewards was successful to improve the students' motivations and involvements during the teaching learning process.

After the researcher implemented this action, the students became more active in the teaching learning process. Moreover, the students were enthusiastic with this activity. Some students wanted to perform the dialog in front of the class without being asked by the teacher. They also felt confidence when performed it (Field notes 7, February 22nd 2011).

Meanwhile in several meetings the teacher gave points as a reward. This action made the students joined the learning process and activities actively because they wanted to get a point in their activity. In addition, the teacher also asked the students to give applause after some students perform their work in front of the class. This action was done to make the students felt satisfied because they had already succeeded in their performances.

5) Establishing learning contract during the teaching learning process

The implementation of establishing learning contract was successful in controlling the condition of the class. This action made the students focused on their activities. They also concentrated on the communication game. It could be seen in field notes 5, February 14th 2011. After the researcher made a set of rules, the situation in the class was controlled and all of the students obeyed the rules. A student stated that in the previous meeting in Cycle I the class condition was uncontrolled, so that she suggested the researcher to make a set of rules. (Interview Transcript 13, February 8th 2011).

Furthermore, the teacher and collaborator stated that by making a set of rules during teaching learning process made the students appreciate the researcher as their teacher. (Interview Transcript 6, February 7th 2011 and Interview

Transcript 13, February 8th 2011). They observed that there were no students who played their cellular phones and walked around the class.

6) Giving feedback on the students' pronunciation and grammar

The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words and how to make the sentences using correct grammar. The students were more enthusiastic when the researcher asked them to repeat the words after her. They felt that they got the way to pronounce the words correctly. It could be seen from the following interview transcript 16 and 17 February 22nd 2011, see: Appendix B. It also could be seen from (Field notes 4, February 8th 2011, see: Appendix C)

In addition, the teacher stated that giving feedback on their pronunciation and grammar was important to make the students understand how to pronounce and make sentences correctly. He also suggested that before the teacher entered the session of describing some pictures of their own it was better for the researcher to give "for-a-while grammar lesson" whilst instructing the material. The researcher could insert some minutes to explain some construction/ pattern of the sentences. It includes some pronunciation practice without ignoring the main target of the research and without losing our main purpose of the overall classroom activities. After explained about how to make sentences correctly, it was better to give a little while extra lesson on guidance in public speaking and motivate them to perform in front of the class better.

3. Findings of Cycle II

Based on what the researcher had planned, acted, observed and reflected in Cycle II, the researcher came to the following findings.

The implementation of classroom English using some paraphrases and synonyms to translate the unfamiliar words was successful to improve the students' speaking skills. It also made the students familiar with the new expression of greeting, instructing or ending the class. Beside, it was effective to the students to respond the new expressions were appeared during the teaching learning process.

Furthermore, the implementation of various communication games, such as guessing and matching games were successful improve the students motivation and involvement during the teaching learning speaking skills. Moreover, those activities made the students more active in the class, so that they improve their speaking skills.

In addition, the implementation of matching games 'Compliments-Poll' was successful to improve the students' readiness for speaking spontaneously. The aim of this activity is to improve the students' ability in learning speaking skills. Furthermore, the students were enthusiastic about the game.

Meanwhile, giving reward to the students who wants to be a voluntary was successful in improving the students' motivation and involvement in learning speaking skills. Moreover they were enthusiastic about the point that the researcher gave. Besides, giving feedback on the students' pronunciation and

Table 5: The improvements in speaking teaching and learning process during Cycle I and Cycle II

grammar was also successful in improving the students understanding the new words. They have already known how to pronounce the new words correctly, although they still made a few mistake. Moreover, they have already known how to make correct sentences.

The action of giving points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved each activity actively. They fought for the credit points given by the teacher. They were motivated to answer the teacher's questions. They had more courage to practice speaking in English.

The implementation of making a set of rule was effective in controlling the condition of the class. The class condition became conducive and all of the students were obey the rules. Moreover they were able to speak spontaneously without make some notes.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skills and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 5.

The improvements of the cycles

Before Action	Cycle 1	Cycle 2
Teacher did not have ideas in creating different activities in a class.	Teacher has idea to create information gap game to improve the students' motivation and involvement in teaching learning English.	Teacher has various communication games, such as guessing and matching games to improve the students' motivation and involvement in teaching learning English.
The students have low motivation and confidence in the class	Some students have already motivated during teaching learning process. They were confident to express their ideas. Although some students were still shy and reluctant when they were asked to express their ideas.	Most of the students were confident and enthusiastic to express their ideas in English in front of the class without they were asked by the researcher.
The students were not active during the teaching learning process	Some students were still not active during the teaching learning process. They reluctant to involve in the teaching learning activity	All of the students were active during the teaching learning process. They were enthusiastic about the activity.
The students almost not pay attention to the teacher's explanation	There were some students who were not pay attention to the researcher's explanation. They played their cellular phone during the teaching learning process.	All of the students focused on researcher's explanation. There were no students who played their cellular phone.
The students were not familiar with the researcher's expression such as greeting, instructing and ending the class.	Some students were still not familiar with the researcher's expression such as greeting, instructing and ending the class.	The students were familiar with the researcher's expression such as greeting, instructing and ending the class and they responded the researcher's expression.
The students were not familiar with the new English words. They also make mistakes in	Some students were still not familiar with the new English words and the researcher gave feedback	Most of the students had rarely made a mistake in pronounce the new English words.

pronounce the words.	to them.	
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C. The Result of Speaking Test

As has been stated before, the implementation of communication games and its accompanying actions were successful in improving the students' speaking skills during two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The researcher and the English teacher conducted the pre-test on Tuesday, February 1st, 2011. The topic of the test was *Describing People* in the form of monolog. In this speaking test, the students were asked to describe their favorite pets.

Meanwhile, the post-test was conducted on Wednesday, February 23rd, 2011. The topic of the post test was *describing people, describing animals and compliments*. The third topics were written in each card, and then the students were asked to choose between the three cards. They should perform the topics spontaneously after get the cards. To assess the students' speaking skills in pre-test and post-test, the researcher and English teacher used a rubric which involved four aspects of speaking, such as fluency, accuracy, pronunciation and intonation. The students' speaking scores in the pre-test could be seen in Appendix F. Meanwhile, the summary of the result of the pre-test could be seen in Table 6.

Table 6: **The result of the students' speaking skills in pre-test**

Data	Pre-test	
	Researcher	English Teacher
Mean	65.03	65.47
Number of the students (N)	34	34

From Table 6, based on the researcher's assessment, it was found that the mean of the students' speaking skills was 65.03. There were only 3 students who got 7 to 7.5 and the rests got 6 to 6.9. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 65.47. From those assessments, it could be inferred that the students' speaking skills was low because the minimum passing criteria (*KKM/Kriteria Ketuntasan Minimum*) of English subject in this school was 6.5. There were only 4 students who got 7 to 7.5 and the rests got 6 to 6.9.

In the post test, both the researcher and the English teacher assessed the students' speaking skills scores by using the same rubric. The result of the students' speaking scores in the post-test could be seen in Appendix F. The summary of the students' ability in the post-test was given in Table 7.

Table 7: The result of the students' speaking skills in post-test

Data	Post-test	
	Researcher	English Teacher
Mean	69.54	70.90

Number of the students (N)	31	31
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Based on Table 7, from the researcher's assessment, it was found that the mean of the students' speaking skills was 69.54. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 70.90. Most of the students got the speaking score between 6.5 and 7.5. Thus, all of them had passed the minimum passing criteria (KKM). From those results, it could be concluded that the students' speaking skills had improved since the means of the students' speaking skills scored both by the researcher and the teacher had improved, from 65.03 and 65.47 in the pre-test, while in the post-test the scores are 69.54 and 70.90.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusions, implications, and suggestions relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The two cycles in this action research were completely done. The research began in January 31st and ended in February 23rd, 2011. In both cycles, the researcher implemented communication games and some accompanying activities such as using classroom English, using small group activity, giving feedback on the students' pronunciation, giving rewards, and establishing a learning contract. The result of the reflection revealed that there were some actions which are successful and which were not successful actions.

In Cycle I, the researcher implemented a matching game as the communication game and some accompanying actions such as using classroom English, using a small group activity, using a communication game and giving feedback on the students' pronunciation. In Cycle I, there were some successful and unsuccessful actions. The successful actions were the implementation of classroom English, the implementation of a communication game, and the implementation of feedback of the students' pronunciation. The students enjoyed them and they were more confident in speaking English. However, there was an unsuccessful action which was the implementation of using small group activity, because some students were very noisy and this activity made the students

uncontrolled. In addition, there were some students who were not actively engaged in the activity.

To improve the unsuccessful actions, there were some additional and revised actions in Cycle II such as implementing various communication games, preparing the students to speak spontaneously, giving feedback on students' grammar, giving rewards and establishing a learning contract. By implementing those actions in Cycle II, the teaching of English speaking skills could be improved. It could be seen from the students' involvement, students' opinions, teacher and the collaborator's opinion about the actions. Besides, the students were more enthusiastic and confident in performing their work in front of the class and were more active in the speaking teaching and learning process. In addition, the implementation of communication games was improved in Cycle II by using some various communication games, such as *Where is my pet?* and *Compliments Poll* (guessing and matching games).

In conclusion, those communication games and other accompanying actions could improve the teaching of English speaking skills. Through those activities, the students were more confident and enthusiastic to perform their work in front of the class. The students were more familiar with English words and they could pronounce the English words correctly. Besides, the students were also actively engaged in the activity.

B. Implications

The aim of English teaching is enabling the students to communicate in English appropriately and acceptably. It includes equipping the learners with four

language skills, i.e. listening, speaking, reading and writing. This educational policy brings positive changes for the English teaching and learning process in the classrooms. Many teachers develop their teaching strategies to improve their teaching quality in order to achieve the aim above.

Based on the results of the actions, it is implied that the students should be more active in the speaking teaching and learning activities so that their speaking skills could be improved. They should be more familiar with the English words which they learnt. It is also implied that the teacher should use various communication games in speaking teaching and learning process since they can give some benefits. First, they can improve the students' speaking skills. Second, they can increase their involvement in the speaking teaching and learning process. Third, they can increase the students' enthusiasm.

Furthermore, the teacher should be able to control the number of the students who working in groups was not big enough, such as group of three and two, all of them should participate equally because each of them had different responsibility toward the activities. It is also implied that the teacher should be able to manage the class so that the process of implementing communication games could run well. Besides, the teacher should know the students' characteristics so that the activities could cover all of the students' interests.

C. Suggestions

Based on the conclusion and implication of the study, some suggestions will be directed toward the students of XB, English teachers in SMAN 1 Gamping and other researchers.

1. To the Students of Grade X

In relation to the development of their speaking skills, it will be much better if the students can make their own opportunities in practicing their speaking skills. They can make their own speaking club to practice their speaking. It is also necessary for them to develop their confidence in speaking before the class as well as speaking louder without fear of making mistakes. It will benefit them much if they can develop their fluency, accuracy, vocabulary mastery, grammatical competence and pronunciation.

2. To English teachers

The English teachers need to try to keep on applying the other various communication games so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media such as pictures and role cards. The English teachers can use other media such as power point so that the students will be more interested in the activity. Besides, it is necessary for the English teachers to improve the quality of their English teaching in order that it match with the goal of communicative language teaching by having various kinds of activities which enable the students to produce the language both written and orally.

It is also necessary for the English teachers to involve themselves in the games as a participant as what the students do because it improves the interaction between the students and the teacher as well as the effectiveness of the games. Besides, reading more books on how to teach English in more interesting and

meaningful ways will make them more skillful in creating various teaching activities.

3. To other researchers

This study is mainly intended to describe how communication games were applied as an effort to improve the teaching of speaking skills of Grade X students of SMA N 1 Gamping. The other researchers may follow up this study in different contexts in order to find more actions to improve students' speaking skills. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' speaking skills.

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