IMPROVING STUDENTS' SPEAKING SKILLS AT GRADE IV OF SD MUHAMMADIYAH MIRISEWU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTERACTION PROMOTING GAMES

A Thesis

Presented as a Partial Fulfillment of the Requirements

to Obtain a *Sarjana Pendidikan Degree* in English Language Education

By:

IKA FATKHIYATI NURUL UMAY

08202244045

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF YOGYAKARTA

2013

APPROVAL SHEET

IMPROVING STUDENTS' SPEAKING SKILLS AT GRADE IV OF SD MUHAMMADIYAH MIRISEWU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTERACTION PROMOTING GAMES

A Thesis

Presented as Partial Fulfillment of the Requirements

to Obtain a *Sarjana Pendidikan Degree* in English Language Education

By

Ika Fatkhiyati Nurul Umay

08202244045

Approved on

By

First Consultant	Second Consultant
Dr. Agus Widyantoro, M. Pd	Ella Wulandari, S. Pd, M.A
NIP. 19600308 198502 1 001	NIP.19830518 200604 2 001

RATIFICATION

IMPROVING STUDENTS' SPEAKING SKILLS AT GRADE IV OF SD MUHAMMADIYAH MIRISEWU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTERACTION PROMOTING GAMES

A Thesis

Accepted by the Board of Examiners of Faculty of Languages and Arts, State University of Yogyakarta on August 14th, 2013 and declared to have fulfilled the requirements for the attainment of the Degree of Sarjana Pendidikan in English Language Education

BOARD OF EXAMINERS

Chairperson	: Dra. Nury Supriyanti, M.A	
Secretary	: Ella Wulandari, S. Pd., M.A.	
First Examiner	: Dra. Jamilah, M. Pd.	
Second Examiner	: Dr. Agus Widyantoro, M. Pd	

Yogyakarta, August 14th, 2013
Faculty of Languages and Arts
State University of Yogyakarta
Dean,

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

PERNYATAAN

Yang bertanda tangan di bawah ini.

Nama : Ika Fatkhiyati Nurul Umay

NIM : 08202244045

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

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

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

Yogyakarta, 1 Agustus 2013

Penulis,

Ika Fatkhiyati Nurul Umay

DEDICATIONS

This thesis is fully dedicated to:

my parents and my brother

for their endless love

MOTTOS

"SESUNGGUHNYA SESUDAH KESULITAN ITU ADA KEMUDAHAN"

(AL INSYIRAH: 5)

"SUCCESSFUL MEN AND WOMEN KEEP MOVING. THEY MAKE MISTAKES, BUT THEY DON'T QUIT."
(CONRAD HILTON)

"SAIGO MADE GONBAROU"

ACKNOWLEDGEMENTS

Alhamdulillahirabil'alamin. All praises be to Allah, the Most Merciful and Beneficent. Without His blessing, I would never have finished this thesis.

In accomplishing the thesis, I am grateful to some people for supports, assistance, and guidance without which this thesis would never have been finished. First of all, I would like to express my sincere gratitude to my first supervisor Dr. Agus Widyantoro, M.Pd for his expert guidance, patience, and valuable lessons during the process of the thesis. I would also like to address my sincere gratitude to Ella Wulandari, S.Pd, M.A. for the time to share and discuss during the process of writing the thesis.

My special gratitude also goes to the school principal of SD Muhammadiyah Mirisewu, Drs. Wardan, the class teacher Darmiyati, S.Pt, and other teachers of SD Muhammadiyah Mirisewu for giving me a chance to conduct the research. My special appreciation also goes to all the grade four students of SD Muhammadiyah Mirisewu for their participation during this study. I also address my gratitude to my collaborators Fira and Aisyah for their best cooperation.

My special thanks also go to my best friends in Yasmin dormitory (Mbak Ani, Mbak Ita, Mbak Pipit, Mbak Fikri, Zuyyi, Lala, Dewi, Ifah, Kunut, Novi, Tutik, and Ummah) for their supports and love. Thanks for the beautiful friendship.

I would like to express my gratitude to my students and my friends in Exacta Course. Thanks for giving me such a great teaching experience. I would also like to thank my High School friends (Anis, Dika, Dias, and Rara) for their support and care.

My greatest appreciation also goes to my classmates (Mbak Tutik, Mila, Febri, Arif, Ryan, Sekha, Lala, Shinta, Dawi, Vero, Lisa, Yoga, Damar, Adit, and Deni) for sharing knowledge and opinion. My special gratitude also goes to my friends in English Language Education Department (Sato, Astri, Petet, Ika, Ndaru,

Novita, Mbak Raisa, Mbak Brian, Mbak Windi) who always support and help me in finishing my thesis.

Last but not least, I also address my special gratitude to my beloved parents (Bapak Wardan dan Ibu Asnik Haryanti) and my brother (Muh. Isnaini Ma'ruf), whose prayers and love are in my life. Thank you for the endless support and love without which I cannot stand firm against all the odds.

As the final point, I realize that this thesis is far from being perfect. Therefore, I appreciate any criticism, comments and suggestions for the improvement of this thesis. I expect that this thesis gives contribution to the improvement of the English teaching and learning process.

Yogyakarta, Juli 2013

Ika Fatkhiyati Nurul Umay

TABLE OF CONTENTS

TITLE PAGE i
APPROVAL SHEET ii
RATIFICATION SHEET iii
PERNYATAAN iv
DEDICATIONS v
MOTTOS vi
ACKNOWLEDGEMENTS vii
TABLE OF CONTENTS ix
LIST OF APPENDICES xii
LIST OF TABLES xiii
LIST OF FIGURES xiv
ABSTRACT xv

CHAPTER I INTRODUCTION

A. Background of the Study 1
B. Identification of the Problems 2
C. Limitation of the Problem..... 4
D. Formulation of the Problem 4
E. Objectives of the Study 4
F. Significance of the Study 5

CHAPTER II LITERATURE REVIEW

A. Teaching Speaking Skills..... 6
1. The Nature of Speaking Skill…..... 6
2. The Aspects of Speaking Skills ……..... 7
3. The Speaking Activities in the Elementary School……..... 9
a. Presenting the new language orally ……..… 10
b. Controlled practice……..... 11
c. Guided Practice……. 12

d. Dialogues and role play work……..…… 12
d. Free activities…….…….. 13
4. Principles for Designing Speaking Techniques……..... 14
B. The Teaching of English for Young Learners……... 16
1. The Teaching of English in the Elementary School…….... 16
2. The Characteristics of Young Learners in the language learning……. 17
C. The Concept of Interaction Promoting Games…….. 18
1. The Definition of Interaction Promoting Games…….. 18
2. The Characteristics of Interaction Promoting Games……...… 19
3. The Benefits of Interaction Promoting Games in Speaking Class…… 21
4. The Kinds of Interaction Promoting Games…….....**.** 23
D. Review of Related Studies …… 27
E. Conceptual Framework and Research Question …….. 28
1. Conceptual Framework …… 28
2. Research Questions …….. 29

CHAPTER III

A. Research Design ……... 32
B. Research Settings ……. 33
C. Subjects of the Research …….. 33
D. Data of the Research ……. 34
E. Data Collection Techniques …… 34
F. Instruments of the Research …….. 35
G. Data Analysis technique …….. 37
H. Validity and Reliability of the Data……. 38
1. Validity of the Data ……. 38
2. Reliability of the Data …….. 39
I. Research Procedure ……. 40

CHAPTER IV

A. Research Findings ……... 43

1. Identification of the Field Problems ……. 43
2. Implementation of the Action ……... 48
a. Report of Cycle 1 …… 48
1) Planning …… 48
2) Action and Observation …… 50
3) Reflection …….. 58
b. Report of Cycle 2 …… 63
1) Planning …… 63
2) Action and Observation …… 64
3) Reflection …….. 73
3. General Findings ……... 77
B. Research Discussion …….. 80

CHAPTER V

A. Conclusions …… 84
B. Implications ……... 85
C. Suggestions …… 87
REFERENCES …….. 88
APPENDICES …… …… 90

LIST OF APPENDICES

Appendix A : Course Grid ……...….. 90

Appendix B : Lesson Plans ……..... 94

Appendix C : Interview Guide……...……. 112

Appendix D : Observation Guide ……...……... 113

Appendix E : Interview Transcript ……...……. 114

Appendix F : Field notes …… 125

Appendix G : Speaking Rubric …….. 132

Appendix H : Students' Pre-Test and Post-test Scores ……..……..... 136

Appendix I : Photographs ……..…… 138

Appendix J : Letters ……... 140

LIST OF TABLES

Table 1: Field problems of the teaching and learning process at grade IV of SD Muhammadiyah Mirisewu ……... 45
Table 2: The Students' score of the pre test ……. 47
Table 3: Field problems related to students' speaking skills that were feasible to be solved……... 47
Table 4: The schedule of Cycle 1 ……. 50
Table 5: The Schedule of Cycle 2 …… 65
Table 6: The Mean Score of the Pre test and the Post Test ……. 77
Table 7: The different of the mean score in the pre test and post pest …… 78
Table 8: The Improvements of the students speaking skills …… 78

LIST OF FIGURES

Figure 1: The Example of Presenting New Language Orally with Mascot ... 10
Figure 2: The Example of controlled practice ……... 11
Figure 3: The example of guided practice ……. 12
Figure 4: The example of role play……. 13
Figure 5: The example of free activity …….. 14
Figure 6: Conceptual framework diagram ……. 31
Figure 7: The action research cycles …….. 32
Figure 8: The researcher is showing the picture of an animal ……... 51
Figure 9: The students are playing "*I am going to the zoo*" game ……. 53
Figure 10: The students are playing "*Pass the ball*" game …… 55
Figure 11: The students are chanting "Book pen desk chair" …… 56
Figure 12: The students are playing "Bandits and Sheriffs" game …… 57
Figure 13: The students are playing "Transportation dodge" game …….. 67
Figure 14: The students are playing "Survey game"…….. 69
Figure 15: The students are playing a "Guessing game" ……..... 70
Figure 16: The students are playing a "Whisper race" …….. 72

IMPROVING STUDENTS' SPEAKING SKILLS AT GRADE IV OF SD MUHAMMADIYAH MIRISEWU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTERACTIVE GAMES

By
Ika Fatkhiyati Nurul Umay
08202244045

ABSTRACT

The study was aimed at improving the students' speaking skills at the grade IV of SD Muhammadiyah Mirisewu in the academic year of 2012/2013.

The research was action research. It consisted of two cycles with three meetings in each cycle. The step of the research were identifying the problems, planning the solution, implementing, and reflecting the actions. The data collection techniques were observations, interviews and tests. Hence, the data were in the forms of field notes, interview transcripts, and the students' score. They were analyzed in two ways, qualitative and quantitative. The qualitative data were analyzed in five stages i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data in the forms of pre-test and post-test scores were analyzed by comparing the mean scores. To obtain the validity of the data, the researcher applied democratic, process, outcome, catalytic, and dialogic validity.

The result of the research showed that the use of interaction promoting games improved the students' speaking skills. The qualitative data showed that the student's fluency, accuracy, pronunciation and vocabulary were improved. Moreover, they also had better participation and interest in the English lessons. The improvements of the students' speaking skills could also be seen from the results of the pre-test and post-test. The results showed that the mean score of the post-test was better than the pre-test.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English in elementary schools is significant because English will be a compulsory subject in junior high school. Since English is more challenging in junior high school, it is introduced earlier in elementary schools including in SD Muhammadiyah Mirisewu. Like other elementary schools, the school teaches the four skills. However, speaking is the primary purpose in the school to prepare the students in the higher level of education. Then, they will know English in the written forms, reading and writing.

SD Muhammadiyah Mirisewu has taught English to the students from the third grade up to the sixth grade since 1997. It is taught once a week for about 70 minutes each session. Since the academic year of 2007/2008, this school has been implementing the school based curriculum (*Kurikulum Tingkat Satuan Pendidikan* in Indonesia abbreviated as *KTSP*). The aim of teaching English in this elementary school is to introduce English and to motivate the students to practice English more. Therefore, it is expected that they would be able to carry out a simple communication to interact with others within the school context.

According to the Government Regulation No.19 year 2005 about National Education Standard, every school has to create fun, interactive, challenging classroom activities to motivate the students to be active and to explore their ability and creativity. Based on the researcher's observation and the interview

with the students in SD Muhammadiyah Mirisewu, there were some problems in the teaching and learning process. The problems were related to the students' low speaking skill. Some students of grade IV in SD Muhammadiyah Mirisewu were noisy and the rest were passive during the lesson. Some students who were noisy in the class disturbed the teacher in delivering the lesson. On the other hand, the passive students kept silent in the class. When the teacher asked them, they just kept silent because they were shy and afraid of making mistakes. They did not want to speak English because they lacked vocabulary and had difficulty in translating their language to English. These problems made the students get bored with the lesson. They often asked the teacher to end the lesson soon or to create a fun activity like game in the class.

Based on the description of the problems above, it is necessary to find the right solution to those problems to improve the speaking learning process. Some interesting activities should be developed to motivate and improve the students' speaking skill. The activities should actively involve the students during the learning process, which then make them pay more attention to the lesson and confident to speak in English. Therefore, the researcher carried out action research to improve the speaking skill of grade IV students at SD Muhammadiyah Mirisewu by implementing interaction promoting games.

B. Identification of the Problem

To identify the existing problems in the field, the researcher observed the English teaching and learning process at grade IV of SD Muhammadiyah Mirisewu and conducted some interviews with the students. Based on the

observation and the interview, the researcher found some problems related to the speaking teaching and learning process.

Firstly, the teaching and learning process of speaking was not interesting. The teacher used monotonous teaching technique. Therefore, the students got bored easily. Moreover, the teaching and learning process was less communicative. They did not get enough language inputs from the teacher. She rarely used classroom English and preferred to use Bahasa Indonesia to explain the materials.

Secondly, the media used by the teacher was not interesting. Therefore, they did not actively participate in the teaching and learning process. It made the students busy with their own activities. She also just took the materials from the text book which is uninteresting and monotonous. She did not create her own materials which suited the students' needs.

Thirdly, students' ability in understanding the language was low. They faced some difficulties in understanding English though it was only a simple chunk. The teacher should repeat it and explain the meaning to them many times to make them understand and able to say it. In addition, they lacked vocabulary. They could not name the things that the teacher showed to them correctly. If the teacher asked them, they tended to answer it in *Indonesian* or *Javanese.*

Fourthly, the students lacked self-confidence. They were shy to speak in English. They preferred to speak in *Indonesian* or *Javanese* when the teacher asked them. They were also afraid of making mistakes. Actually, the teacher had

tried to solve this problem by giving the students rewards. However, it was in vain. Some students were still passive and kept silent in the class.

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 skills by providing them with more activities. Based on the discussion with the collaborator, interaction promoting games would be used to overcome the problems related to students' speaking skills. The interaction promoting games that would be used in the research were designed for speaking activities. Thus, the games rules included the use of certain language function.

The research was conducted in the second semester of the academic year of 2012/2013. The target class was grade four of SD Muhammadiyah Mirisewu.

D. Formulation of the Problem

Based on the background, identification and limitation of the problem, the researcher formulated the problem as follows: "How can the use of interaction promoting games be implemented to improve the speaking skills of the grade IV students of SD Muhammadiyah Mirisewu in the academic year of 2012/2013?"

E. Objective of the Study

Based on the formulation of the problem, the research was aimed at improving the students' speaking skills at the grade IV students of SD Muhammadiyah Mirisewu in the academic year of 2012/2013 through interaction promoting games.

F. Significance of the Study

By conducting this research, the researcher wants to get new knowledge related to the teaching and learning process of speaking. Besides, this research is expected to be able to give contributions to some parties.

1. Scientific Significance

The results of this study can be taken as resources on using interaction promoting games to improve students' speaking skills. In addition, the findings of this research are expected to be able to inspire other researchers to conduct research related to similar topic.

2. Practical Significance

a. For English Teachers in Elementary School

This research is expected to give the English teachers new information of using interaction promoting games to improve the teaching and learning process. It can be used by other English teachers in other schools as an alternative method to solve similar problems.

b. For the School

The results of the study can give new information for the school about the effort to improve the English teaching, especially teaching speaking through interaction promoting games.

c. For the English Department

The result of the study will enrich and enlarge the knowledge of teaching English to children in the English Department.

CHAPTER II

LITERATURE REVIEW

A. Teaching Speaking Skills

1. The Nature of Speaking

To study English, one should master the four skills. Those four skills are listening, speaking, reading, and writing. Those four skills are categorized into two kinds of skills, namely receptive and productive skills. Listening and reading are the receptive skills. Meanwhile, speaking and writing are included in the productive skills. The speaking skill is called productive skill or active skill because in speaking one needs to produce utterances.

According to Cameron (2001: 40), speaking is defined as the active use of language to express meaning so that the other people can make sense of them. People need to speak to express their minds, feelings, and ideas. To be able to speak, one should have the communicative competence. Richards *et al* (1985) in Nunan (1999:226) say that communicative competence is the knowledge of grammar and the vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately.

Supporting Richards, Fulcher (2003) states that speaking is the verbal use of language to communicate with others. There are many purposes when someone communicates with others. One of the purposes is to get the information. To get information one should ask the others. When people try to get information they

communicate and exchange their mind. People also speak to order someone to do something. Finally, people change the others' mind by speaking.

2. The Aspects of speaking skills

There are four aspects of speaking skills. Those are fluency, accuracy, pronunciation, and vocabulary. The aspects are presented below.

1) Fluency

One of the aims of teaching speaking is to develop the learners' fluency. According to Nunan (2003: 55), fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and words search. In this case, speakers need to know where they should pause and stop their speaking in appropriate place. Furthermore, fluent speakers are demanded to be able to produce words at a time in their speaking.

Fluency should be developed to improve the students' speaking skills. Richards (2007: 13) states that fluency can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, and correct misunderstandings and work to avoid communication breakdowns. He also proposes some principles to design activities focusing on fluency as follows.

1. Reflect natural use of language
2. Focus on achieving communication
3. Require meaningful use of language
4. Require the use of communication strategies
5. Produce language that may not be predictable
6. Seek to link language use to context

2) Accuracy

Another aspect of speaking skills is accuracy. Accuracy is the ability of learners in using the correct grammar, discourse and phonology in their speaking. According to Brown (2001:268) accuracy can be achieved by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Accuracy and fluency are mutually influential.

Accuracy is needed to improve fluency and vice versa. Therefore, it is important to create some classroom activities which improve both accuracy and fluency. Richards (2007: 13) purposes some principles to design activities focusing on accuracy. The activities are mentioned below.

1. Reflect classroom use of language
2. Focus on the formation of correct examples of language
3. Practice language out of context
4. Practice small samples of language
5. Do not require meaningful communication
6. Control choice of language

3) Pronunciation

The third aspect of speaking is pronunciation. Pronunciation is the way a certain sound or sounds are produced (Richards and Schmidt, 2010: 469). It is said that the speakers need to produce a clearer language when they speak. Therefore, the listeners will get the message and the communication will run smoothly.

Pronunciation plays an important role in communication. Without clear pronunciation a speaker cannot give the right message to the listener. Lavery (2001: 56) says that bad pronunciation can be a serious problem because it negatively affects understanding.

4) Vocabulary

The last aspect that should be learnt if someone wants to master speaking is vocabulary. Vocabulary is a set of lexemes, including single words, compound words and idioms (Richards and Schmidt, 2010: 629). Those words, compound words and idioms are used by the speakers when talking about something. To be able to speak fluently, speakers of the foreign language should have enough vocabulary mastery. Thornbury (2002: 13) says that the most improvement of foreign language learners will be seen if they learn more words and expressions. Therefore, it is a must for a teacher of the foreign language to create activities which enhance the learners' vocabulary mastery.

3. The Speaking Activities in The Elementary School

The teacher needs to create activities which are fun and motivating the students because the students of the elementary school easily get bored. Besides providing fun and motivating activities, the teacher should also consider the level of difficulty of the activities. The activities should not be too difficult and too easy. If the activities are too difficult, the students will consider English as a frightening lesson. However, the activities which are too easy will make the students easily get bored.

In teaching speaking, the teacher should be able to provide activities with a lot of practice because the best way in learning speaking is to practice. Pinter (2006: 55) says that to be able to speak fluently in a foreign language one requires a lot of practice. In addition, to make the students able to speak English fluently, the teacher should provide activities which are well organized and provide

opportunities for learners to express their own thoughts, ideas and feeling. Scott and Ytreberg (2004:34) divide speaking activities into four stages. They are presenting the new language orally, controlled practice, guided practice, and free activities. Below is the summary of the activities.

a. Presenting the new language orally

When children start learning English, they need to be given the language input first before they can produce the language by themselves. At the initial stage, the activities will be under the control of the teacher. There are many ways that the teacher can present the language orally. They are involving children by using a mascot, pictures, silhouettes, puppets, drawing, and so on.

The following is the example of presenting the new language orally by using a mascot. It is a wonderful way to introduce a new language to children through the mascot because they are familiar with it. Teachers can use the mascot named Teddy to ask questions and the students can ask through Teddy. Teddy can be a partner to present dialogues. Here is the picture of Teddy and the sample of the dialog.

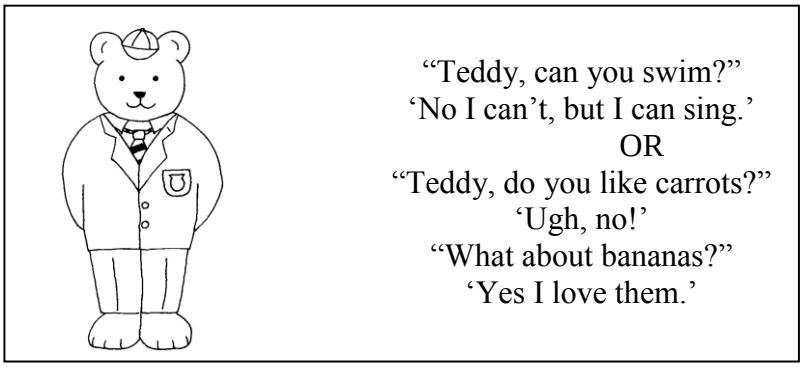

Figure 1: The Example of Presenting New Language Orally with Mascot (Scott & Ytreberg, 2004:35)

After the teacher gave the model, the students can ask Teddy any questions and Teddy can answer the questions. The teachers do not have to present oral work by themselves. Most oral work is directed toward someone and asks for the response from someone.

b. Controlled practice

Controlled practice closely relates to presentation, because it is necessary that students try out the new language as soon as they have heard it. Controlled practice is helpful for students. In controlled practice there is very little possibility for students to make mistakes. The same variety of ways in the presentation such as pictures, puppets, or mascot can also be used in this stage. Below is the example of controlled practice activity.

What's he/she doing?

Student A asks: What's he/she doing?

Student B answers: He's/She's …….ing

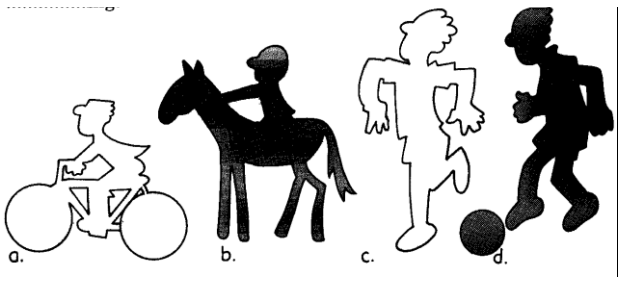

Figure 2: The Example of controlled practice
(Scott & Ytreberg, 2004: 37)

The activity provides the basis for speaking. It aims at training the students to use correct, simple, useful language within a situation or context.

c. Guided Practice

Guided practice follows controlled practice directly. It is always done in pairs or in small groups. There are many ways that can be used to help the students in guided practice. Pictures, objects, miming can be used to help the students understand the content and practice the words. One of the examples of activities that use guided practice is chain work. In this activity picture cards or word cards are used. The language is put into context when the students practice the dialog in the chain work.

Student A takes a card on which there are some bananas and then asks student B "Do you like bananas?"
Student B takes a card on which there are some apples and answers "No, I don't like bananas, but I like apples."
Then student B asks student C "Do you like apples?"
Student C replies "No, I don't like apples, but I like…" and soon.

Figure 3: The example of guided practice (Scott& Ytreberg, 2004: 44)

d. Dialogues and role play work

According to Scott and Ytreberg (2004: 39) dialogues can bridge the gap between guided practice and freer activities. Putting students into pairs for doing dialogues is a simple way of organizing the class. Dialogues with some actions or movement work best on children.

Dialogues can be presented by using objects and role play. Objects can make a dialogue come alive for children and make an amusing communicative purpose. On the other hand, role plays are useful because they can encourage

natural ‘chat’ in the classroom and making up dialogues about the things which happened at that moment.

In role play, the language used comes from the students themselves. Here is the example of role play which is suitable for the eight to ten years old student

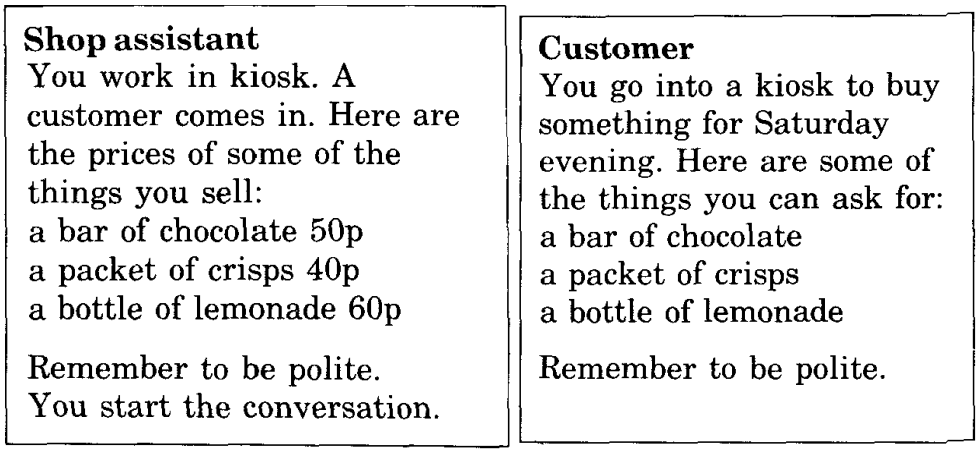

Figure 4: The example of role play (Scott & Ytreberg, 2004: 41)

Through this role play, children learn to ask as well as to answer. Most children like to add a bit extra to the real situation.

e. Free activities

Free activities focus on the content and not on the language. There is genuine communication though the situations are sometimes artificial. Free activities are one step nearer real life and let one knows that he can communicate in the foreign language. In the free activities the teacher control is minimal, but the teacher must be sure that the students have enough language to do the task. Free activities can be done in pair work, group work, or whole class activities. Here is the example of free activities.

In this activity everyone is given a picture to color. Students A color the girl and students B color the boy. When they've finished, put As with Bs facing each other and ask them to ask the other how they have colored The picture: "What color is his shirt?" etc. When they've finished they should end up with identical pictures.

Figure 5: The example of free activity (Scott & Ytreberg, 2004: 44)

d. Principles for Designing Speaking Techniques

To reach the goal of teaching speaking, it is necessary to design the right speaking activities. Brown (2001: 275-276) proposes some principles for designing speaking techniques. The principles are helpful for the teachers to conduct the speaking activities. The principles are as follows.

1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. The teacher should create exciting content-based and interactive activities which are not capitalized on grammatical pointer and pronunciation tips. Furthermore, the teacher should not make the learners get bored by creating repetitious drills.
2) Provide intrinsically motivating techniques.

   Teachers need to appeal to students' goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being

all that they can be. It is necessary to help them to see how the activity will benefit them.

3) Encourage the use of authentic language in meaningful contexts.

   It takes energy and creativity to devise authentic contexts and meaningful interaction. However, with the help of a storehouse of the teacher resource material it can be done. Even drills can provide a sense of authenticity.

4) Provide feedback and correction.

   In the ESL situation, the feedback is mostly from the teacher. However, feedback can be found beyond the classroom through peer feedback.

5) Capitalize on the natural link between speaking and listening

   Speaking involves listening, so it is a must to integrate those two skills. The two skills can reinforce each other.

6) Give students opportunities to initiate oral communication.

   The Part of oral communication competence is the ability to initiate conversations, and to change the subject. Teachers need to design and use speaking techniques allowing the students to initiate a conversation.

7) Encourage the development of speaking strategies.

   Only a few of beginning language students are aware of strategic competence. Therefore, the teacher should help them in developing their own personal strategies for accomplishing oral communicative purposes. Teachers can provide the chance for students to practice such strategies like asking for clarification, asking someone to repeat something, using fillers, using

conversation maintenance cues, getting someone's attention, using paraphrases for structures one cannot produce, and so on.

B. The Teaching of English for Young Learners

1. The Teaching of English in the Elementary School

Teaching English in an elementary school is different from teaching English in high school because elementary school students have different characteristics from high school students. To fit the children's characteristics, the principle of teaching English to children should be different from the principles of teaching English to adults. Cameron (2001: 19-20) proposes some principles of teaching foreign language to young learners. Those principles are:

a. Children try to construct meaning.

Children try to find and understand the meaning of what the adults say to them. Their understanding will be based on their knowledge of the world, which is limited and partial. In order to make them understand what to do, their teacher needs to check the classroom activities based on children's point of view.

b. Children need the opportunity for language growth.

Teacher needs to give students a chance to build and develop their language. Routine and scaffolding are regarded as the right types of language-using strategies which are helpful for children's growth.

c. Language in use carries cues to meaning that may not be noticed.

Children acquire the language from experiences that give them a chance to use the language. They need help from their teachers to be able to notice and

focus on the aspects of a foreign language that carries meaning. Since they cannot get the benefit from formal grammar, other ways of doing this should be found.

d. Development can be seen as internalising from social interaction.

Language grows as the child takes over control of a language that is formerly used by other children or adults. Their teacher can help them by giving examples on the use of the language first, but later the teacher can let children practice the language themselves.

e. Children's foreign language learning depends on what they experience.

There is a link between what and how the children are taught and what they learn. The classroom activities create an environment for learning and such kind of activities with different kinds of possibilities for language learning. The teacher can build environments which manipulate the classroom situation as the original setting.

2. The Characteristics of Young Learners in the language Learning

Young learners have different characteristics from adults. Therefore, they cannot be treated as adults when they learn a language. Harmer (2001: 38) states that the young learners who age nine or ten learn differently from older children, adolescents, and adults.

Brewster and Ellis (2002: 27) state that children learn differently from adults because children have a lot of physical energy or physically active. Therefore, the teacher should provide some activities which make the students physically active. A game facilitates such activities.

Another difference is that children have a short attention span. Children's attention span can be shortened when they are involved in activities which are considered boring, useless, and complicated (Brown, 2001: 88). In line with Brown, Harmer (2001: 38) mentions that children's limited attention span makes them easily get bored unless the activities are engaging. Therefore, it is necessary to create some activities which motivate the learners.

The other difference is that children cannot rely only on teachers' explanation because children learn indirectly. Harmer (2001: 38) says that children take information from everything around them and their understanding comes from what they see, hear, touch and interact with. In addition, Brewster and Ellis (2002: 40) say that children are excellent observers who have a natural ability to grasp meaning in their first language from body language, intonation, gesture and facial expression.

C. The Concept of Interaction Promoting Games

1. The Definition of Interaction Promoting Games

The teaching and learning process will be successful when there is an active interaction among the members of the class. Interaction is described as a collaborative exchange of thought, feelings, and ideas between one person to others resulting in a reciprocal effect on each other (Brown, 2001: 165). It means that when two people or more share their mind, they build an interaction.

In teaching English to young learners, interaction in a class can be built by using a game. Through some kinds of game, young learners are engaged to interact with their teacher or other students. Wright *et al* (2006:1) define a game

as an activity that entertains, engages, and challenges the learners to play and interact with others. Since most students like to play, game gives an opportunity for them to learn while doing fun activities.

Another definition of game is also proposed by Martin (1995) in Brewster and Ellis (2002:172), saying that a game is a fun activity which gets children to enjoy practising a foreign language. Therefore, the element of fun in a game is very important to motivate young learners in practicing a foreign language. Furthermore, Hadfield (1999:8) states that a game is a fun activity with a set of rules and a goal. It shows that beside the element of fun, a game should consist of goals and rules. The goals challenge students to play the game, while the rules in the game help learners to achieve the goal of the game.

Thus, related to the above explanation, an interaction promoting game can be defined as an activity with a set of rules which design communication between at least two people, which aims to motivate learners to practice a language through interaction. In other words, this game is played in order to promote interaction during teaching and learning process.

2. The Characteristics of Interaction Promoting Games

Children like to play thus it is right to create a classroom activity, such as using game, so as to motivate them improving their language skill. Slattery and Willis (2001:58) say that children can be encouraged to use English by playing a game. Interaction promoting games are appropriate for young-learners to improve their speaking skills because the games have many characteristics which are suitable for them. Brewster and Ellis (2002: 172) say games are not only

motivating and fun but also giving excellent practice to improve pronunciation, vocabulary, grammar and the four language skills. That is why interaction promoting games give them opportunities to use the language directly while learning the materials.

In addition, interaction promoting games provide many opportunities for young learners to improve their speaking skills through interaction in the game. This received support from Rivers (1987) in (Brown, 2001:165) who says that learners can improve their language skills through interaction, which involves communication between learners while playing games. Therefore, they will have to communicate in English while playing games.

Schweitzer and Brown (2007: 1-2) mention that the characteristics of interaction promoting games are interactive, simple to understand, short time frame, creative and motivational, collaborative, and relevant.

The first characteristic is interactive. Being interactive means that students while playing game should connect to one another. In short they will have to be interactive between one another. Game should also be able to engage students in doing the activities in game. It gives them opportunity to interact with teacher or other students.

The second characteristic says that game needs to be simple to understand. In fact, the length of English lesson is limited thus the activities in a game should not need a lot of explanation which is complicated. In other words, the instructions of the game must be simple so that students can understand easily.

The third characteristic is having short time frame. Interaction promoting games must be relatively short, so it does not spend much time. Although it takes short time, it must provide an opportunity for students to experience interaction with others related to the topic learned.

The fourth characteristic is creative and motivational. The elements of creativity in interaction promoting games keep learners interested and engaged in the lesson. If students are interested in the lesson, they will be motivated to participate in the lesson. When motivated students tend to focus on the learning process and gain a desired educational outcome.

The fifth characteristic is collaborative. Collaboration can be an effective means of learning. It allows peer-learning in a supportive non-threatening environment. The focus of the game should therefore be creating collaboration among students in a group, not the competition. Therefore, the goal or the task completion can be reached.

The last characteristic is relevant. The game should be relevant to the topic being learned by students. A non-relevant classroom activity can make students confused and reduce their enthusiasm with the lesson. They can easily get bored with the activity which is not close to their learning materials. Moreover, it does not give any advantage for students' educational outcome.

3. The Benefits of Interaction Promoting Games in Speaking Class

Brewster and Ellis (2002: 173) say that games can motivate learners to speak. Through the activities in games learners are engaged to speak. Therefore, their speaking skills can be improved by having many practices in games.

A game in the language classroom is not only as a time killing activity which amuses the students but also as activities to give students an opportunity to practice the language. This is supported by Hadfield (1999: 8) who states that a game should be regarded as an integral part of the language syllabus which provides more language practice, not just as a pleasant activity. Therefore, a game can contribute to the students' speaking skills improvement.

An interaction promoting game can be a good classroom activity which gives the students a chance to improve their speaking skills. Lavery (2001: 92) mentions six benefits of interaction promoting games. They are

1) helping students get involved actively,
2) providing a challenge,
3) helping students to forget they are studying,
4) encouraging collaborative learning
5) providing variety of pace,
6) giving extra practice without inducing boredom

First, interaction promoting games help students get involved actively in the lesson. The students will be active in the learning process because they are enthusiastic. Young learners are enthusiastic because they like playing and thus enjoy learning by playing games.

Second, interaction promoting games provide challenges. Challenges encourage students to get the goal of the game. So, they will be serious in playing the game. Being serious in playing game would not make them bored with the teaching and learning process as they forget that they are studying. That is

because they do not feel they must be serious, but they focus on reaching the goal of the game.

Third, interaction promoting games help learners to forget for a while that they are studying. Some students do not enjoy learning language, because they learn the language in a boring language classroom. Using interaction promoting games, students get involved in fun activities. Therefore, they are likely to be motivated to learn the language.

Fourth, interaction promoting games encourage collaborative learning. Some games are in the form of the team game. The team games require pooling of knowledge and co-operation. In the game, students can learn from other students. They can combine and share their skill too.

Fifth, interaction promoting games provide a variety of pace. The game can be short or long. Furthermore, it can involve speaking, listening, reading, and writing. The game also can be excellent for motivating the students to be focused in the lesson.

The last, interaction promoting games give extra practices without inducing boredom. Many games provide repetition of some language functions. Some drilling in normal activity will usually make student get bored easily.

4. The Kinds of Interaction Promoting Games

According to Hadfield (2005: v), there are two kinds of language games. They are a competitive game and a cooperative game. A competitive game is a game in which the players compete to be the first winner to reach the goal. Meanwhile, a cooperative game is a game in which the players work together to

solve the problems to reach a goal. An interaction promoting game is included in cooperative game because the game needs interaction between one student and another.

There are six examples of the games that are included in interaction promoting game. The kinds of interaction promoting games are presented as follows.

a. Going to the zoo

The aim is to ask and to give information about animals. The language function is to use expressions for asking for and giving the names of animals. The players are given a picture of an animal. Then they should make a big circle. Every player should stand in a marked spot. The leader chooses his or her follower to walk behind him or her. He or she should point the other players' picture and say "I see a or an (the animal name)" to choose them as his or her followers. However, the leader should say "I don't see (the animal name)" If he does not want to choose them as his followers. The players who are not chosen should stay in the spot, whereas the chosen should follow the leader wherever he goes. Then, all players should sing "I am going to the zoo" song. When the song stops, all players should find the other spot to stand. The next leader goes to the player who has not got the spot. The interaction begins when the leader says to other players and other players respond to his or her.

b. Pass the ball

The game is aimed to inform the age of a person. The language function is recognizing numbers by using someone's age. The players make a big circle.

Then one of them is being a leader. The leader holds the ball. Then he or she should pass the ball to his or her friend and asks “How old are you?” The player who receives the ball should tell his or her age by saying “I am (his or her age) years old”. If he or she cannot answer correctly, he or she should be punished and sing a song. The interactions happen when the players ask for and give information after they throw the ball.

c. Bandits and sheriffs

The game is aimed to know the things in the classroom. The language function is asking for and giving information about the classroom objects. The players form into two groups. The first group is the bandit and the second is the sheriff. They are named with numbers, e.g. bandit one, sheriff two, etc. They stand separately. The pictures are put in the middle. When the leader says “ruler, one”, the bandit number one should take the ruler. Then, the sheriff should block the bandit by saving the stuff or catching the bandit. If the bandit is caught, the sheriff must tell the other “I have caught the bandit (number)” If the bandit succeeds to steal the stuff he or she should report other bandits by saying “I have got (the stuff)”. The interactions happen when the players do what the leader says and produce utterances about what they have taken. (Lewis, 2008:90)

d. Transportation dodge

It is aimed to recognize a means of transportation. The language function is to give information about kinds of transportation. The game requires the players to practice the expressions of giving information. In this game the players play in a spacious room or outdoor without chairs. They make a big circle in which there

are some pictures of means of transportation in the middle of it. Then, all players listen to “I am going to the London” song. If the music turns off they should step on the picture of vehicle. If the song stops in a word such as ship, the players should not step on the picture. After stepping on the pictures, they should say “I am riding a bicycle” and so on. Those who step on the ship should quit from the game. They are punished by asking their friends “What are you riding?” Their friends should say what they step on it. Two activities in which the players ask and answer other players show the interaction among them. Therefore, the game needs quick reaction and interaction. (Lewis, 2008:53)

e. Guessing game.

The game is aimed to recognize the kinds of jobs. The language function is to ask for and give information about people’s jobs. In this game, the players form into several groups. Each group makes a line and chooses a leader. The leader should act out the activities that are usually done by the people who work and shows it to the friend ahead of him. The other players should stand in the opposite so they cannot see what the leader does. After the leader finishes acting out the activities, the next player should call the other. Then, he or she should act out the activities. The last player should guess the job. They interact using body language and saying the profession that they guess. Therefore, interaction is not only done by speaking but also by using the appropriate body language or by moving their body.

f. Whisper race

This game is aimed to ask for and to give information about what people wear in their daily life. The language function is to mention what the player wears. In this game, the players form several groups. One player of any group is asked to stand in front of his or her friends. Then, he or she is whispering a sentence such as "I am wearing a cap". Those players should whisper the sentence to the first player in front of them in their group. Then, he or she should whisper the same sentence to the next player. Finally, the last player should come forward and wear a cloth based on what his or her friend says. The interactions happen when the players whisper the sentence to other players and do the instructions in the game. (Lewis, 2008: 79)

D. Review of Related Studies

There were some previous researches which showed that the implementation of interaction promoting games successfully improved the students' speaking skills. First, it is a research done by Supriyadi (2011). The findings of the research showed that the use of the games successfully improved the speaking teaching and learning process. The students were more active and enthusiastic joining the speaking class because the speaking class was enjoyable. Furthermore, the students' confidence was improved.

Second, it is a research done by Ulviana (2010). She suggested that the use of the interaction promoting is beneficial in improving the students' speaking skills. From the results of the research showed that the implementation of the games toward the students' of the grade VII of MTS Manaratul Islam successfully

improved the students' speaking proficiency. The students were more motivated and interested in learning English because of the games.

E. Conceptual Framework and Research Question

1. Conceptual Framework

Children learn a language from listening first then they try to speak that language. This also happens to English which is introduced to them at schools. Therefore, the upper level which is the fourth grade students of elementary schools is demanded to speak correctly and fluently so that they can improve their abilities for the next level. They are introduced to sounds of English in order to use English as communication. Children know that the focus of a language is to communicate with others so that the use of language is important especially speaking.

One of children's characteristics is that they easily get bored. They will not pay attention to the lesson when it is considered boring. For that reason, the teacher must create speaking activities which are interesting for them. These activities should provide them opportunities to speak and should build their confidence to speak English.

On the other hand, elementary school students are children who like to play with their friends. At their early age, they like to spend their time for playing so that games are an appropriate choice for classroom activities. It means that the teacher should insert learning materials through games. Those make students comfortable because they just feel that they are playing while learning English.

Furthermore, choosing appropriate games is also important because the teacher should match learning materials with kinds of games. The teacher also

determines aspects of speaking skills which are used in the games. That is why interaction promoting games are suitable for speaking activities. Interaction means there must be communication between at least two people or it is called person to person communication. The students need interaction one to another so that they should speak to their friends during the game.

In conclusion, games which promote interaction improve the students' speaking skills. In interaction promoting games, they use English to communicate with other players. By playing the games frequently, they are accustomed to speak in English. In addition, interaction promoting games create joyful activities. By playing the games, the students feel happy and they tend to remember the activities. Those help them improve their speaking skills because they practice to use English.

2. Research Questions

The first step that should be done by the researcher to design the possible actions is finding the main problem faced in the English teaching and learning process. Therefore, the researcher can take the most effective way to solve the problems. In the study, the main problem faced by the grade IV students of SD Muhammadiyah Mirisewu was the students' lack of speaking skills. Since the students' speaking skills were low, the students faced difficulty in communicating with their friends or their teacher in the class. Therefore, the English teaching and learning process did not run well. Moreover, the students got unsatisfactory scores in the test. To solve the problems, the researcher implemented the use of

interaction promoting games. It was expected that by using interaction promoting games the students' speaking skills improved.

Based on the research problem, the researcher formulated three questions to lead to more specific topics of discussion. The questions are as follows:

1. How are interaction promoting games used in the grade IV students' of SD Muhammadiyah Mirisewu?
2. How do interaction promoting games improve the students' speaking skills in the grade IV of SD Muhammadiyah Mirisewu?
3. What are the students' responses to the use of interaction promoting games?

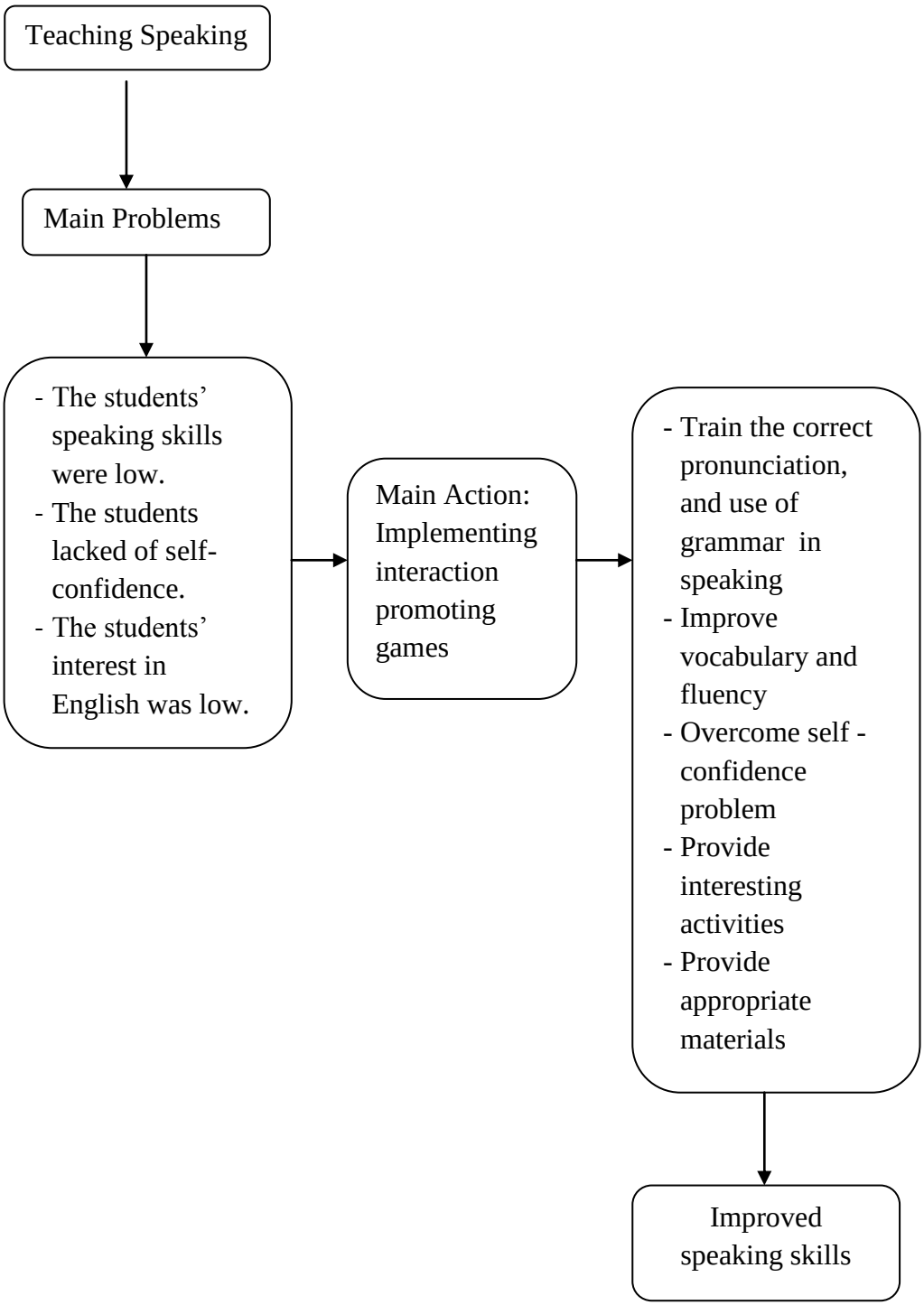

Figure 6: Conceptual framework diagram

CHAPTER III

RESEARCH METHOD

A. Research Design

The study was action research. According to Burns (2010: 2) action research is a way of taking a self-reflective, critical, and systematic approach to exploring teachers' own teaching context.

The aim of this study was to show the process of the improvement of the students' speaking skills. It was done through identifying the problems, planning the solution, implementing, and reflecting the actions. To give the clearer description, here is the illustration of action research cycles purposed by Kemmis and Mc Taggart (1988) in Burns (2010: 9).

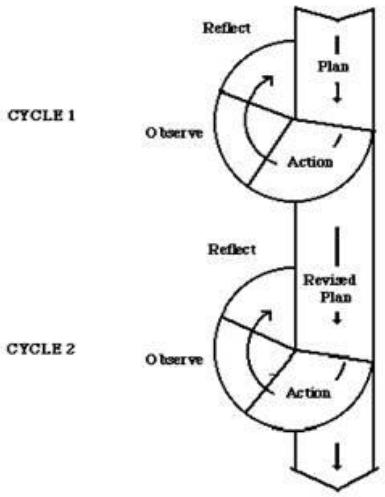

Figure 7: The action research cycles

In this process, the researcher worked with the other research team members to identify and investigate the problems occurring in the speaking class. It would be useful for determining the problematic actions to improve the

students' speaking skills. Burns (2010: 2) suggests that one of the aims of action research is identify a problematic situation or issue that the participant, who may include teachers, students, managers, administers, administrators, or even parents, consider worth looking into more deeply and systematically.

B. Research Setting

The research was conducted in SD Muhammadiyah Mirisewu at grade IV. The school is located in Mirisewu, Ngentakrejo, Lendah, Kulon Progo. In this school English is taught from grade III up to grade VI. It is taught once a week. In grade four, it is taught on Saturday for about 70 minutes each meeting. English is included in the local content subject.

The school does not have sufficient facilities to support the teaching and learning process. There is no language laboratory to conduct the language teaching and learning. The available rooms are the teacher room, headmaster room, computer laboratory, UKS room, library, toilet, and 6 classrooms. Grade IV classroom is located in the corner near the mosque.

C. Subjects of the Research

The research involved grade IV students of SD Muhammadiyah Mirisewu. There were 26 students in that class. Sixteen students are female and the rest are male. They were about nine up to ten years old. Their social economic level was middle-high. Their parents are commonly farmers, sellers, or bricklayers. Some of their parents are civil servants and teachers. The students were active, enthusiastic, and eager to study English but some of them did not respect their teacher.

D. Data of the Research

The data of the research were in the forms of quantitative and qualitative data. The quantitative data was the students' pre-test and post-test scores. Meanwhile, the qualitative data were field notes and interview transcripts. The data were collected by using instruments such as pre-test and post-test, observation guide, and interview guide.

E. Data Collection Techniques

The data collected in this research were qualitative in nature. They were obtained by doing observation in the English classroom, conducting interviews and administering test. The data collection techniques are explained below.

1. Observation

The researcher conducted the observation to monitor the teaching and learning process in grade IV. The researcher collected the data by observing the situation and condition in the English class including the students' behavior. The result of the observation was recorded in the field notes.

2. Interview

The researcher held an interview with the students of grade IV and the collaborator. It was conducted after the action was done. The researcher conducted the interview in order to get the detailed information and to make a crosscheck of students' impression of learning activities during the research. Before the interview was done, the researcher made an interview guide. It was used as the guideline in giving the question to the students. The researcher developed the interview guideline and asked the interviewees some further

information. The information from the interviews was recorded in the interview transcripts.

3. Testing

This research used two kinds of testing namely pre-test and post-test. Pre-test and Post-test was used to measure the students' speaking skills related to the topics that were taught in the study. It was in the form of a rubric of students' speaking performance. The pre-test was conducted before the actions were implemented. The pre-test was held to know the students' speaking skill at the beginning. The post-test was conducted after implementing the actions. It was held to know the students' achievement after the actions was done. Later, the results of the pre-test and post-test were compared to know the students' improvement on speaking skills.

F. Instruments of the Research

In this study, the researcher used some instruments. They are speaking rubric, observation guide, interview guide, and camera. Below is the brief discussion of the instruments.

1. Speaking Rubric

The speaking rubric was used in pre-test and post-test. The pre-test was conducted to measure the students' speaking skill before implementing the action. Meanwhile, the post-test was conducted after implementing the action. The students' speaking performance was scored by using the speaking rubric assessment proposed by Dick, Gall, and Borg (2003: 571) with some modification. There were four aspects in the rubric, namely fluency, accuracy,

vocabulary, and pronunciation. The specification table of speaking rubric assessment can be seen below.

2. Observation Guide

An observation guide was used by the researcher to guide the observation. The researcher conducted an observation to collect the information regarding the teaching and learning process. The results of the observation were recorded in the form of field notes. By the help of the collaborator, the researcher made the field note. The collaborator helped the researcher by filling the observation guide table. Then, the researcher gathered the data from her observation and the collaborator's.

There were several aspects being observed in this study. They were the students' speaking activities, the students' attitude and motivation, the use of materials, the use of language, the use of the interactive games in the speaking classroom's activities and the teaching and learning process.

3. Interview Guide

An interview guide was used by the researcher as a set of question to the interviewees. The researcher interviewed some of the students of grade IV and the collaborator. The interview guide involved three aspects namely the students' behavior in the English classroom, the students' speaking proficiency, and the use of the interaction promoting games. Regarding the students' behavior, the researcher expanded the question to find about the students' participation, interest, and the attitude during the teaching and learning process. Meanwhile, about the students' speaking proficiency the researcher asked the interviewee about the students' achievement and weakness of grammar, comprehension, vocabulary,

fluency, and pronunciation. It was important to confirm the data that the researcher found from observation or test. Regarding the use of interaction promoting games, the researcher asked the interviewee about the implementation of the interaction promoting games, the materials used in the interaction promoting games, and the students' responses toward the games.

4. Camera

Camera was used to capture the teaching and learning process during the research. It was used in every meeting of the research. The data were then in the form of photographs.

G. Data Analysis Technique

The data of this research were analyzed in two ways. They were qualitative and quantitative. The qualitative data were in the form of field notes and interview transcripts. The field notes were obtained from the observation. Moreover, the transcripts were obtained from the interviews. According to Burns (2010: 104), analyzing action research data is a continuing process of reducing information to find explanation and patterns. In addition, she mentions some steps in analyzing the data as follows:

1. Assembling the data
2. Coding the data
3. Comparing the data
4. Building interpretation
5. Reporting the outcomes

The quantitative data were presented in the form of numeric data. It was gained from the pre-test and post-test. The results of the pre-test and post-test were analyzed to get the students' mean score. Then, it was compared to know the students' improvement in speaking skills.

H. Validity and Reliability of the Data

1. Validity of the Data

To fulfill the validity of the data, the researcher used five criteria of validity as suggested by Anderson *et al* in (Burns, 1999: 161-162). Those are democratic, process, outcome, catalytic, and dialogic validity.

Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. This validity was fulfilled by asking the graduate of English Department student to collaborate in the research. Furthermore, the researcher also interviewed the students of grade IV and the collaborator to fulfill the democratic validity. In the interview, the students and the collaborator share their ideas, opinions, and comments about the implementation of the action.

Process validity is related to the possibility to determine how adequate the process of conducting the research was. This validity was fulfilled by conducting observation. The researcher observed the students' attitudes and behaviour, the teacher's role in the classroom, learning materials and the teaching technique during the teaching and learning processes. The collected data were recorded in the form of field note.

Outcome validity is related to the notion of actions leading to outcomes that are ‘successful’ within the research context. This validity was assessed when the researcher found that the actions led to the findings that solved the problem.

Catalytic validity is related to the extent to which the research allowed participants to deepen their understanding of the social realities of the contexts and how they could make changes within it. This validity was indicated by the changes of the students’ behavior toward the English teaching and learning process.

Dialogic validity is the process of peer review which is commonly used in academic research. This validity was assessed by having dialogs with the collaborator to review the value of the actions. Besides, the researcher had a conversation with other researcher practitioners about the research findings.

2. Reliability of the Data

To gain the trustworthiness, the researcher used triangulation. Burns (1999: 164) states four different kinds of triangulation, i.e. time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. However, this study used time triangulation and investigator triangulation. Time triangulation is used in this study because the data were collected over a period of time. Investigator triangulation is used because more than one observer used in the same research setting. It reduces the bias from the observer and provides checks on the reliability of the observations.

The researcher used some techniques to get the data. In this study, the researcher compared the data collected from the interviews, observation, and pre-

test and post-test. The interview related to the implementation of interaction promoting game was held with the grade IV students and the collaborator. The data of the interview were in the form of interview transcripts. Meanwhile, the observations were done during the teaching and learning process. The data of the observation were in the form of field notes.

To fulfill the reliability of the pre-test and post-test, inter-rater reliability was used. In this case, the performance test were conducted and measured based on the performance assessment criteria. Then the students' speaking skills were scored and compared. When the results were similar, it could be said that the pre-test and post-test was reliable

I. Research Procedure

The researcher conducted action research as proposed by Burns (1999: 161-162). There are four steps in this research. They are reconnaissance, planning, action, and observation. The following are the steps of the research procedure.

1. Reconnaissance

In this step, the researcher conducted an observation and interview before doing the research. The researcher found some problems during the observation. The problems are related to the teacher, the students, teaching technique, material, media, and the teaching and learning process itself. The problems were:

a. The teacher did not use any interesting materials. She always used the text books.
b. Interesting media was rarely used in the class.
c. English is rarely used in the class.

d. There was no variation in the teaching technique that was used by the teacher.

e. The teaching and learning process was boring and less communicative.

f. Most of the students were not paying attention and noisy.

g. The students lacked speaking skills.

Based on the results of the observation, the researcher identified the problems. These results were used to develop the research action.

2. Planning

The step following the reconnaissance was planning. The researcher and the collaborator planned some action to be implemented in the teaching and learning process to solve the problems. The aim of this step was to improve the students' speaking skill by using interaction promoting games. The researcher planned the actions based on the discovered problems and the students' interest. It was decided to use the interaction promoting game as the basic of the actions. Afterwards, the researcher made the lesson plan and the media. The lesson plan guided the researcher to determine the class activities. Some interaction promoting games were prepared to encourage the students to speak actively. The interaction promoting games that would be used were going to the zoo, pass the ball, bandits and sheriffs, transportation dodges, guessing, and whispering race game.

3. Action and Observation

The actions were done after the researcher made the planning. This step was carried out in two cycles. Each cycle consisted of three meetings. The

meeting was held once a week. In the first cycle, the researcher implemented the action and then held the reflection to know the weaknesses of the actions. Based on the weaknesses of the actions, the researcher conducted Cycle two.

In this step, the plans were carried out. The lesson plan and the media were used in the classroom. In this action, the researcher was the English teacher acted as an action taker and the collaborator acted as an observer. Meanwhile, the students were the subjects of learning.

The researcher and the collaborator observed the teaching and learning process while conducting the action. The result of the observation was in the form of field notes. In addition, the researcher also interviewed the students after the action was implemented and then made the interview transcripts. The field notes and the interview transcripts were analyzed to gather information about the weakness and the achievement of the action and the students' opinion about the action.

4. Reflection

After conducting the action, the researcher made the reflection. The reflection was done to know the weakness and the achievement of the action. The reflection was done by conducting a discussion with the collaborator. It was done to know whether the action was successful or not. If the action was successful, it would be used and reapplied in to the next cycle. However, the unsuccessful action would be modified to be more suitable to improve the students' speaking skills.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Identification of the Field Problems

To identify the field problems, the researcher conducted classroom observation and interview. The classroom observation was conducted on December, 1st 2012. After conducting the observation, the researcher interviewed the students of grade four. To give clearer description, here is the field note of the classroom observation.

> In this observation the researcher acted as the teacher of the grade IV. The teacher came to class when the students were reading their "Bahasa Indonesia" book. Then she asked them to close their books. After they were ready to study English, the teacher said Salam and sang "Good Morning" song and then the students also sang that song. After that, the teacher greeted the students who did not pay attention to her by saying "Good Morning", but that student could not respond. Then, she asked the other students but they also could not respond correctly. Then the teacher said "Masa' *nggak ada yang bisa jawab, Bu Ika udah sering ajarin lho.* (Don't you have any idea? Miss Ika often teaches you) Good Morning, Mbak Dian?" The student named Dian responded to it "Good Morning".
>
> The teacher continued the lesson by greeted the students one by one by saying "How are you?" or "How are you today?" Most of the students did not answer the teacher. They just smiled or said "*Ra ngerti, Bu*.(I don't know, Mom.)" However, there was a male student who could answer correctly. He said "I am fine." Then, a female student said "I am fine, thank you, and you?"
>
> The teacher began the lesson by asking the students to open their book. The teacher said "Look at the picture" while looking at the picture and pointing in it. Then, the teacher said "Find an animal in the picture". The students looked for the animals in the picture. Then, the teacher said "Mention the animals". The students said "Crocodile" "Lion" "Horse". Next, the teacher responded to the students by saying "Yes that is a crocodile / a lion / a horse etc." After that, the teacher asked the students to listen to her and said the name of the animals.

Some of the students did not pay attention to the teacher. They made chaos by chatting and walking around the class. The teacher asked the chaotic students to mention the names of animals. Whenever the class was in chaos, the teacher called the chaotic students or sang a song such as

"Rolling, rolling up up"

"Rolling, rolling down down"

"Rolling, rolling in"

The teacher asked the students to listen to her and repeated what she said. She said the names of the animals and then the students repeated it.

The main activity of this lesson was a dialog. Before practicing the dialog, the students listened to the teacher's explanation. Then they practiced the dialog. Some of them were still confused. Then, the teacher explained again and guided them to practice the dialog. The dialog was done in pairs. The students asked their partner about the name of the animal in their book and then their partner answered it. The students who asked then wrote the name of the animal in the table that they had made. After that, the partner asked and wrote it.

The teacher ended the lesson by asking the students whether there were any questions. However, no one answered the teacher' question. Then the teacher said Salam.

Based on the field note above, it can be concluded that the teaching and learning process did not run well. There are some problems in the teaching and learning process. First, the speaking teaching and learning process was not interesting. Teacher used monotonous teaching technique so that the students got bored easily. Second, the media used by the teacher was not interesting. Therefore, they did not actively participate in the teaching and learning process. Moreover, the teacher just took the materials from the text book which is uninteresting and monotonous. She did not create her own materials which suited the students' needs. Third, students' ability in understanding the language was low. They faced some difficulties in understanding English. They also

lacked vocabulary. They could not name the things that the teacher showed to them correctly. If the teacher asked them, they tended to answer it in *Indonesian* or *Javanese.* Fourth, the students lacked self-confidence. They were shy to speak in English. They were also afraid of making mistakes. The problems can also be seen from the interview transcript below.

R : *Kalau berbicara, speaking suka nggak?* (Do you like speaking?)
S : *Agak nggak suka bu.*(I do not really like it, Mom)
R : *Kenapa?*(Why?)
S1 : *Nggak tau bahasa Inggrisnya bu.* (I do not know many words in English, Mom)
R : *Kalau Bagas,yang nggak disukai dari pelajaran Bahasa Inggris apa?* (Bagas, what part of English that you don't like?)
S3 : *Percakapan.* (dialog)
R : *Percakapan?Kenapa koq nggak suka percakapan?* (Dialog? Why don't you like dialog?)
S3 : *Angil e bu. Mboten saget moco bahasa Inggris e.*(Susah bu, tidak bisa Bahasa Inggrisnya) (It's difficult. I can't speak English)
R : *Tadi Afrian sama Resa koq ramai?* (Why were you noisy?)
S4 : *Biasa bu.* (It was usual)
R : *Bosen ama pelajarannya ya?*(Are you bored with the lesson?)
S4 : *(tersenyum sambil menganggukkan kepala)* (Smile and nod his head)
R: Researcher S1: Student 1 S3: Student 3 S4: Student 4
Interview 1

Based on the data from observation and interview, there were some problems found in the teaching and learning process. Those problems are presented in the table below.

Table 1: **Field problems of the teaching and learning process at grade IV of SD Muhammadiyah Mirisewu**

No.	Problems	Codes
1	Students did not understand the teacher's explanation.	S
2	Students were shy to speak English.	S
3	Students mostly spoke in Javanese and Bahasa Indonesia.	S

(*continued*)

(*continued*)

No.	Problems	Codes
4	Students were afraid in making mistakes when speaking in English.	S
5	Students lacked vocabulary.	S
6	Students got bored easily.	S
7	Students were noisy during the lesson.	S
8	Students could not respond to spoken English.	S
9	Students often made grammatical mistakes.	S
10	Students have difficulty in pronunciation.	S
11	Students have problems in memorizing the vocabularies.	S
12	English is rarely used in the class.	TT
13	The teaching and learning process was not interesting and less communicative.	TT
14	The speaking teaching and learning activities lacked fun activities.	TT
15	Interesting media was rarely used.	Med
16	The materials were mostly taken from the text book.	Mt
17	The teacher mostly explained the material in Bahasa Indonesia.	T

S: Students TT: Teaching Technique Med: Media T: Teacher

To support the results of classroom observations and interviews, a pre-test was done to get the score of students' speaking skills on each aspect. In addition, the mean score of the pre-test was compared with the mean score of the post-test to find out whether there were improvements after implementing the actions. The following is the score of the students' pre test.

Table 2: **The Students' score of the pre test**

No	Aspects	Mean scores
1.	Fluency	4.27
2.	Accuracy	4.77
3.	Vocabulary	4.52
4.	Pronunciation	4.18

From the mean score of the pre-test, it can be seen that the students' score is low. The table shows that the mean score is 4.27 for fluency, 4.77 for accuracy, 4.52 for vocabulary, and 4.18 for pronunciation.

After listing the field problems found in the teaching and learning process of speaking at grade IV of SD Muhammadiyah Mirisewu, the researcher decided to solve the problems. The problems are elaborated as follows.

Table 3: **Field problems related to students' speaking skills that were feasible to be solved**

No	Aspect	Problems	Indicators	Sources
1	Fluency	Students lacked fluency in using certain language use.	Students were silent when they were asked by the teacher.	Observation
2	Pronunciation	Students had difficulty in pronunciation.	Student could not pronounce some words appropriately.	Observation and interview
3	Accuracy	Students often made grammatical mistakes.	Students could not speak with appropriate grammar.	Observation
4	Vocabulary	Students lacked vocabulary.	Students could not answer the teacher correctly.	Observation
5	Confidence	Students were not confident to speak English.	Most students were shy to speak English and afraid of making mistakes.	Observation and interview

(continued)

(continued)

No	Aspect	Problems	Indicators	Sources
6	Participation	Students did not fully participate in the lesson.	Students talked to their friend or moved around the class when the teacher asked them to practice the expression.	Observation and interview

From the problems described above, it can be seen that the teaching and learning of speaking needed to be improved with the certain teaching technique. Based on the discussion with collaborator, the researcher decided to use the interaction promoting game to solve the problems dealing with the fluency, pronunciation, accuracy, vocabulary, confidence, and participation.

2. Implementation of the Action

a. Report of Cycle 1

In Cycle 1, the teaching and learning process was conducted in three meetings. In each meeting, the researcher applied different kinds of interaction promoting games in the production stage to motivate the students to speak English and gave them a chance to practice the language functions. In this cycle, the researcher and the collaborator carried out three steps in the action research. They are planning, action and observation, and reflection.

1) Planning

The first step in the action research is planning. After obtaining the information on the existing problems in the reconnaissance, the researcher and the collaborator planned several actions to solve the problems. The action focused on the implementation of the interaction promoting game in the speaking teaching

and learning process as an effort to improve the students' speaking skills. The plans that were made by the researcher can be seen below.

a) First Meeting

The topic of the first meeting is *Animal*. In this meeting, the researcher planned to teach the language function of asking and giving information about animals. At the end of the meeting, the students were expected to be able to say the names of animals in the zoo and to use the expression to ask for the names of animals. These following actions would be applied in the first meeting:

1) Introducing the name of the animal with pictures in the presentation.
2) Singing "*I am going to the zoo*" song in the presentation stage.
3) Using "*I am going to the zoo*" game in the production.
4) Using classroom English**.**

b) Second Meeting

In the second meeting, the researcher planned to teach the language function of asking and giving information about numbers. The following actions were planned to be applied:

1) Practicing how to ask and give information about someone's age.
2) Singing "*We are table number one*".
3) Using "*Pass the ball*" game in the production stage.
4) Using classroom English.

c) Third Meeting

In the third meeting, the researcher planned to teach the language function of asking and giving information about *things in the classroom*. The following actions would be applied:

1) Introducing the things in the classroom with the realia in the presentation.
2) Using chant "*Book pen desk chair*".
3) Using "*Bandit and the sheriff*" game.
4) Using classroom English.

2) Action and Observation

In Cycle 1, the action and observation were conducted in three meetings. The schedule of Cycle 1 is presented below.

Table 4: **The schedule of Cycle 1**

Date	Allocated Time	Topic	Activities
Saturday, January 12th, 2013	2 x 35 minutes	Animal	1. Students identify the names of animals. 2. Students learn the expression of asking for information about animals. 3. Students sing *"I am going to the zoo"* song. 4. Students play *"I am going to the zoo"* game.
Wednesday, January 16th, 2013	2 x 35 minutes	Number	1. Students identify the numbers in English. 2. Students learn the expression of asking for someone's age. 3. Students sings "*We are table number one*" song. 4. Students play "Pass the ball" game.

(continued)

(continued)

Date	Allocated Time	Topic	Activities
Saturday, January19th 2013	2 x 35 minutes	Things in the classroom	1. Students identify the names of the things in the classroom. 2. Students chant "Book pen desk chair". 3. Students practice the expression of asking and giving information about things in the classroom. 4. Students play "Bandits and Sheriffs" game.

a) First Meeting

The first meeting was conducted on 12 January 2013. The meeting started at 7.20 a.m. and ended at 8.30 a.m. The researcher acted as the teacher and collaborated with the collaborator. She opened the lesson by singing "Good Morning" song. The students followed the teacher to sing. The researcher began the lesson by taking the attendance list and asked the students about their favorite animal. No one answered the teacher's question. It seemed that the students did not understand the question. Then, the researcher showed the picture of an animal and told the name of the animal.

Figure 8: **The researcher is showing the picture of an animal.**

The lesson continued with asking for and giving information about the names of animals. The students answered the teacher's question enthusiastically. However, they answered the teacher's question incorrectly. Then, the researcher corrected the grammar. Most of the students faced difficulty in pronouncing a certain word like "elephant". They tended to pronounce it as [el.e.fənt]. Then the researcher helped them to pronounce the word correctly. At first they still pronounced it as [el.e.fənt], but in the second repetition they pronounced it correctly.

In the practice stage, the researcher drilled the students by asking them to play group games. The class was divided into two groups. They were the girl group and the boy group. To get a point, each group should answer the other groups' question correctly. The question was about the names of animals. The group asked "What do you see?" and showed the picture of an animal. Then, another group should answer it correctly. After finishing the game, the teacher sang "I am going to the zoo" song and asked them to repeat after her. Then, the teacher asked them to sing in chorus.

The activity in the production stage was playing "I am going to the zoo" game. The researcher asked the students to play the game outside the class, in the school yard. Before going outside, the researcher explained the rules of the game and demonstrated how to play the game. The students listened to the teacher's explanation enthusiastically. In the school yard, the students made a big circle and marked the spot where they stood using chalk. After that, the researcher chose a leader. The leader's task was choosing his or her follower. The leader pointed the

other students' picture and said "I see a or an…… (the animal's name)" to choose them as his followers. He said "I don't see …." to avoid choosing them as his follower. The students who were not chosen stayed in the spot, whereas the chosen ones followed the leader everywhere. Then, all students sang "*I am going to the zoo*" song. The teacher said "stop" and all students searched for the other spot to stand. The next leader was the student who had not got the spot. The game ended at 8.20.

After that the researcher recalled the students' memory about the lesson. Then she ended the lesson.

Figure 9: **The students are playing "*I am going to the zoo*" game.**

a) Second Meeting

The second meeting was conducted on 16 January 2013. The allocated time was 60 minutes. The class started at 12.30 p.m. In this meeting the researcher also collaborated with the collaborator. The researcher greeted the students. She said "Good Afternoon". However, some students said "Good Morning". Then, the researcher explained that they should answer "Good Afternoon." After greeting

the students, the researcher began the lesson by taking the attendance list. The researcher mentioned the students' number. She asked the students to say yes or here.

To introduce the topic, the researcher asked the students whether there were any students who celebrated their birthday. However, no one celebrated birthday on that day. Then, the researcher told the students how to ask someone's age. She said "How old are you?" A student said "I am nine years old". Then, she asked the other students to drill them. The researcher changed the question to "How old is your father?" It seemed that some students did not understand, so the researcher explained in Bahasa Indonesia. Afterwards, the researcher asked the students to practice asking for and giving information about someone's age in chorus. After drilling the students, the researcher reminded the students about numbers. She sang "*We are table number one*". Then, she asked the students to sing the song.

Right after singing the song, the researcher asked the students to go to the school yard to play "*Pass the ball*" game. The students were very happy to play the game. Before playing the game, the researcher explained the rules of the game. The researcher asked a student to be the leader. The leader of the game held the ball and then passed it to another student. She said "How old are you?", while passing the ball. Then, the students who received the ball said "I am ten years old" and passed the ball to the other students. When a male student had a turn to catch the ball, he missed it. The researcher punished him to sing a song, but he did not want to sing. Therefore, the researcher asked him to be a leader. Then, he passed

the ball and said “How old is your father?” The student who caught the ball said “He is forty years old.”

Figure 10: **The students are playing “*Pass the ball*” game.**

The researcher ended the lesson by recalling the students’ memory about the lesson and asked the students whether there were any questions. No one had a question. Then she asked the students to say a prayer. After that, the researcher closed the class by saying *Salam*.

b) Third Meeting

The third meeting is the last meeting in Cycle 1. It was conducted on 19 January 2013. It took 75 minutes for the meeting. The researcher began the lesson at 09.45 a.m. The researcher greeted the students by singing “Good Morning” song. The students followed the teacher to sing the song. After singing, the researcher greeted the students by saying “How are you.” The students said “I am fine, thank you.” Next, the researcher took the attendance list. She said “Who is absent today?” No one answered. Then, she spoke in Bahasa Indonesia “*Siapa yang nggak masuk*?”(Who is absent today?). The students said “Afrian”.

The researcher introduced the vocabulary by showing some stuffs and said the name. For example she touched the book, and then she asked the students "What is it?" The students said "Book". She corrected them by saying "It is a book". She held a pen and asked "What is it?" The students said "It is a pen". Then she changed the question and pointed at a chair. She asked "What is that?" At first they said "It is a chair." Then the researcher corrected them by saying "That is a chair." She also gave a little explanation about the question. At the second repetition, the students could answer correctly, they said "That is a chair." When the teacher pointed at a black board and asked "What is that?" They answered "That is a blackboard."

It seemed that the students got bored. Therefore, the researcher introduced a chant called "*Book pen desk chair*". She asked the students to do so. The students enjoyed chanting. While chanting, they were touching the stuffs.

Figure 11: **The students are chanting "book pen desk chair".**

Afterwards, the researcher introduced another expression. She said "I got a cupboard" and asked the students to repeat after her. Then, she asked "What did

you get?" The students said "I got a doormat". The researcher continued asking the students about the things in the classroom.

The activity in the production stage was playing "*The Bandit and Sheriff Game*". The class was divided into two groups. The researcher counted the students. The students who got number one joined the bandit group, whereas the students who got number two became the sheriffs. Then, the researcher explained the rules of the game. After that, the researcher asked the students to go to the school yard. The researcher demonstrated the game. The bandit group stood opposite to the sheriff group. The researcher put all pictures in the middle of the groups. Then, she said "Chair, number three" Bandit number three took the chair and said "I got the chair". The researcher asked a student to be a leader. His task is to call the Bandit. The game began and the leader said "Cupboard number ten". Bandit number ten tried to steal the cupboard but the sheriff foiled her. Sheriff number ten said I caught Bandit number ten. The sheriff group won the game.

Figure 12: **The students are playing "Bandits and Sheriffs" game.**

The researcher asked the students to enter the class. In the class, the researcher recalled the students' memory. She said "What did you learn today?" A student said "Table". Then the researcher asked the students the names of things in their classroom. The last, the researcher asked "Is there any question?" The students said "No". The researcher ended the class at 11.00 a.m.

3) Reflection

The use of interaction promoting games had made some improvements in the first cycle. The improvements covered three aspects. They are the students' participation, confidence, and the speaking ability. The first improvement laid on the students' participation. The students participated actively in the activities. They were enthusiastic in playing the game. During the game they used the language. They spoke English with their friends. The students' improvement in participation can be seen in the following data.

R: *Menurut Ahmad tadi pelajarannya gimana?* (What do you think about the lesson?)
S: *Agak seru bu*. (Rather fun, Mom)
R: *Yang bikin seru apa*? (What made the lesson fun?)
S: *Permainannya Bu*.(The game, Mom)

R: Researcher **S: Students** **Interview II**

R: *Menurutmu gimana aku tadi ngajarnya?* (What do you think about my performance in teaching?)
C: *Tadi sudah bagus. Siswa-siswa jadi semangat sekali waktu main game. Mereka jadi mau bicara dengan bahasa Inggris.* (It was good. The students were enthusiastic when playing the game. They were willing to speak English.)

R: Researcher **C: Collaborator** **Interview VIII**

The improvement of students' participation also can be seen in the following field notes.

> The researcher asked the students to play the game outside the class, in the school yard. Before going outside, the researcher explained the rules of the game and demonstrated how to play the game. The students listened to the teacher's explanation enthusiastically. … The leader should use the language function to choose the follower. He said "I see a/an…… (the animal's name)" and pointed to the other students' picture to choose them as his followers. He said "I don't see …." to avoid choosing them as his followers.… Then, all students sang "*I am going to the zoo*" song. They seemed very happy to sing the song.
>
> **Field notes II**

> The activity in the production stage was playing "*Pass the ball*" game. The students played the game outside the class, in the school yard. They were very happy. … Most students were very enthusiastic to catch the ball. Even, the shy students also caught the ball and asked information about their friend's age.
>
> **Field notes III**

> …Then, the researcher explained the rules of the game. The students paid attention to the teacher's explanation. … All students were very happy. They liked the game and wanted to play the game again, but the time was over. In this game they could practice the language functions without being afraid of making mistake.
>
> **Field notes IV**

The second improvement was the students' confidence. They were not shy to speak English in the game. They were also not afraid of making mistakes. The improvement can be seen in the following data.

S1 : *Amelia tadi gimana pelajarannya?* (Amelia, what do you think of the lesson?)
S1 : *Senang*. (It was fun)
R : *Kenapa?* (Why?)
S1 : *Bagus* (Interesting)
S2 : *Senang bu, bagus permainannya*. (I was happy, Mom. The game was interesting.)
R : *Tadi waktu permainan bisa nggak ngomong pakai bahasa Inggrisnya?*When you were playing the game, could you speak English?
S1: *Bisa bu*. (Yes, I could, Mom.)
R : *Nggak malu ngomongnya?* (Aren't you shy to speak?)
S1: Enggak bu soalnya asyik permainannya.(No, Mom. because the game was interesting.)

S1: Student 1 S2: Student 2 R: Researcher Interview IV

R: … *Kalau belajar dengan Game, anak-anak jadi berani ngomong bahasa Inggris nggak?* (If you learn English through game, are you brave to speak English?)
S2: *Iya bu.* (Yes, Mom.)

S2: Student 2 R: Researcher Interview II

The third improvement laid on the students' speaking ability. The students could speak English fluently. When the teacher asked them, they could answer her correctly. Besides fluency, the improvement was also on accuracy. The students could speak in English with the right grammar. The improvement can be seen in the data below.

…The researcher told the students how to ask someone's age. She said "How old are you?" A student said "I am nine years old". Then, she asked the other students and they could answer correctly.

…The leader of the game held the ball and then passed it to the other students. She said "How old are you?", while passing the ball. Then, the students who received the ball said "I am ten years old" and passed the ball to the other students.

Field notes III

She held a pen and then asked “What is it?” The students said “It is a pen”. The teacher pointed at a chair and asked “What is that?” They said “That is a chair.” The students could answer the teacher’s question with the right grammar.

Field notes IV

The game was begun by the girl group. They asked “What do you see?” and showed the picture of an animal. Then, some boys answered “I see a giraffe”. After that they asked the girl group and showed a picture of an elephant. The group replied “I see an elephant.” The game continued until there was no picture left.

Field notes II

Besides the improvement, there were also some weaknesses found in Cycle 1. The first weakness laid on the teacher’s teaching technique. The rules of the game were not clearly defined. Therefore, some students were confused about the game. Some students did not understand about their teacher’s explanation. The weakness can be seen in the following data.

R : *Ada kesulitan tidak waktu permainan?*(Is there any difficulty about the game?)
S2 : *Nggak*. (No)
S1 : *Bingung*.(I was confused.)
R : *Ahmad bingung karena apa?*(What made you confused?)
S1 : *Penjelasannya Bu.* (The explanation, Mom.)
R : *O, waktu Bu guru njelasin tadi kurang jelas ya?*(Is my explanation unclear?)
S1: *Iya Bu. Peraturan permainannya kurang jelas.* (Yes, Mom. You did not clearly explain the rules of the game.)

S1: Student 1 S2: Student 2 R: Researcher Interview II

The second weakness dealt with the students’ vocabulary mastery. They faced difficulty in memorizing the vocabularies, because the teacher did not

provide enough vocabulary drilling. The evidence can be seen in the following data.

R : *Sudah tahu belum nama benda-benda yang ada di kelas?*(Did you know the names of things in the class?)
S2 : *Sudah, tapi belum hafal.* (Yes, but I couldn't memorize all of them.)
S1 : *Belum hafal*. (I couldn't memorize all of them.)

S1: Student 1 S2: Student 2 R: Researcher Interview III

R : *OK. Kalau metode yang aku pakai tadi gimana?* (OK. How about the method used in the teaching and learning process?)
C : *... Drilling nya perlu ditambah, biar siswa lebih mudah menghafal kosakatanya.* (You must add some drilling, so that the students can memorize all vocabularies.)

R: Researcher C: Collaborator Interview VIII

The third weakness laid on the students' pronunciation. They had difficulty in memorizing the right pronunciation. Although the teacher had given a lot of pronunciation practice, they still could not pronounce the words correctly. The evidence can be seen in the following data.

…The game was begun by the girl group. They asked "What do you see?" and showed the picture of an animal. Then, some boys answered "I see a giraffe [dʒɪˈ ˈræf], but the rest said "it is giraffe [gɪ rɑ f]"… After that they asked the girl group and showed a picture of an elephant. The group replied "I see an elephant [el.e.fənt]. The game continued until there was no picture left. All students were playing the game enthusiastically. Moreover, most students could pronounce many words correctly.

Field notes II

From the above explanation, it can be concluded that the teaching learning process in Cycle 1 needed to be improved. Therefore, the researcher and the collaborator decided to carry out other actions in Cycle 2.

b. Report of Cycle 2

The teaching and learning process in the second cycle was carried out in three meetings. Cycle 2 was conducted as the follow-up to Cycle 1. The successful actions in the previous cycle were maintained, whereas the unsuccessful actions were repaired. The researcher carried out three steps in Cycle 2. The detail of the steps in this cycle can be seen below.

1) Planning

In the first step, the researcher and the collaborator planned some actions that would be implemented in Cycle 2. The researcher planned the actions based on the reflection in the previous cycle. In Cycle 2, the teacher provided a clear explanation about the rules of the game. Below is the plan that would be implemented in Cycle 2.

a) **First Meeting**

The topic of the first meeting in the second cycle is *Transportation*. The researcher planned to teach the language function of giving information about transportation. In this meeting the researcher would teach how to give information about transportation. These following actions would be applied in the first meeting:

1) Introducing the names of the means of transportation with pictures in the presentation.

2) Singing “I am going to London” song in the presentation stage.
3) Using a “transportation dodge” game in the production.
4) Using classroom English.

b) **Second Meeting**

The topic of the second meeting was jobs. The researcher would teach the language function of asking and giving information about someone’s jobs. The activities are as follows.

1) Introducing the names of jobs with pictures in the presentation stage.
2) Using a survey game in the practice stage.
3) Using a guessing game in the production stage.
4) Using classroom English.

c) **Third Meeting**

The topic of the last meeting was *Clothes*. The researcher planned to teach the language function of asking and giving information about clothes. Below are the plans of the activities.

1) Introducing the names of clothes using the realia.
2) Using a pass the ball game in the practice stage.
3) Using chant “Shoes and Shirt”.
4) Using a whisper race game.
5) Using classroom English.

2) Action and Observation

The action in Cycle 2 was conducted in three meetings. The schedule of Cycle 2 is presented below.

Table 5: **The Schedule of Cycle 2**

Date	**Allocated Time**	**Topic**	**Activities**
Wednesday, January 23rd 2013	2 x 35 minutes	Transportation	1) Students identify the names of the means of transportation. 2) Students learn the expression of giving information about transportation. 3) Students sing "I am going to the London" song. 4) Students play transportation dodge game.
Saturday, January 26th 2013	2 x 35 minutes	Jobs	1) Introducing the names of jobs with pictures in the presentation stage. 3) Students learn the expression of asking and giving information about someone's jobs. 4) Using a survey game in the practice stage. 2) Using a guessing game in the production stage.
Saturday, February 2nd 2013	2 x 35 minutes	Clothes	1) Introducing the name of clothes using realia. 2) Students learn the expression of asking and giving information about what someone wears. 3) Students chant "*Shoes and Shirt*" 4) Students play "*Whisper race*" game.

a) First Meeting

In Cycle 2, the first meeting was conducted on Wednesday, 23 January 2013. It took 70 minutes for this first meeting. The lesson started at 12.00 a.m. The topic of this meeting was *transportation*. The researcher began the lesson by asking the students "How do you go to school?" The students did not say anything. Some of them just smiled. Then, the researcher explained in Bahasa Indonesia. A student said "Bicycle" Another said "*Diantar Bapak*" (My Father took me to school). Then, the researcher taught the expression about asking and giving information by showing vehicle pictures. She said "What is it?" The students seemed familiar with the question, so they could answer correctly. Some student said "Plane". Afterwards, the researcher asked the students to listen to her and repeated after her. She said "I am riding my bicycle" Then the students repeated what the teacher said. Then the researcher showed other pictures. Then she asked the students to repeat after her. She said "I am riding a motorcycle". The researcher drilled the expression.

In the next session, the researcher taught "*I am going to the London*" song. Then, she asked the students to sing along with her. The researcher divided the class into four groups. Each group should sing the song in chorus. Then, the researcher gave each group a score. To drill the students' skill, the researcher asked the students to play a simple group game. The girl group competed against the boy group. The group should show a picture of vehicle and then asked "How do you go to school?" The other group should answer the question based on the

picture. For example, “I am reading a bicycle”. If the group answers correctly, they get one score. The winner was the group who had the biggest score.

Figure 13: **The students are playing “Transportation dodge” game.**

The next activity was playing the transportation dodge game. Knowing that they would play a game, the students were very happy. The researcher asked the students to play the game outside the class. Then the students made a big circle. The researcher put some pictures of means of transportation in the middle of the circle. The researcher turned the music on. Then, the students sang the song. When the song came into the lyrics “ship”, the music was turned off. The students stepped on the picture. The researcher asked a student who stepped on the picture of a ship to be the leader. Then the leader asked her friend “What are you riding?” A student said “I am riding a car”. Another student said “I am sailing on a ship”. The student should quit from the game. Then he should help the leader to ask their friend. They both asked “What are you riding?” and then their friend responded “I am riding a bus”. The other said “I am riding a train”. After all students were asked, the music was turned on and the students sang the song.

When the music was turned off, the students who quit from the game asked their friends about what vehicle they were riding on. The game ended at 12.50 p.m.

In the end of the class, the researcher recalled the students' memory about the lesson. The researcher said. "What do you learn today?" The students said "bicycle, car, truck, and plane" The researcher replied the student "Good. So, how do you go to school?" Some students said "I am riding bicycle." Then, she said "OK. *berarti, anak-anak sudah paham pelajarannya ya*?" "Have you understood the lesson?" The students said "*Ya* (Yes)". The researcher asked "Is there any question?" The students said "No". The class ended.

b) Second Meeting

The second meeting was conducted on Saturday, 26 January 2013. The topic of the lesson was *jobs*. The lesson began at 9.45 a.m. and ended at 10.50 a.m. The teacher began the lesson by singing "Good Morning" song. The students sang the song. After that, the teacher took the attendance list. The teacher said "Who is absent today?" The students said "Afrian". The teacher introduced the topic by asking about their parents' jobs. The teacher said "Resa, what is your father's job?" He said "*Pedagang*". Then the teacher said "Seller". The teacher asked the other students. A student said "Police". Other students said "*Tukang bangunan*", "*Guru*", and "*Perawat*". Then the teacher showed a picture. The teacher asked the students "What is his job?" Some students said "*Guru*". Then a student said "Teacher". The teacher said "That's right, he is a teacher" The teacher repeated the question. The students answered "teacher" and then the teacher corrected the students. She said "He is a teacher." Then, the students said

“He is a teacher”. The teacher continued with other pictures until all professions were introduced.

After that, the teacher taught the expression of asking information about someone’s job. She showed a picture and said “Is he a doctor?” The students said “Yes”. The teacher gave the feedback by saying “Yes, he is a doctor”. Then, the teacher showed a picture of a policeman and asked “Is he a teacher?” The students said “No, he is” The teacher said “No, he is not” and then the student repeated it. The teacher asked “What is his job?” the students said “He is a policeman.”

To enhance the students’ understanding and vocabulary mastery the teacher asked the students to play a survey game. The teacher gave each student a picture. The students asked their friend for the information about jobs based on their picture. A student asked her friend who held a picture of a nurse. She asked “Is she a nurse?” Her friend said “Yes she is”. The students who answered asked her friend “Is he a soldier?” Her friend replied “Yes, he is.” Both students got one point because their friend said yes. All students enjoyed playing the game. Most of them got more than four points. It means they have known many vocabularies dealing with profession.

Figure 14: **The students are playing “Survey game”.**

The activity used in the production stage was playing a guessing game. Before playing the game, the teacher explained the rules and demonstrated the game. The teacher acted as a singer and asked the students to guess what her job is. Some students guessed it correctly. Then the teacher acted out another profession and the student guessed it. After that, the teacher asked the students to play the game outside the class. They were divided into three groups. Each group made a line and chose a leader. The leader should act out the activities which represented a particular profession and showed it to the friend in front of him. The other students should stand in the opposite so they could not see what the leader is doing. After the leader had done, the next student should call the other student by touching his/her shoulder. Then he acted that profession. The last student should guess the job. The winner of the game was the group who could guess the most.

Figure 15: **The students are playing a "Guessing game".**

At the end of the lesson, the teacher recalled the students' understanding. She asked "What do you learn today?" the students said "Policeman, teacher, doctor." Then the teacher showed a picture and asked "Is he a soldier?" the

students said “No, he is not” The teacher asked “What is his job?” The students replied “He is a policeman.” Next, the teacher gave the students a chance to ask the researcher. She said “*Jika belum paham, silahkan tanya*. If you don’t understand, feel free to ask.” No one asks. The teacher ended the class by saying *Salam.*

c) Third Meeting

The last meeting was on Saturday, 2 February 2013. The topic was about *clothes*. The teacher taught the language function of asking and giving information about clothes. It took 70 minutes for this meeting. The teacher began the lesson at 09.45 a.m. The teacher greeted the students by singing “How are you” song. The students followed their teacher to sing the song enthusiastically. After that, the teacher took the attendance list.

In the opening, the researcher introduced the language function of asking information about clothes. She said “What is it?” and pointed at a student’s shirt. The students said “Shirt”. The teacher said “Good. It is a shirt. Please repeat after me”. Then the students repeated after the teacher by saying “It is a shirt.” Then, the teacher held a belt and asked “What is it?” The students did not answer. Then, the teacher said “It is a belt”. The students repeated after the teacher by saying “It is a belt”. The teacher continued introducing all the names of clothes. After that she asked the students to wear the clothes that they bring. In the previous meeting, the researcher asked the students to bring clothes. Then, she asked a student “What are you wearing?” The student said “a cap”. She explained that they should

answer “I am wearing a cap” She asked the other student “What are you wearing?” The students said “I am wearing a jacket.”

In the practice stage, the students practiced the expression by playing “*pass the ball game*”. The teacher passed a ball to a student and asked “What are you wearing?” Then, she said “I am wearing a belt”. The student then passed the ball to another student and asked the same question. The student replied “I am wearing a jacked”. The game continued until all students got the ball.

The teacher taught a chant “shoes and shirt”. The students enjoyed chanting. At 10.30 a.m. the teacher asked the students to go to the school yard to play a whisper race game. The students seemed very happy. The researcher divided the class into three groups. Each group made a line. One student of any group was asked to stand in front of their friends. Then, the teacher whispered a sentence such as “I am wearing a cap”. Then those students whispered the sentence to the students in front of them. The last students should wear the clothes and shout out the sentence. The students played the game enthusiastically.

Figure 16: **The students are playing a “Whisper race”.**

At the end of the meeting the teacher recalled the students' memory about the lesson. Then she asked "Is there any question?" The students said "No". The class ended at 11.00 a.m.

3) Reflection

In each meeting of Cycle 2, the researcher applied different interaction promoting games in line with the topic and the language function. The students used the language function during the game. The use of interaction promoting games in this cycle motivates the students to actively participate in speaking activities. They were enthusiastic to participate in the lesson and to practice speaking. The game could facilitate the students to speak up. The students enjoyed the game and spoke English enthusiastically during the activities. It can be seen in the data below.

R : *Gimana tadi senang nggak dengan pelajarannya?(*Did you enjoy the lesson?)
S1 : *Senang*(I enjoyed it.)
S2 : *Senang*(I did too.)
R : *Apa yang buat kalian senang?(*What made you enjoy the lesson?)
S1 : *Lagunya.* (The song)
R : *Oh lagu "I am going to the zoo" ya? Udah bisa lagunya?* (Is it "*I am going to the zoo*"song? Can you sing the song?)
S1 : *Iya.tapi agak susah bu*.(Yes, I can. But, it is rather difficult.)
R : *Kalau Alfan apa yang bikin senang dengan pelajaran hari ini?* (How about you Alfan, what made you enjoy the lesson?)
S2 : *Permainannya.* (The game)
R : *O, permainannya gimana?(*How about the game?)
S2 : *Menarik bu*. (It is fun, Mom)
R : *Kalau dibandingkan dengan minggu yang lalu, permainannya asyik yang mana?*(compared with the previous lesson, which game is better?)
Ss: *Yang sekarang*. (Today's game, Mom.)

S1: Student 1 S2: Student 2 Ss: Students R: Researcher Interview V

R : *Tadi gimana pelajarannya?(*What do you think of the lesson?)
Ss : *Mudah* (It is easy, Mom.)
R : *Tadi senang nggak?*(Did you enjoy the lesson?)
Ss : *Senang.* (Yes, we did.)
R : *Senangnya karena apa?*(What did you like about the lesson?)
Ss : *Permainannya.* (The game, Mom.)
R : *Gimana permainanya?(*What do you think of the game?)
S1: *Seru bu, permainanya beda dengan kemarin.* (It was fun, Mom. It was different from the previous game.)
R : *Bedanya apa?(*What was the difference?)
S1 : *Yang sekarang asyik nebak-nebak.* (It is challenging to guess.)

S1: Student 1 S2: Student 2 Ss: Students R: Researcher Interview VI

R : How are you?
S : I'm fine.
R : *Wah sekarang anak-anak sudah pintar ya. O iya, anak-anak kan sudah belajar bahasa Inggrisnya dengan game ya? Nah, anak-anak senang nggak*? (You are smart. You have studied English through games, right? Did you enjoy it?)
S : *Senang* (Yes, we did.)
R : *Kalau kalian senang berarti semangat ya belajar bahasa Inggrisnya?* (If you enjoyed it you were enthusiastic to learn English, right?)
S : Enggeh. (Yes)
S: Student R: Researcher Interview VII

R: *Alhamdulillah ya, ini sudah pertemuan ke empat.* (Alhamdulillah, the fourth meeting was done.)
C: *Iya, tadi ngajarnya sudah lumayan ada peningkatan.*(Yes. The teaching process was improved.)
R :*Oh ya? peningkatannya apa ya?*(Really? What was the improvement?)
C :*Ya, anak-anak semakin anthusias dan lebih aktif. Waktu ditanya gurunya mereka mau menjawab dan waktu drilling mereka tidak bingung, bisa tanya jawab dengan temannya*. (The students were enthusiastic and more active. They answered their teacher's question. They were not confused in the drilling session. They could practice asking and answering the language function.)

R: Researcher C: Collaborator Interview XI

On the other hand, the students' confidence was also improved in this cycle. They were not shy to speak English with their friend or answer the

teacher's question. They were also not afraid in making mistakes. The evidence of the improvement can be seen in the following data.

R : *Kalo gitu sekarang udah hafal nama-nama pekerjaan yang diajarkan?*(OK. Now, you have known the names of jobs, right?)
S2 : *Sudah*.(Yes)
S1 : *Saya juga sudah lho Bu. Malah saya nggak malu lagi ngomong bahasa Inggris*. (I do too, Mom. I was no longer shy to speak English)
R : *O iya bagus itu. Kalau Gitria masih takut nggak kalau ngomong bahasa Inggris?*(That's good. What about you, Gitria? Are you still afraid to speak English?)
S2 : *Enggak Bu. Kalau takut nanti kalah main gamenya*.(No, Mom. I would lose the game, if I am afraid)

S1: student 1 S2: student 2 R: Researcher Interview VI

R: *Kalau kalian senang berarti semangat ya belajar bahasa Inggrisnya?* (If you enjoyed the game it was enthusiastic to learn English, right?)
S : *Enggeh*.(*Iya).* (Yes)
R: *Sudah nggak malu lagi ya kalau ditanya bu guru?* (You are no longer shy if I ask you?)
S: *Mboten (tidak)*.(No)

S: Student R: Researcher Interview VII

In Cycle 2, the students' speaking skill also improved. Their vocabulary mastery improved. They also speak more fluently with correct grammar. It can be seen from the following interview transcript.

R: *Kalau kemampuan speaking anak-anak meningkat nggak?*(How about the students'speaking skill? Did it improve?)
C: *Iya meningkat. Mungkin, perlu ditambah drilling atau pengulangan kata-katanya biar pronunciationnya selalu benar.* (Yes, it did. It is better to add drilling or give more vocabulary repetition so that their pronunciation is always correct)
R: *OK. kalau penguasaan vocabulary mereka gimana?* (OK. How about their vocabulary mastery?)
C: *Sudah cukup. Mereka cukup banyak menguasai vocabulary yang diajarkan*. (It is enough. They mastered the vocabularies that were taught.)

C: Collaborator R: Researcher Interview XII

The improvements of the students' fluency can also be seen from the field notes. Below are the field notes.

> To enhance the students' understanding and vocabulary mastery the teacher asked the students to play a survey game. The teacher gave each student a picture. The students asked their friend for information about jobs based on their picture. A student asked her friend who held a picture of a nurse. She asked "Is she a nurse?" Her friend said "Yes, she is". The student who answered asked her friend back "Is he a soldier?" Her friend replied "Yes, he is." Both students got one point because their friend said yes. All students enjoyed playing the game. Most of them got more than four points. It means that they have known many names of professions.
>
> **Field notes 5**

> The teacher asked a student who stepped on the picture of ship to be the leader. Then the leader asked her friend "What are you riding?" A student said "I am riding a car". Another student said "I am sailing on a ship". The student should quit from the game. Then he should help the leader to ask their friend. They both asked "What are you riding?" and then their friend responded "I am riding a bus". The other said "I am riding a train".
>
> **Field notes 5**

Besides the improvement, there was a weakness found in this cycle. The weakness was related to the students' pronunciation. Although there was an improvement on the students' pronunciation, some students still had difficulty in pronunciation. The evidence can be seen in the following data.

> R : *...Lalu masih ada kesulitan nggak?*(Is there any difficulties?)
> S2 : *Bahasanya sulit.* (The language is difficult.)
> R : *Sulit gimana? Alfan tadi udah pintar lho bisa mengikuti pelajaran dengan baik.* (How difficult is it? You've been great before, since you can join the lesson well.)
> S2 : *Sulit ngomong bu soalnya nggak tau pengucapannya.* (It was difficult to speak because I did not the right pronunciation, Mom)
>
> **S2: Student 2** **R: Researcher** **Interview 5**

3. General Findings

In general findings, the researcher presents a table of the mean scores of four speaking aspects in the pre test and the post test. The mean score can be seen in the following table.

Table 6: **The Mean Score of the Pre test and the Post Test**

No	Aspect	Mean Score		Difference
		Pre Test	Post Test	
1.	Fluency	4.27	5.27	1.00
2.	Accuracy	4.77	5.35	0.58
3.	Vocabulary	4.52	5.46	0.94
4.	Pronunciation	4.18	5.10	0.92

From the table above, it can be seen that the mean score of each aspect in the pre test is different from the mean score in the post test. The mean score is 4.27 for fluency, 4.77 for accuracy, 4.52 for vocabulary, and 4.18 for pronunciation. On the other hand, the mean score of each aspect in the post test is 5.27 for fluency, 5.35 for accuracy, 5.46 for vocabulary, and 5.10 for pronunciation. Therefore, the improvement of each aspect can be seen when mean score of the pre test and the post test are compared. The improvement is 1.00 for fluency, 0.58 for accuracy, 0.94 for vocabulary, and 0.92 for pronunciation. The improvement of the mean score of the students' speaking aspects can also be seen from the following chart.

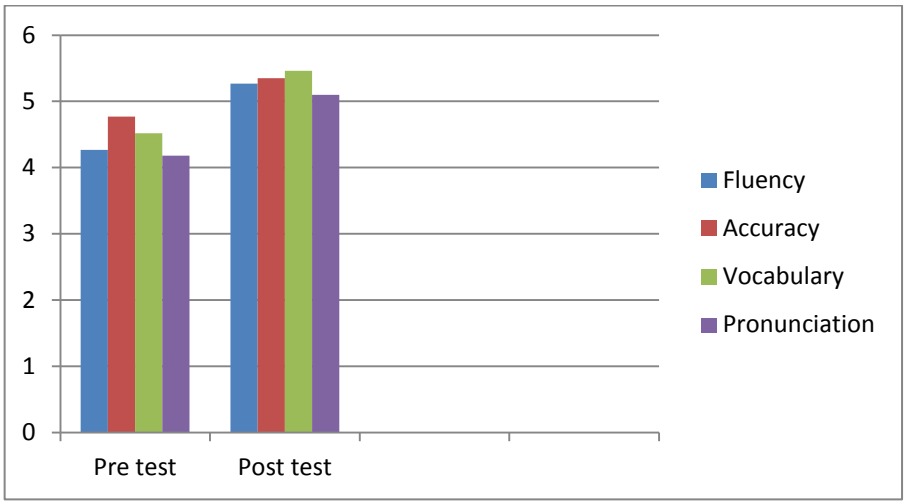

Table 7**: The different of the mean score in the pre test and post pest**

The improvement of the mean score in the pre test and the post test indicates that the use of interaction promoting games was successful in improving the students' speaking skill. As a result, there are some changes occurring after implementing the action. The changes show that there were some improvements occurred after implementing the action in Cycle 1 and Cycle 2. The improvement can be seen from the following table.

Table 8: **The Improvements of the students speaking skills**

No	**Aspect**	**Problems**	**Improvement**	
			Cycle 1	**Cycle 2**
1.	Fluency	Students lacked fluency in using certain language use. Students were silence when they were asked by the teacher.	Some students were fluent enough in using certain expression. Some students answered the teacher question correctly.	Most students were fluent enough in using certain expression. Most students answered the teacher question correctly.

(continued)

(continued)

No	Aspect	Problems	Improvement	
			Cycle 1	**Cycle 2**
2.	Pronunciation	Students had difficulty in pronunciation. Student could not pronounce some words appropriately.	Some students could pronounce some words correctly.	Most students could pronounce the words taught by the teacher correctly.
3.	Accuracy	Students often made grammatical mistakes. Students could not speak with appropriate grammar.	Some students could use the language use taught by the teacher with appropriate grammar.	Most students could use the language use taught by the teacher with appropriate grammar.
4.	Vocabulary	Students lacked vocabulary. Students could not answer the teacher correctly.	Though the students still forgot some words, they could named the things and memorize the vocabularies better than before.	Students could named the things and memorize the vocabularies well. They could use the vocabularies in the expression correctly.
5.	Confidence	Students were not confident to speak English. Most students were shy to speak English and afraid of making mistakes	Students were not shy to speak English in the game. They were not afraid of making mistakes in the game.	Students kept speaking English bravely. They were no longer shy or afraid to speak English.
6.	Participation	Students did not fully participate in the lesson. Students talked to their friends or moved around the class when the teacher asked them to practice the expression.	Students participated in the lesson. They played the game enthusiastically. However, sometimes they talked to their friends and did not listen to their teacher.	Students kept participating in the lesson. They kept playing the game enthusiastically. They listened to their teacher.

From the table above, it can be concluded that the use of interaction promoting games could improve the students' speaking skill as well as their participation and confidence. Based on the finding of the research above, the researcher and the collaborator agreed that the materials and the activities implemented were successful to improve the students' speaking skill. It can be concluded that the objective of the research was achieved and the researcher and the collaborator decided to end the cycle.

B. Research Discussion

Based on the observation and the interview in the reconnaissance stage, it can be seen that there were some problems found in the teaching and learning process. The problems were related to the students' speaking. Besides, the students had problems in understanding the language. They also had problems in confidence and interest. They were shy to speak in English and afraid of making mistakes. In terms of interest, they did not pay attention to teacher. In conclusion, their speaking skills were low. Thus, they needed classroom activities which attract their attention in learning speaking.

To solve the problems related to students' low speaking skills, some actions were implemented. The main action was applying interaction promoting games in the production stage. The games were chosen because they give a lot of language function practice. The games could also be adapted as communicative activities and adjusted with any topics as well as language functions. Therefore, the students could improve their speaking skill through these games.

The implementation of interaction promoting games was combined with other actions such using various media, using classroom English, using songs and using chants. Media helped them visualize situations while they were learning English. The teacher also used classroom English in order to make the students used to the language. Then, songs and chants created fun activities which provided attractive learning. These solutions were aimed at improving students' fluency, accuracy, vocabulary, and pronunciation. Moreover, they provided the students with opportunities to practice speaking. They also enhanced the students' confidence to speak English.

The actions in this research were conducted in two cycles. Each cycle consisted of three meetings. Cycle 1 was successfully conducted. There were some improvements after the actions were implemented. The improvements covered the students' fluency, accuracy, participation, and confidence. The results show that the students were interested in the games. They played the games enthusiastically because the games provided them with the fun activity. During the game, they used the language function without being shy and afraid of making mistakes. However, the students' improvements did not cover all aspects of speaking skills. The students' vocabulary mastery did not improve as well as their fluency and accuracy. They still had difficulty in memorizing some vocabularies. Besides the vocabulary mastery, another problem was found in this cycle. The students had not showed great improvement in pronunciation.

To overcome the problem in Cycle 1, the researcher conducted some actions in Cycle 2. The actions in Cycle 2 successfully improved the students'

speaking skills that were still low. The students had better vocabulary mastery. There were no problems with their fluency and accuracy. However, they still needed improvements on the pronunciation aspect. The discussion below shows how the interaction promoting games improved the students' speaking skills.

1. The interaction promoting games improved the students' fluency. When they played the interaction promoting games, they used the language repeatedly. By practicing and repeating the language, they are accustomed with the expressions of asking and giving information about animals, numbers, things in the classroom, transportation, jobs, and clothes.
2. After playing the interaction promoting games, the students could use the language with appropriate grammar. Their accuracy improved as they practiced speaking in English with their friends.
3. The interaction promoting games were useful in improving the students' vocabulary mastery as the games provided vocabulary practice. The use of media in the games also helped the students to memorize the vocabularies better.
4. From the finding, it could be inferred that the interaction promoting games could improve the students' participation. The games provided many chances for the students to practice speaking in English in a fun way. The fun atmosphere in the game made the students played the games enthusiastically. Since the students like the games, they are willing to speak English.
5. The interaction promoting games were also useful in improving the students' confidence. Confidence is important in speaking. Without confidence, the

students would not be able to speak fluently. By playing the interaction promoting games, the students were not shy and afraid to make mistakes anymore.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

The study was conducted in SD Muhammadiyah Mirisewu. It began on January 12th 2013 until February 2nd 2013. The objective of this study is improving the students' speaking skill through interaction promoting games. The study was carried out in two cycles. Each cycle consisted of three meetings. From the discussion in the previous chapter, it could be concluded that the implementation of interaction promoting games successfully improved the students' speaking skills. The improvement laid on students' fluency, accuracy, vocabulary, participation, and confidence. The improvement could also be seen in the result of the pre-test and the post-test. The conclusion of the results of the study could be seen below.

1. The students' fluency was improved. The improvement could be seen from their response to the teacher's question. They could answer the teacher's question and talk with their friends in English. The interaction promoting games provided many language practices. The improvement could also be seen from the mean score of the pre test and the post test. The mean score the post test of student' fluency increased by 1.00. The mean score of the pre test is 4.27 and the mean score of the post test is 5.27.

2. The students' accuracy was better than before. Before implementing the actions, the students could not speak with appropriate grammar. After the implementation, they used the expression with correct grammar.
3. As the teacher provided many vocabulary practices in the games, their vocabulary mastery improved. In the beginning, they could not memorize the vocabularies taught by the teacher well. After playing the interaction promoting games, their vocabulary mastery improved. They memorized the vocabulary better than before. The mean score of vocabulary increased from 4.52 to 4.56.
4. By playing the interaction promoting games, the students' confidence increased. They were not shy and afraid of making mistakes to speak English.
5. Before implementing the action the students did not fully pay attention to their teacher. Since the implementation of the interaction promoting games created the fun atmosphere, the students enjoyed playing the games. They enthusiastically played the game and used the language functions fluently and appropriately.

B. Implications

Based on the findings of the study, it can be implied that interaction promoting games can improve the students' speaking skills. Some implications can be drawn as follows.

1. From the finding, it could be inferred that the interaction promoting games improved the students' fluency. The students had better fluency because interaction promoting games facilitated the students to practice the language.

It implies that interaction promoting games can be used to improve the students' fluency.

2. Interaction promoting games were useful in improving the students' accuracy. The students could speak with appropriate grammar. They also could learn from others. They could listen to how the language with appropriate grammar was said or asked by their friends. It implies that playing the interaction promoting games can be implemented as a speaking activity to improve the students' accuracy.
3. The implementation of interaction promoting games could also improve the students' vocabulary mastery. The games provided vocabulary practice through repetition and media used in the games. Through repetition, they could remember the vocabularies more easily. Furthermore, the use of media also helped them to easily memorize the vocabulary. It implies that the students' vocabulary mastery could be improved through interaction promoting games.
4. The use of interaction promoting games was also helpful in improving the students' participation. The games created the fun atmosphere in classroom, so the students enjoyed playing the games. During the games they participated actively and used the language.
5. It was found out that the interaction promoting games were useful in improving the students' confidence. They were not shy and afraid of making mistakes anymore. It implies that the students' confidence improved through these games.

B. Suggestions

Based on the conclusion of the study, some suggestions will be directed to the English teachers and for the other researchers. The suggestions are as follows.

1. For English teachers

It is necessary for the English teacher to create fun atmosphere in the English classroom, so that the students will enjoy the lesson and their speaking skills will improve. Interaction promoting games can be used to improve the students' speaking skills. However, before implementing the games it is necessary to give the language input first. The language input is useful for the students to enrich their communicative competence. Different interaction promoting games should be used in each meeting to maintain the students' interest.

2. For the other researchers

For the other researchers who will conduct research related to this topic, it is expected that they will have better preparation and provide more interesting media. Furthermore, it is recommended for the other researchers to develop this research in order to explore other efforts to improve the students' speaking skills through interaction promoting games.

REFERENCES

Brewster, J., G. Ellis, and D. Girard. 2002. *The primary English Teacher's Guide*. New York: Penguin.

Brown, H. Douglas. 2001. *Teaching by Principles: an interactive approach to language pedagogy. 2nd ed*. White Plains, NY: Pearson Education.

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

_____. 2010. *Doing Action Researchs in English Language Teaching*. New York: Routledge.

Cameron, Lynne. 2001. *Teaching Language to young learners*. Cambridge: Cambridge University Press.

Depdiknas. 2005. *Peraturan Pemerintah No. 19 Tahun 2005 tentang Standar Pendidikan Nasional*. Jakarta: Depdiknas.

Fulcher, G. 2003. *Testing Second Language Speaking*. Hong Kong: Pearson Education Limited.

Hadfield, Jill. 1990. *Beginner Communication Games*. Essex, UK: Longman.

_____. 2005. Intermediate Communication Games. Essex, UK: Longman.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching. 3rd ed*. Cambridge: Pearson Education.

Lavery ,Clare. 2001. *Language Assistance*. London: The British Council.

Lewis, Gordon and Gunther Bedson. 2008. *Games for Children*. Oxford : Oxford University Press.

Nunan, David. 1999. *Second Language Teaching and Learning.* Boston: Heinle & Heinle Publishers.

_____. 2003. *Practical English Language Teaching*. New York: Mc. Grow Hill.

Pinter, Annamaria. 2006. *Teaching young language learner*. Oxford: Oxford University Press.

Richards, Jack C. 2007. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

Richards, Jack C and Richard Schmidt. 2010. *Longman dictionary of language teaching and applied linguistics*. Great Britain: Longman.

Schweitzer, Dino and Wayne Brown. 2007. *Interactive Visualization for the Active Learning Classroom*. Retrieved at 03:54 p.m., on Thursday, February 7th 2013. Available: http://pdf.aminer.org.

Scott, Wendy A. and Lisbeth H. Ytreberg. 2004. *Teaching English to Children*. London: Longman.

Slattery, Mary and Jane Willis. 2001. *English for Primary Teachers*. Oxford: Oxford University Press.

Supriyadi. 2011. *Efforts to Improve the Speaking Learning Process Using Communicative Games at Grade 5 of SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman, Yogyakarta in the Academic Year of 2010/2011*. Yogyakarta: State University of Yogyakarta.

Thronbury, Scott. 2002. *How to teach Vocabulary*. Edinburgh: Pearson

Ulviana. 2010. *Improving Students' Speaking Ability through Communication Games.* Jakarta: Syarif Hidayatullah State Islamic University.

Wright, Andrew, David Betteridge, and Michael Buckby. 2006. *Games for Language Learning*. New York: Cambridge University Press.

.

COURSE GRID

Standard Competence: Giving very simple instruction and information related to school contexts.

No	Basic Competence	Indicators	Materials					Activities	Games
			Topics	Functions	Key Structure	Vocabulary	Examples of the Expressions		
1.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the name of animals in the zoo • use expression to ask for the name of animals	Animals	• Asking for information • Giving information	*What + do+ Subject +see?*	a bird a bull a camel a crocodile a cow a goat a horse a kangaroo a lion a monkey a rabbit a rooster a snake	A: What do you see? B: I see a horse.	**Presentation** 1. Teacher tells the name of animal. 2. Teacher sings "I am going to the zoo". **Practice** 3. Whole class practices the expression. 4. Whole class sings "I am going to the zoo" Song. **Production** 5. Whole class plays a game (Going to The Zoo).	**Going to The Zoo**

2.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the number 1 – 100 • asking for someone age • giving information about someone age	Number	• Asking information • Giving information	*How +old+ to be+ Subject*	eight nine ten eleven twelve thirteen twenty thirty thirty one thirty two forty	A: How old are you? B: I am ten year olds. A: How old is your mother? B: She is forty.	**Presentation** 1. Teacher tells how to ask and give information about someone's age. **Practice** 2. Whole class practices the expression. 3. Whole class sings "We are table number one" **Production** 4. Whole class plays a game.	**Pass the ball**

3.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the things in the classroom • asking and giving information about the things in the classroom	Things in the classroom	• asking information • giving information	*Subject+ have + verb+ complement*	Nouns: a bag a blackboard a book a chair a chalk a cupboard a dustbin an eraser a flag a map a table a pen a pencil a ruler	A: What is it? B: It is a pen. - I have got the ruler. - I have caught bandit number four.	**Presentation** 1. Teacher tells the name of the things in the classroom. **Practice** 1. Whole class says the things in the classroom. 2. Whole class practices the expressions. 3. Whole class chants "Book pen desk chair". **Production** 4. Whole class plays a game.	**Bandits and Sheriffs**

4.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the kinds of transportation • giving information that someone ride a kind of transportation	*Transport -ations*	• Asking information • Giving information	*Subject + to be + V-ing+ noun*	a bicycle a boat a bus a car a motorcycle a plane a ship a train a truck	A: What are you riding? B: I am riding my bicycle.	**Presentation** 1. Teacher tells many kinds of transportations. 2. Teacher sings *'I am going to London'.* **Practice** 3. Whole class practices the expressions. 4. Whole class sings *'I am going to London'.* **Production** 5. Whole class plays a game.	**Transportations dodge**

5.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the kinds of jobs • asking clarity about someone job • Giving clarity about someone job.	Jobs	• Asking information • Giving information	*Is + Subject + + Noun?*	an artist a cook a dancer a dentist a driver a doctor a farmer a fireman a fisherman a nurse a policeman a singer a soldier a teacher a vet	A: Is he a doctor? B: Yes, he is/ No, he is not.	**Presentation** 1. Teacher tells many kinds of jobs. **Practice** 2. Whole class practices the expression. 3. Teacher gives the students demonstration of guessing game. **Production** 4. Whole class plays guessing game.	**Guessing**

6.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the kinds of clothes • asking about what someone wear • giving information about what someone wear	Clothes	• Asking information • Giving information	*Subject + to be + V-ing + noun*	a cap a belt a dress a jacket a shirt a skirt socks a tie trousers a T-shirt shoes shorts	A: What are you wearing? B: I am wearing a cap.	**Presentation** 1. Teacher tells the students many kinds of clothes. **Practice** 1. Whole class practices the expression. 2. Whole class chants "Shoes and shirts". **Production** 3. Whole class plays whisper race.	**Whisper race**

APPENDICES

APPENDIX A
COURSE GRID

COURSE GRID

Standard Competence: Giving very simple instruction and information related to school contexts.

No	Basic Competence	Indicators	Materials					Activities	Games
			Topics	Functions	Key Structure	Vocabulary	Examples of the Expressions		
1.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the name of animals in the zoo • use expression to ask for the name of animals	Animals	• Asking for information • Giving information	*What + do+ Subject +see?*	a bird a bull a camel a crocodile a cow a goat a horse a kangaroo a lion a monkey a rabbit a rooster a snake	A: What do you see? B: I see a horse.	**Presentation** 1. Teacher tells the name of animal. 2. Teacher sings "I am going to the zoo". **Practice** 3. Whole class practices the expression. 4. Whole class sings "I am going to the zoo" Song. **Production** 5. Whole class plays a game (Going to The Zoo).	**Going to The Zoo**

2.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the number 1 – 100 • asking for someone age • giving information about someone age	Number	• Asking information • Giving information	*How +old+ to be+ Subject*	eight nine ten eleven twelve thirteen twenty thirty thirty one thirty two forty	A: How old are you? B: I am ten year olds. A: How old is your mother? B: She is forty.	**Presentation** 1. Teacher tells how to ask and give information about someone's age. **Practice** 2. Whole class practices the expression. 3. Whole class sings "We are table number one" **Production** 4. Whole class plays a game.	**Pass the ball**
3.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the things in the classroom • asking and giving information about the things in the classroom	Things in the classroom	• asking information • giving information	*Subject+ have + verb+ complement*	Nouns: a bag a blackboard a book a chair a chalk a cupboard a dustbin an eraser a flag a map a table a pen a pencil a ruler	A: What is it? B: It is a pen. - I have got the ruler. - I have caught bandit number four.	**Presentation** 1. Teacher tells the name of the things in the classroom. **Practice** 1. Whole class says the things in the classroom. 2. Whole class practices the expressions. 3. Whole class chants "Book pen desk chair". **Production** 4. Whole class plays a game.	**Bandits and Sheriffs**

4.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the kinds of transportation • giving information that someone ride a kind of transportation	*Transport -ations*	• Asking information • Giving information	*Subject + to be + V-ing+ noun*	a bicycle a boat a bus a car a motorcycle a plane a ship a train a truck	A: What are you riding? B: I am riding my bicycle.	**Presentation** 1. Teacher tells many kinds of transportations. 2. Teacher sings *'I am going to London'.* **Practice** 3. Whole class practices the expressions. 4. Whole class sings *'I am going to London'.* **Production** 5. Whole class plays a game.	**Transportations dodge**
5.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the kinds of jobs • asking clarity about someone job • Giving clarity about someone job.	Jobs	• Asking information • Giving information	*Is + Subject + + Noun?*	an artist a cook a dancer a dentist a driver a doctor a farmer a fireman a fisherman a nurse a policeman a singer a soldier a teacher a vet	A: Is he a doctor? B: Yes, he is/ No, he is not.	**Presentation** 1. Teacher tells many kinds of jobs. **Practice** 2. Whole class practices the expression. 3. Teacher gives the students demonstration of guessing game. **Production** 4. Whole class plays guessing game.	**Guessing**

6.	Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity	The students are able to: • say the kinds of clothes • asking about what someone wear • giving information about what someone wear	Clothes	• Asking information • Giving information	*Subject + to be + V-ing + noun*	a cap a belt a dress a jacket a shirt a skirt socks a tie trousers a T-shirt shoes shorts	A: What are you wearing? B: I am wearing a cap.	**Presentation** 1. Teacher tells the students many kinds of clothes. **Practice** 1. Whole class practices the expression. 2. Whole class chants "Shoes and shirts". **Production** 3. Whole class plays whisper race.	**Whisper race**

APPENDIX B
LESSON PLANS

LESSON PLAN I

Grade : IV

Semester : II

Date :

Duration : 2 x 35 minutes

Theme : Animal

Skill : Speaking

Standard Competence **:** Giving very simple instruction and information related to school contexts.

Basic Competence **:** Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity.

Indicators **:**

The students are able to:

- say the name of animals in the zoo
- use expression to ask for the name of animals

A. Objective : Students are able to ask for the information about animals and share the information about it through interactive games.

B. Language Focus :

Vocabularies:

Nouns: bird, bull, camel, crocodile, cow, goat, horse, kangaroo, lion, monkey, rabbit, rooster, snake

Verbs: go, see

Expressions:

Asking information:	What do you see?	What is it?
Giving information:	I see a horse	It is a camel

C. Teaching technique: Presentation, Practice, Production

D. Procedures:

1. Opening activities

- The teacher says "Good Morning" then greets the students by singing "Good Morning".
- The teacher takes the attendance list.
- The teacher asks the students about their favorite animal.

2. Main activities

a. Presentation:

- The teacher tells the name of animals by showing the pictures of animals.
- The teacher asks the information about animals.
- The teacher sings a song entitled I am going to the zoo.

b. Practice:

- The teacher asks the students to practice the expression of asking and giving information about animals.
- The teacher asks the students to sing the song.

c. Production:

- The teacher asks the students to play "I am going to the zoo" game.
- The teacher gives each student a picture of animal. Then they should make a big circle. Every student should stand in a marked spot. The teacher asks one students to be the leader of the game. The leader's task is choosing his/her follower. He/she should point the other students' picture and say "I see a/an…… (the animal name)" to choose them as his followers. However, the leader should say "I don't see …." If he does not want to choose them as his follower. The students who are not chosen should stay in the spot, whereas the chosen should follow the leader wherever he goes. Then, all students should sing "I am going to the zoo" song. When the teacher say stop, all students should find the other spot to stand. The next leader goes to the student who has not got the spot. The winner of the game is the student who never be the leader.

3. Closing activities

- The teacher asks the students if there is any question.
- The teacher recalls the students' memory about today's lesson.
- The teacher says good bye.

E. Resource : Games for children – Lewis and Bedson, Cambridge.
Grow with English – Mukarto, M.Sc.

F. Assessment :

a. Technique : Performance test
b. Form : A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through interactive games.
c. Speaking Rubric : enclosure

Kulon Progo, January 2013
Researcher

. Ika Fatkhiyati Nurul Umay

LESSON PLAN II

Grade : IV

Semester : II

Date :

Duration : 2 x 35 minutes

Theme : Number

Skill : Speaking

Standard Competence : Giving very simple instruction and information related to school contexts.

Basic Competence : Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity.

Indicators :

The students are able to :

- say the number 1 – 100
- asking for someone's age
- giving information about someone age

A. Objective : Students are able to ask for the information about someone's age and share the information about it through interactive games.

B. Language Focus:

Vocabularies:

Nouns: eight, nine, ten, eleven, twelve, thirteen, twenty, thirty, thirty one, thirty two, forty.

Expressions:

Asking Information	How old are you?	How old is your mother?
Giving Information	I am ten years old.	She is forty years old.

C. Teaching technique: Presentation, Practice, Production

D. Procedures:

1. Opening activities

- The teacher says "Good Morning" then greets the students by singing "Good Morning".
- The teacher takes the attendance list by mentioning the students' number.

2. Main activities

a. Presentation:

- The teacher asks whether there are any students who celebrate their birthday today.
- The teacher tells the students how to ask and give information about someone's age.
- The teacher asks how old they are.

b. Practice:

- The teacher asks the students to practice the dialog about asking and giving information about someone's age.
- The teacher leads the students sing a song "We are table number one".

c. Production:

- The teacher asks the students to play "Pass the ball" game.
- The teacher asks the students to make a big circle. Then she asks one of students to be the leader. The leader leads the other students to play the game. The leader holds the ball. Then he/ she should pass the ball to their friend and asks "How old are you?" The students who receive the ball should tell his/ her age by saying "I am …..years old". If he/she cannot answer correctly, he/she should be punished. He/ she must sing a song.

3. Closing activity

- The teacher asks the students if there is any question.
- The teacher recalls the students' memory about today's lesson.
- The teacher says good bye.

G. Resource : Games for children – Lewis and Bedson, Cambridge.
Grow with English – Mukarto, M.Sc.

H. Assessment :

a. Technique : Performance test
b. Form : A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.
c. Speaking Rubric : enclosure

Kulon Progo, January 2013
Researcher

. Ika Fatkhiyati Nurul Umay

LESSON PLAN III

Grade : IV

Semester : II

Date :

Duration : 2 x 35 minutes

Theme : Things in the classroom

Skill : Speaking

Standard Competence **:** Giving very simple instruction and information related to school contexts.

Basic Competence **:** Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity.

Indicators **:**

The students are able to:

- say the things in the classroom
- asking and giving information about the things in the classroom

A. Objective : Students are able to ask for the information about the things in the classroom and share the information about it through interactive games.

B. Language Focus :

Vocabularies:

Nouns: bag, blackboard, book, chair, chalk, cupboard, dustbin, eraser, flag, map, table, pen, pencil, ruler

Expressions:

Asking information	What is it?	What is that?
	It is a pen.	That is a book.
Giving information	I have got the ruler	I have caught the bandit number one.

C. Teaching technique: Presentation, Practice, Production

D. Procedures:

1. Opening activities

- The teacher says “Good Morning” then greets the students by singing “Good Morning”.
- The teacher takes the attendance list.

2. Main activities

a. Presentation:

- The teacher tells the name of the things in the classroom.
- The teacher teaches the chant “Book pen desk chair”.
- The teacher teaches the expression.

b. Practice:

- The teacher asks the students to practice the expression.
- The teacher leads the students to chant “Book pen desk chair”

c. Production:

- The teacher asks the students to play “Bandits and Sheriffs” game.
- The class is divided into two groups. The first group is the Bandits group and the second is Sheriffs. The teacher names them by number, e.g. Bandit one, sheriff two, etc. They stand separately. The teacher puts all pictures in the middle. When the teacher says “ruler, one”, the bandit number one should take the ruler. Then, the sheriff should foil the bandit by save the stuff or caught the bandit. If the bandit is caught, the sheriff must tell the other “I have caught the bandit …(number)” If the bandit succeed steal the stuff he/ she should report the other bandits by saying “I have got...(the stuff)”.

3. Closing activities

- The teacher asks the students if there is any question.
- The teacher recalls the students’ memory about today’s lesson.
- The teacher says good bye.

I. Resource : Games for children – Lewis and Bedson, Cambridge.
Grow with English – Mukarto, M.Sc.

J. Assessment :

a. Technique : Performance test

b. Form : A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.

c. Speaking Rubric : enclosure

Kulon Progo, January 2013

Researcher

.

Ika Fatkhiyati Nurul Umay

LESSON PLAN IV

Grade : IV

Semester : II

Date :

Duration : 2 x 35 minutes

Theme : Transportation

Skill : Speaking

Standard Competence **:** Giving very simple instruction and information related to school contexts.

Basic Competence **:** Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity.

Indicators **:**

The students are able to:

- say the kinds of transportation
- giving information that someone ride a kind of transportation

A. Objective : Students are able to give the information about transportation about it through interactive games.

B. Language Focus :

Vocabularies :

Nouns : bicycle, boat, bus, car, motorcycle, plane, ship, train, truck

Expressions :

Giving Information	I am riding my bicycle.	She is driving her car.

C. Teaching technique: Presentation, Practice, Production

D. Procedures:

1. Opening activities

-The teacher says “Good Morning” then she greets the students by singing “Good Morning”.

- The teacher takes the attendance list.

- The teacher asks the students how they go to school.

2. Main activities

a. Presentation:

- The teacher tells many kinds of transportations.

- The teacher sings “I am going to London”

- The teacher explains the expression to give information that someone rides a vehicle.

b. Practice:

- The teacher asks the students to sing the song.

- The teacher asks the student to play a simple group game. The game is a group game between girls group and boys group.

c. Production:

-The students play transportation dodge game.

- The students make a big circle. The teacher puts some picture of transportation in the middle of the circle. Then, all students sing the song. If the music turn off the students should step on the picture of transportation tools. If the song stops in a word such as ship. The students should not step on the ship. After step on the picture, they should say “I am riding….”

3. Closing activity

- The teacher asks the students if there is any question.

- The teacher recalls the students’ memory about today’s lesson.

- The teacher says good bye.

K. Resource : Games for children – Lewis and Bedson, Cambridge.
Grow with English – Mukarto, M.Sc.

L. Assessment :

d. Technique : Performance test

e. Form : A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.

f. Speaking Rubric : enclosure

Kulon Progo, January 2013

Researcher

. Ika Fatkhiyati Nurul Umay

LESSON PLAN V

Grade : IV

Semester : II

Date :

Duration : 2 x 35 minutes

Theme : Jobs

Skill : Speaking

Standard Competence **:** Giving very simple instruction and information related to school contexts.

Basic Competence **:** Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity.

Indicators **:**

The students are able to:

- say the kinds of jobs
- asking clarity about someone job
- Giving clarity about someone job

A. Objective : Students are able to ask for the clarity about someone jobs and give the clarity about it through interactive games.

B. Language Focus :

Vocabularies:

Nouns: artist, cook, dancer, dentist, driver, doctor, farmer, fireman, fisherman, nurse, policeman, singer, soldier, teacher, vet.

Expressions:

Asking Clarity	Is he a doctor?	Is your mother a teacher?
Giving Clarity	Yes, he is. No, he is not.	Yes, she is. No, she is not.

C. Teaching technique: Presentation, Practice, Production

D. Procedures:

1. Opening activities

- The teacher says "Good Morning" then greets the students by singing "Good Morning".
- The teacher takes the attendance list.
- The teacher asks what are their parent' jobs.

2. Main activities

a. Presentation:

- The teacher introduces many kinds of jobs.
- The teacher teaches the students how to ask for the clarity about someone' job and give clarity about it.

b. Practice:

- The teacher asks the students to practice the expression in pairs.
- The teacher acts as a doctor, a singer, a cook. Then, she asks the students to guess what her profession is.

c. Production:

The teacher asks the students to play guess game. They are divided into three groups. Each group makes a line and chooses a leader. The leader should acts a profession and shows it to the friend ahead him. The other student should stand in the opposite so they cannot see what the leader does. After the leader is done, the next student should call the other student and act that profession. The last student should guess the job. The winner of the game is the group who can guess most.

3. Closing activities

- The teacher asks the students if there is any question.
- The teacher recalls the students' memory about today's lesson.
- The teacher says good bye.

E. Resource : Games for children – Lewis and Bedson, Cambridge.
Grow with English – Mukarto, M.Sc.

F. Assessment :

a. Technique : Performance test
b. Form : A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.
c. Speaking Rubric : enclosure

Kulon Progo, January 2013
Researcher

. Ika Fatkhiyati Nurul Umay

LESSON PLAN VI

Grade : IV

Semester : II

Date :

Duration : 2 x 35 minutes

Theme : Clothe

Skill : Speaking

Standard Competence **:** Giving very simple instruction and information related to school contexts.

Basic Competence **:** Doing conversation to give and take information with action involving; asking and giving permission, agreeing and disagreeing, denying and asking clarity.

Indicators **:**

The students are able to:

- say the kinds of clothes
- asking about what someone wear
- giving information about what someone wear

A. Objective : Students are able to ask for the information about what someone's wears and share the information about it through interactive games.

B. Language Focus :

Vocabularies:

Nouns: cap, belt, dress, jacket, shirt, skirt, socks, tie, trousers, T-shirt, shoes, shorts

Expressions:

Asking Information	What are you wearing?	What is she wearing?
Giving Information	I am wearing a cap.	She is wearing a jacket.

C. Teaching technique: Presentation, Practice, Production

D. Procedures:

1. Opening activities

- The teacher says "Good Morning" then greets the students by singing "Good Morning".
- The teacher takes the attendance list.
- The teacher asks the student "What are you wearing?"

2. Main activities

a. Presentation:

- The teacher tells the students many kinds of clothes.
- The teacher teaches the chant "shoes and shirts".

b. Practice:

- The teacher asks the students to practice the expression. The teacher pass a ball to a student then the student should answer the teacher question. After that, the student must pass the ball to another student. That student should take the ball and answer the question.
- The teacher leads the student to chant "Shoes and Shirts"

c. Production:

- The teacher asks the students to play "Whisper Race". The class divided into three groups. One student of any groups is asked to stand in front of the class. Then, the teacher whispers a sentence such as "I am wearing a cap". Those students should whisper the sentence to the front student in their group till the last student. The last student should come to front class and wear a cloth as the whisper sentence.

3. Closing activities

- The teacher asks the students if there is any question.
- The teacher recalls the students' memory about today's lesson.
- The teacher says good bye.

E. Resource : Games for children – Lewis and Bedson, Cambridge.
Grow with English – Mukarto, M.Sc.

F. Assessment :

a. Technique : Performance test
b. Form : A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.
c. Speaking Rubric : enclosure

Kulon Progo, January 2013
Researcher

. Ika Fatkhiyati Nurul Umay

APPENDIX C
INTERVIEW GUIDE

INTERVIEW GUIDE

No	Aspects	Indicators	Number of Items
1	The students behaviour	a. The students' participation b. The students' interest to the learning activities	1 2
2	The students' speaking proficiency	a. Errors in grammar are frequent, but the speaker can be understood by the native speakers. b. Speaking vocabulary inadequate to express anything the most elementary needs. c. Comprehension is quite complete as a normal rate of speech. d. Able to use language fluently e. Errors in pronunciation are frequent, but can be understood by the native speakers.	1 2 3 4 5
3	The use of interaction promoting games.	a. The implementation of interaction promoting games. b. The materials used c. The students' responses	6 7 8

APPENDIX D
OBSERVATION GUIDE

OBSERVATION GUIDE
ON STUDENTS' SPEAKING SKILL

Meeting : Date :
Class : Time :

No	Indicators	Descriptions
1.	The speaking activities involve the use of interaction promoting games.	
2.	The students pay attention to the teacher's explanation.	
3.	The students participate actively.	
4.	The students answer their teacher's question.	
5.	The students answer their friend's question.	
6.	The students show enthusiasm during the activities.	
7.	The teaching technique interests the students.	
8.	The students are interested in the materials.	
9.	The teacher chooses interesting materials.	
10.	The teacher provides materials which make the students participate actively.	
11.	The teacher's utterances are relevant with the topics.	
12.	The teacher uses easy comprehensible utterances.	

Kulon Progo,_____
Observer

_____

APPENDIX E
INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

1. Interview The Students

Interview I (Observation)
Day : Saturday
Date : December, 1st 2012

R: Researcher S: Student Ss: All students

R : Selamat pagi anak-anak. Bu guru minta bantuan nya buat penelitiannya
bu guru ya? Tolong nanti anak-anak jawab pertanyaan bu guru dengan jujur ya? Nggak usah malu-malu atau takut ya?
S1 : Nggih bu.
S2, S3, S4 : Ya.
R : Sebenarnya anak-anak suka nggak pelajaran bahasa Inggris?
Ss : Suka.
R : Pernah nggak bosen apa nggak suka gitu?
S1 : Pernah bu.
R : Kenapa Ian kog bosen?
S1 : Mboten saget e bu.
R : Yang nggak bisa apa?
S1 : Bahasa Inggris-bahasa Inggris e bu.
R : Misalnya?
S1 : Sek ngurut-ngurutke nika lho bu.
R : O… yang menyusun kata-kata jadi kalimat itu ya? Yang di soal ulangan kan?
S1 : Iya.
R : Ian nggak suka menulis ya?
S1 : Iya bu.
R : Kalau berbicara, *speaking* suka nggak?
S1 : Agak nggak suka bu.
R : Kenapa?
S1 : Nggak tau bahasa Inggrisnya bu.
R : Kalau Bagas,yang nggak disukai dari pelajaran Bahasa Inggris apa?
S3 : Percakapan Mom.
R : Percakapan? Kenapa koq nggak suka percakapan?
S3 : *Angil e bu. Mboten saged moco bahasa Inggris e* (Susah bu, tidak bisa Bahasa Inggrisnya).
R : Kalau Afrian kesulitannya apa?
S4 : *Sek diurut-urutke* (yang menyusun kalimat)
R : Tadi Afrian sama Resa kog ramai?
S4 : Biasa bu.
R : Bosen sama pelajarannya ya?
S4 : (tersenyum sambil menganggukkan kepala)

R : Anak-anak pengen pelajaran Bahasa Inggris yang seperti apa?
S1 : Yang *fishing-fishing* itu, Bu.
R : O, *Guessing game.*
S3 : Sing ABC –ABC kae lho bu, sing tekon-tekon "*Good Morning*"
R : O yang lempar bola itu?
S3 : Inggih, langsung ditekoni hobine apa?
R : Mbak Nanda, kenapa kalo bu guru tanya kog diam aja?
S5 : Malu bu, takut salah.
R : Kalau Ayu kenapa?
S6 : Takut salah bu.
R : O begitu… Ya udah dulu ya. Terima kasih.

Interview II (Meeting 1)
Day : Saturday
Date : 12th, January 2013

S1: Ahmad S2: Idhar Ss: Students

R : Menurut Ahmad tadi pelajarannya gimana?
S : Agak seru bu.
R : Yang bikin seru apa?
S : Permainannya bu.
R : Kalian senang tidak?
Ss : Iya.
R : Ada kesulitan tidak waktu permainan?
S2 : Nggak.
S1 : Bingung.
R : Ahmad bingung karena apa?
S1 : Penjelasannya bu.
R : O, waktu bu guru tadi njelasin kurang jelas ya?
S1 : Iya bu. Peraturan permainannya kurang jelas.
R : O, berarti besok bu guru harus lebih jelas lagi ya neranginnya.
Udah hafal belum nama-nama hewan yang tadi bu guru ajarin?
S2 : Belum.
S1 : Hafal tapi nggak bisa bu.
R : Apa yang bikin nggak bisa?
S1 : Susah membacanya, misalnya: gajah,
R : Iya gajah?
S1 : *Elephant*… susah bu.
R : Besok belajar lagi ya?
Tadi kog nggak mau waktu bu guru suruh jawab?
S1 : Awalnya malu bu. Malu bu tapi terus mau koq.
R : Oh ya, kenapa koq terus mau?
S1 : Karena ingin dapat nilai bu.
R : Ya… Waktu bu guru ngomong bahasa Inggris
anak-anak paham maksudnya tidak?
Ss : Paham.
R : *What is it*? maksudnya bu guru tanya apa tu?

S1 : Tanya hewan itu namanya apa.
R : Ya betul. Kalau belajar dengan *Game*, anak-anak jadi berani ngomong bahasa Inggris nggak?
S2 : Iya bu.
R : Untuk besok ingin permainan yang seperti apa?
S1 : Lempar bola.
S2 : Balapan.
R : Tadi kan bu guru bawa gambar, gambarnya menarik nggak?
Ss : Menarik.
R : Bikin anak-anak jadi paham nggak?
Ss : Iya, lebih paham.
R : Kalau sama lagu, lebih paham mana?
S1 : Lebih paham pakai gambar bu. Besok pakai komputer bu.
R : Ya sudah anak–anak. Terima kasih ya, sampai jumpa minggu depan.

Interview III (Meeting 2)
Day : Wednesday
Date : 16th Jan 2013

S1: Student 1 S2: Student 2

R : Anak-anak senang nggak tadi waktu pelajaran bahasa Inggris?
Ss : Senang.
R : Senang kenapa?
S2 : Ada permainannya bu.
R : Gimana tadi permainannya?
S2 : *Game*-nya sulit.
R : Sulit gimana?
S2 : Sulit ngomong Inggrisnya bu.
R : Oh gitu, kalian sudah hafal belum angka-angka dalam bahasa Inggris?
S2 : Sudah bu.
S1 : Angka 11-20 belum hafal bu.
R : O ya udah, besok Arum belajar lagi ya?
S1 : Ya bu.
R : Tadi waktu bu guru pakai bahasa Inggris paham nggak? Misalnya waktu ngomong "*How are you*?" kalian paham maksudnya nggak?
S2 : Nggak bu.
R : Tapi tadi bisa jawab pertanyaan bu guru ya?
S2 : Iya.
R : Kalau waktu bu guru bilang stand up pakai *gesture*, sambil menggerakkan tangan paham?
Ss : Paham bu kalo pakai gerakan tangan.
R : Anak-anak kalau diajar dengan game lebih paham apa malah bingung?
Ss : Lebih paham bu.
R : O, ya sudah kalian boleh pulang sekarang, terima kasih ya.
Ss : Iya bu. Sama-sama.

Interview IV (Meeting 3)
Day : Saturday
Date : 19th, January 2013

S1: Student 1 S2: Student 2

S1 : Amelia tadi gimana pelajarannya?
S1 : Senang.
R : Kenapa?
S1 : Bagus.
S2 : Senang bu, bagus permainannya.
R : Tadi waktu permainan bisa nggak ngomong pakai bahasa Inggrisnya?
S1 : bisa bu.
R : Ngak malu ngomongnya?
S1 : Enggak bu soalnya asyik permainannya.
R : Paham nggak dengan penjelasan bu guru?
Ss : Paham.
R : Sudah tau belum nama benda-benda yang ada di kelas?
S2 : Sudah, tapi belum hafal.
S1 : Belum hafal
R : Kesulitannya apa?
S2 : Membaca
R : Kalo berbicara kesulitannya apa?
S2 : Ngucapinnya.
S1 : Sulit bicara,
R : Kenapa?
S1 : Nggak tau kata-kata dalam bahasa Inggrisnya.
R : Waktu diajar pakai *game* ini meninggkat nggak bahasa Inggrisnya?
S2 : Sedikit.
R : Tadi kan bu guru bawa gambar-gambar, gambarnya membantu nggak, bikin tambah paham nggak?
S2 : Iya.
R : Membinggungkan nggak tadi pelajarannya?
S2 : Agak.
R : Yang bikin bingung yang mana?
S2 : Binggung jawab bahasa Inggrisnya.
R : Contohnya yang mana?
S2 : Bendera.
R : O tadi waktu bu guru tanya *what is this* sambil nunjuk bendera ya?
S2 : Iya bingung nggak tahu artinya.
R : Besok minggu depan pengen bahasa Inggris yang seperti apa?
Ss : Permainan lagi yang hewan-hewan.
R : O yang hari sabtu minggu lalu ya?
S2 : Enggih… (iya).
R : O ya udah, boleh pulang sekarang. Hati-hati di jalan ya?
Ss : Nggih.

R : Terima kasih.

Interview V (Meeting 4)
Day : Wednesday
Date : January 23rd 2012

S1: Student 1 S2: Student 2

R : Gimana tadi senang nggak dengan pelajarannya?
S1 : Senang.
S2 : Senang.
R : Apa yang buat kalian senang?
S1 : Lagunya.
R : Oh lagu "*I am going to the zoo*" ya? Udah bisa lagunya
S1 : Iya.tapi agak susah bu.
R : Kalau Alfan apa yang bikin senang dengan pelajaran hari ini?
S2 : Permainannya.
R : O, permainannya gimana?
S2 : Menarik bu.
R : Kalau dibandingkan dengan minggu yang lalu, permainannya asyik yang mana?
Ss : Yang sekarang.
R : *OK*. Dengan diajar pakai *game*, anak-anak jadi tambah pintar bahasa Inggris nggak?
S1 : Tambah pintar.
S2 : Iya.
R : Ya, bagus. Lalu masih ada kesulitan nggak?
S2 : Bahasanya sulit.
R : Sulit gimana? Alfan tadi udah pintar lho, bisa mengikuti pelajaran dengan baik.
S2 : Sulit ngomong bu soalnya nggak tau pengucapannya.
R : O jadi gitu, besok belajar lagi ya biar bisa. Kalau Afrian kesulitannya apa?
S1 : Nggak ada bu.
R : *OK*, untuk minggu depan pengen pelajaran yang seperti apa?
S2 : Pengen permainan.
S1 : Permainan.
R : *OK*. Udah ya. *Thank you*.

Interview VI (Meeting 5)
Day : Saturday
Date : January 26th 2013

S1: Student 1 S2: Student 2

R : Dian, Ayu Bu guru minta waktunya bentar ya?
Ss : Ya.
R : Tadi gimana pelajarannya?

Ss : Mudah.
R : Tadi senang nggak?
Ss : Senang.
R : Senangnya karena apa?
Ss : Permainannya.
R : Gimana permainanya.
S1 : Seru bu, permainanya beda dengan kemarin.
R : Bedanya apa?
S1 : Yang sekarang asyik nebak-nebak.
R : O iya? Tadi bisa nebak nggak?
S2 : Bisa bu. Saya bisa menebak semuanya.
R : Kalo gitu sekarang dah hafal nama-nama pekerjaan yang diajarkan?
S2 : Sudah.
S1 : Saya juga sudah lho bu. Malah saya nggak malu lagi ngomong bahasa Inggris.
R : O iya bagus itu. Kalau Gitria masih takut nggak kalau ngomong bahasa Inggris?
S2 : Enggak bu. Kalau takut nanti kalah main *game*-nya.
R : O ya. Tadi sebelum main *game* di luar kan main *survey game* dulu yang di dalam kelas ini,nah seru nggak permainan yang tadi?
S : Seru.
R : Jadi hafal kosakatanya nggak dengan *survey game* itu?
S : Iya.
R : O, tadi waktu Bu guru bilang "*Stand Up, Stand Up, Please*" kalian tau nggak maksud Bu guru?"
S : Tahu.
R : Apa maksudnya?
S : Disuruh berdiri.
R : O iya terakhir, sebenarnya kalau bu guru menerangkan Dian paham nggak? Tadi misalnya waktu menerangkan aturan *game*-nya?
S : Iya paham.
R : OK. Ya udah. *Thank you very much*.
S : *Thank you*.

Interview VII (Meeting 6)
Day : Saturday
Date : February 2nd 2013

S: Student R : Researcher

R : *Good Morning*?
S : *Good Morning*.
R : *How are you*?
S : *I'm fine*.
R : Wah sekarang anak-anak sudah pintar ya. O iya, anak-anak kan sudah belajar bahasa Inggrisnya dengan *game* ya? Nah, anak-anak senang nggak?
S : Senang.
R : Kalau anak-anak senang berarti semangat ya belajar bahasa Inggrisnya?

S : Enggeh (Iya).
R : Sudah nggak malu lagi ya kalau ditanya bu guru?
S : Mboten (tidak).
R : Anak-anak tadi bawa pakaian yang buat main *game* ya? Dengan benda-benda itu Risda lebih mudah memahami bahasa Inggris nggak?
S : Iya. Lebih paham.
R : Sekarang sudah bisa belum bicara pakai bahasa Inggris? *What are you wearing*?
S : *I am wearing a shirt*.
R : Bagus bagus. Susah nggak bahasa Inggris itu?
S : Susah.
R : Susah gimana? tadi sudah bisa tu.
S : Yang susah-susah, yang belum pernah diajarkan.
R : Berarti kalau sudah diajarkan bisa ya?
S : Iya.
R : Tadi waktu bu guru menerangkan paham nggak?
S : Agak paham.
R : Waktu bu guru berbicara pakai bahasa Inggris juga paham kan? Misalnya bu guru bilang "*sit down*".
S : Disuruh duduk ya bu?
R : O iya, masih ingat pelajaran yang sebelum-sebelumnya kan? *game* yang paling menyenangkan yang mana ya? (mengingatkan *games*-nya) *Going to the zoo, Pass the ball, Bandits and the sherrif, Transportation dodge, Guessing game, Whisper*.
S : Yang *bandits* kalih (sama) *sherrifs*.
R : Kenapa kog paling menarik?
S : Seru.
R : *OK thank you*.

2. Interview The Collaborator
Interview VIII (Meeting 1)
Day : Saturday
Date : December, 1st 2012

R: Researcher C: Collaborator

R : Menurutmu gimana aku tadi ngajarnya?
C : Tadi sudah bagus. Siswa-siswa jadi semangat sekali waktu main *game*. Mereka jadi mau bicara dengan bahasa Inggris.
R : Kira-kira siswa paham nggak tentang yang aku ajarin tadi?
C : Saya fikir murid-murid sangat faham dengan apa yang telah diajarkan, karena setiap disuruh untuk mengulang kosa kata yang telah diberikan, mereka antusis untuk menjawab.
R : *OK*. Kalau metode yang aku pakai tadi gimana?
C : Metodenya sangat menarik. Pertama anak-anak dipancing melalui lagu. Dan mereka langsung faham dengan materi pembelajarannya. *Drilling*-nya perlu ditambah, biar siswa lebih mudah menghafal kosakatanya. Dan

dengan adanya *games*. Murid murid semakin semangat dalam mengikuti proses pembelajaran.

R : Kalau *vocab* yang diajarin gimana untuk kelas 4 kebanyakan nggak?
C : Menurutku enggak ya, udah pas dengan porsi mereka.
R : Terus kelemahannya apa?
C : Atur waktu aja. Agar murid tidak gampang bosan dengan apa yang kita ajarakan. Tapi ada kelebihannya koq.
R : Apa?
C : Kelebihannya:metodenya menarik. Sehingga murid-murid mudah dalam melafalkan kosakata.
R : *OK*. Terima kasih, ada saran dan kritik?
C : Sudah bagus. Tinggal diterapkan dalam proses pembelajaran yang nyata. semangat…….
R : Siap, semangat….

Interview IX (Meeting 2)

Day : Wednesday
Date : 16th Jan, 2013

R: Researcher C: Collaborator

R : Terima kasih ya mbak tadi sudah di bantu.
C : Ya sama-sama.
R : Bagaimana tadi ngajarnya?
C : Tadi sudah bagus. Pembelajaran yang dilakukan sesuai dengan indikator. Guru sudah memberikan kesempatan kepada siswa untuk aktif dalam pembelajaran dengan memberikan pertanyaan-pertanyaan kepada siswa. Siswa menjawab pertanyaan-pertanyaan dengan berani.
R : Anak-anak antusias nggak?
C : Iya, antusias. Saat siswa sudah mulai ramai, guru segera menangani sehingga kelas tetap terkendali.
R : Anak-anak tadi paham nggak dengan apa yang disampaikan guru?
C : Memahami. Karena, materinya kan sesuai dengan mereka, tentang umur. Jadinya, nggak bingung mengikuti pelajarannya.
R : *Ok*. Ngajar speakingnya jelas nggak? Anak-anak paham nggak yang dibicarakan gurunya dalam bahasa Inggris?
C : Sudah jelas. Siswa diarahkan untuk berani berbicara dengan bahasa Inggris. Anak-anak paham dengan yang dibicarakan guru.
R : Kesempatan berbicaranya sudah cukup apa masih kurang?
C : Sudah cukup, setiap siswa diberi kesempatan untuk bicara.
R : Kalau tentang *vocab* yang diajarkan gimana?
C : *Vocab*-nya sesuai dengan tema.
R : *Game* yang dipakai bisa effektif nggak? Membantu siswa nggak?
C : Efektif. Terbukti saat bola dipegang siswa itu menjawab pertanyaan dari siswa lain dengan bahasa Inggris.
R : Kekurangannya apa?
C : Apa ya, kayaknya nggak ada.
R : Masa nggak ada. Kalau gitu ada saran dan kritik?

C : Saat berbicara waktu Tanya-jawab tentang umur, percakapan dicontohkan-dicontohkan orang siswa maju.
R : O ya. Terima kasih ya sudah banyak membantu.
C : Iya sama-sama.

Interview X (Meeting 3)
Day : Saturday
Date : 19th January 2013

R: Researcher C: Collaborator

R : Alhamdulillah, selesai juga ya ngajarnya. Tadi gimana menurutmu?
C : KBM (Kegiatan Belajar Mengajar) menarik. Selain membuat siswa terkesan, tujuan pembelajarannya pun tercapai. Siswa jadi tahu Bahasa Inggrisnya benda-benda yang ada di kelas.
R : Ada yang perlu diperbaiki nggak?
C : Iya. Untuk permainan yang menggunakan nomor tadi, sebaiknya siswa diberi nomor dada supaya lebih jelas.
R : O ya. Terus ada peningkatan nggak dibandingkan dengan yang kemarin?
C : Ada. Siswa lebih tertarik, mudah memahami, dan lebih banyak dilibatkan dalam pembelajaran. Pembeljarannya lebih menarik lho, ada gambar-gambar yang membuat siswa lebih fokus dalam pembelajaran.
R : Yang kemarin juga pakai gambar-gambar koq.
C : Iya, kali ini lebih menarik.
R : Kalau dari siswanya ada peningkatan nggak terkait kemampuan *speaking*-nya?
C : Ya kemampuannya lebih meningkat. Kosakata sudah lebih banyak. Tapi, masih ada beberapa siswa yang perlu bimbingan ekstra.
R : O ya baiklah. *Game* yang tadi efektif nggak?
C : *Game*-nya efektif karena ada tantangannya, siswa jadi semakin antusias untuk mengikuti pembelajaran.
R : *Game*-nya bisa membuat siswa termotivasi untuk berbicara dalam bahasa Inggris nggak?
C : Ya, sudah memotivasi.

Interview XI (Meeting 4)
Day : Wednesday
Date : January 23rd 2013

R: Researcher C: Collaborator

R : Alhamdulillah ya, ini sudah pertemuan ke empat.
C : Iya, tadi ngajarnya sudah sudah lumayan ada peningkatan.
R : O ya? peningkatannya apa ya?
C : Ya, anak-anak semakin anthusias dan lebih aktif. Waktu ditanya gurunya

mereka mau menjawab dan waktu drilling mereka tidak bingung, bisa tanya jawab dengan temannya. Tapi minggu depan sebaiknya pelajarannya jangan siang hari. Soalnya beberapa anak ada yang kurang semangat,nggak mau kepanasan sepertinya.

R : Ya, kalau kemampuan siswanya meningkat belum?

C : Iya, anak-anak bisa menyebutkan nama-nama transportasi. Waktu permainan
mereka bisa menjawab pertanyaan temannya.

R : *OK*. Terima kasih.

C : Sama-sama.

Interview XII (Meeting 5)

Day : Saturday

Date : January 26th 2013

R: Researcher C: Collaborator

C : Sepertinya tadi anak-anak seneng banget waktu main *game* dan kamu ngajarnya juga sudah lebih baik dari kemarin?

R : Iya kah? peningkatannya dalam hal apa ni?

C : Iya. Lebih terstruktur ngajarnya. Ngajarin *language function*-nya lebih detail. Tadi kamu memahamkan siswa dulu dengan satu *language function*. Waktu mereka sudah paham, diajarkan yang lainnya. Gitu lebih baik daripada mengajarkan banyak *language function* dalam satu kesempatan.

R : *OK*. Kalau dari siswa sendiri ada peningkatannya nggak?

C : Ada. Penguasaan *vocabulary* mereka meningkat. Mereka lebih percaya diri untuk bicara. Dan yang paling penting mereka tetap semangat dalam belajar.

R : O gitu ya.Makasih ya.

C : Iya sama-sama.

Interview XIII (Meeting 6)

Day : Saturday

Date : February 2nd 2013

R: Researcher C: Collaborator

R : Terpaksa pindah kelas ya, soalnya ruangnya dipakai buat rapat.

C : Iya nggak papa, yang penting anak-anak tetap semangat.

R : Menurutmu ada perkembangan nggak dari anak-anak?

C : Ada, waktu dimintai untuk mengulang pelajaran sebelumnya mereka mau dan bisa menjawab dengan baik.

R : Kalau kemampuan speaking anak-anak meningkat nggak?

C : Iya meningkat. Mungkin, perlu ditambah *drilling* atau pengulangan kata-katanya *biar pronunciation*-nya selalu benar.

R : *OK*. kalau penguasaan *vocabulary* mereka gimana?

C : Sudah cukup. mereka cukup banyak menguasai *vocabulary* yang diajarkan.

R : Tadi kan media yang dipakai itu relia, pakaian yang dibawa anak-anak sendiri, nah efektif nggak menggunakan media itu?

C : Iya efektif. Dengan menunjukkan benda yang nyata sesuai yang diucapkan akan mempermudah siswa melafalkannya. Tadi mereka langsung bisa mengerti bahasa inggris nya pakaian yang mereka bawa. Lalu setelah diulang-ulang kalimatnya mereka bisa ngomong "*I am wearing a shirt*".

R : Ya, tadi aku ngajarnya sudah tepat belum?

C : Sudah tepat. ngajarnya sudah runtut sesuai RPP. Cuma ada yang perlu diperbaiki. Waktu mengajarkan kata dalam bahasa Inggris alangkah lebih baiknya ditulis katanya atau kalimatnya.biar anak lebih jelas lagi.

R : *OK*. Makasih banyak ya udah banyak membantu dari awal penelitian.

C : Iya, sama-sama. Sukses ya.

R : Makasih.

APPENDIX F
FIELD NOTES

FIELD NOTES

Field Notes I
Classroom Observation
Day: Saturday
Date: December, 1st 2012
Time: 07.00-08.10

In this observation the researcher acted as the teacher of the grade IV. The teacher came to class when the students were reading their "Bahasa Indonesia" book. Then she asked them to close their books. After they were ready to study English, the teacher said Salam and sang "Good Morning" song and then the students also sang that song. After that, the teacher greeted the students who did not pay attention to her by saying "Good Morning", but that student could not respond. Then, she asked the other students but they also could not respond correctly. Then the teacher said "Masa' *nggak ada yang bisa jawab, Bu Ika udah sering ajarin lho.* (Don't you have any idea? Miss Ika often teaches you) Good Morning, Mbak Dian?" The student named Dian responded to it "Good Morning".

The teacher continued the lesson by greeted the students one by one by saying "How are you?" or "How are you today?" Most of the students did not answer the teacher. They just smiled or said "*Ra ngerti, Bu*.(I don't know, Mom.)" However, there was a male student who could answer correctly. He said "I am fine." Then, a female student said "I am fine, thank you, and you?"

The teacher began the lesson by asking the students to open their book. The teacher said "Look at the picture" while looking at the picture and pointing in it. Then, the teacher said "Find an animal in the picture". The students looked for the animals in the picture. Then, the teacher said "Mention the animals". The students said "Crocodile" "Lion" "Horse". Next, the teacher responded to the students by saying "Yes that is a crocodile / a lion / a horse etc." After that, the teacher asked the students to listen to her and said the name of the animals. Some of the students did not pay attention to the teacher. They made chaos by chatting and walking around the class. The teacher asked the chaotic students to mention the names of animals. Whenever the class was in chaos, the teacher called the chaotic students or sang a song such as

"Rolling, rolling up up"
"Rolling, rolling down down"
"Rolling, rolling in"

The teacher asked the students to listen to her and repeated what she said. She said the names of the animals and then the students repeated it.

The main activity of this lesson was a dialog. Before practicing the dialog, the students listened to the teacher's explanation. Then they practiced the dialog. Some of them were still confused. Then, the teacher explained again and guided them to practice the dialog. The dialog was done in pairs. The students asked their partner about the name of the animal in their book and then their partner answered it. The students who asked then wrote the name of the animal in the table that they had made. After that, the partner asked and wrote it.

The teacher ended the lesson by asking the students whether there were any questions. However, no one answered the teacher' question. Then the teacher said Salam.

Field Notes II
Meeting1
Day : Saturday
Date : January 12th, 2013
Time : 07.20-08.30 a.m.

The researcher and the collaborator entered the classroom. Then, she greeted the students and sang "Good Morning" song. The researcher introduced the collaborator to the students. The researcher began the lesson by taking the attendant list and asked the student about their favorite animal. She said "What is your favorite animal?" The students didn't understand. Then, the researcher showed the picture of animal. One of the student said "Cat" and then other said "Fish, Chicken".

The researcher took the other pictures, and then she asked the students "What is it?" The students said "Goat[goʊɑt]". The researcher corrected the student by saying "It is a goat[goʊt]" with the right pronunciation. Next, the researcher showed the other pictures and asked the students to answer her question. Some students said "It is giraffe [gɪ rɑ f]". The other students were just silent or said "giraffe [gɪ rɑ f]". Then, the researcher corrected them by saying "It is a giraffe [dʒɪˈ ˈræf]". Afterwards, the researcher asked them again. The students replied "It is a dog". The researcher said "What is this?" The students said it is elephant. Then the researcher corrected them by saying "This is an elephant". Most of them faced difficulty in pronouncing the word "elephant". Then the researcher helped them to pronounce the word correctly. The researcher changed the question. She asked "What do you see?" The students answer "It is a bird". The researcher said "*Iya, tapi kalian harusnya bilang* I see a bird. *Karena pertanyaannya* What do you see." "OK, but you should say I see a bird because the question is "What do you see?"

The researcher drilled the students by asking them to play group games. The class was divided into two groups. They were the girl group and the boy group. To get a point, each group should answer the other groups' question correctly. The question was about the names of animals. The group asked "What do you see?" and showed the picture of an animal. Then, another group should answer it correctly. After finishing the game, the teacher sang "I am going to the zoo" song and asked them to repeat after her. Then, the teacher asked them to sing in chorus.

The activity in the production stage was playing "I am going to the zoo" game. The researcher asked the students to play the game outside the class, in the school yard. Before going outside, the researcher explained the rules of the game and demonstrated how to play the game. The students listened to the teacher's explanation enthusiastically. In the school yard, the students made a big circle and marked the spot where they stood using chalk. After that, the researcher chose a leader. The leader's task was choosing his or her follower. The leader pointed the other students' picture and said "I see a or an…… (the animal's name)" to choose

them as his followers. He said "I don't see …." to avoid choosing them as his follower. The students who were not chosen stayed in the spot, whereas the chosen ones followed the leader everywhere. Then, all students sang "*I am going to the zoo*" song. The teacher said "stop" and all students searched for the other spot to stand. The next leader was the student who had not got the spot. The game ended at 8.20.

After that the researcher recalled the students' memory about the lesson. Then she ended the lesson.

Field Notes III

Meeting 2
Day : Wednesday
Date : January 16th, 2013
Time : 12.30-13.30 a.m.

The researcher and the collaborator entered the classroom. Then, she greeted the students by saying Salam and Good Afternoon. The researcher began the lesson by taking the attendant list. The researcher mentioned the students' number. Then, she asked the students to say yes or here. The researcher asked the students whether there are any students who celebrated their birthday. The researcher told the students how to ask someone's age. She said "How old are you?" A student said "I am nine years old". Then, she asked the other students and they could answer correctly. The researcher changed the question to "How old is your father?" Some students seemed did not understand, so the researcher explained in Bahasa Indonesia. Afterwards, the researcher asked the students to practice asking and giving information about someone's age in chorus. After drilling the students, the researcher reminded the students about number. She sang "We are table number one". Then, she asked the students to sing the song.

The main activity was playing "Pass the ball" game. The students played the game outside the class, in the school yard. They were very happy. Before going outside, the researcher explained the rule of the game. In the school yard, the students made a big circle. The researcher asked a student to be the leader. The leader of the game held the ball then passed it to the other students. She said "how old are you?", while passing the ball. Then, the students who received the ball said "I am ten years old" and passed the ball to the other students. When a boy student had a turn to catch the ball, he did not catch the ball. The researcher punished him to sing a song, but he did not want to sing. So, the researcher asked him to be a leader. Then, he passed the ball and said "How old is your father?" The student who caught the ball said "He is forty years old." Most students were very enthusiast to catch the ball. Even, the shy students also caught the ball and asked the information about their friend's age.

The researcher ended the lesson by recalling the students' memory about the lesson and asked the students whether there were any questions. Then she asked the students to say a pray. After finishing praying, the researcher said *Salam.*

Field Notes IV
Meeting III
Day : Saturday
Date : January 19th, 2013
Time : 09.45-11.00 WIB

The researcher began the lesson by saying *Salam*. Then, she sang "Good Morning" song. The students followed the teacher, sang the song. After singing, the researcher greeted the students. She said "How are you." The students said "I am fine, thank you." Next, the researcher took the attendant list. She said "Who is absent today?" No one answered. Then, she spoke in Bahasa Indonesia "*Siapa yang nggak masuk*?". The students said "Afrian".

The researcher introduced the vocabulary by showing the stuff and said the name. For example she touched the book, and then she asked the students "What is it?" The students said "Book". She corrected them by saying "It is a book". She held a pen then asked "What is it?" The students said "It is a pen" The pointed a chair and asked "What is that?" They said "That is a chair." The students can answer the teacher's question with the right grammar.

It seemed that the students got bored. The researcher chanted "Book pen desk chair". She asked the students to do so. The students enjoyed chanting. While chanting, they were touching the stuffs. After chanting, the researcher introduced the other expression. She said "I got a cupboard" and asked the students to repeated after her. Then, she asked "What did you get?" The students said "I got a doormat" and so on.

The activity in the production stage was playing "*The Bandit and Sheriff Game*". The class was divided into two groups. The researcher counted the students. The students who got number one joined the bandit group, whereas the students who got number two became the sheriffs. Then, the researcher explained the rules of the game. After that, the researcher asked the students to go to the school yard. The researcher demonstrated the game. The bandit group stood opposite to the sheriff group. The researcher put all pictures in the middle of the groups. Then, she said "Chair, number three" Bandit number three took the chair and said "I got the chair". The researcher asked a student to be a leader. His task is to call the Bandit. The game began and the leader said "Cupboard number ten". Bandit number ten tried to steal the cupboard but the sheriff foiled her. Sheriff number ten said I caught Bandit number ten. The sheriff group won the game.

The researcher asked the students to enter the class. In the class, the researcher recalled the students' memory. She said "What did you learn today?" A student said "Table". Then the researcher asked the students the names of things in their classroom. The last, the researcher asked "Is there any question?" The students said "No". The researcher ended the class by asking the students to say a prayer then she said Salam.

Field Notes V
Meeting IV
Day : Wednesday
Date : January 23rd 2013
Time : 12.00 – 13.00 p.m.

The researcher began the lesson by asking the students "How do you go to school?" The students did not say anything. Some of them just smiled. Then, the researcher explained in bahasa Indonesia. A student said "Bicycle" Another said "*Diantar Bapak*" (My Father took me to school). Then, the researcher taught the expression about asking and giving information by showing vehicle pictures. She said "What is it?" The students seemed familiar with the question, so they could answer correctly. Some student said "Plane". Afterwards, the researcher asked the students to listen to her and repeated after her. She said "I am riding my bicycle" Then the students repeated what the teacher said. Then the researcher showed other pictures. Then she asked the students to repeat after her. She said "I am riding a motorcycle". The researcher drilled the expression.

In the next session, the researcher taught "*I am going to the London*" song. Then, she asked the students to sing along with her. The researcher divided the class into four groups. Each group should sing the song in chorus. Then, the researcher gave each group a score. To drill the students' skill, the researcher asked the students to play a simple group game. The girl group competed against the boy group. The group should show a picture of vehicle and then asked "How do you go to school?" The other group should answer the question based on the picture. For example, "I am reading a bicycle". If the group answers correctly, they get one score. The winner was the group who had the biggest score.

The next activity was playing the transportation dodge game. Knowing that they would play a game, the students were very happy. The researcher asked the students to play the game outside the class. Then the students made a big circle. The researcher put some pictures of means of transportation in the middle of the circle. The researcher turned the music on. Then, the students sang the song. When the song came into the lyrics "ship", the music was turned off. The students stepped on the picture. The researcher asked a student who stepped on the picture of a ship to be the leader. Then the leader asked her friend "What are you riding?" A student said "I am riding a car". Another student said "I am sailing on a ship". The student should quit from the game. Then he should help the leader to ask their friend. They both asked "What are you riding?" and then their friend responded "I am riding a bus". The other said "I am riding a train". After all students were asked, the music was turned on and the students sang the song. When the music was turned off, the students who quit from the game asked their friends about what vehicle they were riding on. The game ended at 12.50 p.m.

In the end of the class, the researcher recalled the students' memory about the lesson. The researcher said. "What do you learn today?" The students said "bicycle, car, truck, and plane" The researcher replied the student "Good. So, how do you go to school?" Some students said "I am riding bicycle." Then, she said "OK. *berarti, anak-anak sudah paham pelajarannya ya*?" "Have you understood

the lesson?" The students said "*Ya* (Yes)". The researcher asked "Is there any question?" The students said "No". The class ended.

Field Notes VI
Meeting V
Day : Saturday
Date : January 26th 2013
Time : 09.45 – 10.40 a.m.

The teacher began the lesson by singing "Good Morning" song. The students sang the song. After that, the teacher took the attendance list. The teacher said "Who is absent today?" The students said "Afrian". The teacher introduced the topic by asking about their parents' jobs. The teacher said "Resa, what is your father's job?" He said "*Pedagang*". Then the teacher said "Seller". The teacher asked the other students. A student said "Police". Other students said "*Tukang bangunan*", "*Guru*", and "*Perawat*". Then the teacher showed a picture. The teacher asked the students "What is his job?" Some students said "*Guru*". Then a student said "Teacher". The teacher said "That's right, he is a teacher" The teacher repeated the question. The students answered "teacher" and then the teacher corrected the students. She said "He is a teacher." Then, the students said "He is a teacher". The teacher continued with other pictures until all professions were introduced.

After that, the teacher taught the expression of asking information about someone's job. She showed a picture and said "Is he a doctor?" The students said "Yes". The teacher gave the feedback by saying "Yes, he is a doctor". Then, the teacher showed a picture of a policeman and asked "Is he a teacher?" The students said "No, he is" The teacher said "No, he is not" and then the student repeated it. The teacher asked "What is his job?" the students said "He is a policeman."

To enhance the students' understanding and vocabulary mastery the teacher asked the students to play a survey game. The teacher gave each student a picture. The students asked their friend for the information about jobs based on their picture. A student asked her friend who held a picture of a nurse. She asked "Is she a nurse?" Her friend said "Yes she is". The students who answered asked her friend "Is he a soldier?" Her friend replied "Yes, he is." Both students got one point because their friend said yes. All students enjoyed playing the game. Most of them got more than four points. It means they have known many vocabularies dealing with profession.

The activity used in the production stage was playing a guessing game. Before playing the game, the teacher explained the rules and demonstrated the game. The teacher acted as a singer and asked the students to guess what her job is. Some students guessed it correctly. Then the teacher acted out another profession and the student guessed it. After that, the teacher asked the students to play the game outside the class. They were divided into three groups. Each group made a line and chose a leader. The leader should act out the activities which represented a particular profession and showed it to the friend in front of him. The other students should stand in the opposite so they could not see what the leader is doing. After the leader had done, the next student should call the other student by

touching his/her shoulder. Then he acted that profession. The last student should guess the job. The winner of the game was the group who could guess the most.

At the end of the lesson, the teacher recalled the students' understanding. She asked "What do you learn today?" the students said "Policeman, teacher, doctor." Then the teacher showed a picture and asked "Is he a soldier?" the students said "No, he is not" The teacher asked "What is his job?" The students replied "He is a policeman." Next, the teacher gave the students a chance to ask the researcher. She said "*Jika belum paham, silahkan tanya*. If you don't understand, feel free to ask." No one asks. The teacher ended the class by saying *Salam.*

Field Notes VII

Meeting VI
Day : Saturday
Date : 2 February 2013
Time : 09.45 – 10.15 a.m.

The teacher greeted the students by singing "How are you" song. The students followed their teacher to sing the song enthusiastically. After that, the teacher took the attendance list.

In the opening, the researcher introduced the language function of asking information about clothes. She said "What is it?" and pointed at a student's shirt. The students said "Shirt". The teacher said "Good. It is a shirt. Please repeat after me". Then the students repeated after the teacher by saying "It is a shirt." Then, the teacher held a belt and asked "What is it?" The students did not answer. Then, the teacher said "It is a belt". The students repeated after the teacher by saying "It is a belt". The teacher continued introducing all the names of clothes. After that she asked the students to wear the clothes that they bring. In the previous meeting, the researcher asked the students to bring clothes. Then, she asked a student "What are you wearing?" The student said "a cap". She explained that they should answer "I am wearing a cap" She asked the other student "What are you wearing?" The students said "I am wearing a jacket."

In the practice stage, the students practiced the expression by playing "*pass the ball game*". The teacher passed a ball to a student and asked "What are you wearing?" Then, she said "I am wearing a belt". The student then passed the ball to another student and asked the same question. The student replied "I am wearing a jacked". The game continued until all students got the ball.

The teacher taught a chant "shoes and shirt". The students enjoyed chanting. At 10.30 a.m. the teacher asked the students to go to the school yard to play a whisper race game. The students seemed very happy. The researcher divided the class into three groups. Each group made a line. One student of any group was asked to stand in front of their friends. Then, the teacher whispered a sentence such as "I am wearing a cap". Then those students whispered the sentence to the students in front of them. The last students should wear the clothes and shout out the sentence. The students played the game enthusiastically.

At the end of the meeting the teacher recalled the students' memory about the lesson. Then she asked "Is there any question?" The students said "No". The class ended at 11.00 a.m.

Speaking Rubrics by Dick, Gall and Brog (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences) however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentence), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The speaker speaks quite fluently although	The speaker sometimes makes pronunciation mistakes in	The speaker rarely makes grammatical mistakes very rare in	The speaker uses few vocabulary variations

	there are often hesitations which are not quite natural.	performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he /she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and	The speaker almost always makes pronunciation mistakes in performing the expected	The speaker makes very often grammatical mistakes in basic grammatical structure (like	The speaker uses limited vocabulary variations and usesmany inappropriate word

	searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	choices, he/ sheoften explains ideas because of the Insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes inperforming the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns) even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses verylimited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the teacher to express the ideas.

1	The speaker communicates very difficulty; he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all.	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.

APPENDIX H
STUDENTS' PRE-TEST AND POST-TEST SCORES

SPEAKING RUBRIC ASSESSMENT

Pre-test

Day : Saturday

Date : January 5th, 2013

No	Name	Scores of Assessment Aspect								Total Mark	
		Fluency		Accuracy		Vocab		Pronunciation			
		R	**C**	**R**	**C**	**R**	**C**	**R**	**C**	**R**	**C**
1	Ahmad	3	3	5	4	5	4	4	3	17	14
2	Idhzar	2	3	4	4	4	3	4	3	14	13
3	Melati	2	3	4	3	4	3	3	3	13	12
4	Siti	3	4	4	4	5	5	4	4	16	17
5	Amelia	3	3	5	3	4	4	5	4	17	14
6	Anisa	3	4	5	4	4	5	5	4	17	17
7	Alfan	5	5	5	4	4	4	4	4	18	17
8	Afrian	4	4	4	4	5	4	4	3	17	15
9	Arvian	4	4	4	4	4	5	4	4	16	17
10	Ayu	5	5	4	5	5	5	4	4	19	19
11	Dian	6	5	5	5	6	5	4	4	21	19
12	Gitria	5	4	5	5	4	5	4	4	19	18
13	Hanifa	6	6	5	5	5	6	5	6	21	21
14	Ikhsan	2	3	3	3	3	3	3	4	11	13
15	Maqreza	5	5	4	4	6	5	5	4	20	18
16	Maya	4	5	4	4	5	5	5	4	19	18
17	Nanda	5	4	4	5	5	5	5	4	19	18
18	Najma	5	5	5	4	5	5	5	4	20	18
19	Tiwi	6	5	5	5	4	6	5	5	20	18
20	Rifa	5	4	4	4	4	5	5	4	19	21
21	Syahrul	4	3	4	3	3	4	3	3	14	13
22	Safira	4	5	4	4	4	4	5	4	17	17
23	Taufik	5	5	4	5	3	5	4	5	16	20
24	Risda	5	5	4	5	5	5	5	4	19	19
25	Eko	3	4	4	4	3	4	4	4	14	16
26	Fadhila	6	6	5	5	6	6	5	5	22	22
Total		**110**	**112**	**113**	**109**	**115**	**120**	**113**	**104**		
Mean		**4.23**	**4.30**	**4.35**	**5.19**	**4.42**	**4.61**	**4.35**	**4.00**		
Mean Score		**4.27**		**4.77**		**4.52**		**4.18**			

R : Researcher

C : Collaborator

SPEAKING RUBRIC ASSESSMENT

Post-test

Day : Saturday

Date : February, 9th 2013

No	Name	Scores of Assessment Aspect								Total Mark	
		Fluency		Accuracy		Vocab		Pronunciation			
		R	**C**	**R**	**C**	**R**	**C**	**R**	**C**	**R**	**C**
1	Ahmad	4	4	6	6	6	5	5	5	21	20
2	Idhzar	4	4	5	5	5	4	4	4	18	17
3	Melati	3	3	4	4	4	4	4	4	16	14
4	Siti	4	5	5	4	6	5	4	5	20	18
5	Amelia	5	5	6	5	5	5	6	5	22	20
6	Anisa	4	5	5	5	6	5	5	4	20	19
7	Alfan	6	4	6	5	6	5	5	5	23	20
8	Afrian	5	6	5	6	5	5	5	5	20	22
9	Arvian	4	5	4	5	5	5	5	4	18	19
10	Ayu	6	6	6	6	6	6	5	5	20	23
11	Dian	7	6	6	6	7	6	6	6	26	24
12	Gitria	5	5	5	6	6	6	5	5	21	22
13	Hanifa	7	7	6	6	6	7	6	6	25	26
14	Ikhsan	3	5	3	4	4	4	4	4	14	17
15	Maqreza	6	6	6	6	6	6	6	6	24	24
16	Maya	6	6	6	6	6	5	6	6	24	23
17	Nanda	5	5	5	6	6	6	5	5	21	22
18	Najma	6	6	5	5	6	6	5	5	22	22
19	Tiwi	6	6	6	6	6	6	5	6	23	24
20	Rifa	6	6	5	5	5	6	5	5	21	22
21	Syahrul	4	4	5	5	4	4	4	5	17	18
22	Safira	5	6	5	6	5	5	6	5	21	22
23	Taufik	6	6	5	6	5	6	5	6	21	24
24	Risda	7	6	6	6	6	6	6	5	25	23
25	Eko	4	5	5	5	5	5	5	5	19	20
26	Fadhila	7	7	6	6	7	7	6	6	26	26
Total		**135**	**139**	**137**	**141**	**144**	**140**	**133**	**132**		
Mean		**5.19**	**5.35**	**5.27**	**5.42**	**5.54**	**5.38**	**5.12**	**5.08**		
Mean Score		**5.27**		**5.35**		**5.46**		**5.10**			

R : Researcher

C : Collaborator

APPENDIX I
PHOTOGRAPHS

PHOTOGRAPHS

The students are playing group games to drill their vocabulary mastery.

The students are playing “I am going to the zoo” game.

The students are singing “I am going to the zoo” song.

The students are playing “Pass the ball” game.

The researcher is introducing the vocabulary using realia.

The students are practicing the expression of giving information about “things in the classroom”.

The students are playing “Bandits and Sheriffs” game.

The students are playing “Transportation dodge” game.

The students are practicing the expression of asking for and giving information of someone’s job by playing survey games.

The students are playing “Guessing” game.

The resercher is teaching the language function by asking the students who wear a cap.

The students are playing “Whisper race”.

APPENDIX J
LETTERS

DINAS PENDIDIKAN DASAR DAN MENENGAH

UPTD PAUD KECAMATAN LENDAH

SD MUHAMMADIYAH MIRISEWU

Alamat: Mirisewu, Ngentakrejo, Lendah, Kulon Progo 55663

KETERANGAN PENELITIAN

No.112/III.AU/A/2013

Yang bertanda tangan di bawah ini, Kepala SD Muhammadiyah Mirisewu, menerangkan dengan sesungguhnya bahwa:

Nama	: IKA FATKHIYATI NURUL UMAY
NIM	: 08202244045
Instansi	: Universitas Negeri Yogyakarta
Alamat Mahasiswa	: Kasihan I, Ngentakrejo, Lendah, Kulon Progo, Yogyakarta

Benar-benar telah melaksanakan penelitian di Sekolah Dasar Muhammadiyah Mirisewu dengan judul penelitian:

IMPROVING STUDENTS' SPEAKING SKILLS AT GRADE IV OF SD MUHAMMADIYAH MIRISEWU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTERACTION PROMOTING GAMES

Penelitian tersebut dilaksanakan pada tanggal 12 Januari 2013 – 9 Februari 2013.
Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.
Sekian dan terima kasih.

Mirisewu, 11 Februari 2013

Kepala Sekolah

SD MUHAMMADIYAH MIRISEWU TERAKREDITASI B

Drs. Wardan

NIP. 19590703 197912 1 007

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0090d/UN.34.12/DT/I/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

18 Januari 2013

Kepada Yth.
Kepala SD Muhammadiyah Mirisewu

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

Improving Students' Speaking Skills at Grade IV of SD Muhammadiyah Mirisewu in the Academic Year of 2012/2013 through Interactive Games

Mahasiswa dimaksud adalah :

Nama	: IKA FATKHIYATI NURUL UMAY
NIM	: 08202244045
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Januari – Februari 2013
Lokasi Penelitian	: SD Muhammadiyah Mirisewu

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

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

a.n. Dekan
Kasubbag. Pendidikan FBS,

Titik Prihadi Utami, S.E.
NIP 19670704 199312 2 001

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1435a/UN.34.12/PP/XI/2012
Lampiran : -
Hal : **Permohonan Izin Observasi**

29 November 2012

Kepada Yth.
Kepala SD Muhammadiyah Mirisewu

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

Improving Students' Speaking Skills at Grade IV of SD Muhammadiyah Mirisewu in the Academic Year of 2012/2013 through Interactive Games

Mahasiswa dimaksud adalah :

Nama	: IKA FATKHIYATI NURUL UMAY
NIM	: 08202244045
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Desember 2012
Lokasi Observasi	: SD Muhammadiyah Mirisewu

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

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

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001