

**IMPROVING STUDENTS' SPEAKING LEARNING PROCESS
THROUGH GAMES FOR GRADE VIIB AT SMP N 2
GAMPING IN ACADEMIC YEAR 2012/2013**

A Thesis

Presented as a partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education



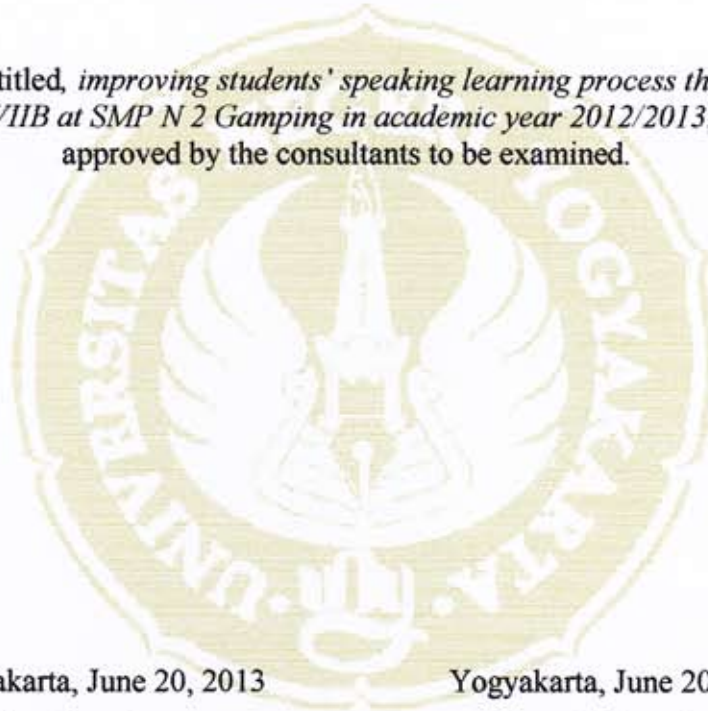
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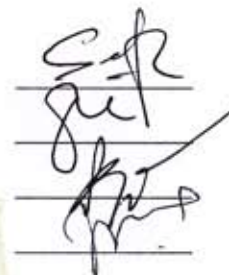
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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Penulis,



Marita Sulistya

MOTTO

Impossible is nothing (Alex Yepez)

As I said before, I never repeat myself (Cranial Incisored)

DEDICATIONS

I dedicate my thesis for
my amazing mother, Sri Lestari,
my beloved father, Sumardiyo,
my beloved daddy Claudio Ottavani, and
all my best friends. You are my greatest rewards. Thanks for
always standing by my side and trusting me to be who I am.

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TABLE OF CONTENTS

TITLE.....	i
APPROVAL.....	ii
RATIFICATION.....	iii
PERNYATAAN.....	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
ABSTRACT.....	xii
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problem	3
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Objective of the Study	6
F. Significance of the Study	6
 CHAPTER II LITERATURE REVIEW	
A. Speaking Skills.....	8
1. Skill.....	8
2. Speaking.....	10
3. Speaking Skills.....	12
B. English Teaching and Learning for the Junior High School.....	13
1. Teaching English to the Junior High School Students.....	14
2. Characteristics of Junior High School Students.....	15
a. Curiosity.....	15
b. Games lovers.....	16
c. Explorations	16
d. Delight in talking	17
e. Cooperation.....	17
C. Games	18
a. Serious but fun	19
b. Imaginative	19

a. The Purpose of the Game	19
b. The Space to Play the Game.....	19
c. The Numbers of the Students	19
d. The Age of the Students	20
e. The Level of the activity.....	20
f. The Type of the Game	20
g. The Time Allocation.....	20
h. The Use of Properties	21
i. The Necessary Rewards, and.....	21
j. The Relevant Game	21
D. The Advantages of Using Games in Teaching Speaking.....	22
E. Review of Related Research Studies	23
F. Conceptual Framework.....	25
 CHAPTER III RESEARCH METHOD	
A. Design of the Research	27
B. Setting of the Research	27
C. Instruments and Data Collective Techniques.....	27
D. Data Analysis	28
E. Data Validity.....	29
F. The Procedure of the Research	30
 CHAPTER IV THE RESEARCH PROCESS, FINDINGS AND DISCUSSION	
A. Reconnaissance	32
B. The Implementation of the Action and Discussion.....	36
1. The Implementation of Cycle 1	36
a. Planning.....	36
b. Actions and Observations in Cycle 1	41
c. Reflection of Cycle 1	58
d. Summary of Reflection of the Action Implementation in Cycle 1	67
2. The Implementation of Cycle 2	67
a. Planning	67
b. Actions and Observations in Cycle 1	71
C. Reflection of Cycle 2	84
D. Summary of Reflection of the Action Implementation in Cycle 2	90
 CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusions.....	93
B. Implications.....	95
C. Suggestions	96
 REFERENCES.....	 98

APPENDICES

A. Field Notes.....	100
B. Interview Transcripts.....	112
C. Observation Checklists	127
D. Interview Guidelines.....	131
E. Attendance Lists	134
F. Course Grid, Lesson Plans and Handouts	136
G. Photographs	190
H. Permission Letters	195

LIST OF TABLES

Table 1: The Field Problems found during Teaching and Learning Process	34
Table 2: The Specification of Games Used in Cycle 1	39
Table 3: The Specification of Games Used in Cycle 2	69
Table 4: The differences in Speaking Teaching and Learning Process Cycle 1 and Cycle 2	92

IMPROVING STUDENTS' SPEAKING LEARNING PROCESS THROUGH GAMES FOR GRADE VIIB AT SMP N 2 GAMPING IN ACADEMIC YEAR 2012/2013

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ABSTRACT

This action research is aimed at improving grade VIIB students' speaking learning process through games by using technique in SMP N 2 Gamping.

This study was carried out through action research. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The subjects of the research were students of grade VIIB in academic year of 2012/2013. The data of this study were in qualitative nature forms. The qualitative data were obtained through observing the teaching and learning process of speaking during the implementation, and interviewing the students, the English teacher and the collaborator. The data were in the forms of field notes, interview transcripts, and photographs.

The result of this research shows that the implementation of using *Games* as technique was effective to improve the speaking learning process and interesting for the students in Class VIIB of SMP Negeri 2 Gamping, Sleman. The indicators of the success of the implementation are that: (1) the students could answer the teacher's questions, (2) the students were attracted to study English, and (3) the students were familiar with English activities.

CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays, students must be able to master English to keep up with the more globalizing world. English is used as an international language and is more widely used for communication all over the world.

The fact that English has become a means of International communication makes English regarded as one of the important subjects taught in junior high school level in Indonesia. Students of junior high school must learn English at schools in order to be able to speak English. The final goal of learning English is that students can use English in a real communication. Brown (1987: 202) states that the culmination of language learning is not simply in the mastery of the forms of the language, but also in the mastery of forms in order to accomplish the communicative function. In reference to Brown, it is clearly stated that the ability to speak English becomes the final goal of learning English. To achieve the goal, the teaching of speaking ability must be emphasized in the English teaching and learning process.

Unfortunately, in practice, the students are not given sufficient opportunity to develop and practice the speaking skills. Based on the National Curriculum it is stated that English teaching has to cover four main skills in equal portion. In fact, most Indonesian English teachers focus more on the reading and writing skills, and less on oral skills, speaking and listening.

While, the students can practice listening, reading and writing skills at home. On the other hand, they have less opportunity to practice speaking in English when they are not in classroom. Besides, the speaking activities are less communicative because the teachers give many theories to the students without giving chance for them to practice language. In addition, the teaching and learning process seems to be teacher – centered since the teachers always explain the materials and the students only listen.

On one hand, most of the students in SMP N 2 Gamping tend to be shy and reluctant. Based on the researcher's observations, when she was at the school, there were some problems in the English learning process in grade VII. When the students are asked to practice or perform their speaking ability in front of the class, they refuse it and they are afraid of making mistakes. In addition, during the English lesson, they tend to use mother tongue language or Indonesian rather than in English, so they do not practice English they have learnt. Therefore, their speaking ability is still poor. They cannot speak fluently and accurately. They make many mispronunciations. However, most of the teacher do not correct the students' mispronounce.

In addition, the activities during the English lesson is to be boring and less interactive. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. The English subject was taught in conventional method. There were few activities which can attract students' attention. The teacher mostly use individual practice so that the interaction between students is very limited. The activities in the classroom

were dominated by teacher explanation. Moreover, the teacher seldom uses pictures, cards or other media that can be used as additional teaching resources in the class. The teacher only used the English book suggested by the government and student worksheet.

From the problems mentioned above, the researcher tries to solve the problem by offering one teaching technique to improve students' speaking learning process. The researcher will use games to improve their speaking learning process. Games are seen as the elements which are able to help teacher to attract student's interest or attention. Games are employed to drill the material that can be effective to prevent students from getting bored. Games are proposed to become an alternative technique in teaching on speaking because of are their essential aspects of fun, spontaneity, and opportunity for intensive language practice. Students love playing and they learn things when they play so that the inclusion of games in classroom activities for junior high school students can significantly contribute to students' learning.

In this case, the researcher is interested in learning process especially in speaking learning process at SMP N 2 Gamping. The researcher will attempt to improve speaking learning process in the school through games.

B. Identification of the Problem

Speaking is one of the four language skills that requires a lot of practice. Teaching speaking is more about giving students opportunities to practice the language rather than explaining the grammar rules. To give

students good opportunities to practice the language, teachers need to create some activities that are suitable with the student's condition.

To identify the problems in the field, the researcher observed the teaching speaking and learning process in SMP N 2 Gamping. Based on the observation and interview with the teacher, the researcher found some problems that relate to teaching and learning of speaking. As has been stated in the previous section, the problems come from the students, the teacher, and also the technique, identified as follows:

The first problem is related to the students. The students of SMP N 2 Gamping have low speaking skill. When they are asked to speak, they are reluctant and shy. Moreover, they are not really interested and motivated in the speaking lesson. They also still think in their first language when they speak in English, so that their speaking is not fluent and accurate.

The second problem comes from the teacher. The teacher got some problems in choosing the suitable activities to be implemented in the speaking learning process. The teacher said that this problem is her lack of ideas in creating interesting activities for students. The main problem is that the teacher often uses the same conversation and speaking tasks from textbook in several meetings. Consequently, the students easily get bored during the class activities.

The last problem comes from the technique or activities. The teacher only used limited technique to teach speaking. She never used an interesting

technique, such as games, to attract the students' motivation and attention towards the speaking lesson.

Considering those problems, the researcher stated that main problem that in that way, the first problem in the teaching of speaking is the selection of learning activities. If the teacher could find interesting activities which can attract the students to focus on the activities, the teaching learning process would improve. To improve speaking learning process in SMP N 2 Gamping, the researcher will use games as interesting activities to improve their speaking learning process. The reason why the researcher chooses games for teaching speaking because games can help the students to sustain effort of learning and it fosters interaction. According to some expert (Hadfield, 1990; Brown, 2000; Brewster and Ellis, 2002) games are proposed to become an alternative technique to teach English for children. Besides, they can be used to be practiced in all language skills and be used to practice many types of communication (Aeros, 2000). With the element of fun (Hadfield, 1990) and rules (Hadfield, 1990; Byrne 1995) that games have, they would bring powerful effect which appears in terms of motivation, unconscious language acquisition and learners performance in using the language. Paul (2003:49) says that most children see life in terms of games. He suggests to give games a central role in the class. In this research, the researcher will try to apply games as a central role of the activities in the class, both as introduction as well as practice.

C. Limitation of the Problem

This study does not discuss and solve all the problems mentioned above, but it is focused on improving students' speaking learning process at Grade VII SMP N 2 Gamping through games.

D. Formulation of the Problem

Based on the background of the study, identification of the crucial factors, and limitation of the problem, the problem is formulated as follows:

1. How to improve speaking learning process through games?
2. What steps should be taken in order to improve students' speaking learning process?

E. Objective of the Study

Based on the formulation above, the objective of the research is to improve students' speaking learning process at Grade VII SMP N 2 Gamping through games.

F. Significance of the Study

The result of this research is expected to give advantages theoretically and practically.

1. Theoretical Advantage

This research is expected to give insight in improving students' speaking learning process for SMP students, especially grade VII.

2. Practical advantages

- a. For the English teacher in SMP N 2 Gamping , the result of this research can be used as a way to improve the students' speaking learning process.
- b. For SMP N 2 Gamping, it will help to improve their speaking learning process through games because they enjoy getting involved in the learning process.
- c. For other researchers, the result of this research can be used as a resource in their research and as the comparison with their research.
- d. For researcher herself, it gives knowledge and research experience during the research processes.

CHAPTER II

LITERATURE REVIEW

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are so that the problem stated in the previous chapter can be answered. The discussion will be presented in five headings: Speaking skills, English teaching and learning for the Junior High School, Games, The Advantages of Games and Conceptual Framework.

A. Speaking Skills

This section discusses the basic theory of speaking skills. The purpose of the discussion of the speaking skills theory below is to view the detail information about this topic. The first part discusses the definition of skills. The second part explains the basic theory of speaking. The third part deals with the definition of speaking skills.

1. Skill

A skill is the ability to express oneself in life situation (Lado, 1961:240), to cooperate in the management of speaking turns (Thornbury, 2005:14), use knowledge in the action (Bygate, 1991:4), use a language expressing one-self in words (Hornby, 2000:826), and use the language to express meaning so that other people can make sense of them (Cameron, 2001:12).

In this definition, a skill is the ability to express oneself in life situation. It means that people put ideas into words, taking about perceptions, and uses the language to express meaning fluently so that other

people can make sense of them. Oral communication is a two way process between speaker and listener to use the language accurately in order to express ideas, feelings, and deliver information to other people in life situation.

The second meaning of a skill is related to being able to cooperate in the management of speaking turns. Many students are unaware of the conventions associated with turn-taking in English. As a result, they may take too long about thinking about what to say, or they do not realize when it is theirs or others' turn to speak. In addition, they may not know how to interrupt or disagree, or they may do these things inappropriately. Learners do not recognize or employ intonation shifts, facial gestures or body language which signals a new turn. They often speak in full sentences. Although they are not making mistakes, their utterances place a strain on the listener because more information is being conveyed than necessary.

The third meaning of a skill is the use of knowledge in action. It is not enough to possess a certain amount of knowledge but a speaker of a language should be able to use the knowledge in different situations. Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out, is the ability to use the knowledge in action.

Another meaning of a skill is the use of the language to express one-self in words and speeches. It can be inferred that speaking uses words and produces sounds to express ideas, feelings or thoughts. Furthermore,

success in communication is often dependent as much on the listener as on the speaker.

In a rather different way, one meaning of skill is related to the use of language to express meanings so that other people can make sense of them. To speak in a foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the appropriate words and correct grammar to convey meaning accurately and precisely. He/she further needs to organize the discourse so that a listener will understand it.

2. Speaking

Speaking is a language skill that is developed in the child's life which is preceded by listening skills (Tarigan, 1990:3-4), a productive skill that can be directly and empirically observed (Brown, 2004:140), the vehicle: "par excellence" of social solidarity, of social making of professional achievement (Bygate, 1987:6). It is the activity when two people are engaged in talking to each other (Harmer, 2001:67), actively use a language to express meanings so that other people can make sense of them (Cameron, 2001:40).

In the first understanding of the definition, speaking is a language skill that is developed in a child's life which is preceded by listening skills. It means that speaking is a basic language skill. The mastery of the speaking skill is preceded by listening skills. In this case, increasing listening skills, for example, is very beneficial for the speaking ability.

Another understanding of speaking is that it is a productive skill that can be directly and empirically observed. The observation is invariably colored by the accuracy and effectiveness of a test-takers' listening skill, for example, which necessarily compromises the reliability and validity of an oral production test. From those statements above, it can be concluded that speaking is an activity involving two or more people in whom the participants are both the listener and the speaker having to act what they listen and speak.

Speaking is also defined as a vehicle "par excellence" of social solidarity, of social making, or professional achievement. It is through their way of speaking that people are most frequently judged. In addition, speaking is a medium through which much language is learnt. To speak is not merely uttering sequences of speeches. More than that, it is the ability he/she manages to deliver what is in his/her mind well and to make his/her audience understand him/her.

Speaking takes place when two people are communicating with each other. Furthermore, speaking is the term that a speaker uses for verbal communication between people. When two persons are engaged in talking to each other, they are sure that they are doing communication. Communication between people is an extremely complex and ever-changing phenomenon. There are certain generalizations that can be made about the majority of communicative events and these have particular relevance for the teaching of languages.

According to the definitions, it can be concluded that speaking is a productive skill that uses verbal communication between people. It is developed in a child's life preceded by listening skills. Speaking is also a medium through which must language is learnt.

3. Speaking Skills

A speaking skill is the ability to use the normal communication, stress, intonation, grammatical structure, and vocabulary of a foreign language at a normal rate delivery for native speakers of the language (Lado, 1961:239-240). The speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tools. It shapes, modifies, extends, and organizes thoughts. Oral language is a foundation of all language development. Through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure of the English language essential components of learning. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

Another meaning of the speaking skill is the ability to communicate a speech articulation or to speak, a talk for expressing an idea and a message. Lado (1961:240) points out that a speaking skill is described as the ability to report acts or situations, in precise words, or ability to converse or to express a sequence of ideas fluently. It can be concluded that

a speaking skill is the ability used to communicate the speech sound for expressing and conveying a message or idea.

A speaking skill is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40). To speak in the foreign language in order to share understanding with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately, and precisely. He/she also needs to organize the discourse so that the listener will understand.

B. English Teaching and Learning for the Junior High School

Junior High School or Secondary School students are in the formal operational stage. The age range of secondary school students is from eleven to fifteen years old. They are popularly called teenagers or teens. Teaching English to teenagers in the Junior High School involves more than merely teaching the language. To successfully teach them a second language requires specific skills and institutions that differ from those appropriate for adult teaching (Brown, 2001:87). The teacher should know the curriculum for teaching teenagers and their characteristics in order to gain the effectiveness of English teaching and learning process.

1. Teaching English to Junior High School Students

The teaching of English in the Junior High School is aimed at developing the ability of the students to communicate in English that includes the four language skills of reading, listening, speaking, and writing. The mastery of the language skills is used to support the ability to communicate both in written and oral forms.

To achieve the goals of teaching English to Junior High School students, the four language skills should be taught equally. It means that the teacher provides the balanced proportion of attention towards each skill. From the curriculum of 2006, it can be seen that there are more learning objectives and activities for the teaching of speaking skills. Adopted from the curriculum, the speaking skills that have to be possessed by Junior High School students at the first level can be presented with the mastery of approximately 500 words. The grammar used should be appropriate with the context. Here, the students should be able to use the language skills as: 1) spell and mention the words that have been learnt with correct pronunciation, 2) ask and answer simple questions, 3) carry out a short and simple conversation fluently (Depdikbud, 2006:6, translated by the writer).

Speaking is one of the standard competences that students should acquire. In the curriculum, the basic competence of speaking is the use of language variations accurately and fluently in daily life. From the basic

competence, the students should at least be able to communicate using English in daily life.

2. Characteristics of Junior High School Students

As stated in chapter 1, the subjects of this study are seventh grade students of Junior High School. These subjects are teenagers around eleven to fifteen years old. In relation with the language teaching to secondary students, it is necessary to discuss some characteristics that are related to the topic of this study. Presented below are the characteristics of Junior High School students proposed by some experts.

a. Curiosity

Teenagers are naturally curious. They want to make sense out of things, find out how the things work, gain competence, control over themselves, and do what they can see from others. They are opening perceptive and are experimental. They do not merely observe the world around them (Hadfield, 2005:13). Teenagers are full of questions. They are still concerned with their own life. They try to observe and look for the answers by themselves.

Each learner will express their curiosity in different ways. For example, when the teacher brings a frog to the class, one student might barely be able to contain himself. He/she wants to touch and hold the frog. Another student might be grossed out by touching, but he/she may ask what the frog thinks about. It means that the first student is

interested in exploring the visible outside the world, while the second is curious about the inner, invisible world of relationship.

b. Games Lovers

Children and teenagers like games (Harmer, 2007:82). In this case, they find them as interesting and attractive activities. When they play a game, they know perfectly well that it is not real. However, it does not make them stop their efforts. It happens like this because they find it fun. In this activity, they will learn the second language if they can work out the input in meaningful contexts.

Games provide them an occasion for real language use and let their subconscious mind work on the processing of the language while their conscious mind is focused on the activity (Hadfield, 2005:6-7). This process happens naturally when the need of communication has been set up through the rule of game which generates real interaction. Games can be performed many times (Hadfield, 2005:4). This condition will create the circumstances for meaningful repetition as it is very useful for them. It also ensures that the player interacts with each other. The interaction is usually played out using certain expressions in the target language. That is why games are so useful.

c. Explorations

Children and teenagers learn through their exploration and play (Pinter, 2006:5). Play activities are essential to the development of children and teenagers. The most important role that play can have is to

help them to be active, make choices, and practice actions to mastery. In this point, they work out on a mutual interaction among their companions. They often explore something they want to know. In the exploration, they sometimes find this occasion for playing. When teenagers have been exposed to the language input, they will soon want to participate in an interaction with the teacher or each other using the language input. They will start copying simple phrases, join in a kind of answer question activities, introduce themselves, memorize short dialogues, etc. In this case, they need opportunities to interact with teachers and with each other in a meaningful learning.

d. Delight in Talking

Teenagers still take great delight in talking (Halliwell, 1993:3). It is because they are interested in talking about everything around them. They even say spontaneously what they think in their mind. They talk about the things they are seeing and experiencing. Teenagers like to talk about everything by activating their knowledge that they earn from hearing adults. They also love to ask for something new that they face everywhere to adults.

e. Cooperation

Group works and pair works can lead to effective implementation of cooperative learning (Brown, 2001:47). Working with others in a kind of cooperation is also beneficial in terms of sustaining interest and motivation. It is best if the students are put in

pairs/small groups (Pinter, 2006:189). It gives evidence that students need to work and cooperate with their friends, both individually or in groups to achieve and develop effective relationship among them. Here, students learn how to give appropriate responses in a particular range of cooperation. During the pair and group work accomplishment, the classroom becomes the place where the students have to cooperate with others. This description points out that students need to be cooperative with others.

C. Games

As suggested by Brown (2001:145-146) above, games are one of the solutions to cope with the problems in teaching speaking. Defining a game, Hadfield (1996: 4) says that a game is an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chances to express their ideas in their own ways but under the rule. Paul (2003: 49) says that when playing, singing and learning are integrated into a total learning experience, the combination is very powerful. The powerful effects can be in the term of motivation, unconscious language acquisition, and learner's performance in using the language. These phenomena could happen naturally as language games which are good, according to Banard (2005) cover the following features. Thus, it cannot be said as a good game if it does not have any language input.

a. Serious but fun

Games are interesting and enjoyable activities. They provide some kind of practice and in the same time add a competitive edge to the class.

b. Imaginative

Games provide some variations on the pattern of interaction, either in teacher-class interaction, student-group interaction, or student-students interaction. Therefore, the imaginative feature of games can be shared through several kinds of interactions.

In using games, teachers should consider some principles of game selection, as Weed (1972: 29) proposed, before picking one game to be applied in language teaching. They are:

a. The purpose of the game

In order to carry the knowledge or the language unit well, a teacher should refer to the section concerning purposes and relate the purpose to the particular point she will teach in the lesson.

b. The space to play the game

Teachers should also check if there is a possibility for language active games to take place in a limited space in a room, or the game might ruin the teaching-learning process.

c. The number of the students

Some games in language teaching work well for a large number of students and some of them are more suited to only two people, team

games or individual ones. Such pattern of grouping can be changed based on the situation and the need.

d. The age of the students

Naturally, adult games are not suitable for children, and vice versa. There are many elements that make them inappropriate to be mixed given different level of the learners, such as vocabulary differences, shorter or longer language structure, etc.

e. The level of the activity

It is suggested that the more relax and easier activity comes after the more active one because it is hard to settle down the students after they play a very active game. Teachers may put a game in the middle or in the end of a lesson by considering whether the students still need more energy in the next activity or not.

f. The type of the game

Teachers should consider which game they choose, the general one or the complicated one. After that, they can have time for preparation, instruction, and for managing the steps and time.

g. The time allocation

Some games need a lot of time to play. Thus, teachers should consider whether the students have got the prerequisite knowledge needed in the game or not. If they are yet accomplished, the teachers should prepare the students with the sentence structure and vocabulary before

playing the game. Thus more preparation and time management are needed.

h. The use of properties

One thing that the teachers might not forget, that they bring the properties needed for playing the game. Teachers may also modify the properties to suit the class and vocabulary if necessary.

i. The necessary reward, and

Giving rewards can be part of the game. Rewards can be in the form of both compliment and comment in spoken or written form. They will be something meaningful for the students.

j. The relevant game

A good game will help the students to maintain the knowledge they have learnt. However, the game which is not relevant to the knowledge they have learnt might ruin their understanding.

Besides referring to those principles, teachers should also be aware of a variety of techniques used for games. Hadfield (1990: 1) calls those techniques as:

- a. Information gap
- b. Guessing games
- c. Searching games
- d. Matching games
- e. Match-up games
- f. Exchanging and collecting games

- g. Combining activities
- h. Puzzle-solving games
- i. Role play, and
- j. Simulation

D. The Advantages of Using Games in Teaching Speaking

Zdybiewska (1994), as cited in Chandra (2008) believes that games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to that statement, Kim (1995), as cited in Chandra (2008) presents six advantages of using the language games in the classroom, which are:

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

In addition, Brewster, Ellis, and Gerald (2002) state the benefits of using games in teaching speaking are:

- 1) Games change the pace of a lesson and help to keep students' motivation.

- 2) Students are encouraged to participate, shy learners can be motivated to speak.
- 3) Games increase students communication which provides fluency practice and reduces the domination of the class by the teacher.
- 4) Games help create a fun atmosphere and reduce the distance between teacher and students.

E. Review of Related Research Studies

Speaking is one of language skills which are important. In general, people are considered to master a certain language if they are able to communicate using it in the daily speaking. Moreover, the current issue of globalization requires people to be able to communicate using English as the international language. Thus, those who master it will get the benefits in speaking English when they deal with their job. This is in line with Hayriye's view quoted as follows: "The ability to communicate in Second language clearly and efficiently contribute to the success of the learner in school and success later in every phase of life (Hayriye, 2006)."

However, as mentioned before, that teaching speaking is more demanding on the teacher than the teaching of any other language skill (Rivers. 1981:188), some experts in language teaching conducted some research studies to give some solutions on what activities done to improve the learners' speaking. Whilst some experts are busy with their studies on finding what to do, some others try to explore the advantage of teaching media in the

classrooms. One of them is Byrne (1995) who suggest the use of game in teaching.

Defining games, Byrne (1995) states that games are a form of play governed by rules. They should be brought in such an enjoyable and fun ways. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Hadfield (1990) gives the definition of game as an activity with rules, a goal, and an element of fun.

Strengthening the above statements, Deesri (2002) suggests some reasons of using games. They are:

- a. They spur motivation and students get very absorbed in the competitive aspect of the game.
- b. They lower students' stress in the classroom
- c. Students learn without realizing that they are learning.
- d. Increasing students' proficiency.

Deesri (2002) also states that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Moreover, games are highly motivating because they are amusing and interesting. In Aersos's (2000) words, games can be used to be practiced in all language skills and be used to practice many types of communications.

F. Conceptual Framework

English becomes one compulsory lesson in Junior High School. This policy is stated in the government rules No.19/2005 article 6 verses 1 about the scope of subjects in every level of education in the curriculum. Today, the current curriculum is the 2006 curriculum or the School-Based Curriculum. SMP N 2 Gamping is one of the Junior High School in Yogyakarta which has followed the curriculum. However, the students found some problems in the English teaching learning process. One of the problems is the students' low speaking skills. Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice the target language and produce it in the spoken form. They can practice the language in the forms of conversations, debates, games, or role plays. Moreover, they have to be able to speak in English not only fluently but also speak in connected speech and different genres and situations.

The improvement on the learning achievement needs a process. It means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, teacher, and the educational institution. Considering the need of improving the students speaking learning process, the researcher will identify and implement some efforts in the field. There are some steps that will be done by the researcher. The first, the researcher will observe and identify the problems in the field. Next, she and

the English teacher will try to find some efforts, which are considered as the solution. Finally, the actions will be implemented.

As the speaking skills are very important in the teaching of English, collaborative work to improve the English learning is necessary among related to the research team members such as the English teacher and the researcher. By using an action research, it is expected that the students speaking learning process in SMP N 2 Gamping can improve through the use of games.

CHAPTER III RESEARCH METHOD

This section describes the method that applied in conducting this research study.

A. Design of the Research

This research study is action research. It is action research because it focuses on the efforts to improve the real condition of the English teaching and learning process which is improving students' speaking learning process at Grade VIIB SMP N 2 Gamping through games.

B. The Setting of the Research

This research was conducted at SMP N 2 Gamping during the first term of 2012/2013 academic year from February to March 2013. The research members were the researcher, the English teacher, the collaborator and the Grade VIIB students at SMP N 2 Gamping, who were involved in the research.

C. Instruments and Data Collection Techniques

The data collected is qualitative in nature. The data were obtained by interviewing the grade VIIB students, doing observations during the teaching and learning process, and holding discussions with the collaborator and the English teacher. The data are in the forms of field notes and interview transcripts. The instruments for collecting the data were a digital camera, observation checklist and interview guidelines.

D. Data Analysis

The data collected from field notes and interview transcript were analyzed during the research. To obtain the trustworthiness, the researcher applied triangulation suggested by Burns (1999:163).

Burns (1999:102) states that triangulation is one of the most commonly used and best-known ways of checking for validity. It aims to gather multiple perspectives on the situation study. In addition, Bell (1999:163) states that triangulation is a way of arguing that if different methods of investigations produce the same result then the data are likely to be rallied. Bell (1999:02) describes triangulation as:

“cross-checking the extensive of certain phenomena and the veracity of individual accounts by gathering data from a number of informants and a number of sources and subsequently comparing and contrasting the account with another in order to produce as full and balanced a study as possible”.

Meanwhile to fulfill the reliability of the data, the researcher involved more than one resource of data, namely the researcher, the English teacher, the collaborator and the students of Grade VIIB SMP N 2 Gamping. The researcher triangulated the data by analyzing them from field notes of the teaching learning process, and the interview transcripts. She took field notes of what she did in the class and kept the supporting documents such as lesson plan, the students' work and some checklists of what she planned to do in class. After that, she interviewed the students to know what they felt during the class activities. She also interviewed the English teacher and the

collaborator to get some comments, perceptions and suggestion about the action.

E. Data Validity

To fulfill the validity of the research, the researcher will follow 5 criteria proposed by Burns (1999: 161-163), they are:

- 1) Outcome validity, related to the notion of action leading to outcomes that are “successful” within the research context. This research was expected to be able to solve more than one problem in teaching and learning process, for example ones which are related to speaking skills, motivation and interest.
- 2) Process validity, the researcher will collect the data by doing observation and note down everything that could be caught by the researchers senses (Burns, in Sanjaya, 2006:4). In this activity, the researcher observed the students, class’ condition, the teaching technique used by the English teacher, etc. during the teaching and learning processes and described the collected data in the field note form.
- 3) Catalytic validity, related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants’ perceptions of problems in the research setting. In this case, the researcher asked the students’ and the teacher responses to the changes occurring to themselves.

- 4) Democratic validity, related to the stakeholders chance to give their personal opinion, ideas and comments about the implication of the action research. In this research, the democratic validity was assessed by having discussion with member of the research, namely the students, the teachers, the principal and observer. During the discussion, the researcher let them give their ideas, comments, and suggestion toward the research.
- 5) Dialogic validity, means that the researcher will try to get outcome validity by looking at the result of the action done. This research involved the teacher as the collaborator who could monitor the research process. The researcher would see the success and failure of the action. The researcher found weakness by doing reflection with the teacher and the students.

F. The Procedure of Action Research

The research used the procedure of action research proposed by Kemmis and McTaggart (1988) in Burns (1999) by some modifications. The procedure is as follows.

a. Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also other research team members in the school. Moreover, in this step, the researcher found out information concerning on the students' speaking learning process. The researcher observed and interviewed with the English teacher to identify the existing problem on the students' speaking learning process. After that,

she determined some plans related to the problems on the students' speaking learning process.

b. Planning

The researcher made plans to be implementing in the action research. In this step, she selected some activities that were considered to be interesting activities to be implemented in improving student's speaking learning process. After that, she chose games as one of the interesting technique. After the games had been selected, she made the preparation of the action.

c. Implementing and Observing the Action

In this stage, the researcher implemented the plans that she made before. Then she observed the class to find out the problem in speaking learning process and see how effective the action was.

d. Reflection

In this step, the researcher evaluated the action. Reflection carried out by discussing the problems and the successes of the action during the action implementation. In this step, she identified whether the activities were effective or not, and to analyze failure and obstacles that occurred during the actions by doing the reflection. The reflection was done by analyzing the field notes and interviewing the students, the English teacher, and the collaborator. The result of the reflection was used to improve the next actions in the second cycle.

CHAPTER IV RESEARCH FINDINGS

This chapter presents the process of the research conducted through cycles to improve students' speaking learning process. It elaborates the findings of the research conducted in Cycle I and Cycle II. Each cycle consists of planning, action and discussion, and reflection. The objective of this research was to improve the speaking learning process in Class VIIB of SMP Negeri 2 Gamping, Sleman. It focused on applying games to improve the speaking learning process.

A. Reconnaissance

To identify the field problems, the researcher conducted observation and interview with the English teacher of the seventh grade in SMP Negeri 2 Gamping. It was about the speaking learning process in the seventh grade. Then, the English teaching learning process in Class VIIB was also observed. Here is the vignette of the English teaching learning process before the action.

Vignette 1

February 14, 2013

R : Researcher

ET : English Teacher

C : Collaborator

SS : Students

The researcher came to the school at 09.00 to meet the English teacher to conduct the observation. Before conducting the observation, the researcher first interviewed the English teacher about the English teaching process in this school, especially for the seventh grade. After having discussed, ET suggested the R to observe grade VIIB, because they have **low ability in speaking skill**. After that, the R and C came to the class VIIB to observe the English teaching and learning

process. While the R and ET came into the class, the students were **so noisy**. Some of them were even still **outside**. ET then asked the SS to come to the class soon. They were surprised when see the R and C. Then, ET introduced R and C to the students, ET explained to them that both of them would have an observation in their class.

On this day, the class was begun at 09.55 a.m. At first, ET greeted the students and asked their condition. **ET explained a little about asking for help**. Before explaining the material that would be learnt, the teacher asked the students to open textbook on page 4 and to complete the text **without giving warm up questions**. She used textbook to practice the material. She **did not use interactive activities or media so that the English teaching and learning process was monotonous**. It seemed that the students were not interested in the lesson. Besides, the condition of class seemed noisy because some of students were busy with their own activity. When they were asked to practice the task of asking for help, they could not do it well. After that, the teacher asked the students to read the dialogue with a friend next to them (in pairs) in front of the class, **but there were just some of them who came in front of the class to practice the dialogue**. They also **could not pronounce some words well**. Moreover, the students were **shy and reluctant when they were asked for to express their idea in English classroom activities**. The teacher ended the class at 10.35 a.m. because she had a meeting. After the class was ended, the researcher asked three students to be interviewed. (Field Note 05, February 14, 2013: see Appendix A)

The vignette above shows that the process of teaching and learning at Class VIIB of SMP Negeri 2 Gamping needs to be improved in term of teaching and learning technique, and the activities. The teaching learning process was still teacher centered. The situation above motivated the researcher to do efforts to improve the speaking learning process at SMP Negeri 2 Gamping especially for Class VIIB in the speaking class. Based on the data in the observations, there were some existing problems in the process of the English teaching and learning process in that class.

1. Identifying the field problems

The vignette above was one of the observation data before implementing actions in Class VIIB. Based on the data obtained through observation and interviews, there were some existing problems of the English teaching and learning process in that class. Those identified problems are presented below:

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

No.	Problems
1.	The students were bored and passive during the teaching learning process.
2.	The students' involvement in the teaching learning process was low.
3.	The students could not pronounce the English word appropriately.
4.	The students were shy to express their idea in English.
5.	The students were not really interested and motivated in speaking lesson.
6.	The students talked to each other during the English teaching and learning process.
7.	The students had less opportunity to practice their English in class.
8.	The teacher seldom used media to make the students interested in joining the lesson.
9.	The teacher seldom gave speaking activity during the English teaching and learning process.
10.	The teacher's explanation was too short and too fast.
11.	The English teaching and learning process was teacher – centered.
12.	The activity during the English teaching and learning process was not interactive and communicative.

2. Determining the research problems.

After finding the field problems, the researcher and the English teacher discussed further to identify the most important problems to be solved. The problems were related to the students' speaking ability and the English teaching learning media and activities. The students of grade VIIB had low

speaking ability. This could be seen from their performance when they were asked to practice the dialog in English classroom activities. They were shy and reluctant to speak in English. They also lacked of vocabulary mastery so that they were not familiar with some English words. Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak English.

Meanwhile, the teaching and learning activities employed by the English teacher were not communicative and seemed to be teacher-centered. The teacher often employed reading and writing activities and seldom employed speaking activity so that the students had less opportunity to practice their English orally. Moreover, she seldom used media to make the students interested in joining the lesson. She seldom used pictures, cards, games or other media that could be used as additional teaching resources in the class. The media used by the teacher was text book. The activities were not interesting to students. In fact, to reach the aim of English teaching, especially teaching speaking ability the activities had to be interesting, attractive, and contextual. The use of various media was needed to support speaking teaching and learning process. Besides, the students' involvement in the teaching and learning process was low. It caused the English teaching and learning process run ineffectively and unsuccessfully. Thus, the researcher needed to solve those problems.

3. Determining the actions to overcome the problems

After the researcher, collaborator and English teacher identified the most important problems needed to solve, they discussed again the point of those problems. After discussing them, the researcher, collaborator and English teacher agreed that those problems were related to speaking learning process. Then the researcher tried to look for the appropriate ways to improve students' speaking learning process.

At that time, when the researcher proposed games as techniques to be used in the actions, the English teacher and collaborator agreed about it. The English teacher said that so far she seldom used technique/media because she did not have enough time to make it. Then, the researcher and English teacher decided to use games as technique in teaching speaking. Moreover, the researcher thought that the activities supported by games were new for the students of SMP N 2 Gamping. Thus, the students were expected to like that technique.

B. The Implementation of the Action and Discussion

1. The Implementation of Cycle 1

a. Planning

Considering the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing games as technique in the speaking learning process. These are described as follows:

1. Using classroom English during the teaching and learning process.

During the actions, the researcher acted as the teacher in the class. The data from interview showed that the teacher seldom used English in classroom so that the students were accustomed to speaking English in class. Therefore, during this cycle, the researcher planned to use classroom English during the teaching and learning process in order to make the students more familiar with the English words. Besides, this would have improved their opportunities to speak English in the class. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit materials that would be learnt, to explain the materials, to give the instruction of the task or activities, to give feedback, and to end the lesson. Besides, the researcher also planned to use some Indonesian translations in some strategies such as in explaining material and giving the instructions, so that they could understand the researcher's explanations more easily.

2. Asking the students to make a dialogue and perform it in front of the class.

The students were asked to retell dialogues in front of the class to make them confident in speaking in front of their friends. So far, the students had less opportunity to speak in front of the class. By asking the students to retell dialogues in front of the class in pairs, they

were expected not to be shy. Moreover, it was aimed at giving them understanding that practicing a dialogue was different from reading a written dialogue aloud.

3. Giving feedback on the students' pronunciation

Based on the observation and interviews with the students, the English teacher seldom gave feedback on the students' work, especially on the students' pronunciation. It made the students always make the same mistakes for many times. Then, the researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

4. Implementing Games during the speaking learning process.

Games which were applied to be used in this cycle were aimed to improve the students' willingness in speaking as well as improving their motivation and involvement in the classroom. In using games, researcher referred to Lewis and Benson (2009), Hadfield's (1996), and Lee's (1979). The third references were useful for researcher in giving examples of models in which games can be modified creatively based on the learners' context.

For the first meeting, the game was designed by researcher herself, by copying the ideas from a Javanese Traditional game: *Jamuran*, combined with *Bingo song*. The second meeting, the

researcher picked a game namely *Pass the Ball*. The planned games in cycle II had the following features:

Table 2: The specifications of games used in cycle 1

Features	Game 1	Game 2
The purpose of the game	to catch lot students as possible in the bridge to practice expressing asking and giving something	to tell others how to make certain food/drink
The space to play the game	large space: the front part of the class	large space: the front part of the class
The number of the students	for more than 30 students, two snake-like lines (more than 15 students each)	whole students (32 students)
The age of the students	teenager	teenager
The level of the activity	less active	more active
The type of the game	guessing game	guessing game
The time allocation	25 minutes or more	15 minutes or more
The use of properties	bingo song and list of clues	ball
The necessary reward	oral compliments, clap hands.	oral compliments, clap hands
The relevant	enabling the students to	suitable for teaching about

game	practice asking and giving something	instructing
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As what Byrne (1995) states, games are a form of play governed by rules. The rules of the games are presented as follows:

a) Rules of Game 1 *Bingo*

- The students are grouped into two big groups.
- Both groups make a line (a snake) and each of them make a bridge (consist of two students).
- The snake will pass under the bridge singing “Bingo song”.
- Each student who is caught in the bridge is closed (in every end of the song), is given a noun phrase (e.g. a nice bag) and should ask for something (e.g. May I borrow your nice bag) to whom caught in the other bridge.
- The other student who is caught should respond to it with expressions of giving something (e.g. Sure, here you are), and vice versa.

b) Rules of Game 2 *Pass The Ball*

- To begin the game, students stand up in a circle.
- The teacher will select one student to hold the ball (the first holder)
- The teacher will give that student the clue: “Mention 3 steps to make sandwich/fried rice, a cup of tea, milk shake, etc, pass the ball.”
- As soon as the teacher says “Pass the ball,” the student holding the ball passes it to the right.
- Students quickly pass the ball around the circle.
- If the ball returns to the first holder before she/he mentions 3 steps to make sandwich/fried rice, etc, the first holder still becomes a holder.
- Otherwise, the student who gets the ball when the first holder finishes mentioning 3 steps to make sandwich/fried rice, etc, is the new holder.

b. **Action and Observations in Cycle 1**

The actions were carried out two times on February 26th, 2013 and February 28th, 2013. The actions were focused on implementing games. In this cycle, while the researcher implemented the action, the teacher and collaborator took notes in the back of the class to observe the

teaching and learning process. The data during cycle I were collected through classroom observation and interviews.

1. Using classroom English during the teaching and learning process

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving feedback, and closing the lesson. As planned before, the researcher sometimes used Indonesian translation in some difficult aspects, such as in explaining materials and in giving the instructions. Generally, during cycle I the use of classroom English was effective to improve the students' confidence to speak English since there was always two – way communication between the researcher and the students though sometimes the researcher used Indonesian translation. It could be seen in the extract below:

Then, the researcher gave apperception questions to the students. I asked “*what are the utterances to express asking for and giving something?*” responding that some students answered, “*may I borrow, sure here you are, etc*”.

.....

After all of the students understood about the utterances of asking and giving something. The researcher asked the students to make two big groups. “*Ok. Now, make 2 big groups. Make a line (a snake) and each of the group makes a bridge (consist of two students). The snake will pass the bridge singing “BINGO song”. Each of the student who is*

caught in the bridge (in every end of the song) is given a noun phrase (e.g. a nice bag) and should ask for something (e.g. May I borrow your a nice bag.) to whom caught in the other bridge. The other student who is caught should respond to it with giving something expression (e.g. Sure, here you are), and vice versa. Understand everyone?" Because of some students were not clear with the instruction, the researcher repeated the instruction in Indonesian. Then, they started acting out the game in front of the class.

From the extract of field note above, it could be concluded that the classroom English was effective to make the students familiar with English so that they would not feel that learning English is difficult. However, sometimes the students seemed confused with the instruction in English. Therefore, the researcher tried to help them by translating the English words into Indonesian.

2. Asking the students to make a dialogue and perform it in front of the class.

The students were asked to make a dialogue with their friend next to them. After they made a dialogue, they had an opportunity to practice the dialogue in front of the class. By doing this activity, the students would have more opportunity to speak in English so that they would be more confident to speak in English. The description of this action for each meeting is presented as follows.

a. 1st meeting

In the first meeting, researcher asked the students to make a dialogue using the words in the table with asking for and

giving something expression (task 4), and then to retell it in front of the class with their partner. At the first time some students felt confused with the instruction, but after researcher explained more and gave them examples, they understood it. Some students used dictionary to help them in doing the task. After they finished, some students performed their dialogue in front of the class. Researcher reminded the students to speak louder, clearer, and if possible practice it without any text so that they had eye contact during speaking with their partner. The action of this meeting could be seen in the extract below.

.....Then R asked the whole SS to make a dialogue using the words in the table with asking for and giving something expression, and then retell it in front of the class. R gave SS 5 minutes to make a dialogue in Task 4. R moved around the classroom and helped some students to find what they should do. R moved to the front of the class and said that they should only choose one number to make a dialogue. Some SS understood her instruction but others were still confused. Then R gave an example of the dialogue. It helped the SS a lot in understanding the instruction. Then the SS began making a dialogue in Task 4. Some SS used dictionary to help them. It took 15 minutes to finish the Task. Before having performances, R move around the students' seats to make sure that they had finished the dialogue. R asked them to perform their dialogues in front of the class, and R reminded them to practice the dialogue without reading the text if possible, and to speak louder and clearer so that all SS could hear their voice. When R asked SS to perform the result of

their dialogue, there was no SS who wanted to be a volunteer to perform it in front of the class. To solve this problem, R called some students from the attendance list to perform it in front of the class. Most of the SS read their work in front of the class. The first student was Rafi Ardyanto. He read it carefully, *“Elya: Hi Bayu. May I borrow your comic, please?” “Mira: Yes, here it is.”* There was no pronunciation mistakes made. R said *“great!”* to him. The second student was Desi Wulandari. She read, *“Traya: Do you have some envelopes?” “Sukma: Yes, I have two” “Traya: Well, May I have one?” “Sukma: Certainly. Here you are”*. Her mistakes were in the pronunciation *“envelopes”* and *“certainly.”* But overall, the dialogue was good. The third student was Dhiya Ulhaq. She read, *“Lisa: I need a cap. Do you have one for me?” “Ayu: Sure. Here you are”* clearly. R thanked her and said *“well done”*. R required SS to check the pronunciation and the dialogue that they made. The students were still under R’s control. Some SS practiced the dialogue in low voice. Although ET and C had reminded them, it still happened.

b. 2nd meeting

In the second meeting, researcher asked the students to make a dialogue in pairs based on the monologue about steps in making instant noodle. Students discussed with their partner in doing it, but some students kept talking on other topics. Then researcher invited a pair of students from each row to perform their dialogue in front of the class. Researcher reminded some of them to have eye contact. They adapted the dialogue in Task 1 to suit the clue. Some of them were also able to use sentence connectors in

their dialogue. Some students used raising intonation too and eye contact in practicing the dialogues. One of their dialogues was presented as follows:

- Agusta : Hi Dion. What are you doing?
 Dion : I'm making instant noodle.
 Agusta : That sounds delicious. What are the ingredients to make it?
 Dion : You need:
 - a pack of instant noodles
 - an egg
 - some slices of meat balls and
 - some chops of vegetables
 Agusta : Oh, I see. Tell me how to make it.
 Dion : First, switch on the gas stove and put a sauce pan on it. Then, pour 400 ml (2 glasses) of water in the pan and boil it. Add noodles, egg, meatball and vegetables. Next, stir slowly for 3 minutes. Put the seasoning and chili powder in a bowl. After that, pour the cooked noodle together with the soup into the bowl and mix well with oil seasoning. Finally, spread delicious powder on it. The boiled noodle is ready to serve.
 Agusta : Can I get some?
 Dion : Yes please.
Agusta : Oh, it's terrific! Very delicious!
 Field Note 11, February 28, 2013: see Appendix A

The action of this meeting could be seen in the extract below.

.....R asked SS to make a dialogue in pairs (Task 4). SS looked at the dialogue in Task 1 to help them. Some SS discussed it with their partner and some others talked about something else with others. Then R came to SS who were talking out of topics, and asked them to work on the task. Ten minutes left, R asked some finishing pairs to practice the dialogue in front of the class. R invited a pair of each row to practice the dialogue in front of the class. R also reminded to them to have eye contact

when practicing the dialogue and not to just stick on reading the dialogue. SS discussed who would practice it. Finally, R got four pairs practicing the dialogue in turn, beginning from those sitting in the left-hand side. Most of them adapt the dialogue in Task 1 and changed some part of the dialogue to suit the clue. Most of them could perform the dialogue well, but R still found mispronunciations in the words: *seasoning*, *cooked*, and *spread*. They greeted their classmate and told them how to make instant noodle. SS were able to use transitional signals in the dialogue. All of them still used notes when performing the dialogue.

3. Giving feedback on the students' pronunciation

When the students were performing the dialogue in front of the class, some of them pronounced some words incorrectly. It occurred until the last meeting of the first cycle. For the first meeting, the students made mispronounce in the words: *newspaper*, *haven't*, *final*, *by the way*, *exam*, *envelopes*, and *certainly* (Field Note 10, February 26th 2013). For the second meeting, mispronounce occurred in the words: *seasoning*, *cooked*, and *spread*. (Field Note 11, February 28th 2013). Therefore, the researcher always corrected the students' pronunciation in every meeting by giving feedback after they performed the dialogue in front of the class. Moreover, when the researcher was giving the correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. It could be seen from the following extract.

.....For the first meeting, some of them made mistakes in pronouncing *newspaper*, *haven't*, *final*, *by the way*, and *exam*. R corrected them classically and asked Triangga, Nurlaila, Bayu Wicaksono and Ijah Lestari to repeat the correct pronunciation of each word. Desi and Indira mistakes were in the pronounce “*envelopes*” and “*certainly*”. R told her the right pronunciation. For the second meetingbut R still found mispronunciations in the words: *seasoning*, *cooked*, and *spread*. However, when the researcher gave the correct pronunciation of those words, the students were very enthusiastic to imitate the researcher said.

4. Implementing games in the speaking learning process.

The implementation of games in cycle I was conducted in two meetings, the discussions asking for and the expressions of giving something, and procedure text. The description of each meeting is presented below.

a. 1st meeting (*Bingo Game*)

The first meeting was implemented on Tuesday, February 26th 2013. The researcher entered the class at 07.00 a.m. The researcher introduced the topic for the first time and had the pre-teaching. The researcher distributed the handouts and read the sample dialogues and asked the students to repeat after her. Then she explained the expressions of asking for and giving something. Then the researcher also checked their understanding about the topic.

The researcher asked the students to study the dialogue in Task 1. Then the students were asked to practice the dialogue in front of the class. The researcher took the attendance list and invited 2 pairs of students to read the dialogue in front of the class. Some of them made mistakes in pronounce *newspaper*, *haven't*, *final*, *by the way*, and *exam*. The researcher corrected them classically and asked the students to repeat the correct pronunciation of each word. After that, the researcher asked the students to complete some tasks as the practice. When the students did the tasks, the researcher found out that some students did not do the tasks. They only sat down on their chairs and waited for their friends.

Then researcher asked the whole students to make a dialogue using the words in the table with asking for and giving something expression, and then to retell it in front of the class in pairs. At the first time some students felt confused with the instruction, but after the researcher explained more and gave them examples, they understood it. Some students used dictionary to help them in doing the task. After having finished some students performed their dialogue in front of the class. Researcher reminded the students to speak louder, clearer, and if possible practice it

without any text so that they had eye contact during speaking with their partner.

In the production session students acted the game. It took 20 minutes for the students to understand the rule, memorize the song, and act the game. They asked the researcher to translate the instruction into Indonesian. After all the students were ready to act the game, the researcher asked them to move in front of the class and make two big groups. The students had a problem with asking something and the instruction. They spoke little in English. The researcher observed the students' in acting the game. The researcher found that some students who understood the rule tried to speak in English while some others who did not just looked at other's friend. After the students had finished, the researcher asked them to comment on the game. The students said that it was confusing. After some reflection the researcher and the students ended the lesson. Here is the vignette of implementing game in the first meeting:

Vignette 2

February 26th, 2013

R : Researcher

ET : English Teacher

C : Collaborator

SS : Students

R, C and ET entered the class VIIB at 07.00 a.m. R greeted SS by saying “*Good morning,*” replied by “*Good morning*” from the SS. R asked SS “*How are you getting on?*.” SS got confused. R said “*How are you getting on?*” is the same as

“*How are you?*” SS replied by saying “*Fine, thank you.*” I asked who was absent. Some SS answered no one. Then R gave apperception questions to the students. I asked “*What were the utterances to express asking and giving something?*” SS looked confused, R repeated the same question. Responding some students answered, “*May I borrow, sure here you are, etc.*” After that, R told them that they would learn how to express asking for and giving something in English and R said that we would have a game too. R distributed the handouts.

Then, R began with reading the examples of simple dialogues asking for and giving something. R read the dialogue and asked SS to repeat after her. After reading the dialogue R explained the expressions of asking for and giving something and explained the meaning of the expressions used in the dialogue. Then the researcher also checked their understanding about the topic. **When R was explaining the material, some SS looked busy with their activities and had conversations with their friends. But, the other SS still paid attention to R.**

R asked the SS to study the dialogue (Task 1) in pairs. Some students practiced the dialogue in pairs, while some others read them and discussed them with their partner. After that, R took the attendance list and invited 2 pairs of SS to read the dialogue in front of the class. The invited students were Triangga, Nurlaila, Bayu Wicaksono and Ijah Lestari. Some of them made mistakes in pronouncing *newspaper*, *haven't*, *final*, *by the way*, and *exam*. R corrected them classically and asked SS to repeat the correct pronunciation of each word. After that, R asked SS to complete some tasks as the practice. **When the students did the tasks, the researcher found out that some students did not do the tasks. They only sat down on their chairs and waited for their friends.**

Then R asked the whole SS to make a dialogue using the words in the table with asking for and giving something expression, and then to retell it in front of the class in pairs. R gave SS 5 minutes to make a dialogue in Task 4. R moved around the classroom and helped some students to find out what they should do. R moved to the front of the class and said that they should only choose one number to make a dialogue. Some SS caught her instruction but others still asked to other else. Then R gave an example of the dialogue. It helped the SS a lot in understanding the instruction. Then the SS began making a dialogue in Task 4. Some SS used dictionary to help them. It took 15 minutes to finish the Task. Before having performances, R move around the students' seats to make sure that they had finished the dialogue. R asked them to perform their dialogues in front of the class, and R reminded them to practice the dialogue without reading the text if possible, and to speak louder and clearer so that all SS could hear their voice. **When R asked SS to perform the result of their works, there was no SS who want to be a volunteer to perform it in front of the class.** To solve this problem, R calls some students from the attendance list to perform it in front of the class. Most of the SS read their work in front of the class.

The first students were Rafi Ardyanto and Dionisius Desmartrianto. They read carefully, “*Elya: Hi Mira. May I borrow your comic, please?*” “*Mira: Yes, here it is*” “*Elya: Thank you*” “*Mira: You are welcome.*” There was no pronunciation mistakes made. R said “*great!*” to him. The second students were Desi Wulandari and Indira Fortunisya. They read, “*Traya: Do you have some envelopes?*” “*Sukma: Yes, I have two*” “*Traya: Well, May I have one?*” “*Sukma: Certainly. Here you are*”. Their mistakes were in the pronoun “*envelopes*” and “*certainly.*” R told them the right pronunciation. But the overall the dialogue was good. The third students were Dhiya Ulhaq and Maria Pramesthi. They read, “*Lisa: I need a cap. Do you have one for me?*” “*Ayu: Sure. Here you are*” “*Lisa: Thank you*” “*Ayu: you are welcome*” clearly. R thanked her and said “*Well done!*” R required SS to check the pronunciation and the dialogue that they made. The students were **still under R’s control**. Some SS practiced the dialogue in **low voice**. Although ET and C had reminded them, it still happened.

After all SS had performed their dialogue, R explained the rules of the game. **SS looked confused with the instruction**. Because some students were not clear with the instruction, the researcher repeated the instruction by Indonesia translations. Then, they started acting out the game in front of the class. R also distributed the lyric of the Bingo song and practiced singing the songs more than three times together with the SS. Some SS seemed to be uninterested. After all students were ready to act the game, R asked them to stand up and make two lines in front of the class. Then R asked four SS as the bridge that would catch the SS in the line at the end of the song. R and SS practiced the game to see that all SS knew how the game worked. After R gave the sample instruction, all SS acted the game. Beginning the game, **the students slowly stood up and moved to the front of the class**. During the game, there were six couples caught in both bridge/gate. **Some of them forgot to mention the expressions of asking for and something when they were caught. Some SS didn’t obey the rule of the game.** Another problem was that **they spoke little in English**. Some students still used Indonesian during the game although R had reminded them. At the end of the game R asked the SS to listen to her. R reflected the lesson by asking what they feel about the game. Some SS answered “*confusing.*” Then R and all SS ended the class activity.

(Field Note 10, February 26, 2013: see Appendix A)

b. 2nd meeting (*Pass The Ball Game*)

The second meeting was implemented on Thursday, February 28th 2013. The researcher entered the class at 09.55 a.m. and everyone was present. Then the researcher distributed the

handouts and had the pre-teaching activities. In the presentation session the researcher invited some students to read the dialogue. Some students mispronounced “*ingredients, milkshake, cookies, mixture, and add.*” The researcher corrected them and asked the students to repeat them three times. After that, the researcher read out the same dialogue again and asked the students to repeat after her. Then the researcher explained the students about procedure text and sentence connectors to show procedure of making/doing something.

In the practice session the researcher pronounced some words in Task 2 and asked the students to repeat after her. After that, the students were asked to find the meaning of words related to steps in making some food or drink. The students used dictionaries and discussed the words with their classmates. After the students finished, the researcher checked and discussed the meaning of the words classically. Then, the researcher asked them to complete the text with using appropriate sentence connectors. After that, she discussed the answer classically and asked them to practice the procedure text with their partner. Some students made mistakes in pronounce *milkshake, creamy* and *serve*. After getting the students practicing the text, the researcher read the whole procedure text

aloud and asked the students to repeat after her to stress on the pronunciation and intonation.

In production session the researcher asked the students to make a dialogue in pairs based on the monologue about steps in making instant noodle. The students discussed with their partner in doing it, but some students kept talking on other topics. Then the researcher invited a pair of students from each row to perform their dialogue in front of the class. The researcher reminded some of them to have eye contact. They adapted the dialogue in Task 1 to suit the clue. Some of them were also able to use sentence connectors in their dialogue. Some students used raising intonation too and eye contact in practicing the dialogues. One of their works was presented as follows:

Agusta : Hi Dion. What are you doing?
 Dion : I'm making instant noodle.
 Agusta : That sounds delicious. What are the ingredients to make it?
 Dion : You need:
 - a pack of instant noodles
 - an egg
 - some slices of meat balls and
 - some chops of vegetables
 Agusta : Oh, I see. Tell me how to make it.
 Dion : First, switch on the gas stove and put a sauce pan on it. Then, pour 400 ml (2 glasses) of water in the pan and boil it. Add noodles, egg, meatball and vegetables. Next, stir slowly for 3 minutes. Put the seasoning and

chili powder in a bowl. After that, pour the cooked noodle together with the soup into the bowl and mix well with oil seasoning. Finally, spread delicious powder on it .The boiled noodle is ready to serve.

Agusta : Can I get some?

Dion : Yes please.

Agusta : Oh, it's terrific! Very delicious!

Field Note 11, February 28, 2013: see Appendix A

Then the researcher turned to the game. The researcher explained the rule of the game three times and then checked the students' understanding. Some students confused and some others understood. The researcher asked them to make a circle in front of the class. Then the researcher gave an example for them. It helped much the students to act out the game.

The *Pass the Ball* game let five the students try to memorize and tell the steps in making: a glass of tea, a cup of coffee, a plate of fried rice, and a bowl of noodle. The students looked busy passing the ball while memorizing the action verbs of making some food and drink. The students spoke in English in the beginning of the game. After some minutes, they began to look at others' and spoke in Indonesian. The researcher reminded them to speak in English. The students obeyed the instruction and spoke in English again. The game lasted about 20 minutes. During the game, the students passed the ball quickly to avoid getting the turn. The

students who got the ball spoke slowly, trying to tell the steps carefully. The other students helped them by giving clues when they got confused. Students tried to speak in English systematically. They were able to use sentence connectors for telling the procedure of making something.

The game ended at 11.15 a.m. The researcher reflected their learning and summarizing the materials briefly, the researcher and the students ended the lesson by saying a prayer. Here is the vignette on the teaching-learning process in the second meeting.

Vignette 3

February 28th, 2013

R : Researcher

ET : English Teacher

C : Collaborator

SS : Students

R and C entered the class at 09.55. ET had a seat in back row. R greeted the SS by saying “*Good morning*” replied by students’ with “*Good morning.*” R asked their condition, they said “*Fine, thank you.*” R asked who was absent. Fortunately no one was absent. Then R gave apperception questions to the students. I asked “*Do you like cooking or making a drink?*” Some SS answered “Yes.” R asked whether SS knew “How to make a glass of milkshake in English?” Some SS looked confused and tried to express it in English. R explained that this meeting they were going to have a game on instructing.

Then R distributed the handouts and had the pre-teaching activities. R asked whether there were any volunteer or not. The situation in the previous day happened again in the teaching-learning process. SS **did not want to be any volunteer** to read the dialogue so that R decided who would read it. R took the attendance list and called Rosalia Revita and Agustina Arvika to read the dialogue in Task 1. Both SS read the dialogue in **low voice**. Then R said “*Louder, please.*” They looked confused in reading words: *ingredients, milkshake, cookies, mixture, and add*. They were silent waiting for R to tell them how to pronounce those words. Then R repeated saying it three times. After finished, they took their seat. R invited

Sonia Stefani Kosat and Marissa Helga Liliananda. They read better than the first one, but they still read carefully and slowly. The pronunciation is clear. Then, Robby Kurniawan and Wahid Febrianto were invited as the third one. R reminded them to speak louder. They did it. After that, R read aloud again the same dialogue and asked SS to repeat after her. Then R explained students about procedure text and sentence connectors to show procedure of making/doing something. **When R explained the material, the situation was not conducive because the other class was very crowded.**

R pronounced the words in Task 2 and asked SS to repeat after her three times. SS repeated after her loudly. Then R asked SS to work individually finding the meaning of the words in Task 2. SS had ability to cooperate with their friends already to find the meaning from some words. SS used dictionary to help them find the meaning. After students finished, the researcher checked and discussed the meaning of the words classically. After that, R asked students to complete the text using appropriate sentence connectors. R gave SS five minutes to do Task 3 in pairs. While SS were completing the text, R monitored them and helped them in understanding the text. Some of SS used dictionary to find the meaning of some words. Looking some SS have finished, R asked them to practice the text in pairs from their seat. Some minutes later, R asked all SS to read the text loudly and check their work classically. They seemed to have correct answers and understand the text well. The problem was on the pronunciation. SS had problem in pronouncing “*milkshake*, *creamy* and *serve*.” R corrected the students by pronouncing those words and asked them to repeat those words three times. After getting students practicing the text, researcher read the text loudly and asked students to repeat after her to stress on the pronunciation and intonation.

R asked SS to make a dialogue in pairs (Task 4). SS looked at the dialogue in Task 1 to help them. Some SS discussed it with partners and **some others talked about something else with others**. Then R came to SS who were talkative in their own topics, asked them to work on the task. Ten minutes left, R asked some finishing pairs to practice the dialogues in front of the class. R invited a pair of each row to practice the dialogue in front of the class. R also reminded them to have eye contact when practicing the dialogue and not just stick on reading the dialogue. SS discussed who would practice it. Finally, R got four pairs practicing the dialogues in turn, began from those sat in the left-hand side. Most of them adapt the dialogue in Task 1 and changed some part of the dialogue to suit the clue. Most of them could perform the dialogue well, but R still found mispronunciations in the words: *seasoning*, *cooked*, and *spread*. After that, the researcher gave some feedback on their pronunciation and all of them were very enthusiastic to imitate what the researcher said. They greeted their classmate and told them how to make instant noodle. SS were able to use transitional signals in the dialogue. **All of them still used notes when performing the dialogue.**

After the performances, R turned to the game. R explained the rules three times. R

asked whether SS understood. Some SS understood it and some others were still confused. R asked SS to make a circle in the middle front of the class. SS moved quickly. R gave an example to make the instruction clearer. It helped much. In the beginning of the game, the students seemed afraid if they hold the ball and had to tell the steps in making something. So, they passed the ball quickly to avoid the turn. The game let 5 SS tried to memorize and tell the steps in making: sandwich, a glass of tea, a cup of coffee, a plate of fried rice, and a bowl of noodle. **SS who got the ball slowly spoke trying to tell the steps carefully.** The other SS helped them by giving them clues when they got confused. **They communicate in English as the instruction required, but some SS did not obey the rule.** R reminds them to use English in the game. **SS obeyed the instruction because R and C observed them used English when they told the steps in making something.** Because of the time limitation, R stopped the game. R let SS take their seat. Then R asked SS to give applause for them all. R reflected the moral value of the game that SS should be systematic in doing everything. Summarizing briefly, R and SS ended the lesson.

(Field Note 11, February 28, 2013: see Appendix A)

c. Reflection of cycle 1

After conducting the action in cycle I, the research team members had a small discussion. In the discussion, the analyzed data from the observations and interview transcript were used to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related the implemented actions. The following are the results of the reflections.

1. Using classroom English during the teaching and learning process

The use of classroom English attempted to make the students familiar with English so that they would not feel that learning English is difficult. The ability to respond to what the researcher said shows that the students could understand the

expressions and they could respond to the expressions appropriately. Thus, the researcher found that the use of classroom English was effective in making the students familiar with English. The finding could be seen from the field note below.

.....Then, the researcher gave apperception questions to the students. I asked “*what are the utterances to express asking and giving something?*” responding that some students answered, “*may I borrow, sure here you are, etc*”.

In this first cycle, the researcher used some Indonesian translation in explaining the materials and giving instruction in order to make the students understand. This reflection could be inferred from the extracts below:

.....After all of the students understood about the utterances of asking and giving something. The researcher asked to the students to make two big groups. “Ok. Now, make 2 big groups. Make a line (a snake) and each of the group make a bridge (consist of two students). The snake will pass the bridge singing “BINGO song”. Each of the student who is caught in the bridge (in every end of the song) is given a noun phrase (e.g. a nice bag) and should ask for something (e.g. May I borrow your a nice bag) to whom caught in the other bridge. The other student who is caught should respond to it with giving something expression (e.g. Sure, here you are), and vice versa. Understand everyone?”

However, the students looked confused with the researcher’s instructions. Then, the researcher repeated the instruction by using Indonesian translation, “*Oke, sekarang buta 2 grup besar. Buat barisan (ular) dan masing-masing grup buat sebuah jembatan (yang terdiri dari dua orang siswa). Ular yang akan melewati jembatan sambil bernyanyi “Lahu Bingo.” Setiap siswa*

yang terjebak di jembatan (diakhir setiap lagu) akan diberikan sebuah noun phrase (contoh: a nice bag) dan harus mengungkapkan menanyakan sesuatu (contoh: May I borrow you're a nice bag) untuk selanjutnya yang tertangkap di jembatan. Siswa lain yang tertangkap harus meresponya dengan mengungkapkan member sesuatu (contoh: Tentu, ini dia), seterusnya seperti itu. Mengerti semuanya?"

From those field notes, it could be concluded that the students were still not familiar with the English words. They only knew a limited expression of greeting such as "How are you today?" Meanwhile, from the students' point of view, some students, Gigin, Maria, and Indira stated that they little bit understood when the researcher spoke English (Interview transcripts 7, February 28, 2013). In addition, Hayin stated that she could understand the classroom English as the researcher always translated it. It could be inferred from the following extract:

-
- R: *Oya, selama ini paham nggak dek, kalo saya menerangkan pakai bahasa Inggris? (So far, did you understand when I explained the materials in English?)*
- S: *Ya awalnya sih rada-rada nggak dong juga, tapi makin kesini lumayan bisa menangkaplah, soalnya kan sama Miss-nya trus diterjemahin kalau kita nggak dong. Terjemahan dari Miss membantu lah. (At first, I didn't understand when you explained the material in English, but then I could*

understand the material because you always translated it. It's very helpful.)

(Interview transcript 8, February 28, 2013)

On the other hand, the collaborator's opinion on the implementation of classroom English during the first cycle could be seen in the extract below.

.....

R: *Oya, terus kalau penggunaan classroom English selama ini gimana?* (Then, what do you think about the implementation of classroom English so far?)

C: *Ya lumayan efektif, walaupun ada beberapa siswa tidak paham ketika guru berbicara dalam bahasa Inggris. Emh..sepertinya mereka juga belum familiar dengan beberapa vocabulary dalam classroom English yang guru gunakan seperti instruksi waktu itu.* (Yea, I think it's quite effective, though there were some students who just only kept silent when you spoke English. I think they were not familiar with some vocabulary that you used in classroom English, such as instruction that you used concerning time.)

(Interview transcripts 6, February 28, 2013)

2. Asking the students to make a dialogue and perform it in front of the class.

In every meeting, the students were always asked to make a dialogue and they had to perform in front of the class. As mentioned before, it was aimed at improving their confidence in speaking in front of class. Besides, it was to improve the students' speaking ability since by performing the dialogue, the students

practiced their English in the class. Brown (2001) states that students' belief in their capability of accomplishing a task is a factor in their eventual success in attaining the task.

Based on the observation and interviews with the students and the English teacher, the reflection of the action could be summarized that most of the students were still shy and reluctant to practice the dialogues in front of the class. For instance, in the first and second meeting, there was no student who wanted to come in front of the class to practice the dialog when the researcher asked any volunteer of them. (Field Note 10, 11, February 26 and 28, 2013). Besides, while a student was practicing the dialog in front of the class, the other students sitting back rows were making noises. It was supported by the collaborator's opinion that "when the students practice the dialog, there were just some of them who listen to him/her and the students sitting in the back were making noise while waiting the turn" (Interview transcript 6, February 28, 2013). The researcher had to warn them to listen to their friends for many times.

3. Giving feedback on the students' pronunciation.

The researcher also gave feedback on the students' pronunciation after they perform the dialogues so that they did not make same mistakes. In giving feedback on the students'

pronunciation, the researcher did not point out on a single students' so that it did not make her/him shy. On the other hand, the students were very enthusiastic when the researcher told them about the right pronunciation of some words. It could be seen from one of the field notes below.

..... After that, the researcher gave some feedback on their pronunciation and all of them were very enthusiastic to imitate what the researcher said (*Field Note 11, February 28, 2013*).

The finding was in line with Harmer's (2001) statement that when the teacher gives sympathetic and useful feedback on the students' speaking, they will get tremendous satisfaction on it and then they will be motivated to do the task. Moreover, most of students said that their speaking ability had improved since they knew the correct pronunciation of some words. Maria said ".....The activities were enjoyable and I know the correct pronunciation of some words' (Interview transcript 7, February 28, 2013). In addition, Paulus also said "My speaking ability has improved and I knew the pronunciation of the words" (Interview transcript 9, February 28, 2013).

4. Implementing games in the speaking learning process.

The implementation of games through speaking learning process was generally successful in improving speaking ability and

involvement. Most of them were actively involved in the activities. The reflection of the implementation of games for each meeting is presented as follows.

- a. For the first meeting, the implementation of *Bingo* game was not successful enough in improving students' speaking learning process, because there were some students not actively involved in speaking activities. Meanwhile, most of students did not understand the rule of the game. It could be seen from one of the field notes below.

.....R explained the rules of the game. SS looked confused with the instruction. Because some students did not understand with the instruction, the researcher repeated the instruction in Indonesian. Then, they started to act out the game in front of the class. (*Field Note 10, February 26, 2013*).

However, most of the students were happy with the game done in first meeting. For example, Gigin, Hayin and Gilang said that they liked it because it was enjoyable (Interview transcript 7, 8, 9, February 28, 2013).

In addition, the collaborator also stated that the game was effective enough in first meeting although there were some students' who won't act out the game. It could be seen from the following extract:

R : *Bagaimana pendapat Miss Wiwit tentang action yang saya lakukan tadi?*
(What do you think about the action I had done today?)

C : *Menurut saya action yang anda lakukan tadi sudah cukup efektif tetapi hanya beberapa siswa yang aktif dalam pertemuan ini, yang lainnya itu masih kebanyakan diam.* (I think it was quite effective but in this meeting there were only some students who actively, and the rest mostly kept silent).

R : *Lalu bagaimana pendapat Miss Wiwit tentang penggunaan game sebagai teknik pembelajaran dalam speaking seperti apa?* (Then, what do you think about the use of game as technique in teaching speaking?)

C : *Menurut saya penggunaan games sebagai media pembelajaran sudah sesuai, karena dengan adanya game pelajaran Bahasa Inggris ini jadi menarik, siswa juga jadi lebih aktif, walaupun masih terlihat beberapa siswa yang masih malas ikut berpartisipasi dalam pertemuan pertama.* (I think the use of game as technique was suitable because it made the English class interesting and the students more actively although there were some students who still lazy to take a hand in first meeting.) (Interview transcript 6, February 28, 2013)

- b. For the second meeting, the implementations of *Pass the Ball* game successfully made students actively involved in the class activities. Students studied the expression of instructing by using sentence connectors. The students enthusiastically made a formation and acted the game. The game let students memorize the action verbs which were new vocabulary for them. Students practiced speaking through *Pass the Ball* game. The students

were able to tell the steps in making some food and drink spontaneously and carefully. Followed the rule of the game. It could be seen from one of the field notes below.

.....R explained the rules three times. R asked whether SS understood. Some SS understood it and some others were still confused. R asked SS to make a circle in the middle front of the class. SS moved quickly. R gave an example to make the instruction clearer. It helped much. In the beginning of the game, the students seemed afraid if they hold the ball and had to tell the steps in making something. So, they passed the ball quickly to avoid the turn. The game let 5 SS tried to memorize and tell the steps in making: sandwich, a glass of tea, a cup of coffee, a plate of fried rice, and a bowl of noodle. SS who got the ball slowly spoke trying to tell the steps carefully. The other SS helped them by giving them clues when they got confused. They communicate in English as the instruction required,SS obeyed the instruction because R and C observed them used English when they told the steps in making something.

(Field Note 11, February 28, 2013).

d. Summary of reflection of the action implementation in Cycle I

The games were implemented through speaking activities during cycle I. The games were required the students to work in groups. Besides, implementing games through speaking activities to improve the students' speaking learning process, the researcher also used some accompanying actions such as using classroom English, asking the students to make a dialogue and perform it in front of the class, and giving feedback on the students' pronunciation.

2. The Implementation of Cycle 2

a. Planning

Based on the finding of cycle I, the researcher, the collaborator, and the English teacher planned some efforts as treatments to solve the problem that were still found in the implementation of the actions. In order to solve those problems, it was decided that cycle II still needed to focus on the same technique as those in the cycle I by improving them. The technique was using games. Besides, in this cycle the researcher and the collaborator would still use the similar activities to those in cycle I, such as using classroom English, asking the students to make dialogue and perform it in front of the class, and giving feedback. In addition, the researcher and the collaborator also focused the efforts on giving rewards.

1) Using classroom English during the teaching and learning process.

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

2) Asking the students to make a dialogue and perform it in front of the class.

The researcher kept planning to ask the students made a dialogue and perform their work in front of the class each meeting. It was aimed to make the students more confident in speaking in front of the class and to improve their speaking ability. In this cycle, the researcher planned to ask the students not only read the dialog, but also to act out the dialog.

3) Giving feedback

As found in cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of

some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities.

4) Implementing games in the speaking learning process.

Based on the reflection done in the first cycle, the researcher tried to design games which are more enjoyable to play. The most important thing is to make the students enjoy the activities so that they would speak English willingly. Researcher also avoided using printable board games, dice, and cards which contain photo of famous singers or celebrities. For the third meeting, the game was *The Do You Like Game*. In the fourth meeting, the researcher picked a game namely *The Hidden Game*. The planned games in cycle II had the following features:

Table 3: The specifications of games used in cycle 1

Features	Game 3	Game 4
The purpose of the game	to practice expressing like and dislike	to tell others how to describe person
The space to play the game	small space	small space
The number of the students	whole students (32 students) pair work	whole students (32 students) pair work performance
The age of the students	teenager	teenager

The level of the activity	more active	more active
The type of the game	guessing game	guessing game
The time allocation	15 minutes or more	25 minutes or more
The use of properties	printable board games and dice	cards which contain photo of famous singers or celebrities.
The necessary reward	credit point	credit point
The relevant game	enabling the students to practice like and dislike utterances	suitable for teaching about descriptive text

As what Byrne (1995) states, games are a form of play governed by rules. The rules of the games are presented as follows:

a) Rules of game 3 *The Do You Like Game*:

- The first, student divided into groups consist of 4 students or in pairs.
- Second, student rolls the dice and moves his or her counter.
- Third, the other student can count the number out loud.
- Then, the student's lands on a space with a fruit or vegetable picture, the whole group/the partner says in chorus "Do you like?"

- Finally, the student answers. Yes, I like or No, I don't like, than he/she passes the dice to the next student.

b) Rules of game 4 *The Hidden Game*:

- The student in turn takes a card.
- He/she does not let anyone see his/her card to the other students.
- He/she mentions two or three sentences that describe the picture.
- Student who succeed guess the picture get point as well as a chance to take a turn.

5) Giving rewards

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

b. Action and Observations in Cycle II

Cycle II was conducted in two meetings; they were on Tuesday, March 5 and Thursday, March 7, 2013. In this cycle, the materials were expressing like and dislike, and descriptive text. In this cycle, while the researcher implemented the action, the teacher and the collaborator took notes

in the back of the class to observe the teaching and learning process. The data during cycle II were collected through classroom observation and interviews. Below were the actions that researcher implemented in cycle II:

1) Using classroom English during the teaching and learning process.

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

.....After the researcher greeted the students, she gave apperception questions to the students. The questions were related to the topic that would be learnt. The researcher asked the students' favorite fruit "*Do you like a Mango?*" some of the students answered "*Yes, I like it*" then the researcher asked "*Do you like a Duren?*" and some of them answered "*No, I dislike, miss.*"

From field note above, it could be seen that the students were more familiar with the English words so that they understood the researcher's questions without translating the question. However,

sometimes the students seemed confused with the questions so that the researcher tried to repeat the questions by paraphrasing them and they understood. This could be seen in the following extract.

.....Then the researcher asked them again, “*Anyway, Do anyone of you know the utterances of like and dislike?*” They looked confused so that the researcher asked again “*Well class, what are the utterances to express like?*” and some students said “*I like, I prefer, I love, I fond of.*” Then, she asked again, “*Right...Now, what are the utterances to express dislike.*” SS answered “*I dislikes*” “*Ok, what else*” but they kept silent.

2) Asking the students to make a dialogue and perform it in front of the class.

In each meeting, the researcher always asked the students to make a dialogue and performed it in front of the class. In the third meeting, the researcher asked the students work in pairs to ask the other friend what they like or don't like based on the pictures that she/he choose. After that they asked to make a dialogue then act it out in front of the class. Looking some students finished, the researcher asked for volunteers and reminded the students to practice the dialogue without any text so that they had eye contact during speaking with their partner. There were three pairs of students want to be volunteers. They were Satrio Wahid, Adi, Robby, Marissa, and Milenia. The students sitting in the middle of the class want to be performing first. Then the researcher invited them to move in front the class. After that, the researcher asked the next pair of students to take turn. The researcher noted some mispronounced words

such as *kite, field, bike, cycling, diving, and diving suit*. The researcher corrected them classically and asked the students to repeat the correct pronunciation of each word. The students listened and paid attention to their classmates. From those students, the researcher concluded that they had understood how to use the expression of like and dislike based on the pictures that they chosen and they performed the dialogue without any text and their voice was loud enough.

3) Giving feedback

In accordance with the previous cycle, in this cycle the researcher gave feedback on the students' pronunciation. It was because some students still made mispronounce in some words. The researcher gave the feedback after they had finished performing their dialogue by asking them the correct form of the words before giving the researcher's own feedback. Besides, the researcher did not point out on a single student's mistake but she always covered all that mistakes that the students had made. It was in line with Harmer's (2001) statement that such a way of giving feedback by watching and listening so that the teacher can give feedback later was much more appropriate. In addition, Brown (2001: 275-276) states that one of principles in designing teaching speaking technique the teacher should provide appropriate feedback and correction.

For the third meeting, the students made mispronounce in the words *borrow, spare, ballpoint, and lending* (Field Note 13, March 5th,

2013.) Then, in the fourth meeting, the students mispronounce occurred in the words *wavy* and *pointed* (Field Note14, March 7th, 2013.)

4) Implementing games in the speaking learning process.

The implementation of games in cycle II was conducted in two meetings. The expressions of like and dislike, and procedure text. The description of each meeting is presented below:

a. 3rd meeting (*The Do You Like Game*)

In the third meeting *The Do You Like Game* was implemented on Tuesday, March 5th 2013. The researcher and the collaborator entered the class at 07.00 a.m., having pre-teaching activities and finding that everyone was present. Researcher distributed the handouts and read the sample dialogues and asked students to repeat after her. Then researcher asked students to pay attention to the underlined sentences, after that the researcher explained the expressions of like and dislike and the researcher also checked their understanding about the topic.

The researcher asked the students to study the dialogue in task 1 and answer the questions. Then the students were asked to practice the dialogue in front of the class. The researcher only asked two pairs of SS to read the dialogue in front of the class because of the limited time. They were Nikko, Gigin, Desi, and Aisyahnur. Some of them

made mistakes in pronounce *borrow, spare, ballpoint, and lending*. The researcher corrected them classically and asked the students to repeat the correct pronunciation of each word. After that, researcher asked the students to complete the next tasks as the practice.

In the practice session, researcher asked the students work in pairs to ask the other friend what they like or don't like based on the pictures that she/he choose, after that they asked to make a dialogue then to retell it in front of the class. The students used dictionaries to help them. They worked enthusiastically with their partner and some of them practice the dialogue from their seat. Looking some students finished, the researcher asked for volunteers and reminded the students to practice the dialogue without any text so that they had eye contact during speaking with their partner. There were three pairs of students want to be volunteers. They were Satrio, Wahid, Adi, Robby, Marissa, and Milenia. The students sitting in the middle of the class want to be performing first. Then the researcher invited them to move in front the class. After that, the researcher asked the next pairs of students to take turned. The researcher noted some mispronounced words such as *kite, field, bike, cycling, and diving*. The researcher corrected them classically and asked the students to repeat the correct pronunciation of each word. The students listened and paid attention to their classmates. From those students, the researcher concluded that they had

understood how to use the expression of like and dislike based on the pictures that they chosen and they performed the dialogue without any text and their voice was loud enough.

In the production session the students acted the game. The researcher distributed printable board games and the dice to the students. The researcher explained the rule of the game but the student didn't catch her meaning. Then the researcher asked them to make group of four and the researcher repeated the rule of the game carefully. After they understood the rules, the researcher started the game. In this game, the students tried to learn expressing like and dislike spontaneously. When the students were practicing the game, the researcher and the collaborator monitored them. In this game the student tried to speak in English. She found that most of the students obeyed the rules of the game and they looked happy and enjoyed the game.

The researcher reflected their learning and summarizing the materials briefly, the researcher and the students ended the lesson by saying a prayer. Here is the vignette on the teaching-learning process in the third meeting:

Vignette 4

March 5th, 2013

R : Researcher

ET : English Teacher

C : Collaborator

SS : Students

R, C and ET entered the class VIIB at 07.00 a.m. R greeted SS “Good morning”. SS replied “Good morning” loudly. R asked “*How are you getting on?*” SS replied “*Fine, thank you.*” SS looked very well. I asked who was absent. SS replied “no one”. Then R gave apperception questions to the students. I asked “*Do you like a Mango?*” some of the students answered “*Yes, I like it*” then the researcher asked “*Do you like a Duren?*” and some of them answered “*No, I dislike, miss.*” Then the researcher asked them again, “*Anyway, Do anyone of you know the utterances of like and dislike?*” They looked confused so that the researcher asked again “*Well class, what are the utterances to express like?*” and some students said “*I like, I prefer, I love, I fond of.*” Then, she asked again, “*Right. Now, what are the utterances to express dislike?*” The students just kept silent, then the researcher repeated the question more slowly and all of them said “*I dislikes*” “*Ok, what else*” but they kept silent. After that, R said that in this meeting they would learn how to express like and dislike and R said that we would have a game too.

R distributed the handouts. Then, R read the dialogue and asked SS to repeat after her loudly. After reading the dialogue, R asked students to pay attention to the underlined sentences, after that the researcher explained the expressions of like and dislike, the researcher also checked their understanding about the topic. **When R was explaining the material, SS kept their attention to her.**

R asked the SS to study the dialogue (Task 1) in pairs and answer the questions. **SS didn't not have big problem in doing the exercise. They could complete the questions easily.** SS asked R and used dictionary to help them answered the questions. **SS worked enthusiastically.** After they finished, R asked them to practice the dialogue in front of the class. The researcher only asked two pairs of SS to read the dialogue in front of the class because of the limited time. They were Nikko, Gigin, Desi, and Aisyahnur. Some of them made mistakes in pronounce *borrow, spare, ballpoint, and lending*. The researcher corrected them classically and asked the students to repeat the correct pronunciation of each word. After that, researcher asked the students completed the next tasks as the practice. **When the students did the tasks, the researcher found out that the students did the tasks enthusiastically and SS used dictionary to help them find the difficult meaning.**

Then R asked the whole SS work in pairs to ask the other friend what they like or don't like based on the pictures that she/he choose, after that they asked to make a dialogue then act it out in front of the class. The students used dictionaries to help them. **They worked enthusiastically with their partner and some of them**

practice the dialogue from their seat. After looking some students finished, R asked for volunteers and reminded the students to practice the dialogue without any text so that they had eye contact during speaking with their partner. There were three pairs of the students wanted to be volunteers. They were Satrio, Wahid, Adi, Robby, Marissa, and Milenia. The students sitting in the middle of the class wanted to be performing first. Then the researcher invited them to move in front the class. After that, the researcher asked the next pairs of students to take turned. The researcher noted some mispronounced words such as *kite*, *field*, *bike*, *cycling*, and *diving*. The researcher corrected them classically and asked the students to repeat the correct pronunciation of each word. All of the students were very enthusiastic when the researcher asked about the pronunciation of those words and when they imitated the researcher's pronunciation. SS listened and paid attention to their classmates. From those students, the researcher concluded that **they had understood how to use the expression of like and dislike based on the pictures that they chosen and they performed the dialogue fluently and without any text. Their voice was loud enough.**

After SS had performed their dialogue, R turned to the game. Then R distributed printable board games and the dice to the students. The researcher explained the rule of the game but the student didn't catch her meaning. Then the researcher asked them to make group of four and the researcher repeated the rule of the game carefully. After they understood the rules, the researcher started the game. In this game, the students tried to learn expressing like and dislike spontaneously. When the students were practicing the game, the researcher and the collaborator monitored them. **In this game SS tried to speak in English.** She found that **most of the students obeyed the rules of the game and they looked happy and enjoyed the game.** At the end of the game R asked the SS to listen her. R reflected the lesson by asking what they feel about the game. SS answered "*so fun.*" Then R and all SS ended the class activity. **(Field Note 13, March 5th, 2013: see Appendix A)**

b. 4th meeting (The Hidden Game)

In the fourth meeting was implemented on Thursday, March 7th 2013. The researcher and the collaborator entered the class at 09.55 a.m., and everyone was present. Then the researcher distributed the handouts and had the pre-teaching activities. In the presentation session the researcher asked the students to look at the example of the

descriptive text and asked one of the students to read the whole descriptive text loudly. After that, the researcher read out the same dialogue again and asked the students to repeat after her. Then the researcher explained the students about descriptive text.

The researcher asked the students to study the dialogue in task 1. Then the students were asked to practice the dialogue in front of the class. The researcher only asked two pairs of students. They were Agus Imam, Rafi, Sonia, and Risma. Most of them could perform the dialogue well. After that, researcher asked the students to complete the next tasks as the practice.

In the practice session, the researcher asked the students to make a dialogue about describing one of their classmates in pairs. The researcher observed the students in doing the task. The students worked seriously with their partner and looked busy memorizing their dialogues seriously. The researcher invited some students to practice the dialogue in front of the class without any notes. There were some pairs of the students who wanted to perform their dialogues in front of the class voluntarily. Firstly, the researcher invited a couple of students sitting in the back row who usually made noises during the class. They were Dionisius and Paulus, they spent time before taking the floor for memorizing their dialogues. Finally, they practiced speaking in front of the class with some hesitation and with low volume. After

practicing the first dialogue, the researcher reminded them to speak louder and to use eye contact in speaking. The researcher notes mispronounce on the words *brown and straight*, but both the students spoke louder and tried to use eye contact in speaking.

The second couples were Maria Floresia and Maria Pramesti. They practiced the dialogue well, with louder voice, and clear pronunciation. Both students spoke fluently and perform good intonation. The third couples were Gigin and Wahyu. Both students spoke fluently although their rate of speaking was still slow but they performed correct pronunciation and intonation. The last couples were Risma and Luthfia. They spoke in front of the class fluently. They performed correct pronunciation and intonation.

After they finished, the researcher explained the rule of the game clearly. The students understood the rule. Then, the researcher asked the students to take a card and they not allowed seeing the card for the other students. In this game, the students were able to describe someone based on the card that they got. The researcher and the collaborator observed the students' in acting the game. The student tried to speak in English. The students acted the game enthusiastically and the students looked familiar in performing in this way.

The game ended at 11.15 a.m. The researcher summarizing the materials briefly, the researcher and the students ended the lesson

by saying a prayer. Here is the vignette on the teaching-learning process in the third meeting:

Vignette 5

March 7th, 2013

R : Researcher

ET : English Teacher

C : Collaborator

SS : Students

R, C and ET entered the class VIIB at 09.55 a.m. R greeted SS *"Good morning."* SS replied *"Good morning"* loudly. R asked *"How are you getting on?"* SS replied *"Fine, thank you."* SS looked fine. I asked who was absent. Some SS answered *"No one."* Then R gave apperception questions to the students. I asked *"Do you have an idol?"* some of the students answered *"Yes"*. Then the researcher asked one of the students *"Who is your favorite idol?"* He answered *"Avril Lavigne."* R asked again *"Can you describe her?"* He said *"Yes, she has straight and blonde hair, she has white skin, and she has blue eyes."* R said *"Thanks."* After that, R said that in this meeting they would learn the descriptive text and R said that we would have a game too.

R distributed the handouts. Then, R asked *"OK, have you got all the paper?"* SS answered *"Yes"*. R asked *"Who want to read aloud the text?"* Some SS raised their hands. R asked one of the students named Gilang to read the example of descriptive text. After that, R read the same text and asked SS to repeat after her loudly. After reading the text, R wrote some difficult words on the white board and explained how to describing someone, the researcher also checked their understanding about the topic. **When R was explaining the material, SS kept their attention to her.**

R asked the SS to study the dialogue in task 1. SS practiced the dialogue with their chair-mates. After that, R said *"Ok. Let's practice your dialogues in front of the class with your partner."* R took the attendance list and invited 2 pairs of SS to read the dialogue in front of the class. The invited students were Agustina, Vanisa, Indira and Desi. Their pronunciation was good because they only made mispronunciation on the words *wavy* and *pointed*. R corrected them classically and asked SS to repeat the correct pronunciation of each word. After that, R asked SS to complete some tasks as the practice. **When the students did the tasks, the researcher found out that the students did the tasks enthusiastically and SS used dictionary to help them find the difficult meaning.**

Then R asked the whole SS to make a dialogue about describing one of their classmates in pairs. The researcher observed the students in doing the task. **Most of the students worked seriously with their partner and looked busy memorizing their dialogues seriously. Besides, they had already understood how to**

describe someone in correct order. The researcher invited some students to practice the dialogue in front of the class without any notes. There were some pairs of the students who wanted to perform their dialogues in front of the class voluntarily. Firstly, R invited a couple of students sitting in the back row who usually made noises during the class. They were Dionisius and Paulus, they spent time before taking the floor for memorizing their dialogues. Finally, they practiced speaking in front of the class with some hesitation and with low volume. After practicing the first dialogue, R reminded them to speak louder and to use eye contact in speaking. The researcher notes mispronounce on the words *brown and straight*, but both the students spoke louder and tried to use eye contact in speaking. The second couples were Maria Floresia and Maria Pramesti. They practiced the dialogue well, with louder voice, and clear pronunciation. Both students spoke fluently and perform good intonation. The third couples were Gigin and Wahyu. Both students spoke fluently although their rate of speaking was still slow but they performed correct pronunciation and intonation. The last couples were Risma and Luthfia. They spoke in front of the class fluently. They performed correct pronunciation and intonation. They also performed well during speaking. The researcher found that **they had performed the dialogue fluently and their pronunciation was good and all the students performed the dialogue without notes.**

R turned to the game. R explained the rule of the game clearly. R checked the students understanding. SS understood the rule. Then, R asked the students to take a card and they not allowed seeing the card for the other students. In this game, the students were able to describe someone based on the card that they got and not all the students have opportunity to speak in front of the class because the limited of time. **SS looked enthusiastically act this game.** They felt challenged and curiously saw who got the next turn. Most of the students who got a chance to act the game in front of the class spoke fluently with louder voice and performed well. SS looked familiar in performing in this way.

R asked whether there was any question but there was no question from SS. R thanked the students for their participation and attention during the classes with the researcher. R asked SS to give applause for them all.

(Field Note 14, March 7th, 2013: see Appendix A)

5) Giving rewards

Regarding the finding of cycle I that the students were still reluctant and shy to perform their dialogue in front of the class voluntarily, the researcher provided some rewards to make the students

more enthusiastic to perform their dialogue voluntarily. The rewards were given in the form of points. The researcher always told the students in every beginning the activity that she would give a point to the students who wanted to perform their work voluntarily. During this cycle, this action could make the students more enthusiastic to perform their work in front of the class. This finding could be inferred from (Field Note 13, March 5th, 2013) that there were three pairs of the students wanted to be volunteers. They were Satrio, Wahid, Adi, Robby, Marissa, and Milenia.

In the fourth meeting, the number of the students coming in front of the class voluntarily was getting bigger. There were some pairs of the students who wanted to perform their dialogues in front of the class voluntarily. They were Dionisius, Paulus, Maria Floresia, Maria Pramesti, Gigin, Wahyu, Risma and Luthfia (Field Note 14, March 7th, 2013.)

C. Reflection of cycle 2

After implementing the action, the researcher and the collaborator reflected on the action had been done in order to evaluate the action. Besides, the researcher interviewed the students about their opinions of the actions. From the implementation of the action above, some findings were described as follows:

1) Using classroom English during the teaching and learning process

The implementation of the classroom English was effective to improve the students' speaking learning process and make them more familiar with English word. Moreover, it could increase the students'

opportunities to speak English during the teaching and learning process. To make the students more familiar with the English words, the researcher tried to paraphrase and used synonyms of the English words such as in giving the eliciting question and in giving the instruction. When the students got difficulty in understanding what the researcher said, the researcher tried to repeat the question in simpler expressions so that they could respond to researcher's questions. Those were in line with Brown's (2001) suggestion that the teacher should not let the students to use their native language unless it is used for very short stretches of time, such as in giving brief description of the instruction of a task and in giving brief explanation of grammar points.

Moreover, the researcher repeated the question more slowly when the students looked confused about it. It was in line with the statement that it is appropriate to slow the teacher speech to ease the students' comprehension (Brown, 2001). This could be inferred from the following extract:

..... Then the researcher asked them again, "*Anyway, Do anyone of you know the utterances of like and dislike?*" They looked confused so that the researcher asked again "*Well class, what are the utterances to express like?*" and some students said "*I like, I prefer, I love, I fond of.*" Then, she asked again, "*Right. Now, what are the utterances to express dislike?*" The students just kept silent, then the researcher repeated the question more slowly and all of them said "*I dislikes*" "*Ok, what else*" but they kept silent.

In this cycle researcher found that the students were already familiar with some English words, such as greeting. In the earlier meeting,

they only kept silent and looked confused when the researcher greeted them, “How are you getting on?” (Field Note 10, February 26, 2013.) However, after several meetings, they could respond to that greeting. It could be seen in Field Note 13 (March 5th, 2013) that when the researcher greeted the students, “How are you getting on?” they all answered, “Fine”. It meant that they were already familiar with that expression. Brown (2001) states that simple greetings and introduction are authentic and manageable so that the teachers need to make sure those utterances are simple phrases.

- 2) Asking the students to make a dialogue and perform it in front of the class.

Based on the observations and interviews with the students and the collaborator, the reflection of this action revealed that the implementation of asking the students to make a dialogue and perform it in front of the class was successful. Most of the students were more confident and motivated to perform their dialogues in front of the class in pairs. For example, in the third meeting, there were three pairs of the students who performed their work of expressing like and dislike voluntarily. Based on the observations, the researcher found that the students already understood how to use the expression of like and dislike and they delivered it fluently (Field Note 13, March 5th, 2013). Besides, the collaborator said that the students were able to use the expression of like and dislike and some of them performed it fluently (Interview transcript 16, March 7th, 2013.)

In the fourth meeting, the students were asked to perform their dialogues of describing one of their classmates. Most of the students were more enthusiastic to perform their work in front of the class. Besides, they had already understood how to describe someone in correct order. In this meeting, the numbers of students coming in front of the class to perform their work were getting bigger. There were some pairs of the students performing the describing one of their classmates in pairs (Field Note 14, March 7th, 2013.)

3) Giving feedback on the students' pronunciation.

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking learning process. The students were very enthusiastic when the researcher told them about the right pronunciation of some words and when they imitated what the researcher said about the right pronunciation. It could be inferred from following extract.

.....Then the researcher gave feedback on those three students' performance and gave the right pronunciation. Besides, the researcher checked their pronunciation on the pronunciation of words: as *kite, field, bike, cycling, diving, and diving suit*. All of the students were very enthusiastic when the researcher asked about the pronunciation of those words and when they imitated the researcher's pronunciation (Field Note 13, March 5th, 2013.)

In addition, by giving the correct pronunciation of some words, the students' speaking learning process could improve too. Some of students stated that their speaking learning process had improved since they knew the

right pronunciation of words. Satrio said, “Yes, my speaking ability had improved, one of them, I know how to pronounce some words” (Interview transcript 10, March 7th, 2013.) Meanwhile, Milenia, Bayu, and Maria stated that their speaking ability had improved, especially on their pronunciation (Interview transcript 11, 12, 13, March 7th, 2013.)

4) Implementing games in the speaking learning process.

The implementation of games in the speaking learning process was successful. Besides, by giving games in the speaking learning process, the students’ opportunity to speak English in the class could be increased. The reflection of the implementation of games for each meeting is presented as follows.

- a. For the third meeting, the implementation of The Do You Like Game was successful enough in improving the students’ speaking learning process, because the student tried to speak in English. She found that most of the students obeyed the rules of the game and they looked happy and enjoyed the activity. It could be seen from one of the field notes below.

.....After they understood the rules, the researcher started the game. In this game, the students tried to learn expressing like and dislike spontaneously. When the students were practicing the game, the researcher and the collaborator monitored them. In this game SS tried to speak in English. She found that most of the students obeyed the rules of the game and they looked happy and enjoyed the activity (Field Note 13, March 5th, 2013.)

However, most of the students were happy with the activities by game that had been implemented by the researcher in third and fourth meeting. For examples, Nikko, Milenia, Bayu, and Maria said that they liked the game because the game was simple and easy to act it out. (Interview transcript 10, 11, 12, and 13 March 7th, 2013.) In addition, the English teacher and the collaborator also stated that the game was more interested and good in the third and fourth meeting, because all the students looked happy and enjoyed the game.

-
- R : Menurut Bu Yani dan Miss Wiwit game yang saya terapkan dicycle 2 ini bagaimana?
(What do you think about the use of the game that I was implemented in cycle II?)
- C : Dari pengamatan, game yang dipakai sebagai teknik dalam petemuan 3 dan 4 telah sukses, dan gamenya jauh lebih mudah dipahami dan dipraktikkan, sehingga para siswa lebih antusias, dan aktif jika dibanding dicycle 1. (It was observed that the implementation of the game on 3rd and 4th meetings was successful, and the games more easy to understand and acted it out so that the students seemed more enthusiastic and active than in cycle 1.
(Interview transcript 16, March 7th, 2013.)

5) Giving rewards

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. After the researcher implemented this action, the students became more motivated to perform their work in front of the class

voluntarily. For instance, in the third meeting, there were three pairs of the students who wanted perform their work in front of the class voluntarily. They were Satrio, Wahid, Adi, Robby, Marissa, and Milenia (Field Note 13, March 5th, 2013.) Actually, there were some students who wanted to perform their work in front of the class, but due to limited time the researcher only choose three of them. Satrio, one of the students who did get the opportunity to come in front of the class, said that she was very happy because he could come in front of the class and got point (Interview transcript 10, March 7th, 2013.)

In the fourth meeting, the number of the students coming in front of the class voluntarily was getting bigger. There were some pairs of the students. They were Dionisius, Paulus, Maria Floresia, Maria Pramesti, Gigin, Wahyu, Risma and Luthfia (Field Note 14, March 7th, 2013.) Regarding this finding, the collaborator stated that the implementation of reward was effective since there were many students who wanted to perform their dialogues in front of the class (Interview transcript 16, March 7th, 2013.)

D. Summary of reflection of the action implementation in Cycle 2

Based on the reflection above, the researcher and the collaborator agreed that games and its accompanying actions in Cycle II were successful in improving the students' speaking learning process. The summary of the implementation of those actions were as follows:

- 1) The implementation of classroom English by using some English synonyms and paraphrase during the teaching and learning process was successful in improving the students' ability. Besides, it made the students more familiar with English words. It was also effective to increase the students' opportunities to speak English. Most of the students were already familiar with the English words and the researcher never translated those words.
- 2) The implementation of asking students to perform their work in front of the class was successful in improving the students' speaking ability and confidence in speaking in front of the class. Moreover, some students were able to do act out the dialog fluently and accurately.
- 3) The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability since they did not make the same mistake in the next activities. Moreover, it could improve the students' enthusiasm about the correct pronunciation of some words.
- 4) The implementation of games through the activities was successful in improving the students' speaking learning process. The activities covered guessing games. Most of the students had actively involved in the activities.
- 5) The implementation of giving rewards was successful in improving the students' confidence in performing their work in front of the class. After the implementation of this action, the students became more motivated to perform their work in front of the class voluntarily.

Regarding the findings of cycle II that all actions were successful in improving the students' speaking learning process and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during cycle I and cycle II could be seen in Table 4.

Table 4: The differences in speaking teaching and learning process during cycle I and cycle II

Before the Action	After Cycle I	After Cycle II
The students were shy and reluctant when they were asked to express their ideas in English in front of the class.	Some students were still shy and reluctant when they were asked to express their ideas in English in front of the class.	Most of the students were confident and enthusiastic to express their ideas in English in front of the class.
The students were not familiar with some English word.	Some students were still not familiar with some English words so that there were some Indonesian translations.	The students were familiar with the English words without the Indonesian translation.
The students often mispronounced English words.	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English word.
The students were not actively engaged in the speaking teaching and learning process.	There were still some students who were not actively engaged in the speaking teaching and learning process.	All of the students were actively engaged in the activities during speaking teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

This research is action research. The actions were implemented in the English class at SMPN 2 Gamping, Sleman. It was started from February to March 2013. The meetings were two times a week. This research involved the English teacher, the students of VIIB at SMPN 2 Gamping and the students of English Department as the collaborator.

In order to improve the students' speaking learning process, the researcher implemented two cycles in this action. In both cycles, the researcher implemented games and some accompanying activities, such as using classroom English, asking the students to perform their dialogue, giving feedback on the students' pronunciation and giving rewards. In cycle I, there were some successful and unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in cycle II such as implementing games, asking the students to perform their dialogue without text, and giving rewards. By implementing those actions in cycle II, the students' speaking learning process can be improved. It could be seen from the students' involvement, students' opinions, and the collaborator's opinion about the actions. They are presented as follows.

1. The design of actions in Cycle I

In the first cycle, the researcher implemented two games (*Bingo Game and Pass The Ball Game*), and some accompanying actions such as

using classroom English, asking the students to make a dialogue and perform it in front of the class, and giving feedback on the students' pronunciation. In cycle I, there were some successful and unsuccessful actions. The successful actions were the use of classroom English, the implementation of *Pass the Ball Game*, and feedback giving on the students' pronunciation.

With those activities, the students seemed curious and were more confident in speaking in English. Meanwhile, there was one unsuccessful action i.e. the implementation of *Bingo Game* in the first meeting. It was because the students did not understand the instruction and aim of the activity. In that time, there were some students who were not actively engaged in the activity. Therefore, the implementation of simple games using some media was improved in cycle II.

2. The design of actions in Cycle II

In the second cycle, the researcher implemented some actions to improve those in cycle I. The actions were still focused on the implementation of games. However, in this cycle, she implemented a simple game with using some media. Besides implementing the games, she continued to give feedback on the students' pronunciation. Meanwhile, regarding the findings of cycle I, there were some revised actions such as the implementation of classroom English through the use of synonyms and paraphrases, and the implementation of asking the students to perform their dialogue in front of the class. In addition, she also used some new

actions were giving rewards. By implementing those actions, the students' speaking learning process improved. Besides, they were more enthusiastic to perform their dialogue in front of the class. They were also more active to act out the game and more active in the speaking teaching and learning process.

Overall, it could be concluded that the games and other accompanying activities could improve the students' speaking learning process. Through those techniques or learning materials, the students were more confident and enthusiastic to perform their dialogue in front of the class and were more active during the games. Besides, they were more familiar with the English words and rarely mispronounced English words.

B. Implications

This research brings some implications. Being active, the students' speaking learning process and speaking ability could be improved. They became more familiar with the words they learnt. Besides, the games could make the students more active to get involved in speaking teaching and learning process. An implication for these findings is that the teacher can use the games in the speaking and learning process since they can give some benefits. First, they can improve the students' speaking learning process. Second, they can improve the students' speaking ability, Third, they can increase the students' enthusiasm.

Furthermore, the results of the study indicate that the process of implementing games could run well because the class management was good.

When the number of the students to act out the game in groups was quite small, such as a group of four and a pair, all of them could participate equally because each of them had different responsibility during the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should consider the students' characteristics in speaking so that the activities can accommodate the students' interest in implementing games.

C. Suggestion

Based on the conclusion above, some suggestions are offered to the English teacher and other researchers.

1. To the English teacher.

It is not easy to teach English speaking learning process. Therefore, the English teachers are suggested to use technique such as games. It can increase the students' motivation in speaking. It is also necessary for the English teachers to involve themselves in the games as a participant as what the students do because it improves the interaction between the students and the teacher as well as improves the effectiveness of the games. Besides, the teacher needs to implement the various kinds of activities which enable the students to produce the language both written and orally. Using different kinds of tasks and teaching media will be useful and interesting for the students since it improves their attention span to the subject matter.

2. To the other researcher.

This study is mainly intended to describe how games can be applied to improve the students' speaking learning process. There are many problems that are not yet solved. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' speaking skills.

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FIELD NOTES

No : FN. 01
Hari, tanggal : Kamis, 31 Januari 2013
Jam : 08.00 WIB – selesai
Tempat : Ruang kepala sekolah
Kegiatan : Meminta ijin penelitian kepada Kepala Sekolah
Responden : P : Peneliti
GP : Guru Piket
KS : Kepala Sekolah
BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. P datang ke sekolah pukul 08.00 WIB, kemudian P menemui GP. P menyampaikan maksud kedatangannya dan bertanya kepada GP apakah KS ada atau tidak.
2. GP menyuruh P untuk masuk ke ruang tamu yang ada di ruang kepala sekolah dan meminta P untuk mengisi buku tamu.
3. Kemudian GP menuju ke ruang KS.
4. GP kembali ke ruang tamu dan memberi tahu kepada P untuk menunggu KS.
5. P bertemu dengan KS dan menyampaikan maksud kedatangannya ke sekolah untuk meminta ijin penelitian.
6. KS meminta P untuk melampirkan surat ijin dari BAPEDA dan meminta P untuk menemui BSM.

No : FN. 02
Hari, tanggal : Selasa, 5 Februari 2013
Jam : 09.00 WIB – selesai
Tempat : Ruang guru
Kegiatan : Bertemu guru bahasa Inggris
Responden : P : Peneliti
BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. P datang ke sekolah pada pukul 09.00 WIB untuk bertemu dengan BSM selaku guru Bahasa Inggris kelas VII.
2. P menyampaikan maksud kedatangannya kepada BSM.
3. BSM memperbolehkan P untuk melakukan penelitian.
4. P dan BSM sepakat mengadakan kerjasama dalam melaksanakan penelitian yang akan segera dilaksanakan.

No : FN. 03
 Hari, tanggal : Kamis, 7 Februari 2013
 Jam : 07.40 WIB – selesai
 Tempat : Ruang guru
 Kegiatan : Membicarakan masalah-masalah yang berkaitan dengan speaking
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. P datang ke sekolah pukul 07.40 WIB. P langsung menuju ruang guru untuk menemui BSM seperti yang sudah disepakati sebelumnya melalui telepon. Ketika P sampai di ruang guru, BSM sedang berbincang dengan guru yang lain dan meminta P untuk menunggu sebentar di ruang tamu, tak lama kemudian BSM mendatangi P.
2. P dan BSM berbincang mengenai masalah-masalah yang berkaitan dengan speaking. Namun, pembicaraan hanya berlangsung sebentar saja karena ada sesuatu hal yang harus dikerjakan oleh BSM.
3. BSM meminta P untuk menemui BSM lagi pada hari Selasa untuk membicarakan masalah-masalah yang ada pada speaking dan menentukan kelas yang akan digunakan untuk penelitian.

No : FN. 04
 Hari, tanggal : Selasa, 12 Februari 2013
 Jam : 09.00 WIB – selesai
 Tempat : Ruang guru
 Kegiatan : Membicarakan kelas yang akan dipakai
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. P tiba di sekolah pada pukul 09.00 WIB. P langsung menuju ruang guru untuk menemui BSM seperti yang sudah disepakati sebelumnya melalui pesan singkat. Ketika P sampai di ruang guru, BSM meminta P untuk duduk di ruang tamu guru.
2. Lalu BSM mendatangi P. BSM dan P melanjutkan pembicaraan yang sebelumnya mengenai masalah-masalah pada speaking dan teknik yang akan digunakan untuk mengatasi masalah.
3. Setelah itu, P dan BSM menentukan kelas yang akan digunakan untuk penelitian. BSM menyarankan agar P menggunakan kelas VIIB dengan pertimbangan karena siswa kelas VII B mengalami kesulitan dalam speaking skill.
4. Kemudian, P meminta BSM untuk melakukan observasi. BSM memberikan izinnya dan meminta P untuk sekalian menyerahkan surat ijin penelitian kepada Bapak Kepala Sekolah saat akan melakukan observasi.
5. P menyanggupinya dan perpisahan pulang kepada BSM.

No : FN. 05
 Hari, tanggal : Kamis, 14 Februari 2013
 Jam : 09.55 – 11.30 WIB
 Tempat : Ruang guru dan Kelas VIIB
 Kegiatan : Observasi dan Interview
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 SS : Siswa-Siswi

1. P datang ke sekolah pukul 09.00 WIB untuk menemui BSM yang mengampu kelas VII. P menyampaikan maksud kedatangannya kepada BSM.
2. P mewancarai dan berdiskusi dengan BSM mengenai pembelajaran Bahasa Inggris di sekolah. P menanyakan tentang kemampuan Bahasa Inggris siswa kelas VII, teknik yang digunakan oleh BSM dalam mengajar Bahasa Inggris, media yang digunakan, aktivitas dan media yang tersedia.
3. Setelah semua informasi yang dibutuhkan telah didapat dan jam pelajaran telah memasuki jam kelima (09.55), kemudian BSM dan P menuju ke ruang kelas untuk melihat kegiatan pembelajaran Bahasa Inggris di kelas VII B.
4. Tiba di kelas VIIB, BSM mempersilahkan P untuk memperkenalkan diri kepada SS. P kemudian memperkenalkan diri dan memberitahu SS bahwa selama beberapa minggu ini P akan melakukan penelitian di sekolah ini.
5. Setelah itu, P duduk dibangku belakang dan mengamati KBM (Kegiatan Belajar Mengajar) di kelas VIIB. BSM kemudian menerangkan tentang *Asking for help* secara sekilas, lalu meminta SS untuk membuka textbook Bahasa Inggris dan meminta mereka untuk mengerjakan latihan tentang *Asking for help*.
6. Suasana kelas saat itu terlihat agak ramai. Beberapa siswa ada yang menyimak, dan yang lainnya sibuk mengobrol dengan teman sebangkunya. Saat diberi tugas, ada juga beberapa siswa yang kurang jelas dengan instruksi dan penjelasan BSM.
7. BSM membahas latihan yang sudah dikerjakan oleh siswa secara bersama-sama. Kemudian BSM menunjuk SS untuk membaca dialog di depan kelas.
8. Pukul 10.35 WIB, BSM mengakhiri pelajaran karena jam pelajaran ke-5 sudah usai. Namun, BSM tidak melanjutkan mengajar kembali pada jam ke-6 dikarenakan ada rapat. Lalu, P meminta izin kepada BSM untuk mengisi kelas VIIB pada jam ke-6. BSM mengizinkan.
9. Setelah itu, P menggantikan posisi BSM. P menjelaskan kepada siswa tentang pre-test yang akan diadakan selasa besok. Kemudian P memberikan contoh dialog transactional dan interpersonal tentang *asking and giving something* kepada masing-masing SS dan menjelaskan apa yang harus mereka lakukan dalam kegiatan pre-test ini. Dalam kegiatan pre-test ini P meminta SS untuk membuat dialog dengan teman sebangkunya dengan menggunakan bantuan kata yang ada didalam tabel. Alasan P memberikan contoh dialog berupa *asking and giving something* karena pada pertemuan selanjutnya P akan menjelaskan tentang ungkapan *asking and giving something*. Setelah semua SS paham, P kemudian menghampiri beberapa SS yang masih berada di bangku mereka. P menyampaikan maksudnya untuk mewawancarai mereka tentang pembelajaran Bahasa Inggris di sekolah ini.
10. P menanyai dua siswa perempuan dan satu siswa laki-laki. P bertanya tentang pendapat mereka tentang pembelajaran Bahasa Inggris di sekolah. Ketiga SS tersebut mengatakan

bahwa pembelajaran Bahasa Inggris di SMP N 2 Gamping ini kurang menarik. Siswa yang pertama mengatakan saat BSM menyampaikan materi kurang jelas dan mereka sulit menerima materi, suara BSM juga agak pelan sehingga siswa dibagian belakang kurang menangkap penjelasan BSM. Selain itu, siswa yang kedua menambahkan BSM belum pernah membuat kelompok atau aktivitas dalam pembelajaran speaking. BSM cenderung meminta siswa untuk membaca dialog dalam textbook dan menampilkan di depan kelas. BSM juga tidak pernah menggunakan media pembelajaran seperti gambar-gambar yang menarik, kartu, dan lain-lain saat pelajaran berlangsung.

11. Setelah informasi yang dibutuhkan sudah tercukupi, P mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu BSM dan mendiskusikan rencana selanjutnya. P menyampaikan maksudnya untuk mengkonsultasikan RPP dan handout pada hari Jumat. Kemudian P, meminta ijin untuk pulang.

No : FN. 06
 Hari, tanggal : Jumat, 16 Februari 2013
 Jam : 08.20 WIB – selesai
 Tempat : Ruang guru
 Kegiatan : Konsultasi RPP dan handout
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. P tiba di sekolah pada pukul 08.20 WIB. P langsung menuju ruang guru untuk menemui BSM.
2. P mengutarakan kedatangannya yaitu P ingin mengkonsultasikan RPP dan handout yang sudah dikonsultasikan dengan dosen pembimbing kepada BSM.
3. Setelah membaca beberapa saat, BSM kembali melihat game yang terdapat di RPP tersebut. Menurut BSM, gamenya sudah sesuai dengan materi yang akan diajarkan dan meminta P untuk memperhatikan waktunya juga. Untuk yang lainnya, BSM merasa tidak ada yang perlu dibenahi lagi.
4. Kemudian P bertanya mengenai handout apakah sudah sesuai atau belum. BSM lalu memeriksa handout yang telah dibuat oleh P. Setelah itu, BSM merasa sudah sangat baik.

No : FN. 07
 Hari, tanggal : Sabtu, 18 Februari 2013
 Jam : 08.20 WIB – selesai
 Tempat : Ruang guru
 Kegiatan : Konsultasi dan penentuan waktu penelitian
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. P tiba di sekolah pada pukul 08.20 WIB. P langsung menuju ruang guru untuk menemui BSM.

2. Setelah itu, P bertanya mengenai waktu penelitian kepada BSM.
3. BSM mengatakan bahwa akan ada test pengembangan materi dan pengawasan proses belajar mengajar untuk para siswa dan guru yang akan dilaksanakan hari Rabu. Untuk itu sehari sebelum TPM berlangsung BSM ingin mempersiapkan dan mereview materi-materi yang akan digunakan.
4. BSM memberikan pandangan pada P bahwa penelitian mungkin bisa dilaksanakan setelah test pengembangan materi dan pengawasan proses belajar mengajar.
5. P dan BSM kemudian berbincang-bincang tentang rencana pre-test yang akan dilaksanakan hari Senin. Setelah semua informasi yang dibutuhkan sudah tercukupi, P meminta ijin untuk pulang.

No : FN. 08
 Hari, tanggal : Sabtu, 23 Februari 2013
 Jam : 09.00 WIB – selesai
 Tempat : Ruang guru
 Kegiatan : Konsultasi pelaksanaan cycle 1
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)

1. Seperti yang sudah disepakati sebelumnya, P datang ke sekolah pukul 09.00 dan langsung menuju ruang guru untuk menemui BSM. Sampai di ruang guru, BSM sudah menunggu P dimejanya. P menghampiri BSM dan menyapa beliau.
2. Lalu, BSM mengajak P untuk duduk di ruang tamu guru. BSM menanyakan rencana pelaksanaan cycle 1. P menunjukkan 4 RPP kepada BSM dan meminta BSM mengoreksi, kemudian BSM membaca keempat RPP tersebut.
3. Setelah dibaca, BSM berkata bahwa menurut BSM semua sudah tertera jelas diRPP, materinya juga sudah cukup dan gamenya pun sudah sesuai.
4. BSM berkata jika memang nanti harus ada perubahan pada tiap pertemuan tidak apa-apa, RPP juga bias dirubah sebelum pelaksanaan dan dievaluasi setelah pelaksanaan disetiap pertemuan.
5. Setelah menyetujui rencana P, BSM memastikan mulainya pelaksanaan penelitian. P berkata bahwa sangat memungkinkan penelitian dilakukan mulai minggu depan. Setelah semua tersepakati, BSM meminta P untuk mengecek kembali segala sesuatunya yang dibutuhkan selama penelitian. P menyanggupinya, karena sudah tidak ada lagi yang ingin didiskusikan dengan BSM, P lalu meminta ijin untuk pamit pulang.

No : FN. 09
 Hari, tanggal : Selasa, 26 Februari 2013
 Jam : 07.00 – 08.20 WIB
 Tempat : Ruang kelas VIIB
 Kegiatan : Pertemuan pertama, cycle 1
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 SS : Siswa-Siswi

C : Wiwit Astikaningrum (Collaborator)

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai dan menemui BSM terlebih dahulu.
2. Setelah bel tanda masuk berbunyi maka P dan BSM menuju ruang kelas VIIB untuk segera memulai pelajaran.
3. Ketika peneliti menyapa siswa "*how is life?*" SS terlihat bingung. Kemudian peneliti berkata "*how are you?*" semua SS menjawab "*fine, and you?*" kemudian peneliti menjawab "*I am fine too, thank you*".
4. P memulai pelajaran hari itu dengan topic *asking and giving something*.
5. P bertanya kepada SS "*what were the utterances to express asking and giving something?*" terlihat SS hanya memandang P. Mereka tampak bingung dengan pertanyaan P. Kemudian P mengulangi pertanyaannya yang sama. Kemudian semua SS menjawab "*may I borrow, sure here you are, etc*".
6. P membagikan handouts kepada seluruh SS, lalu R memulai pelajaran dengan memberikan contoh dialog kepada SS, R membaca dialog tersebut dan meminta SS untuk menirukannya. Kemudian P menerangkan dan memberi contoh beberapa ungkapan yang digunakan dalam *asking and giving something*. Serta R mengecek pemahaman SS tentang materi yang telah diberikan.
7. Setelah itu, P meminta SS untuk mengerjakan latihan-latihan yang telah diberikan. Selama SS mengerjakan latihan-latihan, P memonitor SS dengan keliling kelas, terlihat ada beberapa dari mereka yang masih kesulitan dalam mengerjakan latihan-latihan tersebut, kemudian P menghampiri dan menanyakan apakah ada kesulitan. Setelah SS selesai mengerjakan, P meminta SS untuk maju menuliskan jawaban dipapan tulis. Kemudian P meminta SS untuk membuat dialog dengan kata bantu yang ada di dalam kolom dan meminta mereka maju.
8. Setelah itu, R memberikan feedback tentang pronunciation dari kata-kata yang salah mereka ucapkan. Semua SS sangat antusias menirukan *pronunciation* yang R berikan.
9. Setelah itu, P menerangkan aturan main *Bingo Game*, kemudian P meminta seluruh SS untuk maju ke depan kelas dan bermain Bingo game bersama. Namun sebagian dari mereka masih enggan untuk maju ke depan kelas. P meminta lagi agar SS yang masih duduk dibangku mereka untuk maju ke depan kelas. Setelah semua SS maju, P memulai Bingo game bersama. SS dibagi menjadi 2 kelompok besar. Terlihat sebagian dari mereka mulai antusias ikut bermain, namun beberapa dari mereka ada yang belum paham dengan aturan main seperti yang telah P jelaskan.
10. Sesaat sebelum pelajaran berakhir, P memberikan feedback kepada siswa. *What have we learnt today?* Secara serempak SS menjawab *ungkapan asking and giving something miss*. Kemudian P bertanya kembali *ungkapan apa saja yang digunakan untuk menyatakan meminta barang?* SS menjawab *take me that, can you give me, may I borrow*. P bertanya kembali. *Kalau menyatakan memberi sesuatu, apa saja ungkapan yang digunakan?* Siswa menjawab *here you are, sure, glad to help you, yes, certainly, here it is*. Kemudian P berkata OK. Good. Lalu P menutup pelajaran pada hari itu.

No : FN. 10
 Hari, tanggal : Kamis, 28 Februari 2013
 Jam : 09.55 – 11.15 WIB
 Tempat : Ruang kelas VIIB
 Kegiatan : Pertemuan kedua, cycle 1.
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 SS : Siswa-siswi
 C : Wiwit Astikaningrum (Collaborator)

1. P datang ke sekolah pukul 09.15, kemudian pada pukul 09.55 WIB, P memasuki kelas VIIB bersama dengan BSM.
2. Setelah berdoa P memulai pelajaran, kemudian P mengenalkan topik yang akan dipelajari pada pelajaran hari ini.
3. Peneliti bertanya kepada SS “*do you like cooking?*” dan SS menjawab “*yes*” kemudian peneliti bertanya “*what is your favorite food?*” ada siswa yang menjawab “*fried rice, fried noodle*” kemudian peneliti bertanya kembali kepada SS “*can you make it?*” beberapa dari mereka menjawab “*yes*” kemudian peneliti bertanya lagi “*how do you make it?*” kemudian beberapa siswa menjelaskan bagaimana cara membuatnya.
4. Kemudian P melanjutkan pelajaran dengan memberi contoh dialog dan meminta SS untuk mempraktekannya di depan kelas. Saat SS mempraktekan dialog, P menyimak dan membetulkan pengucapan mereka yang kurang tepat.
5. Setelah itu, P melanjutkan dengan menerangkan tentang *procedure text* dan *sentence connectors* yang digunakan dalam *procedure text*, setelah semuanya paham lalu P melanjutkannya dengan memberikan latihan-latihan soal kepada SS.
6. Ketika mereka mengerjakan latihan-latihan, P berkeliling kelas untuk memonitor SS jika ada kesulitan. Setelah SS selesai mengerjakan, P meminta SS untuk maju menuliskan jawaban dipapan tulis. Kemudian P memberikan kesempatan kepada SS yang mau jadi *volunteer* untuk menampilkan dialog yang telah dibuat. Namun, karena tidak ada yang bersedia maju akhirnya P memanggil SS secara acak melalui presensi. Kemudian salah satu SS, yang bernama Indira dan Milenia maju ke depan untuk menampilkan dialog yang telah mereka buat. Setelah itu secara sukarela, mau maju kedepan, yaitu Nikko, Paulus, Gilang dan Triangga. Dari keenam SS tersebut, terlihat sudah ada peningkatan dari segi *vocabulary*. Sementara itu, dari segi *pronunciation*, masih dijumpai beberapa kata yang salah pengucapannya, seperti kata *vegetables, seasoning, spread, switch, noodles, delicious* dan *boiled*.
7. Kemudian P memberikan *feedback* atas penampilan keenam SS tersebut dengan memberikan *pronunciation* yang tepat dari kata-kata yang tadi salah diucapkan oleh SS. Selain itu P juga menanyakan kembali kepada SS yang belum sempat maju tentang pemahaman mereka.
8. Setelah itu, P melanjutkan kegiatan paling akhir yaitu bermain *Pass The Ball Game*, sebelum dimulai P meminta SS untuk membaca aturan mainnya, karena beberapa SS belum paham dengan intruksi tersebut, lalu P membantu menjelaskan aturan mainnya dengan bahasa Indonesia. Kemudian setelah SS semuanya paham dengan aturan mainnya, P meminta SS untuk maju ke depan kelas dan berpartisipasi untuk bermain dalam *Pass The Ball Game*. Kali ini seluruh SS bersedia maju dan ikut bermain, namun dari mereka masih ada yang belum lancar dalam mengungkapkan secara lisan cara membuat makanan seperti dengan clue yang

telah ditentukan.

9. Sebelum peneliti mengakhiri pelajaran, peneliti memberikan feedback kepada siswa *“what have we learnt today?”* kemudian para siswa menjawab *“procedure text miss”*. P bertanya kembali kepada siswa *“what kind of activity that uses procedure”* ada siswa yang menjawab *“cooking miss”* peneliti berkata *“good, what else?”* SS nampak agak bingung, kemudian peneliti mengulangi pertanyaan dengan menerjemahkan dalam bahasa Indonesia *“apa lagi yang menggunakan procedure?”* ada siswa yang menjawab *“mengoperasikan sesuatu miss”* peneliti berkata *“ya, mengoperasikan sesuatu juga menggunakan procedure, lalu sentence connectors yang digunakan apa saja?”* siswa menjawab *“first, second, then, next, after that, finally”* dan peneliti menjawab *“good”*. *“Jadi udah paham ya tentang procedure text”* kemudian SS menjawab *“sudah miss.”*
10. Setelah itu, R menutup pelajaran dengan mengucapkan salam, *“See you tomorrow”* dan siswa menjawab *“See you”*.

No : FN. 11
 Hari, tanggal : Kamis, 28 Februari 2013
 Jam : 11.15 WIB – selesai
 Tempat : Ruang guru
 Kegiatan : Diskusi hasil cycle 1 dan membicarakan cycle 2.
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 C : Wiwit Astikaningrum (Collaborator)

1. Setelah pelajaran selesai, P melakukan diskusi bersama BSM dan Collaborator.
 P bertanya kepada BSM *“Menurut ibu bagaimana tentang action yang saya berikan pada pertemuan pertama dan kedua dalam cycle 1?”* BSM memberikan pendapatnya, *“menurut saya pada pertemuan pertama kalau pakai classroom English masih agak susah ya anak-anak untuk memahami dan yang buat dialog juga masih agak susah kalau disuruh maju. Untuk pertemuan kedua menurut saya sudah cukup efektif untuk meningkatkan kemampuan siswa dalam bahasa Inggris dan siswa jadi terlihat tidak asing dengan kata-kata dan kalimat dalam bahasa Inggris.”* Kemudian P bertanya lagi kepada BSM, *“kira-kira action mana bu yang masih kurang dan apakah pada pertemuan kedua sudah ada perkembangannya yang bisa dilihat bu?”* BSM menjawab, *“untuk pertemuan pertama yang kurang menurut saya saat mereka bermain game masih ada yang belum paham dengan intruksi yang anda berikan, dan masih ada siswa yang tidak mau berpartisipasi. Pada pertemuan kedua menurut saya sudah terlihat lebih baik dan mereka mulai paham dengan intruksi permainan game yang telah diberikan serta mereka mau berpartisipasi semua.”* P lalu bertanya kembali kepada BSM, *“apakah menurut ibu masih ada yang kurang dalam keseluruhan cycle 1?”* BSM menjawabnya, *“menurut saya sudah cukup, tapi dalam cycle selanjutnya lebih harus ada peningkatan.”*
2. Setelah mendiskusikan kekurangan dari action yang telah dilakukan, P dan BSM mendiskusikan langkah yang akan dilakukan selanjutnya pada cycle 2. Kemudian BSM menyuruh P untuk merancang RPP yang akan digunakan untuk mengajar pada pertemuan berikutnya dan dikonsultasikan terlebih dahulu sebelum digunakan untuk mengajar.

3. Kemudian karena tidak ada hal lagi yang perlu didiskusikan, P berpamitan kepada BSM untuk pulang.

No : FN. 12
 Hari, tanggal : Selasa, 5 Maret 2013
 Jam : 07.00 – 08.20 WIB.
 Tempat : Ruang kelas VIIB
 Kegiatan : Pertemuan ketiga, cycle 2.
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 SS : Siswa-siswi VIIB
 C : Wiwit Astikaningrum (Collaborator)

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai, kemudian pada pukul 07.00 WIB. P memasuki kelas VIIB bersama dengan BSM. Ketika peneliti memasuki kelas dan akan memulai pelajaran, peneliti menyapa siswa “good morning” kemudian semua menjawab “good morning, miss” kemudian peneliti bertanya tentang keadaan mereka “how is life?” dan semua siswa menjawab “Fine, thank you and you?” dan peneliti menjawab “I am fine too, thank you”.
2. Kemudian P menyapa semua SS. Setelah itu, P memulai pelajaran tentang menggunakan topik *expressing like and dislike*. P memberikan beberapa pertanyaan kepada SS terkait topik, seperti “*what were the utterances to express like?*” beberapa siswa menjawab “*I like, I prefer, I love, I fond of*”, “*Now, what were the utterances to express dislike*” kemudian siswa menjawab “*I dislikes*”, “*Yap, what else?*” tapi SS terdiam. Lalu, P membagikan handout kepada SS.
3. P memberikan pelajaran dimulai dengan memberikan contoh dialog kepada SS kemudian mereka diminta untuk menirukannya. Setelah itu P meminta SS untuk mengamati beberapa kata yang digaris bawahi. Kemudian, P menerangkan tentang ungkapan-ungkapan yang dipakai untuk mengungkapkan like and dislike.
4. Untuk *practicenya*, agar siswa lebih paham tentang *expressing like and dislike*, P meminta siswa untuk menjawab pertanyaan sesuai yang ada dalam dialog, kemudian P meminta SS mempraktekannya di depan kelas. Setelah SS selesai mengerjakan, P meminta beberapa dari mereka untuk maju ke depan kelas. Karena terbatasnya waktu P hanya meminta 2 pasang SS untuk membacakan dialog di depan kelas, mereka adalah Nikko, Gigin, Desi, and Aisyahnur. Beberapa dari mereka salah mengucapkan kata *borrow, spare, ballpoint, and lending*. Lalu P membenarkan pengucapan mereka yang salah dengan melafalkan pengucapan kata tersebut dengan benar. Kemudian P meminta SS untuk mengerjakan latihan-latihan berikutnya sesuai petunjuk yang telah diberikan. P berkeliling untuk mengecek pemahaman SS.
5. Setelah itu, P melanjutkan aktivitas dengan meminta SS untuk menanyakan kepada temannya tentang apa yang mereka suka dan tidak suka sesuai beberapa gambar yang ada, lalu SS diminta untuk membuat dialog dan mempraktekannya di depan kelas tanpa terpaku oleh catatan (in pairs).
6. Kemudian, P meminta beberapa SS untuk mengungkapkan dialog yang telah mereka buat sesuai informasi yang didapat. P memberi tahu SS bahwa P akan memberikan *reward* berupa nilai kepada SS yang secara suka rela mau maju ke depan kelas untuk

mengungkapkan dialog tersebut. Ada 3 pasang SS secara sukarela maju untuk mempraktekan dialog yang telah mereka buat, yaitu Satrio, Wahid, Adi, Robby, Marissa, and Milenia. P mencatat beberapa kata yang salah diucapkan, *kite, field, bike, cycling, and diving*. Lalu P membenarkan pengucapan mereka yang salah dengan melafalkan pengucapan kata tersebut dengan benar. Dari SS yang telah maju, P menyimpulkan kalau mereka telah paham cara menggunakan ekspresi like and dislike, mereka juga sudah mau mempraktekan dialog tanpa catatan, dan suara merekapun sudah terdengar cukup lantang.

7. Lalu, P melanjutkan kegiatan paling akhir yaitu bermain *The Do You Like Game*, sebelum dimulai P menjelaskan aturan mainnya. Kemudian setelah SS semuanya paham dengan aturan mainnya, P meminta SS untuk membentuk kelompok yang terdiri dari 4/3 orang, kemudian, P membagikan sebuah dadu dan kertas tebal yang bergambar macam-macam buah-buahan serta sayur-sayuran. Seluruh SS begitu antusias ikut bermain, dan mereka melakukan sesuai intruksi yang telah dijelaskan, sambil SS bermain *The Do You Like Game*, P mengamati cara mereka bermain dan cara mereka mengungkapkan ekspresi like and dislike.
8. Sesaat sebelum pelajaran berakhir, peneliti memberikan feedback kembali kepada SS. “*What have we learnt today?*” Secara serempak SS menjawab *expressing like and dislike* miss. Kemudian peneliti bertanya kembali “*what were the utterances to express like?*” SS menjawab *I like, I prefer, I love*. P bertanya kembali. “*What were the utterances to express dislike?*” SS menjawab *I don’t like, I hate, I can’t bear*. Kemudian P berkata OK. Good.
9. Setelah itu, P menutup pelajaran dengan memberikan kesempatan SS untuk bertanya, tetapi tidak ada SS yang bertanya, kemudian P mengucapkan see you on Thursday.

No : FN. 13
 Hari, tanggal : Kamis, 7 Maret 2013
 Jam : 09.55 – 11.15 WIB
 Tempat : Ruang kelas VIIB
 Kegiatan : Pertemuan keempat, cycle 2.
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 SS : Siswa-siswi VIIB
 C : Wiwit Astikaningrum (Collaborator)

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai, kemudian pada pukul 09.55 WIB P memasuki kelas VIIB bersama dengan BSM.
2. Kemudian P menyapa SS “*how are you today?*” SS menjawab “*fine, and you.*” P menjawab “*I am fine too, thank you.*”
3. P kemudian memberikan beberapa pertanyaan eliciting sebelum masuk kemateri. “*Do you have an idol?*” SS menjawab “*yes*”. P bertanya kembali “*can you describe them?*” beberapa siswa menjawab “*yes*”, siswa yang bernama Nikko mengacungkan jarinya lalu P memberikan kesempatan kepada dia untuk mengungkapkannya, “*My idol is Avril, she has straight and blonde hair, and she has blue eyes.*” P menjawab “*good Nikko, thanks*. Setelah itu P memberi tahu tentang topic yang akan dipelajari adalah *descriptive text* dan temanya adalah tentang idol.
4. P membagikan handout kepada SS, lalu P bertanya “*OK, have you got all the paper?*” SS

- menjawab “*sudah*” P “*who want to read aloud the text*. Beberapa SS mengacungkan tangan. Salah satu dari SS yang bernama Gilang membacakan teks tersebut dengan lantang, kemudian P membacakan kembali text tersebut dan meminta SS untuk menirukannya.
5. Setelah itu dilanjutkan dengan mempelajari sebuah dialog dan SS diminta mempraktekannya di depan kelas. Ketika P berkata “*OK. Let’s practice your dialogues in front of the class with your partner.*” P mengambil buku absen siswa dan meminta 2 pasang SS untuk mempraktekan dialog tersebut, mereka adalah Agustina, Vanisa, Indira and Desi. Pelafalan mereka bagus, karena hanya terjadi sedikit pengucapan yang salah pada kata *wavy and pointed*. Kemudian P langsung membenarkan pengucapan mereka yang salah, dan meminta mereka menirukannya.
6. P kemudian meminta SS untuk mengerjakan latihan selanjutnya. Saat mereka mengerjakan, P mengamatinya, SS terlihat sangat antusias mengerjakan latihan-latihan itu. Mereka juga menggunakan kamus untuk membantu mereka dalam menjawab latihan-latihan.
7. P kemudian menjelaskan aktivitas berikutnya. “*For next activity, we will information gap-activity. Now, I want you to work in pairs. Each of you will get spoken and written descriptive text. Each of you has to retell the spoken descriptive to the partner to complete the written one. After that, make the spoken descriptive of your completed descriptive with your own words. Retell it in front of the class. Understand class?*” “*Yes.*” Kemudian P segera meminta mereka untuk berpasangan. P selalu mengingatkan SS untuk menggunakan bahasa Inggris ketika mereka berdiskusi ataupun bertanya dengan SS lainnya.
8. Setelah beberapa menit berlalu, P meminta masing-masing pasangan untuk mempraktekan dialog mereka di depan kelas. SS terlihat sangat antusias dan mereka berebutan untuk maju ke depan. Kemudian P memberikan feedback terhadap penampilan mereka.
9. Setelah itu, P melanjutkan kegiatan inti yaitu *The Hidden Game*, sebelum dimulai P menjelaskan aturan mainnya. Kemudian setelah SS semuanya paham dengan aturan mainnya, P meminta SS untuk mengambil sebuah kartu bergambar penyanyi/ selebriti dan SS dilarang menunjukkannya kepada teman yang lain. Kemudian P memberikan waktu kepada SS untuk membuat beberapa kalimat tentang deskriptif sesuai dengan gambar yang telah mereka dapat dan meminta mereka untuk mengungkapkannya secara langsung tanpa catatan di depan kelas.
10. P memanggil salah satu dari SS untuk menjadi volunteer ke depan kelas. Saat salah satu siswa maju di depan kelas, SS yang lain wajib mendengarkan apa yang disampaikan, lalu jika salah satu dari SS berhasil menebak siapa penyanyi/ selebriti yang telah didiskripsikan maka siswa/siswi tersebut mendapat poin dan mendapat giliran untuk maju. Seterusnya seperti itu. Terlihat SS sangat antusias dan terlihat sudah banyak peningkatan dalam fluency.

No : FN. 14
 Hari, tanggal : Kamis, 7 Maret 2013
 Jam : 11.15 WIB - selesai
 Tempat : Ruang guru
 Kegiatan : Diskusi hasil cycle 2.
 Responden : P : Peneliti
 BSM : Bu Sri Mulyani (Guru Bahasa Inggris)
 C : Wiwit Astikaningrum (Collaborator)

1. Setelah pelajaran selesai, P melakukan diskusi bersama BSM dan Collaborator di ruang guru. P bertanya kepada BSM dan C “Bagaimana menurut kalian aktifitas yang sudah diterapkan di keseluruhan cycle 2 pada pertemuan 3 dan 4?” BSM memberikan pendapatnya “Sudah terlihat sangat maju, lebih baik dari aktifitas di cycle 1 waktu itu.” Lalu C menambahkan, “Menurutku aktivitas tadi dan kemarin lebih baik karena sudah terlihat peningkatannya dari segi speaking mereka. Terus materinya juga semakin menarik.”
P mengajukan pertanyaan kedua kepada BSM dan C, “Menurut Bu Yani dan Miss Wiwit bagaimana?” BSM memberikan pendapatnya, “Ya benar, jika dibandingkan dengan cycle 1 siswanya sudah sangat aktif dalam cycle 2 ini.” Lalu C juga memberikan pendapatnya, “Iya, di pertemuan 3 dan 4 seluruh siswa aktif bekerjasama dan pas disuruh maju pun mereka langsung mau.”
2. Setelah itu P mengajukan beberapa pertanyaan yang mencakup pada cycle 2. Mereka memberikan pendapatnya, dan menurut mereka 2 cycle saja sudah cukup, karena pada keseluruhan cycle 2 semuanya sudah lumayan berhasil.
3. Setelah dirasa cukup, P mengakhiri perbincangan dan berpamitan kepada BSM.

INTERVIEW TRANSCRIPTS

Interview Transcript 1

Interviewer : The Researcher (R)

Interviewee : The Teacher (ET)

Day/Date : Kamis, 7 Februari 2013, and Selasa, 12 Februari 2013

Time : 07.40 WIB – selesai, and 09.00 WIB – selesai

Place : Teacher Room

R : Bu, Bagaimana menurut ibu tentang kemampuan bahasa Inggris anak-anak kelas VII?

ET : Karena saya guru baru disini mbak, menurut saya kemampuannya masih terbatas. Ada beberapa yang sudah bagus, tapi kebanyakan dari mereka ya masih biasa saja.

R : Terus kalau dalam kelas mereka seperti apa, Bu? Apakah mereka aktif kalau disuruh maju?

ET : Anak-anaknya ramai sekali, beda dengan sekolah yang saya ajar dulu, kurang aktif. Hanya ada beberapa yang aktif, belum semuanya.

R : Terus aktivitas apa yang ibu kembangkan ketika mengajar Bahasa Inggris?

ET : Belum banyak aktivitas yang saya lakukan, paling cuma mempraktekan membaca dialog, atau mengerjakan latihan-latihan di LKS.

ET : Kebanyakan tak suruh in pair mbak, biar gak habisin waktu.

R : Ada hambatan tidak selama Ibu Sri Mulyani mengajar?

ET : Hambatan paling lebih ke anak-anaknya, susah diatur mbak.

R : Kalau mengenai fasilitas ada hambatan tidak, bu?

ET : Kalau di kelas VII belum ada fasilitas LCD, seperti yang ada di kelas IX. Lab bahasanya juga sedang rusak, jadi belum bisa digunakan.

R : Kalau mengenai media selama ini apa saja yang sering ibu gunakan?

ET : Saya belum pernah pakai media selama mengajar, hanya LKS saja.

R : Kalau Bapak Kepala Sekolah apakah mendukung kegiatan pembelajaran bahasa Inggris selama ini?

ET : Kalau Bapak Kepala Sekolah mendukung, setiap sore ada les termasuk Bahasa Inggris.

R : Oya kalau begitu sudah cukup bu, nanti setelah observasi saya interview ibu lagi, terimakasih bu.

ET : Oya.

- **Interview Transcript 2**

Interviewer : The Researcher (R)
Interviewee : The Teacher (ET)
Day/Date : Kamis, 14 Februari 2013
Time : 11.30 WIB – selesai
Place : Teacher Room

After observation

R : Selamat siang Bu Yani, tadi saya sudah melihat kondisi kelas, dan saya mau konsen ke speaking mereka saja. Rencana saya mau menggunakan *game* dalam aktivitas speaking. Bagaimana menurut ibu?

ET : Ya bagus itu mbak, itu kan termasuk teknik baru bagi siswa jadi bisa memotivasi mereka untuk berbicara.

R : Apakah ibu sebelumnya sudah pernah menggunakan game untuk aktivitas speaking?

ET : Belum pernah, biasanya hanya saya suruh membaca dialog.

R : Ada saran tidak Bu, untuk game yang akan mau saya terapkan?

ET : Ya gamenya disesuaikan sama materinya saja mbak, misalkan mbak akan mengajarkan tentang descriptive text, jadi game yang akan diterapkan disesuaikan. Buat aktivitasnya bias divariasikan dengan membentuk kelompok atau berpasangan.

R : Oya, selama mengajar Ibu Yani memakai buku pegangan apa?

ET : Kalau sekolah memakai Pioneer, terkadang saya memvariasi dengan materi yang saya ambil dari buku lain dalam bentuk soal.

R : Oh...begitu bu, kalau begitu besok saya tambahkan materi dari buku saya. Terima kasih Bu Yani.

ET : Iya, mbak.

- **Interview Transcript 3**

Interviewer : The Researcher
Interviewee : Student of VIIB (S1 and S2)
Day/Date : Kamis, 14 Februari 2013
Time : 11.30 WIB – selesai
Place : Class VIIB

S1 : Agusta Putra

S2 : Luthfia Maharani

R : Hai, lagi pada ngapain nih? Namanya siapa dek?

S1 dan S2 : Gak apa-apa Miss, cuma lagi ngobrol aja.

R : Bisa ngobrol bentar gak dengan kalian berdua?

S2 : Bisa kok Miss.

- R : Selama ini pendapat adik tentang pelajaran Bahasa Inggris gimana?
- S1 : Ya, sedikit susah. Ibunya menyampaikan materinya kurang jelas, suaranya juga agak pelan sehingga siswa dibagian belakang kurang menangkap penjelasan gurunya. Nggak menarik.
- R : Kok begitu kenapa? Terus kalau Bu Sri Mulyani mengajar speaking gimana?
- S2 : Ya susah gitu mbak. Kurang menarik mengajarnya, belum pernah membuat kelompok atau aktivitas dalam pembelajaran speaking, biasanya hanya disuruh membaca dialog terus maju ke depan kelas.
- R : Terus?
- S2 : Saat menjelaskan dan suaranya kurang jelas mbak jadi gag dong.
- R : O gitu. Kalo jelasin suka pake Bahasa Indonesia apa Bahasa Inggris, dek?
- S1 : Campur-campur mbak, tapi lebih sering Bahasa Indonesianya.
- R : Aktivitas yang digunakan ibunya apa dek?
- S2 : Maksudnya aktivitas?
- R : Maksudnya saat pelajaran Bahasa Inggris seringnya menggunakan apa?
- S2 : Mengerjakan soal-soal yang ada diLKS. Belum pernah pakai lainnya.
- R : Sudah pernah belum Ibu Yani memakai media saat pelajaran Bahasa Inggris?
- S1 : Belum, pakai LKS saja.
- S2 : Belum.
- R : Senang gak kalo disuruh maju kedepan mempraktekan dialog gitu?
- S1 : Enggak, dan jarang disuruh mempraktekan dialog.
- R : Kok gag suka kenapa? kan bisa belajar ngomong Bahasa Inggris
- S1 : Malu dan takut salah mbak.
- R : Ya gak papa dek, biar PD
- S2 : Masih malu mbak.
- R : Menurut kalian agar pelajaran Bahasa Inggris bisa menyenangkan dan mudah dipahami bagaimana?
- S1 : Hmm... Apa ya mbak, ya dibikin menarik aja. Kalau ada media akan lebih menarik pelajarannya.
- S2 : Kalau menurut saya sih diberi game atau belajar diluar kelas gitu mbak agar gak bosan.
- R : Terus tentang kegiatannya seperti apa yang diinginkan?
- S1 : Ya apa ya...
- R : Misalnya saat belajar speaking kegiatannya berdiskusi, belajar berbicara melalui dialog atau game.
- S1 : Berlatih berbicara melalui dialog sama game mbak.
- R : Kalau kamu?
- S2 : Sama
- R : Oh, jadi ingin ada game nya giut ya?
- S2 : Iya mbak. Jadi tidak membosankan

R : Makasih ya adek-adek.
 S1 dan S2 : Sama-sama mbak.

• **Interview Transcript 4**

Interviewer : The Researcher
Interviewee : Student of VIIB
Day/Date : Kamis, 14 Februari 2013
Time : 11.30 WIB – selesai
Place : Class VIIB

R : Hai dik, mau ngobrol bentar nih, boleh dong.
 S : Boleh mbak, mau ngobrol apa? Hehehe.
 R : Kamu suka gak sama pelajaran Bahasa Inggris?
 S : Sedikit mbak.
 R : Alasannya kenapa?
 S : Habisnya gak dong sama yang diomongin gurunya, dan kurang menarik.
 R : Masa sih?
 S : Iya, bener mbak.
 R : Mungkin gara-gara kalian gak memperhatikan, hehehe.
 S : Ah, gak juga mbak, tiap pelajaran kayak gitu kok
 R : oh.. terus menurutmu gimana cara ngajarnya? Pakai media gak?
 S : Gak pake media miss
 R : Disini ada laboratorium bahasa gak sih?
 S : Ada, tapi kurang dan rusak-rusak jadi gak pernah dipakai
 R : mmm... menurutmu bagaimana biar belajar Bahasa Inggris itu bisa menyenangkan dan mudah dipahami?
 S : Ya pinginnya tuh ada kerja kelompok, ada game bahkan kalau perlu belajar diluar ruangan gitu miss biar ganti suasana.
 R : Oh gitu? Ya udah makasih ya
 S : Iya miss sama-sama

• **Interview Transcript 6**

Interviewer : The Researcher
Interviewee : English Teacher and Collaborator
Day/Date : Kamis, 28 Februari 2013
Time : 11.15 WIB – selesai
Place : SMP N 2 Gamping

After cycle 1 (meeting 1 and 2)

- R : Bagaimana menurut ibu dan miss Wiwit tentang action yang saya berikan pada pertemuan pertama dan kedua dalam cycle 1?
- ET : Menurut saya *action* yang telah anda lakukan sudah bagus. Sebelum memulai pembelajaran anda sudah memberikan salam, mengajak berdoa dan mengecek keadaan siswa. Terus kegiatannya juga sudah cukup efektif tetapi hanya beberapa siswa yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan Anda tetapi yang lain ramai. Sebaiknya sebagai guru, anda harus lebih mendekati siswa agar mereka tidak ramai.
- C : Menurut saya action yang anda lakukan tadi dan kemarin sudah cukup efektif tetapi hanya beberapa siswa yang aktif dalam pertemuan ini, yang lainnya itu masih kebanyakan diam.
- R : Oya, terus kalau penggunaan classroom English selama ini gimana dari keseluruhan cycle 1?
- C : Ya lumayan efektif, walaupun ada beberapa siswa tidak paham ketika guru berbicara dalam bahasa Inggris. Emm, sepertinya mereka juga belum familiar dengan beberapa vocabulary dalam classroom English yang guru gunakan seperti instruksi waktu itu.
- R : Bagaimana pendapat Ibu tentang cara penyampaian materi saya mengenai kedua materi yang saya berikan dipertemuan 1 dan 2?
- ET : Penyampaian semua materi mengenai asking and giving something dan procedure text sudah bagus, karena ada contohnya jadi mudah dipahami siswa-siswi.
- R : Kalau menurut anda bagaimana Miss Wiwit?
- C : Menurut saya sudah bagus, karena handout yang anda berikan sudah lengkap dan pada soal-soal yang diberikan berwarna, jadi menarik siswa-siswi. Penyampaian materi yang anda sampaikan sudah jelas dan baik.
- R : Apakah menurut Miss Wiwit siswa lebih aktif berbicara dengan disuruh membuat dan mempraktekkan dialog di depan kelas?
- C : Ya itu yang aktif hanya yang dipanggil maju saja, yang di deretan belakang kebanyakan ramai sendiri sambil menunggu giliran.
- R : Lalu pendapat Ibu Yani dan Miss Wiwit tentang penggunaan *games* sebagai teknik pembelajaran dalam speaking seperti apa? Media yang saya gunakan menurut Bu Yani bagaimana?
- ET : Bagus sekali, karena sebelumnya belum pernah diterapkan pada pelajaran Bahasa Inggris disini.
- C : Menurut saya penggunaan games sebagai media pembelajaran sudah sesuai, karena dengan adanya games pelajaran Bahasa Inggris ini jadi menarik, siswa juga jadi lebih aktif walaupun masih terlihat beberapa siswa yang masih malas ikut berpartisipasi dalam pertemuan pertama. Kalau media yang dipakai juga bagus dan sesuai dengan game serta materi yang diajarkan.
- R : Menurut Bu Yani dan Miss Wiwit, kira-kira action mana yang masih kurang dan apakah pada pertemuan kedua sudah ada perkembangannya yang bisa dilihat?

- ET : Untuk pertemuan pertama yang kurang menurut saya saat mereka bermain game masih ada yang belum paham dengan intruksi yang anda berikan, dan masih ada siswa yang tidak mau berpartisipasi. Pada pertemuan kedua menurut saya sudah terlihat lebih baik dan mereka mulai paham dengan intruksi permainan game yang telah diberikan serta mereka mau berpartisipasi semua.
- C : Kalau menurut saya, action yang telah anda berikan pada pertemuan pertama dan kedua masih kurang, sepertinya siswa-siswi tidak suka bermain dalam grup besar. Pendapat saya pada cycle 2 nanti sebaiknya game yang akan anda terapkan lebih kepada in pairs atau individu.
- R : Oya, sesuai rencana besok dicycle 2 itu mereka akan diminta meretell dialog yang telah dibuat tanpa membawa text, mereka harus menghafal, menurut Bu Yani dan Miss Wiwit bagaimana?
- ET : Ya saya rasa bisa kita terapkan, soalnya kemarin-kemarin mereka majunya pake teks jadi speaking mereka masih terpacu pada teks dan mereka membacanya, mungkin besok siswa sudah dan harus bisa meretell dialog tanpa membawa text.
- C : Ya memang sebaiknya diterapkan seperti itu, karena ini focus pada speaking.
- R : Apakah menurut Ibu Yani dan Miss Wiwit masih banyakkah yang kurang dalam keseluruhan cycle 1?
- ET : Menurut saya sudah cukup, tapi dalam cycle selanjutnya lebih harus ada peningkatan.
- C : Menurut saya juga sudah baik namun cycle 2 nantinya harus jauh lebih meningkat dan lebih tegas.
- R : Terima kasih atas diskusi kali ini Bu Yani dan Miss Wiwit.
- ET : Iya.
- C : Sama-sama.

• Interview Transcript 7

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 28 Februari 2013
Time : 11.15 WIB – selesai
Place : Class VIIB

S1 : Gigin Nurcahyo
 S2 : Maria Pramesthi
 S3 : Indira Fortunisya

R : Bagaimana menurut adik-adik tentang aktivitas speaking selama dua kali meeting ini?
 Ss : Seneng Miss.
 S1 : Menurut saya, lebih bagus daripada gurunya, kalo gurunya belum pernah ada kegiatan kaya gini Miss.

- S2 : Ho'o mbak...tapi suara mbak kurang keras.
- S3 : Sebelumnya tidak pernah dikasih kertas-kertas fotokopian seperti ini Miss. Gurunya juga tidak pernah menerangkan materi sejelas Miss.
- R : Oke, ada saran?
- S1 : Sejauh ini sudah bagus, tapi kurang kontrol kelas.
- S2 : Kurang tegas.
- S3 : Iya. Kurang tegas, tapi jangan tegas-tegas banget.
- R : Terus ada kesulitan tidak selama saya mengaplikasikan action saya? Dan bagaimana dengan game-game nya?
- S1 : Ada beberapa siswa yang ramai, jadi saya kurang konsentrasi dan nggak focus. Kalau game-gamenya terlalu ramai Miss, tapi asik kok. Coba pertemuan selanjutnya berkelompoknya sedikit saja, atau berdua-dua.
- R : Sulit tidak mengikuti aktivitas selama ini?
- SS : Tidak
- R : Kamu senang nggak dek, kalo mbak ngasih tau pronunciation yang benar gimana?
- S2 : Senenglah mbak, soalnya kita jadi tau benarnya gimana, selama ini nggak pernah dikasih tahu sama gurunya sih.
- R : Paham tidak jika saya menerangkan dengan Bahasa Inggris?
- S1 : Iya sedikit, lebih paham daripada sama gurunya.
- R : Kira-kira pengetahuan speaking kalian meningkat tidak?
- S1 : Iya, lumayan.
- S2 : Sedikit.
- S3 : Sedikit.
- R : Jadi tambah aktif nggak?
- SS : Iya.
- R : Ya sudah, terima kasih ya.

- **Interview Transcript 8**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 28 Februari 2013
Time : 11.15 WIB – selesai
Place : Class VIIB

- R : Halo dek, dengan dek siapa ini?
- S : Hayin
- R : Bagaimana pendapatnya tentang pertemuan pertama, waktu diminta maju berdialog dan mempraktekan game?

- S : Hmm, yang itu pada ramai sih mbak jadi agak ribet. Tapi kalo aku senang-senang aja soalnya pas pelajaran ada kegiatannya jadi gag bosen, dan gamenya bikin senang.
- R : Ada peningkatan gag selama ini?
- S : lumayan lah
- R : Terus pertemuan kedua gimana, yang *pass the ball game* itu?
- S : Yang itu udah mulai terbiasa, dan gak terlalu ribet, dan anak-anaknya mau bermain game semua.
- R : Hmm, gitu ya, kalau tentang penjelasan *procedure text* dan materinya sudah jelas belum?
- S : Sudah mbak, kan setiap penjelasannya diulang mbak...jadi ngedong..hehe
- R : Kan kegiatannya pakai game terus nih, menurut adik gimana?
- S : Seneng mbak, soalnya seperti bermain, bagus mbak, jadi pas kita ingin berlatih berbicara dalam Bahasa Inggris jadi gak kaku.
- R : Berarti ada peningkatan ya dek?
- S : Iya mbak.
- R : Terus kalau pertemuan yang tadi gimana dek?
- S : Yang tadi sih lebih enak, lebih bisa mengembangkan cerita soalnya kan yang melengkapi blank dialog terbantu dengan gambarnya jadi lebih mudah aja, apalagi ya, lebih santai juga.
- R : Terus dari kedua pertemuan itu suka yang mana dek?
- S : Jujur, kalau saya sih seneng semuanya, tapi kalau bisa selanjutnya gamenya dikit aja kelompoknya.
- R : Oya, selama ini paham nggak dek, kalo saya menerangkan pake Bahasa Inggris?
- S : Ya awalnya sih rada-rada nggak dong juga, tapi makin kesini lumayan bisa menangkaplah, soalnya kan sama Miss-nya terus diterjemahin kalau kita-kita nggak dong. Terjemahan dari Miss lumayan membantulah, Hehe.
- R : Lain kali harus paham tanpa saya harus menerjemahkannya lho.
- S : He, ya mudah-mudahan bisa. Pasti. Hehe
- R : Ok. Makasih ya dek.
- S : Iya mbak.

- **Interview Transcript 9**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 28 Februari 2013
Time : 11.15 WIB – selesai
Place : Class VIIB

S1 : Ananda Gilang
 S2 : Paulus Thaha

- R : Halo dek Gilang ya? Satunya siapa?
- S1 : Iya Miss.
- S2 : Paulus.
- R : Oh iya, Paulus.
- R : Gimana Lang pendapatmu tentang keseluruhan aktivitas yang Miss terapin selama ini?
- Ss : Asyik-asyik aja, seru Miss.
- R : Terus selain itu apa lagi?
- S1 : Enggak bosan aja Miss, kan ada medianya ada aktivitasnya juga.
- R : Kalo kamu, Paulus?
- S2 : Menurutku kegiatan dipertemuan 1 dan 2 menyenangkan, tapi pas waktu bermain game terlalu rumit Miss, karena kelompok besar jadi pada ramai.
- R : Tapi perasaan kalian bagaimana dengan diterapkannya game pada proses belajar speaking ini?
- R : Hmm..gitu, terus sudah ada peningkatan bahasa Inggris belum?
- S1 : Bahasa Inggris jadi menyenangkan, jadi gak berasa takut.
- S2 : Seru, kelasnya jadi aktif walau saat game yang pertama masih ada siswa yang malas untuk ikut bermain mbak.
- S2 : Sudah mbak.
- R : Apa aja itu?
- S2 : Ya, waktu disuruh bikin dialog terus maju pakai bahasa Inggris itu, lebih PD.
- R : Terus dalam hal speakingnya gimana?
- S2 : Yah lumayan meningkat daripada yang kemarin-kemarin. Salah satunya jadi tau cara pengucapannya yang bener gimana.
- S1 : Saat game lebih membantu kita untuk berbicara Miss.
- R : Maksudnya?
- S1 : Karena melalui permainan seumpama kita mau ngomong jadi kita tidak terasa takut, jadi lebih terbantu gitu mbak. Terus waktu diminta membuat dialog ada contohnya jadi membantu banget.
- R : Oh ya..ya, ada kesulitan nggak selama ini?
- S1 : Nggak ada, nggak susah-susah banget kog.
- S2 : Sedikit kadang ada, tapi paham.
- R : Oya, terus diantara aktivitas yang dua kali pertemuan kemarin, suka yang mana dek Gilang dan Paulus?
- S1 : Yang pertemuan kedua.
- S2 : Yang kedua juga Miss.
- R : Kenapa?
- S1 : Karena yang aktivitas kedua udah pada mau maju semua saat bermain game. Terus lebih tenang Miss.
- R : Kalau pendapat Paulus?
- S2 : Yang game pakai bola lebih asik.

- R : Kalo saya menerangkan pake bahasa Inggris kamu paham nggak?
 S2 : Ya sedikit-sedikit Miss.
 R : Ada lagi nggak?
 S2 : Em, udah itu aja
 R : Ya sudah, makasih ya atas waktunya.
 SS : Ya Miss, sama-sama.

• **Interview Transcript 10**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 7 Maret 2013.
Time : 11.15 WIB - selesai
Place : Class VIIB

After cycle 2 (meeting 3 and 4)

- R : Dek Satrio, gimana suka nggak sama aktivitasnya tadi dan pertemuan 3 kemarin?
 S : Suka Miss. Makin seru, karena tidak terlalu ramai.
 R : Terus tadi seneng gak pas saya bilang kalau yang mau maju akan dapat poin dan kenang-kenangan?
 S : Seneng banget Miss, apalagi tadi saya maju, puas gitu rasanya dapat nilai (tertawa).
 R : Kamu paham nggak sama instruksi yang diberikan saat akan bermain game tadi dan kemarin?
 S : Paham Miss.
 R : Bagus kalau gitu. Terus apakah ada kesulitan dipertemuan tadi dan kemarin?
 S : Pertemuan yang ketiga dan keempat ini makin terasa gampang. Media yang dipakai untuk gamenya juga keren, enjoy Miss. Senang.
 R : Ada peningkatan belum dek?
 S : Sudah, selain lebih lancar bicara Bahasa Inggris nya.
 Kita juga lebih tahu cara pengucapan yang benar.
 R : Makasih ya Satrio.
 S : Sama-sama Miss Retha.

• **Interview Transcript 11**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 7 Maret 2013.
Time : 11.15 WIB - selesai
Place : Class VIIB

S1 : Rosalia Revita

S2 : Milenia Annisa

R : Dek Vita dan Milenia, bagaimana tadi aktivitasnya?

S1 : Ya gitu deh, ya seneng aja. Menyenangkan.

S2 : Lebih menarik Miss dari pada yang pertemuan pertama dan kedua.

R : Terus kalian berdua ada kesulitan nggak?

S1 : Ini sih, kadang masih nggak tahu cara bacanya yang bener gimana.

S2 : Gak ada.

R : Loh, tapi kan selalu saya benarkan saat kalian salah mengucapkan dan diakhir pelajaran pasti saya kasih tau yang benar gimana to?

S1 : Iya, tapi kadang masih ada beberapa kata yang saya nggak tau benarnya gimana.

S2 : Kalau saya, gak ada. Karena Miss selalu membetulkannya saat itu juga.

R : Ok, terus mengenai penggunaan bahasa Inggris selama KBM gimana dek? Pahami nggak kamu selama Miss pake Bahasa Inggris?

S1 : Lumayan paham Miss, walaupun nggak diterjemahin ke bahasa Indonesia.

R : Oya, terus sudah terasa peningkatannya belum?

S2 : Sudah, vocabnya meningkat dan mengucapkan kata-katanya jadi bisa lebih benar.

R : Terima kasih ya Milenia dan Vita.

SS : Kembali kasih.

• Interview Transcript 12

Interviewer : The Researcher

Interviewee : Students (S)

Day/Date : Kamis, 7 Maret 2013.

Time : 11.15 WIB - selesai

Place : Class VIIB

R : Hai dek Bayu, maaf ganggu bentar. Gimana pendapatnya tentang aktivitas tadi dan kemarin?

S : Seru-seru aja.

R : Serunya gimana?

S : Ya seru bisa belajar sambil bermain.

R : Ada kesulitan nggak?

S : Alhamdulillah nggak ada.

R : Menurutmu game yang diterapkan dipertemuan 3 dan 4 bagaimana?

S : Lebih mudah dipahami dan lebih seru jika dibandingkan game yang pertama dan kedua.

R : Terus sejauh mana sekarang peningkatan kemampuan speakingnya?

S : Tahu cara bacanya, penulisannya juga.

R : Terima kasih.
S : Ya mbak, sama-sama.

• **Interview Transcript 13**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 7 Maret 2013.
Time : 11.15 WIB - selesai
Place : Class VIIB

R : Dengan dek siapa ini?
S : Maria.
R : Gimana dek pendapatmu tentang aktivitas dipertemuan 3 dan 4?
S : Ya cukup jelas, dan lebih menarik.
R : Menyenangkan nggak?
S : Lumayan soalnya kita nggak cuma membuat dialog, tapi juga ada aktivitas lain dan melatih kita untuk memberanikan diri maju ke depan.
R : Menurutmu game yang diterapkan dipertemuan 3 dan 4 bagaimana?
S : Bagus, media yang dipakai pada game kali ini makin menarik, mudah dipahami, bisa focus.
R : Terus ada peningkatan belum?
S : Sudah, meningkat kosa katanya,
R : Dari segi speakingnya gimana?
S : Nambahlah, orang maju terus.
R : Makasih ya
S : Sama-sama.

• **Interview Transcript 14**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 7 Maret 2013.
Time : 11.15 WIB - selesai
Place : Class VIIB

R : Triangga, boleh tidak Miss ngobrol-ngobrol sebentar sama kamu?
S : Boleh Miss.
R : Kamu suka tidak sama aktivitasnya tadi dan aktivitas dipertemuan 3 kemarin?
S : Suka Miss, seru soalnya ada warnanya serta mudah.
R : Perasaanmu bagaimana waktu tadi diminta maju terus dapat poin?
S : Senanglah.
R : Kamu paham nggak sama instruksi game yang diberikan dalam pertemuan 3 dan 4?

- S : Pahami.
 R : Terus ada kesulitan tidak sama kegiatan yang tadi dan kemarin?
 S : Hmm...nggak kok Miss, senang.
 R : Sudah ada peningkatan belum?
 S : Lumayan, sudah ada peningkatan tahu banyak kosa kata baru.
 R : Okay, terima kasih ya.
 S : Okay, Miss.

• **Interview Transcript 15**

Interviewer : The Researcher
Interviewee : Students (S)
Day/Date : Kamis, 7 Maret 2013.
Time : 11.15 WIB - selesai
Place : Class VIIB

- R : Hai, ganggu sebentar ya dek Hayin. Menurutmu gimana aktivitas yang sudah dilakukan dicycle 2 tadi dan kemarin?
 S : Senang, soalnya bisa bisa maju tanpa catatan.
 R : Kamu paham nggak dek dengan instruksi yang diberikan pada pertemuan 3 dan 4 dalam Bahasa Inggris ?
 S : Pahami kog.
 R : Ada tanggapanmu lagi nggak selain yang tadi sudah kamu ucapkan?
 S : Bisa praktek bahasa Inggris, makin PD mbak untuk maju ke depan, soalnya teman teman juga pada aktif dicycle 2 ini.
 R : Sudah ada peningkatan belum?
 S : Sudah, kosa-katanya meningkat, cara bacanya, grammarnya, dan pengetahuan tentang Bahasa Inggrisnya juga.
 R : Menurut kamu game yang dipakai pada pertemuan 3 dan 4 tadi gimana?
 S : Lebih bagus dan asik miss, karena tidak kelompok besar seperti pertemuan pertama dan kedua waktu itu.
 R : Terima kasih ya.
 S : Oke.

- **Interview Transcript 16**

Interviewer : The Researcher
Interviewee : English Teacher and Collaborator
Day/Date : Kamis, 7 Maret 2013
Time : 12.00 WIB – selesai
Place : SMP N 2 Gamping

- R : Selamat siang Ibu Yani, maaf boleh minta waktunya untuk berdiskusi tidak Bu?
- ET : Ya, silahkan duduk Mbak Marita dan Mbak Wiwit.
- R : Begini Bu, dan Miss Wiwit. Bagaimana menurut kalian aktifitas yang sudah diterapkan dikeseluruhan cycle 2 pada pertemuan 3 dan 4?
- ET : Sudah terlihat sangat maju, lebih baik dari aktifitas di cycle 1 waktu itu.
- C : Menurutku aktivitas tadi dan kemarin lebih baik karena sudah terlihat peningkatannya dari segi speaking mereka. Terus materinya juga semakin menarik.
- R : Oya, kalau saya lihat dari keseluruhan cycle 2 semua siswa sudah terlibat aktif dalam KBM. Menurut Bu Yani dan Miss Wiwit bagaimana?
- ET : Ya benar, jika dibandingkan dengan cycle 1 siswanya sudah sangat aktif dalam cycle 2 ini.
- C : Iya, dipertemuan 3 dan 4 seluruh siswa aktif bekerjasama dan pas disuruh maju pun mereka langsung mau.
- R : Terus jika dibandingkan dengan yang kemarin-kemarin bagaimana?
- ET : Tentunya lebih baik dipertemuan 3 dan 4.
- C : Ya lebih bagus, dipertemuan ketiga dan keempat mereka juga sudah paham dengan cara menggunakan ekspresi like, dislike, dan mendiskripsikan seseorang pada pertemuan keempat. Lagipula mereka terlihat PD saat mempraktekan dialognya, .
- R : Menurut Bu Yani dan Miss Wiwit game yang saya terapkan di cycle 2 ini bagaimana?
- ET : Keseluruhan gamenya sudah bagus dan sangat menarik, karena terlihat para siswa sangat senang dan aktif.
- C : Menurut saya game yang dipakai dalam pertemuan 3 dan 4 jauh lebih mudah dipahami dan dipraktikkan, sehingga para siswa lebih antusias dan tertarik jika dibanding di cycle 1.
- R : Bagaimana tentang masalah peningkatan speaking siswa menurut Bu Yani dan Miss Wiwit?
- ET : Peningkatan speaking mereka jauh lebih baik tentunya. Sudah ada intonasi, dan mereka mau belajar bicara Bahasa Inggris terus.
- C : Peningkatan sudah ada, dari segi vocabulary, accuracy, fluency dan pronunciation mereka jauh lebih meningkat dibandingkan dengan yang pertemuan pertama dulu.
- R : Terus mengenai rewards/point yang saya berikan sesuai rencana kita, menurut Miss Wiwit bagaimana?

- C : Saya rasa poin tadi cukup efektif dan terbukti dengan poin tadi mereka termotivasi untuk maju secara sukarela.
- R : Apakah ada tambahan?
- C : Saya rasa tidak.
- R : Berarti sudah cukup ya dua cycle saja. Kalau dilihat action dicycle 2 ini semuanya sudah lumayan berhasil.
- ET : Iya, dua cycle sudah cukup rasanya.
- C : Cukup 2 cycle saja.
- R : Kalau begitu terima kasih Bu Yani dan Miss Wiwit.
- ET : Sama-sama.

Observation Checklist

Date : February 26th, 2013

Meeting : Cycle 1, 1st meeting

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

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students	√	
	2. The students respond to the greeting	√	
	3. The teacher asks the students' condition	√	
	4. The students tell their condition to the teacher	√	
	5. The teacher calls the roll	√	
	6. The teacher outlines the materials	√	
	7. The teacher explains the goal of teaching and learning	√	
B	Whilst-teaching		
	1. The students are ready to learn the materials	√	
	2. The teacher asks the students to read the dialogues	√	
	3. The students read the dialogues	√	
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions	√	
	6. The students ask questions		√
	7. The students ask to their classmates	√	
	8. The teacher checks the students' understanding	√	
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		√
	11. The students speak in English		√
	12. The students use dictionary to help them	√	
	13. The students offer themselves to be the volunteer.		√
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	√	
	2. The students reflect their learning	√	
	3. The teacher previews on the upcoming materials	√	
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	√	
D	Class situation		
	1. Students' enthusiasm/motivation	√	
	2. Students' involvement	√	
	3. Time alocation	√	
	4. The use of media	√	
	5. The teacher's instructions	√	

Observation Checklist

Date : February 28th, 2013

Meeting : Cycle 1, 2nd meeting

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

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students	√	
	2. The students respond to the greeting	√	
	3. The teacher asks the students' condition	√	
	4. The students tell their condition to the teacher	√	
	5. The teacher calls the roll	√	
	6. The teacher outlines the materials	√	
	7. The teacher explains the goal of teaching and learning	√	
B	Whilst-teaching		
	1. The students are ready to learn the materials	√	
	2. The teacher asks the students to read the dialogues	√	
	3. The students read the dialogues	√	
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions	√	
	6. The students ask questions		√
	7. The students ask to their classmates	√	
	8. The teacher checks the students' understanding	√	
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		√
	11. The students speak in English	√	
	12. The students use dictionary to help them	√	
	13. The students offer themselves to be the volunteer.		√
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	√	
	2. The students reflect their learning	√	
	3. The teacher previews on the upcoming materials	√	
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	√	
D	Class situation		
	1. Students' enthusiasm/motivation	√	
	2. Students' involvement	√	
	3. Time alocation	√	
	4. The use of media	√	
	5. The teacher's instructions	√	

Observation Checklist

Date : March 5th, 2013

Meeting : Cycle 2, 3rd meeting

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

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students	√	
	2. The students respond to the greeting	√	
	3. The teacher asks the students' condition	√	
	4. The students tell their condition to the teacher	√	
	5. The teacher calls the roll	√	
	6. The teacher outlines the materials	√	
	7. The teacher explains the goal of teaching and learning	√	
B	Whilst-teaching		
	1. The students are ready to learn the materials	√	
	2. The teacher asks the students to read the dialogues	√	
	3. The students read the dialogues	√	
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions	√	
	6. The students ask questions		√
	7. The students ask to their classmates	√	
	8. The teacher checks the students' understanding	√	
	9. The teacher give enough time to the students to arrange their seat/to move in groups	√	
	10. The students cooperate well in groups		√
	11. The students speak in English	√	
	12. The students use dictionary to help them	√	
	13. The students offer themselves to be the volunteer.	√	
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	√	
	2. The students reflect their learning	√	
	3. The teacher previews on the upcoming materials	√	
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	√	
D	Class situation		
	1. Students' enthusiasm/motivation	√	
	2. Students' involvement	√	
	3. Time alocation	√	
	4. The use of media	√	
	5. The teacher's instructions	√	

Observation Checklist

Date : March 7th, 2013

Meeting : Cycle 2, 4rd meeting

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

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students	√	
	2. The students respond to the greeting	√	
	3. The teacher asks the students' condition	√	
	4. The students tell their condition to the teacher	√	
	5. The teacher calls the roll	√	
	6. The teacher outlines the materials	√	
	7. The teacher explains the goal of teaching and learning	√	
B	Whilst-teaching		
	1. The students are ready to learn the materials	√	
	2. The teacher asks the students to read the dialogues	√	
	3. The students read the dialogues	√	
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions	√	
	6. The students ask questions		√
	7. The students ask to their classmates	√	
	8. The teacher checks the students' understanding	√	
	9. The teacher give enough time to the students to arrange their seat/to move in groups	√	
	10. The students cooperate well in groups		√
	11. The students speak in English	√	
	12. The students use dictionary to help them	√	
	13. The students offer themselves to be the volunteer.	√	
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	√	
	2. The students reflect their learning	√	
	3. The teacher previews on the upcoming materials	√	
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	√	
D	Class situation		
	1. Students' enthusiasm/motivation	√	
	2. Students' involvement	√	
	3. Time alocation	√	
	4. The use of media	√	
	5. The teacher's instructions	√	

INTERVIEW GUIDELINES

Before the implementation

For the English teacher

1. Bagaimanakah menurut ibu tentang kemampuan Bahasa Inggris anak-anak kelas VII?
2. Apakah para murid aktif dalam pembelajaran?
3. Aktivitas apa yang ibu kembangkan ketika mengajar Bahasa Inggris?
4. Adakah hambatan saat ibu mengajar di kelas Bahasa Inggris??
5. Apakah ibu pernah menggunakan media pembelajaran saat mengajar?

For students

1. Do you like English?
2. What about speaking skill?
3. Is there any difficulty in speaking learning process?
4. What are your difficulties in speaking learning process?
5. Do you like having discussion with your friends?

After the implementation (Cycle1)

For the English teacher

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Do you think the students are motivated and confident in reading?
7. Is there any suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian tentang penggunaan teknik Games?
3. Apakah kamu lebih bisa memahami pelajaran Bahasa Inggris dengan menggunakan teknik ini?
4. Apakah kalian senang ketika menggunakan teknik Games ini?
5. Menurut kalian apa yang kurang dalam penerapan Games ini?
6. Apakah kalian termotivasi untuk lebih memahami bacaan dengan menggunakan teknik tersebut?
7. Apakah kalian merasa lebih yakin dan percaya diri dalam berbicara?
8. Menurut kalian apakah penggunaan 'classroom English' dapat membantu kalian untuk belajar bahasa Inggris?
9. Menurut kalian apakah aktivitas 'make a dialog and practice it' menyenangkan?
10. Menurut kalian apakah penggunaan 'giving feedback' dapat membantu kalian dalam pengucapan Bahasa Inggris?

For collaborator

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction between the teacher and the students in the teaching and learning process?
5. Do you think the students are motivated and confident in speaking?
6. Is there any suggestion for the next implementation?

After the implementation (cycle 2)

For the English teacher

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction among students during the teaching and learning process?
6. Do you think students are motivated and confident to be active when they are given credit points?
7. Is there any suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran hari ini ?
2. Bagaimana pendapat kalian tentang penggunaan teknik Games?
3. Apakah kamu bisa lebih mudah memahami pelajaran Bahasa Inggris dengan menggunakan Games?
4. Apakah kalian senang ketika menggunakan teknik Games pada waktu berbicara?
5. Menurut kalian apa yang kurang dalam penerapan Games?
6. Apakah kalian termotivasi untuk lebih berlatih berbicara dengan menggunakan teknik tersebut?
7. Apakah kalian lebih merasa percaya diri dalam berbicara?
8. Menurut kalian apakah penggunaan 'classroom English' dapat membantu kalian untuk belajar bahasa Inggris?
9. Menurut kalian apakah aktivitas 'make a dialog and practice it' menyenangkan?
10. Menurut kalian apakah penggunaan 'giving feedback' dapat membantu kalian dalam pengucapan Bahasa Inggris?
11. Apakah kalian lebih termotivasi untuk dalam mengikuti pelajaran *dengan 'giving rewards/credit points'*?

For collaborator

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Do you think the students are motivated and confident to be active when they are given credit points?
7. Do you think the students are motivated during the teaching and learning process when there is group competition?
8. Is there any suggestion for the implementation?

PRESENSI HARIAN SISWA KELAS VII B SMP N 2 GAMPING YOGYAKARTA
SEMESTER GENAP TAHUN AJARAN 2012/2013

NO	TANGGAL	M/F	26 Feb 2013	28 Feb 2013	5 March 2013	7 March 2013
	NAMA SISWA		Meeting I	Meeting II	Meeting III	Meeting IV
1	Adi Sulistyanto	M	✓	✓	✓	✓
2	Agus Imam Santoso	M	✓	✓	✓	✓
3	Agusta Putra Pradana	M	✓	✓	✓	✓
4	Agustina Arvika Merdekawati	F	✓	✓	✓	✓
5	Aisyahnur Prihatiningsih	F	✓	✓	✓	✓
6	Ananda Gilang Fajar Saputra	M	✓	✓	✓	✓
7	Bayu Wicaksono	M	✓	✓	✓	✓
8	Desi Wulandari	F	✓	✓	✓	✓
9	Dhiya Ulhaq Iswari Haryanto	F	✓	✓	✓	✓
10	Dimas Anggara	M	✓	✓	✓	✓
11	Dionisius Desmartrianto Eko Nugroho	M	✓	✓	✓	✓
12	Gigin Nurcahyo	M	✓	✓	✓	✓
13	Ijah Lestari	F	✓	✓	✓	✓
14	Indira Fortunisya	F	✓	✓	✓	✓
15	Luthfia Maharani Putri Fardiawan	F	✓	✓	✓	✓
16	Maria Floresia Doe Gae	F	✓	✓	✓	✓
17	Maria Pramesthi Swastu Aji	F	✓	✓		✓
18	Marissa Helga Lilianda	F	✓	✓	✓	✓
19	Milenia Annisa Endryana	F	✓	✓	✓	✓
20	Nikko Yudistira	M	✓	✓	✓	✓
21	Nurlaila	F	✓	✓	✓	✓
22	Paulus Thaha P.W. Diningrat	M	✓	✓	✓	✓
23	Rafi Ardyanto	M	✓	✓	✓	✓
24	Risma Ramadhani Hayin Fikri	F	✓	✓	✓	✓
25	Robby Kurniawan	M	✓	✓	✓	✓
26	Rosalia Revita Cahyani	F	✓	✓	✓	✓

27	Satrio Guntur Prasetyo	M	✓	✓	✓	✓
28	Sonia Stefani Kosat	F	✓	✓	✓	✓
29	Triangga	M	✓	✓	✓	✓
30	Vanisa Nakita Purwadhanto	F	✓	✓	✓	✓
31	Wahid Feriyanto Nugroho	M	✓	✓	✓	✓
32	Wahyu Budi Wicaksono	M	✓	✓	✓	✓

Keterangan:

A: Alpha

S: Sakit

I: Izin

**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE SEVEN GRADE STUDENTS
OF SMPN 2 GAMPING, VIIB CLASS IN THE ACADEMIC YEAR 2012/2013**

Cycle	Standard of Competence	Basic competence	Topic	Indicators	Functional text	Language features	Key vocabulary	Example of expression	Activities
I (1 st meetings)	9. Expressing the very simple meaning in transactional and interpersonal conversation to interact with the nearest environment.	9.1 Expressing the very simple meaning in transactional (<i>to get things done</i>) and interpersonal (socialization) conversation by using oral language accurately, fluently and in acceptable way to interact with the nearest environment with: asking for and giving services, asking for and giving something , asking about and giving facts.	Asking for and giving something.	Students are able to: • Ask for something. • Able to answer about asking and giving something. • Pronounce the words clearly and correctly.	Transactional text.	Speech act • Use of expression to ask for something (informal and formal). • Use of expression to give for something.	Money, salt, newspaper, syrup, tea, coffee, ice cream, book, pencil, refrigerator, encyclopedia, glad, formal, informal, may, borrow, of course, certainly, etc.	• Lucky, can you get me some chilies from the refrigerator? • Mom, I will go swimming this morning. Could you give me some money please? • Oki, pass me the salt, please. • Sir, could you please get me the Encyclopedia volume 5 above?	Presentation • Teacher gives examples of spoken text in the form of short dialogues that contain asking and giving something. • After that, the teacher discusses some utterances asking and giving something like the example given in the dialogue. • The teacher writes a few examples of asking and giving something utterances in formal and informal context. Practice • The students work in pairs, then practicing the dialogues in front of class. • Teacher asks the students to fill in the blanks with the words in the box. • Teacher asks the students to complete

									the following dialogues with relevant expressions, act them in pairs. • Teacher asks the students to practice to make dialogues using the words in the table with asking and giving something expression. Production • Students act out Bingo game.
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II (2 nd meeting)	10. Expressing the meaning of short functional oral text and very simple monologue text in form of descriptive and procedure to interact with the nearest environment.	10.2 Expressing the meaning of very simple and short functional accurately, fluently and in acceptable way to interact with nearest environment in form of descriptive and procedure text.	Making something.	Students are able to: - Identify the characteristic of a procedure text. - Responding procedure text correctly Explain procedure text correctly.	Procedure (how to make something).	Use of sentence connectors.	Milk shake, scoops of ice cream, ingredients, liquid, procedure, thick, add, cookies, terrific, blend, delicious, serve, mixture, fairly, etc.	- First, put a few scoops of ice cream into the blender. - Then, blend with enough milk to make the mixture thick, but fairly liquid. Finally, add the remaining the ingredients and blend. That's all.	Presentation - Teachers give the students a dialog that related to the material. Then, teachers ask two students to read the dialogue in front of class. - After that, teacher explains about procedure text. Practice - The students are asked to find the meaning of the following words in the dictionary. - The students are asked to work in pairs, and then complete the text using appropriate sentence connectors. Production - The students are asked to work in pairs, after that those students make a dialogue like the following procedure. - Students act out Pass The Ball game.
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II (3 rd meeting)	9. Expressing the very simple meaning in transactional and interpersonal conversation to interact with the nearest environment.	9.2 Expressing the very simple meaning in transactional (<i>to get things done</i>) and interpersonal (socialization) conversation by using oral language accurately, fluently and in acceptable way to interact with the nearest environment with: asking and giving opinion, expressing like and dislike , asking for clarification speech act.	Expressing like and dislike.	Students are able to: • The students are able to differentiate the use of like and dislike speech act. • The students are able to respond the use of <i>like and dislike</i> speech act. • The students are able to pronounce the <i>like and dislike</i> utterances correctly. • The students are able to use the right grammar in expressing <i>like and dislike</i> correctly. • The students are able to do the use of <i>like and dislike</i> speech act in the appropriate time.	Transactional text	• Use of utterance to express like. • Use of utterance to express dislike. • Use of the pattern to expression of like and dislike.	Storybook, swimming, running, cooking, football, prefer, reading, performing, etc.	• I like storybooks, like Beauty and The Beast, Malin Kundang and Cinderella. • I like swimming better than running. • I prefer to see that. • I don't really fond of football actually. • I don't like cooking at my house. • He doesn't like swimming.	Presentation • Teacher gives the students dialogues about expressing like and dislike. • The students are asked to read the dialogues with his/her partner then look the underline sentence. • Teacher explained how to use utterances like and dislike, and give them the pattern. Practice • The students are asked to study the following dialogue and answer the questions. Then, act it out in pairs in front of class. • The student are asked to write the following verbs in the -ing form then pronoun the words loudly. • The students are asked to complete some sentences with like or dislike expression according the faces pictures. • The students are asked to complete
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									the questions and answer it. Production - The students are asked to survey their friends what they like or dislike based on the picture that he or she choose. After that, the students are asked to make a dialogue. Then, act it out in front of class. - Students act out The Do You Like game.
II (4 th meeting)	10. Expressing the meaning of short functional oral text and very simple monologue text in form of descriptive and procedure to interact with the nearest environment.	10.2 Expressing the meaning of very simple and short functional accurately, fluently and in acceptable way to interact with nearest environment in form of descriptive and procedure text.	Describing person.	Students are able to: - Identify the function and characteristic of a descriptive text. - Mention the organization of a descriptive text. - Describe a person and the picture of their idols that found in their surroundings.	Descriptive (describing person)	- Use of detailed of noun groups to provide information about the subject. - Use of variety of types of adjectives. - Use of relating verbs to provide information about the subject, e.g. <i>He is tall 170cm.</i> - Use of rule of	Beautiful, straight hair, brown, pointed, white skin, thin lips, etc.	- Agnes Monica has a straight and brown hair. - She has black eyes and her nose is pointed. - She has thin lip and white skin. - She is slim. - He is tall. - He is short, etc.	Presentation - Teacher gives an example about descriptive text. - Teacher and students discussed the descriptive text, and then the teacher explained the function of descriptive text. - Teachers write key vocabulary with the meaning in the white board. Practice - Teacher asked the

						adjective for describe person.			students to study the dialogue, than practice it in front of class. • Teacher asked the students to describe the people into short descriptive texts by using the picture and some keywords provide below. • The students are asked to observe the picture and answer the questions written then retell it in front of the class. • Teacher asked the students to describe one of their class mates in front of class. Production • The students work in pairs. Each of students will get spoken and written descriptive text. Each of them has to retell the spoken descriptive to the partner to complete the written one. After
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									that, make the spoken descriptive texts with their own words. Retell it in front of the class. • Students act out The Hidden Picture game.
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Rencana Pelaksanaan Pembelajaran

(RPP - 1)

Nama Sekolah : SMPN 2 Gamping

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Standar Kompetensi : **9. Berbicara**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : **9.1** Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.

Skill : Berbicara

Alokasi Waktu : 2 x 40 menit

A. Tujuan Pembelajaran :

Pada akhir pembelajaran

- Siswa dapat melakukan percakapan terkait jenis teks dan meresponnya dengan benar.
- Siswa dapat menggunakan ungkapan yang telah dipelajari dalam kehidupan nyata berdasarkan situasi yang diberikan.

B. Indikator :

- Mampu bertanya tentang meminta barang.
- Mampu menjawab tentang meminta dan memberi barang.
- Mengucapkan kata dengan jelas dan tepat.

C. Materi Pembelajaran:

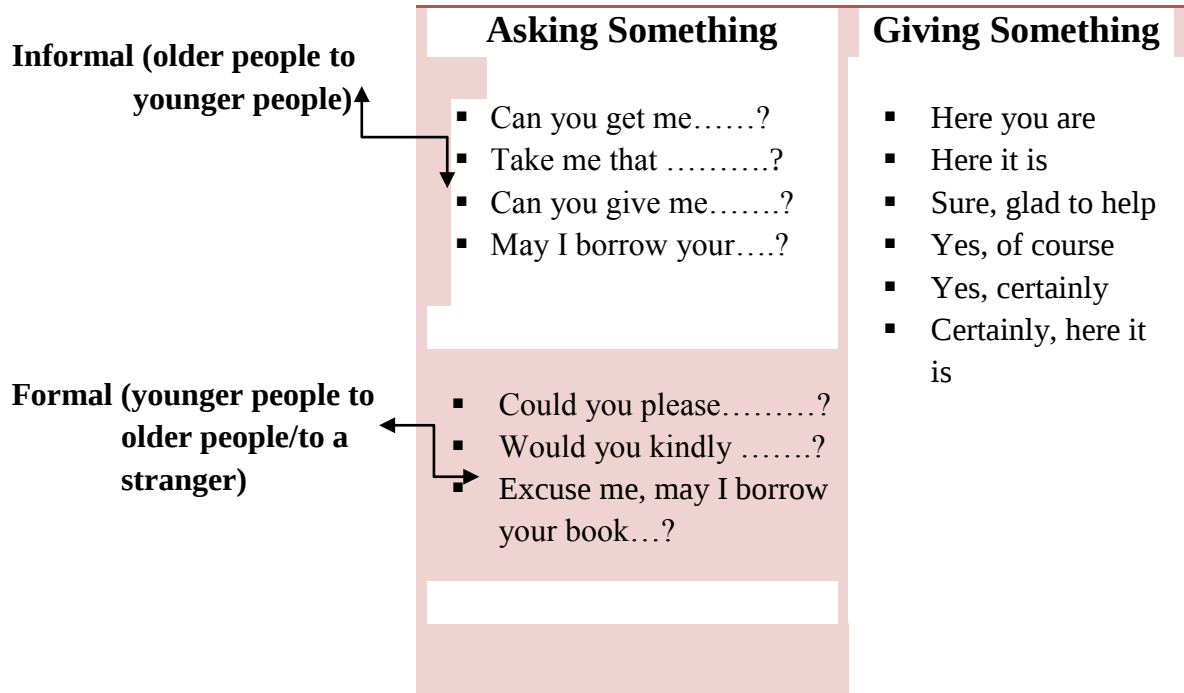
The Examples of Simple Dialogues for Asking and Giving Something

- >> Mrs. Anwar : Lucky, come here.
Lucky : Yes, Mom. What's the matter?
Mrs. Anwar : Lucky, *can you get me some chilies from the refrigerator?*
Lucky : Yes, sure Mom. What are you making anyway, Mom?
Mrs. Anwar : I will make rendang, Lucky. Your father likes it very much.
- >> Danar : Mom, I will go swimming this morning. *Could you give me some money please?*
Mother : Ok. I'll give you some money.

Note: The italicized sentences are an example of **asking for something**.

- >> 1. Lely : Oki, *pass me the salt, please*.
Oki : Here you are, Lely
2. Kiky : Sir, *could you please get me the Encyclopedia volume 5 above?* It's too high, I can't reach it.
Librarian : Yes, certainly. I'll get it for you.

Speech act



D. Metode Pembelajaran

PPP (Presentation – Practice – Production)

E. Kegiatan Pembelajaran

- Kegiatan pendahuluan
 - a. Guru memberi salam dan mengecek kehadiran siswa.
 - b. Guru memberi arahan /eliciting kepada siswa tentang materi yang akan dipelajari.
- Kegiatan Inti
 1. Presentation
 - a. Guru memberi contoh teks lisan yang berupa dialog pendek yang berisi asking and giving something.
 - b. Setelah itu, guru membahas tentang ungkapan-ungkapan yang digunakan dalam menyatakan asking and giving something seperti pada contoh dialog yang telah diberikan.
 - c. Guru menuliskan beberapa contoh ungkapan-ungkapan asking and giving something yang berbentuk informal dan formal di papan tulis.

2. Practice

- a. Guru meminta siswa untuk berpasangan dan siswa diminta untuk membacakan teks lisan dalam Task 1 yang telah dibagikan di depan kelas.
- b. Guru meminta siswa untuk mengisi kalimat rumpang dengan jawaban yang ada dikotak.
- c. Guru meminta siswa untuk melengkapi beberapa dialog dengan ekspresi yang sesuai, kemudian siswa diminta untuk mempraktekannya dengan pasangannya.
- d. Guru meminta siswa untuk membuat dialog dengan menggunakan beberapa kata yang ada didalam table, dengan menggunakan ungkapan asking and giving something, lalu siswa diminta untuk mengungkapkannya di depan kelas.

3. Production

- a. Guru menerapkan game dan mengajak siswa maju ke depan kelas untuk bermain Bingo game sesuai aturannya.

• Kegiatan Penutup

- a. Guru mengecek pemahaman siswa, dan menyimpulkan materi yang telah dipelajari.
- b. Guru menutup pelajaran.

F. Sumber Belajar

- Wardiman, Artono.et.al. 2008. *English in Focus 1: for Grade VII Junior High School (SMP/MTS)*. Departemen Pendidikan Nasional: Jakarta.
- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- www.englishexercises.com.

G. Penilaian Hasil Belajar

Rubric

No	Scoring Aspect	Aspect	Score
1	Pronunciation	Easy to understand and have original accent	
		Easy to understand although with certain accent	
		There are some problems of spelling and misunderstanding	
		Difficult to understand so that it is repeated	
		Problems of spelling, difficult to understand	
2	Grammar	There is no correction	
		Sometimes make some mistakes but it is not influencing in the meaning	
		Often make mistakes and influence the meaning	
		Many mistakes and often arrange the sentences	
		Hard mistakes and difficult to understand	
3	Fluency	Like the original accent	

		A little problem in the language	
		Many problems in the language	
		There are some doubts and often stopping	
		Broken and often stopping	
4	Accuracy	Understand the all material given	
		Understand almost all material given	
		Difficult to understand	
		Just follow	
		Understand nothing	

Yogyakarta, 26 Februari 2013

Mengetahui,

Guru Mata Pelajaran

Peneliti

Sri Mulyani, S.Pd
NIP. 19700305 199802 2 001

Marita Sulistya
06202244160

Task 1

Study the dialogue in pairs. Then, practice in front of class.

- Uncle Ferdi : Hello, Risa. Where have you been?
- Risa : Oh, hello
- Uncle Ferdi. : I'm very busy with my school project.
- Uncle Ferdi : Oh, I see. Err, Risa, by the way, Can you give me that newspaper? I haven't read it yet.
- Risa : Sure, uncle. Here you are.
- Uncle Ferdi : How's your school anyway?
- Risa : Doing good Uncle. I must face final exam next week. By the way, would you please pass me the syrup, Uncle?
- Uncle Ferdi : Yes, of course. Ok, just study hard for your final exam.
- Risa : Yes, Uncle. Thank you very much.

Task 2

Fill in the blanks with the words in the box.

Tea	Bun	Coffee	Drink	Ice Cream
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Dialogue 1

- Dimas : May I have a (1) and two slices of (2)
- Ita : Yes of course. Do you want a cup of (3) or a (4)
- Dimas : I want a cup of tea, please.

Dialogue 2

Amel : May I have (5)....., please?

Sita : Sure, here you are.

- Sure, glad to help.
- Yes, of course.
- Certainly, here it is.

Dialogue 3

Jimbo : May I have another story book, please?

Librarian :

Dialogue 4

Amel : Can you wash the cups?

Jimbo :

Dialogue 5

Gina : Could you pass the salt, please?

Aunt Eni :



Complete the following dialogues with relevant expressions act them in pairs.

1. Arif : I don't bring my pencil. May I?
Dina : Sure. Here you are.
Arif :
Dina : You're welcome.

2. Citra : I need a piece of paper. Can.....?
 Budi : Certainly.
 Citra : Thanks a lot.
 Budi :
3. Vina : I lost my pen. Have you got a spare pen?
 Maya : Yes, I've got there.
 Vina :
 Maya : Sure. Here it is.
4. Fani : I need a notebook.?
 Difa : Yes, I have a spare notebook.
 Fani :
 Difa : Don't mention it.

Task 4

Practice to make dialogue using the words in the table with asking and giving something expression! Then retell it in front of the class.

Example:

Eli : Hey, Eli, may I borrow your pen?

Domino : Um, okay. I think I've got ones spare pen. Here you are.

Eli : Thank you, Dom.

Domino : You are welcome.

No.	A	B	C
1.	Nesya and Andre	story book	Here.....

2.	Mira and Rita	ruler	Yes,.....
3.	Imam and Ratih	crayon	Ok.....
4.	Adit and Nofem	eraser	Sure,.....
5.	Ganis and Opan	ballpoint	Certainly,.....



Let's play the “BINGO” game. In this game, you are going to learn how to express asking and giving something orally.

1. Make two big groups.
2. Make a line (a snake) and each of the group make a bridge (consist of two students). The snake will pass the bridge singing “BINGO song”.
3. Each of the student who is caught in the bridge (in every end of the song) is given a noun phrase (*e.g. a nice bag*) and should ask for something (*e.g. May I borrow your a nice bag.*) to whom caught in the other bridge.
4. The other student who is caught should respond to it with giving something expression (*e.g. Sure, here you are.*), and vice versa.

Song:

There was a farmer had a dog.
 And Bingo was his name-o.
 B-I-N-G-O (3x)
 And Bingo was his name-o.

Rencana Pelaksanaan Pembelajaran

(RPP - 2)

Nama Sekolah : SMPN 2 Gamping

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Standar Kompetensi : **10. Berbicara**

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : **10.2** Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure

Skil : Berbicara

Jenis teks : Procedure teks

Tema : How to make it

Alokasi Waktu : 2 x 40 minutes

A. Tujuan Pembelajaran:

- Pada akhir pembelajaran siswa dapat mengutarakan text procedure dengan tepat.
- Siswa dapat menjelaskan text procedure dengan tepat.

B. Indikator:

1. Mengidentifikasi cirri-ciri teks procedure.
2. Menggunakan sentence connector's saat mengungkapkan teks procedure.
3. Memahami text procedure dengan benar.
4. Mengutarakan dan merespon text procedure dengan benar.

C. Materi Pembelajaran:

➤ Sample dialog (Task 1)

Nana and Lani are in the kitchen. They want to make Oreo milkshake

Nana : Hi, Lani. What are you doing?

- Lani : I'm making Oreo milkshake.
- Nana : That sounds good. What are the ingredients to make it?
- Lani : You need:
- milk
 - vanilla ice cream
 - about 50 Oreo cookies
- Nana : Oh, I see. Tell me how to make it.
- Lani : - First, put a few scoops of ice cream into the blender.
- Then, blend with enough milk to make the mixture thick, but fairly liquid.
- Finally, add the remaining the ingredients and blend. That's all.
- Nana : Can I get some?
- Lani : Yes please.
- Nana : Oh, it's terrific! Very delicious!

Adapted from: <http://en.wikibooks.org/wiki/Cookbook:Milkshake>

The text in Task 1 is a procedure text. A procedure tells how to do something.

Procedures usually include:

- the goal of the activity
- any materials needed in achieving the goal
- steps needed to accomplish the goal

With the procedure in Task 1, the goal is to make Oreo milkshake. The ingredients show the materials needed to make Oreo milkshake, and the procedures tells us the steps to make Oreo milkshake.

Look at the underlined words.

In the text above you find the words: first, then, and finally. These words are called **sentence connectors** and they are used to show procedures.

Here are examples of sentence connectors used in procedure text:

- | | |
|----------|-----------------|
| - First, | - After that |
| - Then, | - Finally, etc. |
| - Next | |

D. Metode Pembelajaran

- PPP (Presentation – Practice – Production)

E. Kegiatan Pembelajaran

- Kegiatan Pendahuluan
 - a. Guru memberi salam dan mengecek kehadiran siswa

- b. Guru memberikan arahan/eliciting mengenai materi yang akan dipelajari. (Eliciting: Do you like cooking or making a drink? Can you make milk shake? How to make it?)
- Kegiatan Inti
 1. Presentation
 - a. Guru memberikan contoh mengenai teks lisan yang berbentuk procedure kepada siswa dan menyuruh dua siswa untuk membacanya di depan kelas. (Task 1)
 - b. Guru menjelaskan mengenai teks procedure, kemudian meminta siswa untuk mencermati beberapa kata yang digaris bawah pada contoh dialog yang sudah diberikan.
 2. Practice
 - a. Guru meminta siswa untuk mencari arti dari beberapa kata sulit dengan melihat kamus yang ada pada Task 2.
 - b. Guru meminta siswa untuk berpasangan kemudian melengkapi dialog yang ada pada Task 3 dengan menggunakan sentence connectors yang sesuai.
 3. Production
 - a. Guru meminta siswa untuk bekerja secara berpasangan dengan teman sebangkunya, kemudian siswa diminta membuat dialog seperti petunjuk yang ada pada Task 4 dan mempraktekannya di depan kelas.
 - b. Guru meminta semua siswa untuk ikut bermain game (Pass the ball).
 - Kegiatan Penutup
 - a. Guru mengecek pemahaman siswa, dan menyimpulkan materi yang telah dipelajari.
 - b. Guru menutup pelajaran.

F. Sumber Belajar

- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- <http://en.wikibooks.org/wiki/Cookbook:Milkshake>

G. Penilaian Hasil Belajar

Rubric

No	Scoring Aspect	Aspect	Score
1	Pronunciation	Easy to understand and have original accent	
		Easy to understand although with certain accent	
		There are some problems of spelling and misunderstanding	
		Difficult to understand so that it is repeated	
		Problems of spelling, difficult to understand	
2	Grammar	There is no correction	
		Sometimes make some mistakes but it is not	

		influencing in the meaning	
		Often make mistakes and influence the meaning	
		Many mistakes and often arrange the sentences	
		Hard mistakes and difficult to understand	
3	Fluency	Like the original accent	
		A little problem in the language	
		Many problems in the language	
		There are some doubts and often stopping	
		Broken and often stopping	
4	Accuracy	Understand the all material given	
		Understand almost all material given	
		Difficult to understand	
		Just follow	
		Understand nothing	

Yogyakarta, 28 Februari 2013

Mengetahui,

Guru Mata Pelajaran

Peneliti

Sri Mulyani, S.Pd
NIP. 19700305 199802 2 001

Marita Sulistya
06202244160

Tell me how to make it

Task 1

Study the following dialogue carefully.

Nana and Lani are in the kitchen. They want to make Oreo milkshake.



Nana : Hi, Lani. What are you doing?

Lani : I'm making Oreo milkshake.

Nana : That sounds good. What are the ingredients to make it?

Lani : You need:

- milk
- vanilla ice cream
- about 50 Oreo cookies

Nana : Oh, I see. Tell me how to make it.

Lani : - First, put a few scoops of ice cream into the blender.

- Then, blend with enough milk to make the mixture thick, but fairly liquid.

- Finally, add the remaining the ingredients and blend. That's all.

Nana : Can I get some?

Lani : Yes please.

Nana : Oh, it's terrific! Very delicious!

Task 2

Find the meaning of the following words in your dictionary. Let your classmates use your dictionary if they don't have one.

milk shake:

scoops of ice cream:

ingredients:

liquid:

procedure:

thick:

add:

cookies:

terrific:

blend:

delicious:

mixture:

serve:

fairly:

Task 3

Work in pairs. Complete the text below using appropriate sentence connectors.

My favorite drink is banana milkshake. To make a glass of banana milkshake you need one large banana or two small bananas, vanilla ice cream, milk, and sugar.

This is the way of how to make a glass of banana milkshake. (1) _____ , blend the banana, vanilla ice cream and sugar. (2) _____, add milk to your taste. (3) _____, blend again till smooth and creamy. (4) _____, serve it using a glass or mug.



Adapted from: <http://en.wikibooks.org/wiki/Cookbook>

Task 4

In pairs, make a dialogue on the following procedure. You can make one that similar to the dialogue presented in Task 1. Then practice it.

How to make instant noodle

Making instant noodle is very simple by following these directions. You will need a pack of instant noodles, an egg, some slices of meat balls, some chops of vegetables.



The steps to cook

1. switch on the gas stove and put a sauce pan on it.
2. pour 400 ml (2 glasses) of water in the pan and boil it.
3. add noodles, egg, meatball and vegetables.
4. stir slowly for 3 minutes.
5. put the seasoning and chili powder in a bowl.
6. pour the cooked noodle together with the soup into the bowl and mix well with oil seasoning
7. spread delicious powder on it .The boiled noodle is ready to

Task 5**Game**

Let's play the "*Pass the Ball*" game. In this game, you are going to learn giving oral instructions spontaneously.

- To begin the game, students stand up in a circle.
- The teacher will select one student to hold the ball (the first holder)
- The teacher will give that student the clue: "Mention 3 steps to make sandwich, Pass the ball."
- As soon as the teacher says "Pass the ball," the student holding the ball passes it to the right.
- Students quickly pass the ball around the circle.
- If the ball returns to the first holder before she mentions 3 steps to make sandwich, the first holder still become a holder.
- Otherwise, the person who gets the ball when the first holder finishes mentioning 3 steps to make sandwich is the new holder.

Rencana Pelaksanaan Pembelajaran

(RPP - 3)

Nama Sekolah : SMPN 2 Gamping

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Standar Kompetensi : **9. Berbicara**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : **9.2** Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

Skill : Berbicara

Alokasi Waktu : 2 x 40 menit

A. Tujuan Pembelajaran :

1. Siswa dapat membedakan ekspresi like and dislike secara lisan.
2. Siswa dapat mengungkapkan dan merespon ekspresi like and dislike.

B. Indikator :

1. Membedakan penggunaan like and dislike.
2. Mengubah kata kerja dalam bentuk -ing.
3. Mengucapkan ungkapan-ungkapan like and dislike dengan benar.
4. Merespon penggunaan like and dislike dengan tindak tutur.
5. Menggunakan tata bahasa yang benar dalam mengungkapkan like and dislike dengan benar.

C. Materi Pembelajaran:

Studying dialogues. Repeat the dialogue after the teacher and pay attention to the underlined sentences.

Dialogue 1

- Sheila : Hey, Linkin Park band is playing on the TV tonight.
 Jerry : Really? Is it live or recorded?
 Sheila : Well, it says performing Linkin Park concert last Sunday. I guess its recorded show.
 Jerry : Hmmm..... My favorite football club is playing tonight too. And it's live. I prefer to see that.
 Sheila : I don't really fond of football actually.
 Jerry : Oh come on. We see your favorite show last time. It's my turn now.
 Sheila : Alright... alright...

Dialogue 2

(Practice the following dialogue with your partner. Pay attention to the underlined sentences.)

- Titan : Do you like reading a book Etha?
 Etha : Yes, I do. I like it a lot.
 Titan : What kinds of books do you like?
 Etha : I like storybooks, like Beauty and The Beast, Malin Kundang and Cinderella.

Look at the underlined sentences.

In the text above you find some utterance to express like and dislike.

a. Utterance to express like

- I prefer...
- I like...

b. Utterance to express dislike

- I don't really fond of...

Study the pattern to express preference below!

Expression of like and dislike, the pattern:

- a. Subject + Like + noun/V-ing + better than + noun/ V-ing
Example: I like swimming better than running
- b. Subject + Prefer + noun/ V-ing + to + noun/ V-ing
Example: I prefer orange to mango
- c. Subject + Prefer to + V 1 + than + V1/ N
Example: I prefer to sing than dance
- d. Subject + Would rather + V1 + rather than + V1/ N
Example: I would rather study rather than play

- e. Subject + Would rather + V1+ than + V1/N
Example: I would rather sell than buy
- f. Subject + dislike/dislike(s) + object (noun/verb-ing)
Example: He dislikes riding a bike
- g. Subject + don't like/doesn't like + object (noun/verb-ing)
Example: - I don't like cooking at my house.
 - He doesn't like swimming.

D. Metode Pembelajaran

PPP (Presentation – Practice – Production)

E. Kegiatan Pembelajaran

- Kegiatan pendahuluan
 - a. Guru memberi salam dan mengecek kehadiran siswa.
 - b. Guru memberi arahan/eliciting kepada siswa tentang materi yang akan dipelajari.
- Kegiatan Inti
 1. Presentation
 - a. Guru memberi contoh teks lisan yang berupa dialog (1) mengenai ekspresi like and dislike dan meminta siswa menirukannya.
 - b. Guru meminta siswa untuk membaca dialog (2) beserta teman sebangkunya, kemudian mereka diminta mencermati kalimat yang digaris bawahi.
 - c. Guru bersama-sama siswa membahas tentang ungkapan-ungkapan yang digunakan dalam menyatakan ekspresi like and dislike dan penggunaan rumus untuk menyatakan ekspresi tersebut.
 2. Practice
 - a. Guru membagikan Task 1 yang berupa dialog dan meminta siswa untuk menjawab pertanyaan sesuai yang ada dalam dialog tersebut, kemudian meminta siswa mempraktekannya di depan kelas.
 - b. Siswa diminta untuk mengubah beberapa kata kerja kedalam bentuk –ing kemudian melafalkannya dengan keras.
 - c. Siswa diminta untuk melengkapi kalimat dengan menggunakan ekspresi like atau dislike sesuai dengan gambar wajah yang ada.
 - d. Guru meminta siswa untuk melengkapi beberapa pertanyaan dan beserta jawabannya.
 3. Production
 - a. Guru meminta siswa untuk menanyakan kepada teman sekelasnya tentang apa yang mereka suka atau tidak suka sesuai gambar yang dipilih, kemudian siswa membuat

dialog sesuai informasi yang mereka dapat, dan mereka diminta untuk mempraktekannya di depan kelas.

- b. Guru meminta siswa untuk membentuk grup yang terdiri dari 4 orang, kemudian semua grup diminta untuk bermain The Do You Like game.
- Kegiatan Penutup
 - a. Guru mengecek pemahaman siswa, dan menyimpulkan materi yang telah dipelajari.
 - b. Guru menutup pelajaran.

F. Sumber Belajar

- Novitasari, Eli.2007.*New Let's Talk*. Jakarta: Pakar Raya
- Wardiman, Artono.2008.*English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- www.englishexercises.com.

G. Penilaian Hasil Belajar

Rubric

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3	Fluency	Like the original accent	
		A little problem in the language	
		Many problems in the language	
		There are some doubts and often stopping	
		Broken and often stopping	
4	Accuracy	Understand the all material given	
		Understand almost all material given	
		Difficult to understand	

		Just follow	
		Understand nothing	

Yogyakarta, 5 Maret 2013

Mengetahui,

Guru Mata Pelajaran

Peneliti

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NIP. 19700305 199802 2 001

Marita Sulistya
06202244160

A green rectangular icon with a white border and a slight 3D effect, containing the text "Task 1" in bold black font.

Task 1

Study the following dialogue and answer the questions. Then, act it out in pairs in front of class.

Riko : Hey, Era, May I borrow your pen? My pen is running out of ink.

Era : Um, okay. I think I've got one spare pen. Here you are.

Riko : Wow, you've got a nice pen. I like it.

Era : Really? I don't like it, you know. That's why I never use it.

Riko : Why? It has got nice pictures on it. I like pens and pencils with pictures on them.

Era : Not the pictures. I like using a ballpoint, instead.

Riko : I see. Unlike you, I don't like a ballpoint. Well, thanks for lending me the pen.

Era : No problem.

Questions

1. Who borrows a pen? What does he say?
2. Does Era lend Riko a pen? What does she say?
3. Does Riko like the pen? What does he say?
4. Does Era like the pen? What does she say?
5. What does Era like to use?

Task 2

Write the following verbs in the –ing form. After that, pronounce the words loudly.

1. Paint

2. Write

3. Love

4. Read

5. Listen

6. Play

7. Sit

8. Stop

9. Hit

10. Keep

11. Cook

12. Make

13. Type

14. Drink

15. Try

16. Dig

17. Watch

18. See

19. Spy

20. Draw

Task 3

Look at the faces and complete these sentences with like or don't like.

1. I Strawberry. 😊

2. I Apple. 😊

3. I Grape. 😊

4. I Orange. 😊

5. I Melon. 😊

6. I Spinach. 😞

7. I Cabbage. 😞

8. I Carrot. 😞

9. I Broccoli. 😞

10. I String bean. 😞

11. I Potato. 😞

12. I Sandwich. 😞

13. I Ice cream. 😊

14. I Pizza. 😞

15. I Hamburger. 😊

Task 4

Complete the questions and answer it depends on you.

1. you like  ?

2. you like  ?

3. you like  ?

4. you like  ?

5. you like  ?

6.

you like



?

7.

you like



?

8.

you like



?

9.

you like



?

10.

you like



?

Task 5

Ask your friend what they like or don't like based on the picture that you choose. After that, make a dialogue then act it out in front of class.

1.



2.



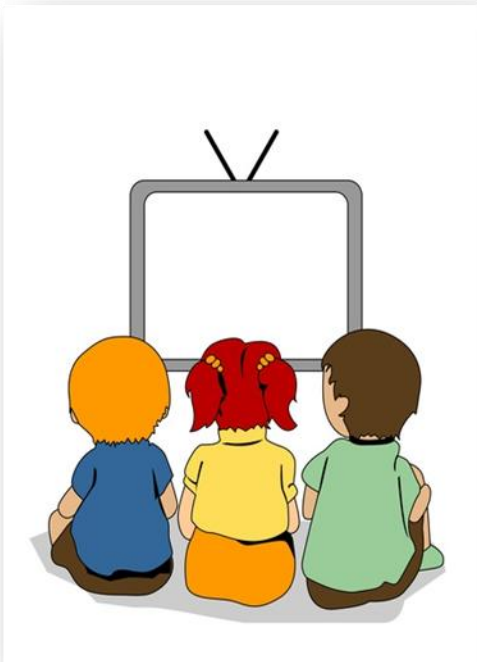
3.



4.



5.



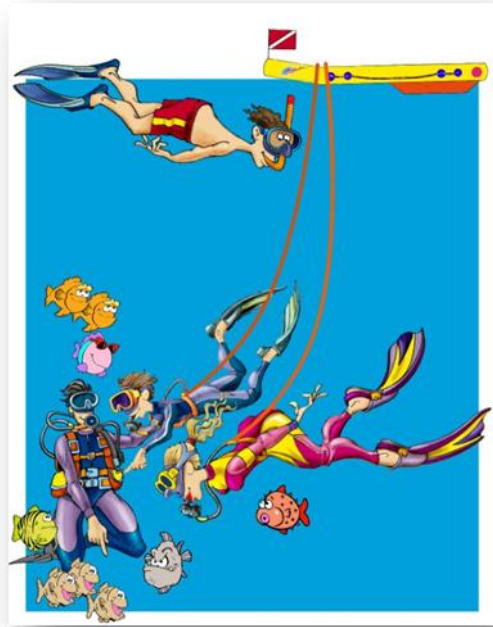
6.



7.



8.



9.



10.



11.



12.



Task 6

Game

Let's play *"The Do You Like"* game. In this game, you are going to learn expressing like and dislike spontaneously.

- The first, student divided into groups consist of 4 students.
- Second, student rolls the dice and moves his or her counter.
- Third, the other student can count the number out loud.
- Then, the students lands on a space with a fruit or vegetable picture, the whole group says in chorus Do you like..
- Finally, the student answers. Yes, I like or No, I don't like...than he/she passes the dice to the next student.

Rencana Pelaksanaan Pembelajaran

(RPP - 4)

Nama Sekolah	:	SMPN 2 Gamping
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/2
Standar Kompetensi	:	10. Berbicara Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	:	10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure
Skill	:	Berbicara
Jenis teks	:	Descriptive text
Tema	:	Describing person
Alokasi Waktu	:	2 x 40 minutes

A. Tujuan Pembelajaran:

- Siswa dapat mendiskripsikan seseorang secara lisan dengan benar.
- Siswa dapat mendiskripsikan kembali isi dari teks descriptive yang telah dipelajari secara lisan.

B. Indikator:

- Mengidentifikasi fungsi dan cirri-ciri teks descriptive
- Menyebutkan bagian-bagian (unsur-unsur) teks descriptive.
- Mendiskripsikan orang/gambar tentang idola kesukaan mereka yang ada disekelilingnya.

C. Materi Pembelajaran:

Agnes Monica

She is a young singer. Her full name is Agnes Monica Muljoto. She is good both at singing and dancing. Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono.

Agnes Monica is very beautiful and talented artist. Agnes Monica has a straight and brown hair. She has black eyes and her nose is pointed. She has thin lip and white skin. She is tall. She has very beautiful and powerful voice.



Source: *Scaffolding English for Grade VII Students*

Dancing	: menari
Beautiful	: cantik
Straight hair	: rambut lurus
Brown	: coklat
Pointed	: mancung

White skin : kulit putih
Thin lips : bibir tipis

- Look at the pictures and the explanations below.

Height



He is tall.
He is **very** tall.



He is short.
He is **quite** short.



He is normal height.
He is **relatively** normal height.

Body



- She is slim.
- She is thin.
- She is slender.
- She is underweight.
- She is skinny.
- She is anorexic.



- She is fat.
- She is tubby.
- She is overweight.
- She is plump.
- She is stocky.
- She is bonny.

Hair



Blonde/fair hair



brown hair



black hair



red hair

Eyes



grey eyes



green eyes



blue eyes



brown eyes



dark eyes

Type of hair



- She has long hair.
- She has long, straight, and black hair.
- Her hair is long, straight, and black.



- He has short hair.
- He has short and black hair
- His hair is short and black.



- He is bald.
- He has no hair.



- She has medium length hair.
- She has medium length hair and blonde hair.
- Her hair is medium length and blonde



- She has medium length and wavy hair.
- Her hair is medium length and wavy.



- She has short, curly, and blonde hair.
- Her hair is short, curly, and blonde hair.

Type of skin



- He has light-brown skin.



- He has dark skin



- He has fair skin.



- She has lightly tanned skin.



- She has very pale skin

D. Metode Pembelajaran:

PPP ((Presentation – Practice – Production))

E. Kegiatan Pembelajaran:

- Kegiatan Pendahuluan
 - a. Guru memberi salam dan mengecek kehadiran siswa
 - b. Guru memberikan arahan/eliciting mengenai materi yang akan dipelajari. (Eliciting: Do you have an idol? Can you describe them?)
- Kegiatan Inti
 1. Presentation
 - a. Guru memberikan contoh mengenai teks lisan yang berbentuk descriptive kepada siswa dan menyuruh salah satu siswa untuk membacakannya.
 - b. Guru bersama-sama siswa membahas teks lisan descriptive tersebut dan menjelaskan mengenai fungsi teks descriptive.
 - c. Guru menulis kosa kata terkait beserta artinya dan memberi beberapa contoh gambar beserta keterangan tentang mendiskripsikan orang.
 2. Practice
 - a. Guru meminta siswa untuk mempelajari dua dialog dan siswa diminta mempraktekan dialog tersebut di depan kelas..
 - b. Guru meminta siswa untuk mendiskripsikan beberapa gambar artis/penyanyi secara individu dengan bantuan beberapa kata yang tersedia.
 - c. Guru meminta siswa untuk mengamati sebuah gambar seorang penyanyi, kemudian mereka diminta menjawab beberapa pertanyaan secara tertulis, kemudian siswa diminta mendiskripsikan kembali secara lisan di depan kelas.
 - d. Guru meminta siswa untuk mendiskripsikan salah satu teman sekelas mereka secara lisan di depan kelas.
 3. Production
 - a. Guru meminta semua siswa untuk ikut bermain game “The Hidden Picture Game.”
- Kegiatan Penutup
 - a. Guru mengecek pemahaman siswa, dan menyimpulkan materi yang telah dipelajari.
 - b. Guru menutup pelajaran.

F. Sumber Belajar

- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Relevant pictures
- <http://www.learnenglish.de>.

G. Instrumen penilaian

Rubric

No	Scoring Aspect	Aspect	Score
1	Pronunciation	Easy to understand and have original accent	
		Easy to understand although with certain accent	
		There are some problems of spelling and misunderstanding	
		Difficult to understand so that it is repeated	
		Problems of spelling, difficult to understand	
2	Grammar	There is no correction	
		Sometimes make some mistakes but it is not influencing in the meaning	
		Often make mistakes and influence the meaning	
		Many mistakes and often arrange the sentences	
		Hard mistakes and difficult to understand	
3	Fluency	Like the original accent	
		A little problem in the language	
		Many problems in the language	
		There are some doubts and often stopping	
		Broken and often stopping	
4	Accuracy	Understand the all material given	
		Understand almost all material given	
		Difficult to understand	
		Just follow	
		Understand nothing	

Yogyakarta, 7 Maret 2013

Mengetahui,

Guru Mata Pelajaran

Peneliti

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Task 1

Studying the dialogues. Then practice it in front of class

Dialogue 1



Sarah and Dona are talking about their idol.

Dona : Sarah, do you have an idol?

Sarah : yes, of course

Dona : who is she?

Sarah : she is Sherina Munaf

Dona : can you describe her?

Sarah : she has wavy and brown hair, she has round face, and she has black eyes.

Dialogue 2

Andre and Indra are talking about their favorite football player.



Andre : Indra, who is your favorite football player?

Indra : He is David Beckham

Andre : really? Can you describe him?

Indra : yes, he has pointed nose, he has bald hair, he has oval face, and he has thin lip

Task 2

Now describe the people into short descriptive texts by using the picture and some keyword provide below.

1.		- A woman - Long hair - Black hair - Round face - Flat nose - Black eyes
2.		- A woman - Medium length and wavy hair - Light-brown skin - Oval face - Pointed nose - Black eyes
3		- A man - Straight hair - Black hair - Oval face - Flat nose

4.			- A woman - Long and wavy hair - Lightly skin - Oval face - Pointed nose - Blue eyes - Brown hair
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Task 3

Observe the picture and answer the questions written. Then retell it in front of the class.



1. Do you know who is?
2. What type of hair does she have?
3. How does she look like?
4. What does she do?

Task 4

Describe one of your classmates then describe them in front of the class. These words may help you.

- Long hair/short hair/medium length hair
- Curly hair/straight hair/wavy hair
- Fat/slim
- Tall/short/normal height
- Black eyes/brown eyes.
- Light-brown skin/dark skin/lightly skin/fair skin/pale skin
- Black hair/red hair.

Example:

Her name is Ethania. She has brown eyes. She has medium length and wavy hair.

Task 5

Game

Let's play the "The Hidden Game". In this game, you are going to describe a person appropriate with your card with spontaneously.

- The student in turn takes a card.
- He/she does not let anyone see his/her card to the other students.
- He/she mentions two or three sentences that describe the picture.
- A student who succeed guess the picture get point as well as a chance to take a turn.



The students were practicing the dialogue in front of the class.



The researcher corrected the pronunciation directly.



Bingo: The researcher was giving an example before the students acted out the game.



Bingo: 'the bridge' was catching the students.



Pass the Ball: the students were willing to be active in one of the game activity.



The students were telling the steps of making sandwich spontaneously by acting out Pass The Ball Game.



The Do you Like Game: The students were practicing 'like and dislike expression' by using worksheet game.



The Hidden Game: One of the students was describing a popular singer and showing her card when the others guessed it correctly.