IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE GAMES FOR THE GRADE VIII STUDENTS OF MTS N NGEMPLAK

A THESIS

Presented as partial fulfillment of the requirement for the attainment of the

Sarjana Pendidikan Degree in English Language Education

By:

Intan Alfi

11202241002

ENGLISH EDUCATION DEPARTMENT

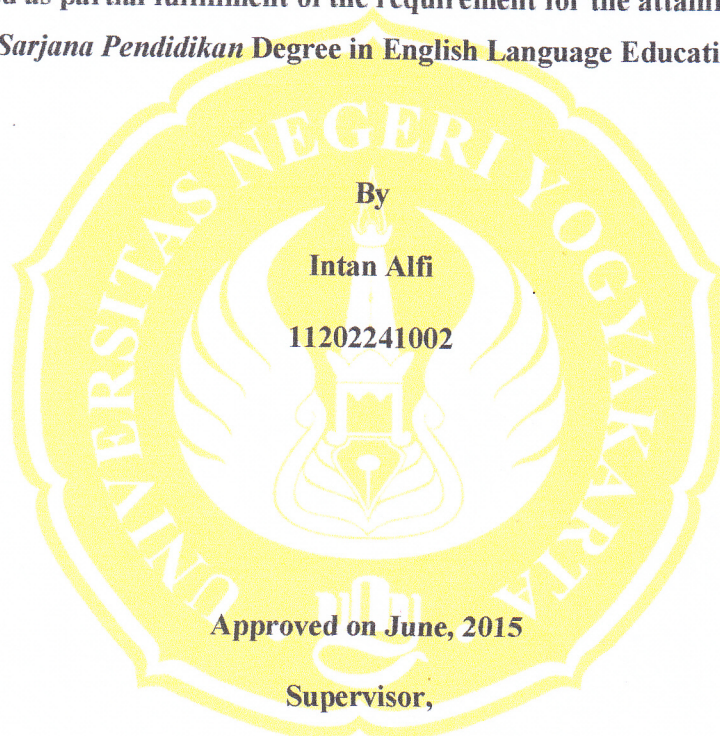**FACULTY OF LANGUAGES AND ARTS**

YOGYAKARTA STATE UNIVERSITY

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APPROVAL SHEET

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Approved on June, 2015

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RATIFICATION

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COMMUNICATIVE GAMES FOR THE GRADE VIII STUDENTS OF
MTS N NGEMPLAK

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Accepted by the board of examiners of Faculty of Languages and Arts of

Yogyakarta State University on July 2015 and declared to have fulfilled the

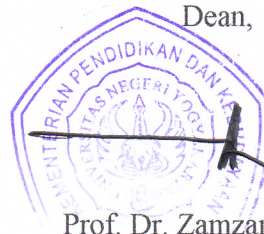Requirements to acquire a *Sarjana Pendidikan* Degree in English Language

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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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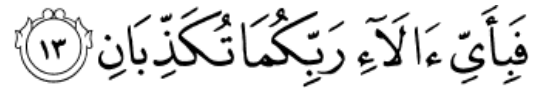
Penulis,

Intan Alfi

NIM. 11202241002

DEDICATIONS

I dedicate this thesis to:

my mother and father,

my little sister,

and my friends.

MOTTOS

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فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

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"So which of the favors of your Lord would you deny?" -Ar Rahman (55: 13)-

"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence." -Helen Keller-

"The true sign of intelligence is not knowledge but imagination." -Albert Einstein-

"What you are afraid of always happens, so never be afraid. Be brave and defeat your fear." -The Writer-

ACKNOWLEDGEMENTS

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IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE GAMES FOR THE GRADE VIII STUDENTS OF MTS N NGEMPLAK

By Intan Alfi
NIM 11202241002

ABSTRACT

The objective of this research is to improve the students' speaking skills through communicative games for the grade VIII students of MTs N Ngemplak. The communicative games implemented were a survey game, a 'Lifeboat Debate' game, a role play: making a telephone conversation, and a 'Lie Detector' game.

This study is action research. It was conducted in MTs N Ngemplak. The subjects of this research were the VIII B students of MTs N Ngemplak. The researcher was helped by the English teacher as a collaborator. The data were collected through classroom observation, interviews, and tests. The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. Meanwhile, the qualitative data were collected through classroom observation and interviews. The data were in the form of vignette and interview transcripts. There were five validity criteria in this research. They were democratic, outcome, process, catalytic, and dialogic validity. This research was conducted systematically following the four moments of action research named planning, action, observing and reflecting.

The actions brought good improvement to students' speaking skills. Their vocabulary mastery increased. They also produced less mispronunciation. The activities conducted were various and challenging for the students as well. The atmosphere in the classroom made students get involved in the activities. Moreover, communicative games made everyone in the classroom enjoy learning English. The class was more alive as the activities were carried out successfully with everyone actively participating. The improvement was proven by the results of classroom observation, interviews and students' test scores. Their post-test scores were higher than their pre-test scores. The mean of pre-test scores was 48.18, while the mean of post test scores was 75.6. The difference of both means was 27.42. It showed that students' speaking skills were improved.

CHAPTER I
INTRODUCTION

A. Background of the Study

As a foreign language, English is taught as a compulsory subject at junior high schools in Indonesia. The aim of English teaching and learning process is to enable students to comprehend and produce English. Therefore, junior high school students are demanded to be able to master English. It is also stated in the *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) that the aim of English and learning process in junior high schools is to enable students to use English functionally which is to communicate in spoken and written form to deal with daily life communication.

In learning English, junior high school students are to master the four skills; speaking, listening, writing and reading, because they are the keys to communication. Among the four skills taught at junior high schools, speaking is the most difficult skill to build in the classroom, whereas, as what Thornbury (2005: 1) says that speaking is so much a part of daily life that we take it for granted.

Speaking is very important, since it is the most used skill when someone wants to convey messages and exchange information. Richards (2008: 19) concerns that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Based on the observation that the researcher conducted while doing the teaching practice (PPL) in MTs N Ngemplak, what makes speaking very difficult to build in the classroom is that the activities conducted in the classroom also do not give students chances to speak. Mostly, the teacher only explains over and over again rather than giving students opportunity to practice the target language. The speaking activities done by the students are commonly dialog practices, which are not interesting and challenging. The students only have to memorize their turns in the dialog. There is no real communication in the activity, so the ultimate goal of learning English is not reached. Besides, in learning English, the students have to use the language as if they are communicating in real life situation. The teaching and learning process should be meaningful.

Speaking activities in the classroom should engage the students to get involved, so they experience how to use the target language. While in the actual implementation in the classroom, the activities do not really help the students to speak up. The activities are monotonous and not communicative. The students often find themselves lost and bored when learning English because of this.

To help the students improve their speaking skills, the teacher should implement interesting, engaging and challenging activities. One of various activities is conducting communicative games. Through this way, the students are more able in producing the target language. They will experience speaking English more in fun and communicative ways.

Based on the explanation of the problem above, the researcher conducted a study entitled "Improving the Students' Speaking Skills through Communicative Games for the Grade VIII Students of MTs N Ngemplak". This research is to assist English teachers to improve the students' English speaking skills and help the students achieve the goal of learning English.

B.   Identification of the Problem

The researcher conducted this research in order to overcome the problems related to the students' speaking skills. Based on the observation that she conducted while doing the teaching practice (PPL) in MTs N Ngemplak, there were some problems emerging in the English teaching and learning process.

First, speaking activities require students to speak, yet when the researcher did the observation, she found that students did not speak much. When the teacher asks them to speak English, they keep silent. They do not know what to say, even very simple sentences. When they speak English, they make many mistakes in grammar and pronunciation. They lack vocabulary as well. They frequently switch their language to Bahasa Indonesia due to limited vocabulary.

Second, based on the observation, the teacher does not provide the students with engaging activities. The activities are very monotonous and boring. The most conducted activity is role play. The students only need to memorize the dialog that the teacher gives, and then they practice the dialog with their partner. When the time is up, they have to come forward to act out the dialog. The activities conducted during teaching and learning process are not engaging. The teacher mostly explains

without asking them to practice the target language. The teaching and learning process should be two-way communication, but this does not happen in the classroom. The teacher dominates the teaching and learning process due to students' lack of confidence. The teaching and learning process is teacher-centered, not learner-centered.

Third, although the subject is English, it does not mean that the language used is English. This issue is proven when the researcher conducted observation. The teacher used Bahasa Indonesia more frequently rather than English, whereas the only opportunity for the students to be exposed to English is in the classroom.

Fourth, teaching materials are also important in teaching and learning process in the classroom. They are one of the sources of knowledge to be given to the students. Teaching materials that are usually used are books, modules, worksheets, and teacher's own materials. There are some books used in MTs N Ngemplak, but the most frequently used is worksheets (LKS). Worksheets are usually used as the practice for the students. The teacher usually uses tasks in the worksheet as the assignment when he leaves the classroom for other business outside the school. In fact, the students' worksheet is not good enough as teaching materials, since grammatical mistakes are frequently found. Misspelling is sometimes found there as well. The teacher also uses course books to help students gain more knowledge. There are three course books used in MTs N Ngemplak. The use of more than one course book is helpful for students, but sometimes it is also confusing and useless. They said that it is difficult for them to study more than one book at one time. The

course books are not used maximally. Teaching and learning process duration cannot cover all materials in the course books. Besides, there are many activities which are important and interesting. The course books also provide listening activities, but unfortunately, the teacher rarely uses them. Consequently, materials provided in course books are useless.

Last, media is principal in teaching and learning process as well. It enables students to comprehend the materials easily. Media is used to make teaching and learning process more fun, comprehensible and motivating. The English teacher in MTs N Ngemplak usually uses whiteboard, laptop, LCD, and speaker as the media. The students are very enthusiastic when the teacher uses media. Moreover, when the teacher shows a short movie or a song, the students ask the teacher to repeat it more and more. Yet, the teacher does not use media frequently. Unfortunately, there are only three LCDs available in the school; in 8B, 7D classrooms and biology laboratory. Therefore, the students have to borrow the classroom with LCD when they are going to use LCD. This disturbs teaching and learning process of each of them. This is also time-consuming, since they need time to move from their original classroom to another.

C. Delimitation of the Problem

It is impossible for the researcher to overcome all the problems in English teaching and learning process in MTs N Ngemplak, hence, the researcher will only focus on the students' English speaking skills.

The researcher will focus on what activities that will improve students' English speaking skills. The activities are communicative games. Communicative games are fun, engaging, and challenging. Students will not get bored, as they play and learn. The activities will give students opportunity to get involved. They have opportunity to speak up. The teacher's interference is decreased, because communicative games require the students to speak up as much as possible.

D. Formulation of the Problem

Based on the problems found from the observation, the problem of the study is formulated in the form of question that is: How can communicative games improve the grade VIII students' speaking skills of MTs N Ngemplak?

E. Objective of the Research

Related to the formulation of the problem, the objective of the research is to improve the students' speaking skills for the grade VIII of MTs N Ngemplak.

F. Significance of the Research

1. Theoretical Significance

It is hoped that the result of the study can be one of the references in speaking learning theory.

2. Practical Significance

a. The student

By using communicative games in teaching speaking, it is hoped that the students's speaking skills can be improved, so that the students can communicate using English more fluently, accurately, and communicatively.

b. The Teacher

It is useful for the English teachers to improve their teaching strategy, so that the students can comprehend the materials and get involved in teaching and learning process, especially in speaking activities. The English teachers are also expected to innovatively create interesting speaking activities.

c. The Reader

It may give some information to the reader about teaching speaking and how to improve students' speaking skills in teaching and learning process.

d. The Writer

She will get additional experience and knowledge of teaching and learning in the classroom for the future. She also gets new experience in doing action research and working together with other people.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter reviews the related literature about communicative language teaching, definition of speaking, macroskills and microskills of speaking, teaching speaking, media, games, communicative games and the teacher's tasks in implementing communicative games in teaching and learning process.

A. Literature Review

1. Communicative Language Teaching

a. The Nature of Communicative Language Teaching

Savignon (1997: 4) assumes that communicative language teaching derives from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events that will enable the learners to use the language in real life situation.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006: 2). Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making

communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman: 2000).

CLT is best understood as an approach, rather than a method (Richards & Rodgers, 2001). Brown (2007: 241) concerns that it is a unified but broadly based, theoretically well informed set of tenets about the nature of language and of language learning and teaching. For the sake of simplicity and directness, Brown (2000: 43) offers the following six interconnected characteristics as a description of CLT:

1) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic.

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5) Students are given opportunities to focus on their own learning process through understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

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

Richards (2006: 2) says that communicative language teaching sets its goal of the teaching of *communicative competence.* He states that communicative competence includes the following aspects of language knowledge.

1) Knowing how to use language for a range of different purposes and functions

2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

1) Interaction between the learner and users of the language

2) Collaborative creation of meaning

3) Creating meaningful and purposeful interaction through language

4) Negotiation of meaning as the learner and his or her interlocutor arrive at understanding

5) Learning through attending to the feedback learners get when they use the language

6) Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence

7) Trying out and experimenting with different ways of saying things

(Richards: 2006)

Richards (2006: 5) states that in CLT, learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

CLT gives changes from traditional lesson formats where the focus of language teaching and learning was on mastery of grammar and practice through controlled activities toward the more meaningful language teaching and learning

where students work in groups, understand, use and produce the language fluently according to the setting, participants, purposes, and functions.

b.   The Principles of Communicative Language Teaching

Speaking English which is so far distinct from Bahasa Indonesia is absolutely difficult for Indonesian students. English teachers have a responsibility to help learners be able to speak English. There are eight principles of communicative language teaching that teachers should consider. Berns (1990: 104) in Savignon (1997: 6) provides a useful summary of eight principles of CLT:

1) Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

3) A learner's competence is considered in relative, not in absolute, terms.

4) More than one variety of a language is recognized as a viable model for learning and teaching.

5) Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

6) No single methodology or fixed set of techniques is prescribed.

7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.

8) It is essential that learners be engaged in doing things with language – that is, they use language for a variety of purposes in all phases of learning.

It has increasingly been recognized that learners' expectations and attitudes play a role in advancing or impeding curricular change.

c. **Communicative Tasks**

Thornbury (2005: 79) claims that fundamental to the view that speaking is cognitive skills is the idea that knowledge becomes increasingly automated through successive practice. Practice makes – if not perfect – at least, fluent. In speaking class, students are expected to practice producing the target language as much as possible. Through this, they will be trained to produce English automatically. To make the speaking class fruitful, the teacher can conduct some communicative tasks as suggested by Thornbury (2005 :79-84), as follows:

1) Information gap activity

A classic communicative task type is the information gap activity. In information gap activities, the information required to complete the task is distributed amongst the interactants. There is a knowledge gap, therefore, between tem, and this can only be bridged by using language.

2) Jigsaw activity

The teacher gives each member of each group a number: 1, 2, 3, and so on. Then all the 'number ones' form a group, and all the 'number twos', and so on. Each group looks at glance a picture. Every group is shown different pictures. Then, all

group members return to their original group and each of them tell what they saw to the group.

3) Info-gap race

The class is divided into two teams, and the blackboard is divided in two by a line down the middle. Each team has a representative at the board, each with a piece of chalk, or boardmarker. In advance of game, the teacher should have prepared a dozen or so different designs incorporating the geometrical shapes, large enough to be seen by all the class. The teacher selects one and shows it to the two teams. Each attempt to describe the design to its representative at the board, and the first team to do this successfully, so that the design is replicated on the board, is the winner of that road.

4) Surveys

These are simply more elaborated versions of the milling activity, and involve learners asking and answering questions in order to complete a questionnaire or survey, based on a topic that the teacher has suggested, or which occurs in the coursebook.

5) Blocking games

In order to introduce an element of unpredictability into dialogues, one of the speakers can be encouraged to 'block' the other one's expectations. The teacher can demonstrate by asking one of the students to take a role, for example, the customer's role in a shopping situation which has been thoroughly practiced. The teacher takes the role of the shop assistant. Instead of providing the expected response, the teacher

says unexpected response. The 'customer' then has to cope with this unexpected response, and any others that the 'shop assistant' comes up with subsequently.

6) Guessing games

A number of guessing games, such as 'What's my line?', in which one learner thinks of a job and the others have to ask yes/ no questions to guess what it is, provide ideal conditions for automating knowledge.

2. Speaking

a. Definition of Speaking

One expert has different definition of speaking from another. Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener.

Another definition comes from Cameron (2001: 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers

such as 'well', 'oh', and 'uhuh' make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan: 1989).

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

b. Microskills and Macroskills of Speaking

Speaking english automatically and fluently is very difficult for many non-English speaking people, especillay students. To be able to communicate well, a speaker has to master two skills in speaking. They are microskills and macroskills. Brown (2000: 272) lists 16 points of microskills in speaking. They are:

1) Produce chunks of language of different lengths.

2) Orally produce differences among the English phonemes and allophoric variants.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery.

7) Monitor your own oral production and use various strategic devices – pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

12) Accomplish appropriately communicative functions according to situations, participants, and goals.

13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing

for help, and accurately assessing how well your interlocutor is understanding you.

Macroskills in speaking

17) Appropriately accomplish communicative functions according to situations, participants and goals.

18) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.

19) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

20) Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.

21) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Macro and microskills of speaking should be mastered by the students. As the result, they will speak the correct and appropriate English.

c. Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When

speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about.

Harmer (2003: 87) states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule (1983) (in Richard, 2008) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Richards (2008: 21) says, "In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talks as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in term of function and requires different teaching approaches."

1)   Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

3. Teaching Speaking

After talking about the definition, micro and macro skills, and functions of speaking, this thesis will discuss about teaching speaking which includes principles in teaching second language, principles of designing speaking techniques, problems in

speaking, types of classroom speaking performance, types of classroom speaking performance, and the importance of teaching speaking. Teaching speaking to ESL learners is to:

1) Produce the English speech sounds and sound patterns.

2) Use word and sentences stress, intonation patterns and the rhythm of the second language.

3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4) Organize their thoughts in a meaningful and logical sequence.

5) Use language as a means of expressing values and judgments.

6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

(Nunan, 2003)

a. Teaching Teens

The "terrible teens" are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, little is specifically said in the language-teaching field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.

1) Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible.

Complex problems can be solved with logical thinking. This means that linguistic metalanguage can now, theoretically, have some impact. But the success of any intellectual endeavour will be a factor of the attention a earner places on the task; therefore, if a learner is attending to self, to appearance, to being accepted, to sexual thoughts, to a weekend party, or whatever, the intellectual task at hand may suffer.

2) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.

3) Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.

4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by

   a. avoiding embarrassment of students at all costs,

   b. affirming each person's talent and strengths,

   c. allowing mistakes and other errors to be accepted,

   d. de-emphasizing competition between classmates, and

   e. encouraging small-group work where risks can be taken more easily by a teen.

5) Secondary school students are of course becoming increasingly adultlike in their ability to make those occasional contexts to dwell on a grammar point or

vocabulary item. But as in teaching adults, care must be taken not to insult them

with stilted language or to bore them with overanalysis.

(Brown, 2001: 92)

b.   The Speaking Competencies of the Grade VIII Students

The grade VIII students have to achieve speaking competencies that are stated

in the KTSP (Kurikulum Tingkat Satuan Pendidikan). Below is a table showing the

standard of competency and the basic competencies of speaking for the grade VIII

students in semester two.

Table 1: **The Standard of Competency and the Basic Competencies of Speaking
for the Grade VIII Students**

Standar Kompetensi	Kompetensi Dasar
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan

	berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

c. Presentation, Practice, and Production (PPP)

Harmer (2001: 80) says that in this procedure the teacher introduces a situation which contextualizes the language to be taught. The language is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue such a cinema, nominates a student by name or by looking or pointing, and the student makes the desired response, e.g. *Would you like to come to the cinema?*). Later the students, using the new language, make sentences of their own, and this is referred to as production. The following elementary-level example demonstrates this procedure proposed by Harmer (2011: 80-81):

1) Presentation: the teacher shows the students a picture and asks them whether the people in it are at work or on holiday to elicit the fact that are on holiday.

2) Practice: the teacher gets the students to repeat the sentence in chorus. She may then nominate certain students to repeat the sentence individually, and she corrects any mistakes she hears. Now she goes back and models sentences from the picture, getting choral and individual repetition where she thinks this is necessary. Usually the teacher puts the students in pairs to practice the sentences a bit more before listening to a few examples just to check that the learning has been effective.

3) Production: the end point of the PPP cycle is production, which some trainers have called 'immediate creativity'. Here the students are asked to use the new language (in this case the present continuous) in sentences of their own.

d. Principles in Teaching Speaking as a Second Language

Speaking English is not easy for almost all Indonesian students. There are many things to consider. These principles form the core of an approach to language teaching as Brown (2000: 55-70) says.

Cognitive Principles

1) Automaticity

No one can dispute the widely observed success with which children learn foreign languages, especially when they are living in the cultural and linguistic milieu of the language. We commonly attribute children's success to their widely observed tendency to acquire language subconsciously, that is, without overtly analysing the forms of language themselves. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn language

without "thinking" about them. This childlike, subconscious processing is similar to what Barry McLaughlin called automatic processing with peripheral attention to language forms.

The principle of automaticity may be stated that efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalysing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity.

2) Meaningful learning

Closely related to the principle of automaticity are cognitive theories of learning, which convincingly argue the strength of meaningful as opposed to rote learning (Ausubel: 1963). Meaningful learning "subsumes" new information into existing structures and memory systems, and the resulting associative links create stronger retention.

The principle of meaningful learning is quite simply stated that meaningful learning will lead toward better long-term retention than rote-learning.

3) The anticipation of reward

Human beings are universally driven to act, or "behave," by the anticipation of some sort of reward − tangible or intangible, short term or long term − that will ensue as a result of the behaviour.

In the classroom, students also need reward when they do good things or achieve something. This has to be done to trigger their motivation in the classroom.

Students will compete to get the reward. The reward can be in the form of verbal compliment, praise, or things.

4) Intrinsic motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding; therefore, no externally administered reward is necessary.

5) Strategic investment

Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing in the language.

Affective Principles

6) Language ego

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. The new "language ego," intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

7) Self-confidence

Learners' belief that they indeed are fully capable of accomplishing a task is at last partially a factor in their eventual success in attaining the task. When students are confident in performing the task, they will be successful in doing it. A teacher is

called on to sustain students' self-confidence where it already exists and to build it where it doesn't. The activities in the classroom should start from the simpler to the more difficult, so the students can establish a sense of accomplishment that catapults them to the next, more difficult, step.

8) Risk-taking

If learners recognize their own ego fragility and develop the firm believe that, yes, they can indeed do it, then they are ready to take those necessary risks. They are ready to try out their newly acquired language, to use it for meaningful purposes, to ask questions, and to assert themselves.

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

9) The language-culture connection

Language and culture are intricately intertwined. This principle focuses on the complex interconnection of language and culture.

Linguistic Principles

10) The native language effect

The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

11) Interlanguage

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage developmental is partially a result of utilizing feedback from others.

12) Communicative competence

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due to attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

e.   Principles of Designing Speaking Techniques

Designing speaking techniques is needed to be considered to create a successful classroom speaking activity. Below are the principles of designing speaking techniques proposed by Brown (2000: 275-276).

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.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your

tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

2) Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

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

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

4) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6) Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

As stated above, some speaking techniques need to be applied in the classroom to build students' confidence and generate their ideas during speaking activities.

f. Problems in Speaking

Students find problems when doing speaking activities in the classroom. Richards (2008: 24) states that learners feel difficult in presenting a good image of them and sometimes avoid situations that call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. Hatch (1978) in Richard (2008: 24) emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learners may depend on familiar topics to get by. However, they also need practice in introducing new topics into conversation to move beyond this stage.

Below are some characteristics of spoken language that make speaking difficult proposed by Brown (2000: 270-271).

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilled bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

The problems mentioned above occur very often in English classroom. English teachers are expected to find the solution of the problems.

g.   Types of Classroom Speaking Performance

In English classroom, students are expected to perform their English speaking. These are the kinds of oral production that students are expected to carry out in the classroom proposed by Brown (2000: 271-274).

1)   Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2)   Intensive

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

3)   Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extent into dialogues (categories 4 and 5). Such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

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

6) Extensive (monologue)

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

h. The Importance of Teaching Speaking

Speaking is a crucial part of second language learning. The goal of teaching speaking should improve students' communicative skills, because only in that way, students are able to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (http://letsdoit.upol.cz/).

Qureshi in his article entitled "The Importance of Speaking Skills for EFL Learners" says that communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills

hence is enormous for the learners of any language. Without speech, language is reduced to a mere script.

Thornbury (2005: 1) explains that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in. We know that speaking is much more complex than this and that involves both command of certain skills and several different types of knowledge.

Richards (2008: 19) says that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency.

The ability to speak fluently presupposes not only a knowledge of language but also the ability to process information and language 'on the spot' (Harmer: 2001).

Speaking is of course very important in daily life. This is the most used skill by many people to exchange information. This influences many parts of daily communication so much. For that reason, teaching speaking in the classroom is really important.

4. Games

a. Definition of Games

A game is an activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game

(Kramer: 2000). Further, Hadfield (1990: v) says that a game is an activity with rules, a goal elements of fun.

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

From the definitions stated by the experts above, it can be said that game is an activity in which there are rules designed for and goal achieved by the participants in order to have pleasure.

b.   Characteristics of Games

Games are unique. They have some characteristics that have to be known by the game users. All games have these four characteristics as stated by Peter Hastie in his *Student-Designed Games: Strategies for Promoting Creativity, Cooperation, and Skill Development* accessed from http://www.humankinetics.com.

1)   All games have a goal.

When Suits speaks of "a specific state of affairs," he is referring to the goal of the games. The goal here is not winning, per se, but it relates more to a situation where players use their skills to achieve a particular end point.

2)   All games have rules.

The second necessary condition is that a game must have rules, and these rules provide both descriptive and defining frameworks for how the goal is to be

achieved. The descriptive framework describes the setup of the game and its equipment, while defining framework stipulates what means of play is required and permitted. The descriptive and defining frameworks (i.e., rules) also serve to differentiate between different games.

3)   All games have restrictions.

Games will also include rules about what is not allowed in the course of play. Nearly all games include rules that flavour less efficient over more efficient ways to achieve the goal. Indeed, sometimes the most logical and easiest solution is not available.

As Suits quotes, "In anything but a game, the gratuitous introduction of unnecessary obstacles to the achievement of end is regarded as a decidedly irrational thing to do, whereas in games it appears to be an absolutely essential things to do" (Suits, 1978: 39). And so these limits are put in games in order to make them fun and challenging. Whereas in work and daily life we try to avoid all unnecessary obstacles, in games we do exactly the opposite.

4)   Games require the acceptance of rules by the players.

The fourth necessary condition to legitimize a game is the acceptance of the constitutive rules. Unless all players are operating from the same set of rules and agree to these, the game cannot exist. Although fair play is defined as conduct that adheres to the rules, it is still preceded by the acceptance of these rules in spirit so as to make the game possible.

So, all games must fulfil the four conditions. There must be a goal, rules that provide the framework of the game, rules that restrict what people can do in order to provide challenge from both thinking and physical perspectives, and players who are in accord when they play game.

c. Benefits of Games

Conducting games in classroom activities has many advantages. Students do not only play, but they also learn the target language in joyful way. Therefore, conducting games in classroom activities is highly recommended. Below are seven advantages of games for the teaching and learning process of language which Brewster and Ellis (2004: 173-174) list:

1) They encourage memorization of chunks of language that can be slotted into various contexts.

2) Chunking of language provides useful pronunciation practice (as long as a good model has been provided).

3) The language needed for the games may be used as part on an activity where the focus is on getting something done, rather than practicing language for its own sake.

4) Language may be practiced together with a wider educational or conceptual goal, e.g. using reading games to reinforce vocabulary as well as the concept of classifying, and learning more about the topic.

5) The language of the game may encourage more creative use of language use in addition to simple repetition.

6) The pupils may be involved in informal language analysis and noticing of language items or rules through problem-solving and puzzles.

7) Games help to make learning more memorable and acceptable by using as many as approaches as possible, such as mime and movement, use of colour and patterns, or personalization.

The advantages of games listed above show that games are suggested to be applied in the classroom to help learners learn the target language better. One of which is to use the target language to convey the communication in the games. The use of the target language here is as the communication tool to get something done, rather than practicing for its own sake.

5. Communicative Games

a. Definition of Communicative Games

It is difficult to find a precise definition of communicative games, thus the researcher wrote some definitions of similar terms stated by authors.

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are

engaged in relevant tasks within dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

Richards (2006: 16) states that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. Moreover, Thornbury (2005: 79) says that communicative tasks fulfil two important language learning needs: they prepare learners for real-life language use, and they encourage the automization of language knowledge.

Communicative activities are characterized by the following features proposed by Thornbury (2005: 79-80):

1) the motivation of the activity is to achieve some outcome, using language;

2) the activity takes place in real time;

3) achieving the outcome requires the participants to interact, i.e. to listen as well as speak;

4) because of the spontaneous and jointly constructed nature of the interaction, the outcome is not 100% predictable;

5) there is no restriction on the language used.

To make a conclusion of the definition of communicative games, the writer combines the definition of game stated earlier that every activity that brings pleasure is a game (Kramer: 2000), further, a game is an activity with rules, a goal elements of fun (Hadfield: 1999), with the definition of communicative activities, practice and tasks. It can be concluded that communicative game is an activity with rules where

the participants have to use the language meaningfully and interact with others in fun ways to achieve the goal of learning the target language.

b. Samples of Communicative Games

There are many communicative games available out there. The games are various and demand students to speak as fluently as possible. The games are designed to make language teaching and learning fun and engaging. Below are samples of communicative games proposed by Klippel (1984).

1) Choosing pictures

All the pictures are put on a table. Each student chooses two: one picture of something he likes; one of something he dislikes. Each student shows the two pictures to the class and explains why he likes or dislikes them.

2) Back to back

While the music is playing or the teacher is clapping, everybody walks around the room observing other people's clothes, hairstyle, etc. As soon as the music stops, each student pairs up with the person standing nearest and they stand back to back. Taking turns, each of them makes statements about the other's appearance. After a few minutes the music starts again and all partners separate. When the music stops a second time, the procedure mentioned earlier is repeated with a different partner.

3) A day in the life

The class is divided into groups. One member of each group leaves the room. The remaining group members decide on how the person who is outside spent the previous day. They draw up an exact time schedule from 8 a.m. to 8 p.m. and

describe where the person was, what he did, who he talked to. So as not to make the guessing too difficult, the 'victim's' day should not be divided into more than six two-hour periods. The people who waited outside are called in and return to their groups. There they try and find out – by asking only yes/ no questions – how the group thinks they spent the previous day.

4) Lie detector

The students are divided into groups. One member of each group leaves the room. In their absence the groups decide on a set of five to eight questions they want to ask the students. These can either be personal or factual questions. The students who went outside now return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was a lie. They have to give reasons to justify their opinion. The student tells them if they were right.

5) Coffeepotting

The groups sit down facing one another. Then the teacher, without letting the others see it, shows all the members of the smaller group a piece of paper with an activity written on it. The members of the bigger group now have to guess this activity. In their questions they use the substitute verb 'to coffeepot', e.g. 'Is coffeepotting fun in winter?' Both yes/ no questions and wh-questions are allowed, but not the direct question 'What is coffeepotting?' The students in the smaller group are allowed to give evasive answers, though they should be basically correct. Each person in the smaller group is questioned by two members of the other group. As

soon as a student from the guessing group thinks he has found the solution, he whispers it to the teacher and – if correct – joins the answering group. The game is finished when the original numbers of the group have been reversed.

6) What's in the box?

Each student works with a partner. One student from each pair fetches a box and looks inside without letting his partner see what is in the box. The second student has to guess the object. If you think the students don't know the names of the objects, a piece of paper with the name (and the pronunciation) written on it should be placed in the box. When the first student is quite sure his partner has guessed the object correctly he tells him the name. The second student then fetched a box and lets the other one guess.

7) Partner puzzle

Each student works with a partner. One student in each pair receives the complete picture, which he must not show to his partner; the other student gets the puzzle pieces. The first student now has to tell the second how to arrange the pieces; neither is allowed to see what the other is doing.

8) Ordering

The students work in pairs. Each partner has half the pictures from a comic strip. First, each student describes his pictures to his partner. They do not show each other their pictures. They decide on the content of the story and agree on a sequence for their total number of pictures. Finally, both pictures sheets are compared and the solution discussed.

9) What would happen if…?

Every student receives one or two slips of paper with sentences like these on them: 'What would happen if a shop gave away its goods free every Wednesday?' 'What would you do if you won a trip for two to a city of your choice?' One student starts by reading out his question and then asks another student to answer it. The second student continues by answering or asking a third student to answer the first student's question. If he has answered the question he may then read out his own question for somebody else to answer. The activity is finished when all the questions have been read out and answered.

10) Spending money

Each student writes down what he would spend a given sum of money on, e.g. 50p, £5, £20, £50, £100, £500, £1,000, £5,000, £100,000. Students sit together in small groups and describe what they have decided to buy with a particular amount of money and why they would like to make this purchase.

c. Advantages and Disadvantages of Using Communicative Games

Communicative games are chosen to trigger students' participation in speaking activities because of some advantages below. Actually, the advantages are closely the same as the benefits of games mentioned before, yet additional advantages are stated by V. Lukianenko, Ph.D.

1) Games are a welcome break from the usual routine of the language class.

2) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

3) They encourage students to interact and communicate.

4) They create a meaningful context for language use.

5) Games lower anxiety especially when played in small groups.

6) Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.

7) Many games can be played in small groups, thereby developing their interpersonal skills.

8) Games involve students in active learning.

9) They can encourage students to draw on analysis, synthesis, and evaluation.

10) They foster a more positive attitude toward the classroom experience – more attention, better attendance, and better participation.

11) They improve retention, decision-making skills, and comprehension of general principles.

(http://interconf.fl.kpi.ua)

There are advantages therefore there must be disadvantages as well. Some of the disadvantages of using games may be:

1) discipline issues, learners may get excessively noisy

2) straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning

3) if games are already familiar or boring, students might not get equally involved

4)   some learners, especially teenagers, may find games unnecessary and childish.

(Stojkovic and Jerotijevic, 2011)

From the explanation above, it can be said that using games in teaching and learning process have both advantages and disadvantages. Although using games is good and recommended, the teacher has to consider the disadvantages. The teacher is expected to minimize the disadvantages of using games in order to be able to apply games successfully without any drawbacks.

d.   A Teacher's Tasks in Implementing Games

In implementing communicative games in the classroom, a teacher has to consider his/ her tasks. Several things have to be considered in order to get games done successfully and implemented effectively in the classroom. Paul (2003) suggests seven main aspects that a teacher should do.

1)   Designing game

In designing games, the teacher has to think of what the students need to learn. To meet the students' needs, modifying games is considered as suggested action. Modifying games are also necessary to achieve the goal of learning the target language.

2)   Getting the pace right

When the games are on-going, the teacher sometimes needs to be in the game to see whether the games are too easy or too difficult and get the games precise with the students' language proficiency. The teacher has to make sure that students comprehend the target language they have to achieve during the games as well.

3) Answering questions

There must be many questions emerging from the students when they are playing the games, since they learn new words and rules. The teacher should assist the students by answering some questions to get the games done well.

4) Extending the student's ability

The teacher has to create games which will get students leaving their comfort zone. The games should be challenging and engaging that they will extend the students' ability.

5) Cheating creatively

In playing games, individually or in a team, there must be sides that left behind. To make your students left behind too far from others, you have to be able to cheat in a playful ways.

6) Giving all students a chance

All students in the class have the same chances to participate in the games. Everyone has to get involved in playing the games. The teacher is the one who is responsible to wisely arrange the team. The teacher has to encourage shy students to participate and avoid the active students dominating the activity.

7) Taking a part

The teacher cannot leave the students play the games alone without any guidance or participation of the teacher. The teacher may take a part, yet do not be too dominant.

In conducting communicative games, Klippel (1984: 8) states that the teacher has to refrain from continually correcting the students or using her greater skill in the foreign language to her advantage. If the teacher joins in the activity, she will then no longer be able to judge independently and give advice and help to other groups, which is the teacher's major role if she does not participate directly. A further advantage of non-participation is that the teacher may unobtrusively observe the performance of several students in the foreign language and note common mistakes for revision at a later stage. Further, Klippel assumes that the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practicing communication. It seems far better for the teacher to use the activities for observation and to help only when help is demanded by the students themselves; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say.

To make communicative games as fruitful as possible, there are few things to remember as suggested by Moss & Ross-Feldman (2003).

1) Keep teacher talk to a minimum. Explain as much as possible by demonstrating the process, explaining in different ways, and repeating. Don't worry if every learner doesn't understand every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed – unobtrusively. One way to gauge the success of a class for English language learners is to observe how much or how little the students are depending on the

teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class.

2) Literacy- and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals. They may lack English and (for some) school skills, and it is the teacher's job to help them with that. These adults have successfully weathered many difficulties to get to class. Give them credit they deserve.

3) Have fun. Communicative activities are designed to be lively, interactive, and fun. When people are comfortable they are likely to learn more. An active, cooperative class is a class where a great deal of learning – social, cultural, and linguistic – is evident.

A teacher should consider how to choose games as well. Here are some tips how to choose games suggested by Tyson (2000).

1) A game must be more than just fun.

2) A game should involve "friendly" competition.

3) A game should keep all of the students involved and interested.

4) A game should encourage students to focus on the use of language rather than on the language itself.

5) A game should give students a chance to learn, practice, or review specific language material.

B. Related Studies

Some related studies of implementing games in teaching and learning process show the significance of using games. Chen (2005) in his journal entitled "Using Games to Promote Communicative Skills in Language Learning" states that games stimulate communicative skills. Students say that they felt less afraid of using their English during game play. The competition gave students a natural opportunity to work together and communicate using English with each other. Furthermore, by integrating playing and learning, students practiced the learned linguistic knowledge in a vivid and meaningful context. In addition, Uberman in his journal entitled "The Use of Games for Vocabulary Presentation and Revision" says that games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming. It is clear that using games in teaching and learning process can enhance students' language skills and help them more confident in producing the target language.

C. Conceptual Framework

Speaking is one of the four skills of language that students have to master in order to prove that they master the target language, in this case, English. Speaking is the most used skill to communicate with people, so it is clear that speaking is so much part of everybody's life. To learn a foreign language, students find many problems and difficulties, especially when they have to produce it in the spoken form.

To overcome the problems regarding speaking activities in the classroom, the teacher should creatively find new breakthrough in designing the activities. Unfortunately, many teachers seem to see these problems as something simple. They tend to use very traditional ways of teaching English. In speaking activities, the most commonly used task is memorization. Students are provided with a dialog. The next step will be practicing the dialog, and then acting it out in front of the class. It is so boring. Students do not feel challenged and motivated in doing the task. It is neither communicative. Consequently, the real communication that should be established in learning English does not exist. The goal of learning language is not achieved.

The problems also occurred in MTs N Ngemplak when the researcher did the observation. In order to make the teaching-learning process easier, the teacher simply gave a dialog to students and asked them to act the dialog out. The teacher said that it is difficult to teach speaking if the students have to produce their own utterances, so that he provides a dialog and the students simply memorize it and act it out.

As what the researcher observed, students got bored. They memorized the dialog perfectly, but that was it. They only memorized without getting the real communication. There was no information exchange in the activities.

Based on the problems stated above, the researcher comes up with the idea of using communicative games to improve students' speaking skills. Communicative games are chosen, for they are fun, challenging, interesting, and motivating. Students will feel that they are playing. Meanwhile, they are learning. They will enjoy learning to speak English. Their intrinsic motivation to be able to master English will be

triggered since they are happy with the learning process. Intrinsic motivation will lead them to meaningful learning. The knowledge and English mastery will be stored in long-term memory and resulting automaticity in speaking English. Finally, the ultimate goal of teaching and learning speaking is achieved. The students' speaking skills are improved.

CHAPTER III
RESEARCH METHOD

A. Research Design

This study is classroom action research. According to Burns (2010: 2), action research is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Further, he also says that action research involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts.

Burns (2010: 6) claims that for a teacher who is reflective, and committed to developing as a thinking professional, action research is an appealing way to look more closely at puzzling classroom issues or to delve into teaching dilemmas. Action research also encourages teachers "to reach their own solutions and conclusions and this is far more attractive and has more impact than being presented with ideals which cannot be attained" (Burns, 1999, p.7 in Burns, 2010, p. 7). Burns (2010: 7) adds that doing action research can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching.
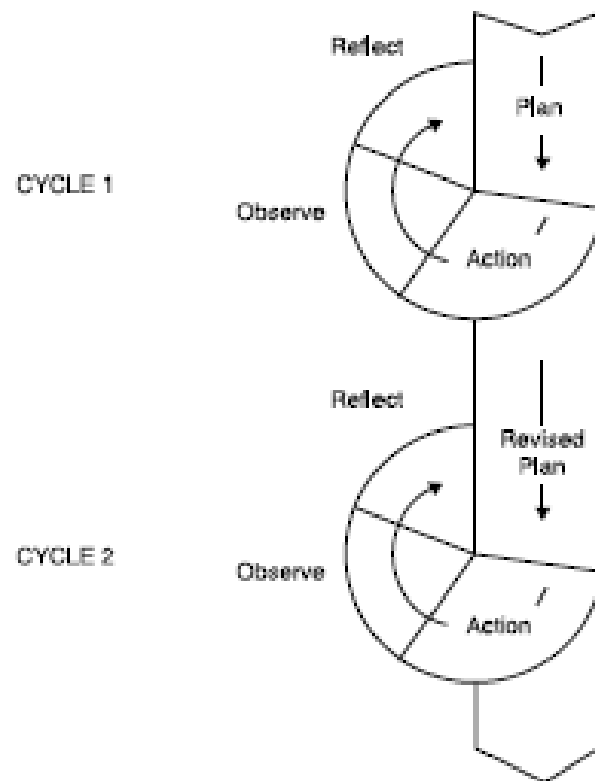
Figure 1: **Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010: 9)**

The study was conducted to improve speaking skills of grade VIII students of MTs N Ngemplak by using research procedures proposed by Kemmis and McTaggart; planning, action, observing and reflecting. There were two cycles that were carried out in the study. After the first cycle was conducted, the researcher did reflection and revision to prepare the next cycle to make better improvement in teaching speaking by applying communicative games.

B. Research Setting

The study was conducted in MTs N Ngemplak. It is located in Kelurahan Wedomartani, Kecamatan Ngemplak, Kabupaten Sleman, DI Yogyakarta. This school implements two different curricula. Grade VII students use the curriculum of 2013, while grade VIII and IX students use KTSP. The study was conducted in this school because firstly, based on the observation, it was found that students' speaking skills are still low. The next reason is that the researcher did the teaching practice (PPL) in that school.

The school is divided into some rooms which function differently. There are fifteen classrooms. Each grade has five classrooms starting from class A to class E. There is one teachers' room, one headmaster's room, and one administration room. There is one library in the front part of the school building, one language laboratory that seems to be used very rarely, one computer laboratory, one biology laboratory, one sport room which functions to store all sport stuffs, and one prayer room (mushola) next to the library. There is one counselling room and one UKS room as well.

The focus of this study is to improve the speaking skills of the grade VIII students using communicative games. This study was conducted in the second semester in the academic year of 2014/2015. The schedule of conducting the study was suited with the schedule of English subject of the targeted class. Each meeting lasted 80 minutes. One cycle consisted of three meetings, so the whole section was six meetings.

C. Research Subjects

Subjects of this research were the grade VIII students of MTs N Ngemplak in the academic year of 2014/2015. The researcher took one class as the sample of the population, which was VIII B class. The class consists of 34 students.

D. Research Participants

This research involved some participants. The researcher herself acted as the practitioner who conducted the research. The English teacher was the collaborator of the researcher who gave feedback and comments at the end of the implementation. The students of VIII B class of MTs N Ngemplak were the targets of the research.

E. Data Collection

The researcher collected data through observation, interview and test. The observation was done when teaching-learning process was running. The observation was conducted to gain information about the class situation, students, media, methods used by the teacher and to know whether the objectives of the teaching-learning were achieved or not. The researcher also conducted interview with the English teacher and the students. This was to dig further information personally about the English teaching-learning process. And the last data collection technique was testing. The preliminary activity conducted to know the English speaking skill of the students was pre-test. It was conducted before the cycle 1 was implemented. And the last was post-test which was aimed to find out whether the method that the researcher proposed improved the students' speaking skills or not. At the end, the results of both pre- and post-test would be compared.

1. Types of Data

This research resulted two types of data; qualitative and quantitative data. The qualitative data was in the form of field notes and interview transcripts which were collected through observation and interview. The quantitative data was collected through test. At the end of the research, the scores gained from the pre-test were compared with the post-test scores.

2. Techniques

The researcher collected the data through observation, interview, and test. The observation was conducted since the beginning of the research and during the action. The first observation was conducted when English teaching and learning process was done by the English teacher. It was conducted to find the problems and to dig further information about the English teaching and learning process. The later interviews were conducted at the end of cycle 1 and cycle 2. Interviews were conducted with the English teacher and the students of VIII B class. To gain students' scores, the researcher conducted a pre- and a post-test.

3. Instruments

Instrument is a device to get the data. For doing this research, the researcher needed the instruments that were used to collect the data. In this research, the researcher used five instruments, as follow:

a. Observation Checklist

Observation checklist is used to obtain the data based on the observation in the process of teaching and learning speaking. There was a list which consisted of the statement about teaching learning process, teaching materials, media, and approaches used in teaching and learning process.

b. Interview Guidelines

The researcher interviewed the English teacher and the students to get some information related to English teaching and learning process, specifically English speaking activities. The researcher asked about the problems related to teaching and learning speaking, media and the teaching method used in the classroom.

c. Speaking Rubrics

The speaking rubrics contain scores of students' speaking performances. The scores were gained through a pre- and a post-test. At the end, the scores were accumulated and showed the result whether the communicative games improve students' speaking skills or not.

d. Audio recorder

Audio recorder was used to record the interview. The recorded interview was transcribed into written form and was attached to be reported in the thesis as the proof that the interview was done. The interview transcription made data collection easier.

e. Camera

Camera is one of the important instruments used in this research. It was used to capture and document the teaching and learning process.

4. Data Analysis

The researcher analysed the data in a descriptive way. The researcher described the result from the observation checklist and field note which consisted of the implementation of using communicative games and also the phenomena which happened during the teaching-learning process

The researcher also gathered the quantitative data through speaking rubrics for speaking tests. The tests resulted in the form of score that later were compared and were described in the form of description.

F. Validity

Burns (1999: 160) says that in quantitative educational research, validity is an essential criterion for evaluating the quality and acceptability of research. Further, he also says that although action research involves a different set of assumptions and research activities from quantitative research, action researchers are still faced with the challenge of responding to questions about the rigour and credibility of their investigations.

There are five validity criteria that authors see as applying best action research that is 'transformative' in nature, in the sense that they are linked to changes in educational and/ or institutional practices.

1. Democratic Validity

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. At the end of every meeting, the researcher with the English teacher as the collaborator had a discussion to share ideas

and to give comments and suggestions on the teaching and learning process that the researcher had done. The discussion was held in order to find what had been done and what had not been done by the researcher. This was aimed to gain better implementation of planned teaching materials and improvement of students' speaking skills.

2. Outcome Validity

This criterion relates to the notion of actions leading to outcomes that are 'successful' within the research context. It concerns with the result of the research, whether the researcher is satisfied with the result of the research or not, whether the proposed teaching technique improves the students' speaking skills or not.

3. Process Validity

This criterion raises questions about the 'depend-ability' and 'competency' of the research. To fulfil the process validity, the researcher took notes in every meeting. The researcher noted every single thing happened in the teaching and learning process, how the communicative games were implemented and how they improved the students' speaking skills.

4. Catalytic Validity

This criterion relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. The English teacher got new techniques on how to teach speaking more communicatively. Moreover, the students could experience a fun

English learning where they did not only listen to teacher's explanation, but also actively got involved in it.

5. Dialogic Validity

This criterion parallels the processes of peer review which are commonly used in academic research. Typically, the value or 'goodness' of the research is monitored by peer review for publication in academic journals. The collaborator gave comments and review on the research; how the researcher presented the materials, implemented the games, and so on.

G. Reliability/ Trustworthiness

It is important to enhance trustworthiness in research. There are techniques drawn from qualitative approaches for providing validity checks on action research data. The purpose of these techniques is to test out the trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis. One of which is triangulation. It is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999: 163).

The researcher compared different kinds of data; quantitative and qualitative data and different methods; observation, interview and test. The quantitative data was collected through a pre- and a post-test. The qualitative data was collected through observation and interview. The results of each method were in the form of field notes. All data types and data collection methods mentioned were compared and combined.

H. Research Procedures

Action research is a method happened in the four moments of action research named planning, action, observing and reflecting. This research moment exists interdependently and follows each other in a spiral or cycle. The four moments are explained as follows, which are adapted from Kemmis and McTaggart (Burn, 2010: 7).

1. Planning Stage

Firstly the researcher had to do preliminary study by identifying the problem in the classroom. After that the researcher formulated planning to conduct the research based on the problem found. The result of the preliminary study will guide the researcher to determine the problem of the study, the objective of the study, the instruments, the data collection technique, the data analysis, and anything related to the research preparation. In specific definition, this step of planning would discuss about the planning before the researcher treated the class including the materials, the target of learning, the indicators of learning, the time allocation, the assessment used in which usually it is stated in the form of lesson plans.

2. Action Stage

In this step, the researcher tried to implement the plans of actions that had been stated previously. Modification is permitted as long as it does not break the principles which had been formulated. Related to the research project, the researcher implemented the research planning that was stated in the form of lesson plans. The

lesson plans were needed as guidance of the researcher to describe the effectiveness of communicative games in teaching speaking.

3.   Observing Stage

This action ideally should be done in pairs between the researcher and the observer. This way is considered very ideal to reduce the subjectivity of the data collected. Clearly, the observation should be done by another person, not the researcher herself. In different word, if the one who conducts the research is the researcher herself, so the one who observes the class is the observer, another person. In this study, the researcher was accompanied by the English teacher who helped the researcher to note all the changes in the classroom.

4.   Reflecting Stage

The researcher reflected on the findings to more accurately define the thematic concern. This was an activity where the researcher and the observer discussed together to analyse the data collected from observation. This stage presents the findings of the study reflected from the implementation of the strategy in the cycle. All the findings were formulated together in this step with the teacher partner as the result of the direct observation in the class

CHAPTER IV
RESEARCH PROCEDURES AND FINDINGS

This chapter presents the research procedure and findings of this study. The first part will discuss reconnaissance and the next part will discuss the report of cycle 1 and cycle 2 which talks about the research procedure and the implementation of the action. The last part will discuss the findings of this study.

A. Reconnaissance

In this stage, the researcher gathered data to find out problems existing in English teaching and learning process, especially in speaking, by doing observation and interview held in VIII B class of MTS N Ngemplak. The interview was done twice. The first interview was done with the English teacher and the second was done with the students. The interview was done right after the observation conducted on March 3, 2015. The situation of the English teaching and learning process can be seen in the following vignette.

I = Researcher
ET = English teacher
S = Student

Observation
Tuesday/ March 3, 2015

The ET entered the classroom, and then he greeted all Ss. Most students were still busy preparing their books and tidying up their tables. The ET repeated greeting the Ss. All Ss replied. The ET asked their condition and called the roll.
The ET started the lesson by asking Ss what they learned in the previous meeting. All Ss were silent. No one answered the ET's questions. Most of them forgot. He asked the same question once more. Only few girls sitting in the front row still remembered and answered softly. The ET reviewed the previous topic a bit.
The ET invited the Ss to come the main topic of that day which was "Asking and Giving Opinion'. He opened LKS and said, "OK, now open your LKS page 15."

He showed the Ss the expressions of asking and giving opinion in the LKS. He pronounced the expressions loudly. The Ss listened and repeated after him. After pronouncing the expressions, he explained the expressions. He explained the materials mostly using Bahasa Indonesia. English was rarely used. Then, he asked the Ss the meaning of the expressions they just pronounced. Unfortunately, no one answered.

While the ET explained and pronounced the expressions of asking and giving opinion, some boys sitting in the back rows were noisy. They were busy having chit-chat. A boy was laying his head on his table. Some others looked sleepy. Some were busy doing random things like scrawling random pictures on their books, playing with their pens, and many more. Only few Ss sitting in the front rows paid attention to the ET.

The ET realized that a S was sleeping. He then came to the S and woke him up. The ET asked him the expressions of asking and giving opinion, yet the S could not answer the question. Then, the ET continued explaining the materials.

All Ss were invited to have a look at a dialog in their LKS. The ET got them, in pairs, observed and underlined which statement showed the expressions of asking and giving opinion. After few minutes finding out the expressions in the dialog, the Ss were asked to mention the expressions orally. Then, they practiced the dialog in pairs.

Not all Ss did what the ET asked them to do. Again, some boys sitting in the back rows were noisy and did not practice the dialog.

After the dialog practice, some students were voluntarily invited to perform the dialog in front of the class. Not all Ss performed the dialog in front of the class, since the time was almost up. No one was willing to come forward. After few minutes waiting, the ET then called on a pair of boys who were so noisy during the lesson to perform the dialog in front of the class. They rejected, yet the ET insisted.

After the dialog performing, the Ss did a task in their LKS in pairs. While all Ss did the task, the ET went around the classroom making sure that all Ss knew what to do. He gave some help to those who did not understand yet.

The bell rang, but all Ss had not finished the task yet. Therefore, they brought the task home and submitted it in the next meeting. The ET ended the class by greeting and saying good bye.

Based on the observation and interview, the researcher found some problems happening during the English teaching and learning process. The problems needed to be fixed, so the English teaching and learning goal could be achieved.

1. Identification of the Problems

Based on the observation and interview that the researcher conducted in VIII B class of MTs N Ngemplak, the researcher found some problems coming from five aspects in the English teaching and learning process. The five aspects were the students, the teacher, the students' speaking skills, the activities carried out in the classroom, the learning materials and media. The table below will give clearer description of the problems.

Table 2: **The Problems Found in the English Teaching and Learning Process in VIII B Class of MTs N Ngemplak**

No.	Problems Found
1.	**The Students** a. The students had low motivation in learning English. b. The students were afraid of making mistakes. c. The students had low confidence. d. The students did not pay attention to the teacher. e. The students rarely used English in the classroom.
2.	**The Teacher** a. The teacher rarely used English in the classroom.
3.	**The Students' Speaking Skills** a. The students produced incorrect pronunciation. b. The students made grammatical mistakes frequently. c. The students lack vocabulary.
4.	**The Activities** a. The activities were monotonous. b. The activities were not engaging. c. The activities were not communicative. d. The activities were not meaningful.
5.	**The Learning Materials and Media** a. The sources of learning materials were limited. b. The materials mainly were in the form of teacher's explanation. c. Pictures and videos were rarely displayed as the input.

The students had low motivation in learning English. They seemed lazy when the teacher explained. They did not do the task seriously. They were afraid of making mistakes as well. They kept silent whenever the teacher asked

something or they answered the questions softly. It was like they whispered. They lacked confidence in speaking English. They were shy to speak up in front of their friends.

The exposure of classroom English was also limited. Besides, the only opportunity to speak English is in the classroom. Using English in the classroom is very helpful in improving students' speaking skills, yet the teacher mostly used Bahasa Indonesia or even Javanesse. The teacher assumed that the students would not understand what the teacher intended to say. English was used only few times.

The students produced incorrect pronunciation. They also frequently made grammatical mistakes. Their vocabulary mastery was low. When they were asked to speak, they could only produce few words. Lack of vocabulary actually becomes the number one cause of limited chances to speak. The students were afraid of speaking English as they did not have enough vocabulary. They already had something in mind to say, yet they did not know how to say it in English since they did not know the English vocabulary. This problem blocked the students to speak English. It is in line with a linguist, David Wilkins in Thornburry (2007: 13). He says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

The activities conducted in the classroom did not give them chances to speak either. Mostly, the teacher only explained over and over again rather than giving students opportunity to practice the target language. The speaking activities done by the students were commonly dialog practices, which were not challenging and meaningful. The students only had to memorize their turns in the dialog.

There was no real communication in the activity, so the ultimate goal of learning English was not reached. The teaching and learning process should be meaningful, while speaking activities in the classroom were boring and did not engage the students to speak up. The activities were not communicative and monotonous. Therefore, many students, especially those who sat in the back rows, were busy with themselves doing random things and talking with their friends. They did not pay attention to the teacher. Some were sleepy, even there was one student sleeping.

The learning materials were taken from LKS only. The textbooks were available, yet the teacher rarely used them. The learning materials presented by the teacher were merely brief explanation of related topic taken from the LKS, so the learning materials were not various. Pictures and videos were rarely used as the input either. Therefore, the student felt bored.

2. Selecting Problems to Solve

There were many problems found in the English teaching and learning process in VIII B of MTs N Ngemplak, yet not all problems could be solved due to some reasons. The problems selected to be solved were based on the urgency and feasibility. Below is the table that lists problems selected to be solved.

Table 3: **Selected Problems**

No.	Selected Problems
1.	The students produced incorrect pronunciation.
2.	The students lack vocabulary.
3.	The activities were monotonous.
4.	The activities were not engaging.
5.	The activities were not communicative.
6.	The activities were not meaningful.
7.	The students rarely used English in the classroom.

8.	The sources of learning materials were very limited.

3. Determining Causes and Solutions

After selecting the problems happening during English teaching and learning process in VIII B class of MTs N Ngemplak, the researcher determined the causes of and the solutions to the problems. It is necessary to determine the causes of the problems. It helped the researcher to find what caused the problems, so the solution to the problems could be determined. Therefore, the researcher could plan actions to be implemented to solve the problems.

During the observation conducted in teaching and learning process, the researcher found some problems arising. Students had lack of vocabulary. They were afraid of making mistakes and shy to speak English. In addition, the teacher also rarely used English, so they did not have the role model to speak English. Students tended to use Bahasa Indonesia or even Javanesse to respond to the teacher. They spoke English, yet their English production was very limited. They used few English words. They produced incorrect pronunciation as well. There were many mistakes they made in pronunciation. Consequently, it caused misunderstanding between the teacher and the students, as the teacher did not understand what they meant. These problems existed, since vocabulary and pronunciation drills were rarely done in the classroom. They rarely practiced their vocabulary and pronunciation, whereas, mastering vocabulary along with the pronunciation is absolutely important when students are going to speak English. The English teacher mostly only explained materials to students. Therefore, activities that required students to get involved were very limited. The activities

were monotonous. Mostly, the teacher only asked students to practice a dialog given in pairs. He assumed that creating own sentences or utterances would be difficult for the students. It was neither engaging nor communicative. However, speaking activities should be meaningful that situate students as if they are in real life situations. Further, the learning materials were only taken from LKS. Therefore, the learning materials were not varied and boring. The teacher rarely used media, such as pictures and videos, as the input.

From the problems and their causes formulated above, the solutions that would be implemented were determined. There were one main solution and five supporting solutions. The main solution was implementing communicative games, while the supporting solutions were conducting pronunciation drills, conducting vocabulary practices, using classroom English, giving handouts, and displaying pictures and videos.

a.   Implementing Communicative Games

The speaking activities conducted by the teacher were monotonous. They did not encourage the students to speak up. The activities were not communicative. They were only dialog practices. The students simply memorized the dialogs. The activities were not meaningful either. They did not require students to speak as if they were in real life communication.

Implementing communicative games was believed to solve these problems. As Brewster and Ellis say (2004: 173-174), games help students learn the target language better. One of the advantages of using games is that it helps students to use the target language to convey the communication in the games.

The use of the target language here is as the communication tool to get something done, rather than practicing for its own sake.

By implementing communicative games, the students got involved in speaking activities. Communicative games were fun, since in these activities, the students played games while learning the target language.

b. Conducting Pronunciation Drills

English pronunciation is difficult, since it is very different from Indonesian pronunciation. The influence of the students' mother tongue made them difficult to pronounce English correctly. Besides, students frequently produced incorrect pronunciation because they rarely did pronunciation drills. Therefore, pronunciation drills were planned to help students produce correctly pronounced English.

c. Conducting Vocabulary Practices

Vocabulary practices were chosen as one of the actions due to students' lack of vocabulary. This activity was aimed to help increase students' vocabulary since vocabulary is absolutely important when students are going to speak English. They would produce English utterances easily when they knew the words they were going to speak. The students found out the meaning by defining the words in context instead of merely translating them.

d. Using Classroom English

Using classroom English helped students enlarge their vocabulary, phrase and expression collections. It was done to make students get used to hear and use

classroom English as well. They did not only hear, but they also responded to it by using English.

e.   Giving Handouts

Giving handouts were aimed to vary the students' sources of learning materials. The learning materials would be various, so the students would not get bored. The handouts were collected by the researcher herself.

f.   Displaying Pictures and Videos

The students were enthusiastic when pictures and videos were shown. Nevertheless, pictures and videos were used not only to attract the students' attention, but also to help the students learn the materials. Pictures helped them generate visualization of what they would learn.

Videos were played to help the students see the real communication presented by native speakers of English. They knew how words were spoken and pronounced correctly. The intonation and the facial expression the native used gave the students clear examples of how to speak English.

B.   Report of Cycle 1

Cycle 1 was done in three meetings on March 30, 31, and April 20, 2015. Before cycle 1 was conducted, the researcher designed a course grid and lesson plans based on the school syllabus. The communicative games to be conducted were also determined and were fitted with the topics to be taught.

1. **Planning**

a. **Designing a Course Grid and Making Lesson Plans**

1) **Designing a Course Grid**

After the problems had been formulated and the actions had been determined, the plans were designed to implement the actions in the teaching and learning process. The plans were put in a course grid. The course grid contained the standard of competency, the basic competencies, indicators, learning materials, learning activities and games. It was composed based on the school syllabus. The school syllabus was made based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Below is the standard of competency and the basic competencies that were used as the orientation of the course grid writing.

Table 4: **The Standard of Competency and the Basic Competencies Used as the Orientation of the Course Grid Making for Cycle 1**

Standar Kompetensi	Kompetensi Dasar
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

2) Making Lesson Plans

After the course grid making, lesson plans were made to help the researcher run the teaching and learning process as well as being planned, yet she could deviate from the plans if necessary. Lesson plans covered the standard of competency, the basic competencies, indicators, objective, media, learning materials including tasks, steps of teaching and learning process, and assessment.

Lesson plans are important. They avoided the researcher from forgetting important things to be presented to students. They also helped the researcher go to the right track. The steps of what should be taught first and next would not be switched.

b. Action Plans

The table below shows the schedule of cycle 1.

Table 5: **The Schedule of Cycle 1**

No.	Date	Topic	Game	Time Duration
1.	March 30, 2015	Asking for a Favor	-	2 x 40 minutes
2.	March 31, 2015	Asking and Giving Opinion	Survey game	2 x 40 minutes
3.	April 20, 2105	Asking and Giving Opinion	Role play: Lifeboat debate	2 x 40 minutes

1) Implementing Communicative Games

By implementing communicative games, the students got involved in speaking activities. Communicative games were fun, since in these activities, the students played games while learning the target language. The communicative

games chosen were fitted with the topics and the students' level. There would be survey game and role play. Below are the procedures of how to play the games.

Survey Game

1. Choose one of the issues.

2. Move around the classroom.

3. Find your friends to be interviewed.

4. Ask your friends' opinions about the issue you chose. Use the expressions of asking opinion you have learned. Find as many friends as possible.

5. Write down your friends' opinions on the survey sheet.

Role Play: a 'Lifeboat Debate'

1. Make a group of seven.

2. Listen to your teacher explanation of the rule of the game.

3. Take one of rolled cards that your teacher distributed. Open it.

4. Play the game based on the role you get.

Communicative games were conducted at the end of the lesson after all the input were given and presented to the students. They would play games in groups and in pairs. It depends on the games. The rules of the game would be explained by the researcher as well.

2) Conducting Pronunciation Drills

Pronunciation drills were conducted in the implementation of the action, because the students often produced incorrect pronunciation. The teacher infrequently conducted pronunciation drills.

The researcher pronounced the expressions of related topic and the students repeated after her. The students were also given words they would possibly use when playing games. The words were pronounced by the researcher and the students repeated after her. By doing this, the students knew how to pronounce the words. It was aimed to avoid students' mispronunciation.

3) Conducting Vocabulary Practices

Vocabulary practices were planned to be conducted in relation to solve the students' lack of vocabulary. The students found out the meaning by defining the words in context instead of merely translating them. The activities were to find difficult words in texts and proceeded by defining the meaning based on the context. Defining meaning in context is aimed to tell the students that one word can mean more than one meaning. The meaning will be different based on its context.

The researcher also gave new vocabulary that would be possibly used when the students played games. The students might look up their dictionaries to find the meaning. It was aimed to make them get used to open dictionary frequently as well.

4) Using Classroom English

Using classroom English helped students enlarge their vocabulary, phrase and expression collections. The researcher explained materials using English. She also greeted the students, gave comments or feedbacks, asked and answered questions in English. The students also had to respond in English. They were required to ask and answer questions in English. However, Bahasa Indonesia was

still used only in case the students did not understand what the researcher intended.

5) Giving Handouts

Giving handouts were aimed to vary the students' sources of learning materials. The handouts were collected by the researcher herself. The researcher collected materials related to the topics from various sources. The handouts contained brief explanation of the topics and tasks. The rules and the details of communicative games that students were going to play were also stated there. The handouts were designed and developed to help the students comprehend the materials easier.

6) Displaying Pictures and Videos

Pictures and videos would be shown in the beginning of the lesson. This activity was put in the presentation. This activity was implemented to introduce students to words they were going to use. Not only the vocabulary, the students were also introduced to the content of the topic including the function of the topic. Pictures and videos helped students to learn materials easily.

2. Action and Observation

Cycle 1 was carried out in three meetings which was held on March 30, March 31, and April 20, 2015. The researcher was the teacher who did the action. The English teacher was the collaborator who observed the teaching and learning processes and took notes. At the end of the teaching and learning processes, the collaborator would give feedbacks, comments and suggestions on the researcher

in doing the actions. The researcher was also helped by her friend who took photos.

The researcher and the collaborator collected data through classroom observation that was done as the preliminary activity before the actions were implemented and during the actions and also interviews that were done several times. The report of cycle 1 are presented below.

a. Implementing Communicative Games

As being planned before, there were two communicative games conducted in cycle 1. They were survey game that was done in the second meeting and role play: lifeboat debate that was done in the third meeting.

Survey game was implemented on Tuesday, March 31, 2015. It was chosen based on the topic which was 'Asking and Giving Opinion'. Students were provided with two issues. They chose one of them and asked their friends' opinions about it. Before doing the game, students were given survey sheets containing name of their friends, agree/ disagree, and their friends' opinions. They moved around the classroom to find friends to be asked.

Before the game was implemented, the students were presented with expressions of asking and giving opinion that would be used when playing the game. The researcher explained the expressions and pronounced them with correct pronunciation. Students listened and repeated after her. Vocabularies related to the topic were also given. The vocabularies would be used when students were

playing games. It made the game easy to do because students already knew the vocabularies.

The rules of the game was explained clearly by the researcher. She made sure that everyone understood what to do. The researcher explained the rules some times until all students understood. She also went around the classroom and asked students personally whether they understood.

> The last activity was a survey game. The Ss were given two very hot issues and a survey sheet for each S. They were invited to choose one of the provided issues and went around the classroom to ask for their friends' opinions about the chosen issue. **Before the games was played, I explained the rules of the game. I went around the classroom and asked Ss personally whether they understood.** I re-explained the rules when a S asked me to. (Vignette, meeting 2, cycle 1)

Students were given 15 minutes to do the game. Everyone moved around. Conversations were started. Everyone was busy doing the survey. The classroom was very noisy with their voices chit chatting. Everyone seemed to enjoy the game. After 15 minutes, everyone had to stop. The class was over and the researcher gave feedbacks and comments on that day's activities.

> **After the Ss finished playing the game, they came back to their seats. Together we reviewed what had been done and discussed**. I then closed the class with a prayer and a goodbye. (Vignette, meeting 2, cycle 1)

The second game was implemented in the third meeting on Monday, April 20, 2015. It was 'Lifeboat Debate' game. It was a role play. Students were given a rolled card each. The rolled card contained a role and a brief description of it that they were going to play. There were the president of USA, a little child, an adventurer, a sailor, a rich man, a woman with three children, and a doctor. Each of the students played his/ her role.

Before playing the game, the researcher reminded the students expressions of asking and giving opinion that they learned in the previous meeting. Then, she also gave some vocabularies the students might use when playing the game. Lastly, the rules of the game were explained. All students listened.

This game was done more fun. Everyone looked more excited and passionate, since the game required everyone to defend their arguments. They gave various and funny arguments to keep themselves safe.

> **Everyone looked more excited and passionate when doing this game. Their arguments were various and funny. "I must here. *Kasihan anak-anakku ada tiga kalau aku tenggelam. Mereka masih butuh kasih sayang*. I love them so much. *Mending pak Obama aja yang keluar. Kan presiden harus menyelamatkan warga. Hahaha*", a S who played as a woman with three children said.** Yet, Bahasa Indonesia was still used, so I asked them to switch their language to English, "English, please." (Vignette, meeting 3, cycle 1)

R   : *Permainan mana yang paling seru kemarin?* (Which game is the most enjoyable?)
S2   : *Yang tadi itu lho, yang seolah-olah kita lagi di perahu terus ada dua orang yang harus dikeluarin dari perahu.* (Today's game.)
R   : *Oh*, a lifeboat debate? (A lifeboat debate?)
S2   : *Iya itu kayanya, Miss.* (Yes, it is.)
R   : *Serunya gimana?* (What makes it enjoyable?)
S2   : *Asik. Kita disuruh acting. Ada yang jadi ibu-ibu, Obama. Terus harus meyakinkan yang lain biar diselamatin.* (We had to play our roles. We had to act.)
R   : *Kalau menurut kamu?* (What do you think?)
S1   : *Iya asik kita disuruh acting. Terus cara temen-temen meyakinkan yang lain itu aneh-aneh tapi lucu, kreatif, Miss.* (Yes, we had to play our roles. How my friends convinced others was funny and creative.)
(Interview Transcript, April 20, 2015)

b.   **Conducting Pronunciation Drills**

Pronunciation drills were implemented in each meeting in cycle 1. The topic discussed in the first meeting of cycle 1 was 'Asking for a Favor'. The students were given a model text which was a dialog that they observed. Then, the

researcher and the students discussed the dialog. After discussing it, some expressions mentioned in the text were pronounced by the researcher. The students listened to and repeated after her. Difficult and unfamiliar words were also jotted down and focused. The words were pronounced by the researcher and repeated by the students. The words were pronounced for some times until students pronounced them correctly. The words were favor, borrow, pleasure, thanks, etc.

> Later, I distributed pieces of paper containing expressions of asking for a favor and the responses. **I gave a short explanation of asking for a favor, pursued by pronouncing the expressions and repeated by the Ss.** (Vignette, meeting 1, cycle 1)

Pronunciation drills were also done in the second and the third meetings of cycle 1. The topic discussed was 'Asking and Giving Opinion'. The implementation was the same as that in the first meeting. The researcher pronounced words and expressions in the dialog given, then the students listened to and repeated after her.

When explaining expressions of 'Asking for a Favor' and 'Asking and Giving Opinion', the researcher also pronounced the expressions loudly. All students listened to and repeated after her. After being guided by the researcher, the students pronounced the expressions by themselves together. The researcher listened and corrected some incorrect pronunciation. Pronunciation drills were also done when the researcher asked students questions orally. Students who answered with incorrect pronunciation would be corrected by the researcher.

Pronunciation drills helped students improve their pronunciation skills. They knew how to pronounce words. Their mispronunciation decreased as these activities were continuously implemented every meeting.

R : *Alhamdulillah, yaaaah. Bisa membantu kalian. Hehehehe. Biasanya kan Miss Intan juga nyuruh kalian menirukan Miss Intan buat melafalkan kata atau ekspresi, nah kalau kegiatan semacam itu apakah bikin pelafalan atau kalau dalam bahasa Inggris nyebutnya pronunciation kalian jadi lebih baik, jadi lebih tahu cara melafalkan bahasa Inggris yang benar?* (Alhamdulillah, I am glad that I can help you. I also asked you to repeat after me when pronouncing words or expressions. Do you think it helped you improve your pronunciation skills?)

S1 : *Iya, Miss. Kami jadi lebih terlatih. Jarang-jarang disuruh menirukan gitu. Kadang dikasih ekspresi ya udah gitu aja terus diterangin.* (Yes, Miss. We were more practiced. We rarely did that kind of activity. We were just given list of expressions and our teacher simply explained.)

R : *Kalau menurut kamu?* (What do you think?)

S2 : *Iya Miss kami jadi tahu gimana cara baca kata-kata bahasa Inggris. Kan susah biasanya, soalnya tulisan sama cara baca beda.* (We know how to pronounce English words. I found it difficult before, because the writing and the pronunciation are different.)

R : *Kamu?* (And what about you?)

S3 : *Idem, Miss. Hehehe.* (I agree with them.)

(Interview Transcript, April 20, 2015)

c. Conducting Vocabulary Practices

The students were provided with a model text in each topic. The model text was in the form of a dialog. Difficult and unfamiliar words were chosen and collected from the dialogs given. The students were asked orally what the words mean. They were allowed to consult their dictionaries. The students were helped by the researcher to find the meaning by defining the words based on the context instead of merely translating them.

Vocabulary practices were begun when the researcher showed pictures or videos in the beginning of the teaching and learning processes. The students were

asked some questions related to the pictures and videos orally. Here, they produced words that were related to the topic.

The researcher asked students to have a small notebook to write down new vocabularies they learned in each meeting as well. It was aimed to increase their vocabulary mastery.

> I distributed pieces of paper containing a dialog. Each S got one piece of paper. Then, the Ss were asked to underline expressions of asking for a favor and also the responses. I got the Ss to mention the expressions they underlined orally. **In the middle of the teaching and learning process, I asked the students to have a small notebook to write down new vocabularies they learned in each meeting. This will help them increase their vocabularies.** (Vignette, meeting 1, cycle 1)

The students' vocabulary collections increased as they continuously noted down new vocabularies they learned. It influenced their vocabulary mastery.

R : *Tiap pertemuan kan Miss Intan selalu ajak kalian untuk mencari vocab yang susah, terus mencari artinya, mencatat vocab baru di catatan kecil, menurut kalian bagaimana? Apakah membantu kalian menambah vocab?* (I invited you to find difficult words and the meaning I also asked you to note down your new vocabularies. Do you think that these activities help you increase your vocabularies?)

S2 : *Lumayan lah, Miss. Nambah dikit-dikit vocabku. Dulunya enggak tahu sekarang jadi tau beberapa vocab baru.* (Not bad. My vocabularies increased. I know some new words.)

R : *Kalau kamu?* (What about you?)

S1 : *Iya Miss sama. Tadinya aku nggak kepikiran nulis vocab baru di catatan, nah semenjak disuruh Miss Intan nulis vocab-vocab baru jadi nambah vocabku. Kadang kalau lupa, ya bisa buka-buka catatan.* (Yes, me too. I never thought of noting down new vocabularies on a small notebook. Ever since I do this, my vocabularies increased.)

(Interview Transcript, April 20, 2015)

Before playing games, the students were also introduced with some vocabularies that were possibly used. The vocabularies were listed. The students found out the meaning by looking up their dictionaries. Some students asked the

researcher, yet she did not give the meaning directly. The researcher gave clues

and the students guessed.

After doing the task, I invited all Ss to play a game, yet before that, I gave some words they probably used when playing the game. I pronounced the words and Ss repeated after me. Ss found out the meaning of the words. Some found it difficult, then asked me what the word mean, "Miss, *artinya sailor apa*?" I answered, "Hmm, it is someone whose job is to control a ship. The one who takes you somewhere by a ship. You have 'a driver' for someone who drives a car. Nah, now you have 'a sailor' for someone who 'drives' a ship. So, what do you think 'a sailor' is?" **I gave them clues. I defined the words instead of translating it directly.** (Vignette, meeting 3, cycle 1)

d. Using Classroom English

As being said earlier, classroom English was used to explain materials,

greet students, give comments or feedbacks, ask and answer questions. The

students also had to respond using English. Yet, Bahasa Indonesia was still used.

I started the class with greeting, followed by the responses of all the Ss. ET came in the classroom. I led a prayer. **Then, I asked the Ss' condition and called the roll, "Hi, everyone. How are you doing today?"** (Vignette, meeting 2, cycle 1)

Instructional English was used as well, so students were familiar with it.

At first, they looked confused. They did not know the meaning, but as time went

by, they slowly understood since the researcher used it every meeting.

The game was 'Lifeboat Debate'. I explained the steps and the rules of the game by showing a Power Point presentation. Therefore, some Ss sitting in the back row were noisy. **I asked them to pay attention, "Hello, boys. Pay attention, please."** All Ss were silent and paid attention to the slides. (Vignette, meeting 3, cycle 1)

Classroom English was frequently used to make students get used to listen

and use it. They would be familiar with classroom English. It enlarges their

vocabulary, phrase, and expression collections.

R : *Okelah. Oh iya, kalian sekarang gaya ya pada pake bahasa Inggris terus kalau mau ke kamar mandi.* (OK. Well, it's a great job that you always use English whenever you ask for my permission to go to the toilet.)

S3 : *Lho kan Miss yang nyuruh to. Katanya kelas bahasa Inggris harus biasa pake bahasa Inggris.* (You asked us to.)

R : *Ya sih. Hehehe. Nah bagus itu. Kalian jadi lebih terbiasa menggunakan bahasa Inggris kan?* (That's good. You get used to use English, don't you?)

S2 : *Iya, Miss. Miss Intan kan kalau memberi instruksi pake bahasa Inggris, jadinya ya terbiasa. Paham juga.* (Yes, we do. You also used English when giving instruction. That is why we get used to. We understand it as well.)

(Interview Transcript, April 20, 2015)

e. Giving Handouts

The teaching and learning materials were collected by the researcher from many sources, such as various English textbooks for grade VIII students and internet. The materials were put in handouts containing of model texts, brief explanation of related topics, tasks, and details of games.

The materials were collected based on the related topics that had been written in the school syllabus. The level of difficulties was also considered. Tasks were varied. Vocabulary and pronunciation practices were included as tasks.

f. Displaying Pictures and Videos

Pictures were used in the beginning of the lesson. They were used to attract students' attention and more importantly, to generate their ideas of what the topics would be about. When they were asked about the pictures, they could answer the questions easier, because they could see the visualization of what they would learn. Pictures made students pay attention more. They looked more enthusiastic when the researcher showed pictures on LCD projector.

The pictures were chosen based on the topic. In the first meeting, pictures of people who help each other were shown. The pictures were to generate students' ideas. Questions about the pictures were asked. They led students to enter the main topic.

> **To start the lesson, I showed them pictures of people who help each other.** Then, I asked some questions, such as "What are the people in the pictures doing?", "Have you ever done the same thing?". (Vignette, meeting 1, cycle 1)

Videos were also used in this research. The functions of videos were the same as those of pictures. Instead of merely attracting students' attention, videos also functioned to generate visualization of what they would learn. They could see how native speakers of English speak. Students were very excited when videos were playing.

> **I proceeded to display a video related to the main topic "Asking for a Favor". A student shouted out, "*Yee, video ya, Miss. Asik. Nggak usah pelajaran aja.*" They liked it when I played a video.** The Ss observed the video. After showing the video, I asked some questions related to the video to the Ss, "What was the video about?" Some Ss answered correctly. After a brief discussion about the video, I told the Ss what we were going to discuss (the main topic) that day. (Vignette, meeting 1, cycle 1)

Displaying pictures and videos could help students generate ideas. It helped them learn materials easily. Videos and pictures refreshed their minds, because they were not only exposed with boring and long explanation, but also colorful and more alive media.

R   : *Oiya, Miss Intan kan suka nunjukin gambar, terus kadang video. Nah, kalian suka nggak?* (Do you like it when I showed you pictures and videos?)
S2   : *Iya, Miss. Suka*. (Yes, I do.)
R   : *Kenapa?* (Why?)
S2   : *Ya, bagus aja sih, Miss. Nggak bosen. Ada variasi gitu kalau belajar.* (Good. I didn't get bored. We learned various things.)
R   : *Kalau menurut kamu, Ihsan?* (And what do you think, Ihsan?)

S1　　: *Ya sama. Seneng kalau dikasih liat video atau gambar. Apalagi kalau video, kan kami jadi lebih tau gimana orang Inggris ngomong pake bahasa Inggris.* (I was excited when pictures and videos were shown. I knew how native speakers of English speak.)
(Interview Transcript, April 20, 2015)

3. Reflection

After implementing actions in cycle 1, the next stage is reflection. In this stage, the researcher and the collaborator had a discussion to reflect implemented actions in cycle 1. Ideas and opinions were considered. The reflection was needed to determine whether the actions had to be continued, modified, or stopped.

All actions were implemented successfully, yet there were some problems during the implementation. Students felt afraid and shy whenever they were called on to come forward to do a task or answer a question. Trouble makers, who were all boys, always ruined the teaching and learning processes. They were very noisy. They were busy talking with their friends, walking around the classroom, even disturbing girls when doing tasks.

The results of reflection on implemented actions in cycle 1 were summarized in the following explanation.

a. Implementing Communicative Games

The communicative games were successfully implemented in cycle 1. They gave chances to students to speak up. Students also seemed more confident when speaking as they did the activities in small groups or pairs. The activities were fun as well. Therefore, they did not feel they learned, yet they learned while playing games.

R : *Asik kan pake ada permainannya?* (Playing games was enjoyable, wasn't it?)

S1 : *Iya, Miss. Kami jadi lebih berani disuruh ngomong. Nggak tegang.* (Yes. We were not afraid and nervous.)

R : *Kenapa nggak tegangnya? Apa karena kalian dibikin kelompok-kelompok kecil?* (Why? Is it because you were in small groups?)

S1 : *Iya, Miss. Jadi nggak malu kalau ngomongnya cuma ke beberapa orang aja. Jadi lebih PD dan nggak deg-degan.* (Yes. I was not shy, because I spoke only to some people. I was more confident.)

(Interview Transcript, April 20, 2015)

Besides, the classroom management still needed to be improved. During the game implementation, some students were noisy talking about other things which were out of the topic they should discuss. The researcher could not handle all students. Some were handled, yet the rest were not.

Explanation of the rules of the games was not clear enough. There were few students who still did not understand what to do. When the games were started, they were still busy asking their friends how to play the games. This problem disturbed the game implementation.

b. Conducting Pronunciation Drills

Pronunciation drills that were done gave good influences to students' pronunciation skills. Their pronunciation skills were improved. They could pronounce words better than before the actions were implemented. It was shown when games were played. They could produce correct pronunciation, although mispronunciation was still happened.

c. Conducting Vocabulary Practices

Students' vocabulary collections increased as the vocabulary practices were implemented in each meeting. They never forgot to note down new vocabularies they learned in each meeting. When they forgot some words, they already had notes that they could open anytime. This helped them solve the previous problem which was lack of vocabulary.

By defining words in context rather than merely translating gave students new knowledge that one word can mean more than one meaning. It also trained them to look up dictionaries frequently.

d. Using Classroom English

Students started to get used to hear and use classroom English, for example, when they were asking for permission to go to the bathroom, at first they used Bahasa Indonesia, yet the researcher gave them example using English, and then they used English every time they were going to bathroom. They could respond using English as well. Although their English production was still limited, it was better that they could produce limited English rather than they could not produce English at all. Using classroom English was effective enough to increase students' vocabulary, phrase and expression collections.

e. Giving Handouts

Students could learn materials more easily when materials were given in the form of handouts. Handouts were simpler and practical than textbooks. Students did not waste their time copying materials in their note books as well,

because materials explained by the researcher were already written in the handouts.

Unfortunately, most students forgot to bring their handouts to the class for the next meeting, even they lost theirs. Students who brought handouts with them had to share theirs with their tablemates. It disturbed teaching and learning processes.

f.   Displaying Pictures and Videos

Pictures and videos successfully attracted students' attention. They made teaching and learning processes more interesting and enjoyable. Students felt more excited when pictures and videos were shown. Pictures and videos made materials more understandable. Students' ideas were generated easily too.

4.   Results of the Implementation of Cycle 1

The result of the implementation of cycle 1 can be seen in the following table. The results are summarized.

Table 6: **The Results of Cycle 1**

Planning	Implementation	Results
Implementing Communicative Games	▪ Survey game ▪ Role play: A 'Lifeboat Debate' game	▪ Students got more chances to speak English. ▪ Students spoke up more confidently. ▪ Students enjoyed playing the games and looked excited and interested.
Conducting Pronunciation Drills	▪ The researcher pronounced difficult words and students	▪ Students produced less mispronounced words.

	repeated after her for some times until they pronounced the words correctly.	
Conducting Vocabulary Practices	▪ The students found out difficult and unfamiliar words in dialogs, then found out the meaning based on the context. ▪ Students noted down new vocabularies they learned in each meeting on their note books.	▪ Students' vocabularies increased.
Using Classroom English	▪ The researcher used English to greet students, explained materials, asked and answer questions, and gave feedbacks or comments.	▪ Students got used to hear and use English in the classroom. ▪ Students could ask and respond to the researcher using English. ▪ Students' vocabulary, phrases, and expression collections increased.
Giving Handouts	▪ The researcher gave handouts to students for every topic.	▪ Students learned materials more easily, because the materials in handouts were briefer and clearer.
Displaying Pictures and Videos	▪ The researcher showed pictures and videos to stimulate students' ideas, understand materials easily, and attract their attention.	▪ Students looked more enthusiastic to learn materials when pictures and videos were shown. ▪ Students could understand materials easily.

The reflection of the implementation of cycle 1 showed that the actions were implementation successfully, although problems were still found. The actions would be planned and implemented in cycle 2.

C. Report of Cycle 2

The actions were successfully implemented, although there were several problems found during the implementation. Classroom management needed to be improved, since some students especially those who were trouble makers could not be handled. There were still many students that did not get enough attention from the researcher. Students were still shy and felt afraid when they were asked to come forward to do a task, or asked to answer questions, or asked questions to the researcher. They needed something that encouraged them to do so. Therefore, new actions had been planned. They were improving classroom management and giving rewards. These new actions were hoped to result more successful implementation in cycle 2. For clearer explanation, the following is the report of cycle 2.

1. Planning

a. Designing a Course Grid and Making Lesson Plans

1) Designing a Course Grid

After the problems were formulated, the plans to be implemented were designed. To design a course grid, the researcher referred to the school syllabus and the school syllabus was made based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

Table 7: **The Standard of Competency and the Basic Competencies Used as the Orientation of the Course Grid Making for Cycle 2**

Standar Kompetensi	Kompetensi Dasar
Berbicara 9. Mengungkapkan makna dalam	9. 2 Mengungkapkan makna dalam

percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

2) Making Lesson Plans

Lesson plans were made as the guideline for the researcher to implement the actions. They were used to minimize problems during the teaching and learning processes. They helped the researcher to run the class with the right and systematic stages, yet she could deviate from the lesson plans if necessary. Lesson plans covered the standard of competency, the basic competencies, indicators, objective, media, learning materials including tasks, steps of teaching and learning process, and assessment.

b. Action Plans

The table below shows the schedule of cycle 2.

Table 8: **The Schedule of Cycle 2**

No.	Date	Topic	Game	Time Duration
1.	April 21, 2015	Making a Telephone Call	Role Play: A Telephone	2 x 40 minutes

			Conversation	
2.	April 27, 2015	Responding to a Statement	-	2 x 40 minutes
3.	April 28, 2105	Responding to a Statement	A 'Lie Detector' Game	2 x 40 minutes

1) Implementing Communicative Games

There would be two communicative games that would be implemented in cycle 2. They were role play and a 'Lie Detector' game. Below are the steps to play the games.

Role Play: A Telephone Conversation

1. Work in pairs.

2. Your teacher will distribute situation cards.

3. Open the situation card you get.

4. Play the game based on the situation you get.

A 'Lie Detector' Game

> The students are divided into eight groups. One member of each group leaves the room. In their absence the groups decide on a set of five questions they want to ask the students. These can either be personal or factual questions. The students who went outside now return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was a lie. They have to give reasons to justify their opinion. The student tells them if they were right.

Communicative games would be played after all inputs were explained and presented by the researcher. Students used the inputs, including vocabularies, expressions, and how to pronounce them, to play the games. Games were aimed to

avoid students from boredom and vary the teaching and learning activities. More importantly, games were aimed to improve students' speaking skills.

2) Conducting Pronunciation Drills

Pronunciation drills were still continued to be implemented in cycle 2, because these activities helped students improve their pronunciation skills. They produced less mispronounced words.

The activities would be the same as those in cycle 1. There would be 'Listen and Repeat'. Students would find difficult and unfamiliar words they got from the model text, and then the researcher would pronounce the words loudly. Students listened and repeated. Pronunciation drills of expressions were also the same. The repetition would be done for several times until all students pronounced the words correctly.

3) Conducting Vocabulary Practices

Vocabulary practices were decided to be implemented in cycle 2 due to their success in increasing students' vocabularies in cycle 1. Students produced more words. As students' vocabularies increased, they were confident to speak up.

The activities would be giving students difficult and unfamiliar words taken from the model text. They found out the meaning in their dictionaries. The researcher helped students to find the meaning by defining the words rather than translating them. The same as students did in cycle 1, they would note down new words they learned every meeting.

4) Using Classroom English

Using classroom English was aimed to give students exposure of English in the classroom. It was done in cycle 1 and showed good results in students' English mastery. They got used to use classroom English to ask and answer questions, ask for permission, and greet. Although Bahasa Indonesia was still used frequently, classroom English used more frequently than before cycle 1 was done.

Classroom English would be used to greet students, ask and answer questions, give them feedback and comments, and explain materials. Bahasa Indonesia would still be used when they did not understand what the researcher meant.

5) Giving Handouts

The researcher would continue giving handouts to students, because they said that handouts were briefer and helped them learn materials easier. Handouts would contain brief explanation of related topic, series of task, and details of the game. There would be pictures added. Pictures were aimed to please students when learning the materials. They would be more excited when they found pictures in their handouts. Copies of handouts would be multiplied as well, because students often forgot to bring their handouts in the next meeting or even lost theirs.

6) Displaying Pictures and Videos

Pictures and videos successfully attracted students' attention in cycle 1. For that reason, the researcher would display pictures and videos again in cycle 2.

As being done in cycle 1, pictures and videos would be shown in the presentation stage.

7) Improving Classroom Management

The reflection of cycle 1 showed a new problem existing in the classroom. Some students were difficult to handle. The researcher could not handle all of them. Some were talking with their tablemates during the class. Some were walking around and so on. In cycle 2, the researcher planned to improve classroom management to make the action implementation run better. She would walk around the classroom. She would check students in their seats, offer help, and give more explanation when they still did not understand.

8) Giving Rewards

Students showed better improvement in their speaking skills. It was proved when they played games. They could speak up confidently. They shared their opinions and arguments to their friends passionately without feeling nervous. They were brave and confident because they spoke in small groups or in pairs. Unfortunately, when they were asked to ask questions to the researcher, answer her questions, or come forward, they were afraid and shy. Giving rewards was hoped to minimize it. Everyone who voluntarily asked the researcher questions, answered her questions correctly, or was willing to come forward to do a task would get a star that would be written on the achievement board. In the last meeting, the stars would be accumulated and the one with the biggest number of stars would get rewards. Students had to be competitive to get the reward.

2. Action and Observation

Cycle 2 was carried out in three meetings which was held on April 21, 27 and 28, 2015. There were two topics discussed in cycle 2. The first topic was making a telephone call. It was discussed on April 21, 2015. The second topic was responding to a statement. It was discussed in two meetings on April 27 and 28, 2015.

The researcher was helped by a collaborator who was the English teacher who observed, took notes and gave feedbacks, comments and suggestions on the actions that the researcher implemented. She was also helped by a friend who took photographs during the teaching and learning processes. The report of cycle 2 is presented below.

a. Implementing Communicative Games

There were two games that were planned to be implemented in cycle 2. They were a role play and a 'Lie Detector' game. The role play was implemented in the first meeting. The topic was making a telephone conversation. Students were given situational cards. Each pair got a pair of situational cards. The situational cards contained a situation in which they had to play. First, they made a dialog based on the situation they got in pairs. Then, they performed it in front of the class. This role play game was implemented in the last stage which was in the production stage.

> Ss worked in pairs. **Each pair of them were given a pair of situation cards. Each card contained a role that each S had to play. They were asked to make a short telephone conversation based on the situation they got in their**

> **cards. Finally, they would perform their dialog with their partners in front of the class.** Yet the time duration was limited, they performed the dialog in the next meeting. (Vignette, meeting 1, cycle 2)

Yet, before everyone made the dialog and performed it, they were given expressions of making a telephone conversation and also vocabularies related to the topic. They also practiced to pronounce the expressions and the vocabularies guided by the researcher.

> Ss performed the dialog that they made in the previous meeting. **Every pair came forward to perform the dialog they made and the rest of them were watching.** I took their scores. (Vignette, meeting 2, cycle 2)

While a pair of students was performing the dialog, the rest had to keep silent and watch their friends performing. The researcher took the students' scores.

The second game was a 'Lie Detector' game. It was carried out in the third meeting which was also the last meeting of cycle 2. Before students played the game, the researcher re-explained the materials they discussed in the previous meeting briefly. It was done only to remind students the expressions of responding to a statement and questions tags they learned as they would use them in carrying out the game.

> In this last meeting, Ss were going to play a 'Lie Detector' game. **Yet, before playing the game, I reminded Ss the materials we discussed last meeting, "Do you still remember what we discussed yesterday?" Ss answered, "Question Tag, Miss." "Yes. Good, Caroline. What else?", I said. "Responding statement, Miss."** "Yes, you have good memory, Hasna.", I responded. I also gave Ss vocabulary and pronunciation practices. (Vignette, meeting 3, cycle 2)

The researcher explained the rules of the game before the game was played as well. She tried to explain the rules clearly and slowly, so all students knew what to do. She also moved around the classroom when students played the game to check that they understood her instruction. She offered students help and corrected students' mispronunciation too.

Then, I told them that day we would play a game. I grouped them into eight groups and then **I explained the rules of the game. Everyone listened to my explanation.**
Ss started to play the game. They played a 'Lie Detector' game**. When they were playing the game, I moved around the classroom and checked them. I also offered some help if they found difficulties.** I was glad to see that some of them could correct their friends' mispronunciation. They were more aware of mispronunciation, "Friday, *bukan* Freday, Ded." When a S pronounced Friday as Freday. Everyone in the group laughed. (Vignette, meeting 3, cycle 2)

The class was noisy. Students were busy talking with their friends discussing what to be asked to their chosen friends who were waiting outside away from the classroom.

In these games, students produced more words. They also made fewer mispronunciations, even they could correct their friends' mispronunciation. The games were carried out well. Students understood what to do in the games. They were also more controlled. They were not shy and they were more confident when speaking.

R   : *Oh iya. Permainan kali ini gimana menurut kalian?* (What do you think about our games?)
S3   : *Lebih seru, Miss. Soalnya tebak-tebakan gitu. Mana yang beneran mana yang bohongan.* (They were more fun.)
R   : *Kalo kamu?* (How about you?)
S2   : *Iya seru, Miss. Yang telfonan juga menarik sih menurutku.* (Yes, they were fun. The telephone conversation was interesting as well.)

R : *Kalian lebih suka main gitu atau gimana sih kalau belajar bahasa Inggris terutama kalau speaking activities?* (You like playing games when learning English especially speaking activities, don't you?)

S1 : *Aku lebih suka begini sih, Miss. Ada permainannya. Jadi kita nggak kayak lagi belajar. Lebih santai aja gitu.* (I like playing games. It was like we were playing while learning. It was more relaxing.)

S2 : *Nggak ngebosenin, Miss.* (We didn't get bored.)

R : *Kalau kamu*, Jihan? (What about you, Jihan?)

S3 : *Iya jadi nggak bosen. Lebih tertarik daripada cuma ngerjain LKS dan diterangin kaya biasanya.* (I didn't get bored. I was also more interested playing games instead of doing LKS or being explained like usual.)

(Interview Transcript, April 28, 2015)

b. Conducting Pronunciation Drills

Students drilled their pronunciation every meeting. As being done in cycle 1, pronunciation drills were done before the game was played. Students were led by the researcher to pronounce words an expressions of certain topics provided. They listened to and repeated after the researcher.

> I distributed a dialog of telephone conversation to all Ss. In pairs, Ss were asked to observe the dialog and underline statements that show the expressions of telephoning. After they have done with this task, Ss and I discussed the answers together. Then, **I pronounced some words taken from the dialog and Ss repeated after me.**
> Next, I distributed pieces of paper containing the expressions of telephoning to Ss. I explained the expressions of telephoning to Ss. **Then, I pronounced the expressions and Ss repeated after me.** Together, Ss and I found out the meaning of each expression. (Vignette, meeting 1, cycle 2)

Repetition was done several times until students produced correct pronunciation. After being guided by the researcher, students pronounced the words by themselves.

> Then, I led Ss to pronounce the words in Task 8. They listened to and repeated after me. **After being guided by me, I let them pronounced the words by themselves, "Okay, now pronounce the words again, but you do it by yourselves."** (Vignette, meeting 2, cycle 2)

Students read aloud a dialog that the researcher gave. The dialog contained the expressions and words of related topic.

> I distributed a dialog of telephone conversation to all Ss. In pairs, Ss were asked to observe the dialog and underline statements that show the expressions of telephoning. After they have done with this task, Ss and I discussed the answers together. Then, I pronounced some words I found in the dialog and Ss repeated after me. **I divided students into two parts who would act as the characters in the dialog. The left two lines acted as Fredy and the right two lines acted as Asep. They read aloud the dialog based on their role.** (Vignette, meeting 1, cycle 2)

Students also practiced the dialog with their pairs. They practiced the dialog on their seats. The researcher moved around the classroom to check that everyone was practicing.

> Then, **Ss practiced the dialog with their pairs on their seats. I moved around the classroom to check that they were practicing.** I also offered some help if they might have problem with pronunciation. (Vignette, meeting 1, cycle 2)

Pronunciation drills brought improvement on students' pronunciation skills. They were more aware of mispronunciation. They could correct their friends' mispronunciation. They could produce less mispronunciation as well.

> Ss started to play the game. They played a 'Lie Detector' game. When they were playing the game, I moved around the classroom and checked them. I also offered some help if they found difficulties. **I was glad to see that some of them could correct their friends' mispronunciation. They were more aware of mispronunciation, "Friday, *bukan* Freday, Ded." When a S pronounced Friday as Freday. Everyone in the group laughed.** (Vignette, meeting 3, cycle 2)

R   : *Terus kalau pronunciation kalian bagaimana? Apakah ada peningkatan karena tiap hari Miss Intan ajak kalian ngulangin pronunciation?* (What about your pronunciation skills? Is there any improvement?)

S1   : *Iya. Lumayan lah, Miss. Sekarang kalau ngomong jadi lebih baik. Lebih bener pronunciation nya.* (Yes, not bad. I speak English better. The pronunciation is also more correct.)
S2   : *Iya sama.* (I agree.)
S3   : *Idem deh, Miss. Hehehe.* (Me, too. Hehehe.)
R   : *Ya gimana? Jelaskan.* (Explain.)
S2   : *Hmm… Jadi tau oh ternyata pronunciation nya begitu to.*
S3   : *Ini juga, Miss. Sekarang jadi lebih bias bedain mana pronunciation yang bener dan nggak. Kadang kan temen suka pronunciation nya salah, nah kita jadi lebih peka dan tau gimana benerinnya.* (I can differentiate which pronunciation is right and which one is wrong. I am more aware and I also can correct our friends' mispronunciation.)
R   : *Iya? Kalian jadi lebih peka?* (So, you are more aware?)
S3   : *Kalau aku sih yes, Miss.* (I agree.)
R   : *Keren keren. Bagus.* Good job.
S3   : Good job.
(Interview Transcript, April 28, 2015)

c.   Conducting Vocabulary Practices

Students were given vocabulary practices every meeting in cycle 2. They did tasks in pairs. They found out meaning of words taken from dialogs and matched words with the definitions. They may consult their dictionaries.

Vocabulary practices were done along with pronunciation practices. These activities were done before communicative games were begun, as the vocabularies they learned would be used when playing games. The vocabulary practice they did in meeting 1 of cycle 2 was matching words with the definitions. The words in the task might be used when students played a role play.

> The last activity was playing a role play. Yet, before playing a role play, Ss did Task 8. They did the task in pairs, "Okay everyone, now look at your handouts. In pairs, do Task 8." **Task 8 was a vocabulary practice. It was aimed to prepare Ss before playing the role play.** After they finished doing the task, I asked them to write down their answers on the white board. Those who answered correctly got stars. (Vignette, meeting 1, cycle 2)

Vocabulary practices improved students' vocabulary mastery. Students produced more words when they played games. Their words were also more various as they learned many new words from different topics. They also had their own dictionaries that they made. They noted down new vocabularies they got in each meeting. They could open their notebooks which were also their dictionaries written by themselves anytime they needed.

R : *Masih sering nyatetin vocab baru kan? Hayo nggak perlu Miss Intan periksa udah pada nyatet kan?* (Do you still note down new vocabs, don't you?)

S2 : *Masih dong, Miss. Nggak lupa.* (Of course.)

S1 : *Iya, Miss masih.* (Sure.)

R : *Nyatet vocab-vocab baru ada manfaatnya kan buat kalian?* (Is that useful for you?)

S3 : *Ya jelas dong, Miss. Vocabku jadi nambah. Sekarang yang udah aku catet ada hampir lima puluhan apa ya, Miss. Lumayan lah.* (Of course, yes. My vocabularies increased. If I am not mistaken, there are about 50 vocabs I noted down.)

R : *Wah lumayan ya. Pengaruhnya ke kalian apa pas ngomong bahasa Inggris?* Siti? (Waw. How does it influence your English speaking skills?)

S1 : *Jadi lebih lancar ngomong bahasa Inggrisnya , Miss. Karena kan kita udah nggak bingung mau ngomong apa.* (I speak English more fluently because I already know what I should say.)

R : Hasna?

S2 : *Iya sih sama. Jadi lebih lancar, nggak bingung lagi apa bahasa Inggrisnya.* (Yes, so do I. I speak English more fluently. I don't get confused anymore because I know the English words.)

R : *Kalo kamu,* Jihan? (And you, Jihan?)

S3 : *Iya sih sama aja, Miss. Vocab banyak jadi kalau ngomong bahasa Inggris yang tadinya nggak tahu bahasa Inggrisnya apa sekarang jadi tahu dan pasti kalau ngomong jadi lebih lancar.* (As my vocabularies increased, I speak English more fluently. I know many new vocabs which I can use to speak English.)

R : *Jadi ngomong bahasa Inggrisnya lebih lancar gitu ya?* (So, you speak English more fluently, don't you?)

S1 : *Ya…* (Yes.)

(Interview Transcript, April 28, 2015)

d. Using Classroom English

Classroom English was used in the classroom very frequently by the researcher, although Bahasa Indonesia was still used. It was used to open and end the class, to ask and answer questions, to give comments, feedbacks, and compliments and to explain materials to students. A lot of exposure of classroom English in the classroom was intentionally given because it was the only chance for students to hear and use English. Outside the classroom, it was quite impossible for students to use English as no one made them to do it.

The use of classroom English enriched students' vocabularies and expressions. Students got used to hear and use English. It could be seen when students responded to the researcher's questions. They understood what the researcher meant.

> In this last meeting, Ss were going to play a 'Lie Detector' game. Yet, before playing the game, I reminded Ss the materials we discussed last meeting, **"Do you still remember what we discussed yesterday?" Ss answered, "Question Tag, Miss." "Yes. Good, Caroline. What else?", I said. "Responding statement, Miss." "Yes, you have good memory, Hasna.", I responded.** I also gave Ss vocabulary and pronunciation practices. (Vignette, meeting 3, cycle 2)

When giving instruction, the researcher used classroom English. Therefore, students were familiar with some English instructions.

> The last activity was playing a role play. Yet, before playing a role play, Ss did Task 8. They did the task in pairs**, "Okay everyone, now look at your handouts. In pairs, do Task 8."** Task 8 was a vocabulary practice. It was aimed to prepare Ss before playing the role play. After they finished doing the task, I asked them to write down their answers on the white board. Those who answered correctly got stars. (Vignette, meeting 1, cycle 2)

R : *Hmm… Apa lagi, ya? Oh iya ini kalau Miss Intan jelasin pakai bahasa Inggris kalian paham kan?* (When I explained materials to you using English, did you understand?)
S1 : *Paham kok, Miss.* (I did.)
S2 dan S3 : *Ya… paham, Miss.* (Yes, I did.)
S2 : *Ya kadang ada yang nggak paham juga. Tapi ya dikit, selebihnya paham-paham aja.* (Sometimes I didn't understand, but mostly I did.)
(Interview Transcript, April 28, 2015)

e. Giving Handouts

In cycle 2, the researcher continued giving handouts to students as she did in cycle 1. Nevertheless, in cycle 2, the number of handouts given was multiplied since students often forgot to bring their handouts to the next meeting and some of them lost theirs. Handouts in cycle 2 were also beautified with some pictures to make students more interested in learning the materials.

The tasks given were also added. There was a vocabulary practice that was not given in handouts in cycle 1. It was a matching task. Students matched words in the left column to their definitions in the right column. It was aimed to vary the tasks.

f. Displaying Pictures and Videos

Pictures and videos were still used to attract students' attention and help them learn materials in cycle 2. They were used to help students generate ideas and lead them to enter the topics they were going to learn. Pictures and videos gave students visualization of what they were going to learn.

> **I showed a picture of two people having a conversation in telephone.** I asked Ss what the picture was about, "What is the picture about? What are the people in the picture doing?" Ss answered, "*Telefonan*, Miss. *Ngobrol di telepon*, Miss." I said, "Yes, they are having a telephone conversation." I asked more questions,

> "What do they say when they start a conversation in telephone?" Ss replied, "Hello, Hai." I said, "Yes, correct. And after saying "Hello"?" Ss were so noisy. They answered my questions randomly. Then, **I showed a video of a telephone conversation. Ss paid attention to the video.** After that, I asked some questions related to the video. (Vignette, meeting 1, cycle 2)

Videos were used to refresh students' mind as well. As the researcher did in cycle 2, she played a song in the middle of the lesson to refresh students' minds. It was aimed to help them learn materials better after watching the video. It was to avoid students from boredom too.

> In the middle of the lesson, I took a break for few minutes. **I invited all students to refresh their minds by watching a video. It was a happy song entitled 'If You're Happy and You Know It!'.** Everyone looked happy and enjoyed the song. (Vignette, meeting 2, cycle 2)

R   : *Waktu Miss tunjukin video yang nyanyi-nyanyi kemarin menurut kalian gimana?* (When I showed you a video of song, what do you think about it?)
S1   : *Videonya lucu, Miss. Gambarnya itu lho.* (The video was funny.)
R   : *Seneng ya?* Refreshing *ya?* (You liked it? It was refreshing, wasn't it?)
S2   : *Iya, Miss. Harusnya sering-sering nonton film juga.* (Yes.)
 (Interview Transcript, April 28, 2015)

g.   Improving Classroom Management

Improving classroom management was planned and then implemented in the actions due to the problems existing in cycle 1. The researcher tried to give more attention to the trouble makers who sat in the back row. They were very difficult to handle, so the researcher asked them to sit in the front row. It was aimed to watch them easily.

> **I also arranged the seats. Boys who sat in the back row moved to the front row. They exchanged their seats with the girls who sat in the front row.** At first, both boys and girls refused to do it, "*Nggak mau, Miss. Ngapain sih disuruh duduk depan?" "Di belakang nggak enak, Miss.*" Yet, I insisted, "It was just for

> three meetings with me. Okay? Come on. Please." Then, they did it. (Vignette, meeting 1, cycle 2)

The researcher moved around the classroom more often to check students' understanding, check that they did the tasks and also offer help if they found something difficult. The researcher always invited students to ask questions after explaining materials.

> Students did Task 4 in pairs. **I moved around the classroom to check whether they did the task or not. I also offered some help if they needed it.** (Vignette, meeting 2, cycle 2)

> Then, **Ss practiced the dialog with their pairs on their seats. I moved around the classroom to check that they were practicing.** I also offered some help if they might have problem with pronunciation. (Vignette, meeting 1, cycle 2)

Some students found it difficult to do the task that the researcher gave in meeting 2. It was about question tags. The researcher checked the students by coming to their seats. Some needed the researcher's help. She re-explained question tags to the students a little bit.

> After doing Task 4, Ss paid attention to my explanation about question tags. Then, they did Task 6 which was about question tags. **Some Ss found difficulties doing this task. Since it was grammar, they got confused and very hard to understand the formula. I checked them on their seats and re-explained a little bit.** (Vignette, meeting 2, cycle 2)

h. Giving Rewards

In cycle 1, students were shy and afraid to come forward to do a task or ask questions to the researcher or answer the researcher's question voluntarily.

Therefore, the researcher decided to give rewards for students. She made an achievement board.

In this meeting 1, **I made an achievement board**. I told Ss how the achievement board works, "Everyone who could answer questions correctly or come forward voluntarily to do a task or bravely ask me questions would get a star on each of his/ her achievement. In our last meeting, the stars would be accumulated and one S who got the biggest number of stars would get A reward from me." (Vignette, meeting 1, cycle 2)

After practicing the dialog on their seats, **I asked a pair of them to voluntarily perform the dialog in front of the class. As the reward, they would get a star.** (Vignette, meeting 1, cycle 2)

By doing this, students were more challenged. They were competitive to get the stars, even the trouble makers who neglected the teaching and learning activities in cycle 1 were very enthusiastic and passionate to do the tasks.

When the researcher invited students to competitively do a task on the white board, they were very excited. Everyone raised hands eagerly hoping that he/ she was chosen.

Ss were challenged to write down their answers on the white board. Those who raised their hands fast would be chosen to write down their answers on the white board. They would get a star if their answers were correct. **The class was noisy. Everyone wanted to be chosen, "*Aku, Miss*. Me, Miss. I first.** (Vignette, meeting 2, cycle 2)

R   : *Nah menurut kalian gimana itu ada reward begitu apakah kalian merasa tertantang?* (What do you think about the reward that I gave? Was it challenging?)
S1   : *Iya, Miss jadi lebih semangat. Jadi pengen ditunjuk terus.* (Yes. I was passionate and felt challenged.)
S3   : *Tapi saingannya banyak. Banyak yang pengen ditunjuk, Miss.* (Yet, my rivals were many. All students wanted to be chosen.)
(Interview Transcript, April 28, 2015)

As being promised, a student who got the biggest number of stars would get a reward. In the last meeting, the researcher announced the winner and gave a reward.

> **At the end of the class, I announced a S who got the biggest number of stars, "As I promised, I will announce the winner of our competition.** As you can see on the achievement board, the one who gets the biggest number of stars is…………… Hasna. Give applause. Hasna, you can come forward. Great job, Hasna. Keep learning and being active in the class. This is for you." I gave her rewards that I promised. Hasna said, "Thank you, Miss." (Vignette, meeting 3, cycle 2)

3. Reflection

In this stage, the researcher made reflection of what was done in cycle 2. The reflection was made based on the classroom observation and interviews done by the researcher and the collaborator. Both of them shared ideas and opinions of the implementation of cycle 2. The reflection of cycle 2 was described in the following explanation.

a. Implementing Communicative Games

Communicative games made students learn English better. They enjoyed the teaching and learning processes as they learned in fun and enjoyable ways. They spoke English more confidently because everyone spoke English too. They were put in small groups and in pairs which made them less nervous to speak up.

b. Conducting Pronunciation Drills

Pronunciation drills that students did every meeting in cycle 2 made good improvement in their pronunciation skills. They produced fewer mispronunciations. It was shown when they played games and performed dialogs.

They produce better pronunciation, although they still mispronounced some words. As they could produce better pronunciation, they were more confident to speak up. Therefore, their English production increased.

c. Conducting Vocabulary Practices

In cycle 2, students' vocabulary mastery was improved. Their vocabulary collections increased because every meeting they did vocabulary practices. They spoke more fluently as they had enough vocabularies to express what they were going to say. They produced more various words. Bahasa Indonesia was still used, yet it was used very rarely just in case they did not know the English words of what they were going to say.

d. Using Classroom English

Using classroom English increased students' vocabulary, phrase and expression collections. They got used to hear and use English in the classroom. They were also familiar with English instructions that the researcher used. Moreover, they understood what the researcher meant, even they could responded using English.

e. Giving Handouts

Handouts made students learn materials more easily, since handouts were simpler and briefer than textbooks. The tasks were also more various. Pictures were added as well to make students more interested in learning the materials. In cycle 2, copies of handouts were multiplied because students often forgot to bring their handouts to the next meeting, even they lost theirs in cycle 1.

f.   Displaying Pictures and Videos

Pictures and videos were always interesting and attractive to students' eyes. Their attention was easily caught when they were shown colorful and fun things. Pictures and videos were used not only to entertain students and refresh their minds, but also to help students learn materials more easily. They could see the visualization of what they learned. They were able to generate their ideas, since the input was clear and visual.

g.   Improving Classroom Management

Re-arranging students' seats was one of some ways that the researcher planned to manage the class better. The boys sitting in the back row moved to the front row and the girls sitting in the front row moved to the back row. By doing this, the boys who were the trouble makers could be watched and handled more easily.

The researcher moved around the classroom more often to check that everyone did what they had to do. It was also aimed to check that everyone understood. When she moved around the classroom, the researcher offered help to students as well. Some students might find difficulties and problems during playing games and doing tasks, so the researcher could help them.

h.   Giving rewards

Making an achievement board and getting students to competitively gain as many stars as possible were successful to increase students' involvement in the activities. All students, even the trouble makers, were eager to get as many stars

as possible since at the end of cycle 2, the winner would get a reward from the researcher. Everyone was motivated and challenged and it made the actions implemented better as being expected.

Since students were eager to get rewards, they competitively to be active in the classroom. They tried to answer and do tasks correctly. As the result, they paid attention more to the researcher's explanation.

4. Results of the Implementation of Cycle 2

The result of the implementation of cycle 2 can be seen in the following table. The results had been summarized.

Table 9: **The Results of Cycle 2**

Planning	Implementation	Results
Implementing Communicative Games	▪ A role play game ▪ A 'Lie Detector' game	▪ Students got more chances to speak English. ▪ Students spoke up more confidently. ▪ Students enjoyed playing the games and looked excited and interested. ▪ The class were more alive as everyone was noisy and busy talking with their friends and performing their roles.
Conducting Pronunciation Drills	▪ The researcher pronounced difficult words and students repeated after her for some times until they pronounced the words correctly.	▪ Students produced less mispronounced words. ▪ Students were more aware of mispronunciation. ▪ Students could correct their friends' mispronunciation.
Conducting Vocabulary	▪ The students found out	▪ Students' vocabularies

Practices	difficult and unfamiliar words in dialogs, then found out the meaning based on the context. ▪ Students noted down new vocabularies they learned in each meeting on their note books. ▪ Students did a matching task. They matched words in the left column to their definitions in the right column.	increased. ▪ Students produced more various words.
Using Classroom English	▪ The researcher used English to greet students, explained materials, asked and answer questions, and gave feedbacks or comments. ▪ The researcher used classroom English to instruct students to do tasks.	▪ Students got used to hear and use English in the classroom. ▪ Students could ask and respond to the researcher using English. ▪ Students' vocabulary, phrases, and expression collections increased. ▪ Students were familiar with English instructions that the researcher always used. ▪ Students understood what the researcher meant as they got used to hear classroom English every meeting.
Giving Handouts	▪ The researcher gave handouts to students for every topic. ▪ The researcher added pictures in handouts. ▪ The researcher multiplied the number of copies of handouts.	▪ Students learned materials more easily, because the materials in handouts were briefer and clearer.
Displaying Pictures and Videos	▪ The researcher showed pictures and videos to	▪ Students looked more enthusiastic to learn

	stimulate students' ideas, understand materials easily, and attract their attention. ▪ The researcher showed a video of a song entitled 'If You're Happy and You Know It!'.	materials when pictures and videos were shown. ▪ Students could understand materials easily. ▪ Students' minds were refreshed and they could absorb materials better after watching videos.
Improving Classroom Management	▪ The researcher re-arranged students' seats. ▪ The researcher more frequently moved around the classroom to check students' understanding, check whether they did tasks, and offer help.	▪ Students especially those who were trouble makers could be handled more easily. ▪ Students did tasks and played games well.
Giving Rewards	▪ The researcher gave rewards for active students.	▪ Students were more active and challenged. ▪ Students were competitive. ▪ Students paid attention to the teacher's explanation more.

The reflection of the implementation of cycle 2 showed that the actions were implementation successfully. The success of the implementation of the actions was also shown by the students' test scores. The scores of the pre-test and the post-test were compared and the result showed that there was improvement in students' speaking skills.

D. Findings

Based on the research that was conducted in VIII B class in MTs Negeri Ngemplak, students' speaking skills were improved. The efforts that were

implemented in teaching and learning processes brought good improvement in students' speaking skills.

Students' vocabularies and pronunciation skills were improved as they always did pronunciation drills and vocabulary practices every meeting. It was shown when they practiced dialogs and played communicative games. The use of classroom English in the classroom increased students' vocabularies as well. New words and expressions increased since everyday they heard English. They understood what the researcher meant, even they could respond using English. Their English production slowly showed improvement. Although they still made mispronunciation and used Bahasa Indonesia, they used English more often than before the actions were implemented.

Students were more confident and less nervous when they spoke English, because they were put in small groups and in pairs when doing the activities. They felt more secure when they could express their ideas and opinions in small groups. The activities done were also fun, since the activities were communicative games that were enjoyable. Everyone was excited and seemed to enjoy the activities. They were less shy as everyone also had to speak English. They were not afraid of making mistakes since everyone would also be possible to make mistakes.

Students were more active and gave more attention to the researcher's explanation. It was because they would get rewards if they were active in the classroom. Everyone was very competitive and passionate to get the reward. The

classroom atmosphere was more alive and the teaching and learning processes were more interesting.

The improvement of students' speaking skills was also proved by the students' test scores. The pre-test and the post-test scores showed a difference. The mean of pre-test scores was 48.18, while the mean of post test scores was 75.6. The difference of both means was 27.42. It showed that students' speaking skills were improved.

E. Discussion

The focus of this research is using communicative games to improve grade VIII students' speaking skills. Communicative games were implemented in both cycle 1 and cycle 2. The general findings showed that communicative games successfully improved students' speaking skills. The clearer explanation can be seen as follows.

The first, communicative games were believed to improve students speaking skills in some aspects such as vocabulary and pronunciation. Students' vocabularies increased. Their pronunciation was also better. They spoke English with no doubts as they already mastered more various vocabularies and knew how to pronounce them correctly. They spoke English more automatically and communicatively as they were put in communicative activities. It is in line with Thornbury (2005: 79-84). He says that to make the speaking class fruitful, the teacher can conduct some communicative tasks. Through this, students will be trained to produce English automatically.

The second, communicative games gave students opportunities to experience speaking in a real life situation, since games were designed as if students communicated in a real communicative context. It is in accordance with Richards' (2006: 16) statements. He states that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

The third, students' involvement in classroom's activities increased. They were more active and confident when they played communicative games. Beside communicative games were more fun and relaxing, they were carried out in small groups or pairs. This made students feel more confident and secure to express their ideas. In accordance with Harmer's (2001: 272) statement, he says that many students feel extremely exposed when they had to speak in front of the whole class. That is why working in small groups helps students' minimize anxiety when they express their opinions.

The last, communicative games were carried out along with giving rewards as the promise for those who were actively involved in classroom activities. Giving rewards to active students successfully got students participating in the classroom activities. They paid more attention to the researcher's explanation as each of them wanted to correctly do tasks and activities. This is in agreement with Brown (2000: 55-70). He says that in the classroom, students also need reward when they do good things or achieve something. This has to be done

to trigger their motivation in the classroom. Students will compete to get the reward.

In conclusion, the implementation of communicative games successfully improved speaking skills of grade VIII students in MTs Negeri Ngemplak.

CHAPTER V
CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents conclusions of the research, implications of the research, and suggestions.

A. Conclusions

This research is aimed to improve students' speaking skills through communicative games for grade VIII students of MTs Negeri Ngemplak. The research was action research. The researcher collected data through classroom observation and interviews with the students and the English teacher. The research was carried out in two cycles. Each cycle consisted of three meetings. Cycle 1 was implemented on March 30, 31 and April 20, 2015, while cycle 2 was implemented on April 21-28, 2015.

In cycle 1, there were one main action and five supporting actions implemented to solve problems existing in the English teaching and learning processes. The main action was implementing communicative games and the supporting actions were conducting pronunciation drills, conducting vocabulary practices, using classroom English, giving handouts, and displaying pictures and videos. Communicative games conducted in cycle 1 were a survey game and a 'Lifeboat debate' game.

In cycle 2, there were two more additional actions implemented. It was done due to some problems existing in cycle 1, so there were eight actions to be implemented in cycle 2. They were implementing communicative games,

conducting pronunciation drills, conducting vocabulary practices, using classroom English, giving handouts, displaying pictures and videos, improving classroom management, and giving rewards. There were two communicative games implemented in cycle 2. They were a role play: making a telephone conversation and a 'Lie Detector' game.

All the actions brought good improvement to students' speaking skills. It was shown when the actions were implemented. The scores also showed that students' speaking skills were improved as the scores of post-test were bigger than those of pre-test. Classroom observation when the actions were implemented and interviews done with the students and the English teacher after the implementation of cycle 1 and cycle 2 proved that the actions were successful in improving students' speaking skills as being expected.

There were some changes found. The changes were shown in the English teaching and learning processes, the students' behavior toward the English teaching and learning processes and their speaking skills, and the English teacher's ways of thinking. Here are the description.

1. The changes in the English teaching and learning processes

During the implementation of the actions, the English teaching and learning processes became very fun and interesting. The activities conducted were various and challenging. The atmosphere in the classroom got students to get involved in the activities. Moreover, communicative games successfully made

everyone in the classroom enjoy learning English. The class was more alive as the activities were carried out successfully with everyone actively participating.

2. The changes in students' behavior toward the English teaching and learning processes and their speaking skills

    The students were more active. They also enjoyed the teaching and learning processes as the activities were fun and encouraging. The activities were playing games that every child loves. Pictures and videos were also used to support the teaching and learning processes and to avoid students from getting bored. Students paid attention more to the teacher's explanation as they were promised that they would get rewards if they were active in the classroom.

    Their English production increased, because they were given more vocabulary and pronunciation practices. They produced more various vocabulary and correct pronunciation, although they sometimes still made mispronunciation. They had more opportunities to speak English as well. They were less nervous and more confident, since they were put in small groups.

3. The English teacher's ways of thinking

    The English teacher got new knowledge of various activities that he could conduct in the teaching and learning processes. He was also more aware that teaching students is not merely explaining. Games also could help students learn materials.

B. Implications

Based on the results of the research, the implementation of communicative games proved to be effective to increase the students' speaking skills. It also made the English teaching and learning processes run better. The clearer description of the implication is drawn as follows.

1. Communicative games were fun and challenging. Everybody was actively involved in the activities. By playing communicative games, students spoke English in more relaxing and secure atmosphere as they played games in small groups or in pairs. As the result, their English production was improved. It implies that communicative games increases students' involvement in the speaking activities. They are more active and they feel that the activities are fun. They are less nervous and more confident when they are speaking.

2. Pronunciation drills done regularly every meeting successfully improved students' pronunciation skills. Students produced less mispronunciation and they were more aware of mispronunciation produced by their friends. Moreover, they could correct their friends' pronunciation mistakes. It implies that regular pronunciation drills help students increase their pronunciation skills. They know how to pronounce English words correctly, even they are more aware of their friends' mispronunciation.

3. Vocabulary practices helped students improve their vocabulary mastery. Their vocabulary collections were various. They also got new knowledge that one meaning of a word could mean more than one meanings based on its

context. It implies that vocabulary practices increase students' vocabulary collections. Their vocabulary is not anymore monotonous.

4. Classroom English used in carrying out the English teaching and learning processes gave students chances to hear and use English. They were familiar with expressions used by the researcher. Further, they could respond using English as well. It implies that classroom English gives good influences to students' speaking skills. They are used to hearing and responding to classroom English used by the researcher. They are familiar with the expressions and know when to use the expressions and how to respond them. It increases students' expression collections.

5. Handouts were helpful. They were briefer and practical than textbooks which made students learn materials more easily. It implies that handouts are really helpful for students to learn the materials. They feel that they are not burdened with thick textbooks, since handouts are more thin and practical than textbooks. Yet, textbooks are still used as the sources of teaching and learning activities.

6. Pictures and videos successfully attracted students' attention. More importantly, students learned materials better as pictures and videos were visual input. It implies that visual aids such as pictures and videos used in teaching and learning processes are helpful to attract students' attention. By showing pictures and videos, students will be interested to learn materials. Further, it will be easier for them to learn the materials when they are interested to the materials first. Moreover, pictures and videos help students

understand the materials better, since pictures and videos give students clear visualization of what they are learning.

7. Classroom management influenced the success of teaching and learning processes too. If a teacher can manage the classroom well, the teaching and learning processes can be carried out successfully. It implies that classroom management is important as well. Good classroom management will bring teaching and learning processes into successful activities. The goal of teaching and learning processes will be achieved.

8. Giving rewards was a good idea to make students voluntarily participate in teaching and learning activities. They would give their attention more to the teacher's explanation. The classroom was more alive as everyone was very active. It implies that giving rewards triggers students' motivation in the classroom. Students will compete to get the reward.

C. Suggestions

1. To the students

   The grade VIII students of MTs Negeri Ngemplak are suggested to practice speaking English a lot, since it can help them improve their speaking skills. When they are in the classroom, they should be more active and participate in the activities. They do not have to be shy or afraid of making mistakes. They should keep drilling their vocabulary and pronunciation as well, because these activities give them very good influences to improve their speaking skills.

2. To the English teacher

The teaching and learning process should be learner-centered. The teacher should give more chances for students to speak up. The use of English has to be maximized, since the only chance for students to speak English is in the classroom. The English teacher should create meaningful learning situation in which students can communicate with their friends as if they communicate in a real life situation. Therefore, they can use English not only to complete tasks, but also to communicate.

The activities that the teacher conducts should be fun, various, interesting, and challenging. The English teacher can conduct communicative games. Moreover, to make communicative games run well, the English teacher is also suggested to conduct pronunciation drills, conduct vocabulary practices, use classroom English, give handouts, give rewards, display pictures and videos, and improve classroom management like the researcher did when doing this research. As the result, students will not get bored and the speaking activities are fruitful.

3. To other researchers

Other researchers who want to conduct research on the same field are suggested to implement fun and challenging communicative games. The level of difficulties of the games should be considered and fitted with the students' level.

Other researchers are suggested to consider time management as well. It is necessary to manage time since implementing communicative games needs more time to divide students into some groups or pairs, explain the rules of the game,

and play the games. Students often get confused about the rules, so teachers need to re-explain them.

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APPENDICES

APPENDIX A
VIGNETTE

VIGNETTE

I   = Researcher

ET   = English teacher

S   = Student

Observation

Tuesday/ March 3, 2015

The ET entered the classroom, and then he greeted all Ss. Most students were still busy preparing their books and tidying up their tables. The ET repeated greeting the Ss. All Ss replied. The ET asked their condition and called the roll.

The ET started the lesson by asking Ss what they learned in the previous meeting. All Ss were silent. No one answered the ET's questions. Most of them forgot. He asked the same question once more. Only few girls sitting in the front row still remembered and answered softly. The ET reviewed the previous topic a bit.

The ET invited the Ss to come the main topic of that day which was "Asking and Giving Opinion'. He opened LKS and said, "OK, now open your LKS page 15." He showed the Ss the expressions of asking and giving opinion in the LKS. He pronounced the expressions loudly. The Ss listened and repeated after him. After pronouncing the expressions, he explained the expressions. He explained the materials mostly using Bahasa Indonesia. English was rarely used. Then, he asked the Ss the meaning of the expressions they just pronounced. Unfortunately, no one answered.

While the ET explained and pronounced the expressions of asking and giving opinion, some boys sitting in the back rows were noisy. They were busy having chit-chat. A boy was laying his head on his table. Some others looked sleepy. Some were busy doing random things like scrawling random pictures on their books, playing with their pens, and many more. Only few Ss sitting in the front

rows paid attention to the ET.

The ET realized that a S was sleeping. He then came to the S and woke him up. The ET asked him the expressions of asking and giving opinion, yet the S could not answer the question. Then, the ET continued explaining the materials.

All Ss were invited to have a look at a dialog in their LKS. The ET got them, in pairs, observed and underlined which statement showed the expressions of asking and giving opinion. After few minutes finding out the expressions in the dialog, the Ss were asked to mention the expressions orally. Then, they practiced the dialog in pairs.

Not all Ss did what the ET asked them to do. Again, some boys sitting in the back rows were noisy and did not practice the dialog.

After the dialog practice, some students were voluntarily invited to perform the dialog in front of the class. Not all Ss performed the dialog in front of the class, since the time was almost up. No one was willing to come forward. After few minutes waiting, the ET then called on a pair of boys who were so noisy during the lesson to perform the dialog in front of the class. They rejected, yet the ET insisted.

After the dialog performing, the Ss did a task in their LKS in pairs. While all Ss did the task, the ET went around the classroom making sure that all Ss knew what to do. He gave some help to those who did not understand yet.

The bell rang, but all Ss had not finished the task yet. Therefore, they brought the task home and submitted it in the next meeting. The ET ended the class by greeting and saying good bye.

Cycle : 1

Meeting : 1

Topic : Asking for a Favor

Day/ Date : Monday/ March 30, 2015

I entered the classroom. Some Ss were still outside. The rest were still eating their snacks in the classroom. I asked the Ss to enter the classroom, since the class would be begun, "*Ayo, masuk-masuk. Udah mau mulai pelajaran.*"

All Ss had entered the classroom and so had ET who was also my collaborator. I opened the class by greeting all the Ss, "*Assalamu'alaikum warrahmatullahi wabarakatuuh.*" The Ss responded the greeting. I then asked the Ss' condition, followed by introducing myself and asking for permission to conduct research in their class. I also asked for their cooperation during the research.

To start the lesson, I showed them pictures of people help each other. Then, I asked some questions, such as "What are the people in the pictures doing?", "Have you ever done the same thing?".

I proceeded to display a video related to the main topic "Asking for a Favor". A student shouted out, "*Yee, video ya, Miss. Asik. Nggak usah pelajaran aja.*" They liked it when I played a video. The Ss observed the video. After showing the video, I asked some questions related to the video to the Ss, "What was the video about?" Some Ss answered correctly. After a brief discussion about the video, I told the Ss what we were going to discuss (the main topic) that day.

I distributed pieces of paper containing a dialog. Each S got one piece of paper. Then, the Ss were asked to underline expressions of asking for a favor and also the responses. I got the Ss to mention the expressions they underlined orally. In the middle of the teaching and learning process, the researcher asked the students to have a small notebook to write down new vocabularies they learned in each meeting. This will help them increase their vocabularies.

Later, I distributed pieces of paper containing expressions of asking for a favor and the responses. I gave a short explanation of asking for a favor, pursued by pronouncing the expressions and repeated by the Ss.

In pairs, the Ss did Task 6 which was completing blank statements. Some Ss found it difficult, "*Miss, ini gimana? Bener nggak begini?*"

The last task was creating a dialog using expressions of asking for a favor in pairs. The Ss created a short dialog and rehearsed. In the end, they performed their dialog in front of the class. The time duration was very limited, so they only had few minutes to rehearse before performing the dialog.

In the end of the lesson, I closed the class with a prayer and a goodbye.

Cycle   : 1

Meeting   : 2

Topic   : Asking and giving opinion

Day/ Date   : Tuesday/ March, 31 2015

I entered the classroom, yet there were only few Ss there. Most of the Ss were still outside the classroom. Some were still in the canteen. I asked one of the Ss in the classroom to invite her friends to the classroom as the class would be begun.

I started the class with greeting, followed by the responses of all the Ss. ET came in the classroom. I led a prayer. Then, I asked the Ss' condition and called the roll, "Hi, everyone. How are you doing today?"

I showed a video. The Ss observed the video. However, in the middle of the video playing, one of the Ss said loudly, "*Hahaha, rambut ibunya keriting kok anaknya enggak, Miss?*" I asked the Ss to keep focusing on the content of the video. I replayed the video. All Ss watched the video. After showing the video, I asked the Ss what the video was about and so on.

I told the Ss the main topic that would be discussed that day. Then, I gave a dialog and the Ss had to underline the expressions of asking and giving opinion stated in the dialog. The Ss mentioned the expressions they underlined orally. I proceeded to distribute pieces of paper containing a list of expressions of asking and giving opinion and gave a brief explanation of the main topic. Later, I

pronounced the expressions followed by the Ss.

In pairs, the Ss practiced the dialog that I gave. They practiced the dialog on their seats.

The last activity was a survey game. The Ss were given two very hot issues and a survey sheet for each S. They were invited to choose one of the provided issues and went around the classroom to ask for their friends' opinions about the chosen issue. Before the games was played, I explained the rules of the game. I went around the classroom and asked Ss personally whether they understood. I re-explained the rules when a S asked me to.

After the Ss finished playing the game, they came back to their seats. Together we reviewed what had been done and discussed. I then closed the class with a prayer and a goodbye.

Cycle   : 1

Meeting   : 3

Topic   : Asking and giving opinion

Day/ Date   : Monday/ April 20, 2015

I came to the class when all Ss were still outside the classroom as usual. Some were still eating their snacks, while the rest were just sitting outside. I then asked them to enter the classroom soon. The Ss then entered the classroom as the ET came.

I started the class with a greeting and led a prayer. I reminded the Ss what they learned in the previous meeting. Most of them forgot because last meeting was two weeks ago. However, one of them still remembered the topic they discussed last meeting 'Asking and Giving opinion'.

I started to come to the core of the materials that day. I started by asking what expressions used to ask someone's opinion, "What do you usually say when you want to ask someone's opinion? Anyone?" Some students answered correctly, "What do you think about….? Do you think….?" I said, "Correct! What else?"

Boys sitting in the back row were very noisy. I then asked one of them to mention the expressions of asking someone's opinion, "What do you usually say to ask someone's opinion?" The S did not understand what I said, "*Hehehehe, gimana*, Miss?" I repeated, "What do you usually say when you ask someone's opinion? *Biasanya kamu bilang apa kalau mau minta pendapat orang tentang suatu hal*?" The S asked his friend to help him. I said, "*Makanya* pay attention*, jangan rame sendiri di belakang*."

After giving a short explanation, I then asked the Ss to do a task in pairs: ordering a jumbled conversation. The task was taken from English on Sky. Some boys said, "*Ah ngapain lagi sih, Miss? Males lah*." Some were confused what to do, "*Miss, ini digimanain?*" then, I explained what they should do the task.

I went around the classroom while checking the Ss whether they understood what to do or not. A pair of Ss asked me a question. They did not know the meaning of some words. After fifteen minutes doing the task, each pair submitted their work to me.

After doing the task, I invited all Ss to play a game, yet before that, I gave some words they probably used when playing the game. I pronounced the words and Ss repeated after me. Ss found out the meaning of the words. Some found it difficult, then asked me what the word mean, "Miss, *artinya sailor apa*?" I answered, "Hmm, it is someone whose job is to control a ship. The one who takes you somewhere by a ship. You have 'a driver' for someone who drives a car. Nah, now you have 'a sailor' for someone who 'drives' a ship. So, what do you think 'a sailor' is?" I gave them clues. I defined the words instead of translating the word directly. "*Nahkoda, ya* Miss?" a S answered. I said, "Yes. That's correct."

The game was 'Lifeboat Debate'. I explained the steps and the rules of the game by showing a Power Point presentation. Therefore, some Ss sitting on the back row were noisy. I asked them to pay attention, "Hello, boys. Pay attention, please." All Ss were silent and paid attention to the slides. Then, all Ss grouped themselves based on the rules and played the game. Some Ss still did not understand, so I re-explained the rules of the game. Later, all Ss were busy

playing the game. I went around the classroom while helping Ss who needed help.

Everyone looked more excited and passionate when doing this game. Their arguments were various and funny. "I must here. *Kasihan anak-anakku ada tiga kalau aku tenggelam. Mereka masih butuh kasih sayang*. I love them so much. *Mending pak Obama aja yang keluar. Kan presiden harus menyelamatkan warga. Hahaha*", a S who played as a woman with three children said. Yet, Bahasa Indonesia was still used, so I asked them to switch their language to English, "English, please."

At the end of the game, Ss and I summarized what we had done that day. Then, I told Ss what they would learn tomorrow and ended the class by leading a prayer and said good bye.

Cycle   : 2

Meeting   : 1

Topic   : Making a telephone call

Day/ Date   : Tuesday/ April 21, 2015

I entered the classroom, yet only few Ss were there. I asked one of the Ss in the classroom to call his friends to enter the classroom. ET entered the classroom and asked Ss to enter the classroom immediately. After all Ss entered, I started the class by greeting Ss and leading a prayer.

In this first meeting of cycle 2, I made an achievement board. I told Ss how the achievement board works, "Everyone who could answer questions correctly or come forward voluntarily to do a task or bravely ask me questions would get a star on each of his/ her achievement. In our last meeting, the stars would be accumulated and one S who got the biggest number of stars would get reward from me."

I also arranged the seats. Boys who sat in the back rows moved to the front row. They exchanged their seats with the girls sat in the front row. At first, both boys

and girls refused to do it, *"Nggak mau, Miss. Ngapain sih disuruh duduk depan?" "Di belakang nggak enak, Miss.*" Yet, I insisted, "It was just for three meetings with me. Okay? Come on. Please." Then, they did it.

I showed a picture of two people having a conversation in telephone. I asked Ss what the picture was about, "What is the picture about? What are the people in the picture doing?" Ss answered, *"Telefonan*, Miss. *Ngobrol di telepon*, Miss." I said, "Yes, they are having a telephone conversation." I asked more questions, "What do they say when they start a conversation in telephone?" Ss replied, "Hello, Hai." I said, "Yes, correct. And after saying "Hello"?" Ss were so noisy. They answered my questions randomly. Then, I showed a video of a telephone conversation. Ss paid attention to the video. After that, I asked some questions related to the video.

I distributed a dialog of telephone conversation to all Ss. In pairs, Ss were asked to observe the dialog and underline statements that show the expressions of telephoning. After they have done with this task, Ss and I discussed the answers together. Then, I pronounced some words I found in the dialog and Ss repeated after me. I divided students into two parts who would act as the characters in the dialog. The left two lines acted as Fredy and the right two lines acted as Asep. They read aloud the dialog based on their role.

Then, Ss practiced the dialog with their pairs on their seats. I moved around the classroom to check that they were practicing. I also offered some help if they might have problem with pronunciation.

After practicing the dialog on their seats, I asked a pair of them to voluntarily perform the dialog in front of the class. As the reward, they would get a star.

Next, I distributed pieces of paper containing the expressions of telephoning to Ss. I explained the expressions of telephoning to Ss. Then, I pronounced the expressions and Ss repeated after me. Together, Ss and I found out the meaning of each expression.

Ss did Task 7 with their partners which was to find out expressions of starting, extending, and ending a telephone conversation which was taken from English on Sky. After finishing doing the task, Ss were voluntarily asked to write down

their answers on the whiteboard. Those who could answer correctly would get a star on the achievement board. Everyone was very excited to write down his/ her answer on the whiteboard. Everyone wanted to get as many stars as possible.

The last activity was playing a role play. Yet, before playing a role play, Ss did Task 8. They did the task in pairs, "Okay everyone, now look at your handouts. In pairs, do Task 8." Task 8 was a vocabulary practice. It was aimed to prepare Ss before playing the role play. After they finished doing the task, I asked them to write down their answers on the white board. Those who answered correctly got stars.

Then, I led Ss to pronounce the words in Task 8. They listened to and repeated after me. After being guided by me, I let them pronounced the words by themselves, "Okay, now pronounce the words again, but you do it by yourselves."

Ss worked in pairs. Each pair of them were given a pair of situation cards. Each card contained a role that each S had to play. They were asked to make a short telephone conversation based on the situation they got in their cards. Finally, they would perform their dialog with their partners in front of the class. Yet the time duration was limited, they performed the dialog in the next meeting.

The class that day was over. I ended the class by reviewing things Ss and she discussed that day. I informed all Ss materials they would have in the next meeting. I led a prayer and said good bye.

Cycle   : 2

Meeting : 2

Topic   : Responding to a Statement

Day/ Date : Monday/ April 27, 2015

As usual, when I entered the classroom, the Ss were still outside. Most Ss were in the canteen. I asked one S to call his friends. After all Ss were in the classroom, I started the class by greeting them and leading a prayer.

Ss performed the dialog that they made in the previous meeting. Every pair came forward to perform the dialog they made and the rest of them were watching. I took their scores.

The main material was 'Responding to a Statement'. I gave Ss three very short dialogs. Then, they observed the dialogs. They underlined the expressions of responding to a statement. Later, they mentioned aloud the expressions they found. I gave them a list of expressions of responding to a statement. I gave them a brief explanation proceeded by pronouncing the expressions while students listened to and repeated after me. After pronunciation practice, Ss practiced the dialog that I gave.

Students did Task 4 in pairs. I moved around the classroom to check whether they did the task or not. I also offered some help if they needed it.

In the middle of the lesson, I took a break for few minutes. I invited all students to refresh their mind by playing a video. It was a happy song entitled 'If You're Happy and You Know It!'. Everyone looked happy and enjoyed the song.

After doing taking a break, Ss paid attention to my explanation about question tags. Then, they did Task 6 which was about question tags. Some Ss found difficulties doing this task. Since it was grammar, they got confused and very hard to understand the formula. I checked them on their seats and re-explained a little bit.

Ss were challenged to write down their answers on the white board. Those who raised their hands fast would be chosen to write down their answers on the white board. They would get a star if their answers were correct. The class was noisy. Everyone wanted to be chosen, "*Aku, Miss*. Me, Miss. I first."

At the end, Ss were asked to make a dialog using expressions they had learned in pairs. Then, they performed it in front of the class. I took their scores.

After all Ss performed their dialogs, I ended the class by reviewing what had been and leading them to pray and proceeded by saying good bye.

Cycle   : 2

Meeting   : 3

Topic   : Responding to a Statement

Day/ Date   : Tuesday/ April 28, 2015

As usual, I opened the class with a greeting and led a prayer. I asked their condition and called the roll. ET came in to the classroom.

In this last meeting, Ss were going to play a 'Lie Detector' game. Yet, before playing the game, I reminded Ss the materials we discussed last meeting, "Do you still remember what we discussed yesterday?" Ss answered, "Question Tag, Miss." "Yes. Good, Caroline. What else?", I said. "Responding statement, Miss." "Yes, you have good memory, Hasna.", I responded. I also gave Ss vocabulary and pronunciation practices.

Then, I told them that day we would play a game. I grouped them into eight groups and then I explained the rules of the game. Everyone listened to my explanation.

Ss started to play the game. They played a 'Lie Detector' game. When they were playing the game, I moved around the classroom and checked them. I also offered some help if they found difficulties. I was glad to see that some of them could correct their friends' mispronunciation. They were more aware of mispronunciation, "Friday, *bukan* Freday, Ded." When a S pronounced Friday as Freday. Everyone in the group laughed.

In the end of the class, I announced a S who got the biggest number of stars, "As I promised, I will announce the winner of our competition. As you can see on the achievement board, the one who gets the biggest number of stars is…………… Hasna. Give applause. Hasna, you can come forward. Great job, Hasna. Keep learning and being active in the class. This is for you." I gave her a reward that I promised. Hasna said, "Thank you, Miss."

Before closing the class, I informed all Ss to prepare themselves for tomorrow's post-test.

I ended the class by leading a prayer and saying goodbye.

APPENDIX B
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT

R   = Researcher
S   = Student
ET   = English Teacher

Interview 1

Day/ Date   : Saturday/ March 28, 2015
Interviewee   : Student
R   : Kamu sebenarnya suka nggak sama pelajaran bahasa inggris?
S   : Suka.
R   : Kenapa?
S   : Ya seru aja pelajarannya.
R   : Selain seru apa aja? Apa karena kamu emang suka pelajaran bahasa asing?
S   : Jadi tambah tau kan, terus jadi semangat buat belajar bahasa inggris gitu.
R   : Kalo di kelas gimana pelajaran bhs inggrisnya? Coba ceritain?
S   : Kadang gurunya suka cerita, jelasin.
R   : Lebih banyak dijelasinnya?
S   : Kadang cerita juga, cerita tentang keluarganya.
R   : Bosen gak kalo pelajaran bahasa inggris?
S   : Enggak sih.
R   : Kira2 pelajaran bhs inggris seperti apa biar ga bosen? Kadang kan bosen lah pasti. Maunya kamu ngapain kalo di kelas?
S   : Pengennya siswanya disuruh maju sendiri2. Disuruh latihan berbicara gitu.
R   : Kamu lebih suka aktif dan dilibatkan ya?
S   : Ya.
R   : Jadi kamu lebih suka bhs inggris yg lebih menekankan ke speaking?
S   : He eh.
R   : Ada kesulitan gak kalo speaking?
S   : Kadang kalo belum pernah denger kalimatnya atau belum pernah liat, agak susah.

Interview 2

Date   : Saturday/ March 28, 2015
Interviewee   : Student
R   : Apakah kamu suka pelajaran bhs inggris?
S   : Ya suka.
R   : Kenapa?
S   : Yo enak.
R   : Enaknya kenapa?
S   : Nggak bosenin.
R   : Kalo di kelas guru gimana?
S   : Nerangin.
R   : Selain nerangin?

S   : Ya udah nerangin aja.
R   : Suka pelajaran bhs inggris kalo lagi speaking gak?
S   : Lumayan. Tapi pronunciationnya gak jelas gitu. Kalo misalnya gurunya ngomong itu ngerti, tapi kalo aku yang ngomong itu susah ngungkapin.
R   : Suka ada game gak di kelas?
S   : Gak ada.
R   : Kalo seandainya di kelas ada game, mau gak?
S   : Mau.

Interview 3
Date   : Saturday/ March 28, 2015
Interviewee   : Student
R   : Kamu suka pelajaran bhs inggris gak?
S   : Enggak.
R   : Kenapa?
S   : Sulit e. Susah.
R   : Bagian mana yang sulit? Kenapa kok sulit?
S   : Ngartiinnya.
R   : Kalo di kelas gimana pelajaran bhs inggris?
S   : Bosen mbak, ngantuk.
R   : Kok bisa? Kenapa?
S   : Suasananya bosenin.
R   : Pengennya yg kaya gimana?
S   : Yg bikin ketawa. Yg asik.
R   : Biasanya kalo di kelas dijelasin aja atau ada kegiatan apa lagi?
S   : Dijelasin aja.
R   : Pernah ada game gak?
S   : Gak pernah.
R   : Kalo seandainya kamu disuruh ngomong bhs inggris di depan gmn? Mau gak?
S   : Gak mau mbak. Malu.
R   : Nah kalo dibikin kelompok2, jd kamu ngomong di depan temen2mu di kelompok. Gimana? Masih malu gak?
S   : Enggka kalo gitu.
R   : Lebih suka begitu ya daripada sendiri?
S   : Ya.
R   : Jadi lebih suka speaking dalam kelompok gitu ya? Dibikin game mau?
S   : Ya mbak mau.
R   : Susahnya apa aja sih kalo disuruh ngomong bhs inggris?
S   : Ngartiinnya mbak.

Interview 4

Day/ Date   : Saturday/ March 28, 2015
Interviewee   : English teacher
R   : Selamat siang, Bapak. Maaf mengganggu. Saya ingin meminta waktu Bapak sebentar untuk wawancara terkait pembelajaran bahasa Inggris kelas VIII.
ET   : Oh iya, mbak. Silakan. Ini ya , Mbak Intan mau penelitian?
R   : Iya, Pak.
ET   : Tentang apa, Mbak?
R   : Meningkatkan kemampuan berbicara siswa menggunkan *communicative games*, Pak.
ET   : Oh. PTK ya, Mbak masuknya?
R   : Iya, Pak.
ET   : Hmm, begitu. Yaudah yuk dimulai mau tanya apa, Mbak Intan?
R   : Iya, Pak. Mulai pertanyaan pertama ya, Pak. Bagaimana pendapat Bapak mengenai kemampuan bahasa Inggris anak-anak?
ET   : Masih kurang sekali kalau menurut saya, Mbak. Masih belum menguasai bahasa Inggris.
R   : Paling susah anak-anak pas disuruh ngapain, Pak? Menulis? Membaca? Mendengarkan? Atau berbicara?
ET   : Berbicara. Itu mereka paling susah. Soalnya kan harus ngomong pakai bahasa Inggris kan enggak gampang ya, Mbak. Dari segi tata bahasanya, vocabnya, bahkan pelafalan. Wah susah itu.
R   : Oh begitu. Lalu, apa yang Bapak lakukan agar anak-anak lebih mudah saat berbicara bahasa Inggris?
ET   : Paling biasanya saya suruh anak-anak praktek berdialog. Saya kasih dulu dialog, atau dialog dari LKS atau buku paket. Terus nanti berpasangan praktek maju ke depan. Gitu aja sih, Mbak.
R   : Oh, mereka tidak disuruh bikin dialog sendiri, Pak?
ET   : Jarang, Mbak. Saya seringnya nyuruh mereka menghafalkan dialog yang ada aja. Nanti kalau mereka bikin dialog sendiri kesusahan.
R   : Oh begitu. Buku yang dipakai di kelas apa saja, Pak?
ET   : Ada LKS sama buku paket Erlangga.

Interview 5

After Cycle 1
Day/ Date   : Monday/ April 20, 2015
Interviewee   : Students
R   : Gimana menurut kamu selama tiga kali Miss ajar di kelas?
S1   : Seneng, Miss.
R   : Senengnya gimana?
S1   : Santai. Nggak tegang. Terus juga, nggak belajar terus. Ada permainan juga. Asik, Miss.
S2   : Iya, Miss. Permainannya seru. Biasanya kalau pelajaran ya pelajaran aja. Dijelasin.
R   : Asik kan pake ada permainannya?

S1 : Iya, Miss. Kami jadi lebih berani disuruh ngomong. Nggak tegang.

R : Kenapa nggak tegangnya? Apa karena kalian dibikin kelompok-kelompok kecil?

S1 : Iya, Miss. Jadi nggak malu kalau ngomongnya Cuma ke beberapa orang aja. Jadi lebih PD dan nggak deg-degan.

R : Permainan mana yang paling seru kemarin?

S2 : Yang tadi itu lho, yang seolah-olah kita lagi di perahu terus ada dua orang yang harus dikeluarin dari perahu.

R : Oh, a lifeboat debate?

S2 : Iya itu kayanya, Miss.

R : Serunya gimana?

S2 : Asik. Kita disuruh acting. Ada yang jadi ibu-ibu, Obama. Terus harus meyakinkan yang lain biar diselamatin.

R : Kalau menurut kamu?

S1 : Iya asik kita disuruh acting. Terus cara temen-temen meyakinkan yang lain itu aneh-aneh tapi lucu, kreatif, Miss.

R : Oiya, Miss Intan kan suka nunjukin gambar, terus kadang video. Nah, kalian suka nggak?

S2 : Iya, Miss. Suka.

R : Kenapa?

S2 : Ya, bagus aja sih, Miss. Nggak bosen. Ada variasi gitu kalau belajar.

R : Kalau menurut kamu, Ihsan?

S1 : Ya sama. Seneng kalau dikasih liat video atau gambar. Apalagi kalau video, kan kami jadi lebih tau gimana orang Inggris ngomong pake bahasa Inggris.

R : Baiklah. Hmmm… nah itu kan Miss Intan selalu kasih kalian handout tiap topik, itu membantu kalian belajar enggak?

S3 : Iya. Jadinya enggak usah repot-repot buka buku. Kadang suka males aja Miss kalau belajar dari buku kan tebel tuh. Nak, kalau pake handout kan lebih ringan dan ringkas, jadi belajarnya lebih mudah dan nggak males.

R : Eh tapi buku juga harus dibuka lho. Harus belajar juga dari buku. Handout itu cuma bantu aja dan biar kalian ada variasi belajara aja.

S3 : Heheheh, iya Miss.

R : Tiap pertemuan kan Miss Intan selalu ajak kalian untuk mencari vocab yang susah, terus mencari artinya, mencatat vocab baru di catatan kecil, menurut kalian bagaimana? Apakah membantu kalian menambah vocab?

S2 : Lumayan lah, Miss. Nambah dikit-dikit vocabku. Dulunya enggak tahu sekarang jadi tau beberapa vocab baru.

R : Kalau kamu?

S1 : Iya Miss sama. Tadinya aku nggak kepikiran nulis vocab baru di catatan, nah semenjak disuruh Miss Intan nulis vocab-vocab baru jadi nambah vocabku. Kadang kalau lupa, ya bisa buka-buka catatan.

S3 : Ya seperti itu. Hehehehe.

R : Alhamdulillah, yaaaah. Bisa membantu kalian. Hehehehe. Biasanya kan Miss Intan juga nyuruh kalian menirukan Miss Intan buat melafalkan kata atau ekspresi, nah kalau kegiatan semacam itu apakah bikin pelafalan atau

kalau dalam bahasa Inggris nyebutnya pronunciation kalian jadi lebih baik, jadi lebih tahu cara melafalkan bahasa Inggris yang benar?

S1 : Iya, Miss. Kami jadi lebih terlatih. Jarang-jarang disuruh menirukan gitu. Kadang dikasih ekspresi ya udah gitu aja terus diterangin.

R : Kalau menurut kamu?

S2 : Iya Miss kami jadi tahu gimana cara baca kata-kata bahasa Inggris. Kan susah biasanya, soalnya tulisan sama cara baca beda.

R : Kamu?

S3 : Idem, Miss. Hehehe.

R : Okelah. Oh iya, kalian sekarang gaya ya pada pake bahasa Inggris terus kalau mau ke kamar mandi.

S3 : Lho kan Miss yang nyuruh to. Katanya kelas bahasa Inggris harus biasa pake bahasa Inggris.

R : Ya sih. Hehehe. Nah bagus itu. Kalian jadi lebih terbiasa menggunakan bahasa Inggris kan?

S2 : Iya, Miss. Miss Intan kan kalau memberi instruksi pake bahasa Inggris, jadinya ya terbiasa. Paham juga.

R : Oh, gitu. He em he em. Selain itu, kalian ada saran nggak untuk Miss Intan? Misal, kalau ngajar kurang jelas, atau apa gitu? Atau mungkin materinya kurang apa?

S2 : Enggak sih Miss. Ini aja kali anak-anak rame sendiri jadi suka nggak denger kalau Miss Intan jelasin.

S1 : Iya, Miss sabar aja ya kalau di kelas temen-temen suka rame.

R : Hehehehe, aku udah sabar dari pas PPL kok tenang aja. Jadi, gini kali ya. Miss Intan kurang bisa menghandle kelas. Jadi masih banyak yang rame dan nggak merhatiin. Ada saran lagi?

S2 : Miss Intan ngajar di sini aja terus, hehehehe.

R : Hehehe, wah bagaimana ya? Hehehe. Oke, udah gitu aja. Makasih yaa.

S1 dan S2 : Iya, Miss. Sama-sama.

Interview 6

Day/ Date : Monday/ April 20, 2015
Interviewee : English teacher

R : Bagaimana menurut Bapak mengenai *games* yang saya terapkan di *cycle* 1?

ET : Sudah bagus kok, Mbak. Anak-anak tadi aktif.

R : Iya, Alhamdulillah. Lalu bagaimana menurut Bapak interaksi saya dengan anak-anak?

ET : Sebenarnya sudah bagus, Mbak. Tapi ada beberapa anak yang tidak bisa Mbak Intan handle. Perhatian Mbak Intan masih kurang merata.

R : Oh, iya Pak. Susah kalau itu. Masih mencari-cari solusi yang tepat. Kalau vocabulary dan pronunciation drills yang kami lakukan apakah membawa dampak yang positif bagi anak-anak, Pak?

ET : Oh, ya jelas itu, Mbak. Saya lihat anak-anak semakin bertambah vocabnya. Pelafalan bahasa Inggris mereka juga sudah lumayan. Ya

meskipun masih sering ada kesalahan, tapi menurut saya itu sudah kemajuan yang bagus.

R   : Iya, Bapak. Lalu, apakah saran Bapak untuk implementasi action selanjutnya di Cycle 2?

ET   : Ya itu sih, Mbak. Manajemen kelasnya lebih ditingkatkan lagi. Anak-anak yang kurang aktif diajak untuk berpartisipasi.

R   : Baiklah, Bapak. Terima kasih.

Interview 7
After cycle 2
Day/ Date   : Tuesday/ April 28, 2015
Interviewee   : Students

R   : Hai, Miss Intan mau nanya-nanya nih. Gimana nih menurut kalian selama Miss Intan ajar di kelas?

S1   : Menyenangkan, Miss. Santai dan nggak tegang.

R   : Masih sering nyatetin vocab baru kan? Hayo nggak perlu Miss Intan periksa udah pada nyatet kan?

S2   : Masih dong, Miss. Nggak lupa.

S1   : Iya, Miss masih.

R   : Nyatet vocab-vocab baru ada manfaatnya kan buat kalian?

S3   : Ya jelas dong, Miss. Vocabku jadi nambah. Sekarang yang udah aku catet ada hampir lima puluhan apa ya, Miss. Lumayan lah.

R   : Wah lumayan ya. Pengaruhnya ke kalian apa pas ngomong bahasa Inggris? Siti?

S1   : Jadi lebih lancar ngomong bahasa Inggrisnya , Miss. Karena kan kita udah nggak bingung mau ngomong apa.

R   : Hasna?

S2   : Iya sih sama. Jadi lebih lancar, nggak bingung lagi apa bahasa Inggrisnya.

R   : Kalo kamu, Jihan?

S3   : Iya sih sama aja, Miss. Vocab banyak jadi kalau ngomong bahasa Inggris yang tadinya nggak tahu bahasa Inggrisnya apa sekarang jadi tahu dan pasti kalau ngomong jadi lebih lancar.

R   : Jadi ngomong bahasa Inggrisnya lebih lancar gitu ya?

S1   : Ya…

R   : Terus kalau pronunciation kalian bagaimana? Apakah ada peningkatan karena tiap hari Miss Intan ajak kalian ngulangin pronunciation?

S1   : Iya. Lumayan lah, Miss. Sekarang kalau ngomong jadi lebih baik. Lebih bener pronunciation nya.

S2   : Iya sama.

S3   : Idem deh, Miss. Hehehe.

R   : Ya gimana? Jelaskan.

S2   : Hmm… Jadi tau oh ternyata pronunciation nya begitu to.

S3   : Ini juga, Miss. Sekarang jadi lebih bias bedain mana pronunciation yang bener dan nggak. Kadang kan temen suka pronunciation nya salah, nah kita jadi lebih peka dan tau gimana benerinnya.

R   : Iya? Kalian jadi lebih peka?
S3   : Kalau aku sih yes, Miss.
R   : Keren keren. Bagus. Good job.
S3   : Good job.
R   : Hmm.. Apa lagi, ya? Oh iya ini kalau Miss Intan jelasin pakai bahasa Inggris kalian paham kan?
S1   : Paham kok, Miss.
S2 danS3   : Ya.. paham, Miss.
S2   : Ya kadang ada yang nggak paham juga. Tapi ya dikit, selebihnya paham-paham aja.
R   : Waktu Miss tunjukin video yang nyanyi-nyanyi kemarin menurut kalian gimana?
S1   : Videonya lucu, Miss. Gambarnya itu lho.
R   : Seneng ya? Refreshing ya?
S2   : Iya, Miss. Harusnya sering-sering nonton film juga.
R   : Wah, nanti waktunya habis dong.
S2   : Hehehehe.
R   : Oh iya. Permainan kali ini gimana menurut kalian?
S3   : Lebih seru, Miss. Soalnya tebak-tebakan gitu. Mana yang beneran mana yang bohongan.
R   : Kalo kamu?
S2   : Iya seru, Miss. Yang telfonan juga menarik sih menurutku.
R   : Kalian lebih suka main gitu atau gimana sih kalau belajar bahasa Inggris terutama kalau speaking activities?
S1   : Aku lebih suka begini sih, Miss. Ada permainannya. Jadi kita nggak kayak lagi belajar. Lebih santai aja gitu.
S2   : Nggak ngebosenin, Miss.
R   : Kalau kamu, Jihan?
S3   : Iya jadi nggak bosen. Lebih tertarik daripada cuma ngerjain LKS dan diterangin kaya biasanya.
R   : Okey. Oh iya selamat Hasna kamu tadi dapet reward dari saya. Hehehe.
S2   : Iya, Miss. Makasih. Hehehe.
R   : Nah menurut kalian gimana itu ada reward begitu apakah kalian merasa tertantang?
S1   : Iya, Miss jadi lebih semangat. Jadi pengen ditunjuk terus.
S3   : Tapi saingannya banyak. Banyak yang pengen ditunjuk, Miss.
R   : Iya dong. Makanya harus rebutan. Harus cepet-cepetan dan jawaban harus bener. Yaudah gitu aja ya. Makasih yah udah mau bantuin Miss Intan. Besok jangan lupa kita ketemu lagi. Ada tes. Yang tadi tugasnya dikerjain di rumah. Besok perform. Ntar Miss Intan ambil nilai. Oke. Makasih ya.
S1, S2, dan S3 : Sama-sama, Miss.

Interview 8

Day/ Date   : Tuesday/ April 28, 2015
Interviewee   : English Teacher

ET   : Ini pertemuan terakhir ya, Mbak?
R   : Iya, Pak. Cycle 2. Terakhir.
ET   : Oh iya iya.
R   : Bagaimana menurut Bapak action yang selama ini saya terapkan di Cycle 2?
ET   : Sudah bagus, Mbak. Anak-anak aktif terlibat di kelas. Mereka selalu senang pas permainan. Ide yang bagus juga Mbak mengatur tempat duduk siswa. Yang nakal dan tidak pernah memperhatikan jadi bisa lebih tertangani.
R   : Iya, Pak. Tapi tadinya mereka tidak mau sayaatur begitu tempat duduknya. Tapi akhirnya mau karena saya paksa. Lalu, bagaimana menurut Bapak mengenai kompetisi banyak-banyakan menggambar bintang di *achievement board*?
ET   : Menurut saya itu juga ide yang bagus. Anak-anak jadi aktif semua. Mereka berlomba-lomba mendapat bintang.

APPENDIX C
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborator

Day/ date   :

Meeting   :

Check each item in the column that most clearly represents your observation.

Teaching and Learning Process		Yes	No
A. Opening			
1.	The teacher greets the students.		
2.	The students respond to the greeting.		
3.	The teacher leads a prayer.		
4.	The teacher checks the students' attendance.		
5.	The teacher tells the students the teaching and learning goal.		
B. Pre-Teaching			
1.	The teacher shows a video/ pictures to the students related to the topic.		
2.	The teacher asks the students some questions related to the video/ pictures.		
3.	The students answer the teacher's questions.		
C. Whilst-Teaching			
1.	The students are given a model text: a dialog.		
2.	The students identify the language functions, texts and vocabulary.		
3.	The teacher gives explanation to the students.		
4.	The teacher gives a chance to students to ask questions or give opinions.		
5.	The teacher checks the students' understanding.		
D. Post-Teaching			
1.	The students do tasks given.		
2.	The students perform speaking activities.		
E. Closing			
1.	The students summarize the materials assisted by the teacher.		
2.	The teacher gives reflection towards the teaching and		

	learning process.		
3.	The teacher tells the students the next meeting's topic.		
4.	The teacher leads a prayer.		
5.	The teacher greets the students.		

Adapted from Format Observasi Pembelajaran di Kelas. NPma.L

Universitas Negeri Yogyakarta.

English Teacher,

Harsoyo, S. Pd.

NIP. 196902261997031001

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Teaching and Learning Process	Meetings											
	1		2		3		4		5		6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A. Opening												
1. The teacher greets the students.	√		√		√		√		√		√	
2. The students respond to the greeting.	√		√		√		√		√		√	
3. The teacher leads a prayer.	√		√		√		√		√		√	
4. The teacher checks the students' attendance.		√		√		√	√		√			√
5. The teacher tells the students the teaching and learning goal.	√			√		√		√	√		√	
B. Pre-Teaching												
1. The teacher shows a video/ pictures to the students related to the topic.	√		√			√	√		√		√	
2. The teacher asks the students some questions related to the video/ pictures.	√		√			√	√		√		√	
3. The students answer the teacher's questions.	√		√			√	√		√		√	

No.	Activity	1	2	3	4	5	6	7	8	9	10	11	12
C. Whilst-Teaching													
1.	The students are given a model text: a dialog.	√		√			√	√		√			√
2.	The students identify the language functions, texts and vocabulary.	√		√			√	√		√			√
3.	The teacher gives explanation to the students.	√		√	√		√			√	√		
4.	The teacher gives a chance to students to ask questions or give opinions.	√		√	√		√			√	√		
5.	The teacher checks the students' understanding.	√		√	√		√			√	√		
D. Post-Teaching													
1.	The students do tasks given.	√		√	√		√			√	√		
2.	The students perform speaking activities.	√		√	√		√			√	√		
E. Closing													
1.	The students summarize the materials assisted by the teacher.	√		√	√		√			√	√		
2.	The teacher gives reflection towards the teaching and	√		√			√		√	√			√

No.														
	learning process.													
3.	The teacher tells the students the next meeting's topic.	√		√		√		√		√				√
4.	The teacher leads a prayer.	√		√		√		√		√		√		
5.	The teacher greets the students.	√		√		√		√		√		√		

Adapted from Format Observasi Pembelajaran di Kelas. NPma.L

Universitas Negeri Yogyakarta.

APPENDIX D
INTERVIEW GUIDELINES

INTERVIEW GUIDELINE

Before the action implementation

Interview with the English teacher

1. Bagaimana pendapat Bapak mengenai kemampuan bahasa Inggris siswa?
2. Dari keempat *skills*, menurut Bapak *skill* mana yang paling sulit bagi siswa?
3. Apakah hambatan terbesar yang dialami para siswa dalam belajar bahasa Inggris? (*skill*)
4. Apa solusi yang Bapak dilakukan?
5. Metode atau cara apa yang dilakukan agar siswa lebih tertarik pada pelajaran bahasa Inggris?
6. Buku apa yang digunakan sebagai bahan ajar di kelas?
7. Selain buku, apakah ada bahan ajar yang lain? Jika ada, apa saja?

Interview with the students

1. Apakah kamu menyukai pelajaran bahasa Inggris? Mengapa?
2. Bagaimana pelajaran bahasa Inggris tadi?
3. Apakah membosankan? Jika iya, pelajaran bahasa Inggris yang seperti apa yang kamu inginkan agar tidak membosankan?
4. Apakah kamu suka pelajaran bahasa Inggris yang menekankan keterampilan berbicara (*speaking*)?
5. Apakah kesulitan yang kamu alami selama s*peaking*?

INTERVIEW GUIDELINE

After the action implementation (Cycle 1)

Interview with the English teacher

1. Bagaimana pendapat Bapak mengenai *communicative games* yang saya gunakan?
2. Bagaimana pendapat Bapak mengenai aktifitas-aktifitas yang saya terapkan?
3. Bagaimana pendapat Bapak mengenai interaksi saya dengan murid-murid?
4. Apakah menurut Bapak murid-murid lebih termotivasi dan percaya diri saat berbicara setelah saya menerapkan *communicative games*?
5. Apa saran Bapak untuk penerapan *action* selanjutnya?

Interview with the students

1. Bagaimana pendapat kalian tentang pengajaran yang saya lakukan selama tiga hari ini?
2. Apakah kalian senang dengan kegiatan yang kita lakukan?
3. Apakah kalian senang dengan *games* yang kita lakukan?
4. Apakah kalian lebih termotivasi dan percaya diri dalam berbahasa Inggirs ketika kalian bermain *games* tersebut?
5. Apakah kalian lebih yakin dan percaya diri dalam berbicara bahasa Inggris?

INTERVIEW GUIDELINE

After the action implementation (Cycle 2)

Interview with the English teacher

6. Bagaimana pendapat Bapak mengenai *communicative games* yang saya gunakan?
7. Bagaimana pendapat Bapak mengenai aktifitas-aktifitas yang saya terapkan?
8. Bagaimana pendapat Bapak mengenai interaksi saya dengan murid-murid?
9. Apakah menurut Bapak murid-murid lebih termotivasi dan percaya diri saat berbicara setelah saya menerapkan *communicative games*?

Interview with the students

6. Bagaimana pendapat kalian tentang pengajaran yang saya lakukan selama tiga hari ini?
7. Apakah kalian senang dengan kegiatan yang kita lakukan?
8. Apakah kalian senang dengan *games* yang kita lakukan?
9. Apakah kalian lebih termotivasi dan percaya diri dalam berbahasa Inggirs ketika kalian bermain *games* tersebut?
10. Apakah kalian lebih yakin dan percaya diri dalam berbicara bahasa Inggris?

APPENDIX E
ATTENDANCE LIST

ATTENDANCE LIST

No.	Name	M/ F	Date (March-April)					
			30th	31st	20th	21st	27th	28th
1.	Alvin Dwi Prasetyo	M	•	•	•	•	•	•
2.	Ade Eka Septa Nugraha	M	•	•	•	•	•	•
3.	Awang Pangestu	M	•	•	•	•	•	•
4.	Caroline Dhanisa Rama Heny	F	•	•	•	•	•	•
5.	Deni Eko Nur Cahyo	M	•	•	•	•	•	•
6.	Dewi Fatma	F	•	•	•	•	•	•
7.	Fitrah Eriko Fahmi	M	•	•	•	•	•	•
8.	Hari Pratiwi	F	•	•	•	•	•	•
9.	Hasna Riza Maulida	F	•	•	•	•	•	•
10.	Indah Permata Sari	F	•	•	•	•	•	•
11.	Intan Puji Lestari	F	•	i	•	•	i	•
12.	Isnaidi Rahmat Hidayat	M	•	•	•	•	•	•
13.	Isnaini Yuniati	F	•	•	•	•	•	•
14.	Jihan Suraida Rahmawati	F	•	•	•	•	•	•
15.	Kurnia Annisa Puspita	F	•	•	•	•	•	•
16.	Laras Sukma Kurnia Sari	F	•	•	•	•	•	•
17.	Mohammad Ichsanudin Adnan	M	•	•	•	•	•	•
18.	Muhammad Dedy Setiawan	M	•	•	•	•	•	•
19.	Muhammad Erik Praditya	M	•	•	•	•	•	•
20.	Nanditya Kurniawan Hidayat	M	•	•	•	•	•	•
21.	Nova Widyasari	F	•	•	•	•	•	•
22.	Oktavian Wahyu Saputra	M	•	•	•	•	•	•
23.	Rahmat Nur Hidayat	M	•	•	•	•	•	i
24.	Rizki Dimas Saputra	M	•	•	•	•	•	•
25.	Sari Tri Astuti	F	•	•	•	•	•	•
26.	Septa Purnomo	M	•	•	•	•	•	•
27.	Siti Nurkhalizah	F	•	•	•	•	•	•
28.	Surya Ranuaji	M	•	•	•	•	•	•
29.	Tri Wahyu Ningsih	F	•	•	•	•	•	•
30.	Umi Fatikah	F	•	•	•	•	•	•
31.	Yusuf Nur Rohman	M	•	•	•	•	•	•
32.	Zuhdi Mu'ammar	M	•	•	•	•	s	•
33.	Laily Putri I.	F	•	•	•	•	•	•

Notes:

s   : sakit

i   : ijin

a   : alpa

APPENDIX F
STUDENTS' SCORES

PRE-TEST SCORES

No.	Name	Score				Total Score	Score
		Vocabulary	**Grammar**	**Fluency**	**Pronunciation**		
1.	Alvin Dwi Prasetyo	2	2	3	2	9	45
2.	Ade Eka Septa Nugraha	2	2	3	2	9	45
3.	Awang Pangestu	2	2	3	2	9	45
4.	Caroline Dhanisa Rama Heny	3	3	4	3	13	65
5.	Deni Eko Nur Cahyo	2	2	3	2	9	45
6.	Dewi Fatma	2	2	3	2	9	45
7.	Fitrah Eriko Fahmi	3	2	3	3		45
8.	Hari Pratiwi	2	2	3	2	9	45
9.	Hasna Riza Maulida	3	2	4	3	12	60
10.	Indah Permata Sari	2	2	3	2	9	45
11.	Intan Puji Lestari	2	2	3	2	9	45
12.	Isnaidi Rahmat Hidayat	2	2	3	2	9	45
13.	Isnaini Yuniati	2	2	3	2	9	45
14.	Jihan Suraida Rahmawati	3	2	3	3	11	55
15.	Kurnia Annisa Puspita	2	2	3	2	9	45
16.	Laras Sukma Kurnia Sari	2	2	3	2	9	45
17.	Mohammad Ichsanudin Adnan	3	2	4	3	12	60
18.	Muhammad Dedy Setiawan	2	2	3	2	9	45
19.	Muhammad Erik Praditya	2	2	3	2	9	45
20.	Nanditya Kurniawan Hidayat	2	2	3	2	9	45
21.	Nova Widyasari	2	2	3	2	9	45
22.	Oktavian Wahyu Saputra	3	2	4	3	12	60
23.	Rahmat Nur Hidayat	3	2	3	2	9	45
24.	Rizki Dimas	2	2	3	2	9	45

	Saputra						
25.	Sari Tri Astuti	2	2	3	2	9	45
26.	Septa Purnomo	3	2	4	3	12	60
27.	Siti Nurkhalizah	3	2	4	3	12	60
28.	Surya Ranuaji	2	2	3	2	9	45
29.	Tri Wahyu Ningsih	2	2	3	2	9	45
30.	Umi Fatikah	2	2	3	2	9	45
31.	Yusuf Nur Rohman	2	2	3	2	9	45
32.	Zuhdi Mu'ammar	2	2	3	2	9	45
33.	Laily Putri I.	2	2	3	2	9	45
Mean		2.27	2.03	3.18	2.24	9.65	48.18

POST-TEST SCORES

No.	Name	Score				Total Score	Score
		Vocabulary	Grammar	Fluency	Pronunciation		
1.	Alvin Dwi Prasetyo	4	3	4	4	15	75
2.	Ade Eka Septa Nugraha	4	3	4	4	15	75
3.	Awang Pangestu	4	3	4	4	15	75
4.	Caroline Dhanisa Rama Heny	4	3	5	5	17	85
5.	Deni Eko Nur Cahyo	4	3	4	4	15	75
6.	Dewi Fatma	4	3	4	4	15	75
7.	Fitrah Eriko Fahmi	4	3	4	4	15	75
8.	Hari Pratiwi	4	3	4	4	15	75
9.	Hasna Riza Maulida	4	3	5	5	17	85
10.	Indah Permata Sari	4	3	4	4	15	75
11.	Intan Puji Lestari	3	3	4	3	13	65
12.	Isnaidi Rahmat Hidayat	4	3	4	4	15	75
13.	Isnaini Yuniati	4	3	4	4	15	75
14.	Jihan Suraida Rahmawati	4	3	5	4	16	80
15.	Kurnia Annisa Puspita	4	3	4	4	15	75
16.	Laras Sukma Kurnia Sari	4	3	4	4	15	75
17.	Mohammad Ichsanudin Adnan	4	3	5	4	16	80
18.	Muhammad Dedy Setiawan	4	3	4	4	15	75
19.	Muhammad Erik Praditya	4	3	4	3	14	70
20.	Nanditya Kurniawan Hidayat	4	3	5	4	16	80
21.	Nova Widyasari	4	3	4	4	15	75
22.	Oktavian Wahyu Saputra	4	3	5	4	16	80
23.	Rahmat Nur Hidayat	3	3	4	3	13	65
24.	Rizki Dimas	4	3	4	4	15	75

	Saputra						
25.	Sari Tri Astuti	4	3	4	4	15	75
26.	Septa Purnomo	4	3	5	4	16	80
27.	Siti Nurkhalizah	4	3	5	4	16	80
28.	Surya Ranuaji	4	3	4	3	14	70
29.	Tri Wahyu Ningsih	4	3	4	4	15	75
30.	Umi Fatikah	4	3	4	4	15	75
31.	Yusuf Nur Rohman	4	3	4	4	15	75
32.	Zuhdi Mu'ammar	4	3	4	4	15	75
33.	Laily Putri I.	4	3	4	4	15	75
Mean		3.94	3	4.24	3.94	15.12	75.6

APPENDIX G
PRE- AND POST- TEST

Pre-Test

In pairs, make a short dialog using the expressions of asking for a favor. Then, perform it in front of the class.

Post-Test

In pairs, make a short telephone conversation. Pick one of the situations below. Then, perform it in front of the class.

Student A	Student B
You were absent yesterday. You call your friend to borrow his/ her notebook but he/ she is not at home. Leave a message.	Your child's friend is calling, but unfortunately your child is not at home. Your child's friend leaves a message. Say that you will tell his message to your child.
You are having a birthday party. You call your friend to invite him/ her.	You will come to his/ her party.
You are going to go to a beach on Sunday. You invite your friend to go with you.	You are not free on Sunday. You already have another appointment.

APPENDIX H
SPEAKING RUBRIC

SPEAKING RUBRIC

Score	Aspects			
	Grammar	**Fluency**	**Pronunciation**	**Vocabulary**
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometimes has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand	Ineffective words choice
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate

Adapted from Brown (2001: 406-407)

Maximum score = 20

Student's score = $\frac{\text{sekor perolehan}}{\text{sekor maksimal}}$ x 100

APPENDIX I
COURSE GRID AND LESSON PLANS

THE COURSE GRID OF IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE GAMES FOR

THE GRADE VIII STUDENTS OF MTS N NGEMPLAK

Standard of Competency : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Basic Competency : 9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

Indicators	Learning Materials				Learning Activities	Games	Evaluation
	Function	**Pronunciation**	**Grammar**	**Vocabulary**			
Cycle 1 Meeting 1 1. Students are able to identify the expressions	**Asking for a favor** Widya : Can you do me a favor?	favor /ˈfeɪ.və ʳ / borrow /ˈbɒr.əʊ/ pleasure /ˈpleʒ.ə ʳ / thanks	▪ **Could you please + verb** Could you	favor, borrow, pleasure, thanks	**Presentation** ▪ The students are shown videos about asking for a favor. ▪ The students		1. Filling in the blanks with the correct expressions 2. Listening and repeating

of asking for a favor, asking and offering things. 2. Students are able to pronounce the expressions of asking for a favor, asking and offering things. 3. Students are able to make a dialog based on the topic. 4. Students are able to perform the dialog.	Erlin : Yes, I can . What can I do for you? Widya : May I borrow your book? Erlin : Yes, here you are Widya : Thanks. Erlin : My pleasure.	/θæŋks/	please take me to work? ▪ **Could I ask / bother / trouble you + infinitive** Could I ask you to help my brother? ▪ **Would you mind + verb + ing** Would you mind closing the window		answer several questions that the teacher asks related to the videos orally. ▪ The students are given a dialog about asking for a favor. ▪ The students identify the expressions used in the dialogs. ▪ The students are given some words taken from the dialog. ▪ The teacher pronounces the words. ▪ The students listen and repeat. ▪ The students are given a list of expressions of asking for a		words 3. Performing role play

| | | | | ? | | favor.
▪ The students pronounce the expressions of asking for a favor led by the teacher.
▪ The students study the structures used to ask for a favor.

Practice
▪ In pairs, the students complete the incomplete statements of asking for a favor.

Production
▪ In pairs, the students make a dialog using the expressions of asking for a |

▪ Role play | |

					favor. ▪ The students perform their dialogs in front of the class.		
Cycle 1 **Meeting 2-3** 1. Students are able to identify the expressions of asking and giving opinion. 2. Students are able to pronounce the expressions of asking and giving opinion. 3. Students are able to play games using the expressions of asking and	**Asking and giving opinion** Mr. Zoe : What do you think of my new house? Shane : It is beautiful. I think. Oh you have many novels in your new house. Mr. Zoe : Yeah, some. I like Andrea Hirata's novels. Shane : How do you feel about Andrea Hirata's novels ? Mr. Zoe : I feel	opinion /əˈpɪn.jən/ think /θɪŋk/ beautiful /ˈbjuː.tɪ.f ə l/ feel /fiːl/ great /greɪt/ weather forecast /ˈweð.ə r //ˈfɔː.kɑːst/		think, beautiful, feel, great, weather forecast	**Presentation** ▪ The students are shown videos about asking and giving opinion. ▪ The students answer several questions that the teacher asks related to the videos orally. ▪ The students are given a dialog about asking and giving opinion. ▪ The students identify the expressions used in the dialog. ▪ The students		1. Answering multiple choice questions 2. Listening and repeating words 3. Ordering a jumbled dialog 4. Playing communicativ e games

giving opinion.	they are great novels. Shane : Yes, you are right. I think it is going to rain. Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there. Shane : But I watched the weather forecast yesterday. It said that today is going to rain. OK Mr. Zoe see you.				listen to and repeat after the teacher pronouncing words taken from the dialog. ▪ The students are given a list of expressions of asking and giving opinion. ▪ The students pronounce the expressions of asking and giving opinion led by the teacher. **Practice** ▪ In pairs, the students do multiple choice questions. ▪ With their partner, the students rearrange a		

					jumbled conversation into the correct order.		
					Production ▪ The teacher provides two issues. ▪ The students choose one of the situations. ▪ The students play the game. ▪ The students are divided into groups consisting of seven students. ▪ The students play the game.	▪ Survey game ▪ Role play: Lifeboat Debate	
Cycle 2 Meeting 4 1. Students are able to identify the expressions of making a	**Making a phone call** Asep : Hello? Who is calling, please? Fredy : It's Fredy. Can I	call /kɔ:l/ present /prɪˈzent/ talk /tɔ:k/ surprise /səˈpraɪz/ need /ni:d/		call, present, talk, surprise, need, anyway	**Presentation** ▪ The students are shown pictures of people talking in telephone. ▪ The students		1. Filling in the table with the expressions found in a dialog 2. Listening and repeating

telephone call. 2. Students are able to pronounce the expressions of making a telephone call. 3. Students are able to make a dialog based on the topic using the expressions of making a telephone call. 4. Students are able to perform the dialog.	talk to Asep? Asep : Yes, this is Asep. What's up? Fredy : I missed the band festival last night. I need you to tell me about it. How was it going? Asep : It was a rock festival. There were 20 participants. All of them presented their best performances. Why didn't you come last night? Fredy : I was still in Surabaya. I had to attend my cousin's wedding party. Asep : I see.	anyway /ˈen.i.weɪ/			answer several questions that the teacher asks related to the pictures. ▪ The students are shown videos of people in telephone. ▪ The students answer several questions that the teacher asks related to the videos orally. ▪ The students are given a dialog of making a telephone call. ▪ The students identify the expressions used in the dialog. ▪ The students listen to and repeat after the teacher		words 3. Matching words with the definitions 4. Performing role play

	Fredy : By the way, how was the performance of our school band? Asep : It was good enough. However, the winner was the band from SMP 5. Fredy : Well, it surprises me. Anyway, thanks a lot for the information. It's nice talking with you. Bye. Asep : Bye.				pronouncing words taken from the dialog. ▪ The students find out the meaning of words taken from the dialog. ▪ The students are given a list of expressions of making a telephone call. ▪ The students pronounce the expressions of making a telephone call led by the teacher. **Practice** ▪ In pairs, the students complete the incomplete conversation in telephone.		

					Production		
					▪ In pairs, the students are given a clue card containing a situation. ▪ With their pairs, the students make a dialog based on the situation in the clue card using the expressions of making a telephone call. ▪ The students perform their dialog in front of the class.	▪ Role play: A Telephone Conversation	
Cycle 2 Meeting 5-6 1. Students are able to identify the expressions of responding to a	**Responding to a statement** Fajar: You went to school yesterday, didn't you? Diana: No, I was sick yesterday		**Question tags** After a positive statement, we use a negative tag. Examples :		**Presentation** ▪ The students are given dialogs about responding to a statement. ▪ The students identify the expressions		1. Listening and repeating words 2. Filling the blanks with the correct question tags 3. Playing a communicati

statement. 2. Students are able to pronounce the expressions of responding to a statement. 3. Students are able to make sentences with question tags. 4. Students are able to play the games using the expressions of responding to a statement.			▪ You go to school, don't you? ▪ There's a clock in the class, isn't there? After a negative statement, we use a positive tag. Examples : ▪ Manokwari isn't in Sulawesi, is it? ▪ You shouldn't eat chilies, should you? A question		used in the dialogs. ▪ The students are given a list of expressions of responding to a statement. ▪ The students pronounce the expressions of responding to a statement led by the teacher. ▪ The teacher explains question tags to the students. ▪ The students study the explanation about question tags. **Practice** ▪ In pairs, the students do a task about question tags.		ve game

			tag consists of two words. We put them at the end of a statement to make a question. After a positive statement, we use a negative tag. Examples : ▪ You go to school, don't you? ▪ There's a clock in the class, isn't there? After a negative statement, we use a		**Production** ▪ In pairs, the students make a short dialog using the expressions they have learned. ▪ The students perform the dialog in front of the class with their pairs. ▪ The teacher reads the rules of the 'Lie Detector' game. ▪ The students play the game.	▪ 'Lie Detector' Game	

			positive tag. Examples : ▪ Manokwari isn't in Sulawesi, is it? ▪ You shouldn't eat chilies, should you?				

LESSON PLAN

School   : MTs Negeri Ngemplak

Subject   : English

Grade/ Semester   : VIII/ 2

Academic Year   : 2014/2015

Main Materials   : Asking for a favor

Topic   : Can you do me a favor?

Skill   : Speaking

Time Allocation   : 2 x 40 minutes (1 meeting)

A. Standard of Competency

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competency

9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan   interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

C. Indicators

1. Students are able to identify the expressions of asking for a favor.
2. Students are able to pronounce the expressions of asking for a favor.
3. Students are able to make a dialog based on the topic using the expressions of asking for a favor.
4. Students are able to perform the dialog.

D. Objectives

Students are able to ask for a favor.

E. Teaching Method

Presentation, Practice, and Production (PPP)

F. Teaching and Learning Materials

1. Model text
2. A list of expressions of asking for a favor
3. Grammar point
4. Vocabulary related to the topic

   favor, borrow, pleasure, thanks
5. Tasks

G. Teaching and Learning Media

1. Laptop
2. LCD
3. Whiteboard
4. Videos

H. Teaching and Learning Resources

1. English on Sky 2, Erlangga
2. Internet

I. Teaching and Learning Steps / Stages

1. Opening
   - The teacher greets the students.
   - The teacher leads a prayer.
   - The teacher calls the roll.
   - The teacher prepares the teaching and learning media and materials.

2. Warming up
   - The teacher explains the competencies that the students are going to achieve.
   - The teacher motivates the students to achieve the competencies.

3. Presentation

- The students are shown videos about asking for a favor.
- The students answer several questions that the teacher asks related to the videos orally.
- The students are given a dialog about asking for a favor.
- The students identify the expressions used in the dialogs.
- The students are given some words taken from the dialog.
- The teacher pronounces the words.
- The students listen and repeat.
- The students are given a list of expressions of asking for a favor.
- The students pronounce the expressions of asking for a favor led by the teacher.
- The students study the structures used to ask for a favor.

4. Practice
   - In pairs, the students complete the incomplete statements of asking for a favor.

5. Production
   - In pairs, the students make a dialog using the expressions of asking for a favor.
   - The students perform their dialogs in front of the class.

6. Closing
   - The teacher and the students together summarize what have been discussed and learned.
   - The teacher tells the students what is going to be learned in the next meeting.
   - The teacher closes the class by leading a prayer and saying goodbye.

J. Assessment
   1. Technique   : Performing a dialog
   2. Instrument   : Speaking rubric
   3. Guideline assessment :
      Maximum score = 20

$$\text{Student's score} = \frac{\text{sekor perolehan}}{\text{sekor maksimal}} \text{ x } 100$$

Yogyakarta, March 30, 2015

English Teacher,   Researcher,

Harsoyo, S.Pd.   Intan Alfi

NIP. 196902261997031001   NIM. 11202241002

Can you do me a favor?

Task 1

Watch a video that your teacher is showing.

1. What is the video about?
2. What are the people in the video doing?
3. What is the first speaker saying?
4. What is the response of the second speaker?

Task 2

Read the dialog below and underline the expressions of asking for a favor.

Widya   : Can you do me a favor?
Erlin   : Yes, I can . What can I do for you?
Widya   : May I borrow your book?
Erlin   : Yes, here you are
Widya   : Thanks.
Erlin   : My pleasure.

Task 3

Your teacher will pronounce the words taken from the dialog. Listen and repeat. Then, find out the meaning. You may consult your dictionary.

favor /ˈfeɪ.və r /   pleasure /ˈpleʒ.ə r /

borrow /ˈbɒr.əʊ/   thanks /θæŋks/

Task 4

Study the expressions of asking for a favor.

To ask for a favor	To give a favor	To refuse a favor	To show our gratitude
▪ Can I…., please?	▪ Okay.	▪ I'm sorry.	▪ Thanks.
▪ May I…., please?	▪ Sure.	▪ I'm using it.	▪ Thanks a lot.
▪ Can you…., please?	▪ Certainly.	▪ Not now. I'm	▪ Thank you.
▪ Can you . . .	▪ Of course.	using it. Sorry.	▪ Thank you
▪ Would you (please) . . .	▪ I would be glad/happy to…	▪ Not now. I'm using them. Sorry.	very much.
▪ Could you (please) . .	▪ No problem.	▪ Sorry, I'm	▪ Thanks anyway.
▪ Could I . . . (usually used for asking permission)	▪ I'd be happy to help you.	using it right now.	
▪ Can you do me a favor?	▪ It would be my pleasure.	▪ Sorry, I'm using them right now.	
▪ Would you mind if I ….?	▪ I'd be glad to help out.		
▪ Would you mind…?			
▪ Do you mind if I ….?			
▪ Do you mind…?			
▪ Do me a favor.			
▪ I need a favor.			
▪ If you don't mind, can you do me a favor?			
▪ Would you mind lending me your			

pencil? ■ Can you give me a hand with this? ■ Could you help me for a second? ■ Can I ask a favor? ■ I wonder if you could help me with this? ■ I could do with some help, please.			

Task 5

Your teacher will read aloud the expressions above. Repeat after your teacher.

Task 6

Study the following structures used to ask for a favor.

■ **Could / Would you do me a favor?**

    Would you do me a favor? I need some help.
    Could you do me a favor? I'm late for work ...

■ **Could you please** + **verb**

    Could you please take me to work?
    Could you please lend me a hand?

■ **Could you possibly** + **verb**

    Could you possibly take some time off to help?

Could you possibly work overtime today?

- **Could I ask / bother / trouble you + infinitive**

  Could I ask you to help my brother?

  Could I bother you to give a ride to work?

  Could I trouble you to open the door for me?

- **Would you mind + verb + ing**

  Would you mind closing the window?

  Would you mind cooking dinner tonight?

- **Would it be too much trouble for you + infinitive**

  Would it be too much trouble for you to let me come in late tomorrow?

  Would it be too much trouble for you to take a look at this letter?

Granting a Favor

If you would like to say "yes" to someone who asks you for a favor, you can grant the favor using these phrases:

Sure

No problem.

I'd be happy to help you.

It would be my pleasure.

I'd be glad to help out.

It's common to ask for more specifics when granting a favor. For instance, if your friend asks you to help him out with a project, you might ask some follow up questions to get an idea of what is needed.

Refusing a Favor

If you are unable to help out and need to say "no", you can refuse a favor with these responses:

I'm afraid I can't.

Sorry, but I'm unable + infinitive

Unfortunately, I'm not able + infinitive.

Regrettably, I can't + verb

Saying 'no', is never fun, but sometimes it's necessary. It's common to offer a different solution to try to help out even if you can't do the favor.

Task 7

In pairs, practice the dialog in task 2.

Task 8

In pairs, fill in the blanks with the correct expressions.

1. _____ turning that on for me?
2. _____ if I have one of your chips?
3. _____ use your cell phone?
4. _____ borrow your lighter?
5. _____ get those pens for me.

Task 9

In pairs, make a short dialog of asking for a favor. Perform your dialog in front of the class.

LESSON PLAN

School   : MTs Negeri Ngemplak

Subject   : English

Grade/ Semester   : VIII/ 2

Academic Year   : 2014/2015

Main Materials   : Asking and giving opinion

Topic   : What do you think about…?

Skill   : Speaking

Time Allocation   : 4 x 40 minutes (2 meetings)

A. Standard of Competency

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competency

9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

C. Indicators

1. Students are able to identify the expressions of asking and giving opinion.

2. Students are able to pronounce the expressions of asking and giving opinion.

3. Students are able to play games using the expressions of asking and giving opinion.

D. Objectives

Students are able to ask and give opinion.

E. Teaching Method

Presentation, Practice, and Production (PPP)

F. Teaching and Learning Materials

1. Model text

2. A list of expressions of asking and giving opinion

3. Vocabulary related to the topic

   think, feel, great, beautiful, weather forecast, opinion

4. Tasks

G. Teaching and Learning Media

1. Laptop

2. LCD

3. Whiteboard

4. Videos

H. Teaching and Learning Resources

1. English on Sky 2, Erlangga

2. Internet

I. Teaching and Learning Steps / Stages

1. Opening

   - The teacher greets the students.
   - The teacher leads a prayer.
   - The teacher calls the roll.
   - The teacher prepares the teaching and learning media and materials.

2. Warming up

   - The teacher explains the competencies that the students are going to achieve.
   - The teacher motivates the students to achieve the competencies.

3. Presentation

   - The students are shown videos about asking and giving opinion.

- The students answer several questions that the teacher asks related to the videos orally.
- The students are given a dialog about asking and giving opinion.
- The students identify the expressions used in the dialog.
- The students listen to and repeat after the teacher pronouncing words taken from the dialog.
- The students are given a list of expressions of asking and giving opinion.
- The students pronounce the expressions of asking and giving opinion led by the teacher.

4. Practice
   - In pairs, the students do multiple choice questions.
   - With their partner, the students rearrange a jumbled conversation into the correct order.

5. Production
   - The teacher provides two issues.
   - The students choose one of the situations.
   - The students play the game.
   - The students are divided into groups consisting of seven students.
   - The students play the game.

6. Closing
   - The teacher and the students together summarize what have been discussed and learned.
   - The teacher tells the students what is going to be learned in the next meeting.
   - The teacher closes the class by leading a prayer and saying goodbye.

J. Assessment
   1. Technique   : Performing a dialog
   2. Instrument   : Speaking rubric
   3. Guideline assessment :

   Maximum score = 20

Student's score $= \frac{\text{sekor perolehan}}{\text{sekor maksimal}} \times 100$

Yogyakarta, March 31, 2015

English Teacher   Researcher

Harsoyo, S.Pd.   Intan Alfi

NIP. 196902261997031001   NIM. 11202241002

What do you think about …?

Task 1

Watch a video that your teacher is showing.

1. What is the video about?
2. What are the people in the video doing?
3. What is the first speaker saying?
4. What is the response of the second speaker?

Task 2

Read the dialog below and underline the expressions of asking and giving opinion. Then, practice the dialog with your partner.

Mr. Zoe : What do you think of my new house?

Shane : It is beautiful. I think. Oh you have many novels in your new house.

Mr. Zoe : Yeah, some. I like Andrea Hirata's novels.

Shane : How do you feel about Andrea Hirata's novels ?

Mr. Zoe : I feel they are great novels.

Shane : Yes, you are right. I think it is going to rain.

Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Shane : But I watched the weather forecast yesterday. It said that today is going to rain. OK Mr. Zoe see you.

Task 3

Your teacher will pronounce the words taken from the dialog above. Listen and repeat.

think /θɪŋk/   feel /fiːl/

beautiful /ˈbjuː.tɪ.f ə l/   great /greɪt/

weather forecast /ˈweð.ə r //ˈfɔː.kɑːst/

Task 4

Study the expressions of asking and giving opinion below.

Asking opinion :

- What do you think of…….?

- What do you think about………?

-What do you feel about……..?

- What is your opinion?

- Do you think.......?

Giving opinion

- I think ……...

- I don't think.............

- I think that……..

- In my opinion, ……….

- I feel that ………….

Task 5

Listen to your teacher pronouncing the expressions above and repeat after him/ her.

Task 6

Choose A, B, C, or D as the best answer.

1. What do you think of ………….….…?
    a. play tennis
    b. go jogging
    c. going to the beach
    d. swim
2. Sienna   : What do you think about the film?

David : I think …………………..

Sienna : Yeah, I like the ending. It is worth watching.

    a. it is disappointing.

    b. it is great.

    c. it is very boring.

    d. it is useless.

3. …………………… the boys are polite.

    a. I don't think

    b. I don't

    c. What do you

    d. What is your opinion

4. Eric : I think our city is very hot at the moment.

    Dianna : I don't think so ……………………. our city is much cooler than other cities in this country.

    a. I know it

    b. I am thinking of

    c. He forgets it

    d. In my opinion

5. I think ……………………………

    a. practicing English every day is very good.

    b. go jogging is good.

    c. read books every day is very important.

    d. have a lunch is a good idea.

Task 7

Work with your partner and put the conversation in order. Rewrite the conversation in the provided space.

Yeah. It's awesome. But I think I like the book better. It's more complete, you know.
Have you seen *Harry Potter and the Goblet of Fire*?

| What do you think of the movie? Do you like it? |
| You're right. |
| It's awesome. I like the special effects very much. Don't you think so? |
| Yes, I have. Why? |

A   : _____

B   : _____

A   : _____

B   : _____

A   : _____

B   : _____

(Taken from: *English on Sky (EOS) 2* page 133)

Task 8

Go around the classroom. Choose one of the issues below. Ask your friends' opinions.

Some countries, such as China, North Korea, Vietnam, have banned social networking for some reasons. If Indonesian government applies the same rule, ask your friends' opinions about it.

Currently, there is a very booming TV series entitled *Ganteng-ganteng Serigala*. Some people agree but others disagree that this TV series is shown in television. Ask your friends' opinions about this issue.

Survey sheet

Ask your friends' opinions about the issues above. Put a tick in column 'agree' or 'disagree' and write your friends' opinions.

My name is _____

Name	Agree	Disagree	Opinion

Task 9

Your teacher will pronounce the words below. Listen and repeat.

president /ˈprez.ɪ.d ə nt/

woman /ˈwʊm.ən/

sailor /ˈseɪ.lə r /

adventurer /ədˈven.tʃə.rə r /

doctor /ˈdɑːk.tɚ/

passenger /ˈpæs. ə n.dʒə r /

lifeboat /ˈlaɪf.bəʊt/

honorable /ˈɒn. ə r.ə.bl /

prize /praɪz/

experience /ɪkˈspɪə.ri. ə n *t* s/

dangerous /ˈdeɪn.dʒ ə r.əs/

island /ˈaɪ.lənd/

grant /grænt/

pass away /pæs//əˈweɪ/

daughter /ˈdɑː.tɚ/

survive /səˈvaɪv/

Task 10

In groups of seven, you are going to play a game 'Lifeboat Debate'. Each of you will receive a card which contains a role that you are going to play. Your teacher will explain in details the rules of the game.

Roles :

1.   The president of the United States of America
2.   A little child
3.   An adventurer
4.   A sailor
5.   A rich man
6.   A woman with three children
7.   A doctor

 Rules :

You were in a ferry, but all the passengers had to be evacuated out of the ferry because it was on fire and almost sank. All passengers were evacuated using lifeboats, including you. Each lifeboat can accommodate only five passengers. If the lifeboat is overloaded, it will sink. Unfortunately, there are seven passengers on your lifeboat. There must be two passengers eliminated from your lifeboat. You have to stay alive. You have to convince other passengers that you are worth living. You have to defend your arguments that you are worth staying on the lifeboat.

You are **the president of the United States of America**. You are the number one person in the USA. If the passengers keep you on the lifeboat, you will grant them with the most honorable prize due to saving the president's life.

You are **a seven-year old kid**. You are still a little kid. There are many things you have not experienced yet. You have a future. You are the next generation that will rise in the future. You know it. You are smart and worth living.

You are **an adventurer**. You are used to living in dangerous situations. You are worth living since you are good at surviving in dangerous situations as you are now. You know that you will be useful for other passengers if they let you stay on the lifeboat.

You are **a sailor**. If the passengers let you stay, you will bring them to the island safely.

You are **a rich man**. You are wealth, have much money and successful companies around the world. You will grant much money to those who let you stay on the lifeboat and hire them with a good position in your company.

You are **a single mother with three children**. Your husband passed away a year ago. You have a three-year old daughter, a seven-year old son, and a twelve-year old daughter. Your children need you so much, because the only parent they have is you.

You are **a doctor**. You can help other passengers to survive. You can treat them well when they are sick on the lifeboat. You will be very useful if they keep you on the lifeboat.

LESSON PLAN

School   : MTs Negeri Ngemplak

Subject   : English

Grade/ Semester : VIII/ 2

Academic Year   : 2014/2015

Main Materials   : Making a telephone call

Topic   : Hello? Who is calling, please?

Skill   : Speaking

Time Allocation : 2 x 40 minutes (1 meeting)

A. Standard of Competency

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competency

9. 2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

C. Indicators

1. Students are able to identify the expressions of making a telephone call.

2. Students are able to pronounce the expressions of making a telephone call.

3. Students are able to make a dialog based on the topic using the expressions of making a telephone call.

4. Students are able to perform the dialog.

D. Objectives

Students are able to make a telephone call.

E. Teaching Method

Presentation, Practice, and Production (PPP)

F. Teaching and Learning Materials

1. Model text

2. A list of expressions of making a telephone call

3. Grammar point

4. Vocabulary related to the topic

   call, present, talk, surprise, need, anyway

5. Tasks

G. Teaching and Learning Media

1. Laptop

2. LCD

3. Whiteboard

4. Pictures

5. Videos

H. Teaching and Learning Resources

1. English on Sky 2, Erlangga

2. Internet

I. Teaching and Learning Steps / Stages

1. Opening

   ▪ The teacher greets the students.

   ▪ The teacher leads a prayer.

   ▪ The teacher calls the roll.

   ▪ The teacher prepares the teaching and learning media and materials.

2. Warming up

   ▪ The teacher explains the competencies that the students are going to achieve.

   ▪ The teacher motivates the students to achieve the competencies.

3. Presentation
   - The students are shown pictures of people talking in telephone.
   - The students answer several questions that the teacher asks related to the pictures.
   - The students are shown videos of people in telephone.
   - The students answer several questions that the teacher asks related to the videos orally.
   - The students are given a dialog of making a telephone call.
   - The students identify the expressions used in the dialog.
   - The students listen to and repeat after the teacher pronouncing words taken from the dialog.
   - The students find out the meaning of words taken from the dialog.
   - The students are given a list of expressions of making a telephone call.
   - The students pronounce the expressions of making a telephone call led by the teacher.

4. Practice
   - In pairs, the students complete the incomplete conversation in telephone.

5. Production
   - In pairs, the students are given a clue card containing a situation.
   - With their pairs, the students make a dialog based on the situation in the clue card using the expressions of making a telephone call.
   - The students perform their dialog in front of the class.

6. Closing
   - The teacher and the students together summarize what have been discussed and learned.
   - The teacher tells the students what is going to be learned in the next meeting.
   - The teacher closes the class by leading a prayer and saying goodbye.

J. Assessment
   1. Technique   : Performing a dialog

2. Instrument : Speaking rubric
3. Guideline assessment :

Maximum score = 20

Student's score = $\frac{sekor\ perolehan}{sekor\ maksimal}$ x 100

Yogyakarta, April 21, 2015

English Teacher   Researcher

Harsoyo, S.Pd.   Intan Alfi
NIP. 196902261997031001   NIM. 11202241002

Hello? Who is calling, please?

Task 1

Observe the pictures below.

1. What are the people in the pictures doing?
2. What do they usually say when they are doing the activity in the pictures?

Task 2

Watch the video that your teacher is showing.

1. What is the video about?
2. What are the people in the video doing?
3. What is the first speaker saying?
4. What is the response of the second speaker?

Task 3

Observe the dialog below and underline which statements show the expressions of telephoning. Then, practice this dialog with your partner.

Asep	: Hello? Who is calling, please?
Fredy	: It's Fredy. Can I talk to Asep?
Asep	: Yes, this is Asep. What's up?

Fredy : I missed the band festival last night. I need you to tell me about it. How was it going?

Asep   : It was a rock festival. There were 20 participants. All of them presented their best performances. Why didn't you come last night?

Fredy : I was still in Surabaya. I had to attend my cousin's wedding party.

Asep   : I see.

Fredy : By the way, how was the performance of our school band?

Asep   : It was good enough. However, the winner was the band from SMP 5.

Fredy : Well, it surprises me. Anyway, thanks a lot for the information. It's nice talking with you. Bye.

Asep   : Bye.

(Adapted from *Scaffolding Grade VIII page 104-105*)

Task 4

Your teacher will pronounce the words taken from the dialog above. Listen and repeat.

call /kɑːl/	present /prɪˈzent/
talk /tɑːk/	surprise /səˈpraɪz/
need /niːd/	anyway /ˈen.i.weɪ/

Task 5

Find out the meaning of the words above. You may consult your dictionary.

call =	present =

talk =	surprise =
need =	anyway =

Task 6

Study the expressions below. Your teacher will pronounce the expressions. Listen and repeat.

Expressions	Functions
▪ Hello? ▪ Who is calling, please? ▪ Can I speak to Asep ? ▪ Can I speak to ……? ▪ May I speak to …..?	Starting a conversation on the telephone
▪ By the way, …….. ▪ Well, …….. ▪ Anyway, ………	Extending a conversation on the telephone
▪ Can I leave a message? ▪ Would you like to leave a message? ▪ Could you give him/ her a message? ▪ Could you ask him/ her to call me back? ▪ Could you tell him/ her that I called?	Leaving/ taking a message
▪ It's nice talking with you. ▪ It's time to say good bye. ▪ Bye.	Ending a conversation on the telephone

(Adapted from *Scaffolding Grade VIII page 106-107*)

Task 7

Study the following dialog with your classmate. Then, identify the expressions of starting, extending, and ending a conversation on the telephone. Write them in the table. Look at the example.

Angelina : Hello? May I speak to Elizabeth?

Elizabeth : Speaking. Who is calling, please?

Angelina : It's Angelina.

Elizabeth : Hi, Angelina. How do you know my phone number?

Angelina : Your friend gave me your number yesterday.

Elizabeth : Oh, I see.

Angelina : Well, may I borrow your guitar lesson video?

Elizabeth : Of course. When will you take it?

Angelina : I'll come to your house at 4 p.m.

Elizabeth : Okay. Is there anything else?

Angelina : No, thanks. Bye.

Elizabeth : Bye.

Starting	Extending	Ending
▪ *Hello?*		

(Taken from *Scaffolding Grade VIII page 107-108*)

Task 8

In pairs, match the words in column A with the definitions in column B. You may consult your dictionary.

Column A	Column B
1. swim (v)	a. a wooden musical instrument with four strings which is held against the neck and played by moving a bow across the strings
2. call back (v)	b. a member of your family
3. win (v)	c. a place where cars are repaired
4. competition (n)	d. when you win a game, competition
5. celebration (n)	e. to go with someone or to be provided or exist at the same time as something
6. congratulate (v)	f. to move through water by moving the body or parts of the body
7. victory (n)	g. a special social event, such as a party, when you celebrate something, or the act of celebrating something
8. appointment (n)	h. to achieve first position and/or get a prize in a competition or competitive situation
9. flat tire (n)	i. an organized event in which people try to win a prize by being the best, fastest,
10. garage (n)	j. to telephone someone again, or to telephone someone who called you earlier
11. sleep over (v)	k. a tire that does not have any or enough air in it
12. relative (n)	l. to sleep in someone else's home for a night
13. accompany (v)	m. a formal arrangement to meet or visit someone at a particular time and place
14. violin (n)	n. to praise someone and say that you approve of or are pleased about a special or unusual achievement

Task 9

Your teacher will pronounce these words. Listen to and repeat after her.

swim /swɪm/

call back /kɑːl/ /bæk/

win /wɪn/

competition /ˌkɒm.pəˈtɪʃ. ə n/

celebration /ˌsel.ɪˈbreɪʃ ə n/

congratulate /kənˈgræt.jʊ.leɪt/

victory /ˈvɪk.t ə r.i/

appointment /əˈpɔɪnt.mənt/

flat tire /flæt/ /taɪr/

garage /gəˈrɑːʒ/

sleep over /sliːp/ /ˈoʊ.vɚ/

relative /ˈrel.ə.tɪv/

accompany /əˈkʌm.pə.ni/

violin /ˌvaɪəˈlɪn/

Task 10

Choose one of the situation cards. Make a short telephone conversation based on the situation in your card with your pair. Perform it in front of the class.

Student A	Student B
Invite your friend to go swimming on Sunday.	Accept your friend's invitation. Say that you are free on Sunday.
Ask your friend about the homework, because you did not go to school today, but your friend is not at home. You are speaking to his/ her mother. Tell her to ask your friend to call you back.	Say that your child is not at home.
Tell your friend that you win a singing competition and will hold a celebration party at your home. Invite your friend.	Congratulate your friend for his/ her victory and say that you will be coming to his/ her party.
Call your old friend whom you have not met for years.	Say that you miss him/ her and you want to meet him/ her.

Ask your friend to do homework together tonight.	Say that you cannot do homework tonight because you have already had an appointment.
You got flat tire. Call your friend. Ask his/ her help.	Pick him/ her up and help him/ her find the nearest garage.
Your friend did not come to school today and you worry about him/ her. Call him/ her and ask why he/ she did not come to school.	Say that you woke up late and were afraid of coming to school late.
Invite your friend to sleep over in your house because your parents are visiting your relatives and you are alone.	Say that you are excited to sleep over in your friend's house.
You lost your notebook. Ask your tablemate whether your notebook is taken along with him/ her or not.	Tell your friend that you will check it first in your bag and will call him/ her back.
Your bike broke down at school and you cannot go home. Call your older sister to pick you up.	Say that you will pick up your younger brother/ sister at school.
You were absent today. You call your friend to borrow his/ her notebook but he/ she is not at home. Leave a message.	Your child's friend is calling, but your child is not at home. Ask him/ her to leave a message.
Invite your friend to accompany you to your friend's birthday party tomorrow.	You will have a violin class tomorrow, so you cannot accompany your friend to attend the party.

LESSON PLAN

School : MTs Negeri Ngemplak

Subject : English

Grade/ Semester : VIII/ 2

Academic Year : 2014/2015

Main Materials : Responding to a statement

Topic : I'm afraid that's wrong.

Skill : Speaking

Time Allocation : 4 x 40 minutes (2 meetings)

A. Standard of Competency

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competency

9. 2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

C. Indicators

1. Students are able to identify the expressions of responding to a statement.

2. Students are able to pronounce the expressions of responding to a statement.

3. Students are able to make sentences with question tags.

4. Students are able to play the games using the expressions of responding to a statement.

D. Objectives

Students are able to respond to a statement.

E. Teaching Method

Presentation, Practice, and Presentation (PPP)

F. Teaching and Learning Materials

1. Model text
2. A list of expressions of responding to a statement
3. Grammar point
4. Tasks

G. Teaching and Learning Media

1. Laptop
2. LCD
3. Whiteboard
4. Pictures
5. Videos

H. Teaching and Learning Resources

1. English on Sky 2, Erlangga
2. Internet

I. Teaching and Learning Steps / Stages

1. Opening
   - The teacher greets the students.
   - The teacher leads a prayer.
   - The teacher calls the roll.
   - The teacher prepares the teaching and learning media and materials.

2. Warming up
   - The teacher explains the competencies that the students are going to achieve.
   - The teacher motivates the students to achieve the competencies.

3. Presentation
   - The students are given dialogs about responding to a statement.

- The students identify the expressions used in the dialogs.
- The students are given a list of expressions of responding to a statement.
- The students pronounce the expressions of responding to a statement led by the teacher.
- The teacher explains question tags to the students.
- The students study the explanation about question tags.

4. Practice
   - In pairs, the students do a task about question tags.

5. Production
   - In pairs, the students make a short dialog using the expressions they have learned.
   - The students perform the dialog in front of the class with their pairs.
   - The teacher reads the rules of the 'Lie Detector' game.
   - The students play the game.

6. Closing
   - The teacher and the students together summarize what have been discussed and learned.
   - The teacher tells the students what is going to be learned in the next meeting.
   - The teacher closes the class by leading a prayer and saying goodbye.

J. Assessment
   1. Technique   : Performing a dialog
   2. Instrument   : Speaking rubric
   3. Guideline assessment :

   Maximum score = 20

   Student's score $= \frac{\text{sekor perolehan}}{\text{sekor maksimal}}$ x 100

Yogyakarta, April 27, 2015

English Teacher   Researcher

Harsoyo, S.Pd.   Intan Alfi
NIP. 196902261997031001   NIM. 11202241002

I'm afraid that's wrong.

Task 1

Look at and study the model conversations below.
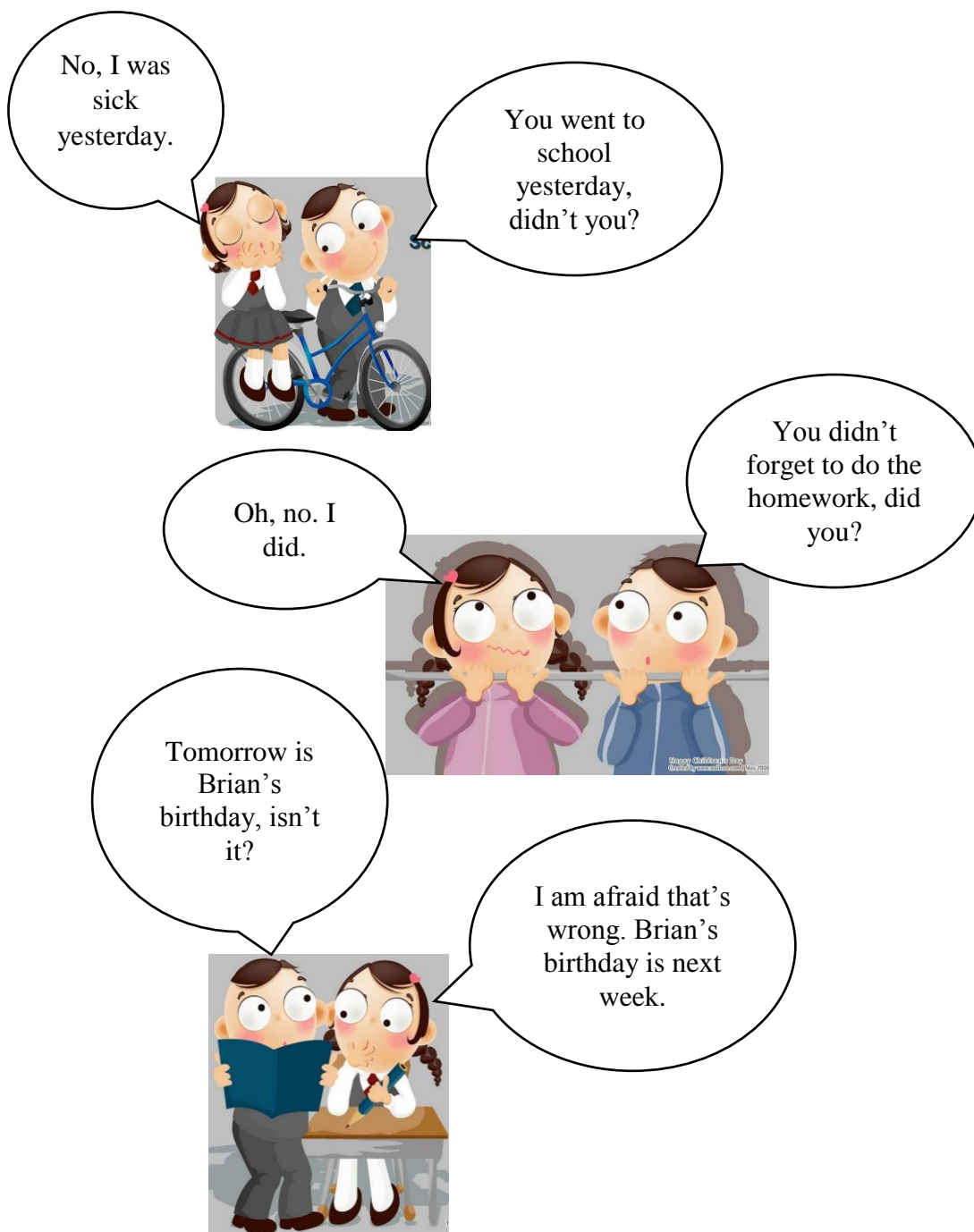
Task 2

With your partner, practice the model conversations above.

Task 3

Study the following expressions.

Expressions	Functions
▪ No, it isn't actually. ▪ I'm afraid that's wrong. ▪ It is not true.	Denying a statement
▪ Yes, that's right. ▪ Yes, that's true. ▪ Absolutely. ▪ That's it.	Admitting a statement

Task 4

In pairs, make questions and take turn to ask and answer your friend. Use the words in the box to help you. Look at the example.

Example   :

went to Singapore

Your classmate   : I heard you went to Singapore last week, didn't you?

You   : Yes, that's true. I visited my uncle there.

have breakfast	studied math	tired	like reading
went swimming	listen to the radio	watched a film	sad

(Taken from: *English on Sky (EOS) 2* page 153)

Task 5

Study the explanation of Question Tags below.

We usually use question tags in conversation and informal writing. A question tag consists of two words. We put them at the end of a statement to make a question. After a positive statement, we use a negative tag.

Examples :

- You go to school, don't you?
- There's a clock in the class, isn't there?

After a negative statement, we use a positive tag.

Examples :

- Manokwari isn't in Sulawesi, is it?
- You shouldn't eat chilies, should you?

	Positive	**+ negative**	**Negative**	**+positive**
With "be"	▪ I'm right, ▪ Kajol is from India, ▪ You were there, ▪ I was late,	aren't I? isn't she? weren't you? was it?	▪ I'm not wrong, ▪ Ann isn't from India, ▪ You weren't there, ▪ I wasn't late,	am I? is she? were you? was I?
Simple Present	▪ You like music, ▪ Pat loves reading,	don't you? doesn't she?	▪ They don't play tennis, ▪ Tom doesn't know,	do they? does he?
Simple past	▪ Tim talked to you,	didn't he?	The boys didn't swim,	did they?

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	▪ Via went to Bali,	didn't she?	The children didn't cry,	did they?
Present continuous	▪ It's raining, ▪ The girls are going,	isn't it? aren't they?	▪ Yuda isn't studying, ▪ The dog isn't sleeping,	is he? is it?
With "should"	Jim should leave soon,	shouldn't he?	Lia shouldn't be angry,	should she?
With "there"	There's a chair in your room,	isn't there?	There aren't any books in your bag,	are there?

(Taken from: *English on Sky (EOS) 2* page 170)

Task 6

Fill in the blanks with the correct question tags.

1. The class starts at 7, _____?
2. This isn't your school, _____?
3. We should go now, _____?
4. Affandi was a great artist, _____?
5. We wrote down the important information, _____?

(Taken from: *English on Sky (EOS) 2* page 171)

Task 7

Make a short dialog using the expressions you have learned above.

Task 8

The students are divided into eight groups. One member of each group leaves the

room. In their absence the groups decide on a set of five questions they want to ask the students. These can either be personal or factual questions. The students who went outside now return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was a lie. They have to give reasons to justify their opinion. The student tells them if they were right.

APPENDIX J
PHOTOGRAPHS

PHOTOGRAPHS

Figure 1: **The researcher is interviewing a student.**

Figure 2: **The researcher is explaining about asking and giving opinion.**

Figure 3: **Students are reading a dialog that the researcher gave.**

Figure 4: **In pairs, the students are doing a task.**

Figure 5: **The researcher is helping a student do a task.**

Figure 6: **The students are playing a survey game**.

Figure 7: **The students are playing 'Lifeboat Debate'.**

Figure 8: **In pairs, the students are making a short telephone conversation based on the situation they got in the situation card.**

Figure 9: **The students are practicing their dialog before performing it in front of the class.**

Figure 10: **Students are performing a telephone conversation.**

Figure 11: **The Achievement Board**

APPENDIX K
LETTERS

Nomor : 222b/UN.34.12/DT/II/2015

Lampiran : 1 Berkas Proposal

Hal : Permohonan Izin Observasi

Yogyakarta, 19 Februari 2015

Kepada Yth.

Kepala MTs. Negeri 1 Ngemplak

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud 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 through Communicative Games for Grade VIII Students of MTs. Negeri 1 Ngemplak

Mahasiswa dimaksud adalah :

Nama : INTAN ALFI

NIM : 11202241002

Jurusan/ Program Studi : Pendidikan Bahasa Inggris

Waktu Pelaksanaan : Februari 2015

Lokasi Observasi : MTs. Negeri 1 Ngemplak

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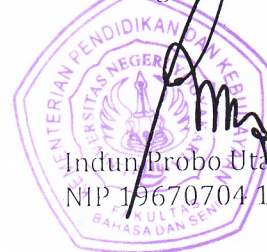
Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

FRM/FBS/33-01
10 Jan 2011

Nomor   : 264a/UN.34.12/DT/II/2015

Lampiran   : 1 Berkas Proposal

Hal   : **Permohonan Izin Penelitian**

Yogyakarta, 25 Februari 2015

Kepada Yth.

Bupati Sleman

c.q. Kepala Kantor Kesatuan Bangsa Kab.

Sleman

Jl. Candi Gebang, Beran, Tridadi, Sleman

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

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE GAMES FOR GRADE VIII STUDENTS OF MTS. N NGEMPLAK

Mahasiswa dimaksud adalah :

Nama	:	INTAN ALFI
NIM	:	11202241002
Jurusan/ Program Studi	:	Pendidikan Bahasa Inggris
Waktu Pelaksanaan	:	Maret – Mei 2015
Lokasi Penelitian	:	MTs. N Ngemplak

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,
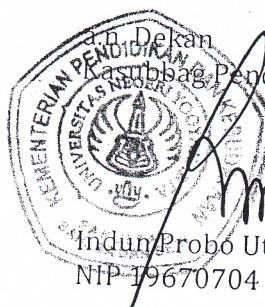
Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala MTs. N Ngemplak

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI (MTsN)
NGEMPLAK KAB. SLEMAN

SURAT KETERANGAN

Nomor : MTs.12.04.3/PP.00.5/ُ201 /2015

Yang bertanda tangan di bawah ini :

Nama   : Dra. Hj. Sri Haryati Handayani
NIP   : 19620111 198603 2 001
Jabatan   : Kepala MTsN Ngemplak Kab. Sleman

Berdasarkan surat Dekan Fakultas FBS Universitas Negeri Yogyakarta Nomor : 264a/UN.34.12/DT/II/2015 tanggal 25 Pebruari 2015 perihal Permohonan Izin Penelitian, maka dengan ini menerangkan bahwa :
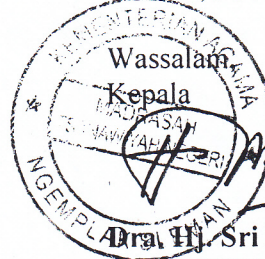
Nama   : INTAN ALFI
NIM   : 11202241002
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : UNY Yogyakarta

Pada prinsipnya kami tidak keberatan dan memberikan ijin untuk melakukan penelitian di Satker kami sepanjang mengikuti ketentuan yang berlaku.
Dan yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi dengan judul Improving Students Speaking Skill ThrougOf MTsN Ngemplak pada bulan Maret sh Communicative Games For Grade VIII Studens Of MTsN Ngemplak pada bulan Maret s.d. Mei 2015.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sleman, 30 April 2015
Wassalam
Kepala

Dra. Hj. Sri Haryati Handayani
NIP.19620111 198603 2 001