

**IMPROVING THE FOURTH GRADE STUDENTS’
SPEAKING SKILLS THROUGH BOARD GAMES AT
SDN 1 PANDAK BANTUL**

A THESIS

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



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APPROVAL

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YOGYAKARTA**

A THESIS



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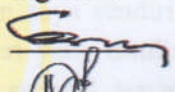
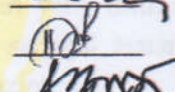
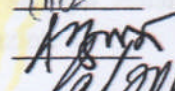
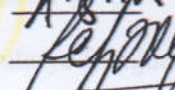
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DEDICATIONS



“ Man jadda wajada.....” Someone who is really serious and persistent about his/ her dreams, will succeed.....”

“Baikkan hati, hebatkan impian, sederhanakan tindakan

Lalu....

Lihatlah apa yang akan terjadi”

(Mario Teguh)

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ABSTRACT

The objective of the study was to improve the fourth grade students' speaking skills through board games at SDN 1 Pandak, Bantul Yogyakarta. It attempted to answer the question of “ How can board games be applied to improve the fourth grade students' speaking at SD N 1 Pandak?”

This action research consisted of two cycles with three meetings in each cycle. This participants of this research were the fourth grade students of SDN 1 Pandak, the English teacher as the collaborator and the researcher. The data collection techniques were observations, interviews, tests, and questionnaire. Hence, the data were in the form of field notes, interviews transcripts, students' speaking scores and questionnaire results. The data of this study were qualitative data supported by quantitative data. The qualitative data were analyzed in five step, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data in the form of pre-test and post-test scores were analyzed by comparing the mean scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of the study shows that the use of board games with applying various media in presentation, using songs and using classroom English, was able to improve students' speaking skills. The qualitative data show that the students' participation, confidence, and enthusiasm improved. The students participate during the activities and do not hesitate and feel shy to speak English. They enthusiastically join the speaking activities. The quantitative data also shows that the students' speaking skills improve. It can be seen from the improvements of the mean scores in every aspect of speaking in the pre-test and post-test. From the data above, it can be concluded that the students' speaking skills improved.

CHAPTER I

INTRODUCTION

A. Background of the Study

In curriculum 2013, English may not be included in the subjects to be taught in primary school but it does not mean that children no longer need to learn English. Starting the language learning in the young age is beneficial for the children. Chomsky (1959) in Brewster, et al. (2002) believes that all children are born with LAD (Language Acquisition Device). It functions as a tool to gain or learn a language and how children learn a language and how children learn a language. LAD develops when the children are at the age of infant until childhood. It has low development as long as the children grow up. Considering the benefits that the children can get LAD, some primary school still include English as subject to be taught.

Teaching English to children as foreign learners is challenging. There are many differences between English and Indonesian that make the students find it difficult. The first difference is pronunciation. The sound of pronunciation that they read is completely different from what they say. Secondly, the structure and the grammar are different. Children do not have the same access as older learners understand about grammar (Cameron, 2001:1). It is supported by Clark and Clark

(1997: 320) who say that young children know very little about structure and function of the language adults' talk to use communicate each other.

To make the students reach communicative competence, a variety of practices is needed. Brewster et.al (2004: 27) states that the characteristic of young learners are different from those of older learners. The young learners need more repetition and practice, as they have not yet learned to analyze grammatical utterances. They are still developing literacy in their first language. Moreover, Pinter (2006: 18) adds that children will pick up and learn a foreign language when they are having fun and they experience meaningful contexts in the learning. The teacher should improve their ability to teach, choose the suitable activities, be more creative in designing material and media. So, the teaching and learning process will run effectively and efficiently.

However, in fact, the English teaching to the fourth grade students in SDN 1 Pandak rarely focused on speaking skills. The activities were monotonous. Even though language functions had been introduced, the teaching still focuses on written form. The teacher did not provide interesting and appropriate activities such as game, song, and stories.

These phenomena lead some questions for the researcher on how to solve the problems. One solution that can be conducted so that the students are more in teaching and learning process in the classroom, especially in speaking activities, is through game. Paul (2007: 49) who states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning supports this. Games also help the teacher to create contexts in which the

language is useful and meaningful.

One game that can be used is board game. It is effective and appropriate to use since it can be applied in groups so the students can express their idea with their friends in fun way. Board games are flexible games. Chang and Cogswell (2008) state that board games are adaptable asset in the classroom because board games can be used as intended for native speakers. Based on the background above, the researcher chooses to improve students' speaking skills by using board games.

B. Identification of the Problem

Based on the previous observation and interview, the researcher got some data and information about the existing problems in SD N 1 Pandak. These problems are actually related to several factors that influence the teaching and learning process, namely the English teacher, the students, the teaching technique, the teaching media, and the learning materials. Then, the researcher identifies those factors to reveal the most crucial problems related to the students' speaking skill as described as follows.

The first factor is the English teacher. During the teaching and learning process, the English teacher rarely spoke English to communicate with the students and used mother tongue instead. Furthermore, it seemed that the communication did not flow smoothly because the students could not respond her using English appropriately. It was because she did not guide them how to

respond and ask questions. She also just ignored the students who made noises during the teaching and learning process.

In fact, English teachers play an important role in the teaching and learning process because the students at this level still depend mostly on the teacher for a model of language input. Therefore, they should be able to create a positive classroom climate where the students can learn effectively. It is also important for the teachers to encourage and guide the students to use classroom English for real communication during the lesson. Furthermore, they should be able to encourage the students to get actively involved in the teaching and learning process.

The second factor is the students. It could be seen that the students' readiness to start learning still needed attention to deal with. In the pre-teaching stage, they did not get any warming-up activities to attract their attention to the topic. Besides, many students were still passive during the teaching and learning process, especially the students in the back rows. Furthermore, the students' speaking skill generally was relatively low. They got difficulties to communicate because they did not get enough opportunity to practice their speaking skill. They tended to say some words as how they were written. It was not easy for them to remember how a certain word was pronounced because they got the written form before the pronunciation was introduced. The students also get problem in intonation. During the lesson, they used their mother tongue to communicate with their friends and the teacher because they were not given a model on how to speak in English. The students' confidence in speaking is low. Most of the students

shook their heads, kept silent when they were asked to speak in English. Besides, they were often shy, and afraid of doing mistakes and being laughed by their friend when they were trying to speak in English.

The third factor is the teaching technique. During the observation, the teaching learning process was carried out on monotonous activity. Completing the tasks in LKS was the focus on the lesson, so that written activities became the main activities. It can be concluded that the teaching technique used was not interesting for the students.

Ideally, the teaching technique should be carefully chosen and implemented based on the needs in the field because it gives much contribution to the success of the students' learning achievement. In regard with teaching speaking, a communicative approach is best used to develop communicative teaching techniques. The teacher can adapt or follow some existing teaching models which can encourage the students to learn the language to communicate effectively and to get actively involved in the teaching and learning process.

The fourth factor is the teaching media. In fact, the teacher almost never used teaching media to assist the teaching and learning process. It made the language learning uninteresting for the students, and therefore, they were not encouraged to get involved in the process. In fact, the use of teaching media can assist the teaching and learning process and help the students learn the materials more easily. It can also make the teaching and learning process livelier. The teacher can develop or adapt the teaching media according to the needs.

The last factor is the learning materials used by the teacher. The teacher using existing materials available in the LKS. She just picked them out, and then applied them for teaching the students without any adaption or development. As a result, the learning activities tended to be focused mainly on written forms.

Ideally, the teachers should provide the students with learning materials that can be used to practice the language skills. It is also necessary for the teachers to be able to develop and adjust the materials in order to meet the students' characteristics, needs, and interests.

C. Limitation of the Problem

It was impossible for the researcher to overcome the entire problems in the speaking teaching and learning process. The study would focus on improving the fourth grade students' speaking skill by providing them with more opportunities to practice speaking. The board games that would be used in this research were designed for speaking activities.

D. Formulation of the Problem

In accordance with the discussion above, the problems are formulated as follows, “ How can board games be applied to improve the fourth grade students' speaking at SD N 1 Pandak?”.

E. Objectives of Study

Related to the formulation of the problem, the study was aimed at improving the speaking skills of the fourth grade students at SD N 1 Pandak.

F. Significance of the study

1. Th significance

The results of this study can be used as references on using board game to improve students' speaking and it is expected that this research can inspire other researcher to conduct research related to the similar topic.

2. Practical significance

a. For English teachers

This research is expected to be a reference for English teachers in improving students' speaking skill and can help teachers to find out the fun and effective media used in teaching speaking in order to get maximal result in improving students' speaking skill.

b. For the students

It is expected that the result of this research can give some advantages to the students. Through board games, students are expected to have good improvement in speaking and learning behavior during the teaching and learning process.

c. For the school

It is expected that this research can be a useful input for teaching English in SD N 1 Pandak. It is hoped that the school is able to improved its quality of teaching and learning process.

CHAPTER II

REVIEWS OF RELATED STUDIES AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Teaching English to Children

a. Children Characteristics

Young children differ from older learners in many ways. The children have their own characteristics that are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc. Harmer (2001:38) states that children at the age of nine or ten learn differently from adult older children, adolescents, and adults. According to Philips (1996: 5), young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Scott and Yterberg (1990:1) define young learners mean children from the first year of formal schooling, between five and ten or eleven years of age.

Characteristics of children depend on their ages in which plays an important role on how they acquire the language. Elliot (1981:169) states that

children use their own opinions to interpret the meaning of something they see. They cannot realize that what they see and think cannot be accepted by other.

Scott and Yterberg (1988: 2-4), classifies young learners into two main groups:

1. Five to seven year olds (beginning stage)
 - a. They can talk about what they are doing.
 - b. They can tell someone about what they have done.
 - c. They can plan activities.
 - d. They can use logical reasoning.
 - e. They can understand direct human interaction.
2. Eight to ten year olds, They have general characteristics, such as:
 - a. They can tell the difference between fact and fiction.
 - b. They ask questions all the time.
 - c. They rely on the spoken word.

Eight to ten year olds are competent to use their mother tongue. Such as:

- a. They can understand abstract.
- b. They can understand symbol (beginning with words)
- c. They can generalize and systematize.

They also state “ Young children love to play and learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work” (Scott and Yterberg, 1998: 2).While, Petersen and Hayden (1961: 44), said that each student is different. Each child attends to

school with different experience, attitude, and value, intellectual, social, and emotional maturity.

From those statements above, the researcher concludes that young learners are students whose ages are five or six years old to eleven or twelve years old and they love to play and practice what they learn in real activities. Therefore, to give the best quality of teaching English to the children, the teachers should know and understand them.

Phillips states that in learning a language, young learners respond to the language, depending on what it does or what they can do with it rather than treating it as an intellectual game or abstract system (1995: 7). Brewster (1997: 6) supports it by saying that theories of the children's learning require that young learners be supported by moving from the abstract to the concrete and through being involved in activity. It can be understood that the children need activities that are more concrete rather than abstract and to be involved in those activities in order that they can learn the language well.

Brown (2001: 88) states that the other different between children and adult are:

- a. They have short attention span. Therefore, teachers should vary their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc.
- b. They are very active. Teachers can try to ask them to play games, role-play dialogues, and involve them in competitions.
- c. They respond well to praising. Always encourage them and praise their work.

- d. They differ in their experience of language. Treat them as a unit, don't favor those who know some English at the expense of those who do not know.
- e. They are less shy than older learners. Ask them to repeat utterances, resort to mechanical drills.
- f. They are imaginative. Use pictures to teach new vocabulary related to concrete meanings, but may have some difficulties distinguishing between imagination and real world.
- g. They enjoy learning through playing. Young learners learn best when they learn through games. Let games be an essential part of your teaching.
- h. They are less shy than older learners.
- i. They enjoy imitating and skillful in listening accurately and mimicking what they have heard.
- j. They respond well to rewards from the teacher.
- k. They have limited writing and reading skills even in their first language.
- l. Generally, they are more concerned about themselves than others.
- m. They have limited knowledge about the world.
- n. They enjoy fantasy, imagination, and movement.

While, Brumfit (1997: v) gives a list of the characteristics which young learners share:

- a. Young learners are only just beginning their schooling.
- b. As a group they are potentially more differentiated than secondary or adult learners.
- c. They tend to be keen and enthusiastic learners.

- d. Their learning can be closely linked with their development of ideas and concepts.
- e. They need physical movement and activity as much as stimulation for their thinking.

b. Principles of Teaching English to Children

Teaching English to young learners is a challenging and enjoyable experience. It is challenging for a teacher, because she/he always has to find new and interesting methods and approaches in order to stir the learners' interest.

Harmer (1998: 1-2) states some principles to teach young learners:

1. A teacher should make her/his lesson plan interesting.
2. A teacher must love her/his job.
3. A teacher should have her/his personality.
4. A teacher should have lots of knowledge.
5. A good teacher is an entertainer in a positive sense, not in negative sense.

Brown (2000: 1) states that teacher needs to find appropriate methods, techniques, and approaches that can lead children to obtain the goal of the language learning. Moreover, Scott and Ytreberg (1990:10) state that children need to be settled in the language lesson in order to make them get the better output.

Brown (2000: 87 -90) proposes some principles that can be applied in teaching children.

1. Intellectual development

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centered on the here and now and on the functional purpose of language (Brown, 2001:88). It means that presenting abstract notions will not work well for children. Moreover, Brown suggests that in teaching children explaining grammar and stating rules in abstract concept should be avoided. Some grammatical concepts can be introduced especially for the upper level of children by showing them certain patterns.

2. Attention span

Teacher needs to move children attentions of immediate situation to focus on the language lesson by providing enjoyable activities in the classroom. Limited attention span makes the children easily lose their interest in learning unless with engoing activities. According to Brown (2001: 88), short attention span occurs when children have to deal with materials that are boring, useless, and too difficult to them. To keep the children's attention, activities should be designed to capture their immediate interest. Brown (2001: 89) adds that children's natural curiosity can be used to maintain their attention and focus.

3. Sensory input

The designed activities for children should cover the visual and auditory modes since children need to have all five sense stimulated, physical activties like role plays, TPR, projects and games should be included. Those kinds of activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2011:89).

4. Affective factors

Teacher should generate children confidants and self-esteems, and should make them ignore anything which can interrupt their minds when learning language and doing activities in the language lesson. According to Brown (2001:89) children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language in communication. To minimize this problem, Brown suggests that the teacher need to be patient and supportive. It also necessary for the teacher to elicit as much oral participation as possible from students, especially to quiet ones.

5. Authentic meaningful language

Children are focused on what this new language can actually be used for here and now. The class is forbidden to have an overload of language that is neither authentic nor meaningful. Brown (2001:90) states that children are focus on the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful.

Stern in Brown (200:50) gives some arguments to recommend a foreign language teaching principles based on the first language acquisition. The point are presented below.

1. In language teaching, we must practice and practice, again and again. Child repeats things repeatedly. During the language learning stage he practices all the time. This is what we must also do when we learn a foreign language.
2. Language learning is mainly a matter of imitation. Teacher must be a mimic. Just like a small child. He imitates everything.
3. First, the learners practice separate sounds, then words, then sentences. That is the natural order and is therefore right for learning a foreign language with a small child's speech development.
4. A small child listens and speaks and no one would dream of making him/ her read or write. Reading and writing are advanced stages of language development.
5. Teacher does not have to translate.
6. A small child simply uses language. Child does not learn formal grammar. It is unnecessary to use grammatical conceptualization in teaching a foreign language.
7. Teacher should define the appropriate materials for children. The understanding of children characteristics is also needed to obtain the language learning purposes.

The arguments above show that the first language and second language learning have a relationship in the process and condition. The comparison of processes and condition between first language and second language learning indicates that there are certain principles, which teachers need to be aware of

(Brewster and Ellis, 2004: 39-40). Teachers can also make use of the principles in the language teaching whenever possible. The principles are summarized below.

First, children are excellent observers who can understand their first language from body language, intonation, gestures, facial expressions, social context and the language itself. To help the children use these skills, teachers can provide visual supports and ensure that language learning is contextualized. Second, in learning their first language, children often repeat words and phrases. It is important for teachers to include repetitions with variety but they should pay attention on children's reaction to know the time to stop. Third, children have used their hypothesis-testing skills in acquiring their first language. Teachers can provide inductive exercises in the second language but the language should be contextualized and motivating. Fourth, children are good in guessing and predicting. Teachers can help the children to practice these skills for learning to learn. Fifth, children love to talk even if they do not know much language. They should be encouraged to do the same things in learning a second language. Teachers should give a lot of opportunities for meaningful communication activities. Sixth, providing supports and challenges in language learning should be balanced. Over-guided language work make it too easy but too difficult work can make the children unmotivated. Seven, children tend to be good risk-takers in the learning of the first language. The willingness to take risks should be encouraged. Teachers should avoid giving too much correction and creating strict atmosphere in the teaching and learning process.

It is important that teachers should provide materials and activities that are appropriate with the children's capabilities. Teachers can apply this principle to make sure that they do not underestimate the children. Children do not come to class empty-handed, with some experiences. The activities should be enjoyable and interesting for the students. The enjoyable situation will invite the students to take part in learning activities.

2. Teaching Speaking to Children

a. The Nature of Speaking

1. The Definition of Speaking skill

Speaking is one of the important skills to be mastered. Mastery of speaking is needed for communication efficiency. According to Brown (1994: 253), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Bygate (1997: 7) tells that speaking is a "popular" form of expression which uses the unprestigious "colloquial" register. Literary skills are on the whole more prized. According to Nunan (1989: 26) speaking is a process consisting of short, often fragmentary words in pronunciation.

There are three definitions stated by widowson (1996: 58-59) as follows:

- a. First, speaking is active, or productive, and makes use of the aural medium.

- b. Second, speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange.
- c. Third, speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation.

It means that speaking is an activity that uses aural medium and it commonly occurs in a face to face interaction that involves both receptive and productive participation.

Lewis and Hill (1993: 54) argue that speaking is process that covers many things in addition to be pronunciation of individual sounds. While, Tarigan (1990: 3) defines speaking as a language skill that is developed in child life, which is preceded by listening skill, and at that period the speaking skill is learned. It means that speaking is the basic of language. The process of speaking happens or is preceded by listening skill.

Levelt (1995: 1) reveals that speaking is one of man's most complex skills. It is a skill which is unique to our species. Briendly (1995: 19) makes specification about oral skill. He believes that oral is to:

- a) Express oneself intelligibly
- b) Convey intended meaning accurately with sufficient command of vocabulary.
- c) Use language appropriate to context.
- d) Interact with other speakers fluently.

He also separates oral skill into four areas that are interactive communication for fluency or effect on listeners, intelligibly for pronunciation or

prosodic features, appropriation for pragmatic competence or register, and accuracy for structure and vocabulary resources.

From the definition above, it can be concluded that speaking is a process fragmentary word in pronunciation, vocabulary, and fluency that uses aural medium and it commonly occurs in face to face interaction that involves both receptive and productive participation.

2. Speaking Accuracy and Speaking Fluency

Accuracy in speaking is one of the main goals targeted by the learner in the process of teaching and learning language. Brown (1994: 254) defines accurate as clear, articulate, grammatically and phonologically correct language. He adds that in a language teaching accuracy is achieved some extent by allowing students to focus on elements of phonology, grammar, and discourse in their speaking output.

Byrne (1997: 5) states that accuracy is the use of language that depends on mastery of the language system. He adds that language system includes grammar, vocabulary, and phonology.

Fluency in speaking is one of the competencies targeted by many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and fillers.

Brown (1994: 254) defines distinction between accuracy and fluency. Accurate means clear articulate, grammatically and phonologically correct. While, fluent means following naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to

focus on the elements of phonology, grammar, and discourse in their spoken output.

Although accuracy and fluency and fluency are equally important in speaking, but the teacher have to consider who the learners are. In English lessons for children, fluency cannot be possibly expected. The teacher has to help them build their language accuracy little by little until they can speak more fluently.

3. Types of Speaking

Effective teacher teaches students speaking activities that they can use to help themselves expand their knowledge of language and their confidence using it. There are many activities that can be used. Harmer (1998: 88) gives some examples of speaking activities. There are as follows:

a) Information gaps

One type of speaking activity is called ‘information gaps’ where two speakers have different parts of information in making up a whole. There is a gap between them because they have different information.

b) Discussion

Most of the teachers hope that they will be able to organize to discussion session in their classroom. One thing to remember is that people need time to assemble their thought before any discussion. The ability to give spontaneous and articulate opinions is challenging in our own language.

There are many discussion possibilities. The important thing is that students need to be ‘engaged’ with the topic. Then they might do some ‘study’ and more

quickly to 'active' stages which include the discussion itself. Almost certainly, here will be feedback after the discussion is over.

c) Role Play

Role-play activities are those where the students are asked to imagine that they are in different situations and act accordingly.

d) Game

Students play and want to play. Students learn through playing. In playing together, students interact with others. In interacting, they develop language skills. Games provide context for play, reason for playing and routines for playing.

Game, which can be used teacher in teaching learning process, is like matching games, board games and card games.

d. Techniques in Teaching Speaking to Children

In teaching speaking for young learners, the teacher has to consider some things, like the characteristics of the students, how old they are and the technique that will be used to teach them, because it can influence the success of teaching.

Moreover, teaching speaking to young learners is different from teaching adult, English teacher cannot be conducted the same way like teaching it to adults because young learners have certain characteristics like they have imagination, they feel bored easily, using limited language creatively and taking great pleasure in finding and creating fun in what they do.

By understanding the characteristics of young learners at elementary schools, a teacher can apply techniques suitable for young learners. The

techniques in teaching English speaking have to be suitable with the characteristics of young learners, so the young learners will be encouraged and motivated in speaking English. These are the techniques in teaching speaking to young learners:

1. Using gesture

Using gesture in teaching speaking is very useful to make students understand the meaning easier because the movements used by the teacher when teaching English can help the students who have limited language understand what the teacher says.

“When children find a new language at school, they need some methods to help them interpret the new structures, so English teacher can develop the teaching speaking methods by using gesture, intonation, demonstration, action, and facial expressions to transfer meaning about what English teachers are saying”. (Halliwell, 1992:4).

2. Using Role-play

Another way of getting students to speak is role- playing. In role playing, students pretended to be someone else. In this activity, the teacher gives situation in a role card or tells to the students, such as who they are and what they should think or feel and the students act and say based on the situation given (Harmer, 1984). Role play is a good activity because the students become the model and it gives a chance to use language in new contexts and encourages the student to express naturally and intonation as well as gesture, so it can improve the student's

speaking ability. Role –play is a way-bringing situation from real life into the classroom.

3. Question and answer

Question and answer is one technique of giving language practice in the classroom (Byrne, 1986: 48). The teacher gives some questions related to the topic and the students should answer orally.

4. Using puppet

Most of young learners like to play, even when they are learning in the class. Using puppet is an alternative media in speaking class, because they can learn by playing. Young learners enjoy puppet because puppet shows dramatic activity, which can attract the children (Peterson and Hayden, 1961: 137). They also tell a story or make conversation by using puppet.

5. Using games

The use of game in teaching can motivate the students to use the language in the class. It will be interesting for them, because most of the students like games, so games can be used to improve the students' interest in learning English and to provide the students' opportunities using English in daily life. (Byrne, 1986:100).

6. Using repetition

English teacher faces many difficulties because English is the second language in Indonesia. Therefore, English teacher should repeat what they have taught before. Repetition has always played a part in language learning; even it is efficiency in helping the students to transfer knowledge from their short-term to long-term memory (Harmer, 2007:56). Nevertheless, we suppose that if students

think about why they are repeating and try to organize in their head. Besides, it is useful to remind their young learner about how to say the sentences. Commonly, young learners have little occasion to speak English at home because people around them speak the mother tongue. Most of pupils have little opportunity to practices when they are saying in class (Scott, A Wendy and Lisbeth H. Yteberg, (1990: 33). From those explanation, we know repetition can allow students to improve on what they did before, so they will be more confidently and fluent when do it a second time.

7. Using songs

Paul (2003: 58) states that children love songs. Children keep songs in their heads, sing them after class, hum them on the way home, and sing them at home. They like singing activity. Songs provide many opportunities to get new words and acquire the model pronunciation. Paul (2003: 58-59) suggests the following ways of how teachers can use songs in class:

a. Singing

The teacher and the children sing songs together when teaching process.

b. Activities

The teacher combines actions with songs. This is usually the most effective way to use songs, especially with younger children. Any songs can be combined with action.

c. Background

There are songs in the background when children play games. This can be an effective way for children to remember patterns without focusing on them too much.

e. Preparing Children to Speak

In the early stages of learning, not much spontaneous speech can be expected from children. Lines (2005: 50) states that the expectation for children to speak should be adjusted to their development. Children should not be expected to produce utterances that are beyond their development. In the initial stages, they will learn to produce language as whole chunks rather than being put together word by word. The language often consists of routines or patterns which children memorize and which enable them to communicate in a minimum of linguistic competence (Brewster and Ellis, 2002: 105).

Paul (2003:77) suggests some other points that need to be considered in preparing children to be able to communicate in English.

- 1.) Practicing new patterns in combination with the other patterns that they have learned, so the children can internalize them more easily.
- 2.) Giving the children opportunities to guess how to use patterns flexibly in novel situations.
- 3.) Giving the children confidence to speak in front of others by talking independently with other individual children and the whole class.

- 4.) Building the children's inner strength to deal with confusing and novel situations.
- 5.) Focusing on the question forms of new patterns, so the children can ask about the things they do not know.

Some children are reluctant to speak in classroom activities. The reluctance due to their prior learning experiences and motivation (Nunan, 1999: 232). Children's previous learning experiences can affect their attitude to speaking. They can be reluctant to speak if they are usually given limited opportunity to speak or speaking is not simply encouraged. Another reason for the reluctant speakers is motivation. Motivation is a key consideration in determining the preparedness of learners to communicate. They will be unmotivated because of lack of success over time, uninspired teaching, boredom, and uninteresting activities.

To overcome anxiety and reluctance to speak, Nunan (1999: 235) proposes some strategies. First, the teacher should provide supportive environment, such as orderly classroom and positive feedback, which can make the children feel comfortable. Second, appropriate level of difficulty need to be applied, so the tasks are rather too easy not too difficult. Third, the teacher should offer meaningful learning where the learners know what and why they are expected to learn. Here, the activities are meaningful and worthwhile. Fourth, the content should have interesting topics so that the students can relate the content to their own experience.

3. The Use of Games in Language Teaching

a. Definition of Games

According to Hadfield (1984: 4), a game is an activity with rules, goal and an element of fun. Furthermore, Hadfield proposes two kinds of games namely competitive games and co-operatives games. Competitive games are games in which the players or teams race to be the first in reaching goal. While co-operatives games are games in which the players or teams work together towards a common goal.

Another definition is stated by Khan (in Brumfit, Moon & Tongue, 1995: 142 -143) that games have their characteristics. First, games are activities governed by rules. Second, it sets up a clearly defined goal. Third, the achievement of these goals signals the end of games. And finally, games ought to lead to having fun.

Another definition is mentioned by Stevick (1982: 128) points four things about game. The first is people who want to play a game have to have certain things in common. The second is that games have rules. The third is that any restriction on the player's action will leave them free enough so that their actions are not entirely predictable and the last is that games have goal.

For the statements above, it can be concluded that games are enjoyable activities which are governed by rules to achieve the goal that signals the end of games. The enjoyment of games so much depends on the appropriateness of the games and the role of players.

b. Advantages of Using Games

Conducting games as activities in the language provides some advantages that bring enjoyable atmosphere for students to reach new words, keep students' motivations and enthusiasms, and provides the real world context into the classroom (Huyen and Thu Nga, 2003).

Games are motivating and challenging (Kim, 1995:35). Learning a language requires a great deal of effort and games help students to make and sustain the effort of learning. They will not feel bored because games are a welcome break from the usual routine of the language class. According to Ersoz (2000) games are highly motivating because they are amusing and interesting. In line with this theory, Lewis (1999) in Mei and Yu-Jing (2000) says that games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

Games provide language practice in the four language skills (Kim, 1995: 35). Furthermore, Kim states that games encourage students to interact and communicate. They can be used to give practice in all language skills and be used to practice many types of communication. While playing games, children practice the language with less pressure as games provide non-threatening environment for coping new learning where children can be fun. During the practice, children are likely to take risks or make mistakes without the feeling of failure (Paul, 2003:50).

Besides provide language practice, games can create a meaningful context for language use. According to Hadfield (1990:Vii), games offer a context in

which language is used meaningfully as a tool to reach a particular goal. Games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Huyen and Thu Nga, 2003).

c. Criteria of Good Games

Lubis (1988) states that games can add fun and variety to a conversation session. They are valuable both in manipulative and communicative phases of language learning of course, for maximum benefit from a game either phase, the teacher should select only the best from the hundreds of games available. He also states that a good game must fulfill the following requirements:

- 1) Games should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners;
- 2) Games should involve pair work and group work because they have the advantages that learners are working simultaneously and to be more active;
- 3) Games should be tried out first before they are implemented in the class;
- 4) Games should involve group monitoring because students will be constantly correcting each other
- 5) Games should be played fairly
- 6) Games consider the language level and interest of the learners; and
- 7) Games should be presented by giving a demonstration first before they played.

Therefore, it is clear that not all games can be applied in any class. The teacher should choose the best for the students. So that the games are not only for having fun but also for achieving a certain language skill.

In applying games in the classroom the teacher should consider some question. These questions may be helpful for the teacher to decide whether the games are appropriate to play or not. The question (Wright et al., 1983:78) are :

- 1) Will the games take the teacher a long time to prepare, compared with the amount of useful works he or she will get from it?
- 2) Will it be relatively easy for the teacher to organize in the classroom?
- 3) Is it likely to interest the particular group of learner the teacher has in mind?
- 4) Is the language or is the language skill the teacher is concerned to reach intrinsic to the activities?
- 5) Are the amount of the language and the type of using enough to justify the use of the games or does the teacher have another good reason for introducing it?

If the teacher's answer is 'yes' then the teacher has in mind is highly efficient means of satisfying the learners need. It means that appropriate games will be useful for the students in language learning.

d. Types of Games

Teachers should know kinds of language games before deciding which games are suitable to the lessons. According to Wright et al., (1997:15- 179), there are several types of games:

1) Picture games

A picture game is a game in which the use of pictures plays a major part. In this game involve comparing and constructing pictures, considering differences or similarities, considering possible relationship between pictures.

2) Psychology games

This game has included the variety of games which might all lead to a greater awareness of the working of human minds and sense. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

3) Magic trick

In magic trick games repetition is authentic needed. Because magic trick always attract attention and invite comment, there is a potentially large occurrence of other language.

4) Caring and sharing games

All the games in this section demands encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feeling and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.

5) Sound games

Sound effect can create in the listener's mind and impression of people, places, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

6) Card and board game

The example of these games are snake and ladders. We can make variations in order for the full value of achievement.

Hadfield (1999) explains two ways of classifying language games. First, she divides language games into two types: linguistic game and communicative games. Linguistic games focus on accuracy, such as supplying the correct production of a structure. On the other hand, communicative games focus on successful exchange of information and ideas. In communicative games correct language use is secondary to achieving goal.

In the second categorization, Hadfield differentiates language games based on the techniques used in the game. As with the classification of games as linguistic game or communicative games, some games will contain elements of more than one type.

- 1) Sorting, ordering, or arranging games, for example, students have a set of cards with different topics and they sort the cards based on the topics.
- 2) Information gap games where are or more people have information and other people need to complete a task.
- 3) Guessing games that are a variation on information gap games, for example, 20 question game.
- 4) Search games which are the other variant on two – way information gap games, with everyone giving and seeking information.
- 5) Matching games where the participants need to find a match for a word, picture, or card.
- 6) Labeling games which are a form of matching in that participants match labels and pictures.

- 7) Exchanging games that involve students playing roles that they do not play in real life, such as dentist.
- 8) Board games that mainly involve moving markers along a path.

Those kinds of games will help teachers selecting appropriate game for lessons. Selecting and setting up games is easier when they are classified into categories (Brewster and Ellis, 2002:183).

3. Board Games

a. The Definition of Board Games

To improve the speaking skill we need method to be used. One of them is game. The definition of game is an activity that you do to have some fun (Hornby, 1995, p. 486). Therefore, board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Board games are familiar game types for children. This type of game mainly involves moving markers along a path (Lewis and Bedson, 1999). The examples of popular board games are monopoly, snake and ladders, and ludo. Board games have also been used to teach children basic fact and information about world in which they live (Provenzo, 1981: 2).

b. The Concept of Board Game

According to Hammond (2011: 1) the concept of a board game is not new, the playing of board games is timeless. Many companies are making educational board games that teach things such as adding or phonics. While these are obviously educational, any type of board game can teach kids many important concepts.

There are five concepts of playing board games to teach English for children:

- 1) Taking Turns and Having Patience: In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
- 2) Playing Fair: It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.
- 3) Reasoning and Strategy Skills: Playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.

- 4) Good Sportsmanship: Many kids get so worked up about having to win the game and boast if they do. Then if they do not win, they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept can help them in any friendships, they have as well as to be happy about others achievements.

c. The Advantages of Board Games

Board game can be method that will give many advantages for teacher and the students either. Buckby (1994: 82) states the advantages of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:

- 1) Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Board game can provide this stimulus.
- 2) The game context makes the foreign language immediately useful to the children. It brings the target language to life. The board game makes the reason for speaking plausible even to reluctant children.
- 3) Through playing board game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- 4) Even shy students can participate positively.

- 5) Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice).
- 6) Motivate children to want to learn English by using interesting and enjoyable learning activities.
- 7) Create warm and happy atmosphere where teacher and students enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.
- 8) Help students to develop personal reasons for learning English. For example by encouraging out-of –school class activities, e.g. pen friends, project, reading story books.
- 9) Make learning English enjoyable and fun-remember you are influencing their attitude to language learning. (Lower as affective filter). It means teacher has to try in order to students are having fun in learning (learning by playing). Remember teacher is influencing their attitude to language learning.

According to Carly (2010: 21) There are many advantages of using board game in the classroom they are:

- 1) They are motivating and challenging.
- 2) Learning a language requires a great deal of effort.
- 3) Board game helps students to make and sustain the effort of learning.
- 4) Board game provides language practice in the various skills- speaking, writing, listening and reading.

- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use.
- 7) Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- 8) Board games usually involve friendly competition and they keep students interested in learning the language.
- 9) Board game can help them (children) learn and hang on to new words more easily.

Board games are flexible games. Chang and Cogswell (2008) state that board games are adaptable asset in the classroom because board games can be used as intended for native speakers.

According to Chang and Cogswel (2008), there are other benefits of board games:

- 1) Meaning is primary;
- 2) There is communication problem of some type to solve;
- 3) The activity has some relationship to real-world activities;
- 4) Task completion is usually required; and
- 5) Task performance can be assessed in terms of the outcome.

d) The Materials in Playing Board Games

There are some materials needed by the players in playing board games. There should be counters, dice, game board and, for some board games, cards (Provenzo, 1981). The counters or playing pieces are used as markers to be put on

the spaces on the board. The pieces can be stones, seeds, buttons, plastics counters, or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The game board is where the players move the counters. Lewis and Bedson (1999: 10) propose three kinds of track on board games, standard snake track, never –ending track and multi-route track.

B. Conceptual Framework

Based on the theoretical review, teaching and learning English for children is different from teaching and learning English for adult. It is because children have different characteristics with adult. To make the students have strong in learning speaking the teacher should take the best approach, method, and strategies. The teacher should knowing the learners characteristics and the learners needs, so the English and teaching process can run electively and efficiently.

Based on the observation, the students of grade four at SDN 1 Pandak still have problems in speaking. The speaking skills of the students was still low. It caused by some factors, such the students' motivation, the activities in the teaching speaking, the media, and the learning material.

Efforts were necessary to be done to help the fourth grade students of SDN 1 Pandak improve their speaking skills. The teacher can create interesting and fun activities in the teaching speaking. Some of them are games. Playing games is one of the appropriate activities that can bring meaningful context. Games have important roles in helping children develop meaningful language. They like to play games because they are fun, motivating, and challenging at the same time. Playing games also will make children easy to acquire the English language.

Games are the natural way of learning and the important part of development. The purposes of playing games in the language classroom are to practice a certain language skill and to have fun.

Board game is one kind of game that is usually played by students in their spare time. The students have been familiar with some kinds of board games. Therefore, playing board games for teaching speaking is an excellent way to build child's speaking skills in enjoyable fun way.

Based on the statement above, the researcher decided to use board games as the actions to promote the fourth grade students' speaking skills. It was expected that board games could improve the students' speaking skills by providing them interesting activity.

The conceptual framework of the study is described as follows

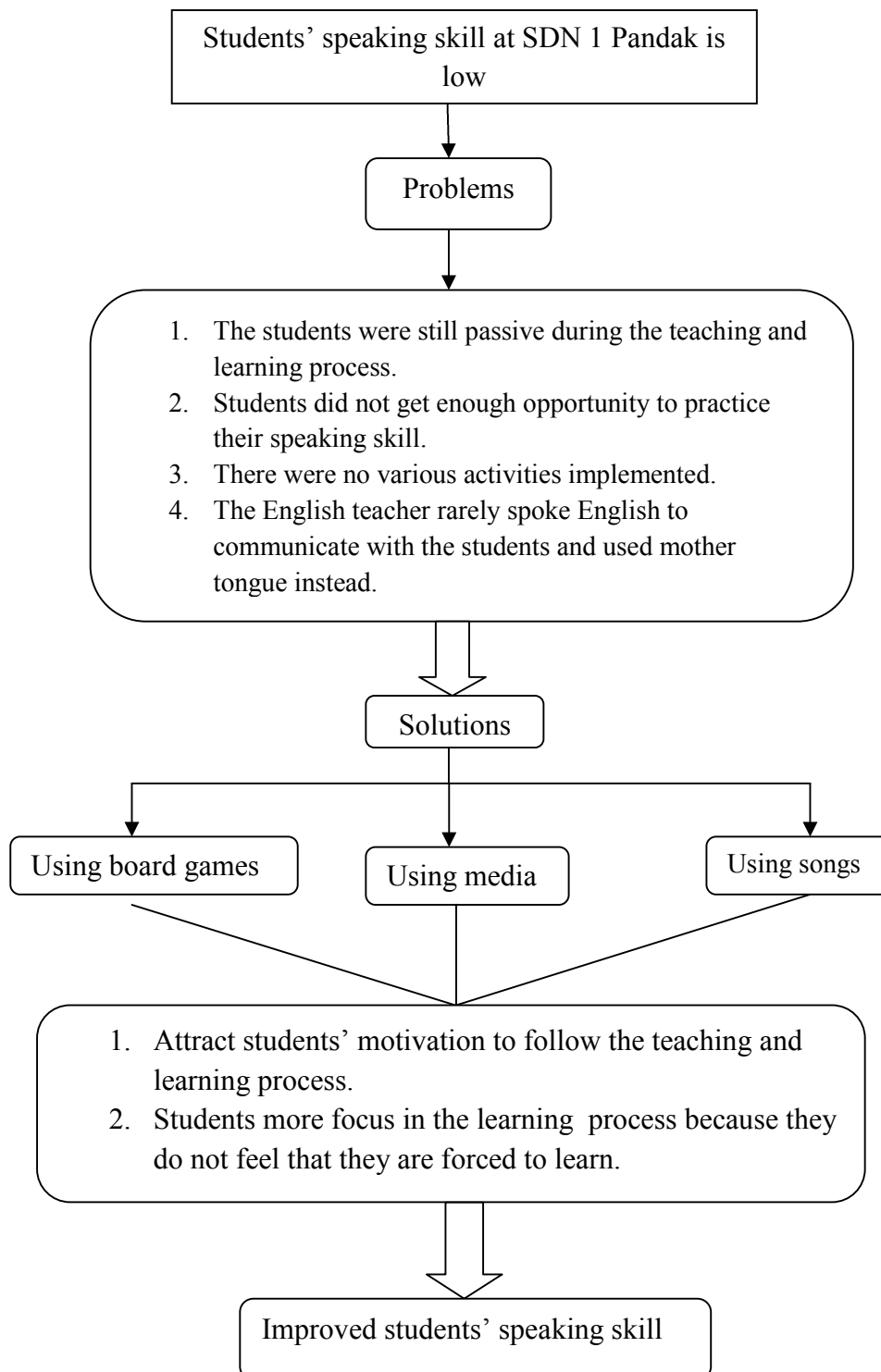


Figure 1: The conceptual framework of the research

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research categorized as action research. Action research design to help a teacher to find out what is happening in his or her classroom, and to use that information to make the wise decisions for the future. According to Bruns (1999), action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of actions in it by involving the collaboration and corporation of researcher, practitioners and laymen. She adds that action research is contextual, small-scale and localized. It implies that in doing action research, a researcher identifies and investigates in a specific situation. The purpose of the action research is to make changes and improvements.

B. Research Design

The research on improving the fourth grade students' speaking skill through board games at SDN 1 Pandak to improve the student's speaking skill on the topics that were taught. It was conducted collaboratively with the English teacher, a collaboration and the students of the fourth grade at SDN 1 Pandak to improve the student's speaking skill by formulating the problems in speaking teaching and learning, planning, implementing the actions and reflecting the actions. Two important factors that could influence the success of the research

were discussion and collaboration among all of the research members. The action research was conducted through the process below.

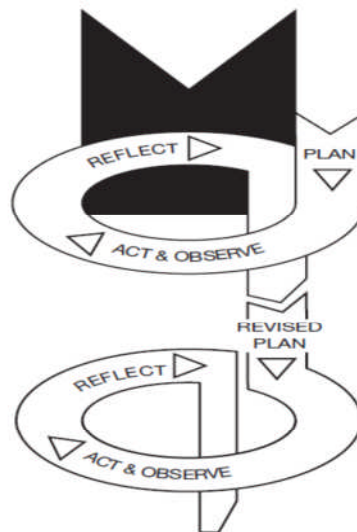


Figure 2. The cyclical action research model based on Kemmis and Mc Taggart in Bruns (1999)

C. Setting of the Research

1. Place of Research

This action research was carried out at SDN 1 Pandak, Bantul that was located in Pandak, Bantul, Yogyakarta. The school had 6 classroom, a headmaster's room, a teachers' room and some supporting facilities, such as a library, a canteen, scout hall, two toilets and a medical room.

2. Schedule of the research

The research was conducted in the second semester in the academic year of 2013/2014. It was from February to March 2014.

3. Setting

The class target was students of fourth grade at SDN 1 Pandak in the academic year of 2013/2014. There were 32 students in class 4. The class consisted of 17 male and 15 female students. They were about 10 to 11 years old. Most of them came from middle economical background.

In SDN 1 Pandak, the English lesson has been taught since the first grade. Based on the observation and interview, however, the speaking skill of the fourth grade students was still low. They could not communicate well in classroom context. They rarely got speaking practice in the English lessons.

D. Research Members

This research involved the researcher, the English teacher as first collaborator, peer-collaborator, and the students of fourth grade of SDN 1 Pandak. The English teacher and the researcher worked collaboratively to overcome some problems related to speaking teaching and learning activities and try to improve the student's speaking skill. They worked together in identifying the problems of the English teaching and learning process related to the teaching of speaking. Collecting data, planning the solution, conducting the action in the class, evaluating and reflecting the use of action done.

E. Data Collection Techniques

In this research, the data were the qualitative data. The qualitative data were obtained through observations, interview, and questionnaires. The data were collected in the form of opinions and preference and expectations of the research participants. The data were used to describe the action process and the changes after the actions were collected in the form of students' score in pre-test and post-test.

The kinds of data, the research instruments, and the data collection techniques are presented in the table below.

No	Data	Instruments	Collection Techniques	Usage
1.	Pre-test and Post-test score	Speaking rubric	Pre-test and post test	<ul style="list-style-type: none"> • In pre-test and post-test
2.	Field notes	Observation guide	Observation	<ul style="list-style-type: none"> • In reconnaissance • In action and observation
3.	Interview transcripts	Interview guide	Interview	<ul style="list-style-type: none"> • In reconnaissance • In reflection
4.	Questionnaires result	Questionnaires	Questionnaires	<ul style="list-style-type: none"> • In reconnaissance • In reflection

Table 1 : The Data Collection Techniques and research instruments

1. Observation

Observing the action is the process of recording and gathering all relevant data about any aspects that was happening during the teaching and learning process. In classroom action research, the observation is focus on collecting what the data relating with the treatment activity this observation took an important role in this research since what happens within the process of treatment may influence the result of this research.

The observation sheet was used to help the researcher observing the process. During the observation, the collaborator was at the back of the classroom taking notes on the class activities in the teaching and learning process. The results of the observations were recorded in the form of field notes.

2. Interview

The researcher interviewed the students and the English teacher about the activities in the teaching and learning process before and after the implementation. The researcher developed some questions as the guideline in the interview but the flexibility related to the responses. It meant that the interviews were guided but the researcher was allowed to ask further questions to get more data about responses. The information was recorded into interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions were carried out.

4. Questionnaires

The questionnaires were used to gather information about the students' point of view and their learning needs dealing with the speaking learning process in their class. It was also used to identify the students' improvement in learning speaking after the implementation of tiered tasks. The questionnaires were given to the students at the reconnaissance step and at the end of the implementation of cycle 2.

F. Data Analysis

In analyzing the qualitative data, the researcher used the processes of analysis proposed by Burns (1999 :156-160). The data analysis was done in some stages described as follows.

1. Assembling the Data

The first step was to bring together the data that had been collected over the period of the research, such as field notes and interview transcript.

2. Coding the Data

The process was to reduce the large amount of data that could be reducing the large amount of data that could be collected to categories that are more manageable. The researcher scanned recorded data and developed categories of phenomena. These categories were called codes. They enabled the researcher to manage data by labeling, storing, and retrieving it according to the codes.

3. Comparing the Data

After the data had been categorized, the researcher identified the relationships and connection between different sources of data. This stage aimed at describing and displaying the data rather than to explain or interpret them.

4. Building Interpretation

In this stage, the researcher interpreted the data based on the previous stages to make some sense of the meaning of data.

5. Reporting the outcomes

The final stage of the data analysis was reporting the major process and outcomes that were well supported by the data.

The quantitative data in the form of students' speaking scores were analyzed by calculating the mean of each test. The means of pre-test and post-test were compared. The increase of the mean indicated that the student's speaking skill were improved.

G. Validity and Reliability of the Data

1. Validity

To accomplish the research validity, the researcher applied the validity criteria proposed by Anderson, et.al (in Burns, 1999:161-162). Those criteria were democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

Democratic validity was related to the stakeholders' opportunity to give their opinion, ideas, and comments about the implication of the action research.

This validity was fulfilled by conducting interview with the English teacher and students. They were given chance to express their opinion about the actions. The teacher was also asked to be the observer during the implementation of the actions and to contribute in reflecting the actions.

Process validity was the possibility to find out how sufficient the process of conducting the research was. To fulfill the process validity, the researcher examined the data and identified whether participants were able to go on learning from the process.

Outcome validity was related to the concept that actions leading to successful outcome in the research contexts. The outcome validity depends on the process validity of conducting the research.

Catalytic validity related to the extent to which the research allowed participants to deeper their understanding of the social realities of the contexts and how they could make change within it. It meant that the collaborator and the students were given opportunities to give their response to the change occurred after the implementation of the actions.

Dialogic validity was the process of peer review that was commonly used in academic research. The dialogic validity was fulfilled by conducting discussion with the English teacher during the research.

2. Reliability

This research used time triangulation and investor triangulation to check the trustworthiness of the research. Time triangulation was used in this research because the data of the research were collected over a period of time to identify

the factors involved in the change processes. In investigation triangulation, more than one observer is used in the same research setting (Burns, 1999:163).

The aim of triangulation was to gather multiple perspectives on the situation being studied (Burns, 1999:163). The researcher used some techniques to get the same data. In this study, the researcher compared the data collected from the observation, interviews, pre-test and post-test and questionnaires. The data being compared were observation data in the form of field notes, interview data in the form of interview script, pre-test, and post test's scores and questionnaires data in the form of questionnaires results.

H. Research Procedure

The research was conducted by following the action research procedure proposed by Kemmis and Mc Taggart (In Burns, 1999:32-33). It included the following four steps.

1. Reconnaissance

This step was conducted to identify the existing problems and to determine the most feasible problem to be solved. In this first step, the researcher conducted classroom observations and interviews with the English teacher as well as the fourth grade students of SDN 1 Pandak. The researcher focused on the problems related to teaching and learning of speaking in the classroom. Then the researcher and the English teacher selected some problems that were feasible to be solved. It was to assess the democratic validity in which every participant was given opportunities to give their opinions, feelings and expectations during the research.

2. Planning

After identifying the problems, the researcher and the English teacher discussed to plan some actions as the efforts to improve the speaking ability of the fourth grade students. The actions were planned based on the discovered problems. The Standard of the Competence and Basic Competence, as well as the condition of the school. It was decided to use board games as the basic of the actions. The implementation of board games would be supported by applying other actions.

3. Implementing and observing the actions

The researcher implemented the actions that had been planned in the previous step. The actions were implemented in two cycles with three actions in each cycle. Each cycle was done in three meetings. At first, the researcher conducted cycle one. Based on the reflection of cycle one, some weaknesses were found. In that case, the cycle two was conducted. To find the weaknesses the actions, the researcher, the English teacher as the collaborator observed the teaching and learning processes. The researcher also interviewed the students after the actions were implemented. The result of observation, field notes, and interviews analyzed to know the effectiveness of the actions and to find problems that occurred.

To assess the process validity, the researcher examined the data and identified it whether the students could continue learning from the process. It was supported by some data sources that show the process which was valid. To assess cataytic, it meant that the collaborator and the students were given opportunities

to give their response to the change occurred after the implementation of the actions.

4. Reflection

In this step, the actions implemented in the previous step were evaluated. The reflection was done by discussing the problems and the achievement during the implementation the English teacher. The evaluation was focused on whether the implemented actions were successful. The actions would be considered successful if the means of the means of the student's speaking score improved. Here are the indicators that indicate the successful actions.

- a. The students are able to respond to the language functions appropriately.
- b. The students are able to speak at the normal speech without pausing for words.
- c. The students are able to use the vocabulary related to a certain theme in language functions.
- d. The students are able to say the language function in correct pronunciation and appropriate intonation.
- e. The students are able to use the language functions without grammatical mistakes.

The result of the reflection was used as the basis for further planning. The successful actions would be continued in the next teaching and learning process, but the unsuccessful actions would be modified to be more suitable in order to improve students' speaking. It was to assess the outcome validity. To assess the dialogic validity, the researcher along with the English teacher as the collaborator reviewed the value of the actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the field problem

The research process began with finding problems in the field. There were some activities conducted to gain clearer identification of the field problems. Some interviews, questionnaire, and classroom observation were done. The researcher interviewed the English teacher and the students of grade four. The interview with the English teacher and the students was carried out on November 9, 2013 after the observation. To give a clearer description, here is the vignette of the teaching and learning process during the observation.

Ketika Guru Bahasa Inggris dan reseacher masuk ke kelas, siswa sepertinya belum siap untuk belajar Bahasa Inggris. Kebanyakan siswa asyik menggobrol dengan teman-temannya. Guru duduk di kursinya dan reseacher duduk di barisan belakang.

Guru membuka pelajaran dengan salam tanpa mengucapkan greeting. Kemudian dia bertanya kepada siswa "sopo sing ra masuk dino iki?" Kemudian siswa menjawab bahwa tidak ada yang absent hari itu.

Guru membuka pelajaran dengan presentasi. Dia meminta siswa untuk mengulang kata-kata dan kalimat yang dia katakan. Dia mengatakan kepada siswa bahwa mereka akan belajar bagaimana meminta bantuan. Kemudian dia meminta siswa untuk mentranslate vocabulary yang berkaitan dengan topik 'Things in the classroom', tetapi kebanyakan dari siswa tidak membawa kamus. Siswa yang tidak membawa kamus asik ngobrol dengan teman-temannya.

Kemudian guru memberikan tugas selanjutnya. Guru meminta siswa untuk membaca percakapan secara berpasangan. Kebanyakan dari mereka mengucapkan beberapa kata dengan tidak tepat, dan guru kemudian membenarkannya. Setelah waktu habis, guru mengakhiri pelajaran dengan mengucapkan salam dan good bye.

(When the English teacher and researcher came to the class, the students seemed not ready to learn English. Most of the students kept talking to their friends. The teacher sat on her seat and the researcher sat at the back row of the students' seat.

The English teacher started the class with *salam* but without greeting. Then she asked the students, '*sopo sing ra masuk dino iki?*' then the students answered that no one was absent.

The teacher opened the lesson by doing the presentation. She asked the students to repeat the words and utterance that she said. She told the students that they were going to learn how to asking help. Then the teacher asked the students to translated vocabulary related to the topic Things in the classroom, but most of the students did not bring dictionary. The students who did not bring the dictionaries kept talking to their friends.

The teacher gave the students the next exercise. The teacher asked the students to read a conversation in pairs. Most of them pronounced some words incorrectly and the teacher corrected them. After the time was up, the teacher end the lesson by saying *salam* and good bye.)

(Field Note I, Appendix D)

From the vignette above, it can be concluded that the teaching of English speaking did not run very well. It needs to be improved because the activities were not attracting the students' motivation in learning English. Both the teacher and the students had difficulties during the teaching and learning process. Those difficulties also could be seen in the following interviews.

Interview with the students

- R : *Kalian suka nggak sama Bahasa Inggris?*
(Do you like English?)
- S4 : *Nggak suka aku*
(No, I don't like it)
- S2 : *Aku juga nggak suka*
(No, I dont't like it)

- R : *Lho kok nggak suka kenapa?*
(Why don't you like English?)
- S7 : *Pelajarannya nggak asyik*
(The lesson is not fun)
- S2 : *Aku bosan*
(I'm bored)
- R : *Lho kenapa?*
(Why?)
- S7 : *Disuruh ngerjain soal terus*
(The teacher always asks to do the task)
- R : *Terus apalagi?*
(What else?)
- S4 : *Nyatet terus*
(We just keep taking notes)
- S2 : *Bosen nyatet terus. Capek*
(I'm bored taking notes. It is makes me tired)
- R : *Kalau bu guru nyuruh ngomong pake Bahasa Inggris mau nggak?*
(If your teacher asks you to speak English, do you want to do that?)
- S4 : *Nggak mau. Takut*
(No, I'm afraid)
- R : *Kenapa?*
(Why?)
- S2 : *Takut salah*
(I'm afraid of making mistakes)
- S7 : *Kalau aku nggak bisa, miss*
(I can't speak English)
- S4 : *Aku takut sama malu . hehe*
(I'm afraid and shy)
- S2 : *Bahasa Inggris itu susah e . Hehe*
(English is difficult)
- R : *Yang bikin susah apa emangnya?*
(What was the matter?)
- S2 : *Ra ngerti artin e . hehe*
(I did not know the meaning of words)
- R : *Yang lain?*
(What else?)
- S7 : *Susah ngucapinnya*
(I have difficulties in pronouncing the words)
- R : *Oh gitu... biasanya bu Ema ngajarnya suka ada permainan nggak?*
(Is there any game when Mrs. Ema taught you?)
- S4 : *Nggak pernah. Ngerjain LKS terus.*
(Never. We always do the task in LKS)

R : Researcher

S : Student

(Interview 1, Appendix E)

Interview with the English teacher

- R : Menurut ibu bagaimana kemampuan speaking anak-anak kelas 4 buk?
(What do you think about the students' speaking skills of the fourth grade students?)
- ET : Anak-anak nggak terlalu pintar mbak. Ya biasa dikatakan biasa aja lah mbak
(They are not really smart. Just average)
- R : Oh gitu ya buk... kalau kesulitan siswa dalam speaking apa ya buk?
(What's the students' difficulties in speaking?)
- ET : Kosa kata anak-anak itu masih dikit. Mereka juga masih kesulitan untuk mengucapkan kata-kata dalam Bahasa Inggris.
(They lack of vocabulary. They also have difficulties in pronouncing the words)
- R : Kegiatan apa saja yang biasa dilakukan untuk speaking buk?
(What activities that the students usually do in speaking?)
- ET : Biasanya saya nyuruh mereka untuk mempraktekkan membaca conversation yang di LKS berpasangan mbak.
(I asked the students to read the conversation on LKS in pairs)
- R : Oh gitu ya buk. Kalau menurut ibu speaking anak-anak masih perlu ditingkankan?
(Do you think that the students' speaking skills need to be improved?)
- ET :Wo lha iya mbak. Saya soalnya kalau pelajaran jarang fokus ke speaking mbak. Biasanya saya seringnya writing atau reading mbak.
(I think so, because my lesson was rarely focused on speaking. I usually focused on writing or reading)

R : Researcher

ET : English Teacher

(Interview 2, Appendix E)

From the result of the classroom observation and interviews with the English teacher and the students indicated that there were some problems related to the speaking teaching and learning process. The problems that affected the low speaking skills of the 4th grade students at SDN 1 Pandak are presented in the table below.

Table 2 : The Problems Affecting the 4th Grade Students' Speaking Skills at SDN 1 Pandak.

No	Problems	Code
1.	The class was so crowded and noisy.	S
2.	The teaching and learning process rarely included speaking skill.	MT
3.	The students had little opportunity to practice their English in their class.	S
4.	The students tended to do disruptive behaviors.	S
5.	The students were afraid of making mistakes.	S
6.	The students got more writing and vocabulary practice rather than speaking practice.	S
7.	The materials were mostly taken from the LKS without any adaption	MT
8.	The teaching of English speaking lacked fun activities.	TT
9.	The students had difficulties in pronunciation.	S
10.	The teacher never used classroom English.	T
11.	The teacher did not give context in speaking practices.	T
12.	The teaching media were never used in the classroom.	MD
13.	The students did not fully participate in the speaking activities.	S
14.	Most of the students could not respond to spoken English.	S
15.	The language function were introduced in the written form.	TT
16.	Javanese were the dominant languages at class.	S
17.	The teacher did not give conclusion of the lesson at the end of class.	T
18.	Some students often went out of the classroom for some different reasons.	S
19.	Some students paid less attention.	S
20.	The activities that the teacher gave were less varied.	TT
21.	The students' speaking practice only lasted for a few times.	TM

S : Students

TT : Teaching Techniques

T : Teacher

MT : Materials

TM : Time Management

MD : Media

From the table above, it could be identified that the problem occurring during the speaking teaching and learning process were related to the students, the teacher, the teaching techniques, learning media, the materials and the time management. The students' problems were related to their confidence, motivation in speaking practice, their difficulties in speaking, and their attitudes toward speaking activities. The teacher's problems were related to the use of English classroom during the teaching and learning process. The problem in teaching

techniques were related to the use of conventional teaching technique that focused on teaching writing and vocabulary that made the students had limited chance to speak English in the classroom. The materials used in the classroom were mostly taken from LKS. Moreover, the media were never used in the classroom.

To support the result of classroom observation, interviews, and questionnaires, a pre-test was also conducted to get a clearer description of the students' speaking skills before implementing the actions. Furthermore, the mean scores of the pre-test would be compared to the post-test mean scores to find out if there was improvement after implementing the actions. The students' mean scores of each aspect of the pre-test are presented below.

Table 3: The Pre- Test Mean Scores of Each Speaking Aspect.

Aspects	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
Mean Score	1.92	1.95	2.29	2.16	1.90

According to the table above, it could be concluded that most of the students at the fourth grade of SDN 1 Pandak had difficulty in speaking skill. Most of them had difficulties in following what was said in English even though greeting and simple instructions. Their pronunciation was also still low. They still pronounced some words incorrectly. During the pre-test most of the students were forced into silence when they were asked simple questions about familiar topics that had been taught . Most of them were shy and they heisted to speak.

2. Weighing the Field Problems

Since there were many problems in the English teaching and learning process, it was necessary to figure out the very urgent problems that needed to be solved. The problems were related to the students' speaking skills in the English teaching and learning process. As there were many problems occurred, the English teacher and the researcher had a discussion to weigh the problems based on the urgency level. The problems were grouped into two categories. They are very urgent problems and less urgent problems. The urgent problems were presented below.

Table 4 : The Problems Affecting the Fourth Grade Students' Low Speaking Skills at SDN 1 Pandak that Need to be Solved Soon.

No	Problems	Code
1.	The class was so crowded and noisy.	S
2.	The teaching of English speaking lacked fun activities.	TT
3.	The students did not fully participate in the speaking activities.	S
4.	The students had difficulties in pronunciation.	S
5.	The teaching media were never used in the classroom.	MD
6.	The students had little opportunity to practice their English in the class.	S
7.	The students were afraid of making mistakes.	S
8.	The students tended to do disruptive behaviors.	S
9.	Most of the students could not respond spoken English.	S

S : Students

T : Teacher

TT : Teaching Techniques

M : Media

MT: Materials

After weighing the problems based on the urgency level, the solvable problems were discussed. The following table presents the solvable problems.

Table 5 : The Solvable problems Affecting the 4th Grade Students' Low Speaking Skills at SDN 1 Pandak.

Problems		Indicators	Possible Causes	Source
Students	The class was so crowded and noisy.	<p>The students did not pay attention to the teacher explanation.</p> <p>Most of the students talked with their friends when the teacher was explaining the materials.</p>	<p>There were 32 students in class 4 and it was hard for the teacher to manage the class.</p> <p>There were no class rules.</p>	Observation
Students' Participation	The students did not fully participate in the speaking activities.	Only some students who were smart practiced dialogue, and the passive students tended to kept silent.	<p>The teacher only focused on students who were smart.</p> <p>The students were not interested in the activities.</p>	Observation
Students' Confidence	Most of the students hesitated to speak English.	They were shy and afraid to make mistakes in speaking.	The other students laughed when there was a students made mistakes.	Observation and interview.
Students' Speaking Skill	The students' speaking skills were still low.	<p>The students had difficulties in pronunciation.</p> <p>The students had difficulties in following what was said in</p>	<p>The language function were introduced in the written form.</p> <p>The students were not provided with a model.</p>	Observation and interview

		English. Most of the students could not respond spoken English.		
Teaching Technique	The students had little opportunity to practice their English in the class.	The teacher talked a lot during the teaching and learning process.	The teacher did not give any chances to the shy students and only focused on smart students.	Observation

3. Determining Actions to Solve the Feasible Field Problems

After Identifying the field problems that were urgent and feasible to solve, some actions were formulated to solve the problems. Based on the discussion with the English teacher, there were four actions that were planned as the result of the discussion. They are :

- a. Using board games during the production stage as the main activities to improve their speaking skills and to maintain the students' participation in speaking.
- b. Using English classroom to make the students more familiar with the simple expressions used in the classroom.
- c. Using songs to improve the students' enthusiasm and motivation to learn the language functions and vocabulary.
- d. Using pictures as teaching aids to present the new vocabulary to make the students more interested to learn new vocabulary.
- e. Giving rewards to improve the students' participation during the teaching and learning process.

The use of board games in the production stage was proposed by the researcher. It was aimed at improving the students' involvement that led to the students' speaking skill improvement. Board games would bring a fun atmosphere and provided a context related to when and where the language function would be used. The students were expected to participate actively in the speaking activities and not shy to speak up or afraid to make mistakes. Different board games with different topics would be applied to avoid students' boredom.

Classroom English was planned to be implemented during the teaching and learning process. The purposes were to introduce the students to simple expressions used in the classroom and to make the students more familiar with English. By using classroom English, the students would be familiar with the expressions and would be able to use them later. Classroom English was used in the English and learning process such as to start the lesson, to greet the students, to ask the students 'condition, to check the students' attendance, and to give instructions to the students such as cleaning the white board, closing the door or the windows, etc. In closing the lessons, it was used in leave taking.

Various kinds of pictures would be used as media to present the new vocabulary. It was expected that the use pictures would make the students more interested to learn new vocabulary. The colorful pictures would also attract the students' attention to get involved in the teaching and learning process.

Using songs were used to make the students interested in learning English. Songs would help students in pronunciation and the memorization of the

vocabulary. The appropriate songs related to the topic would be used in the meetings.

Rewards would be given in every meeting to the students who were active in the classroom. The rewards would be in the form of star performer certificate. It was expected that the rewards given improve the students' participation during the teaching and learning process.

The whole plan is formulated in the course grid in Appendix A. The process of determining the solvable problems and planning the actions to overcome the problems was considered valid as it was in line with the concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the students and the teacher were given opportunity to give their opinions, feelings, and expectation related to the English teaching and learning process.

B. Implementation of the Actions

1. Report on Cycle 1

The teaching and learning process in cycle I was conducted in three meetings. Board games were applied in the production stage in each meeting. The board games were used to motivate the students to speak and provide them with enough opportunities to practice the language functions. The use of board games was accompanied by the other actions that supported the board game's roles in improving the students' speaking skills.

a. Planning

After formulating the field problems and designing the actions, a course grid that could be seen in Appendix A was made to be used in the cycle. At first, the researcher and the English teacher as the collaborator selected the standard of competence and the basic competencies for the second semester of grade IV. Then, the standard competence for speaking and basic competencies of 6.3 and 6.4 were chosen. Based on those basic competencies, the indicators and the purposes of the teaching and learning process were formulated. After the implementation of the action, the students were expected to be able to use the expressions of asking and giving information, asking and giving things, and asking for clarity.

The activities in the teaching and learning process were determined based on the discussion with the English teacher as the collaborator. The board games would be implemented in the production stage in each meeting. The action would be supported by other activities that were applied during the presentation and practice stage, as well as throughout the teaching and learning process. Pictures would be used as the media to present the new vocabulary, to help presenting the language functions and to make the students more interested with the lesson. The researcher would use songs to make the students familiar with the expressions.

Those activities in the teaching and learning process were aimed at solving the field problems that had been identified.

Table 6: The Solvable Field Problems and the Solutions

No	Problems	Solution
1.	The students had difficulties in pronunciation.	Giving a model and providing a lot of practice by implementing board games.
2.	The class was crowded and noisy.	Applying class rules.
3.	The students had little opportunity to practice their English in the class.	Giving the same opportunities for the students to speak, and dividing students into groups by implementing board games.
4.	The students did not fully participate in the speaking activities.	Making use various media and implementing board games.
5.	The students' speaking skills were still low.	Implementing board games that could give the students opportunities to practice speaking.

In this session, the board games that would be implemented in Cycle I were designed. The board games were adapted from board games in Bedson and Lewis (1999 : 68-70 ; 77-79) 'Games for to children', i.e. the do you like? Game and Race. A board game related to the topic and language function would be used in each meeting. The three games in the cycle were *toys*, *zoo* and *our school*. The games rules could be seen in Appendix H and the photographs of the game set could be found in Appendix I. The games were designed to provide the students with contexts to practice the language functions.

Course grid and lesson plans were made as the guidance in conducting the teaching and learning process. The PPP (presentation, practice, production) method was decided to be used. In the presentation stage, the topic and the vocabulary were introduced, the language functions were presented, models were given, and an English song related to the topic was also introduced. In the practice

stage, students sang the song, practiced the language function in pairs based on cards. In the production stage, the students played board games in groups.

The plans that had been discussed and determined above were expected to create the following conditions.

- 1) The students could pronounce the expressions in correct pronunciation and appropriate intonation.
- 2) The noise class could be under control.
- 3) The students could have more chances to speak English.
- 4) The students participated actively in the teaching and learning process.
- 5) The students could improve their speaking skills.

The actions that would be implemented in each meeting of cycle I were formulated as follows.

1) Meeting I

In the first meeting, the actions was planned to teach the language functions of asking and giving information on the topic toys. The following actions would be applied in the meeting.

- a) Using 'toys' board game in the production stage.
- b) Using pictures in presentation.
- c) Using flash card in the practice stage.
- d) Using classroom English.
- e) Applying class rules.

2) Meeting II

In the second meeting, the materials would contain language functions of asking for clarity and giving clarity. The topic would be animals. The following actions would be applied in the second meeting.

- a) Using the ‘animal kingdom’ board game that would be combined with the guessing game in the production stage.
- b) Using pictures of animals in the presentation stage.
- c) Using ‘*Let’s go to the zoo*’ song in the presentation stage.
- d) Using flash cards in the practice stage.
- e) Using classroom English.
- f) Applying class rules.

3) Meeting III

In the third meeting, it was planned to teach the language functions of asking and giving permission in the topic of ‘our school’. The following actions would be applied in the third meeting.

- a) Using ‘our school’ board game in the production stage.
- b) Using pictures of rooms at school in the presentation stage to introduce the vocabulary.
- c) Using flash cards in the practice stage.
- d) Using ‘*May I go to the canteen?*’ chant in the presentation
- e) Using classroom English.
- f) Applying class rules.

b. Implementation and observation

The cycle I was conducted in three meetings. The first meeting was on February 22 , 2014, the second meeting was on March 1, 2014 and the third one was on March 8, 2014. Different topic was used for each meeting. The researcher implemented the actions and the teacher who became the collaborator took the role as the observer. The collaborator observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting I

The first meeting was conducted on February 22, 2014. The topic was toys. It was started from 08.10 to 09.20 am. The researcher opened the lesson by greeting and asked the students' condition. The students did not answered it and they seemed confused. She repeated it again but they kept silent. Finally, she explained how to answer it. The following field note shows the opening part of the first meeting.

Researcher menyapa siswa dengan mengucapkan salam dan good morning, tetapi sepertinya mereka bingung dan tidak menjawab greeting tersebut. Kemudian dia mengulangi greeting tersebut, tetapi mereka tetap diam dan bingung. Akhirnya dia memberikan contoh bagaimana merespon sebuah greeting dan pertanyaan tentang kondisi siswa. Setelah siswa dianggap paham, dia mengucapkan "good morning students" dan "how are you today?". Kemudian siswa menjawab " Good morning ma'am. I'm fine thank you, and you?". Kemudian dia menjawab " I'm great . Thanks".

(.....The researcher greeted the students by saying salam and good morning, but they seemed confused and didn't answer it. She repeated it again but they kept silent. So, she gave model how to responded the greeting and the question of students' condition. She greeted the students one more and the students' condition by saying ' how are you today?' They answered ' I am fine. Thank you, and you?' she answered, 'I'm great. Thanks'.)

(Field Notes 2, Appendix D)

Before starting the lesson, the researcher asked the students to pray. She also introduced routine and patterns to them by teaching them to say ‘Rolling-rolling up – up, rolling-rolling down down, rolling-rolling out-out, rolling-rolling in’. The students were happy with the routine and the patterns.

Before starting the lesson, the class rules were explained. All the students must obey it. The first was the students who made noise should come in front of the class and mention all the vocabulary that they had learned. Second, the students were not allowed to laugh if their friends made mistakes while they were speaking English. Then, the students nodded their heads and they all agreed with the class rules.



Figure 3 : The researcher explains the class rules

In the presentation stage, the students were asked about the toys that they had at home. They mentioned some toys they had in *Bahasa Indonesia*. Examples on how to pronounce the words were given and the students repeated after the researcher. The researcher introduced the vocabulary related to the topic using colorful pictures to make the students more interested and to gain the students’ responses during the presentation. Then she introduced the expressions.

Afterwards, a song entitled 'Let's play' was introduced to the students. For the reason that the song was simple and the tune was familiar, the students could memorize it soon. They did not get difficulties in singing the song. The students were very enthusiastic.

Then, in the practice stage, the students practiced the language function in pairs. Each student was given a picture of a toy. The student asked their partner if he/ she wanted to play it and the partner answer it. The activities were monitored and feedback was given on students' pronunciation. Sometimes, the students asked the researcher the English word for a toy. A few students still forget the language function. Assistance was given to the students and sometimes students in the group helped the others when they forgot the word or language functions.

In the production stage, the students were put into groups to play the board games. Before the students played the playground board game, the game procedure was explained and demonstrated. The students paid attention to the simple explanation, but some students still asked the rules. When the students were playing the game, each group performance was monitored. All of the students used the expressions while playing the game. During the game, the students used the expressions fluently, even though they still mispronounced some words or forgot some words.



Figure 4 : The students are playing the playground board game

After the students had finished playing the game, the lesson was reviewed. The students were asked about the difficulties and their feeling about all of the activities. They were all happy with the activities and wanted to play the board games again in the next meeting.

....Researcher mereview materi dan bertanya kepada siswa tentang bagaimana perasaan mereka selama bermain game. Mereka mengatakan bahwa mereka senang dan ingin bermain board games lagi dipertemuan selanjutnya.

(.... The researcher reviewed the materials and asked the students about their feeling while playing the game. They said that they were happy and wanted to play board games again in the next meeting....)

(Field Note 3, Appendix D)

2) Meeting II

The second meeting was implemented on March 1, 2014. It was started from 08.10 to 09.20. The researcher greeted the students by saying *salam* and good morning. All of them answered ‘good morning’. Then the students were asked about their condition, ‘How are you today?’, all of them answered, ‘I’m fine. Thank you, and you?’, then she answered, ‘I’m great thanks!’. She then

checked the students' attendance by calling their name one by one. The students answered, 'I'm here'.

After opening the lesson, the researcher asked the students whether they had ever visited a zoo or not in English. They did not understand at first, after that the researcher asked the students whether they had visited Gembira Loka zoo or not and they could answer it, then she asked them what animals they saw there. The students mentioned animals in *Bahasa*, then the researcher asked them to mentioned the animals in English but the pronunciation of some words was still incorrect. The researcher corrected them and the students repeated after her.

A song related to the topic was taught to the students. The title was 'we are going to the zoo'. At first, the researcher sang the song and the students repeated her. After the song was sung three times, the students were asked to sing, but they still could not memorize the song well. The students sang together with the researcher on and on until they got more familiar with the song. However, the students could not sing it completely.

The vocabulary related to the topic was introduced. The researcher used colorful pictures in the presentation stage to make the students more interested. Some of the students had known the vocabulary about animals. The researcher also explained the characteristics of animals directly in English. Simple sentences were used supported with the gestures. The students looked enthusiastic and they could respond the presentation.

.... Researcher menunjukan gambar binatang dan karakteristik hewan tersebut. Dia menunjukan dalam bahasa Inggris yang didukung oleh gerakan. Dia memberi contoh pada language function " is it big/ small/ black and white?" Sebagian besar siswa merespon dengan tepat terhadap pertanyaan. Mereka mengatakan 'Yes', atau 'No', sesuai dengan gambar.

(.... The researcher showing pictures of animals and presented the characteristics of the animals. She presented in English supported by gestures. She gave example on the expression ‘is it big/small/ black and white?’ Most of the students responded appropriately to the questions. They said ‘Yes’, or ‘No’, according to the pictures.)

(Field Note 4, Appendix D)

After the presentation, the students joined a guessing activity. The students practiced the language function in pairs. Each student was given a card with a picture of animals without showing it to their partner. They asked yes/no questions to their partner to get some clues before they guessed it. They enthusiastically asked questions and guessed the picture. Some of their questions were grammatically incorrect, but the questions were still understandable.

Siswa mempraktekkan language function secara berpasang-pasangan. Masing-masing siswa diberikan kartu dengan gambar binatang tanpa menunjukkannya dengan pasangannya. Siswa A menebak gambar binatang milk pasangannya setelah menanyakan beberapa pertanyaan dan sebaliknya.

(....The students practiced the language function in pairs. Each student was given a card with a picture of animal without showing it to their partner. A student guessed his/ her partner’s animal after asking some questions and vice versa....)

(Field Note 4. Appendix D)



Figure 5: The students are enthusiastically guessing their partner’s animal

In the production stage, the students were put into groups to play animal kingdom board game. The procedure of the game was demonstrated. During the game, their speaking was monitored. All of the students used the functions during the game. Most of them were fluent enough with appropriate intonation. However, some of the students still made mistake in the word order. They tended to say ‘it is small?’ or ‘is it a big?’.



Figure 6: The students are playing the animal kingdom board game

After the students had finished playing the game, the lesson was reviewed. The students were asked about the difficulties and their feeling during the games. The students said they were happy and wanted to play board games again in the next meeting , as seen in the field note below.

Researcher mereview materi dan menanyakan perasaan siswa selama bermain game. Mereka mengatakan bahwa mereka paling menyukai kingdom board game bila dibandingkan dengan yang sebelumnya. Mereka ingin bermain board game lagi.

(The researcher reviewed the materials and asked the students how their feeling was during the game. They said that they liked the kingdom board game than the previous game. They wanted playing board games again.)

(Field Note 4, Appendix D)

3) Meeting III

The third meeting was conducted on March 8, 2014. The topic was school. It was started from 08.10 am to 09.20 am. As usual, the researcher starts the class by saying *salam* and greeting, asking students' condition, and checked the students' attendance. They raised their hands and said 'I'm here'. There were no absent students. Then, one of the students led a prayer. Before they prayed they did the 'rolling-rolling up'.

The researcher asked the students to mention rooms in their school that they had known in English. Some of the students mentioned the rooms in English but the others replied in *Bahasa*. Then the researcher showed pictures of rooms at school. She gave the example of how to pronounce the word in English and the students repeated after her. Here is the field note describing the presentation.

Researcher meminta siswa untuk menyebutkan ruangan-ruangan yang ada di sekolah mereka dalam Bahasa Inggris . Beberapa siswa menyebutkan *classroom*, *library*, tetapi siswa lainnya menjawab dengan Bahasa Indonesia. Kemudian reseacher menunjukkan gambar-gambar ruangan yang ada disekolah. Dia memberikan contoh bagaimana mengucapkan kata-kata tersebut dalam Bahasa Inggris, kemudian siswa mengulangi kata tersebut setelah researcher memberikan contoh. Setelah researcher mengenalkan vocabulary , dia meminta beberapa siswa untuk mengucapkan kata-kata tersebut sendiri dengan tepat.

(... The researcher asked the students to mention rooms in their school that they had known in English. Some students mentioned classroom, library, but the others replied in *Bahasa* like ' *masjid*, *miss*'. Then the researcher showed pictures of rooms at school. She gave example how to pronounce the words in English and the students repeated after her. After the researcher introduced the vocabulary, she asked some students to pronounce the words by themselves correctly.)

(Field Note 4, Appendix D)

The language function of asking and giving permission was introduced. A chant on asking for giving permission was introduced. The chant was ‘May I go to the canteen? (3x) , Yes, please (3x)’. The room was interchangeable with the others and the response could be changed into ‘sure’. The students were very happy and enthusiastic to have the chant.

Then, in the practice stage, the students practiced the language functions in pairs. Each student was given a small card with the picture of a room at school. The activities were observed and feedback was given on students’ pronunciation. They had appropriate intonation, i.e. raising intonation for the question and falling intonation for the response.

Next, the students were divided into eight groups. Before the students played our school board game, the game procedure was demonstrated. Then, a set of board games was distributed to each group. All of the students said the language function while playing the game. The students enjoyed the games and most of them said the function fluently, even though they still mispronounced some words or forgot some words. After the students had finished playing the game, they counted the stars that they got. The winner in each group got a reward and they were happy.



Figure 7: The students are playing our school board game

After the students had finished playing the game, the lesson was reviewed. The students were asked about the difficulties and their feeling about all of the activities. They were all happy with the activities and looked forward for the next meeting.

Researcher mereview materi dan siswa ditanya tentang kesulitan dan juga perasaan mereka selama pelajaran. Siswa sangat senang dan meminta researcher untuk mengajar mereka lagi di pertemuan selanjutnya. Kemudian researcher menutup pelajaran, memimpin doa dan mengucapkan goodbye.

(The researcher reviewed the materials and the students were asked about the difficulties and their feeling. The students were really happy and asked the researcher to teach again in the next meeting. Then the researcher closed the lesson, led a prayer, and said goodbye.)

(Field Note 4, Appendix D)

The teaching and learning process of the three meeting was valid because it was done corresponding to the concept of process and catalytic validity. The process validity was fulfilled by gathering the data through more than one technique, i.e. observation, interview and discussion with the collaborator. It was supported by some data sources, such as field notes and interview transcript. The catalytic validity was fulfilled by giving chances to the students and collaborator to give their response dealing with the action implemented. Besides, the result of the action was reliable because it was in line with the concept of time triangulation.

C. Reflection

After the researcher implementing the actions in the English teaching and learning process in class IV at SDN 1 Pandak, some reflections were done. The reflections were based on the observation during the teaching and learning process and the interview with the English teacher as the collaborator and the students after the implementation.

In the first cycle, the use of board games and the accompanying actions had made some improvements on students' participation in speaking activities. Their enthusiasm improved. The students were enthusiastic to join all the activities and the practice speaking. They used the language functions throughout the board games. Moreover, the use of the games could also improve the students' interest and participation to practice speaking until the end of the lesson. The students also learned to work together and learned from each other in groups. So, it can be concluded that the students' participation and interest. It could be seen in the following data.

R	: <i>Menurut ibu action tadi gimana ?</i> (What do you think about the actions?)
ET	: <i>Anak-anak tadi antusias dan senang banget mbak. Apalagi ketika mereka main board game mbak.</i> (The students were very enthusiastic and happy, especially when they were playing the board game.)
R	: Researcher
ET	: English teacher (Interview 5 , Appendix E)

R : *Apakah board games sudah bisa meningkatkan motivasi siswa untuk berbicara selama 1 cycle ini buk?*

(Could the board games improve the students' motivation to speak during the cycle 1?

ET : *Kalau menurut saya board games bisa meningkatkan motivasi mereka untuk berbicara mbak. Mereka selama main game ngomong Bahasa Inggris tanpa disuruh ngomong pake Bahasa Inggris.*

(I think board game can improve students' motivation to speak English. During playing the games, they spoke English without encouragement.)

R : Researcher

ET : English teacher

(Interview 5, Appendix E)

Dalam production stage, siswa bermain playground board game....Selama bermain, semua siswa ,enggunakan language function. Mereka mengatakan bahwa mereka sangat senang dan ingin bermain board game lagi.

(In the production stage, the students were playing playground board game.... During the game, all of the students used the language function They said that they were very happy and wanted to play the board game again.)

(Field Note 2, Appendix D)

..... *Siswa dibagi menjadi empat sampai lima orang dalam satu kelompok. Researcher menjelaskan bagaimana cara bermain animal kingdom board game. Mereka memperhatikan penjelasan tersebut. Setelah itu, mereka bermain game tersebut. Selama permainan, mereka menggunakan language function dan siswa sangat senang dan antusias.*

Siswa mengatakan bahwa mereka paling menyukai animal kingdom board game dan mereka mengatakan ingin bermain game tersebut dipertemuan selanjutnya.

The students said that they liked the animal kingdom the most and they want to play board game again in the next meeting.)

(Field Note 3, Appendix D)

Di dalam production stage, siswa bermain our scholl board game Semua siswa menggunakan language function selama permian. Kebanyakan dari mereka cukup lancar dan berbicara dengan intonasi yang tepat. Bahkan siswa pemalu berpartisipasi didalam kegiatan ini.

(In the production stage, the students were playing our school board game..... All of the students used the functions during the game. Most of them were fluent enough and spoke with the appropriate intonation. Even the shy students participated in the activity.

(Field Note 4, Appendix D)

The improvement on students' participation was in line with their confidence to speak English. The students' confidence was better than before. They were not shy and afraid to speak English. It can be seen in the following interview transcript.

- R : *Hai... tadi gimana pelajarannya? Suka nggak?*
(Hi... what do you think about the lesson today? Do you like it?)
- S25 : *Seneng, miss (Yes, Miss)*
- R : *Yang bikin suka apa?*
- S25 : *Main game, Miss (Playing the game)*
- S12 : *Aku juga suka main game tadi (I like playing the game , too)*
- S23 : *Gamenya asyik tadi (The game was fun)*
- R : *Berani ngomong Bahasa Inggris sama teman nggak?*
(Were you brave to speak English to your friends?)
- S25 : *Berani, Miss (Yes, Miss)*
- R : *Nggak takut salah kan?*
(You weren't afraid of making mistakes, were you?)
- S5 : *Nggak, Miss (No, I'm not , Miss)*

R : Researcher

S : Students

(Interview 4, Appendix E)

R	: <i>Kalian belajar Bahasa Inggris pakai game suka nggak?</i> (Do you like learning English using the Board games?)
S28	: <i>Seneng</i> (Yes, we do)
R	: <i>Kok seneng kenapa?</i> (why?)
S31	: <i>Asyik</i> (It was fun)
R	: <i>Kok suka kenapa?</i> (Why do you like it?)
S31	: <i>Main game</i> (Playing the game)
R	: <i>Menurut kalian gamenya gimana?</i> (What do you think about the game?)
S25	: <i>Asyik</i> (It was fun)
R	: <i>Takut nggak ngomong Bahasa Inggris sama teman?</i> (Are you afraid to speak English to your friends?)
S25	: <i>Nggak</i> (No)
S31	: <i>Nggak, Miss</i> (No, I'm not, Miss)
R	: Researcher
S	: Students
(Interview 9, Appendix E)	

During the implementation, the students had performed the indicators of speaking aspects, i.e. comprehension, fluency, vocabulary, pronunciation, and grammar. The students who had achieved the indicators in every meeting could be seen in Appendix F. The following table presents the number of students who achieved comprehension, fluency, vocabulary, pronunciation, and grammar in cycle 1.

Table 7: The Number of Students Who Achieved Each Indicator in Cycle 1.

Indicator	Number of students						
	Meeting I		Meeting II		Meeting III		Average
	Σ	%	Σ	%	Σ	%	%
Comprehension	25	78.13	26	81.25	27	84.37	89.58
Fluency	16	50.00	21	65.62	24	75.00	63.54
Vocabulary	17	53.12	21	65.62	26	81.25	66.66
Pronunciation	10	32.25	14	43.75	16	50.00	42.00
Grammar	13	40.62	16	50.00	18	56.25	48.95

From the table above, it could be inferred that during Cycle 1 there was improvement in all aspects. The students' good improvement lied on their comprehension, fluency, and vocabulary. However most of the students still got problems in pronunciation and grammar. The observation result on those aspects in Cycle 1 was elaborated as follows.

The number of students who comprehend the expressions were increased. In the first meeting 78.13% of the students performed the indicator. In the second meeting, this number increased into 93.75%. In the second meeting, this number increased into 96.87%. The students' comprehension on the language function could be seen from their responses to all the expressions that were taught. The outcome could also be seen in the following field note and interview.

Researcher menunjukkan kepada siswa gambar mainan. Siswa sangat antusias ketika mereka melihat gambar mainan. Mereka ditanya oleh reseacher 'what is it?' Mereka menyebutkan nama mainan tersebut.

(... The researcher showed the picture of toys to the students. The students were enthusiastic when they saw the pictures of toys. ...They were asked by the researcher 'what is it?' they mentioned the name of the toy.)

(Field Note 3, Appendix D)

R : Menurut ibu pemahaman siswa mengenai language function gimana buk?

(What do you think about the students' comprehension in using the language functions?)

ET : Siswa merespon language function tersebut dengan tepat. Ketika mereka ditanya 'is it big/ small/ tall?' kebanyakan dari mereka menjawab language function tersebut dengan jawaban yang sesuai.

(The students responded the language function appropriately. When they were asked 'is it big/small/ tall?' Most of the students responded appropriately)

(Interview 10, Appendix E)

R: Researcher

ET: English teacher

During the cycle 1, the students' fluency was improved. In the first meeting, 50% of the students used the language function fluently. Their fluency was improved in the second meeting. 65.62 % students used the language function and 75% students in the third meeting spoke the language functions at normal speed. The improvement can be seen in the following data.

R	: <i>Jika dibandingkan dengan kemarin, bagaimana kelancaran mereka dalam berbicara Bahasa Inggris?</i> (Comprehend with their fluency in the previous meeting, how was theirs today?)
ET	: <i>Sudah lebih baik mbak. Tadi mereka jadi lebih lancar berbicara menggunakan language functionnya.</i> (Their fluency was better. They were more fluent in using the language functions).
(Interview 6, Appendix E)	
R : Researcher	ET : English teacher

The next improvement laid on students' vocabulary. In the first meeting only 53.12 % of the students could use the words in the language functions, but in the next meetings, their vocabulary was better. The use of board games helped the students in memorizing the vocabulary. The following data presented their improvement on vocabulary.

R	: <i>Tadi menghafal kata-katanya mudah nggak?</i> (Did you memorize the vocabulary easily?)
S5	: <i>Iya</i> (Yes, I did)
R	: <i>Kenapa?</i> (Why?)
S5	: <i>Di ulang-ulang di game, Miss</i> (The words were used on and on in the game)

R	: Researcher	S	: Student
(Interview 8, Appendix E)			

There were problems that emerged during the Cycle 1, although the students' comprehension, fluency, and vocabulary improved. The first problem was the students' pronunciation. Most of the students mispronounced the words. In the first meeting, there were only 10 students pronounced the word correctly. There were 14 students in the second meeting, and 16 students in the third one. The following data presented the students' problems on pronunciation.

R	: <i>Hal apa yang masih perlu ditingkatkan buk?</i> (Which aspect do you think that still need improvement, Ma'am?)
ET	: <i>Menurut saya pronunciation siswa masih perlu ditingkatkan lagi mbak.</i> (I think the students' pronunciation still needs improvements.)
R	: Researcher
ET	: English teacher (Interview 6, Appendix E)

The second problem that emerged during the Cycle 1 was the students' grammar accuracy in using the language functions. For example, some of the students left the article 'the' in the expression 'may I go to the library?' The students also had problem in word order and article. For example, they asked for clarity by saying, 'it is a snake?' and 'is it a small?'. The problem could be seen in the following data.

Didalam production stage, siswa dikelompokkan untuk bermain animal kingdom board game..... namun, beberapa siswa masih membuat kesalahan di dalam urutan kata. Mereka cenderung mengatakan ' it is small?' atau 'is it a big?'

(In the production stage, the students were put into groups to play animal kingdom board game.... However, some of the students still made mistake in the word order. They tended to say 'it is small?' or 'is it a big?')

(Field Note 3, Appendix D)

.... Terkadang siswa tidak menggunakan article dalam penggunaan language function. Contohnya, mereka mengatakan 'may I go to library?'....

(..... Sometimes the students left the article in using the language functions. For example, they said ' may I go to library?'.....)

(Field Note 4, Appendix D)

From the explanation above, it can be concluded that there were some improvements dealing with students' speaking skills as well as their participation and confidence to speak. Their comprehension, fluency, and vocabulary improved. However, there were still some problems related to the students' pronunciation and grammar. The percentage of students' improvement could be seen from the following chart.

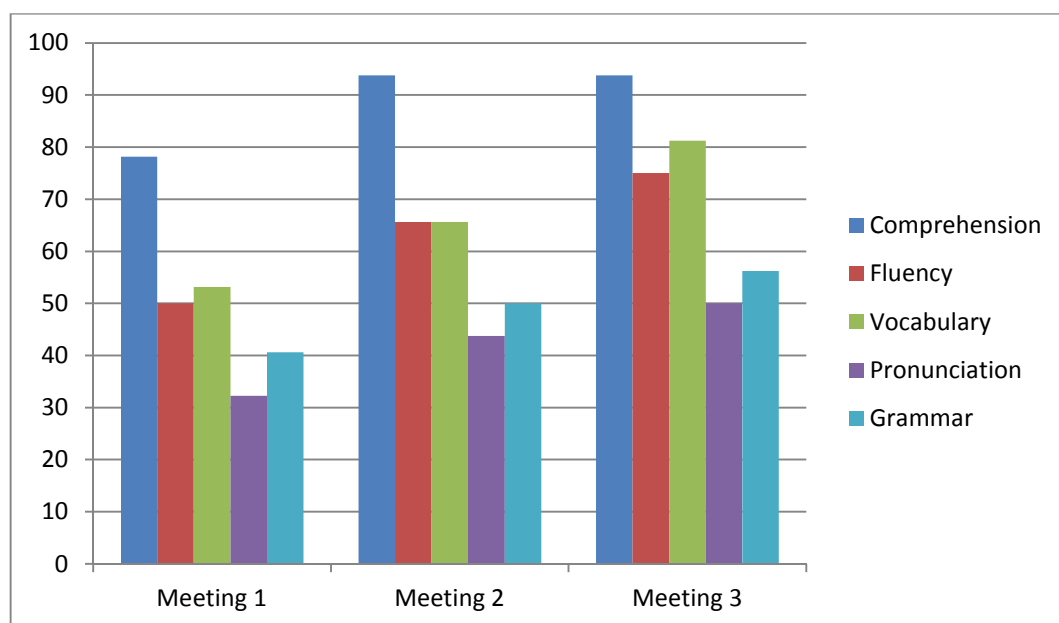


Figure 8 : The students' improvement during the Cycle 1

As the students still had problems in accuracy, the researcher and the English teacher decided to continue the cycle to solve the problems arose and improve the students' speaking skills in those aspects. Before conducting the next cycle, the actions done in cycle 1 were evaluated. Here is the conclusion of actions in Cycle 1 and the recommendation for Cycle 2.

Table 8: The Conclusion of Actions Done In Cycle 1 and the Recommendation for Cycle 2

Action in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Using board games in the production stage.	<p>Board games effectively improved the students' interest and participation to practice speaking, their comprehension, as well as their speaking skill.</p> <p>The students could use the language function in provided context in the board games.</p> <p>The students could easily memorize vocabulary well.</p> <p>The board games can maintain the students' motivation to practice speaking.</p>	This action would be sustained to be used in cycle 2 with some modifications.	<p>The board games should provide clearer context to make the students use the language functions as if they in the real situation.</p> <p>The board game should provide more fun speaking activities with different topics.</p>
Using various media during the	Media were helpful during the	This action would be sustained to be	The media should be seen clearly

teaching and learning process.	teaching and learning process. The students could understand the materials more easily. They were also encouraged to give responses in English during the presentation and practice stages.	used in cycle 2 with improvement.	from the back rows.
Using classroom English.	The use of classroom English were useful in making the students more familiar with English. It also provided the students with the real use of the language. During the cycle 1, the researcher still translated some instruction into <i>Bahasa Indonesia</i> .	This action would be sustained to be used in cycle 2 with improvement.	Gesture, pictures and mimics would be used to reduce the translation into <i>Bahasa</i> .
Using songs to make the students more familiar with the vocabulary, the language input and practice.	The use of songs in cycle 1 was not effective enough because the songs were too complicated for the students, but the songs could be good language input to the students.	This action would be sustained to be used in cycle 2 with improvement.	The songs should be short and simple. They should be given with more repetition.

Based on the explanation above, it can be concluded that the result of cycle 1 was valid because it was in line with the concept of dialogic, process and outcome validity. It means that there were some improvements and weaknesses

after the implementation of the actions that were supported by some data in the field note and interview transcripts. In addition, the results were said to be reliable because there were more than one observer in gathering the data. It was in line with the concept of researcher triangulation.

2. Report on cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements on students' participation, interest, comprehension, vocabulary, and fluency in using the language functions. However, during Cycle 1, there were some weaknesses found out. The students still did not use the functions accurately. Therefore, the next cycle was necessary to be used in the Cycle 2 with improvements or modification.

To overcome the problem related to the accuracy of their speaking, the researcher would give feedback to the students during the practice. To maintain the students' motivation in speaking while playing the games, the researcher gave reward to the winner in each group and modified in such a way that the students needed to use the functions in order to win. To make the students easily memorize the vocabulary, the researcher selected new words that could be found around them.

Those activities in the teaching and learning process aimed at solving the field problems that emerged and still existed after Cycle 1.

Table 9: The solvable field problems and the solutions.

Problems		Solutions
1.	The students had difficulties in pronunciations.	Giving model, giving feedback to the students during the practice.
2.	The students made grammatical or word order errors when they used the language functions.	Giving feedback and providing a lot of practice.

In Cycle 2, the researcher used the similar standard of competence and basic competencies. The indicators and the process were formulated based on those basic those basic competencies. The researcher and the English teacher discussed the materials that would be used. The topics of the materials were chosen from the syllabus. They decided to teach three expressions in the different topics, i.e. asking and giving information on the topic of fruit and vegetables, asking and giving information about family member and asking and giving information about job.

After determined the materials, the researcher designed the board games that would be implemented in each meeting. The board games were adapted from board games in Bedson and Lewis' Games for Children (1999: 68-70; 92-94). The games in the cycle were family, fruits and vegetables, and ooccupation. The rules were modified in such a way that the students needed to use functions in order to win. The games rules could be seen in Appendix H and the photographs of the game set could be found in Appendix I.

Course grid and lesson plans were made by the researcher as the guidance in conducting the teaching and learning process. The PPP (Presentation, practice, production) method was still used. In the presentation stage, the topic and the new

vocabulary were introduced, the language functions were presented, models were given, and the English song related to the topic was also introduced. In the practice stage, the students sang the song or chant and practiced the language functions in pairs based on the cards. In the production stage, the students played board games in groups.

In Cycle 2, the teaching and learning process was conducted in three meetings. The actions were planned to overcome speaking problems related to the students' pronunciation and grammar accuracy in using the language functions. The plans of Cycle 2 were in the course grid in Appendix A. The actions that would be implemented in each meeting in the cycle were formulated as follows.

1) Meeting 1

In the first meeting, it was planned to teach the language function of asking and giving information on the topic of fruit and vegetables. The following actions would be applied in the meeting.

- a. Using '*fruit and vegetables*' board game at the production stage.
- b. Using pictures of family in the presentation stages.
- c. Using '*Do you like*' song in the presentation stage.
- d. Using classroom English
- e. Applying class rules.

2) Meeting II

In the second meeting, the materials would contain language function of asking someone wants. The topic would be food and drinks. The following actions would be applied in the second meeting.

- a. Using 'school canteen' board game at the production stage.
- b. Using pictures of food and drink in the presentation stage.
- c. Using 'Do you want' song in the presentation stage.
- d. Using flash cards of food and drinks in the production stage.
- e. Using classroom English.
- f. Applying class rules.

3) Meeting III

In the third meeting, it was planned to teach the language functions of asking and giving information about job. The following actions would be applied in the third meeting.

- a. Using '*Occupation*' board game in the production stage.
- b. Using pictures of occupation to introduce the vocabulary.
- c. Using nursery rhymes in the presentation stage.
- d. Using classroom English.
- e. Applying class rules.

b. Implementation and observation

The cycle 2 was also conducted in three meetings. The first meeting was held on March 15th, the second meeting was on March 22nd, and the third one was conducted on March 29th, 2014. The researcher implemented the actions and the teacher who became the collaborator took the role as the observer. In each meeting, different topic and language function were taught. The implementation of the action was elaborated as follows.

1) Meeting I

The first meeting of Cycle 2 was conducted on Saturday, March 15th, 2014. It was started from 08.10-09.20. The researcher opened the lesson by saying *salam* and good morning. The students responded the greeting well.

The lesson was begun by asking questions about fruits and vegetable. Most of the students answered the questions enthusiastically. Some students still answered in *Bahasa*. The researcher said the words in English and they repeated after her.

The language expressions was introduced by showing a picture of bananas. The researcher asked the students ‘Do you like bananas?’ but they kept silent at first. The students understood after three repetitions. With the help of pictures, some students answered the questions by saying ‘Yes’.

After explained the expression, a song related to the language function was taught to the students without writing the lyric on the board. The title was ‘Do you like’. The song was not complicated, so the students could sing the song after three repetitions. The song containing the language function and a few vocabularies of fruit and vegetables.

After that, the students practiced the language function in pairs. Each student was given a card with a picture of fruit or vegetables. They asked if their partner liked the fruit or vegetable and vice versa. The activities were monitored and feedback was given on students’ pronunciation. Students’ mispronunciation of the fruit and vegetables was corrected. They spoke with appropriate intonation.

In the production stage, the students played the ‘fruit and vegetables’ board game. Before the students played the games, the game procedure was demonstrated using simple English instructions. All of the students said the expression while playing the game. The students enjoyed the game and most of them said the language function fluently, even though some students still had some problems in pronunciation as seen in the field note below.

Didalam production stage, siswa bermain fruits and vegetables board game. The researcher mengatakan kepada siswa bahwa pemenang dari setiap kelompok akan diberikan hadiah. Siswa lebih antusias. Setelah reseacher menjelaskan peraturan gamenya menggunakan penjelasan sederhana, seperti 'lempar dadu', 'pindahkan penanda', 'ambil kartu', dll. Researcher mengamati siswa saat mereka bermain game. Sebagian besar siswa menggunakan language function dengan lancar, walaupun beberapa siswa masih memiliki beberapa masalah dalam pengucapan.)

(In the production stage, the students played fruit and vegetables board game. The researcher told the students that the winner in each group would get a prize. The students more enthusiastic. After that the researcher demonstrated the game rules using simple explanation in English, such as ‘roll the dice’, ‘move the marker’, ‘take a card’, etc. The researcher observed the students while they playing the game. Most of the students said the language function fluently, even though some students still had some problems in pronunciation.)

(Field Note 5, Appendix D)

After the students had finished playing the game, the students counted the stars on the cards that they got. The winner in each group got a prize.



Figure 9 : The students are playing the fruit and vegetables

The researcher reviewed the materials and asked about the students' difficulties during the lesson. They said that they did not have any difficulties. Then the students prayed and the researcher closed the lesson.

2) Meeting II

The second meeting was implemented on March 22, 2014. It was started from 08.10-09.20. The researcher greeted the students by saying *salam* and good morning. Most of the students responded the greeting well. Then the researcher checked the students' condition and attendance. Then, one of the students led a prayer. All of the students prayed. Before they prayed they did the 'rolling-rolling up'.

The vocabulary related to the topic was introduced and the language function was presented. Colorful pictures were used in the presentation stage to make the students more interested and to gain the students' responses during the presentation. The pictures of food and drinks were shown. Some of the students had known the vocabulary about food and drinks and answered the question. Some of them still made mistakes in pronunciation. The family tree was explained and the students' pronunciation was also corrected.

Afterwards, a song entitled ‘Do you want’ was introduced to the students. The students repeated the song again and again. The students were enthusiastic and happy singing the song.

In the practice stage, the cards with picture of food and drink were distributed to the students. The students practiced the language function. The activities were observed and feedback was given on students’ pronunciation. They had appropriate intonation and had known most of the vocabulary.



Figure 10: The students are playing school canteen board game

Next, the students played family board game for production stage. The game rules were demonstrated using simple English. During the game, the students used the expression. Most of them pronounced the words correctly and used appropriate intonation. They also used the expression without grammatical mistakes.

Pada production stage, siswa bermain school canteen board game . Aturan permainan yang ditunjukkan dengan menggunakan bahasa Inggris yang sederhana. Para siswa bisa memahami dengan mudah langkah tersebut karena aturannya hampir mirip dengan aturan permainan dalam pertemuan sebelumnya. Selama permainan, researcher mengamati siswa. Beberapa siswa masih memiliki masalah dalam pengucapan. Namun, sebagian besar siswa mengucapkan kata-kata dengan benar dan menggunakan language function tanpa kesalahan tata bahasa)

.... *Researcher meminta siswa untuk menghitung bintang pada kartu. Para siswa yang mendapat bintang terbanyak diberi hadiah. Mereka sangat senang diberi hadiah.*

(.... The researcher asked the students to counted the stars on the cards. The students who got the greatest stars were given a reward. They were very happy to be given a reward.)

(Field Note 6, Appendix D)

After the students had finished playing the game, the students counted the stars on the card. The winner in each group got a reward and they were happy. The students were still interested in playing board games. They wanted more games for the next meeting.

3) Meeting III

The third meeting was held on Saturday, March 29th, 2014. It was started from 09.45 to 10.30. The researcher greeted the students by saying *salam* and good morning. Most of the students answered, ‘good morning, ma’am’. Then, the researcher checked the students’ attendance by saying ‘is anybody absent today?’ the answered, ‘No one’. Then they were asked about many kinds of occupation. Some of the students answered in English, but some others answered in *Bahasa Indonesia*.

The researcher showed pictures of occupation. The students looked interested when the pictures of occupation were showed. All of the students enthusiastically mentioned the kinds of occupation. Some of the students still mentioned in Indonesia because they did not know the English words for the

occupation that they mentioned. Then, the researcher told the students about kinds of occupation in English and the students repeated after her. The language function for asking and giving information about occupation was introduced.

In the practice stage, each student was given a small card with the pictures of occupation. They practiced the language function in pairs. The students' speaking was observed and feedback was give to the students. They had appropriate intonation, i.e. raising intonation for the question and falling intonation for responses. The students also spoke the expressions with better pronunciation.

In the production stage, the students were divided into eight groups. Unlike in the previous meeting, the students were asked to count from one until eight. Then, the researcher asked the students to go to their groups. The game rules were explained. The students paid attention to the explanation. Then, a set of board games were distributed to each group. After that, the students played occupation board game. During the game, the students used the language functions. Most of them pronounced the words correctly and used appropriate intonation. They also used the expression without grammatical mistakes.



Figure 11 : The students are playing occupation board game

After that, the students counted the point that they got. The winner in each group got a reward. The materials were reviewed and the students were asked about their feeling during the game. They said that they liked the game. They liked the game that gave them points as inferred from the following data.

Researcher meminta siswa untuk menghitung poin mereka. Researcher memberi hadiah siswa yang mendapat poin terbanyak. Mereka sangat senang diberi hadiah.

(The researcher asked the students to counted their point. The researcher gave prize to the students who got the greatest point. They were very happy to be given a reward)

(Field Note 7, Appendix D)

R : *Tadi suka nggak sama gamenya?* (Did you like the game?)

S8 : *Iya suka* (Yes, I did)

S13 : *Iya Miss, suka kok* (Yes, I liked it Miss)

R : *Kok suka kenapa?* (Why?)

S8 : *Ada hadiahnya...hehe* (There was a reward)

R : Researcher S : Student

(Interview 13 , Appendix E)

The teaching and learning process of the three meetings could be said to be valid since it was done corresponding to the concept of process and catalytic validity. The process validity was fulfilled by gathering the data through more than one technique, i.e. observation, interview, and discussion with the collaborator. It was supported by some data sources, such as field notes and interview transcripts. The catalytic validity was fulfilled by giving opportunities to the students and collaborator to give their opinion dealing with the action

implemented. Besides, the result of the action was reliable because it was in line with the concept of time triangulation.

C. Reflection

In the cycle 2, board games were also applied as production activities for the students. In each meeting, a different board game was used in line with the topic and the language function. During the activities, the students played board games while using the language functions. As the board games displayed the real context where the functions would be used, the students could communicate with each other as if they were in the real situation.

The implementation of board games in cycle 2 sustained the students' participation in speaking activities. They were still enthusiastic to join the activities and to practice speaking. The game was effective to make the students speak up. The students liked the games because the games were new for them and it aimed to collect to most point. It can be seen in the following data.

- R : *Gimana pelajarannya tadi ? senang nggak?* (What do you think about the lesson today? Do you like it?)
 S9 : *Iya , miss* (Yes, I do, miss)
 S7 : *Betul miss aku juga* (Yes, I agree. I like it too)
 R : *Sukanya pas apa?* (Which part do you like?)
 S19 : *Main game* (When playing the game)
 R : *Kalau Dwi dan Rani apa?* (what about Dwi and Rani?)
 S7,S9: *Sama* (we agree)

R : Researcher S : Students
(Interview 14 , Appendix E)

- R : *Tadi belajar pake fruit dan vegetables senang nggak?*
 (Do you like to learn using fruits and vegetables board game?)
 S14 : *Suka* (Yes, I did)
 S12 : *Iya* (Yes)
 R : *Sukanya kenapa?* (Why do you like it?)
 S14 : *karena ada pointnya* (there were points)
 S16 : *Pemenangnya dapat hadiah...hehe* (The winner got a prize)
 R : *Apa lagi yang lain?* (What else?)
 S12 : *Seru* (It was fun)

R : Researcher S : Students
(Interview 11, Appendix E)

Beside their participation, the students' confidence to speak was also maintained. Since the students still liked the games, they were not shy and afraid to speak English. It can be seen in the following data.

R	: <i>Takut salah nggak pas ngomong pakai Bahasa Inggris?</i> (were you afraid to make mistake when you speak English?)		
S	: <i>Nggak</i> (No, I was not)		
S16	: <i>Nggak,miss</i> (No, I was not)		
R	: Researcher	S	: Students
(Interview 14 , Appendix E)			

During the implementation of Cycle 2, the students performed the indicator of speaking aspects, i.e comprehension, fluency, vocabulary, pronunciation, and grammar. The students who had achieved the indicators in every meeting could be seen in Appendix F. The number of students who achieved each indicator in cycle 2 is presented in the following table.

Table 10: The Number of students who performed each indicator in cycle 2

Indicators	Number of Students In Cycle 2						
	Meeting I		Meeting II		Meeting III		Average (%)
	Σ	%	Σ	%	Σ	%	
Comprehension	28	87.5	30	93.75	30	93.75	91.66
Fluency	26	81.25	26	81.25	29	90.62	84.37

Vocabulary	27	84.37	27	84.37	29	90.62	85.41
Pronunciation	21	65.62	23	71.87	25	78.12	71.87
Grammar	22	68.75	25	78.12	26	81.25	76.04

According to the result, the students' improvements lied on every aspect of speaking. In Cycle 2, all of the aspects were improved. The improvements were elaborated as follows.

The students' comprehension on the language function was maintained during the cycle. All the students performed the indicator in the three meetings. All of the students could respond to the taught language function appropriately. The result could be seen in the following field note and interview.

Pada practice stage , siswa berlatih menggunakan language function berpasangan. Mereka bertanya kepada temannya dengan menggunakan gambar buah-buahan dan sayuran dan berkata ' Do you like apples?', Dan pasangan mereka menjawab, 'yes, I do' atau 'No, I don't'.

(In practice stage, the students practiced the language function in pairs. They asked their friend by using pictures of fruits and vegetables and saying 'Do you like apples?', and their partner answered, 'yes, I do or No, I don't'.)

(Field Note 7, Appendix D)

R : *Bagaimana pemahaman siswa dalam penggunaan language function tadi buk?*

(How was the students' comprehension in using the language functions?

ET : *Menurut saya mereka cepet nangkapnya mbak. Jawaban mereka juga sesuai dengan pertanyaan.*

(think the students could understand the language function . They responded the question appropriately).

R : Researcher

ET : English teacher

(Interview 13 , Appendix E)

In Cycle 2, the students' fluency in speaking English improved. In the first meeting of Cycle 2, there were 81.25 % students who could fluently speak the language functions. In the second meeting there were 87.50 % students and in the third meeting there were 93.75 % students. The improvement could be seen in the following data.

.....		
R	:	<i>Apakah anak-anak tadi bicaranya sudah lancar belum bu?</i> (Are the students fluent in speaking?)
ET	:	<i>Sudah cukup lancar mbak.</i> (They were fluent enough)
R	:	Researcher
ET	:	English teacher (Interview 15 , Appendix E)

The next improvement was on students' vocabulary. The students' vocabulary was better compared with their achievement in cycle 1. The average percent of the number of students who achieve vocabulary mastery improved. In the first cycle there were 66.66 % of students and in the second cycle it improved into 88.62% of students. The following data presented their improvement on vocabulary.

R	:	<i>Menurut ibu, bagaimana vocabulay-nya anak-anak tadi?</i> (What do you think about the students' vocabulary?)
ET	:	<i>Menurut saya mereka tidak ada masalah dalam vocabulary</i> (I think they did not have problems in vocabulary)
R	:	Researcher
ET	:	English teacher (Interview 13 , Appendix E)

R : *Terus tadi bisa hafal sama kata-katanya nggak?*
 (Could you memorize the vocabulary?)
 S3 : *Bisa, miss*
 (Yes, I could miss)
 S2 : *Iya miss*
 (Yes, I could miss)

R : Researcher S : Students
(Interview 16 , Appendix E)

In Cycle 1, the students still had difficulties in pronunciation. Only a few students could pronounce the words correctly. In Cycle 2, the problem related to the students' pronunciation was overcome by giving them more feedback during the teaching and learning process and by applying the board games that could give them opportunities to practice pronouncing the words. In the first meeting, there were 59.37 % student pronounced the word correctly. In the second meeting, there were 71.87 % students who could pronounced the words correctly. It improved significantly until the third meeting. There were 78.12 % students who could pronounce the words correctly in the third meeting. The following data presented their improvement on pronunciation.

.....
 R : *Kalau pronunciatonnya anak-anak tadi gimana buk?*
 (How about the students' pronunciation?)
 ET : *Menurut saya sudah bagus mbak. Intonasinya juga udah tepat.*
 (I think the students 'pronunciation was good. They also used the appropriate intonation)

R : Researcher ET : English teacher
(Interview 15 , Appendix E)

In Cycle 1, the students still got difficulties in ordering the words into a good order and correct sentence. It could be improved in Cycle 2 by implementing board games and by using songs. During Cycle 2, their mistakes in word order could be minimized.

R	: <i>Kalau grammarnya anak-anak gimana buk?</i> (How about the students' grammar accuracy?)
ET	: <i>Menurut saya kesalahan grammarnya semakin dikit dari pada sebelumnya.</i> (I think the students' grammar mistakes were less than before)
R	: Researcher
ET	: English teacher (Interview 17 , Appendix E)

In conclusion, there were some improvement dealing with the students' participation in the teaching and learning process, motivation, confidence, and the students' speaking skills. Therefore, the researcher and the English teacher decided not to continue the cycle as the improvements were considered sufficient and because the actions in the research were limited by physical factors such as time and facilities. The percentage of the students' improvement could also be seen from the following chart.

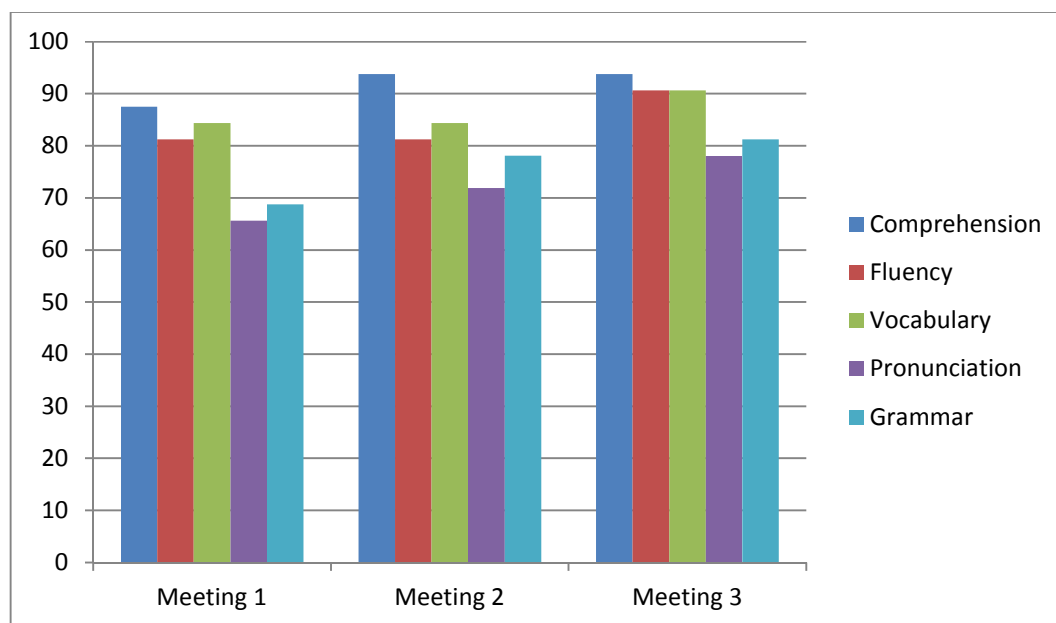


Figure 12: The number of students who performed each indicator in cycle 2

From the explanation above, the result of cycle 2 was said to be valid because it was in line with the concept of process, dialogic and outcome validity. It meant that there were some improvements after implementation of actions that were supported by some data sources, such as field note and interview transcripts. The result was also reliable because there were more than one observer in gathering the data. It was in line with the concept of researcher triangulation. By considering the results showed in this cycle which had shown good improvements in students' speaking skills, it was decided to stop the cycle.

3. General Findings

Based on the reflection of cycle 1, the students had shown improvements on their participation, motivation, comprehension, fluency, and vocabulary. However, they still got problems in pronunciation and grammar. Therefore the researcher and the English teacher decided to continue the cycle. In cycle 2, it

was found that the students improved in every indicator. The result of the both cycle can be seen in the following chart.

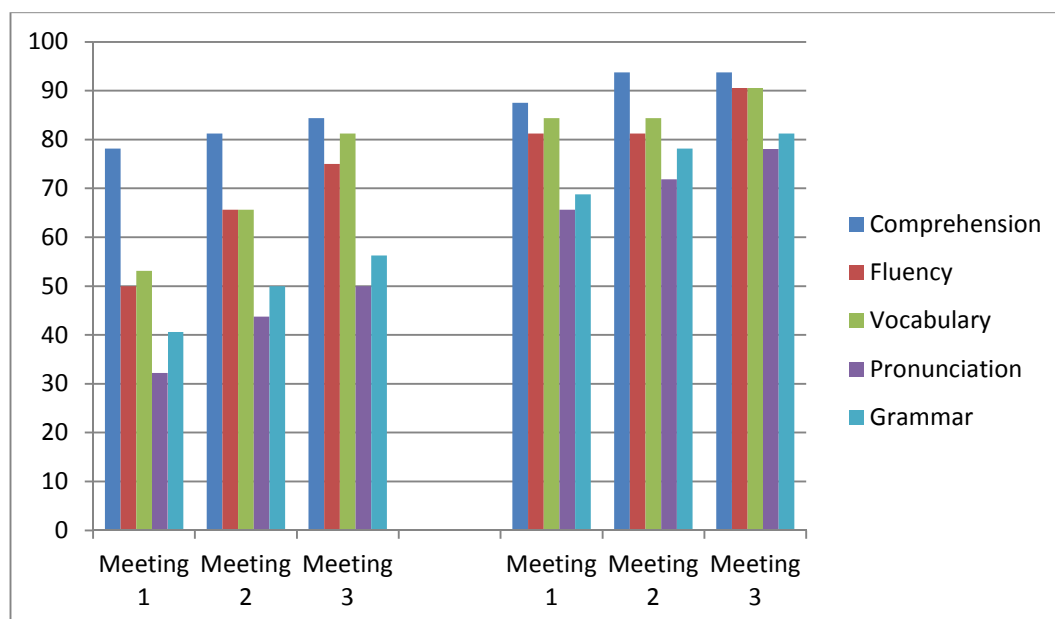


Figure 13 : The number of students performing each indicator in cycle 1 and 2.

From the chart above, it can be concluded that the number of students who performed each indicator was improved. It indicates that the use of board games and the accompanying actions were successful in improving the students' speaking skills. As the result, there were changes that occurred during the implementation of the actions. Here is the summary of changes that happened before and after the actions were conducted.

Table 11 : The Changes that Existed after the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The students had limited change to speak English.	They have more chances to speak in their groups.	They had a lot of opportunities to practiced speaking.
The students did not	The students participated in	The students kept their

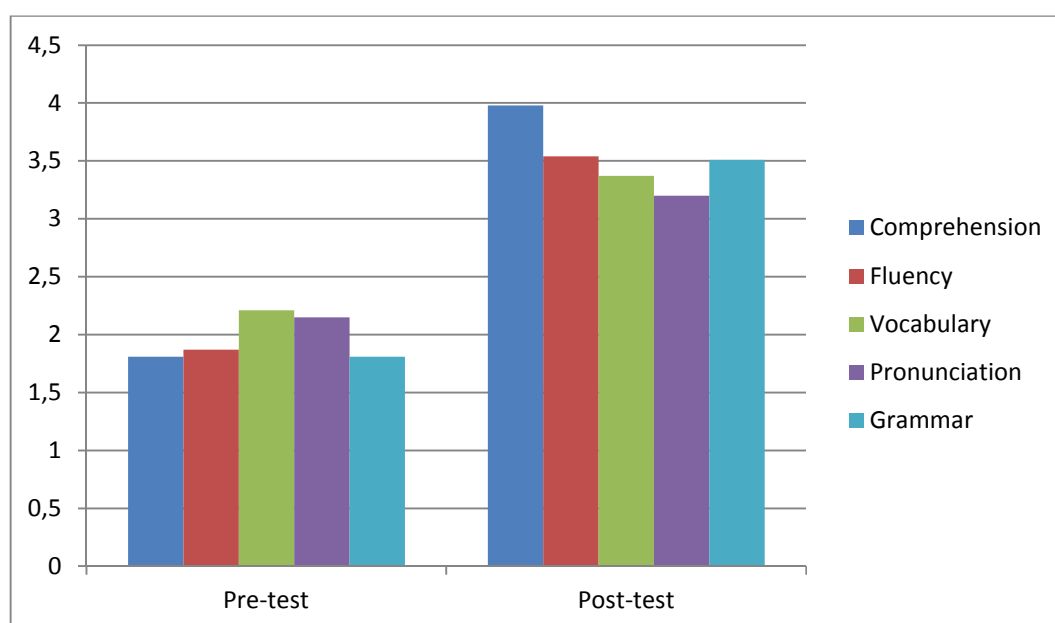
fully participate during the speaking activities.	the speaking activities.	participation during the activities.
The class were crowded and noisy. They did not obey the class rules made by the English teacher.	Most of the students obeyed the class rules.	All of the students obeyed the class rules.
Most of the students were not confidence to speak English. They were shy and afraid to make mistakes in speaking.	Most of the students were not afraid and shy to speak English.	The students' confidence in speaking English was improved. They were not shy to speak and not afraid to make mistakes.
The students had difficulties in following what was said in English.	The students had been accustomed with the use of classroom English. Most of them could give responses on greeting, checking attendance and leave taking.	The students could appropriately respond to greeting, checking attendance, leave taking and explanation in English with the help of pictures.
The students speaking skills were still low. The students got difficulties in speaking English.	The students speaking skills improved especially on their comprehension, fluency and vocabulary.	The students speaking skills improved on all aspects of speaking.

Besides the result above, the success of the actions was also considered by comparing the results of the pre-test and the post-test. In pre-test and post-test, some indicators were used to assess students speaking skills. They were comprehension, fluency, vocabulary, pronunciation, and grammar accuracy. The students' pre-test and post test score could be seen in Appendix F. The different average results between the pre-test and the post-test based on each indicator can be seen in the following table.

Table 12: The Mean Score of Each Indicator in Pre-Test and Post- Test.

Indicators	Pre – test	Post-test
Comprehension	1.81	3.98
Fluency	1.87	3.54
Vocabulary	2.21	3.37
Pronunciation	2.15	3.20
Grammar	1.81	3.51

From the table above, it can be concluded that in each indicator , the post-test score is higher than the pre-test score. It means that the students' speaking skills were improved. The improvements of students' speaking skills also can be seen in the following chart.

**Figure 12 : The Mean Score of Each Indicator in Pre-test and Post-test**

From the chart above, it is clearly seen the mean score of each indicators in the post-test increased. The improvements of the mean score were 45.47 % for the comprehension, 52.82 % for the fluency, 65.57 % for vocabulary, 67.18 for pronunciation and 51.56 for grammatical accuracy.

As the final reflection, the researcher and the English teacher discussed the result of this research. The researcher and the English teacher agreed that the actions implemented were successful to improve students' speaking skills. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement in students' speaking, so they decided to stop the cycle.

C. Discussion

From the observation, interview, and distribute the questionnaires at reconnaissance stage, it could be implied that there were a lot of problems occurred in the teaching and learning process related to students' speaking. The students had difficulties in comprehension and vocabulary. They also had problems in pronouncing the words correctly and using language functions in correct grammar. In other words, their speaking skills were still low.

To overcome the problems related to students' low speaking skills, some actions were implemented. The main action was applying board games in the production stage. Board games were chosen because the games could provide the students with a lot of speaking practice as well as contexts where a certain expression would be used. The games were flexible as they could be adapted as

communicative activities in the classroom and adjusted with any topics as well as expression.

The implementation of board games was combined with other actions, i.e. using various media, using classroom English, and using songs in presentation stage. The aim of this solution was to improve students' speaking skills. It was also aimed at providing them with adequate language input and opportunities to practice speaking.

The actions was conducted in two cycles. Based in the reflection of Cycle 1, the students' improvement had not covered all aspects of speaking. Their comprehension, fluency, and vocabulary were improved. The findings also showed that the students were interested in the board games. They enthusiastically played the games as the games brought fun atmosphere. During playing the games, the students used the language functions without being shy either afraid. In this cycle, the students still had problems on pronunciation and grammar accuracy.

The cycle 2 was conducted to overcome problems that emerged in the cycle 1. In this cycle, feedback was given on students' pronunciation and grammar. To maintain the students' motivation and interest, rewards were also given. The reflection showed that the use of board games and the accompanying actions was successful to improve students' speaking skills in every aspect. The following discussion shows how board games improved the students' speaking skills.

1. Board games were useful in improving students' comprehension as the games gave meaningful context in using the language functions. As they were playing, the students directly knew when and where the expressions would be used. To help their comprehension, the games were occupied with pictures. As a result, the students could give appropriate responses to the language functions.
2. It could be inferred that the implementation of board games made the students' vocabulary improved. The games provided the students with a lot of practice and repetitive use of the words. Through the practices and meaningful repetition, they were accustomed to the words related to a certain topic. The colorful pictures on the games helped the students to memorize the vocabulary more easily. During the games, the students who got difficulties in vocabulary could learn from others who knew the words. If a student forgot a certain word, the others helped to remind him or her. Therefore, the students' vocabulary improved.
3. After the implementation of board games, the students' fluency improved. They used the language functions repeatedly when they were playing board games. The repetition made the students accustomed to the expressions.
4. It was found out that the students had difficulties in pronouncing the words correctly. The use of board games was helpful in solving the problem. The students who got difficulties could learn from the others who used the words and expressions well. More feedback was also given during practice to help them in pronunciation.

5. The use of board games was useful to help the students in grammar accuracy.

The students had problems in grammatical accuracy. They tended to apply incorrect word order of the expressions. The students who got difficulties could learn from others how to say expressions.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

A. Conclusion

This research was aimed at improving the fourth grade students' speaking skills at SDN 1 Pandak by using board games. Based on the discussion in the previous chapter, it could be concluded that the implementation of the games and the supporting actions could improved the students' speaking skills. The improvement lied on all aspects of speaking skills. It could also be seen in the result of pre-test and post-test. The brief summary of the improvements are presented as follows.

1. The students' participation, confidence, interaction, and enthusiasm improved in the Cycle 1 and Cycle 2. All of the students participated in the speaking activities. They made interaction with their groups and helped their friends. The students also did a lot of practices in doing the board games that could make them more confidence in speaking English.
2. After the implementation of the actions, the students' speaking skills improved in each aspects of speaking, i.e. comprehension, fluency, vocabulary, pronunciation, and grammar. During the cycle 1 and cycle 2, the students' comprehension on language functions was improved. It could be seen from their responses to the language functions that were taught. The students gave appropriate responses or answers to a certain expression or instruction spoken

English. They could also memorize the vocabulary well. They could use the words presented in the presentation stage in the targeted language functions correctly. Their fluency was also better than before. Most of the students could use the functions at normal speed without hesitation and pauses for words. The students' pronunciation also improved. Most of the students could pronounce the words correctly and say the function with the appropriate intonation. After the implementation, the students' grammatical mistake was reduced.

B. Implications

Based on the results of the research, it can be implied that the board games can be applied in speaking teaching and learning process. The implications of the actions are presented below.

1. The result of the research indicates that the implementation of board games are effective to improve the students' speaking skills. Through the more chances to practice speaking that the students get in the activities, they are accustomed with English language. The speaking aspects improve from the first meeting until the last meeting. It implies that the teacher can apply board games to improve the students' speaking skills.
2. The result of the study indicates that the board games are effective to improve the students' participation, confidence, interaction, and enthusiasm. All of students follow the lesson from the beginning until the end of the lesson. They enjoyed and happy learned with board games.

C. Suggestions

1. For the English teachers

It would be better for the teachers to use board games because it is effective to improve the students' speaking skills. Besides, it could also be an alternative to overcome students' boredom. Indeed, that students need to have interesting and enjoyable language learning in order to improve the students' motivation in the teaching and learning process.

2. For the school principal

It is suggested that the school principal give financial supports or facilitates so that the teacher could provide various media and activities to improve students' motivation in learning English. It is also suggested that the principal give the appreciation for the teachers who work hard. The appreciation can motivate the teachers to always apply innovation and effective strategies.

3. For other researchers

This research is just one of the efforts in improving the students' speaking skills, therefore; the researcher hopes that the finding of this research will be used as a useful reference.

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APPENDIX A : COURSE GRID

COURSE GRID

Cycle 1

Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

Basic competency	Indicators	Materials					Activities	Media	Time Allocation
		Topic	Functions	Key structure	Vocabulary	Example of expression			
6.4 Bercakap-cakap untuk meminta/ memberi informasi secara berterima melibatkan tindak tutur : menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan.	The students are able to: <ul style="list-style-type: none">• Mention the names of toys in English.• Use interrogative sentences to ask about what someone wants to play.• Use the expression of agreement or disagreement f or playing a toy.	Toys	<ul style="list-style-type: none">• Asking about what someone wants to play.• Responding the question .	<ul style="list-style-type: none">• Do+S+ want+to infinitive+ N?	Robot, puzzle, yoyo, doll, toy car, kite, ball, board game, blocks.	A: Do you want to play marbles? B: Yes, I do. A: Do you want to play blocks? B: No, I don't.	Presentation 1. Teacher asks the students about the toys that they had at home. 2. Teacher introduces the vocabulary related to the topic using colorful pictures. 3. Teacher introduces new expression of asking and	Toys board game. Goal : To collect the most stars on the cards.	70 minutes

							<p>giving information on the topic toys.</p> <p>4. Students listen to the teacher explanation about new vocabulary and new expression.</p> <p>5. Teacher introduces and asked the students to sing a song entitled 'Let's play'.</p> <p>Practice</p> <p>6. Teacher gives the flashcards to the students and the students practice the expressions in pairs.</p> <p>7. Students practice the expressions with at least 3 different</p>		
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<p>6.4 Bercakap-cakap untuk meminta/mem-beri informasi secara berterima yang melibatkan tindak tutur : meminta kejelasan.</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> • mention the names of animals in English. • using interrogative sentence to ask the name of the animals 	<p>Animals</p>	<ul style="list-style-type: none"> • Asking information about animal. • Giving information about animal. 	<ul style="list-style-type: none"> • To be + S + complem ent? • To be + a/an + Noun ? 	<p>Cat, elephant, snake, zebra, turtle, cow, tiger, mouse, camel.</p>	<p>A: Is it long? B: No, is it not. A: Is it small? B: Yes, it is. A: Is is rabbit? B: Yes, it is.</p>	<p>students. Production</p> <p>8. Teacher devides the students into eight group.</p> <p>9. Students play board games in groups of four or five.</p> <p>Presentation</p> <p>1. Teacher asked the students whether they had visited Gembiro-loka zoo</p>	<p>Animal kingdom board game.</p>	<p>70 minutes</p>
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	<ul style="list-style-type: none"> • . provide answers about the animals properly. • using adjectives to asking question. 						<p>or not.</p> <p>2. Teacher asked the students to mentioned the animals.</p> <p>3. Teacher introduces and asked the students to sing a song entitled 'we are going to the zoo'.</p> <p>4. Teacher introduce new vocabulary and expressions related to the topic.</p> <p>5. Students listen to the teacher explanation.</p>		
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6.3 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan	<p>The students are able to:</p> <ul style="list-style-type: none"> • Students mention the names of rooms in school. • Use the expression of asking for clarity. • Use the expression 	Rooms at school.	<ul style="list-style-type: none"> • Asking for clarity. • Giving clarity. 	<ul style="list-style-type: none"> • May+ Subject + go to +Noun? 	Library, teacher's room, laboratory, canteen, classroom, toilet, school yard, parking area,	<p>A: May I go to the toilet?</p> <p>B: Yes, please / sure</p> <p>A : May I go to the canteen?</p> <p>B : No,</p>	<p>Practice</p> <p>6. Teacher gives the flashcards to the students.</p> <p>7. The students practice the guessing game in pairs.</p> <p>Production</p> <p>8. Teacher divides the students into eight group.</p> <p>9. Students play board games .</p> <p>Presentation</p> <p>1. Teacher asks the students to mention rooms in their school that they had known in</p>	School board game	70 minutes
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tindak tutur: meminta ijin dan memberi ijin.	of giving clarity.						<p>English.</p> <p>2. Teacher shows pictures of rooms at school and give the example of how to pronounce the word in English.</p> <p>3. Students repeat the vocabulary after the teacher.</p> <p>4. Teacher introduces the expression of asking and giving permission.</p> <p>5. Students listen to the teacher expalnation.</p>	<p>Goal : To collect the most stars on the cards.</p>	
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							<p>6. Teacher introduces a chant of asking and giving permission.</p> <p>Practice</p> <p>7. Each student is given a small card with the picture of a room at school.</p> <p>8. Students practice the expression in pairs.</p> <p>Production</p> <p>9. Teacher divides students into eight groups.</p> <p>10. Teacher demonstrates the game procedure.</p> <p>11. Students play board game.</p>		
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COURSE GRID

Cycle 2

Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

Basic competency	Indicators	Materials					Activities	Media	Time Allocation
		Topic	Functions	Key structure	Vocabulary	Example of expression			

6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima melibatkan tindak tutur : menyetujui , tidak menyetujui, menyangkal, dan meminta kejelasan.	<p>The students are able to:</p> <ul style="list-style-type: none"> • Mention the names of fruits and vegetables in English. • Using interrogative sentence to ask what someone likes. • Responding to questions using expression of like or dislike. 	Fruits and vegetables	<ul style="list-style-type: none"> • Asking what someone likes. • Expressing like and dislike 	• Do+Subject +like+Noun?	<p>• Fruits : Apple, coconut, lemon, banana, mango, orange, papaya, guava, melon, avocado.</p> <p>Vegetables: Chili, carrot, potato, onion, cabbage, cucumber, tomato, pumpkin</p>	<p>A: Do you like apple? B: Yes, I do.</p> <p>A :Do you like tomato? B : No,I don't.</p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. Teacher asks the students about their favorite fruits and vegetables. 2. Teacher introduces the vocabulary and the expression related to the topic using colorful pictures. 4. Teacher introduce a song entitled ' Do you like? '. <p>Practice</p> <ol style="list-style-type: none"> 5. Teacher gives the flashcards to the students. 6. Students practice the expression in pairs. <p>Production</p>	<p>.Fruits and vegetables board game.</p> <p>Goal : To collect the most stars on the cards</p>	70 minutes
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6.4 Bercakap- cakap untuk meminta informasi secara berterima melibatkan tindak tutur: menyetujui , tidak menyetujui, menyangkal, dan meminta kejelasan.	The students are able to: <ul style="list-style-type: none"> • Show the food and drinks in the canteen correctly. • Say the name of food and drinks. • Ask what someone' wants • Express what someone wants. 	Food and drinks at the canteen.	Asking about what someone wants.	Do + subject+wan + noun?	Donuts, cookies, candies,lo llipop, chocolate, ice cream, chips, tea, noodles, rice, milk.	A: Do you want donuts? B: Yes, I do A: Do you want tea? B: No, I don't	7. Teacher divides students into eight groups. 8. Teacher demonstrates game procedure. 9. Students play board game. Presentation: 1. Teacher gives question about Students' favorite food and drinks. 2. Teacher introduces the vocabulary related to the topic using colorful pictures. 3. Teacher introduces new expression of asking and giving information on the topic	School canteen board game Goal :	70 minutes
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							<p>food and drinks.</p> <p>4. Students listen to the teacher explanation about new vocabulary and new expression.</p> <p>5. Teacher introduces and asked the students to sing a song entitled 'Do you want?'.</p> <p>Practice</p> <p>6. Teacher gives the flashcards to the students and the students practice the expressions in pairs.</p> <p>7. Students practice the expressions with at least 3 different students.</p> <p>Production</p>		
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6.4 Bercakap-cakap untuk meminta/memberi informasi	<p>The students are able to:</p> <ul style="list-style-type: none"> • Mention type of occupation in English. • using interrogative sentence to ask person's job correctly. <p>responding to questions about a person's job correctly.</p>	Occupation.	<ul style="list-style-type: none"> • Asking information about job. <p>Giving information about job.</p>	What +do + subject + do?	Teacher, policeman, doctor, nurse, pilot, singer, farmer, soldier, postman, cook, hairdresser.	<p>A: What do you do?</p> <p>B: I'm a singer</p>	<p>8. Teacher divides the students into eight group.</p> <p>9. Students play board games in groups of four or five.</p> <p>Presentation :</p> <ol style="list-style-type: none"> 1. Teacher gives question about kinds of occupation. 2. Teacher shows pictures of occupation 3. Teacher introduces the vocabulary and the expression related to the topic using 	<p>Occupation board game.</p> <p>Goal : To collect the most stars on the cards</p>	70 minutes
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							<p>colorful pictures.</p> <p>4. Teacher introduces a song entitled 'people work'.</p> <p>Practice</p> <p>5. Each student is given a small card with the pictures of occupation.</p> <p>6. Students practices the expression in pairs.</p> <p>Production:</p> <p>7. Teacher divides students into eight groups.</p> <p>8. Teacher demonstrates game</p>		
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							procedure. 9. Students play board game.		
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APPENDIX B:

LESSON PLANS

RENCANA PELAKSANAAN DAN PEMBELAJARAN
(RPP)

Sekolah : SD N Pandak 1
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IV/ 2
Topik : Toys

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

6.5 Bercakap-cakap untuk meminta/ memberi informasi secara berterima.

C. Indikator

1. Siswa mampu menyebutkan nama-nama mainan dalam bahasa Inggris.
2. siswa mampu menggunakan kalimat tanya untuk menanyakan tentang keinginan seseorang untuk memainkan sebuah mainan.
3. Siswa mampu memberikan respon pertanyaan tersebut dengan tepat.

D. Tujuan Pembelajaran

Diakhir pelajaran, siswa mampu menggunakan kalimat tanya untuk menanyakan tentang keinginan seseorang untuk memainkan sebuah mainan dan meresponnya dengan tepat.

E. Materi Pembelajaran

a) Language function

A : Do you want to play marbles?

B : Yes, I do.

b) Vocabulary

Robot, puzzle, yoyo, doll, toy car, kite, ball, board game, blocks.

c) Structure

Do + S + want+ to infinitive+ N?

F. Metode Pembelajaran

PPP (Presentation, Practice, Production)

G. Langkah- langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek presensi siswa
4. Guru memberikan motivasi kepada siswa
5. Tanya jawab berbagai hal terkait dengan pengetahuan siswa.

b. Kegiatan inti

1. Presentation

- Guru menunjukkan gambar-gambar tentang macam-macam jenis mainan.
- Siswa menirukan guru dalam mengucapkan macam-macam jenis mainan.
- Guru menerangkan bagaimana cara menanyakan apa yang seseorang ingin mainkan.

2. Practice

- Guru menunjukkan gambar kepada siswa dan bertanya “ Do you want to play....?” Jika jawabannya iya, siswa menjawab “Yes, I do”, jika tidak siswa menjawab “ No, I don’t”.

- Siswa diberikan flash cards dan meminta siswa untuk mempraktekkan yang telah guru contohkan minimal dengan 3 orang.

3. Production

- Siswa bermain playground board game.

c. Kegiatan penutup

1. Menyimpulkan materi pembelajaran
2. Menanyakan bagaimana perasaan siswa setelah pembelajaran selesai dan menanyakan apa saja kesulitan yang dihadapi siswa selama proses pembelajaran berlangsung.
3. Berdoa
4. Salam

H. Sumber belajar

- a. Games for children, Gordon Lewis and Gunther Bedson, Oxford University press
- b. Gambar-gambar anggota keluarga

I. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrument : Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001:234).

Arti tanda

- ✓ : sudah tercapai
- : belum tercapai

Indikator	Nama Siswa		
Siswa dapat menyebutkan nama – nama mainan dalam bahasa inggris.			
Siswa mampu menggunakan kalimat tanya untuk menanyakan tentang keinginan seseorang untuk memainkan sebuah mainan.			
Siswa mampu memberikan respon			

pertanyaan tersebut dengan tepat.			
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Bantul, Januari 2014

Guru Mata Pelajaran

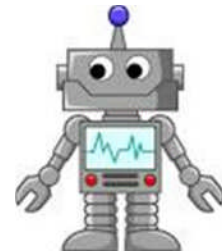
Peneliti

Ema, S. Pd

Juniati Nurkasanah

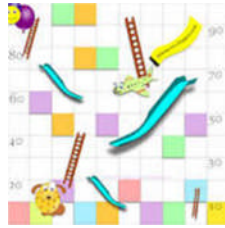
DO YOU WANT TO PLAY BLOCKS?

Look, listen, and repeat !







3




Practice the following conversation




Do you want to play blocks?



Yes, I do






Do you want to play a doll?



No, I don't

Give (😊 if **yes**), give (☹ if **no**)

Name	Toys	😊 or ☹
		

RENCANA PELAKSANAAN DAN PEMBELAJARAN (RPP)

Sekolah : SD N Pandak 1

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : IV/ 2

Topik : Animals

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

6.4 Bercakap-cakap untuk meminta/ memberi informasi secara berterima.

C. Indikator

4. Siswa mampu menyebutkan nama-nama binatang dalam bahasa Inggris.
5. Siswa mampu menggunakan kalimat tanya untuk menanyakan nama binatang.
6. Siswa mampu memberikan jawaban tentang binatang dengan tepat.
7. Siswa mampu menggunakan kata-kata sifat dalam bertanya.

D. Tujuan Pembelajaran

Diakhir pelajaran, siswa mampu menggunakan kalimat tanya untuk menanyakan nama binatang dan meresponnya dengan tepat.

E. Materi Pembelajaran

a) Language function

A : Is it big?

B : Yes, it is.

A : Is it small?

B : No, is it not.

A : Is is rabbit?

B : Yes, it is.

A : Is is cat?

B : No, is it not.

b) Vocabulary

Cat, elephant, snake, zebra, turtle, cow, tiger, mouse, camel.

c) Stucture

To be + S + complement?

To be + a/an + Noun ?

F. Metode Pembelajaran

PPP (Presentation, Practice, Production)

G. Langkah- langkah Kegiatan Pembelajaran

d. Kegiatan Pendahuluan

6. Guru memberi salam kepada siswa
7. Berdoa
8. Guru mengecek presensi siswa
9. Guru memberikan motivasi kepada siswa
10. Tanya jawab berbagai hal terkait dengan pengetahuan siswa.

e. Kegiatan inti

4. Presentation

- Guru menunjukan gambar-gambar tentang hewan.

- Siswa menirukan guru dalam mengucapkan nama-nama hewan.
- Guru menerangkan bagaimana cara menanyakan informasi tentang hewan.
- Guru menerangkan bagaimana cara memberikan informasi tentang hewan.
- Siswa menirukan bagaimana cara menanyakan informasi tentang hewan dan merespon pertanyaan tersebut dengan tepat.
- Siswa menyanyikan lagu “We are going to the zoo”

5. Practice

- Guru membawa flash card dan tidak mengizinkan siswa untuk melihat flash cards tersebut, kemudian siswa mencoba menebak hewan apa yang ada di flash card yang guru bawa.
- Siswa masing-masing diberikan flash card dan bermain “guessing game” secara berpasangan.

3. Production

- Siswa bermain zoo board game

f. Kegiatan penutup

5. Menyimpulkan materi pembelajaran
6. Menanyakan bagaimana perasaan siswa setelah pembelajaran selesai dan menanyakan apa saja kesulitan yang dihadapi siswa selama proses pembelajaran berlangsung.
7. Berdoa
8. Salam

H. Sumber belajar

- c. Games for children, Gordon Lewis and Gunther Bedson, Oxford University press
- d. Gambar-gambar hewan.

I. Penilaian

- d. Teknik : Observation
- e. Bentuk : Performance

- f. Instrument : Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001:234).

Arti tanda

- ✓ : sudah tercapai
- : belum tercapai

Indikator	Nama Siswa		
Siswa dapat menyebutkan nama-nama hewan dalam bahasa Inggris.			
Siswa dapat menggunakan kalimat bertanya tentang hewan dalam bahasa Inggris.			
Siswa dapat memberikan informasi tentang hewan dalam bahasa Inggris			

Bantul, Januari 2014

Guru Mata Pelajaran

Peneliti

Ema, S. Pd

Juniati Nurkasanah

IS IT BIG???

Look, listen and repeat after your teacher ☺



Tame



big



long



Black and white



slow



wild



small



tall

We're going to the zoo



We're going to the zoo, zoo, zoo, how about you, you, you,
you can come too, too, too, we're going to the zoo, zoo, zoo.

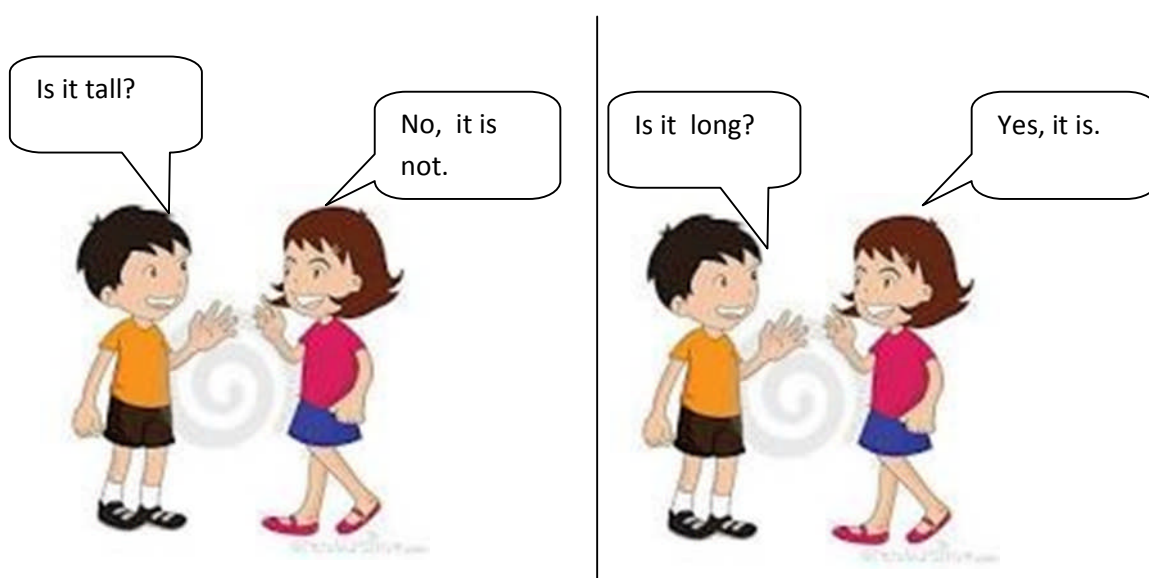
See the elephant with the long trunk swingin',
great big ears and a long trunk swingin'
Snuffin' up peanuts with a long trunk swingin',
and we can stay all day! (Chorus)

See all the monkeys they're scritch-scratch scratchin'
jumpin' around and scritch-scratch scratchin'
Hangin' by the long-tail (huff huff huff),
and we can stay all day! (Chorus)

There's a big black bear he's a huff-puff-a-puffin'
His coat's too heavy he's a huff-puff-a-puffin'
Don't get too near the huff-puff-a-puffin',
or you won't stay all day! (Chorus)



Practice the following dialogue



RENCANA PRAKTEK PEMBELAJARAN
(RPP)

Sekolah : SD N Pandak 1
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IV/ 2
Topik : Rooms at school

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

B. Kompetensi Dasar

6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan .

C. Indikator

1. Siswa dapat menyebutkan nama-nama ruang di lingkungan sekolah.
2. Siswa dapat menggunakan ungkapan meminta ijin.
3. Siswa dapat menggunakan ungkapan memberikan ijin.

D. Tujuan Pembelajaran

Diakhir pelajaran siswa mampu menggunakan ungkapan meminta dan memberikan ijin.

E. Materi Pembelajaran

a) Language function

A : May I go to the canteen?

B : Yes, please / sure

b) Vocabularies

Parking lot, library, teacher's room, laboratory, canteen, classroom, toilet, school yard.

c) Structure

May + Subject + go to +Noun?

F. Metode Pembelajaran

PPP (Presentation, Practice, Production)

G. Langkah- langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek presensi siswa
4. Guru memberikan motivasi kepada siswa
5. Tanya jawab berbagai hal terkait dengan pengetahuan siswa.

b. Kegiatan inti

1. Presentation

- Guru menunjukan gambar-gambar tentang nama-nama ruangan di sekolah.
- Siswa menirukan guru dalam mengucapkan nama-nama ruangan tersebut.
- Guru menerangkan bagaimana cara meminta ijin.
- Siswa menirukan ungkapan meminta ijin yang telah dicontohkan oleh guru.
- Guru memberikan contoh bagaimana cara memberikan ijin.
- Siswa menirukan ungkapan memberikan ijin yang telah dicontohkan oleh guru.

2. Practice

- Guru membagikan *flash cards* kepada siswa lalu siswa meminta ijin kepada guru sesuai dengan flash cards yang mereka dapatkan.
- Siswa bekerja berpasangan untuk mempraktekan bagaimana cara meminta ijin dan memberikan ijin.

3. Production

- Siswa bermain our school board game

c. Kegiatan penutup

1. Menyimpulkan materi pembelajaran
2. Menanyakan bagaimana perasaan siswa setelah pembelajaran selesai dan menanyakan apa saja kesulitan yang dihadapi siswa selama proses pembelajaran berlangsung.
3. Berdoa
4. Salam

H. Sumber belajar

- a. Games for children, Gordon Lewis and Gunther Bedson, Oxford University press
- b. Gambar-gambar profesi

I. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrument : Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001:234).

Arti tanda

- ✓ : sudah tercapai
- : belum tercapai

Indikator	Nama Siswa		
Siswa dapat menyebutkan nama-nama ruang disekolah dengan bahasa inggris			
Siswa dapat menggunakan kalimat			

meminta ijin dalam bahasa inggris.			
Siswa dapat memberikan ijin dalam bahasa Inggris			

Bantul, Januari 2014

Guru Mata Pelajaran

Peneliti

Ema, S. Pd

Juniati Nurkasanah

MAY I GO TO THE LIBRARY?

Look, listen and repeat after your teacher !





Practice the following conversation



RENCANA PELAKSANAAN DAN PEMBELAJARAN (RPP)

Sekolah : SD N Pandak 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/ 2
 Topik : Fruit and vegetable

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima.

C. Indikator

1. Siswa mampu menyebutkan nama buah-buahan dan juga sayuran dalam bahasa Inggris.
2. Siswa mampu menggunakan kalimat tanya untuk menanyakan kesukaan seseorang terhadap buah dan sayuran.
3. Siswa dapat mengungkapkan rasa suka dan tidak suka terhadap buah dan sayuran.

D. Tujuan Pembelajaran

Diakhir pelajaran, siswa mampu menggunakan kalimat tanya untuk menanyakan kesukaan seseorang terhadap buah dan sayuran dan juga mampu menggunakan ungkapan untuk menyatakan rasa suka dan tidak suka terhadap sayuran dan buah-buahan.

E. Materi Pembelajaran

d) Language function

A : Do you like apple?

B : Yes, I do.

A : Do you like tomato?

B : No, I don't.

e) Vocabularies

Fruits :

Apple, coconut, lemon, banana, mango, orange, papaya, guava, melon, avocado.

Vegetables:

Chili, carrot, potato, onion, cabbage, cucumber, tomato, pumpkin.

f) Stucture

Do + Subject + like + Noun?

F. Metode Pembelajaran

PPP (Presentation, Practice, Production)

G. Langkah- langkah Kegiatan Pembelajaran**a. Kegiatan Pendahuluan**

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek presensi siswa
4. Guru memberikan motivasi kepada siswa
5. Tanya jawab berbagai hal terkait dengan pengetahuan siswa.

b. Kegiatan inti

1. Presentation

- Guru menunjukkan gambar-gambar tentang buah-buahan dan sayuran.
- Siswa menirukan guru dalam mengucapkan nama buah-buahan dan sayuran.
- Guru menerangkan bagaimana cara menanyakan kesukaan seseorang terhadap buah dan sayuran.
- Guru menerangkan bagaimana cara mengungkapkan rasa suka dan tidak suka terhadap buah dan sayuran.
- Siswa meirukan bagaimana cara menanyakan kesukaan seseorang terhadap buah dan sayuran dan bagaimana cara mengungkapkan rasa suka dan tidak suka terhadap sayuran dan buah-buahan.
- Siswa menyanyikan lagu “Do you like”

2. Practice

- Guru membagikan *flash cards* kepada siswa lalu siswa menjawab pertanyaan guru “Do you like.....?” kemudian siswa menjawab pertanyaan dengan suka, atau tidak suka.
- Siswa bekerja bagaimana cara bertanya dan menjawab pertanyaan tentang rasa suka atau tidak suka seseorang dengan dengan 5 siswa yang berbeda. Jika siswa suka, mereka menempelkan gambar wajah tersenyum, jika tidak suka maka mereka harus menempelkan gambar muka cemberut.

4. Production

- Siswa bermain fruit and veggie board game.

c. Kegiatan penutup

1. Menyimpulkan materi pembelajaran
2. Menayakan bagaimana perasaan siswa setelah pembelajaran selesai dan menanyakan apa saja kesulitan yang dihadapi siswa selama proses pembelajaran berlangsung.
3. Berdoa
4. Salam

H. Sumber belajar

- a. Games for children, Gordon Lewis and Gunther Bedson, Oxford University press
- b. Gambar-gambar anggota keluarga

I. Penilaian

- a. Teknik : Observation

- b. Bentuk : Performance
 c. Instrument : Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001:234).

Arti tanda

- ✓ : sudah tercapai
 - : belum tercapai

Indikator	Nama Siswa		
Siswa dapat menyebutkan nama –nama buah dan sayuran dalam bahasa Inggris.			
Siswa mampu menggunakan kalimat tanya untuk menanyakan kesukaan seseorang terhadap buah dan sayuran.			
Siswa dapat mengungkapkan rasa suka dan tidak suka terhadap buah dan sayuran.			

Guru Mata Pelajaran

Bantul, Januari 2014
 Peneliti

Ema, S. Pd

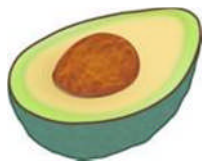
Juniati Nurkasanah

DO YOU LIKE ORANGE?

Look, listen and repeat !

Fruits :





Vegetables :



🎵 Banana pisang papaya papaya

Orange jeruk watermelon semangka

Pineapple nanas guava jambu

Mango mangga apple itu apel

Syalala lalalala lalalalalalala.....



Vegetables

Potato kentang tomato tomat

Chili cabe cucumber mentimun

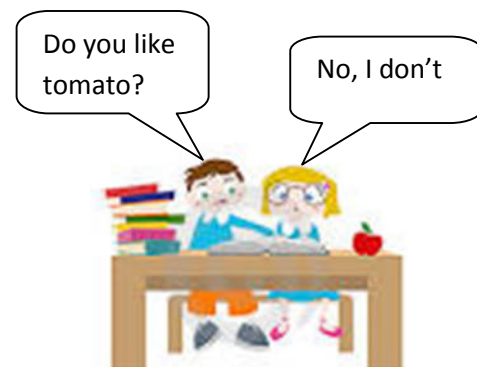
Carrot itu wortel spinach bayam

Eggplant terung garlic bawang putih


Syalala lalalala lalalalalalala...





Practice the following conversation !



Give (😊 if **yes**), give (☹ if **no**)

Name	Fruit and vegetable	😊 or ☹
		

RENCANA PELAKSANAAN DAN PEMBELAJARAN (RPP)

Sekolah : SD N Pandak 1
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IV/ 2
Topik : Food and drinks

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

6.4 Bercakap-cakap untuk meminta/ memberi informasi secara berterima melibatkan tindak tutur: menyetujui, tidak menyetujui,, menyangkal, dan meminta kejelasan.

C. Indikator

1. Siswa mampu menunjukkan makanan yang diminta dengan tepat.
2. Siswa mampu menyebutkan nama makanan dengan tepat.
3. Siswa mampu menanyakan keinginan orang lain.
4. Siswa mampu dapat mengungkapkan rasa ingin/tidak ingin.

D. Tujuan Pembelajaran

Diakhir pelajaran, siswa mampu menggunakan ungkapan rasa ingin/tidak ingin dengan tepat.

E. Materi Pembelajaran

- a) Language function
- A : Do you want noodle?
B : No, I don't
- A : Do you want tea?
B : Yes, I do.

- b) Vocabulary
Cookie, candies, lollipop ,chocolate, donuts, ice cream, noodle, rice, chips, tea,milk.
- c) Stucture
Do+ subject+ want+noun?

F. Metode Pembelajaran

PPP (Presentation, Practice, Production)

G. Langkah- langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek presensi siswa
4. Guru memberikan motivasi kepada siswa
5. Tanya jawab berbagai hal terkait dengan pengetahuan siswa.

b. Kegiatan inti

1. Presentation

- Guru bertanya kepada siswa tentang makanan dan minuman dikantin yang mereka sukai.
- Siswa menjawab pertanyaan guru dengan menyebutkan makanan dan minuman dikantin yang mereka sukai .
- Guru menunjukkan gambar makana dan minuman kepada siswa.
- Guru memberikan contoh bagaimana cara mengucapkan kata-kata tersebut dengan tepat.
- Siswa menirukan guru bagaimana cara mengucapkan kata-kata tersebut dengan tepat.
- Guru mengenalkan language function kepada siswa.
- Siswa menyanyikan lagu “Do you want?”

2. Practice

- Guru membagikan flash card kepada masing-masing siswa.
- Siswa mempraktekkan language function secara berpasangan.

5. Production

- Siswa bermain school canteen board game

c. Kegiatan penutup

1. Menyimpulkan materi pembelajaran

2. Menanyakan bagaimana perasaan siswa setelah pembelajaran selesai dan menanyakan apa saja kesulitan yang dihadapi siswa selama proses pembelajaran berlangsung.
3. Berdoa
4. Salam

H. Sumber belajar

- a. Games for children, Gordon Lewis and Gunther Bedson, Oxford University press
- b. Gambar-gambar hewan.

I. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrument : Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001:234).

Arti tanda

- ✓ : sudah tercapai
 - : belum tercapai

Indikator	Nama Siswa		
Siswa dapat menyebutkan nama-nama makanan dan minumann dalam bahasa Inggris.			
Siswa Siswa mampu menanyakan keinginan orang lain.			
Siswa mampu dapat mengungkapkan rasa ingin/tidak ingin.			

Bantul, Januari 2014

Guru Mata Pelajaran

Peneliti

Ema, S. Pd

Juniati Nurkasanah

DO YOU WANT COOKIE?

Look, listen and repeat !



Do you want cookies?

Yes, I want cookies.

Do you want candies?

Yes, I want candies

Do you want ice cream?

Yes, I want ice cream

But I don't want chocolate

Practice the following conversation !



RENCANA PELAKSANAAN DAN PEMBELAJARAN (RPP)

Sekolah : SD N Pandak 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/ 2
 Topik : Occupation

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

6.4 Bercakap-cakap untuk meminta/ memberi informasi secara berterima.

C. Indikator

1. Siswa mampu menyebutkan macam-macam pekerjaan dalam bahasa Inggris.
2. Siswa mampu menggunakan kalimat tanya untuk menanyakan pekerjaan seseorang dalam bahasa Inggris dengan tepat.
3. Siswa mampu merespon pertanyaan tentang pekerjaan seseorang dengan tepat.

D. Tujuan Pembelajaran

Diakhir pelajaran siswa mampu menggunakan kalimat tanya untuk menanyakan pekerjaan seseorang dan meresponnya dengan tepat.

E. Materi Pembelajaran

- a) Language function
 - A : What do you do?
 - B : I'm a singer

b) Vocabulary

Teacher, policeman, doctor, nurse, pilot, singer, dancer, farmer, soldier, postman, cook, hairdresser.

c) Stucture

- What do you do?
- I am a

F. Metode Pembelajaran

PPP (Presentation, Practice, Production)

G. Langkah- langkah Kegiatan Pembelajaran**a. Kegiatan Pendahuluan**

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek presensi siswa
4. Guru memberikan motivasi kepada siswa
5. Tanya jawab berbagai hal terkait dengan pengetahuan siswa.

b. Kegiatan inti**1. Presentation**

- Guru menunjukan gambar-gambar tentang macam-macam profesi dan menyebutkan nama masing-masing gambar profesi tersebut.
- Siswa menirukan guru dalam mengucapkan nama gambar-gambar profesi tersebut.
- Guru menerangkan bagaimana cara menanyakan profesi seseorang menggunakan ungkapan yang tepat.
- Siswa menirukan ungkapan menayakan profesi seseorang yang telah dicontohkan oleh guru.
- Guru memberikan contoh bagaimana cara merespon pertanyaan seseorang tentang pekerjaan
- Siswa menirukan bagaimana cara merespon pertanyaan orang lain mengenai pekerjaan.

2. Practice

- Guru membagikan *flash cards* kepada siswa lalu siswa menjawab pertanyaan guru “what do you do?” sesuai dengan *flash cards* yang mereka dapatkan.
- Siswa bekerja berpasangan untuk mempraktekan bagaimana cara bertanya dan menjawab pertanyaan tentang profesi.

3. Production

- Siswa bermain board game

c. Kegiatan penutup

1. Menyimpulkan materi pembelajaran
2. Menanyakan bagaimana perasaan siswa setelah pembelajaran selesai dan menanyakan apa saja kesulitan yang dihadapi siswa selama proses pembelajaran berlangsung.
3. Berdoa
4. Salam

H. Sumber belajar

- a. Games for children, Gordon Lewis and Gunther Bedson, Oxford University press
- b. Gambar-gambar profesi

I. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrument : Assesment chart of pupils’ progress (from playway 1998: 325 in Cameron 2001:234).

Arti tanda

- ✓ : sudah tercapai
 - : belum tercapai

Indikator	Nama Siswa		
Siswa dapat menyebutkan jenis-jenis pekerjaan dalam bahasa Inggris.			

Siswa dapat menggunakan kalimat bertanya tentang pekerjaan dalam bahasa inggris.			
Siswa dapat merespon pertanyaan tentang pekerjaan dalam bahasa Inggris			

Bantul, Januari 2014

Peneliti

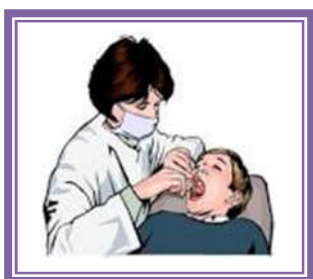
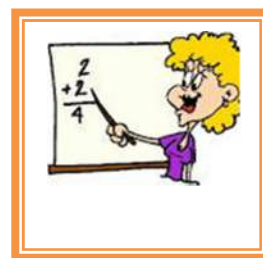
Guru Mata Pelajaran

Ema, S. Pd

Juniati Nurkasanah

WHAT DO YOU DO ?

Look, listen and repeat after your teacher ! 😊 😊



Let's sing a song ☺ ☺

People Work

Nigel Naylor, he's **a tailor**
He makes trousers, suits and shirts

Penny Proctor, she's **a doctor**
Comes to see you when it hurts

Peter Palmer, he's **a farmer**
He's got cows and pigs and sheep

Wendy Witter, **babysitter**
Minds the kids when they're asleep

People work in the country
People work in the town
People work day and night
To make the world go round



Practice the following conversation ☺ ☺

What do you
do?

I'm a teacher.



APPENDIX C: INSTRUMENTS

OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : Class :
Time : Observer :

No	TEACHER'S ACTIVITIES			Description
		Yes	No	
	A. Pre - teaching			
1.	The researcher greets the students.			
2.	The researcher checks the students' attendance.			
3.	The researcher motivates the students.			
4.	The researcher explains the goal of the lesson.			
	B. Whilst teaching			
	Presentation			
5.	The researcher introduces the topic.			
6.	The researcher introduces new vocabulary.			
7.	The researcher introduces language function.			
8.	The researcher gives the model of language functions.			
9.	The researcher uses media in presentation.			
10.	The researcher checks the students' understanding.			
	Practice			
11.	The researcher provides contexts for the students to practice.			
12.	The researcher corrects the students' mistakes.			
13.	The researcher gives enough time to practice.			
	Production			
14.	The researcher demonstrate how to play board games.			
15.	The researcher monitors the students during playing.			
	C. Post-teaching			
16.	The researcher summarize the lesson.			
17.	The researcher gives reward and motivation.			
18.	The researcher say goodbye.			

Observer's signature

OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : Class :

Time : Observer :

NO	STUDENTS' ACTIVITIES			DESCRIPTION
		YES	NO	
	A. Pre-teaching			
1.	The students respond to the greeting.			
2.	The students pay attention on the explanation.			
	B. Whilst-teaching			
	Presentation			
3.	The students are ready to learn.			
4.	The students pay attention on the presentation.			
5.	The students are interested in the media used in presentation.			
6.	The students understand the researcher's presentation.			
	Practice			
7.	The students practice the language function in pairs.			
8.	The students ask questions when they do not understand.			
	Production			
9.	The students play board games in groups.			
10.	The students speak English during the game.			
11.	The game keeps the students' interest until the end.			
12.	The students who are weaker at English can take part without being frustrated.			
13.	All of the students are involved the game.			
	C. Post-teaching			
14.	The students reflect the learning.			

Observer's signature

PRE-TEST

- I. Take a picture of animal without showing it to anyone. Listen and respond your teacher's questions orally.
 1. Is it big?
 2. Is it tall?
 3. Is it wild?
 4. Is is white and black?
 5. Is it an elephant ?
 6. Is it tiger?

- II. Your teacher will take a card containing an animal. Ask her some questions and guess the animal.

- III. Listen to your teacher's questions and respond orally.
 1. Do you want noodle?
 2. Do you want chips ?

- IV. Choose 2 cards. Ask your friend about whether he/she wants the food/drink or not

- V. Respond orally to what your friend's questions.

- VI. Listen to your teacher and respond orally.
 1. Do you like mango?
 2. Do you like bannana?
 3. Do you like apple?
 4. Do you like tomato?
 5. Do you like potato?
 6. Do you like carrot?
- VII. Choose 2 cards. Ask your friend using the expression "What do you like.....?"

- VIII. Respond orally to what your friend's questions based on your cards.

POST-TEST

- I. Listen to your teacher and respond orally.
 1. Do you want to play blocks?
 2. Do you want to play toy car?
 3. Do you want to play ball?
 4. Do you want to play doll?
 5. Do you want to play yoyo?
 6. Do you want to play puzzle?
- II. Choose 2 cards. Ask your friend using the expression “ Do you want to play.....?”
- III. Respond orally to what your friend says.
- IV. Take a picture of animal without showing it to anyone. Listen and respond your teacher’s questions orally.
 1. Is it big?
 2. Is it tall?
 3. Is it wild?
 4. Is is white and black?
 5. Is it an elephant ?
 6. Is it tiger?
- V. Your teacher will take a card containing an animal. Ask her some questions and guess the animal.
- VI. Take 2 cards from the card pile. Listen to your teacher’s questions and respond orally based on your cards.

“What do you do?”
- VII. Choose 2 cards. Ask your friend about whether he/she wants the food/drink or not
- VIII. Respond orally to what your friend’s questions.

ANGKET

Isilah pernyataan-pernyataan di bawah ini dengan jujur sesuai dengan keadaan adik-adik. Berilah tanda (V) pada kolom yang telah tersedia. Jawaban tidak akan mempengaruhi apapun.

Keterangan

SS : Sangat setuju

TS : Tidak setuju

S : Setuju

STS : Sangat tidak setuju

No	Pernyataan	SS	S	TS	STS
1.	Saya sangat menyukai mata pelajaran Bahasa Inggris.				
2.	Saya merasa Bahasa Inggris itu sulit.				
3.	Saya merasa kesulitan untuk mengucapkan kata-kata dalam Bahasa Inggris.				
4.	Banyak kata-kata Bahasa Inggris yang saya tidak mengerti artinya.				
5.	Saya merasa takut untuk berbicara dalam Bahasa Inggris.				
6.	Saya merasa malu untuk berbicara dalam Bahasa Inggris				
7.	Saya ingin sekali bisa berbicara dengan Bahasa Inggris.				
8.	Saya sering tidak paham jika guru berbicara dalam Bahasa Inggris.				
9.	Saya merasa sangat bosan dengan pelajaran Bahasa Inggris selama ini.				
10.	Selama pelajaran Bahasa Inggris guru sering meminta siswa untuk menulis daripada berbicara dalam Bahasa Inggris.				
11.	Saya sering malu jika diminta guru untuk berbicara Bahasa Inggris dengan teman saya.				
12.	Saya senang belajar Bahasa Inggris dengan lagu.				
13.	Saya senang dengan cara mengajar guru Bahasa Inggris saya.				
14.	Guru Bahasa Inggris saya sering mengajar menggunakan gambar-gambar.				
15.	Guru Bahasa Inggris saya sering mengajar Bahasa Inggris dengan game.				

16.	Guru sering meminta siswa untuk mengartikan kata-kata Bahasa Inggris.				
17.	Saya takut dengan guru Bahasa Inggris saya				
18.	Saya senang bermain game.				
19.	Saya akan lebih bersemangat belajar Bahasa Inggris dengan game.				
20.	Saya lebih senang belajar berbicara dalam Bahasa Inggris dibandingkan dengan belajar menulis dalam Bahasa Inggris				
21.	Gambar-gambar membantu saya dalam mengingat arti dalam Bahasa Inggris.				
22.	Buku Bahasa Inggris yang digunakan selama ini membuat saya semangat belajar Bahasa Inggris.				
23.	Saya senang belajar berpasangan dengan teman sebangku saya.				
24.	Saya senang belajar berkelompok.				
25.	Menurut saya belajar Bahasa Inggris itu penting.				



INTERVIEW GUIDELINE

A. Before implementation

1. For the English teacher
 - a. Bagaimana proses pembelajaran Bahasa Inggris kelas 4 di SDN 1 Pandak?
 - b. Apa saja kesulitan yang dirasakan guru ketika mengajar Bahasa Inggris di kelas 4?
 - c. Bagaimanakah cara mengatasi kesulitan siswa dalam belajar Bahasa Inggris?
 - d. Sumber belajar apa saja yang digunakan oleh guru untuk mengajar Bahasa Inggris?
 - e. Bagaimana pembelajaran speaking untuk kelas 4?
 - f. Bagaimanakah kemampuan speaking siswa kelas 4?
 - g. Apakah game dan lagu sering digunakan untuk mengajar speaking kelas 4?
2. For the students
 - a. Apakah adik-adik suka pelajaran Bahasa Inggris? Mengapa?
 - b. Kesulitan apa saja yang adik-adik rasakan ketika belajar Bahasa Inggris?
 - c. Usaha apa saja yang adik-adik lakukan untuk mengatasi kesulitan tersebut?
 - d. Apakah guru suka mengajar Bahasa Inggris dengan lagu dan games?

SPEAKING RUBRIC

Taken From:

“ The English Language Learner Knowledge Base’ in Linse (2008: 149)”

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions	Understands most of what is said at slower than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the students search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless: approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary, comprehension quite difficult.	Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocab an idioms approximate that of native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

APPENDIX D:

FIELD NOTES

FIELD NOTE

Field Note 1

Day / Date : Saturday/ November 9, 2013

Time : 08.00 a.m

Perijinan& Observasi

Hari ini adalah hari pertama reseacher datang di SD Negeri 1 Pandak. Reseacher datang dengan tujuan untuk meminta izin ke kepala sekolah untuk melakukan observasi kelas. Bapak kepala sekolah menyambut reseacher dengan sangat baik dan memberikan izin untuk melakukan obsevasi proses pembelajaran Bahasa Inggris di kelas.

Kebetulan hari itu adalah hari sabtu dimana di hari tersebut ada jadwal mata pelajaran Bahasa inggris dari kelas 4-6. Saat itu reseacher datang jam 8 kurang, jadi pada hari itu juga reseacher bisa langsung melakukan observasi kelas atas ijin dari bapak kepala sekolah.

Reseacher diantar oleh guru kelas 4 untuk bertemu dengan bu Ema, guru Bahasa Inggris kelas 1-6 di sekolah tersebut. Bu Ema dengan ramah mempersilahkan reseacher untuk ikut masuk ke kelas 4.

Ketika Guru Bahasa Inggris dan reseacher masuk ke kelas, siswa sepertinya belum siap untuk belajar Bahasa Inggris. Kebanyakan siswa asyik menggobrol dengan teman-temannya. Guru duduk di kursinya dan reseacher duduk di barisan belakang.

Guru membuka pelajaran dengan salam tanpa mengucapkan greeting. Kemudian dia bertanya kepada siswa “sopo sing ra masuk dino iki?” Kemudian siswa menjawab bahwa tidak ada yang absent hari itu.

Guru membuka pelajaran dengan presentasi. Dia meminta siswa untuk mengulang kata-kata dan kalimat yang dia katakan. Dia mengatakan kepada siswa bahwa mereka akan belajar bagaimana meminta bantuan. Kemudian dia meminta siswa untuk mentranslate vocabulary yang berkaitan dengan topik ‘Things in the classroom’, tetapi kebanyakan dari siswa tidak membawa kamus. Siswa yang tidak membawa kamus asik ngobrol dengan teman-temannya.

Field Note 2

Day / Date : Saturday/ February 22, 2014

Time : 08.10- 09.20 a.m

Cycle 1

Meeting I

Hari ini adalah hari pertama reseacher melakukan penelitian dikelas 4 SDN 1 Pandak. Jam 07.30 reseacher sudah menunggu diluar kelas untuk mengajar.

Tepat pukul 8.00 guru kelas 4 keluar kelas dan mempersilahkan reseacher untuk mengajar. Reseacher, Guru Bahasa Inggris, dan juga salah satu teman reseacher yang membantu reseacher dalam mendokumentasikan penelitian pun masuk ke kelas. Saat itu keadaan kelas masih terlihat ramai, tetapi ketika Reseacher, Guru Bahasa Inggris dan teman reseacher masuk kedalam kelas, keadaan kelas pun berubah seketika menjadi tenang.

Reseacher menyapa siswa dengan mengucapkan salam dan *good morning*, tetapi sepertinya mereka bingung dan tidak menjawab greeting tersebut. Kemudian dia mengulangi greeting tersebut, tetapi mereka tetap diam dan bingung. Akhirnya dia memberikan contoh bagaimana merespon sebuah greeting dan pertanyaan tentang kondisi siswa. Setelah siswa dianggap paham, dia mengucapkan "*good morning students*" dan "*how are you today?*". Kemudian siswa menjawab "*Good morning ma'am. I'm fine thank you, and you?*". Kemudian dia menjawab "*I'm great. Thanks*".

Sebelum pelajaran dimulai reseacher mengajak siswa untuk berdoa dengan mengajarkan lagu "*rolling-rolling up-up, rolling-rolling down-down, rolling-rolling out-out, rolling-rolling in*" sebagai pengantar mereka sebelum berdoa. Siswa terlihat begitu senang dengan lagu tersebut. Setelah itu, mereka berdoa bersama.

Reseacher memulai pelajaran dengan menanyakan apa yang biasanya mereka mainkan ketika bermain. Mereka menjawab "bola, boneka barbie, layang-layang, dll. Untuk mengecek vocabulary mereka yang berkaitan dengan topik yang akan mereka pelajari, reseacher menunjukan berbagai macam gambar tentang macam-macam permainan dan menanyakan gambar tersebut dengan "*What is this?*", secara serempak siswa menjawab "*bola, miss*". Reseacher mengingatkan kepada mereka untuk memakai bahasa Inggris. Setelah itu reseacher kembali menanyakan "*What is this?*", dan siswa pun menjawab "*ball*". Ada 9 macam gambar permainan yang ditunjukan oleh reseacher (*Robot, puzzle, yoyo, doll, toy car, kite, ball, board game, blocks*). Diantara 9 macam permainan itu, hanya 2 macam vocabulary yang tidak diketahui oleh siswa, yaitu *board game* dan *blocks*. Dalam hal pronunciation, siswa mengalami kesulitan dalam mengucapkan kata "kite". Kebanyakan dari mereka mengucapkan kata tersebut sesuai dengan tulisannya. Kemudian reseacher menjelaskan bagaimana cara mengucapkannya dan meminta mereka menirukan setelahnya. Setelah itu reseacher memperkenalkan dan menjelaskan language function "*Do you want to play....?*". Selain itu reseacher juga menjelaskan bagaimana caranya merespon pertanyaan tersebut.

Setelah siswa mengetahui semua vocabulary dan language function yang telah dipresentasikan oleh researcher, dia membagikan *flash card* kepada siswa. Dia meminta siswa bekerja berpasangan untuk mempraktekkan language function sesuai dengan *flash card* yang mereka dapatkan. Reseacher berkeliling untuk memantau mereka dan memberikan koreksi jika ada kesalahan. Semua siswa nampak begitu antusias. Setelah itu siswa diminta untuk berkeliling mencari 3 teman yang berbeda untuk mempraktekkan language function sesuai dengan *flash card* yang mereka dapatkan. Jika mereka mendapatkan *flash card* dengan gambar *doll*, maka mereka harus bertanya “*Do you want to play doll?*”, jika siswa yang ditanya setuju, maka siswa tersebut harus menjawab “*Yes, I do*”, jika tidak maka mereka menjawab “*No, I don’t*”.

Di bagian production, siswa bermain board game *Playground*. Siswa nampak tak sabar dan begitu penasaran bagaimana cara memainkannya. Akhirnya reseacher menjelaskan bagaimana cara untuk memainkannya. Ketika semua siswa dianggap sudah paham, siswa di bagi menjadi 8 kelompok. 1 kelompok terdiri dari 4 orang kemudian researcher membagikan board game set. Saat bermain board game researcher berkeliling untuk memantau apakah siswa selama bermain board game memakai bahasa Inggris atau tidak. Siswa begitu antusias dan memakai bahasa Inggris selama bermain. Mereka bermain board game sekitar 15-20 menit.

Diakhir pelajaran, researcher mengulas kembali vocabulary dan juga language function yang telah mereka pelajari. Mereka menjawab “*Do you want to play yoyo?*”, “*Do you want to play block?*”.....dsb. Kemudian reseacher bertanya bagaimana cara menjawab pertanyaan tersebut. Secara bersahutan mereka menjawab “kalau setuju bilang, *Yes I do*”, siswa yang lain menambahkan “Kalau nggak mau bilang, *No, I don’t miss*”. Sebelum pelajaran diakhiri, reseacher bertanya bagaimana perasaan mereka belajar bahasa Inggris saat itu. Mereka menjawab “Asik miss”, “seneng”, “mau main lagi”. Kemudian reseacher mengakhiri pelajaran tersebut dengan greeting “*Assalamualaikum, good bye and see you next week*”, Siswa menjawab “*Waalaikum salam, bye*”.

Field Note 3

Day / Date : Saturday/ 1 March, 2013

Time : 09.45 a.m – 10.30

Cycle 1

Meeting 2

Hari ini adalah hari kedua reseacher melakukan penelitian dikelas 4 SDN 1 Pandak. Pelajaran Bahasa Inggris dilaksanakan pada pukul 09.40 karena jam pelajaran Bahasa Inggris ditukar dengan mata pelajaran lain.

Saat reseacher masuk ke kelas, masih banyak siswa yang belum masuk ke kelas. Kebanyakan dari mereka masih berada diluar kelas untuk membeli makanan atau bermain di halaman sekolah. Mereka tidak tahu kalau jam istirahat telah habis, hal itu dikarenakan bel tanda masuk di kelas itu tidak ada. Akhirnya reseacher meminta kepada salah satu siswa untuk memberitahukan kepada siswa lain bahwa pelajaran Bahasa Inggris akan segera dimulai.

Ketika semua siswa kelas 4 sudah masuk kedalam kelas, reseacher melihat mereka masih asyik menikmati jajanan mereka dari kantin. Melihat kondisi seperti itu, reseacher memberikan waktu 5 menit untuk mereka menikmati jajanan mereka yang belum habis.

Setelah semua siswa dirasa sudah siap untuk mengikuti pelajaran, reseacher membuka pelajaran dengan salam dan greeting '*Assalamualaikum wr.wb, good morning*'. Dengan begitu semangat siswa menjawab '*Walaikum salam wr.wb, good morning ma'am...!*' Kemudian reseacher bertanya '*How are you today?*', mereka tanp.a ragu lagi menjawab '*I'm fine thank you, and you?*', kemudian reseacher menjawab '*I'm great thanks*'. Seperti biasanya untuk memulai doa, mereka melakukan routine rolliing-rolling kemudian mereka berdoa.

Sebelum reseacher memberikan topik baru, dia menanyakan kepada siswa apa saja yang telah mereka pelajari di minggu sebelumnya. Mereka menjawab '*yoyo*', '*ball*', ...dll. Kemudian reseacher bertanya itu semua disebut apa. Mereka menjawab '*toys*'. Setelah itu reseacher juga menanyakan language function yang telah mereka pelajari. Semua siswa serentak menjawab '*Do you want to play....*'.

Reseacher mulai memberikan topik baru kepada siswa dengan bertanya apakah mereka pernah pergi ke kebun binatang. Hampir semua siswa mengatakan pernah mengunjungi kebun binatang. Reseacher bertanya apa saja yang mereka lihat di kebun binatang. Secara bersahutan mereka menjawab '*gajah*', '*monyet*', dll. Karena mereka menyebutkan nama-nama binatang dalam Bahasa Indonesia, reseacher meminta mereka untuk menyebutkan dalam Bahasa Inggris. Kebanyakan dari mereka masih belum mengetahui atau lupa dengan nama-nama binatang dalam Bahasa Inggris. Reseacher menunjukan gambar binatang dan karakteristik hewan tersebut. Dia menunjukan dalam bahasa Inggris yang didukung oleh gerakan. Dia memberi contoh pada language function "*is it big/ small/ black and white?*" Sebagian besar siswa merespon dengan tepat terhadap pertanyaan. Mereka mengatakan '*Yes*', atau '*No*', sesuai dengan gambar.

Untuk membantu mengingat itu, reseacher memberikan sebuah lagu kepada mereka yang berjudul '*We're going to the zoo*'. Reseacher memberikan contoh bagaimana menyanyikan lagu tersebut. Setelah itu siswa menyanyikan lagu itu sampai 3 kali pengulangan.

Researcher memberikan flash card kepada masing-masing siswa dan meminta mereka untuk bekerja berpasangan. Mereka bermain *guessing game*. Mereka harus menebak gambar binatang apa yang dibawa oleh pasangannya dengan bertanya ‘*Is it big?, Is it small?, Is it long?, is it Snake?*’, dan pasangannya harus merespon dengan ‘*No, it’s no’t or ‘Yes, it is’*’.

Di dalam *production stage* siswa bermain *guesing game* yang dikombinasikan dengan *board game*. Siswa dibagi menjadi empat sampai lima orang dalam satu kelompok. Researcher menjelaskan bagaimana cara bermain *animal kingdom board game*. Mereka memperhatikan penjelasan tersebut. Setelah itu, mereka bermain game tersebut. Selama permainan, mereka menggunakan language function dan siswa sangat senang dan antusias.

Siswa mengatakan bahwa mereka paling menyukai *animal kingdom board game* dan mereka mengatakan ingin bermain game tersebut dipertemuan selanjutnya.

Mereka bermain *board game* selama 15-20 menit. Keadaan kelas sangat ramai karena game tersebut menuntut mereka untuk aktif berbicara jika mereka ingin mendapatkan *score*.

Setelah waktu habis, researcher meminta untuk menyanyikan lagu yang telah mereka pelajari sekali lagi, kemudian researcher menyimpulkan apa yang telah mereka pelajari dan bertanya bagaimana perasaan mereka dengan pelajaran hari itu. Semua siswa mengatakan ‘seneng banget, miss’, ‘asyik pokok e’. Setelah itu, sebelum pelajaran ditutup researcher memberikan lagu ‘good bye’. Mereka begitu tertarik dengan lagu tersebut dan menyanyikan lagu itu bersama-sama. Kemudian researcher menutup pelajaran itu dengan ‘*Good bye, see you next week and Assalamualaikum.wr.wb*’.

Field Note 4

Day / Date : Saturday/ 8 March, 2013

Time : 09.45 a.m – 10.30

Cycle 1

Meeting 3

Hari ini adalah hari ketiga Researcher melaksanakan penelitian di SD N 1 Pandak. Researcher mengajar setelah jam istirahat usai. Pukul 09.40 saat jam istirahat usai, researcher masuk ke kelas.

Researcher membuka pelajaran dengan mengucapkan salam dan juga menanyakan keadaan mereka. Mereka pun menjawab ‘*Walaikum salam wr.wb, I’m fine thank you, and you*’. Kemudian researcher menjawab ‘*I’m great thanks*’.

Kemudian dia memanggil nama siswa satu persatu dan siswapun menjawab ‘ I’m here’. Hari itu semua siswa masuk.

Topik hari itu adalah ‘*our school*’. Di dalam *presentation stage*, reseacher menunjukkan gambar-gambar yang berkaitan dengan topik yaitu nama-nama tempat dan ruangan yang ada di lingkungan sekolah. Reseacher meminta siswa untuk menyebutkan ruangan-ruangan yang ada di sekolah mereka dalam Bahasa Inggris . Beberapa siswa menyebutkan *classroom*, *library*, tetapi siswa lainnya menjawab dengan Bahasa Indonesia. Kemudian reseacher menunjukkan gambar-gambar ruangan yang ada disekolah. Dia memberikan contoh bagaimana mengucapkan kata-kata tersebut dalam Bahasa Inggris, kemudian siswa mengulangi kata tersebut setelah reseacher memberikan contoh. Setelah reseacher mengenalkan vocabulary , dia meminta beberapa siswa untuk mengucapkan kata-kata tersebut sendiri dengan tepat.

Selain itu, di *presentation stage* reseacher juga memberikan lagu. Tanpa memberikan liriknya secara tertulis, reseacher memberikan contoh bagaimana menyanyikan lagu tersebut, kemudian siswa menirukannya. Setelah 3 kali pengulangan reseacher merasa bahwa mereka sudah cukup hafal lagu tersebut.

Di dalam *practice stage*, reseacher meminta mereka untuk menyanyikan lagu tersebut sekali lagi. Setelah itu, reseacher membagikan gambar kecil kepada mereka. Siswa diminta bekerjasama secara berpasangan untuk mempraktikkan language function yang telah diajarkan oleh reseacher. Semua siswapun mempraktekkannya, tetapi banyak dari mereka yang sering bertanya kepada reseacher tentang vocabulary.

Di dalam production stage, mereka bermain ‘*our school*’ board game. Selama 15-20 menit mereka bermain game tersebut. Semua siswa menggunakan language function selama permainan. Kebanyakan dari mereka cukup lancar dan berbicara dengan intonasi yang tepat. Bahkan siswa pemalu berpartisipasi didalam kegiatan ini. Tetapi masih banyak dari mereka yang tidak mengetahui nama ruangan atau tempat yang ada di lingkungan sekolah dalam Bahasa Inggris. Tak jarang dari mereka jika lupa memanggil reseacher dan bertanya. Kemudian reseacher memberikan feedback secara langsung.

Reseacher mereview materi dan siswa ditanya tentang kesulitan dan juga perasaan mereka selama pelajaran. Siswa sangat senang dan meminta reseacher untuk mengajar mereka lagi di pertemuan selanjutnya. Kemudian reseacher menutup pelajaran, memimpin doa dan mengucapkan goodbye.

Field Note 5

Day / Date : Saturday/ 15 March, 2013

Time : 09.45 a.m – 10.30

Cycle 2

Meeting 1

Hari ini adalah hari pertama reseacher melakukan penelitian di cycle ke 2. Pelajaran dimulai pada pukul 09.40. Researcher masuk kekelas. Tetapi masih ada beberapa siswa yang berada diluar kelas. Salah satu murid keluar untuk memberitahukan kepada temannya bahwa pelajaran akan segera dimulai.

Ketika semua siswa sudah dikelas, researcher membuka pelajaran dengan salam dan greeting. Setelah itu researcher mengecek daftar hadir siswa. Sebelum mengenalkan topik baru kepada siswa, dia mereview materi dipertemuan yang sebelumnya.

Topik pada meeting ini adalah *'fruits and vegetables'*. Researcher meminta siswa untuk menyebutkan nama-nama buah dan sayuran yang mereka ketahui. Mereka menyebutkan beberapa nama-nama buah dan sayuran dengan Bahasa Inggris. Namun kebanyakan dari mereka menggunakan Bahasa Indonesia. Dalam mengenalkan nama-nama buah dan sayuran, researcher menggunakan gambar untuk membuat mereka lebih mudah mengingat vocabulary. Researcher juga mengenalkan language function kepada siswa. Kemudian, siswa diminta untuk mempraktekan language function tersebut dengan partner mereka. Setelah itu mereka diajak untuk bernyanyi *'do you like song'*

Didalam production stage, siswa bermain fruits and vegetables board game. The reseacher mengatakan kepada siswa bahwa pemenang dari setiap kelompok akan diberikan hadiah. Siswa lebih antusias. Setelah reseacher menjelaskan peraturan gamenya menggunakan penjelasan sederhana, seperti 'lempar dadu', 'pindahkan penanda', 'ambil kartu', dll. Reseacher mengamati siswa saat mereka bermain game. Sebagian besar siswa menggunakan language function dengan lancar, walaupun beberapa siswa masih memiliki beberapa masalah dalam pengucapan.

Setelah waktu habis, Researcher mereview dan menyimpulkan materi yang telah dipelajari. Kemudian Researcher menutup pelajaran dengan salam dan *'good bye'*.

Field Note 6

Day / Date : Saturday/ 22 March, 2013

Time : 09.45 a.m – 10.30

Cycle 2

Meeting 2

Researcher membuka pelajaran dengan salam dan mengucapkan '*good morning*'. Kemudian researcher menanyakan kondisi siswa. Semua siswa meresponnya dengan baik. Setelah itu salah satu murid memimpin doa.

Topik pelajaran hari itu adalah '*family*'. Kosakata yang berkaitan dengan topik dipresentasikan dengan gambar dan '*family tree*'. Beberapa siswa sudah mengetahui kosakata tersebut, tetapi beberapa siswa masih salah dalam pengucapan. Researcher memberikan koreksi kepada siswa yang masih melakukan kesalahan dalam pengucapan kata-kata. Setelah itu, *language function* diberikan kepada siswa dan mereka mempraktkan *language function* tersebut dengan partner mereka.

Lagu yang berjudul 'Three Bears' diberikan researcher kepada siswa. Lagu tersebut diajarkan dengan gerakan tubuh. Semua siswa sangat antusias menyanyikan lagu tersebut dan mereka menyanyikan lagu tersebut berulang-ulang.

Di *practice stage*, *flash cards* dengan gambar anggota keluarga dibagikan kepada siswa. Siswa mempraktekkan *language function* yang telah diajarkan. Researcher mengamati kegiatan tersebut dan memberikan *feedback* pada *pronunciation* siswa. Kebanyakan siswa sudah menggunakan intonasi yang tepat dan juga telah mengetahui kosakata yang telah diberikan.

Pada *production stage*, siswa bermain *family board game*. Aturan permainan yang ditunjukkan dengan menggunakan bahasa Inggris yang sederhana. Para siswa bisa memahami dengan mudah langkah tersebut karena aturannya hampir mirip dengan aturan permainan dalam pertemuan sebelumnya. Selama permainan, researcher mengamati siswa. Beberapa siswa masih memiliki masalah dalam pengucapan. Namun, sebagian besar siswa mengucapkan kata-kata dengan benar dan menggunakan *language function* tanpa kesalahan tata bahasa

Setelah siswa selesai bermain board game, siswa menghitung jumlah bintang dikartu yang telah mereka dapatkan selama bermain game. Pemenang disetiap group mendapatkan hadiah dan mereka sangat senang.

Field Note 7

Day / Date : Saturday 29/ March, 2013

Time : 09.45 a.m – 10.30

Cycle 2

Meeting 3

Ini adalah hari terakhir researcher melakukan penelitian di kelas 4 SDN 1 Pandak. Researcher membuka pelajaran dengan mengucapkan salam dan juga greeting. Siswa merespon nya dengan jawaban yang tepat.

Researcher memulai pelajaran dengan bertanya kepada siswa tentang jenis-jenis pekerjaan yang mereka ketahui. Beberapa siswa menyebutkan dengan Bahasa Inggris, tetapi ada beberapa siswa yang menyebutkan jenis pekerjaan dengan Bahasa Indonesia.

Researcher menunjukkan gambar jenis-jenis pekerjaan dan mereka terlihat antusias dengan gambar yang ditunjukkan oleh researcher. Semua siswa antusias menyebutkan nama-nama pekerjaan dalam Bahasa Inggris. Researcher memberikan contoh kepada siswa bagaimana cara pengucapannya. Language function juga diberikan kepada siswa.

Dalam tahap *practice*, masing-masing siswa diberikan kartu kecil yang berisi gambar jenis pekerjaan. Mereka mempraktekkan berpasangan dengan temannya. Aktivitas tersebut diamati oleh researcher. Selain itu researcher juga memberikan feedback jika siswa melakukan kesalahan. Dipertemuan ini, siswa sudah menggunakan intonasi yang tepat dan pengucapan mereka lebih baik dibandingkan pertemuan-pertemuan sebelumnya.

Dalam tahap *production* stage, siswa dibagi menjadi 8 kelompok. Tidak seperti pertemuan sebelumnya, siswa diminta untuk menghitung 1-8. Kemudian researcher meminta mereka untuk berkelompok sesuai dengan angka yang mereka sebutkan. Peraturan permainan dijelaskan. Setelah itu mereka bermain *occupation board game*. Selama bermain siswa menggunakan language function dengan baik. Intonasi dan pengucapannya juga sudah tepat. Mereka juga tidak ada masalah dalam grammar.

Setelah permainan selesai, Reseacher meminta siswa untuk menghitung poin mereka. Reseacher memberi hadiah siswa yang mendapat point terbanyak . Mereka sangat senang diberi hadiah. Kemudian reseacher mereview materi yang telah mereka pelajari dan menyimpulkannya. Setelah itu researcher menutup pelajaran dengan salam dan juga 'good bye'.

APPENDIX E :

INTERVIEW

TRANSCRIPT

INTERVIEW TRANSCRIPT

Interview 1 (With the English teacher after observation)

Day : Saturday

Date : November 9, 2013

Time : 08.35 a.m

R : Researcher ET : English teacher

R : Ibuk maaf mengganggu, saya boleh tanya-tanya sebentar buk?

ET : Monggo mbak, apa yang bisa saya bantu?

R : Menurut ibu bagaimana kemampuan speaking anak-anak kelas 4 buk?

ET : Anak-anak nggak terlalu pintar mbak. Ya biasa dikatakan biasa aja lah mbak

R : Oh gitu ya buk... kalau kesulitan siswa dalam speaking apa ya buk?

ET : Kosa kata anak-anak itu masih dikit. Mereka juga masih kesulitan untuk mengucakan kata-kata dalam Bahasa Inggris.

R : Kegiatan apa saja yang biasa dilakukan untuk speaking buk?

ET : Biasanya saya nyuruh mereka untuk mempraktekkan membaca conversation yang di LKS berpasangan mbak.

R : Oh gitu ya buk. Kalau menurut ibu speaking anak-anak masih perlu ditingkankan?

ET : Wo lha iya mbak. Saya soalnya kalau pelajaran jarang fokus ke speaking mbak. Biasanya saya seringnya writing atau reading mbak.

Interview 2 (with the students after observation)

Day : Saturday

Date : November 9, 2013

Time : 10.00 a.m

R : Researcher S1 : Zulfa S2: Diyah S3: Bagus

R : Hei dek, boleh nanya-nanya bentar nggak nih?

S7 : Boleh, apa e miss?

R : Kalian suka nggak sama Bahasa Inggris?

S4 : Nggak suka aku

S2 : Aku juga nggak suka

R : Lho kok nggak suka kenapa?

S7 : Pelajarannya nggak asyik

S2 : Aku bosan

R : Lho kenapa?

S7 : Disuruh ngerjain soal terus

R : Terus apalagi?

S4 : Nyatet terus

S2 : Bosan nyatet terus. Capek

- R : Kalau bu guru nyuruh ngomong pake Bahasa Inggris mau nggak?
- S4 : Nggak mau. Takut
- R : Kenapa?
- S2 : Takut salah
- S7 : Kalau aku nggak bisa, miss
- S4 : Aku takut sama malu . hehe
- S2 : Bahasa Inggris itu susah e . Hehe
- R : Yang bikin susah apa emangnya?
- S2 : Ra ngerti artin e . hehe
- R : Yang lain?
- S7 : Susah ngucapinnya
- R : Oh gitu... biasanya bu Ema ngajarnya suka ada permainan nggak?
- S4 : Nggak pernah. Ngerjain LKS terus.

Interview 3 (with the students after meeting 1 cycle 1)

Day : Saturday

Date : February 22, 2014

Time : 09.25 a.m

R : Reseacher S20: Diyah S24: Manda S2 : Anindita

- R : Hallo dek, wah lagi pada maem ya? Jajan apa aja ni? Sambil pada makan boleh kan ngobrol-ngobrol bentar?
- S2 : Mau ngobrol apa je mbak?

- R : Nggak kok, Cuma mau nanya tentang pelajaran Bahasa Inggris yang tadi aja. Pada Seneng nggak nih tadi?
- S24 : Seneng lah mbak.
- S20 : Asik tadi.
- R : Emang yang bikin seneng apa tadi?
- S20 : Maen game mbak.
- S2 : Kalau aku suka yang rolling-rolling tadi. Hehehe
- R : Oh gitu... Manda seneng ya ma rolling-rollingnya. Terus kalau Diyah kok suka gamenya kenapa?
- S24 : Asik aja mbak. Aku kalu lagi dirumah suka main ulang tangga kayak gitu. Tapi beda.
- S20 : Iya mbak rolling-rollingnya lucu aja mbak. Belum pernah kayak gitu ma bu guru.
- R : Oh gitu...terus tadi bisa nggak ngomong Bahasa Inggrisnya?
- S2 : Bisa lah mbak...gampang.
- R : Kalau Manda dan Diyah gimana?
- S24 : Bisa mbak.
- S20 : Iya aku juga bisa.
- R : Takut nggak?
- S24 : Nggak kok mbak.
- S2 : Iya aku juga nggak takut mbak.
- R : Kalau Diyah?
- S20 : Sama mbak, nggak takut juga kok mbak.
- R : Oh gitu, terus tadi waktu disapa pake good morning kok kalian nggak jawab dan malah bingung gitu?
- S2 : Lha habinya aku nggak tau itu harus gimana jawabnya.
- R : Lho emangnya bu guru kalau membuka pelajaran nggak ngucapin itu?

- S24 : Nggak lah mbak
- S20 : Nggak pernah mbak.
- R : Oh gitu to...terus selama pelajaran tadi yang bikin susah apa?
- S2 : Ya itu mbak kadang aku itu suka lupa mbak nama-nama mainannya kalau pake Bahasa Inggris.
- R : Oh gitu...kalau Manda dan Diyah?
- S20 : Aku ingat semua kayaknya mbak...hehe
- S24 : Kalau aku suka sering lupa.
- R : Tapi nggak kebanyakan kan kata-kata yang harus dihafal tadi?
- S24 : Nggak kok mbak...
- S2&S20 : Nggak mbak.
- R : Yasudah, kalau cara ngucapinnya mash susah nggak?
- S2 : Nah itu aku masih suka salah-salah mbak
- S24 : Betul aku juga gitu mbak.
- R : Kalau Diyah gimana?
- S20 : Sama mbak, aku juga masih suka salah-salah gitu.
- R : Yaudah itu aja ya dek yang tak tanyakan. Besok ngobrol-ngobrol lagi ya.
- S20 : Sabtu besok mbak masih ngajar Bahasa Inggris kan?
- R : Iya, Insyaallah masih kok.
- S2 : Asyikkk....
- S24 : Mbak besok maen game lagi ya mbak.
- R : Iya, Insyaallah main game lagi kok,

Interview 4 (with the students after meeting 1 cycle 1)

Day : Saturday

Date : February 22, 2014

Time : 09. 35a.m

R : Reseacher S5: Vito S12: Dava S23: Sabiq S25 : Dhimas

R : Hai... tadi gimana pelajarannya? Suka nggak?

S25 : Seneng, miss

R : Yang bikin suka apa?

S25 : Main game, Miss

S12 : Aku juga suka main game tadi

S23 : Gamenya asyik tadi

S12 : Aku juga seneng main gamenya tadi mbak. Asyik mbak.

R : Berani ngomong Bahasa Inggris sama teman nggak?

S25 : Berani, Miss

R : Nggak takut salah kan?

S5 : Nggak, Miss

R : Kalan jadi suka Bahasa Inggris nggak?

S23 : Ya kalau ngajarnya kayak gini ya suka lah mbak.

R : Lha emang biasanya bu guru nggak pernah ngajak main game?

S5 : Nggak mbak. Biasanya Cuma nyuruh nulis terus.

R : Terus tadi Bahasa Inggrisnya gampang apa susah?

S25 : Kalau belajarnya kayak tadi jadi gampang mbak.

S12 : Iyo bener mbak.

R : Kalian jadi nggak takut lagi kan kalau disuruh ngomong Bahasa Inggris?

- S5 : Nggak lagi mbak. Kita kan ngomong ma temen kita sendiri. Nggak takut kalau salah lagi kok mbak.
- R : Terus yang bikin susah apa?
- S12 : Aku masih suka lupa nama-nama permainan kalau pake Bahasa Inggris.
- S23 : Iya aku juga gitu kok.
- R : Tapi nggak kebanyaakan kan kata-katanya tadi?
- S5 : Nggak mbak
- R : Apa lagi yang bikin susah?
- S23 : Aku masih bingung cara ngucapinnya mbak.
- S12 : Iya aku juga gitu
- R : Oh gitu...Yaudah makasih ya.besok kita ngobrol-ngobrol lagi ya.

Interview 5 (with the English teacher after meeting 1 cycle 1)

Day : Saturday

Date : February 22, 2014

Time : 10.00 a.m

R : Researcher ET : English Teacher

- R : Permissi buk, boleh saya nanya-nanya sebentar?
- ET : Oh iya mbak boleh. Gimana?
- R : Menurut ibuk action tadi gimana buk?
- ET : Anak-anak tadi antusias dan seneng banget mbak. Apalagi ketika mereka main board game mbak.
- R : Apakah board games sudah bisa meningkatkan motivasi siswa untuk berbicara selama 1 cycle ini buk?

- ET : Kalau menurut saya board games bisa meningkatkan motivasi mereka untuk berbicara mbak. Mereka selama main game ngomong Bahasa Inggris tanpa disuruh ngomong pake Bahasa Inggris.
- R : Vocabularynya tadi cukup apa terlalu sedikit buk?
- ET : Menurut saya sih cukup kok mbak. Tapi tadi awalnya pas mbak Juni nanya beberapa vocabulary banyak yang tidak tahu. Sebenarnya saya udah mengajarkan vocabulary tentang toy tapi mungkin ada beberapa vocabulary yang mereka lupakan mbak.
- R : Oh gitu buk, tadi menurut ibuk gambarnya untuk memperkenalkan/ mereview vocabulary sudah cukup efektif belum buk?
- ET : Iya mbak gambar-gambarnya cukup membantu mbak. Mereka akan jadi lebih ingat mbak. Tapi kalau boleh saya saranin, gambarnya mungkin lebih baik yang lebih gede lagi mbak. Biar yang duduk dibelakang juga bisa lihat.
- R : Iya buk, besok akan saya perbesar lagi. Kalau lagunya gimana buk?
- ET : Ya, tadi anak-anak keliatan seneng kok mbak. Pakai lagu aja terus mbak.
- R : Iya buk. Kalau pemahaman anak-anak tentang language functionnya gimana mbak?
- ET : Ya mungkin anak-anak tadi keliatan bingung awalnya. Tapi setelah mbak Juni jelasin ke mereka, mereka jadi paham.
- R : Terus kalau classroom English yang saya terapkan ke anak-anak tadi gimana buk?
- ET : Ya bagus mbak. Walau anak-anak kebingungan tadi awalnya, kalau diulang-ulang terus pasti mereka lama-lama juga paham kok mbak.
- R : Oh iya buk, tadi kan saya juga ngasih gambar kecil-kecil ke siswa dan meminta mereka untuk mempraktekkan language function sesuai dengan gambar yang mereka dapat, apa itu cukup efektif buk?
- ET : Iya mbak, Efektif kok mbak. Anak-anak tadi juga semuanya jadi ngomong Bahasa Inggris.

- R : Menurut ibuk lebih baik berpasangan sama teman 1 bangku atau harus dengan teman yang tidak sebangku?
- ET : Mungkin untuk awal-awal ini, lebih baik sama teman sebangku dulu aja mbak. Nanti kalau udah agak terbiasa sama yang tidak sebangku juga tidak apa-apa mbak.
- R : Iya buk, lalu board gamenya tadi gimana buk?
- ET : Anak-anak tadi sangat antusias sekali mbak. Mereka sepanjang main game tadi juga pakai Bahasa Inggris terus mbak. Tapi mungkin mereka masih kesulitan dalam pronunciation mbak.
- R : Iya buk, saya juga ngrasa gitu buk. Besok selama mereka main game saya akan lebih mengontrol mereka dan memberikan koreksi langsung buk.
- ET : Betul mbak. Tapi tadi pas main game anak-anak semuanya jadi termotivasi untuk ngomong Bahasa Inggris, bahkan anak-anak yang ngeyel dan pendiam pun jadi mau ngomong Bahasa Inggris.
- R : Iya buk, yasudah buk mungkin itu saja dulu yang saya tanyakan buk. Makasih ya buk buat waktunya.
- ET : Oh iya mbak, sama-sama mbak.

Interview 6 (with the English teacher after meeting 2 cycle 1)

Day : Saturday

Date : March 1, 2014

Time : 09.35a.m

R : Reseacher ET : English teacher

R : Ibuk, boleh ganggu sebentar?

ET : Iya mbak mari duduk sini.

R : Iya buk, trimakasih. Buk saya mau nanya-nanya lagi menurut ibuk action yang tadi gimana?

ET : Sudah lumayan mbak kalau dibandingkan yang kemarin. Kalau yang kemarin kan anak-anak juga belum terbiasa dengan classroom Englishnya, kalau ini tadi mereka udah lumayan paham.

R : Iya buk menurut saya juga begitu buk. Kalau pemahaman language function yang saya berikan tadi menurut buk gimana?

ET : Ya mereka juga sepertinya sudah lumayan paham. Tadi kan waktu mbak Juni meminta mereka untuk menebak gambar binatang yang dibawa mbak Juni, mereka aktif nanya '*is it big, is it small,...*' dll. Mereka udah berarti udah bisa menggunakan language functionnya mbak.

R : Iya buk, tadi mereka sangat aktif sekali buk. Kalau vocabulary mereka tadi gimana buk?

ET : Ya mereka udah banyak hafal kalau nama-nama binatangnya mbak. Tapi kalau kata-kata sifat tentang ciri-ciri binatang tadi mereka banyak yang masih lupa, tapi yasudah lumayan mbak. Cuma beberapa kata aja yang belum mereka hafal.

R : Iya buk kayak kata '*wild*' tadi mereka masih suka lupa dan nanya terus ya buk. Mungkin selain kata itu susah diucapin, kata itu masih sangat asing sekali bagi mereka. Kalau dalam pronunciationnya gimana tadi buk?

R : Jika dibandingkan dengan kemarin, bagaimana kelancaran mereka dalam berbicara Bahasa Inggris?

ET : Sudah lebih baik mbak. Tadi mereka jadi lebih lancar berbicara menggunakan language functionnya.

R : Kalau lagu yang saya gunakan tadi gimana buk?

- ET : Ya anak-anak susah hafalnya ya mbak. Mungkin besok lagunya dibikin lebih simple aja mbak.
- R : Iya buk, lalu bagaimana gamenya tadi ?
- ET : Bagus mbak. Menurut saya sangat memotivasi mbak. Tadi kelasnya jadi ramai sekali, tapi ramainya karna mereka berlomba-lomba menembak mbak. Mungkin karna mbak Juni tadi blang kalau gamenya bakal ada hadiah, mereka jadi lebih termotivasi mbak.
- R : Iya buk, saya sengaja memberikan hadiah agar anak-anak lebih termotivasi lagi. Tadi porsi bicara mereka sudah cukup belum ya buk?
- ET : Menurut saya sudah kok mbak.
- R : Kalau tatanan bahasa anak-anak tadi gimana buk?
- ET : Mereka juga masih suka kesusahan mbak. Suka kebalik balik antara 'is it ...dan it is'.
- R : Hal apa yang masih perlu ditingkatkan buk?
- ET : Menurut saya pronunciation siswa masih perlu ditingkatkan lagi mbak.
- R : Iya buk, saya juga ngarasa gitu. Yasudah buk besok akan saya perbaiki lagi buk. Mungkin itu saja dulu yang saya tanyakan buk. Besok saya nanya-nanya lagi ya buk. Trimakasih juga buk atas bantuan dan juga sarannya ya buk.
- ET : Oh iya mbak sama-sama mbak.

Interview 7 (with the students after meeting 2 cycle 1)

Day : Saturday

Date : March 1, 2014

Time : 09. 25a.m

R : Reseacher S4: Arnodita S21 : Mia S26 : Ela S29 : Linda

R : Hai dek kok pada nggak keluar kelas jam istirahat gini?

S21 : Nggak mbak irit biar nggak jajan.

R : Oh gitu, nanti bentar lagi juga udah pulang kan ya. Yaudah mbak Juni boleh kan ikut ngobrol-ngobrol disini?

S4 : Hehehe...iya mbak boleh kok mbak.

R : Tadi gimana ni pelajaran Bahasa Inggrisnya?

S21 : Asyik banget mbak.

R : Pada suka nggak tadi?

S4&S26 : Suka donkk.....Asyik banget mbak

R : Kalian jadi suka Bahasa Inggris kan?

S29 : Iya mbak, soalnya ngajarnya asik. Nggak cuma disuruh nulis terus.

R : Terus kalau maen gamenya gimana tadi?

S4 : Gamenya asik mbak...

S26 : Betul, apalagi tadi ada hadiahnya kalau menang. Besok gitu lagi ya mbak ya?

R : Iya insyaallah ya... Terus tadi yang bikin susah apa?

S21 : Emmm...itu lho mbak aku suka lupa ciri-ciri hewannya kalau Bahasa Inggris.

R : Maksudnya kayak *tall, long, wild, big*, dll tadi ya?

S4 : Iya mbak. Aku juga susah ingatnya. Apalagi kata *wild* mbak.

R : Oh gitu, kebanyakan yang diingat atau gimana?

S29 : Lha mosok mbak wis kudu hafalin nama-nama hewan kudu hafalin ciri-cirinya juga.

S21 : Iya betul itu

- R : Berarti kebanyakan ya? Yasudah besok nggak langsung banyak gitu. Selain itu apa kesulitannya?
- S29 : Kalau aku suka kebalik-balik mbak kalau nanya 'is it..atau it is'.
- R : Oh gitu..yang bener kalau nanya itu pake it is.... Gambarnya tadi keliatan kan?
- S4 : Kurang gede lagi mbak.hehe tapi ya uda keliatan juga kok.
- R : Tadi pas disapa pake good morning, terus di tanya how are you udah bisa jawab kan?
- S26 : Iya mbak
- R : Kalian suka nggak kalau disuruh praktek bicara ma temen sebangku kayak tadi?
- S4 : Suka mbak.
- R : Yaudah dek, makasih ya. Mbak Juni tak keluar bentar ya. Mau nanya-nanya ma yang cowok-cowok.

Interview 8 (with the students after meeting 2 cycle 1)

Day : Saturday

Date : March 1, 2014

Time : 09. 40a.m

- R : Reseacher S1 : Rofi S14 : Damar S11: Lutfi
- R : Kalian tadi belajar Bahasa Inggris pakai game suka nggak? **(Do**
- S28 : Seneng
- R : Kok seneng kenapa?
- S31 : Asyik
- R : Kok suka kenapa?
- S31 : Main game

- R : Menurut kalian gamenya gimana?
- S25 : Asyik
- R : Takut nggak ngomong Bahasa Inggris sama teman?
- S25 : Nggak
- S31 : Nggak, Miss
- R : Tadi selama pelajaran ada yang sulit nggak?
- S21 : Iya, Miss. Aku nggak tau gimana cara ngucapain nama-nama binatang tadi.
- R : Yang susah pas bagian apa lagi?
- S14 : Kalau aku suka kebalik-balik kalau mau ngomong is it malah jadi it is.
- S1 : Podo mbak. Aku yo gitu.
- R : Kalau ciri-cirinya binatang tadi kalian kesulitan nggak?
- S14 : Ora mbak...eh iyo dink mbak. Ada yang suka masih lupa.
- S1 : Aku juga mbak. Ada yang lupa-lupa terus.
- R : Klau gambarnya tadi kalian suka?
- S14 : Suka, kartun soalnya.
- R : Kalian seneng kartun ya?
- S11 : Iya mbak, betul.
- R : Ngucapin kata-katanya susah juga nggak?
- S14 : Ya ada yang susah, ad yang gampang mbak.
- S1 : Kalau aku nggak hafal ciri-ciri binatangnya mbak.
- R : Tadi menghafal kata-katanya mudah nggak?
- S5 : Iya
- R : Kenapa?
- S5 : Di ulang-ulang di game, Miss

- R : Oh gitu, terus kalau tadi di sapa pakai good morning, terus ditanya how are you udah bisa jawab kan?
- S14 : Udah lah mbak
- R : Maksudku kan kemarin belum bisa dek.
- S11 : Iya tapi kalau sekarang udah bisa kok.
- R : Kalian pengen main gamenya lagi nggak?
- S1 : Iya lah mbak
- S11 : Tapi yang ada hadiahnya ya mbak ya.
- R : Iya insyaallah ya. Yaudah ini kalian udah mau masuk lagi.

Interview 9(with English teacher after meeting 3 cycle 1)

Day : Saturday

Date : March 8, 2014

Time : 10.00 a.m

- R : Reseacher ET : English teacher
- R : Permissi buk, boleh ngobrol-ngobrol lagi buk?
- ET : Iya mbak, saya juga nggak ada jam ngajar kok habis ini.
- R : Iya makasih buk, buk saya mau nanya bagaimana action di meeting 3 tadi buk?
- ET : Ya menurut saya lebih baik mbak, dari pada action sebelumnya. Anak-anak tadi juga udah bisa menggunakan language function yang mbak Juni ajarkan dengan baik.
- R : Iya saya juga ngrasa gitu buk. Kalau vocabularynya buk?
- ET : Mereka nggak kesulitan kok mbak kalau masalah vocabularynya. Mungkin karna kata-katanya udah nggak asing lagi mbak buat mereka.

- R : Apakah menurut ibuk penggunaan board game membantu siswa untuk mengingat kata-katanya?
- ET : Iya mbak. Vocabulary anak-anak tadi sudah lumayan hafal.
- R : Iya buk, tadi pas main game menurut ibuk gimana?
- ET : Ya bagus juga mbak. Mereka nggak mengalami banyak kesulitan mbak,
- R : Anak-anak terlihat antusias kan buk?
- ET : Iya mbak betul.
- R : Lalu kalau pemahaman mereka tentang penggunaan classroom Englishnya gimana buk?
- ET : Ya mereka udah mula terbiasa mbak. Jadi udah paham apa yang mbak Juni katakan.
- R : Iya buk, kalau tatanan katanya tadi udah ada peningkatan belum buk?
- ET : Udah mbak. Udah banyak yang bener kok mbak.
- R : Porsi bicara mereka udah cukup juga kan buk?
- ET : Iya mbak, kan mereka ngomongnya juga diulang-ulang terus. Banyak praktek ngomongnya juga. Menurut saya sudah cukup lah mbak.
- R : Ya sudah buk, mungkin itu dulu saja yang saya tanyakan buk. Trimakasih untuk bantuan dan waktunya ya buk.
- ET : Oh iya mbak sama-sama.

Interview 10 (with the students after meeting 3 cycle 1)

Day : Saturday

Date : March 8, 2014

Time : 09.25 a.m

R : Reseacher

S3 : Amanah

S8 : Ria

S9 : Rani

- R : Hai dek, wah pada jajan apa nih?
- S3 : Hehehe
- R : Boleh gabung kan dek? Sambil nanya-nanya gitu?
- S9 : Boleh mbak.
- S8 : Mau nanya apa e mbak?
- R : Tadi pelajaran Bahasa Inggrisnya gimana?
- S9 : Ya seneng mbak.
- S8 : Asyik kok mbak.
- R : Emang yang bikin asyik apa?
- S3 : Ya gamenya.
- R : Selain itu?
- S9 : Hadiahnya.hehe
- R : Oh gitu, sekarang jadi seneng kan ya ma pelajaran Bahasa Inggris?
- S3 : Iya mbak, seru.e Nggak nulis terus.
- R : Kalau disuruh ngomong pake Bahasa Inggris takut nggak?
- S8 : Nggak mbak. Pede aja lagi. Hehe
- S9 : Iya mbak udah terbiasa kok
- R : Tadi materinya susah nggak?
- S3 : Nggak mbak
- R : Ngucapin kata-katanya ada yang susah juga nggak?
- S8 : Nggak kok mbak
- S9 : Iya nggak ada mbak.
- R : Terus yang susah apa?
- S3 : Nggak ada mbak.

S9 : Iya nggak ada mbak.

R : Oh ya udah kalau gitu. Makasih ya dek udah boleh ngobrol-ngobrol.

Interview 11 (with the students after meeting 1 cycle 2)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

R : Reseacher S25 : Dhimas S28 : Gazi S31 : Tinton

R : Gimana pelajarannya tadi ? seneng nggak?

S9 : Iya , miss

S7 : Betul miss aku juga

R : Sukanya pas apa?

S19 : Main game

R : Kalau Dwi dan Rani apa?

S7,S9 : Sama

R : Tadi belajar pake fruit an vegetable seneng nggak?

S14 : Suka

S12 : Iya

R :Sukanya kenapa?

S14 : karena ada pointnya

S16 : Pemenangnya dapat hadiah...hehe

R : Apa lagi yang lain?

S12 : Seru

R : Tadi selama main game ngomongnya pakai Bahasa Inggris terus kan?

- S28 : Iya lah mbak
- R : Susah nggak?
- S28 : Ora kok
- R : Terus tadi ada yang bikin susah nggak?
- S25 : Nggak ada mbak.
- R : Ngucapin kata-katanya ada yang susah nggak?
- S28 : Nggak ada
- S31 : Gampang pokok e
- R : Jadi nggak takut lagi donk kalau disuruh ngomong pakai Bahasa Inggris?
- S25 : Iya betul
- R : Terus ada kata-kata yang masih suka lupa nggak?
- S28 : Nggak ada mbak.
- R : Oke kalau begitu. Makasih ya... Besok kita ngobrol-ngobrol lagi
- S31 : Tapi besok dikasih hadiah lho mbak.
- R : Hehe, ya besok kalau menang main gamenya dapat hadiah

Interview 12 (with the students after meeting 1 cycle 2)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

R : Reseacher S8 : S13 : S

- R : Hei, tadi suka nggak sama gamenya?
- S8 : Iya suka
- S13 : Iya miss, suka kok
- R : Kok suka kenapa?
- S8 : Ada hadiahnya
- R : Oh gitu. Tadi susah nggak?
- S14 : Nggak miss
- R : Bener nih?
- S13 : Iya
- R : Ngucapin kata-katanya masih susah nggak?
- S13 : Nggak kok miss. Kalau aku lupa diingetin temen
- R : Oke deh. Hafalin kata-katanya?
- S8 : Nggak susah miss. Aku banyak yang hafal
- S13 : Aku juga
- R : Terus masih suka kebalik-balik nggak?
- S8 : Nggak donk miss.haha
- R : Alhamdullilah... nggak takut lagi kan ngomong pake Bahasa Inggris?
- S14 : Ooo...tentu saja tidak.hehe
- R : Lancar nggak tadi ngomong Bahasa Inggrisnya?
- S14 : Lancar miss. Gampang

Interview 13 (with the English teacher after meeting 1 cycle 2)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

R : Tadi gimana buk actionnya?

ET : Ya seperti biasa mbak. Bisa bikin anak senang

R : Menurut ibuk apa saja yang meningkat di cycle 2 ini?

ET : Yang paling kelihatan pronunciation mbak. Mereka juga tambah pede juga ngomong Bahasa Inggris.

R : Bagaimana pemahaman siswa dalam penggunaan language function tadi buk?

ET : Menurut saya mereka cepet nangkapnya mbak. Jawaban mereka juga sesuai dengan pertanyaan.

R : Menurut ibuk, bagaimana vocabulay-nya anak-anak tadi?

ET : Menurut saya mereka tidak ada masalah dalam vocabulary

R : Kalau kelancaran mereka dalam bicara tadi gimana buk?

ET : Yasudah pada lancar kok mbak.

Interview 14 (with the students after meeting 2 cycle 2)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

- R : Gimana pelajarannya tadi ? seneng nggak?
- S9 : Iya , miss
- S7 : Betul miss aku juga
- R : Sukanya pas apa?
- S19 : Main game
- R : Kalau Dwi dan Rani apa?
- S7,S9 : Sama
- R : Takut salah nggak pas ngomong pakai Bahasa Inggris?
- S 9 : Nggak
- S7 : Nggak,miss
- R : susah nggak tadi?
- S7 : Nggak kok miss
- R : Ngucapinnya susah nggak?
- S9 : Udah nggak susah miss
- R : Kata-katanya banyak yang hafal?
- S19 : Hafal kok

Interview 15 (with the English teacher after meeting 2 cycle 2)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

- R : Action di meeting tadi bagaimana buk?
- ET : Selalu lebih bagus mbak.
- R : Kalau pronounciatonnya anak-anak tadi gimana buk?
- ET : Menurut saya sudah bagus mbak. Intonasinya juga udah tepat.
- R : Kalau vocabularynya gimana buk?
- ET : Menurut saya udah nggak ada masalah juga mbak.
- R : Apakah anak-anak tadi bicaranya sudah lancar belum buk?
- ET : Sudah cukup lancar mbak.
- R : Menurut ibuk apalagi yang meningkat?
- ET : Tatanan kata mereka juga nggak kebalik-balik lagi kok mbak.
- R : Alhamdulillah kalau begitu buk. Percaya diri mereka juga sudah bagus kan buk?
- ET : Betul mbak. Anak-anak sekarang udah pada PD
- R : Sudah lancar juga ya buk?
- ET : Betul itu mbak
- R : Pemahaman anak-anak tentang penggunaan language functionnya gimana buk?
- ET : Udah lebih baik juga mbak. Respon mereka juga sudah tepat kok mbak.

Interview 16 (with the students after meeting 2 cycle 3)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

- R : Gimana tadi bisa seneng kan sama game yang terakhir?
- S3 : Ya seneng miss. Tapi sedih besok udah nggak main game lagi.
- R : Ya besok kan masih bisa sama bu Ema
- S2 : Nggak ah. Nyebelin ngerjain LKS terus je
- R : Jangan gitu, nanti bilang sama bu Ema aja kalau pengen main game.
- S5 : Yadeh
- R : Tadi susah nggak?
- S2 : Nggak kok
- R : Terus tadi bisa hafal sama kata-katanya nggak?
- S3 : Bisa, miss
- S2 : Iya miss
- R : Ngucapinnya gimana?
- S5 : Aku juga udah lumayan bisa
- S2 : Aku juga
- R : Udah nggak suka kebalik-balik kan ngomongnya?
- S2 : Udah nggak aku
- S5 : Sama
- R : Ngomong Bahasa Inggrisnya juga udah jadi lancar?
- S3 : Iya

Interview 17 (with the English teacher after meeting 3 cycle 2)

Day : Saturday

Date : March 8, 2014

Time : 09.35 a.m

- R : Buk bagaimana action terakhir saya tadi?
- ET : Bagus mbak. Kemampuan bicara anak-anak sudah meningkat mbak.
- R : Menurut buk aspek apa saja yang sudah meningkat buk?
- ET : Wah banyak mbak. Pemahaman mereka, mereka juga udah lancar, pengucapannya lebih bagus,
- R : Kalau grammarnya anak-anak gimana buk?
- ET : Menurut saya kesalahan grammarnya semakin dikit dari pada sebelumnya.
- R : selama cycle 2 , apakah anak -anak tetap termotivasi untuk berbicara?
- ET : Iya, mbak. Mereka suka gamenya jadi mereka semangat untuk berbicara.

APPENDIX F

QUESTIONNAIRE

THE QUESTIONNAIRE RESULT

1. Saya sangat menyukai mata pelajaran Bahasa Inggris.

Sangat setuju	2
Setuju	6
Tidak setuju	20
Sangat Tidak Setuju	4

2. Saya merasa Bahasa Inggris itu sulit.

Sangat setuju	8
Setuju	21
Tidak setuju	3
Sangat Tidak Setuju	0

3. Saya merasa kesulitan untuk mengucapkan kata-kata dalam Bahasa Inggris.

Sangat setuju	5
Setuju	23
Tidak setuju	4
Sangat Tidak Setuju	0

4. Banyak kata-kata Bahasa Inggris yang saya tidak mengerti artinya.

Sangat setuju	28
Setuju	4
Tidak setuju	0
Sangat Tidak Setuju	0

5. Saya merasa takut untuk berbicara dalam Bahasa Inggris.

Sangat setuju	25
Setuju	6
Tidak setuju	1
Sangat Tidak Setuju	0

6. Saya merasa malu untuk berbicara dalam Bahasa Inggris

Sangat setuju	25
Setuju	7
Tidak setuju	0
Sangat Tidak Setuju	0

7. Saya ingin sekali bisa berbicara dengan Bahasa Inggris.

Sangat setuju	30
Setuju	1
Tidak setuju	1
Sangat Tidak Setuju	0

8. Saya sering tidak paham jika guru berbicara dalam Bahasa Inggris.

Sangat setuju	15
Setuju	16
Tidak setuju	1
Sangat Tidak Setuju	0

9. Saya merasa sangat bosan dengan pelajaran Bahasa Inggris selama ini.

Sangat setuju	5
Setuju	16
Tidak setuju	9
Sangat Tidak Setuju	2

10. Selama pelajaran Bahasa Inggris guru sering meminta siswa untuk menulis daripada berbicara dalam Bahasa Inggris.

Sangat setuju	5
Setuju	27
Tidak setuju	0
Sangat Tidak Setuju	0

11. Saya sering malu jika diminta guru untuk berbicara Bahasa Inggris dengan teman saya.

Sangat setuju	8
Setuju	20
Tidak setuju	2
Sangat Tidak Setuju	0

12. Saya senang belajar Bahasa Inggris dengan lagu.

Sangat setuju	15
Setuju	17
Tidak setuju	0
Sangat Tidak Setuju	0

13. Saya senang dengan cara mengajar guru Bahasa Inggris saya.

Sangat setuju	5
Setuju	10
Tidak setuju	17
Sangat Tidak Setuju	0

14. Guru Bahasa Inggris saya sering mengajar menggunakan gambar-gambar.

Sangat setuju	0
Setuju	0
Tidak setuju	25
Sangat Tidak Setuju	7

15. Guru Bahasa Inggris saya sering mengajar Bahasa Inggris dengan game.

Sangat setuju	0
Setuju	0
Tidak setuju	27
Sangat Tidak Setuju	5

16. Guru sering meminta siswa untuk mengartikan kata-kata Bahasa Inggris.

Sangat setuju	0
Setuju	0
Tidak setuju	27
Sangat Tidak Setuju	5

17. Saya takut dengan guru Bahasa Inggris saya

Sangat setuju	5
Setuju	12
Tidak setuju	11
Sangat Tidak Setuju	4

18. Saya senang bermain game.

Sangat setuju	20
Setuju	12
Tidak setuju	0
Sangat Tidak Setuju	0

19. Saya akan lebih bersemangat belajar Bahasa Inggris dengan game.

Sangat setuju	20
Setuju	12
Tidak setuju	0
Sangat Tidak Setuju	0

20. Saya lebih senang belajar berbicara dalam Bahasa Inggris dibandingkan dengan belajar menulis dalam Bahasa Inggris

Sangat setuju	15
Setuju	16
Tidak setuju	1
Sangat Tidak Setuju	0

21. Gambar-gambar membantu saya dalam mengingat arti dalam Bahasa Inggris.

Sangat setuju	21
Setuju	11
Tidak setuju	0
Sangat Tidak Setuju	0

22. Buku Bahasa Inggris yang digunakan selama ini membuat saya semangat belajar Bahasa Inggris.

Sangat setuju	21
Setuju	11
Tidak setuju	0
Sangat Tidak Setuju	0

23. Saya senang belajar berpasangan dengan teman sebangku saya.

Sangat setuju	21
Setuju	11
Tidak setuju	0

Sangat Tidak Setuju 0
24. Saya senang belajar berkelompok.

Sangat setuju 10
Setuju 23
Tidak setuju 0
Sangat Tidak Setuju 0

25. Menurut saya belajar Bahasa Inggris itu penting.

Sangat setuju 27
Setuju 5
Tidak setuju 0
Sangat Tidak Setuju 0

APPENDIX G: PRE-TEST & POST- TEST

STUDENTS' SPEAKING SCORES

PRE- TEST

No	Name	ASPECTS										TOTAL	
		Comprehension		Fluency		Vocabulary		Pronunciation		Grammar Accuracy			
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET
1	Rofi	2	3	1	1	2	2	2	2	2	2	8	8
2	Andita	4	2	2	3	3	4	2	2	1	1	10	12
3	Amanah	3	2	1	2	3	3	2	2	1	1	9	9
4	Arnodita	3	2	2	3	3	3	2	2	2	2	11	12
5	Vito	3	2	2	2	1	2	2	2	1	2	9	10
6	Durrotul	2	2	2	2	3	4	3	3	3	3	14	14
7	Dwi	2	2	1	2	2	2	2	3	1	2	8	11
8	Ria	3	3	2	2	2	3	2	2	1	1	9	11
9	Rani	2	1	1	2	1	2	1	2	1	1	5	8
10	Mustofa	3	2	2	2	1	2	2	2	2	2	9	10
11	Lutfi	2	2	2	3	2	2	2	2	2	3	10	12
12	Dava	5	3	2	2	3	3	3	2	3	4	13	14
13	Diah	3	2	2	2	2	3	3	3	2	2	11	12
14	Damar	1	2	2	2	2	2	2	2	2	2	9	10
15	Adipura	1	2	2	1	2	3	3	3	2	2	10	11
16	Farkhan	1	1	1	1	1	2	2	2	1	1	7	8
17	Khoirul	2	2	2	2	3	3	3	3	3	3	13	13
18	Rizqi	2	2	2	2	2	3	2	2	2	2	10	11
19	Rena	2	2	2	3	2	2	2	2	2	2	10	11
20	Diah N	2	2	2	2	2	2	2	2	1	2	9	10
21	Mia F	2	2	2	2	2	2	2	3	2	2	10	11
22	Eka	2	2	2	2	2	1	2	2	2	2	10	9
23	Sabiq	2	3	3	3	2	2	3	2	2	2	12	12
24	Amanda	2	2	2	3	2	3	3	2	2	2	12	12
25	Dhimas	1	1	2	2	2	2	2	2	2	2	9	9
26	Ela	2	2	2	2	3	2	2	2	2	2	11	11
27	Muflihah	2	2	2	2	3	2	2	3	3	3	12	11
28	Gazi	3	3	3	3	4	1	2	2	2	2	14	12
29	Linda	2	2	2	2	3	2	2	2	2	2	11	10
30	Erman	2	2	1	1	2	2	2	2	2	2	9	9
31	Tinton	1	2	2	2	2	2	1	1	1	1	7	9
32	Yahya	1	2	2	1	2	2	2	2	1	2	8	9
Total		58	65	60	65	71	76	69	70	58	64	319	340
Mean		1,81	2,03	1,87	2,03	2,21	2,37	2,15	2,18	1,81	2,00	9,96	10,62

Mean Score	1,92	1,95	2,29	2,16	1, 90	10,29
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STUDENTS' SPEAKING SCORES

POST-TEST

Day :

Date :

No	Name	ASPECTS										TOTAL	
		Comprehension		Fluency		Vocabulary		Pronunciation		Grammar Accuracy			
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET
1	Rofi	3	4	3	4	3	4	3	3	4	4	8	8
2	Andita	4	4	5	4	5	5	4	4	4	5	10	12
3	Amanah	3	4	4	5	4	4	3	3	4	4	9	9
4	Arnodita	3	4	3	4	4	4	3	4	3	3	11	12
5	Vito	3	3	3	3	3	3	3	3	3	3	9	10
6	Durrotul	3	4	3	4	3	3	4	4	4	5	14	14
7	Dwi	3	3	3	3	4	4	3	3	3	4	8	11
8	Ria	4	4	4	5	4	4	4	4	3	3	9	11
9	Rani	3	4	3	4	3	4	3	3	3	3	5	8
10	Mustofa	3	4	4	4	4	5	4	4	4	4	9	10
11	Lutfi	4	5	4	4	4	4	3	3	3	4	10	12
12	Dava	4	4	4	5	4	4	4	4	4	4	13	14
13	Diah	3	4	4	4	4	4	4	4	4	5	11	12
14	Damar	4	4	3	3	3	3	3	3	3	3	9	10
15	Adipura	2	3	3	3	3	4	3	3	4	4	10	11
16	Farkhan	3	4	3	3	3	4	3	3	3	3	7	8
17	Khoirul	4	4	4	4	4	4	5	5	4	4	13	13
18	Rizqi	4	4	3	4	3	4	4	4	3	3	10	11
19	Rena	5	5	4	5	4	4	4	4	4	4	10	11
20	Diah N	5	5	5	5	5	5	5	5	4	4	9	10
21	Mia F	4	4	3	4	3	4	3	3	3	3	10	11
22	Eka	3	4	3	4	3	3	3	3	4	4	10	9
23	Sabiq	4	5	4	5	4	4	4	4	4	4	12	12
24	Amanda	4	5	4	4	4	5	4	4	3	3	12	12
25	Dhimas	3	2	2	3	2	3	2	2	3	3	9	9
26	Ela	5	5	4	4	4	4	3	3	4	4	11	11
27	Muflihah	4	4	3	4	4	4	4	4	4	4	12	11
28	Gazi	5	5	4	5	5	5	4	4	4	4	14	12
29	Linda	3	4	3	3	4	4	3	3	3	3	11	10
30	Erman	3	4	3	3	4	4	2	3	3	3	9	9

31	Tinton	2	3	2	2	3	3	3	3	2	2	7	9
32	Yahya	3	4	3	3	3	3	3	3	3	3	8	9
Total		126	129	108	119	117	126	98	107	111	114	319	340
Mean		3,93	4,03	3,37	3,71	3,65	3,93	3,06	3,34	3,46	3,56	9,96	10,62
Mean Score		3,98		3,54		3,79		3,20		3,51		10,29	

APPENDIX H: OBSERVATION CHECKLIST

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting : 1

Date : February 22nd, 2014

Class : IV

Time : 08.10-09.20 a.m

No	Name	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1.	Rofi	✓	-	-	-	-
2.	Andita	✓	✓	✓	✓	✓
3.	Amanah . N	✓	✓	✓	✓	✓
4.	Amanah. Z	✓	✓	✓	-	-
5.	Vito	✓	✓	-	-	-
6.	Durrotul	-	-	-	-	-
7.	Dwi	-	-	-	-	-
8.	Ria	✓	-	-	-	-
9.	Rani	-	-	-	-	-
10.	Musthafa	✓	✓	✓	✓	-
11.	Lutfi	✓	✓	✓	-	✓
12.	Dava	✓	✓	✓	✓	✓
13.	Diah	✓	-	-	-	-
14.	Damar	-	-	-	-	-
15.	Adipura	✓	-	✓	-	-
16.	Farkhan	-	-	-	-	-
17.	Khoirul	✓	✓	✓	✓	✓
18.	Rizqi	✓	-	-	-	-
19.	Rena	✓	✓	✓	✓	✓
20.	Diah	✓	✓	✓	-	✓
21.	Mia	✓	-	-	-	-
22.	Eka	✓	✓	✓	✓	✓
23.	Sabiq	✓	✓	✓	✓	✓
24.	Amanda	✓	-	-	-	-
25.	Dhimas	✓	-	-	-	-
26.	Ela	✓	✓	✓	✓	✓
27.	Muflihah	✓	-	✓	-	-
28.	Gazi	✓	✓	✓	✓	✓
29.	Linda	✓	✓	✓	-	✓
30.	Erman	-	-	-	-	-
31.	Tinton	-	-	-	-	-
32.	Yahya	✓	✓	✓	-	✓
Number of students		25	16	17	10	13
Percentage %		78,12	50,00	53,12	32,25	40,62

✓ : The students perform the indicators

- : The students has not performed the indicators

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting : 2

Date : March 1st, 2014

Class : IV

Time : 08.10-09.20 a.m

No	Name	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1.	Rofi	✓	-	✓	✓	-
2.	Andita	✓	✓	✓	✓	✓
3.	Amanah . N	✓	✓	✓	✓	✓
4.	Amanah. Z	✓	✓	✓	-	-
5.	Vito	✓	✓	-	-	-
6.	Durrotul	✓	-	-	-	-
7.	Dwi	✓	-	-	-	-
8.	Ria	✓	✓	✓	-	✓
9.	Rani	-	-	-	-	✓
10.	Musthafa	✓	✓	✓	✓	-
11.	Lutfi	✓	✓	✓	✓	✓
12.	Dava	✓	✓	✓	✓	✓
13.	Diah	✓	✓	-	-	-
14.	Damar	-	-	✓	-	-
15.	Adipura	✓	-	✓	-	-
16.	Farkhan	-	-	-	-	-
17.	Khoirul	✓	✓	✓	✓	✓
18.	Rizqi	✓	✓	✓	-	✓
19.	Rena	✓	✓	✓	✓	✓
20.	Diah	✓	✓	✓	✓	✓
21.	Mia	-	-	-	-	-
22.	Eka	✓	✓	✓	✓	✓
23.	Sabiq	✓	✓	✓	✓	✓
24.	Amanda	✓	✓	-	-	-
25.	Dhimas	✓	-	✓	-	-
26.	Ela	✓	✓	✓	✓	✓
27.	Muflihah	✓	✓	✓	-	-
28.	Gazi	✓	✓	✓	✓	✓
29.	Linda	✓	✓	✓	-	✓
30.	Erman	✓	-	-	-	-
31.	Tinton	-	-	-	-	-
32.	Yahya	✓	✓	✓	✓	✓
Number of students		27	21	21	14	16
Percentage %		84,75	65,62	65,62	43,75	50,00

✓ : The students perform the indicators

- : The students has not performed the indicators

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting : 3

Date : March 8th, 2014

Class : IV

Time : 08.10-09.20 a.m

No	Name	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1.	Rofi	✓	-	✓	✓	-
2.	Andita	✓	✓	✓	✓	✓
3.	Amanah . N	✓	✓	✓	✓	✓
4.	Amanah. Z	✓	✓	✓	-	✓
5.	Vito	✓	✓	✓	-	-
6.	Durrotul	-	-	-	-	-
7.	Dwi	✓	✓	✓	-	-
8.	Ria	✓	✓	✓	-	✓
9.	Rani	-	-	-	-	✓
10.	Musthafa	✓	✓	✓	✓	-
11.	Lutfi	✓	✓	✓	✓	✓
12.	Dava	✓	✓	✓	✓	✓
13.	Diah	✓	✓	✓	-	-
14.	Damar	✓	✓	✓	-	-
15.	Adipura	-	-	✓	-	-
16.	Farkhan	-	-	-	-	-
17.	Khoirul	✓	✓	✓	✓	✓
18.	Rizqi	✓	✓	✓	-	✓
19.	Rena	✓	✓	✓	✓	✓
20.	Diah	✓	✓	✓	✓	✓
21.	Mia	✓	✓	✓	-	-
22.	Eka	✓	✓	✓	✓	✓
23.	Sabiq	✓	✓	✓	✓	✓
24.	Amanda	✓	✓	✓	-	-
25.	Dhimas	✓	-	✓	-	-
26.	Ela	✓	✓	✓	✓	✓
27.	Muflihah	✓	✓	✓	✓	-
28.	Gazi	✓	✓	✓	✓	✓
29.	Linda	✓	✓	✓	✓	✓
30.	Erman	✓	-	-	-	-
31.	Tinton	-	-	-	-	-
32.	Yahya	✓	✓	✓	✓	✓
Number of students		27	24	26	16	17
Percentage %		84,75	75,00	81,25	50,00	53,12

✓ : The students perform the indicators

- : The students has not performed the indicators

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting / cycle : 1/ 2

Date : March 15th, 2014

Class : IV

Time : 08.10-09.20 a.m

No	Name	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1.	Rofi	✓	-	✓	✓	-
2.	Andita	✓	✓	✓	✓	✓
3.	Amanah . N	✓	✓	✓	✓	✓
4.	Amanah. Z	✓	✓	✓	✓	✓
5.	Vito	✓	✓	✓	-	-
6.	Durrotul	-	-	-	-	-
7.	Dwi	✓	✓	✓	✓	✓
8.	Ria	✓	✓	✓	-	✓
9.	Rani	✓	-	-	-	✓
10.	Musthafa	✓	✓	✓	✓	✓
11.	Lutfi	✓	✓	✓	✓	✓
12.	Dava	✓	✓	✓	✓	✓
13.	Diah	✓	✓	✓	✓	-
14.	Damar	✓	✓	✓	-	-
15.	Adipura	-	-	✓	-	-
16.	Farkhan	✓	✓	✓	-	-
17.	Khoirul	✓	✓	✓	✓	✓
18.	Rizqi	✓	✓	✓	✓	✓
19.	Rena	✓	✓	✓	✓	✓
20.	Diah	✓	✓	✓	✓	✓
21.	Mia	✓	✓	✓	-	-
22.	Eka	✓	✓	✓	✓	✓
23.	Sabiq	✓	✓	✓	✓	✓
24.	Amanda	✓	✓	✓	✓	-
25.	Dhimas	-	-	✓	-	-
26.	Ela	✓	✓	✓	✓	✓
27.	Muflihah	✓	✓	✓	✓	✓
28.	Gazi	✓	✓	✓	✓	✓
29.	Linda	✓	✓	✓	✓	✓
30.	Erman	✓	✓	-	✓	✓
31.	Tinton	✓	-	-	-	✓
32.	Yahya	✓	✓	✓	✓	✓
Number of students		28	26	26	23	20
Percentage %		87,5	81,25	81,25	71,87	62,5

✓ : The students perform the indicators

- : The students has not performed the indicators

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting / cycle : 2/ 2

Date : March 22nd 2014

Class : IV

Time : 08.10-09.20 a.m

No	Name	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1.	Rofi	✓	-	✓	✓	-
2.	Andita	✓	✓	✓	✓	✓
3.	Amanah . N	✓	✓	✓	✓	✓
4.	Amanah. Z	✓	✓	✓	✓	✓
5.	Vito	✓	✓	✓	-	-
6.	Durrotul	✓	-	-	-	-
7.	Dwi	✓	✓	✓	✓	-
8.	Ria	✓	✓	✓	-	✓
9.	Rani	✓	-	-	-	✓
10.	Musthafa	✓	✓	✓	✓	✓
11.	Lutfi	✓	✓	✓	✓	✓
12.	Dava	✓	✓	✓	✓	✓
13.	Diah	✓	✓	✓	-	✓
14.	Damar	✓	✓	✓	-	✓
15.	Adipura	✓	-	✓	-	-
16.	Farkhan	✓	✓	-	-	-
17.	Khoirul	✓	✓	✓	✓	✓
18.	Rizqi	✓	✓	✓	-	✓
19.	Rena	✓	✓	✓	✓	✓
20.	Diah	✓	✓	✓	✓	✓
21.	Mia	✓	✓	✓	-	-
22.	Eka	✓	✓	✓	✓	✓
23.	Sabiq	✓	✓	✓	✓	✓
24.	Amanda	✓	✓	✓	-	✓
25.	Dhimas	-	-	✓	-	-
26.	Ela	✓	✓	✓	✓	✓
27.	Muflihah	✓	✓	✓	✓	✓
28.	Gazi	✓	✓	✓	✓	✓
29.	Linda	✓	✓	✓	✓	✓
30.	Erman	✓	✓	-	-	-
31.	Tinton	✓	-	-	-	-
32.	Yahya	✓	✓	✓	✓	✓
Number of students		30	26	27	19	22
Percentage %		93,75	81,25	84,37	59,37	68,75

✓ : The students perform the indicators

- : The students has not performed the indicators

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting / cycle : 3/ 2

Date : March 29th, 2014

Class : IV

Time : 08.10-09.20 a.m

No	Name	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1.	Rofi	✓	-	✓	✓	-
2.	Andita	✓	✓	✓	✓	✓
3.	Amanah . N	✓	✓	✓	✓	✓
4.	Amanah. Z	✓	✓	✓	✓	✓
5.	Vito	✓	✓	✓	-	✓
6.	Durrotul	✓	✓	✓	-	-
7.	Dwi	✓	✓	✓	✓	-
8.	Ria	✓	✓	✓	✓	✓
9.	Rani	✓	✓	✓	-	✓
10.	Musthafa	✓	✓	✓	✓	✓
11.	Lutfi	✓	✓	✓	✓	✓
12.	Dava	✓	✓	✓	✓	✓
13.	Diah	✓	✓	✓	✓	✓
14.	Damar	✓	✓	✓	-	-
15.	Adipura	✓	-	✓	✓	✓
16.	Farkhan	✓	✓	-	-	-
17.	Khoirul	✓	✓	✓	✓	✓
18.	Rizqi	✓	✓	✓	-	✓
19.	Rena	✓	✓	✓	✓	✓
20.	Diah	✓	✓	✓	✓	✓
21.	Mia	✓	✓	✓	-	-
22.	Eka	✓	✓	✓	✓	✓
23.	Sabiq	✓	✓	✓	✓	✓
24.	Amanda	✓	✓	✓	-	✓
25.	Dhimas	✓	-	✓	-	✓
26.	Ela	✓	✓	✓	✓	✓
27.	Muflihah	✓	✓	✓	✓	-
28.	Gazi	✓	✓	✓	✓	✓
29.	Linda	✓	✓	✓	✓	✓
30.	Erman	✓	✓	✓	✓	✓
31.	Tinton	✓	-	-	-	-
32.	Yahya	✓	✓	✓	✓	✓
Number of students		30	27	29	23	24
Percentage %		93,75	84,37	90,62	71,87	75

✓ : The students perform the indicators

- : The students has not performed the indicators

APPENDIX: I

BOARD GAMES

BOARD GAME PROCEDURE

1. Playground Board Game

Group size :4-5 students

Time :15-20 minutes

Materials : a game board, a dice, counters, green card and red cards.

Aim language : A : Do you want to play....?

 B : Yes, I do/ No, I don't.

Procedure

1. The first student rolls the dice and moves his/her counter.
2. If counter lands on a toy picture, for example, ball, the player asks the student who get the next turn. "Do you want to play ball?". If the counter lands on "GO BACK 1 or 2 SPACES" he/she have to go back some spaces.
3. The next student answer Yes, I do or No, I don't".
4. For Yes, the first students take a green card star. For No, he/she takes a red star card.
5. The next player rolls the dice and so on.
6. The game continues for about 15-20 minutes.
7. After the time is up, the students count the stars on the cards they have got. The student with the most stars is the winner.

2. Animal Kingdom Board Game

Group size : 4-5 students

Time :15-20 minutes

Materials : a game board, a dice, counters, cards with pictures of animals, paper stars.

Aim language : A: Is it big/tall/ small/etc?

B: Yes, it is./ No, it is not.

Procedure

1. The first student rolls the dice and moves his/her counter.
2. If the counter lands on an animal picture, he/ she takes a card without showing it to the others. The others guess the card. They can get the clues by asking YES/NO questions, for example “is it small/tall/long/?” and “can it jump?”. The child answers “Yes it is” or “No, it is not”.
3. The others guess the animals by asking, for example “ Is it a tiger/ snake/ an elephant/ etc?”. The students who can guess correctly gets one star. If there is no one guesses the animal correctly, the first child gets one star.
4. The game continues for example for about 20 minutes.
5. After the time is up or the star box is empty, the students count the stars they have got. The students with the most stars is the winner.

3. Our School Board Game

Group size :4-5 students

Time :15-20 minutes

Materials : a game board, a dice, counters, green card and red cards.

Aim language : A :May I go to the....?

B : Yes, Please/sure/Ok/ No, you don't

Procedure

1. The first student rolls the dice and moves his/her counter.
2. If counter lands on a room picture, For example, classroom, asks the student who get the next turn “May I go to the classroom?”. The students go back some

spaces if counter lands on “ GO BACK” , The students go ahead some spaces if the counter land on “ GO AHEAD” .

3. The next student answer Yes,please/ sure/ Ok/ No, you don't”.
4. For Yes, the first students take a green card star. For No, he/she takes a red star card.
5. The next player rolls the dice and so on.
6. The game continues for about 15-20 minutes.
7. After the time is up, the students count the stars on the cards they have got. The student with the most stars is the winner.

4. Fruits and Vegetables Board Game

Group size :4-5 students

Time :15-20 minutes

Materials : a game board, a dice, counters, blue card and red cards.

Aim language : A : Do you like....?
 B : Yes, I do/ No, I don't.

Procedure

1. The first student rolls the dice and moves his/her counter.
2. If counter lands on a fruit ar vegetable picture, For example, an mango, asks the student who get the next turn “ Do you like mango?”.
3. The next student answers Yes, I do or No, I don't.
4. For Yes, the first student takes a blue card. For No, he/she takes a red card.
5. The students go back some spaces if counter lands on “ GO BACK” , The students go ahead some spaces if the counter land on “ GO AHEAD” .
6. The next player rolls the dice and so on.
7. The game continues for about 15-20 minutes.
8. After the time is up, the students count the stars on the cards they have got. The student with the most stars is the winner.

5. School canteen Board Game

Group size :4-5 students

Time :15-20 minutes

Materials : a game board, counters, a dice, cards with pictures of family member, paper stars, red and blue papers with secret stars.

Aim language :

A : Who is she/ he?

B : She / he is my.....

Procedure

1. The first student rolls the dice and moves his/her counter.
2. If the counter lands on one picture of food or drink, for example, picture of ice cream, the player asks the student who get the next turn, “ do you want ice cream?”. If the counter lands on picture of microphone, she/he have to sing “do you want” song. If he/she not singing will make him/her lose a turn. If the counter lands on “BACK 1 or BACK 2 SPACES” he/she have to go back 1 or 2 spaces.
3. The student who get the next turn answer, “Yes, I do”(If the student who get the next turn want ice cream), ‘ No, I don’t.....”(if he/she don’t want ice cream. For answer Yes, the first student(the player) takes a blue card, for answer NO, the first student (the player) takes a card red card.
4. The game continues for about 15-20 minutes.
5. After the time is up, the students count the stars on the cards they have got. The student with the most stars is the winner.

6. Occupation Board Game

Group size :4-5 students




Time :15-20 minutes

Materials : a game board, a dice, counters, cards with occupation pictures, paper stars, star list.

Language function : A : What do you do?

B : I'm a.....

Procedure

1. The first student rolls the dice and moves his/her counter.
2. If the counter lands on occupation picture, the next students who will get the next turn asks the first student "what do you do?", the first student answer the question with " I'm a/an". After that the first student can take star, before the he/she take star, he/she look at the stars list to know how much star he/she get. If the counter lands on sign
 " " she/ he have  to go back some spaces, but if the sign is " " he/she have to go ahead some spaces. If the counter lands on sign  , he/she get bonus 1 star.
3. The game continues for about 15-20 minutes.
4. After the time is up, the students count the stars on the cards they have got. The student with the most stars is the winner.

APPENDIX J:

PHOTOGRAPHS

Teaching and Learning Process







PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0467 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/VI/328/2/2014

Mengingat : Tanggal : 13 November 2013 Perihal : Ijin Penelitian

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : JUNIATI NUR KASANAH
P. T / Alamat : Fak. Bahasa Dan seni UNY, Karangmalang Yogyakarta
NIP/NIM/No. KTP : 09202244008
Tema/Judul : IMPROVING STUDENTS' SPEAKING SKILL BY USING BOARD GAME TO THE FOURTH GRADE OF SD N 1 PANDAK BANTUL IN THE ACADEMIC YEAR 2013/2014
Kegiatan : SD N 1 PANDAK BANTUL
Lokasi : SD N 1 PANDAK BANTUL
Waktu : 13 Februari sd 13 Mei 2014

Dengan ketentuan sebagai berikut :

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

Dikeluarkan di : B a n t u l
Pada tanggal : 13 Februari 2014

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

Ir. Edi Purwanto, M.Eng
NIP: 196407101997031004

Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Dasar Kab. Bantul
- Ka. UPT Pendidikan Kec. Pandak
- Ka. SD N 1 Pandak Bantul
- Dekan Fak. Bahasa Dan seni UNY
- Yang Bersangkutan (Mahasiswa)



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/II/328/2/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0178C/UN.34.12/DT/II/2014**
 Tanggal : **11 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

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

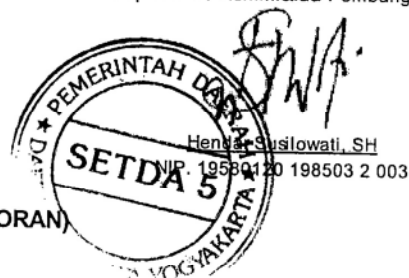
DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **JUNIATI NUR KASANAH** NIP/NIM : **09202244008**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **IMPROVING STUDENTS' SPEAKING SKILL BY USING BOARD GAME TO THE FOURTH GRADE OF SD N 1 PANDAK BANTUL IN THE ACADEMIC YEAR 2013/2014**
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
 Waktu : **13 FEBRUARI 2014 s/d 13 MEI 2014**

Dengan Ketentuan

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

Dikeluarkan di Yogyakarta
 Pada tanggal **13 FEBRUARI 2014**
 A.n Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub.
 Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN