

**IMPROVING THE ENGLISH SPEAKING ABILITY
OF GRADE XI STUDENTS OF OFFICE ADMINISTRATION
DEPARTMENT OF SMK PGRI 1 SENTOLO THROUGH PLAYING
DETECTIVE GAMES**

A THESIS

Presented as a partial fulfilment of requirements to attain the degree of
Sarjana Pendidikan in English Education Department



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015**

APPROVAL SHEET

**IMPROVING THE ENGLISH SPEAKING ABILITY
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A THESIS



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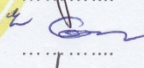
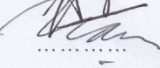
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A Thesis

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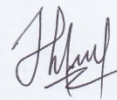
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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Yogyakarta, 06 Oktober 2015

Penulis,



Ismi Indarti

DEDICATION

For my beloved loving parents, Suyati and Danuri,

I love you.

MOTTO

A WINNER IS A LOSER WHO NEVER QUIT.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil 'alamin, all praise be to the Almighty Alloh SWT, the Most Gracious and Most Merciful who always guides and protects me in every step I take in my life. All because of His guidance, blessing and love, finally I could finish this thesis.

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I sincerely hope that this thesis is useful for the readers and beneficial to the English teaching and learning activity, especially in speaking skill. However, I realize that it is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis will be greatly appreciated.

Yogyakarta, 06 October 2015

Ismi Indarti

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ABSTRACT

This research aimed to improve the speaking skill of Grade XI students of Office Administration Department of SMK PGRI I Sentolo, in the 2015/2016 academic year. The problem was that they had low speaking ability.

This was an action research study. The actions were implemented in two cycles based on the class schedule. The study involved 13 students of Grade XI of Office Administration Department of SMK PGRI I Sentolo, in the 2015/2016 academic year and the English teacher as the collaborator. The data were qualitative and quantitative. The qualitative data were obtained through the observations during the teaching and learning process of speaking, the interviews with Grade XI students of Office Administration Department and English teacher, the discussions with the collaborator, the pictures taken during the implementation, and the videos taken during the implementation. Meanwhile, the quantitative data were collected through a pre-test and two post-tests.

The results showed that the use of Detective Games as a teaching method was proven to be effective to improve the students' speaking ability. It successfully grabbed students' interest and increased their enthusiasm. They could have better understanding of the use of English in real situations as they played the games. They also got adequate opportunities to practice speaking in order to speak fluently and confidently. The students' mean score of the pre-test was 69.8. The mean score improved during Post-test 1 up to 77.2 and in Post-test 2 up to 82.8. It indicated that there was an improvement in their speaking skill.

Keywords: *speaking, games, detective games*

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers in general usually face some difficulties to make the students understand and acknowledge the information or materials conveyed in a classroom. This concern also happens to teachers who teach foreign language, including those who teach English in non-English speaking countries like Indonesia.

The obstacles that they encounter may vary from the students' intelligence to the difficulties of students in understanding the new language. To solve the problems that happen in the second language teaching realm, the attitudes concerning language teaching have changed from the traditional grammar translation and audio-lingual methods and have drifted to communicative language teaching (CLT) during the past three decades.

However, despite the use of CLT technique, most of the English students in Indonesia still lack of speaking ability. This is a bit of an enigma in reality, for teaching with CLT technique is ought to teach students about English or other languages through communicating with it. The fact that most of Indonesian students are not good in speaking English shows that finding an appropriate way to help students improve their speaking ability is highly needed.

As the researcher has stated before, improving students' speaking ability is very significant. The incapability of Indonesian students in speaking English has become a problem because speaking is an important part of any second language acquisition, no exception in English. The ability of speaking indicates the capability of someone towards a language. It has been emphasized by Brown (2000: 267) that the standard of fruitful language acquisition is nearly always the accomplishment of pragmatic goals ability demonstration through interactive discourse with other speakers of the language. It means that speaking is an indicator whether or not a learner has accomplished the foreign language ability that he or she learns.

At school, students have to fulfil the goals of learning process which are stated in basic competencies and competency standards of the curriculum. The score to pass the standards has also been decided by the government. They must fulfil some criteria to achieve the already set minimum score.

However, the students often find themselves some barriers in achieving the goals of speaking. They are not confident enough in practicing their speaking skill because they are afraid of making mistakes. The necessity to perform speaking directly in front of their teacher also does not help them to ease their anxiety. Moreover, the teaching technique applied in classroom is monotonous and lack of variation so that they are not interested in learning.

Thus, a certain teaching technique or method that has a relaxing and fun atmosphere to make the students more confident and less afraid to practice their speaking is definitely needed. Detective games are considered as a

suitable method to achieve that need. In this game, the students are free to practice their speaking skill in a fun activity with relaxing atmosphere. They feel more relaxed because they will learn and practice speaking with their classmates, not with their teacher, through a fun game.

B. Problem Identification

In a non-English speaking country like Indonesia, the difficulties faced by teachers in teaching English are very diverse. It is because the problems found in the field come from various aspects. However, in this research, the researcher will only focusing on discussing the problems faced by English teachers when doing a teaching and learning process of speaking.

As the researcher has stated above, there are also problems in teaching English related to speaking. Hence, English teachers have to be innovative in finding the most suitable and appropriate technique to teach their students as the condition required. In this research, the researcher is going to analyse how playing detective games can make students' speaking ability improved.

The researcher decided to conduct this research because there are some supporting issues concerning this matter. These issues will further be analysed and narrowed to find the major case related to speaking ability. Then, an appropriate technique or method will be used to overcome the

problem. Problems that were found that support the importance of this research are on the following explanations.

The first one is that there are some problems of Grade XI students of Office Administration Department of SMK PGRI 1 Sentolo in mastering speaking ability. The researcher found that the students in this class lacked speaking ability. The cause of their difficulties in improving their speaking ability comes from various reasons. It either comes from the lack of exposure, students' reluctance to learn speaking, their anxiety about speaking, the fear of making foolish mistakes, their lack of confidence in showing their ability in oral language, etc.

The second problem is that the method to teach speaking is monotonous and not varied. The method that was used to teach speaking in this class was only using students' worksheets or *LKS* and there is not any other variation. Usually, students will easily get bored when the monotonous method of teaching and learning is repeated every single day. It makes them reluctant to deepen their speaking skill.

The next problem is that the students are nervous when they are asked to practice speaking by the teacher. The nervousness comes from various reasons. They are usually not confident enough with their speaking skill. They also feel anxious when they have to face their teacher directly. Usually, they are afraid of making mistakes and upsetting the teacher.

The forth problem is that the students are more interested when they learn while playing. The second case stated that the lack of variation of speaking activity caused the teaching and learning process to be monotonous and not interesting. However, the students can enjoy the teaching and learning process even more when some game is involved.

The last problem is that the students are more comfortable if they are practicing English with friends. The third case indicated that practicing English with a teacher makes them anxious and nervous. Students feel more comfortable and less nervous if they practice it with classmates, moreover through playing games.

C. Problem Limitation

As the statement has been raised before, speaking is the standard indication of a successful language acquisition. However, there are some obstacles that keep students from mastering speaking ability. From the various obstacles, the use of monotonous and not so varied method in teaching speaking that makes students not interested in teaching and learning process becomes the researcher's main concern.

To answer that problem, this research will prove that playing detective games can help students improve their English speaking ability. The research will focus on the practice of the students' speaking skill.

D. Problem Formulation

In line with the limitation of the problem above, the problem formulation of this research is “Can playing detective games help students improve their ability in speaking?”

E. Research Objective

Based on the problem limitation, the objective of this research is to improve the speaking ability of Grade XI students of Office Administration Department of SMK PGRI I Sentolo through playing detective games.

F. Research Significance

This study is expected to give contribution to English teaching and learning process. The significance of this research benefits three different elements, the teacher, the students, and the researcher herself.

From the teacher's point of view, this research helps and encourages them to make a more interesting and relaxing atmosphere in the teaching and learning process of speaking. With the change of atmosphere, the students are expected to show better results in the form of improvement in their speaking ability.

For the students, this research helps them to learn how to improve their ability and mastery in speaking. The relaxing atmosphere and fun

learning through games are believed to be effective to make them accomplish the better outcome.

The benefit that is received by the researcher is that this research helps her to develop her capability in finding the right method to improve her students' speaking ability. One of the methods or techniques that she can use is teaching students with a relaxing atmosphere through playing games, especially the detective games.

CHAPTER II

LITERATURE REVIEW

A. Nature of Speaking

1. Definition of Speaking

Speaking is one of the four skills in language teaching. Together with writing, speaking is counted as a productive skill, for it tends to produce something in the form of sounds from the speakers. There are a lot of definitions proposed by many experts to describe what speaking is. Here are some different definitions of speaking proposed by Brown, Turk, Thornbury, Hughes and Harmer.

Brown (2001: 267) says that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is not only about a process of producing sounds, but speaking is a more complex issue. During the process of speaking, the speaker will receive the information, and then the brain works automatically to start processing the information and finally, the speaker gets the stimulation to produce language.

According to Turk (2003: 9), speaking is the direct route from one mind to another and is the usual chosen way when we want to ask a question or give an explanation to someone else or the other way around. Still according to Turk, it is proven by some researches that

ideas and information are more easily understood and processed through speech than through writing.

Thornbury (2005) calls speaking as speech production. He states that it is linear. What is meant by linear here is one thing following the others, such as words follow words, phrases follow phrases and/or utterances follow utterances. He also declares that speech is produced utterance-by-utterance in response to word-by-word or utterance-by-utterance produced by the person we are talking to or usually called interlocutor.

Hughes (2011: 15) states that spoken form of language is very highly valued in linguistics and applied linguistics because it is considered as the primary form of a language and the source of innovation and language change. The source of input is very important 'communicative approaches' is commonly the spoken form, and in linguistics, the term 'language' and 'speech' are interchangeable.

Harmer (2007: 269) also gives his opinion about speaking. According to him, speaking is not only a matter of producing oral language and understanding some language features, but it is also something more. He clearly says that fluent speaking ability assumes the ability to process information and language 'on the spot', not just merely having the knowledge of language features.

From the definitions proposed by five experts above, the writer concludes that speaking is a language skill which produces sounds as a

method to convey the speakers' thought to other people. To produce a speech, the speakers need information as the input to be processed in their brain, so that they can produce the speech based on the information. Also, speaking is an indicator whether a learner has been accomplishing all knowledge of a certain language or not.

2. Speaking Ability

Canale and Swain in Richards and Renandya (2002: 206-207) propose four different communicative competences which reflect the use of the linguistic system and the functional aspects of communication, respectively. The communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Below are the explanations of the communicative competence.

a. Grammatical competence

In order to convey meaning, EFL or English as Foreign Language learners must have the knowledge of words and sentences. They need to understand how words are divided into various sounds, and how sentences are stressed in particular ways. Therefore, this competence enables speakers to use and understand English-language structures accurately and unhesitatingly, that will contribute to their fluency.

b. Discourse competence

It is concerned with intersentential relationship. In communication, successful speakers have to acquire a large repertoire of structures and discourse markers in order to express ideas, show relationships of time, and indicate cause, contrast, and emphasis. With these, turn-taking in conversation can be acquired by the learners.

c. Sociolinguistic competence

Learners must have competence which involves knowing exactly what is expected socially and culturally by the target language users. Thus, learners must completely understand the rules and norms regarding proper timing and realization of speech acts. It will help learners to know what comments are suitable, how to ask question during interaction, and how to respond non-verbally according to the purpose of the talk.

d. Strategic competence

Brown in Richards and Renandya (2002: 208) states that strategic competence is “the way learners manipulate language in order to meet communicative goals”. It is probably the most important competence in communication. Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and

how to clear up communication breakdown as well as comprehension problems.

3. Microskills and Macroskills in Speaking

Brown (2004) states that microskills of speaking are related with making and producing the smaller chunks of language such as words, morphemes, and phonemes. While the microskills are related with the smaller chunk, macroskills of speaking concerns with the speaker's focus on fluency, discourse, function, style, cohesion, non-verbal communication and strategic options. Brown (2004: 142) proposes a list of micro and macroskills for speaking. It is containing eleven different microskills of oral communication and five macroskills. They are stated as follows.

a. Microskills of Speaking:

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes
- 6) Produce fluent speech at different rates of delivery
- 7) Monitor your own oral production and use various strategic devices--pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems, word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

b. The Macroskills for Speaking:

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatics conventions, conversational rules, floor keeping and face to face conversations.
- 3) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Convey facial features, kinesics, body language, and other non-verbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

4. The Difficulties of Speaking

Most people say, when studying a foreign language, the most difficult part would be speaking. It is because speaking is the indicator whether we are completely accomplishing the language or not. However, people are actually curious of what makes speaking difficult. Stated by Brown (2000: 270), there are eight characteristics of spoken language that make speaking difficult.

a. Clustering

Fluent speech is phrasal, not word by word. By clustering here means “chunking” or the inclination to break down the speech into smaller groups of words. This, of course, will make the comprehension more difficult because the grouped components, such as phrases within clauses, will be difficult to be made by beginner learners.

b. Redundancy

The speaker has an opportunity to make meaning clear through redundancy of language. In speaking or oral language, the speaker tends to make rephrasing, repetitions, elaborations, and little insertions such as “I mean”, “you know”, “something like that”, etc. It is because unlike written language, spoken language gives the speaker opportunity to do all those above. Thus, when a learner is not confident enough with his/her ability in speaking, they will find a need to correct their utterances whenever they make mistakes. This action will only hamper them in mastering speaking.

c. Reduced Form

In speaking, there are a lot of reduced forms. The reduction itself may come in many types. It can be phonologically (“waddaya think?” for “what do you think?”), morphologically in the form of contractions (“I’m”, “I’ll”, “we’re”), syntactic in the form of elisions (“When will you be back?” “Tomorrow, maybe.”), or pragmatically (phone rings in a house, child answers and yells to another room in the house, “Mom! Phone!”). All those kinds of reduced forms develop special problems in teaching spoken English.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performing hesitations, pauses, backtracking, and corrections.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language that they get practice in producing these forms. Learners who have been exposed to standard written English and/or “text book” language will find it surprising and difficult to produce this form of language.

f. Rate of Delivery

One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with the attributes of fluency. Learners need to be able to deliver speech in various rates of speeds and pauses. Thus, the stream of speech will continue to flow.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages. The prosodic features of English are very important in spoken language because English is a stress-timed language. Speaking in English becomes a

terror for students because they have to produce the sounds correctly, including the prosodic features.

h. Interaction

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

B. Teaching Speaking

1. Teaching Speaking

Teaching speaking is something that teachers usually find both challenging and fun. It is challenging because it needs us to find the most suitable activity to make our students willing to speak. It is because not all activities are suitable for every different student. However, teaching speaking is also fun because we are to try various activities and see how our students react and response to it. When we find the most suitable activity for our students, we will see how they enjoy the teaching and learning process and actually talk during the activity.

Richards (2008: 20) says that recognizing the different functions speaking performs in daily communication and the different purposes of our students in studying speaking is needed and necessary in designing the activities for speaking or the instructional materials for second language or foreign-language teaching. The need for the

suitable activity to teach speaking requires teachers not only to find new ideas but also to know about the already existing activities.

We can find the references to teach speaking from various sources. Some of them are the activities proposed by Harmer (2007: 348-352). In his book, he suggests six different speaking strategies that are widely used.

a. Acting from a Script

In this activity, students are asked to act out scenes from their course-books and/or plays. There are two different types of this activity.

1) Playscript : in playscript, we can use a drama and make our students play the characters from it. It is important for the students to treat it as 'real' acting. Thus, we need to help them go through the script as if we are theatre directors. By giving the students the help to go through the script, we can also ensure that it is not only acting out but also a learning and language producing activity.

2) Acting out Dialogues : in this activity, teachers prepare dialogues and ask a pair of students to come out to the front of the class to practice it. However, we have to make sure that we do not call on the shyest students first. We need to produce the right kind of supportive atmosphere in class.

b. Communication Game

There are many types of communication games. However, Harmer (2007: 349) mentions that *Information-gap game* and *television and radio game* are worth to try.

- 1) Information-gap Game : this game is played in pairs.

On each pair, one student talk to a partner to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

- 2) Television and Radio Game : in the classroom, games from radio and TV often give good fluency activities. We just need to find games from TV or radio that we find interesting and can help our students learn speaking more.

c. Discussion

The range of discussions is from highly formal, whole-group staged events to informal small-group interactions.

- 1) Buzz Group : this kind of discussion can be used

for a whole range of discussion. We can use this to make the students find out or predict the content of a reading text, or to make them talk about their reactions after reading it, and many more.

- 2) Instant Comment : this activity involves teachers to show the students photographs or introducing topic at any

stage of a lesson and appointing them to mention the first thing that comes to their mind.

- 3) Formal Debates : just like common formal debates, in this activity the students prepare arguments in favour or against various propositions. The panel speakers make well-rehearsed 'writing-like' arguments while the others join the debate with their own thoughts which is less scripted.
- 4) Unplanned Discussion : there are some discussions that have never been planned before. It is just happened in a classroom without the teacher prepared it first. However, if it is encouraged, it can provide an enjoyable and productive speaking in language classes.
- 5) Reaching a Consensus : one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

d. Prepared Talk

In this activity, a student or students are asked to make a presentation with a certain topic. The speech is not the informal type of speech but more 'writing-like'. However, students should speak from notes not from scripts.

e. Questionnaires

Depending on how the questionnaires designed, they may as well encourage the natural use of certain repetitive language patterns and can be situated in the middle of communication continuum.

f. Stimulation and Role-play

Students can act out the simulation as their own selves or take on the role of a character and express thoughts and feelings they do not necessarily share. When we give students these roles, we call the simulation a role-play.

2. Teaching Speaking in Vocational High Schools

In Indonesia, English is not the first language. It is categorized as a foreign language. Therefore, English is taught as a foreign language in this country. The term of English as Foreign Language (EFL) is often used to refer to teaching English to non-English speakers in situation where it is not the primary language.

According to BSNP or *Badan Standar Nasional Pendidikan* (2006), English lesson in Vocational High Schools equips students the skill of communicating in English in the context of communication materials needed by their major, whether it is spoken or written communication. Also, English lesson provides students the ability to communicate in daily life in line with global demand, as well as

provides the students to be able to develop their communication skill into higher level.

Thus, teaching English in Vocational High Schools nowadays is ruled by the government using the *KTSP* Curriculum or *Kurikulum Tingkat Satuan Pendidikan*. The competency standards and basic competencies for Vocational High School students Grade XI based on the curriculum are:

Table 1: **Competency Standards and Basic Competencies**

STANDAR KOMPETENSI	KOMPETENSI DASAR
2. Berkomunikasi dengan Bahasa Inggris setara <i>Level Elementary</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli 2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan 2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang 2.5. Mengungkapkan berbagai macam maksud hati 2.6. Memahami instruksi-instruksi sederhana

The students' competency standards are ruled by the government in *Permendiknas 2006 No. 23*. The competency standards of Grade XI students of Office Administration Department are as follows:

Table 2: The Students' Competency Standards

SKILLS	COMPETENCY STANDARDS
1. Mendengarkan	Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari;
2. Berbicara	Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari;
3. Membaca	Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari;
4. Menulis	Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari.

3. The Teaching and Learning Process

The teaching and learning process is conducted to help students master all the competencies that have been ruled by the government. Above, the writer has stated that the speaking competence for vocational high schools students according to *Permendiknas 2006 No. 23* is

“Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari”.

Thus, teachers are obliged to help their students fulfill the competency standard that has been determined by the government.

According to *Standar Proses BSNP (2007)*, the process of teaching and learning in classrooms consists of three steps. The steps are the introduction, main activity, and closing. For this research, the elaboration of the three steps that will be used is as follows:

a. Introduction

In this section, the researcher will check the readiness of the students to start the activity. The researcher will also explain all the goals of the teaching and learning process and also the competencies that will be achieved. The goal of the process is to improve their speaking ability through playing the game that the researcher will describe to them. Therefore, the competency that will be achieved is the speaking competency for vocational high school level elementary.

The materials and how the activity will be done are also explained in this section. The researcher is going to explain what materials will be covered in the action, such as making simple conversations, expressing ideas, telling past experiences, etc. As for the method of how the activity will be done, the researcher will explain to the students everything about the game, starting from what

detective game is, how to play it, the characters, and also the rules of the game.

b. Main Activity

Inside of this phase, there are three different steps that the students will take. The steps are exploration, elaboration, and confirmation. Below is the explanation of the steps.

1) Exploration

In this step, the researcher will give some materials related to the topic before the game is started. The students will be given some expressions or vocabulary that will be useful for the activity. They will explore how the materials match with the activity they are going to do. They can also find other expression or words that are similar to the ones that the researcher tells them.

2) Elaboration

In this step, the students are asked to do the detective game after the rules and materials are explained. They will start to act as the characters stated in their cue cards. From the hints and clues they get in the cue cards, the researcher asks them to elaborate themselves so that they can make the character to be as convincing as possible.

3) Confirmation

The students will confirm whether their elaboration is acceptable or not in this step. When they use a correct expressions

or words, they will likely get an acceptable response from other students or the researcher herself. The researcher will also give them time to ask questions and confirming something they do not understand when she first explains the rules and materials of the games.

c. Closing

In this section, the researcher will conclude and reflect on the main activity of playing detective games. The researcher will also ask the students about the difficulties they encounter during the the teaching and learning process. The result of the reflection will be used to revise the activity for the next cycle.

The procedure that the researcher will use is called PPP (Presentation-Practice-Production). However, according to Harmer (2007: 66), the methodology is more likely to be an alternative to PPP. It is called an alternative to PPP because the researcher does not always start the class by providing a model followed by a discussion and ended by a production. The researcher will give chances to the students to ask anything related to the materials whenever they find it difficult or hard to understand. Thus, the researcher needs to re-explain or re-discuss some difficult parts that the students have not understood.

As the result, the cycle becomes more flexible, as it is suggested by Johnson and Byrne in Harmer (2007: 66)), which is illustrated in this following figure.

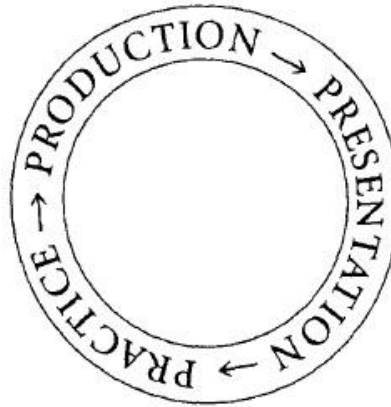


Figure 1: The Cycle of PPP Alternative Approach by Byrne in Harmer (2007)

4. Speaking Assessment

Before talking about speaking assessment, it will be better if the definitions of assessment are explained. First, Spratt, Pulverness and Williams (2005: 102) say that assessment is an activity of collecting information concerning learners' performance in order to make judgements about their learning. The judgement can be carried out by formal assessment where the teacher uses a kind of test. However, it can also be carried out through informal assessment. In this kind of assessment, the teacher will assess the learners through observing or monitoring the students' performance during teaching and learning process. In other

words, assessment is a process of measuring students' performance through various methods.

According to Thornbury (2005: 127-129), there are two main methods in assessing oral speech. The first method is holistic scoring. In this method, the score is given by an overall impression. It is a quick assessing and appropriate for informal assessing progress. The other method is called analytic scoring. The score is given by separating the score for different aspects of the task. This method usually needs longer time to do. However, this assessment makes the testers take a variety of factors into account and it is fairer and more reliable.

The writer decides to use the following scale to give scores to the students. This is adapted from Luoma (2004: 69). The scale is for Test of Spoken English (TSE) scale taken from ETS (2001b). It is a combination of holistic and analytic rating scales. The scale has five levels with the highest score is 5 and the lowest one is 1. It is assessing five different criteria. They are communication effectiveness, functions, response, coherence and the use of language features.

Table 3: The Scale of Test of Spoken English (TSE) Taken from ETS (2001b) Adapted from Louma (2004: 69)

Criteria	Scores	Indicators
Communication effectiveness	5	Communication almost always effective: task performed very competently.
	4	Communication generally effective: task performed competently.
	3	Communication somewhat effective: task performed somewhat competently.

	2	Communication generally not effective: task generally performed poorly.
	1	No effective communication: no evidence of ability to perform task.
Functions	5	Functions performed clearly and effectively.
	4	Functions generally performed clearly and effectively.
	3	Functions performed somewhat clearly and effectively.
	2	Functions generally performed unclearly and ineffectively.
	1	No evidence that functions were performed.
Response	5	Appropriate response to audience/situation,
	4	Generally appropriate response to audience/situation.
	3	Somewhat appropriate response to audience/situation.
	2	Generally inappropriate response to audience/situation.
	1	No evidence of ability to respond to audience/situation.
Coherence	5	Coherent, with effective use of cohesive devices.
	4	Coherent, with some effective use of cohesive devices.
	3	Somewhat coherent, with some use of cohesive devices.
	2	Generally incoherent, with little use of cohesive devices.
	1	Incoherent, with no use of cohesive devices.
Use of Linguistic Features	5	Use of linguistic features almost always effective; communication not affected by minor errors.
	4	Use of linguistic features generally effective; communication generally not affected by errors.
	3	Use of linguistic features somewhat effective; communication sometimes affected by errors.
	2	Use of linguistic features generally poor; communication often impeded by

		major errors.
	1	Use of linguistic features poor; communication ineffective due to major errors.

C. Detective Game

1. Definition of Detective Games

Games are a method that is commonly used in language teaching and learning process nowadays. In this research, the researcher is also going to use a game in order to improve students' speaking ability. The game that is meant to be used here is a game called *Detective Game*. Therefore, the definition of games and the detective game itself is needed to be understood. Below are the definitions of games and detective games.

Wright, Betteridge, Buckby (2006) describe 'game' as an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. According to them, competition against others is not an important part of games, but challenge often is. We need to minimise competition, with winner and losers, and to maximise challenge, where everyone feels inspired to 'have a go' and do their best. It is because despite stimulating, competition may result in destructive, anxiety, and losers categorising themselves as 'no good' and the winners categorising themselves as 'very good'.

According to Anwar and Nastiti (2010), the detective game is a game which is a role playing game that contains mysteries. In addition, the game is actually created to solve mysteries by searching for clues, questioning suspects, and interviewing witnesses. This game is included in *IDENTIFY: DISCRIMINATE, GUESS, SPECULATE* (Wright; Betteridge; Buckbyn, 2006: 5) type of game. This type of game challenges the learners to identify something which is difficult to identify or to make hypothesis about something which is then compared with the fact.

According to Harmer (2007), stimulation and role play can be used as an activity to teach speaking. It is related to the game above because it is described as a role playing game. Many experts define role play in many descriptions. Some of them are Roger, Diane, and Steve (2005: 15) who describe a role play is when students act as a particular person. As this person, they take part in a situation, acting out a conversation. It is unscripted, although they can prepare the general ideas beforehand. These might be taken from a text or a previous context.

Therefore, the writer concludes that what is meant as Detective Games is an activity that can be used in teaching speaking. It is a kind of role playing game in which the students act as characters in a situation that has been decided before. The situation here is a situation in which a crime or an event occurs and they have to find the

suspect(s) of the crime or the information related to the event. The game is unscripted. However, students can make the general ideas of what to say or perform before the game begins by using the cue cards.

2. Reasons of Using Detective Games

As the writer has stated before, Detective Games are considered as a role playing activity. According to Nation and Thomas (1988: 21), there are many reasons of why teachers should use role play to teach speaking.

- a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.
- c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.
- d. Role play can result in repetition of speaking activity by providing a change.

In other words, playing Detective Games will provide the students the opportunity to use wider range of language functions in a pleasant activity. It is because they do the game with a familiar topic of daily life, so that they will be more interested in learning and have the chance to practice and repeat the materials they have learnt in a more relaxing atmosphere.

3. How to Play Detective Games

Littlewood (1981: 51-58) suggests four techniques in role play that can be used by teachers to control the activity. One of the techniques is “role playing controlled through cues and information”. This technique is suited to the method of playing Detective Games.

To play this game, the students will be given a character in a play randomly. Each of them will be given a cue card containing their characters in the game and the instruction of what to do or who to ask. At the end of the game, there will be a classroom discussion involving all students and the researcher. All clues found by the students are collected to find the conclusion of the game.

However, before the game is started, the researcher give the students some materials related to the topic or theme of the game. In this game, the students will have to use expressions used in daily life such as telling past events, expressing feelings, giving opinions, etc. Thus, the researcher will need to give them some examples of how to use various expressions above through some videos or recorded voice. From the examples shown by the researcher, the researcher will lead the students to list or remember the new words or expressions that can be used to make a certain expression.

4. The Benefits of Using Detective Games

Through this game, the students will be more courageous in speaking in English. The situation and atmosphere of the class is set to be friendly and fun for them. It can make them feel less anxious to speak because they will do it in a relaxing atmosphere. Like what Ladousse (1997: 66-67) has stated, shy students can be helped by role play because it is providing a mask for them because they are not objected to speak to their teacher or to speak about something intellectual. It is just a fun learning which results in the improving of their ability in speaking in English.

D. Related Studies

There are some studies that also focus on the use of games or role playing activities to improve students' speaking ability. The result of the researches itself is commonly satisfying. Some of the studies are below.

An action research study was conducted by Sagita in 2013. He did the action research study in Madrasah Tsanawiyah Beureuneun. The subjects of his study were the first year students of MTs. Beureuneun. After the action that he had conducted using guessing games in order to improve students' speaking ability, there was significant improvement. It is proven by the comparison of the pre-test and post-test scores. The average score of the pre-test is 65.83. However, the average score improves during the post-test. It becomes 72.50.

The second study is an action research study conducted by Lailatun M. (2014). She did the action research study in SMK N 1 Depok with the subjects of the study were grade XI students of Accounting Program Class A3. After the action that she had conducted using role play activities, there was a significant improvement of Class A3 students' speaking ability. It is proven by the comparison of the pre-test and post-test scores. In the post-test, most students achieved higher scores.

E. Conceptual Framework

As the writer has stated before, speaking is an important skill in a language. In fact, it is often seen as the indicator of the accomplishment of someone in understanding a certain language. However, learning and improving speaking ability is not easy to do. The students often find difficulties in learning speaking while the teachers also face some obstacles in the effort to improve their students' speaking ability.

Usually, the difficulties that the teachers face in teaching speaking are caused by the students' anxiety to speak. The students also often feel reluctant to speak in class because of the activity brought by the teacher is monotonous and lack of variations. It makes them not interested in learning. The students' confidence also takes part in their anxiety in speaking. They are probably afraid of making mistakes and make the teacher upset, or the mistakes will embarrass them in front of their other friends.

Thus, the writer proposes to improve students' speaking ability of Grade XI of Office Administration Department in SMK PGRI I Sentolo through playing detective games. The activity is believed to be able to improve students' speaking ability. It tends to make students more interested in learning and shows a better enhancement of speaking. The conceptual framework of this research can be seen in the figure below.

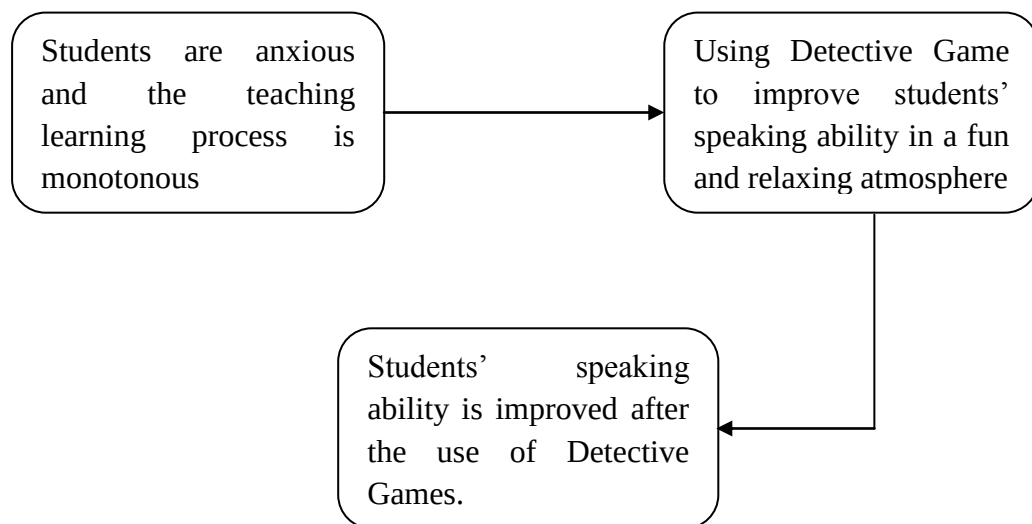


Figure 2: **The Conceptual Framework of the Research**

CHAPTER III

RESEARCH METHOD

A. Type of Study

The aim of this research is to answer a question of “can playing detective games improve students’ speaking ability?” This kind of a research is classified as an action research study. Burns (2010: 2) states that in action research, teachers reflect about the whole aspect of their teaching and learning process. They explore the area of the process in which they think it can be done better, and then questioning the core of the problem. Afterwards, they intervene in the problem to produce changes or improvement in practice. The important part is the improvements are the ones based on information that the researcher has collected systematically. With the information, the researcher will develop new ideas and alternatives of the problems.

According to Kemmis and McTaggart in Burns (1999: 32), action research occurs through dynamic and complementary process which consists of four essential ‘moments’: planning, action, observation, and reflection. Below is the figure of action research cycle by Kemmis and McTaggart in Burns (1999: 33).

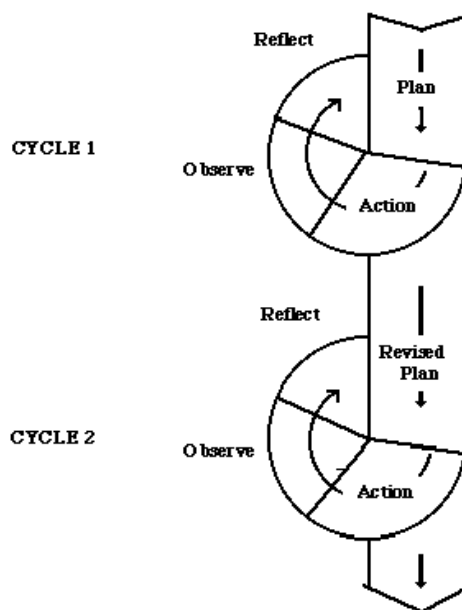


Figure 3: **Action Research Cycle by Kemmis and McTaggart**

B. Research Setting

1. Research schedule

The research was conducted in the second semester of the academic year 2015/2016. It was done on the eighth month of this year, from the 1st – 19st August, 2015.

2. Research setting

This research was conducted in SMK PGRI 1 Sentolo. It is located in Jl. Wates Km. 18, Sentolo, Kulon Progo, Yogyakarta.

3. Research Subjects

The subjects of this research were Grade XI students of Office Administration Department of *Sekolah Menengah Kejuruan PGRI 1*

Sentolo. There were seventeen students of Grade XI students of Office Administration Department. However, due to joining the event of commemorating Indonesian Independence Day, only thirteen students could participate in the research.

C. Research Procedure

1. Reconnaissance

In this phase, the thematic concern of the research was determined. The researcher identified the problems that occurred on the field through observation and interview. After all the observations and interviews were done, the researcher decided the problem related to speaking that was most feasible and necessary to be solved. Once the main problem was decided, the researcher administered a pre-test to know the students' speaking ability before the action was given to them.

2. Planning

In this phase, after the problem was identified, a plan of action was developed in order to bring improvement in the particular area of the research context. The researcher made a plan of how to do the action. She decided the topic that would be used during the action and the materials that would be given to the students before the action was started.

3. Action and Observation

The plan was the one which was carefully considered involving a number of thoughtful interventions of the teaching situation that was put into action during an agreed period of time. After the plan was put in action, the researcher did a systematic observation regarding the effects of the action and document, the context, actions and opinions of the involved ones. The data were analysed to find the parts that were not good or the parts that could be done better. When the plan worked as the researcher expected, the researcher re-used it in the next cycle. However, when the plan did not work as expected, the researcher modified the plan with the data of the observation as the consideration and adjusted it to be suitable for the situation and condition in the field. The adjusted plan was used in the next cycle.

4. Reflection

In this step, the researcher needed to reflect on, evaluated and described the effects of the action so as to acknowledge of what had happened and to understand the issue that had been explored more clearly. We could also state that the action that was done was successful or not to improve the students' speaking ability.

D. Data Collection Techniques

The data for this research were collected by using several techniques. The techniques were:

1. Observation

It was used to observe carefully the way the teaching-learning process happened, in order to learn more about it and to collect the required data.

2. Interview

Interview was used to analyse the problems and expectations of the students and teacher about speaking ability and how to improve them.

3. Test

There were two kinds of tests in this research. They were a pre-test and post-tests. Below are the explanations of both tests.

- a. The pre-test was used before the action. It was used to identify the students' speaking ability and to know how well they performed spoken English before the action was given to them.
- b. In the post-tests, the students were given an evaluation. It was used to check whether playing detective games could improve students' ability in speaking or not.

4. Documentation

Documentation was a method of collecting data that was used to save all information of the research. Documentation could also be used to monitor all the research process. In this research, documents that were used were the result of assessment, students' attendance, photos, videos, and other relevant documents.

E. Data Collection Instruments

The instruments that were used in this research were field notes, observation checklists, interview guidelines, the speaking scoring rubric, and the tests. Field notes were notes taken by the researcher during observation. It was used to document all the occurrences during the teaching and learning process, what the strength and the weakness of the teaching method, the students' performance and many more.

Observation checklists were used by the researcher to take notes of all the facilities that are available in the classroom or the school while interview guidelines were the lists of questions that would be asked by the researcher to the teacher and students during interviews. Speaking scoring rubric was the rubric used to score the students' performance during the pre-test and post-tests.

Interview guidelines contained the questions or the things that the researcher needed to know about the teacher, students, media, situation, and other required data of the research subjects and research setting. It was

important so that the researcher could make an appropriate plan that was suitable for the students and the situation when the action took place.

The speaking scoring rubric was used to score students' performance during the action or during the test. In this rubric, there were indicators that would measure the students' adeptness in speaking. There were five levels in this rubric with their own indicators.

In point D of this chapter, the writer had stated that there were two kinds of tests in this research. They were pre-test and post-test. The tests were used to measure the students' capability in speaking before the action was given and to give evaluation to see whether or not playing Detective Games could improve students' speaking ability.

F. Data Analysis Technique

In this research, the data were qualitative and quantitative. To analyse the qualitative data, the writer used McKernan's framework in Burns (1999: 157-160). There were five stages of process in analysing data.

1. Assembling the data

We needed to assemble the data from the very beginning of the research. We would be able to process the data in a more detailed analysis by bringing up possible patterns which could be adapted or added to as you proceed, if we scanned the data in a more general way, first.

In this research, the implementation of this stage was by re-reading the field notes, interview transcripts and the videos from the previous meetings in order to find possible patterns. For example, the researcher found that the students were very interested and became more enthusiastic when some videos were played. Thus, for the next meeting, she used other videos as one of the input materials.

2. Coding the data

To code a data is to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. For this research, the researcher coded the data of the field notes and interview transcripts.

In the field notes and interview transcript, the researcher coded the 'field note' as 'FN', the 'interview' as 'Int', the 'students' as 'S/Ss', the 'English Teacher' as 'ET', the 'collaborator' as 'C' and the 'researcher' as 'R'. When a code stated 'FN-9/18th August 2015', it meant that it was the observation number nine and it was done on 18th August 2015, and 'Int-5/18th August 2015' meant that it was the interview number five and the interview was done on 18th August 2015.

3. Comparing the data

Comparison was made to see whether themes or patterns are repeated or developed during the different data

collecting techniques. We could also identify relationship or connection between different sources of data.

From the scores of the tests, the researcher could compare the results of each test to see the improvements that the students had reached.

4. Building interpretation

In this stage, creative thinking was demanded because it is related with articulating underlying concepts and developing theories about everything that emerge during the research. We might need to look back to the data or discussing with partners for several times to complete this stage.

From the interviews with the students, the researcher found that there were some of the students who were originally interested in improving their speaking ability. However, the rest of them seemed to be not interested or motivated to improve it. After the actions were implemented, in the middle of it, the researcher found that the interested students would gain better results than their fellow classmates who were not interested.

5. Reporting the outcomes

It involved presenting the outcome of the research to others. In reporting the outcome, the major consideration was to make sure that the report represented the major process of

the research, and the findings or outcomes were supported by examples from the data.

The report of this research was arranged systematically. It was also supported by examples from the data that had been collected and analysed.

For the qualitative data, the data from the test were analysed by calculating the means, median, modes and standard deviations of speaking performance. The formula was;

M = Mean

f = frequency

$\sum fx$ = total score

x = Total score

$\sum$ = Sum of the score

N = Number of students

It was also analysed by using percentage method such as follows;

$$P (\%) = f/N \times 100\%$$

P = Percentage

f = frequency of answer

N = total participants

100% = fixed number

To compare the pre-test and post-tests scores in order to see the improvement, the researcher used SPSS 16.0. The data were analysed using Repeated Measures Analysis of Variance. They were given a test prior to score their speaking ability before the action (the pre-test). They

were given tests again when they have done the detective games (the post-test). Repeated Measures Analysis of Variance was used to investigate the improvement of students' speaking ability.

G. Validity and Reliability of the Data

1. Validity

In research, validity is very important to evaluate the quality and acceptability of the data. Thus, There were some criteria to decide whether a datum was valid or not. Anderson et al in Burns (1999: 161-162) propose five validity criteria that are most suitable for action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The explanations are as follows.

a. Democratic Validity

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, democratic validity was gained through interview guideline. The researcher interviewed some students to find out their feelings and attitude towards speaking and speaking activity before and after the action was conducted. The English teacher and the collaborator were also interviewed to plan the next action of the research.

b. Outcome validity

This criterion relates to the notion of actions leading to outcomes that are ‘successful’ within the research context. Thus, it was related to students’ score as the outcome. From this data, the researcher framed the problem and carried it to the result of the research.

c. Process validity

It raises the questions of ‘dependability’ and ‘competency’ of the research. The researcher got the process validity through classroom observations, student and teacher interviews, and field notes.

d. Catalytic validity

It is related to how the researcher allows participant to deepen their understanding of the social realities of the context and how they can make changes within it. This research allowed all the parties involved in the research to get the benefits from the implementation of the action.

e. Dialogic validity

This criterion parallels the processes of peer review which are commonly used in academic research. Peer review in action research would mean dialogue with practitioner peers. This research allowed the results of the study to be discussed by the students, researcher, English teacher, and the collaborator.

In order to find out whether the data were valid or not, the researcher used a technique called triangulation. It was used to check the trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis. R. B. Burns in Burns (1991: 163) states that triangulation is a way of arguing ‘if different methods of investigation produce the same result then the data are likely to be valid’.

Besides using multiple methods, to find out the data validity can also use other forms of triangulation focusing on similar focus areas proposed by Denzin in Burns (1999: 164) as follows:

- a. Time triangulation : data are collected in one point in time or over a period of time to get a sense of what factors are involved in change processes. In this research, the data analysed were the data from the very beginning of observation to the data that were found last in the research.
- b. Investigator triangulation : more than one observer is used in the same research setting. It helps avoid observer bias and provides checks on the reliability of the observation. Thus, the researcher did the research with an English teacher as the collaborator and observer.
- c. Theoretical triangulation : data are analysed from more than one perspective. In this research, the researcher reviewed the theories from a number of different books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The goal of this research is to improve the speaking skill of Grade XI students of Office Administration Department of SMK PGRI I Sentolo through playing a game called detective game. The research was done through several steps prepared before. The steps were reconnaissance, planning, action and observation, and also reflection. This chapter will describe the process of the research as well as the results.

A. Identification of the Problems

In the reconnaissance step, the researcher found some problems occurring during the teaching and learning process of speaking. The problems itself were found out through conducting interviews with the English teacher and the Grade XI students of Office Administration Department, doing classroom observation, and analyzing the results of the pre-test.

The interview with the English teacher was done on August 3rd, 2015 in the teacher's room. Based on the interview, the problems during the teaching and learning process of speaking come from many aspects, such as from students' aspect, teacher's aspect, and the method used. According to the teacher, the problems of speaking were related to students' lack of interest and enthusiasm in English. It was very difficult to make them engaged in the teaching and learning process. They were very anxious to speak during the lesson because their lack of

vocabulary and their ignorance of how to create a sentence properly. It was shown in the following interview transcript.

- (4.1) R : Menurut ibu, apakah ada kesulitan speaking di kelas XI AP? (**Miss, according to you, is there any difficulties related to speaking skill in class XI AP?**)
- ET : Oh, jelas ada mbak. Anak-anak itu sulit banget buat diajak speaking kalau di kelas. Mereka itu keaktifannya kurang banget, mbak. (**Oh, Of course there are some problems. The students are very reluctant to speak in class. They are not active at all.**)
- R : Lalu kesulitan seperti apa, bu yang dialami para siswa saat speaking? (**Then, what kind of difficulties that the students face in speaking?**)
- ET : Ya itu tadi mbak, anak-anak kurang aktif di kelas. Sebagian besar karena mereka tidak tahu artinya dan mereka juga memang tidak tertarik untuk belajar. Mereka baru mau berpartisipasi kalau ditunjuk dan sudah dibuatkan contoh di papan tulis. (**Like what I said before miss, they were less active (in speaking) in class. Most of it was because they do not know the meaning, and also they were just not interested. They were willing to participate only when they were called out and some examples are already written on the whiteboard.**)
- R : Lalu kegiatan apa yang sering ibu gunakan untuk meningkatkan kemampuan speaking siswa kelas XI AP? (**Then, what kind of activity do you usually use to improve the speaking skill of class XI AP?**)
- ET : Kalau speaking jarang sih, mbak. Seringnya hanya ada teks dari buku lalu saya minta mereka membaca. (**If we talk about speaking activity, I would say that we rarely do it in class. I only asked them to read some text from a book once in a while.**)
- R : Kalau menurut ibu, Detective Game yang sudah saya jelaskan tadi akan berpengaruh atau tidak dengan kemampuan speaking siswa kelas XI AP? (**According to you, miss, how about the Detective Game I explained to you earlier? Do you think it will affect the speaking ability of class XI AP students?**)
- ET : Kemungkinan besar berpengaruh mbak, soalnya inikan permainan, jadi mau tidak mau mereka harus berpartisipasi. Selain itu, sebelum permainan dimulai nanti mbaknnya menjelaskan beberapa materi dulukan? Jadi mereka bisa mempraktekkan ekspresi-ekspresi yang umum digunakan sehari-hari. Merekakan juga nanti bermainnya dengan teman sekelas, jadi mereka tidak akan bosan. (**There is a big possibility that it will work, miss. Because this is a game, they have no choice but to participate. Also, before the game started, you will explain some materials, won't you? So, they will be able to practice some daily expressions. They will also play the game**)

with their classmates, so they will not be bored.)

(Int-1/3rd August 2015)

Other than from students' aspect, the problems also found from the teacher's aspect. The English teacher rarely used other media for teaching other than a whiteboard and board markers. She rarely used the LCD projector, too. Also, any real task or activity of speaking was very minimalist. As the interview transcript above has told us, the only activity related to speaking was when the teacher asked her students to read some text from a book. In reality, that kind of activity is not included as a speaking activity. It is called reading aloud. This activity did not help students much to improve their speaking skill.

To figure out the problems from students' aspect, the researcher also conducted interviews with some students of Grade XI students of Office Administration Department. The problems were shown by the following interview transcript.

- | | | |
|-------|---|--|
| (4.2) | R | : <i>Dek, kamu suka belajar Bahasa Inggris tidak?</i> (Do you like English?) |
| | S | : <i>Suka, miss.</i> (Yes, I like it.) |
| | R | : <i>Kalau berbicara pakai Bahasa Inggris suka nggak?</i> (How about speaking in English? Do you like it?) |
| | S | : <i>Enggak bisa, mbak.</i> (I cannot speak English.) |
| | R | : <i>Yang nggak bisa apanya?</i> (Which part do you not understand?) |
| | S | : <i>Ya banyak, artinya, caranya juga bingung.</i> (There are many things, the meaning and also how to speak in English.) |
| | R | : <i>Emang biasanya belajar Bahasa Inggris kalau di kelas bagaimana?</i> (How do you usually learn English in class?) |
| | S | : <i>Biasanya dijelaskan sama gurunya, terus kita dikasih tugas ngerjain soal yang dibuat guru atau dari LKS (Lembar Kerja Siswa).</i> (Usually, the teacher would explain something to us and then we would be given some task made by the teacher or something taken from the LKS or Students' Worksheets.) |
| | R | : <i>Kalau belajar Bahasa Inggris pakai game pernah?</i> (Have you ever |

learnt English using some game?)

S : *Pernah, miss waktu kelas satu dulu. (Yes, I have when I was in the first grade.)*

R : *Oh ya? Game-nya seperti apa? (Really? What kind of game it was?)*

S : *Mmmm, lupa hehe. (Mmm, I forgot about it.)*

R : *Tapi suka nggak kalau belajar pakai permainan? (Did you enjoy it? Learning using games I mean.)*

S : *Suka banget, miss, lebih seru. (I really liked it, miss, it was much more fun.)*

(Int-2/1st August 2015)

The researcher also did a group interview with five other students. The following transcript is from the group interview.

- (4.3) R : *Kalian suka belajar Bahasa Inggris nggak? (Do all of you like English?)*
- S1 : *Lumayan, miss (didukung oleh teman-teman yang lain). (We kind of like it, miss – agreed by her friends-)*
- R : *Kalau berbicara pakai Bahasa Inggris bagaimana? (How about speaking in English? Do you like it?)*
- S 1, 2 : *Kadang suka kadang enggak. (Sometimes we like it, the other time not.)*
- R : *Kenapa kok cuma kadang-kadang sukanya? Apakah ada kesulitan? (Why is it only ‘sometimes’? Is there any difficulty?)*
- S (all) : *Banyak, miss. Susah ngucapinnya kalau Bahasa Inggris, artinya juga kita enggak tahu, trus nanti kalau bikin kalimat dibalik-balik, jadinya kita bingung. (Of course, there are a lot of difficulties, miss. For example, it was hard to pronounce English words, we did not know the meaning, also we have to reverse the sentence structure. It confused us.)*
- R : *Kalau sebelumnya diajarkan caranya dan diberi contoh bisa tidak membuat yang mirip seperti contoh? (What if you were told how to do it and given some examples? Would you be able to make something similar to the examples?)*
- S 3 : *Bisa sih asal enggak terlalu sulit. (I think we can do it as long as it was not too complicated.)*
- R : *Kalian pernah belajar Bahasa Inggris pakai permainan tidak? (Have you ever learned English using games?)*
- S 2 : *Pernah waktu kelas satu dulu. (Yes, we have during our first grade.)*
- R : *Permainannya seperti apa? (What kind of game was it?)*
- S (all) : *Wah sudah lupa, miss. (Unfortunately, we could not remember*

R	it, miss.) : <i>Kalau belajar pakai permainan seneng nggak? Lebih seneng pakai permainan atau pelajaran seperti biasa? (Did you enjoy it when you learned using games? Which was more fun, the games or the usual lessons?)</i>
S 4	: <i>Lebih seneng pakai permainan lah, miss. Kalau permainan lebih seru dan enggak bikin bosen. (Of course the game was much more enjoyable. When we did some game, it was more fun and not boring.)</i>
(Int-3/1 st August 2015)	

According to the interview transcripts above, we could see that students' speaking skill was very low. It was influenced by their lack of vocabulary and pronunciation. Also, they did not have strong motivation to learn more. The researcher also found that the students were much more interested and motivated to engage in the teaching and learning process when some games are included. Thus, fun activities such as games were needed in order to make them learn more. However, the strategy used by the teacher to encourage the students to speak was only with asking them to read some text from a book. The fact that the students still lacked in speaking skill proved that the conventional strategy did not help them to improve their speaking ability.

In this step, reconnaissance, the researcher also did a classroom observation. It was done when the teaching and learning process occurred. The researcher observed many things, such as students' interests towards the teaching and learning process, how the teacher taught in class, the facilities of the classroom, the media used, and also the most important is the students' speaking ability. The observation showed some several problems during the teaching and learning process. The problems were explained below.

The first problem was the students were not actively engaged in the teaching and learning process. They would only show responses when they were called out by the teacher personally. When they were given chances to express and share their opinion, they would only silent and refused to talk. On top of that, there were some students who were not listening at all. They were busy chatting with their table mate. The teacher often purposely called them out to grab their attention. However, they would start chatting again once they thought the teacher was not looking.

The second problem was the teacher was not ready to teach in that particular time. It was the first effective meeting after class promotion and *Idul Fitri* breaks. Therefore, all the lessons should be starting on that week. However, it was obvious that the teacher had not prepared any materials and/or activities for that day's lesson. All the teacher did was asking the students about their daily activities and asked them to write down their activities starting from waking up that morning until they went to school. The teacher gave students formulas to form sentences in the correct form based on its tense. She also gave some examples taken from a book. However, the only one who had the book was the teacher. Thus, the students were not able to learn more after the class or before the class started.

The third problem was the method and media used by the teacher. During the teaching and learning process, the English teacher used conventional way of teaching, meaning that she was explaining something and asked her students to do some tasks. Even though she included some jokes during the teaching and

learning process so that the students would not feel bored, the method of her teaching did not encourage the students to speak more. Also, she was only using a whiteboard and board marker as the media. She did not use other media that might be able to catch students' attention such as an LCD or Liquid Crystal Display projector, pictures, videos, recordings, cards, etc.

Besides interviewing the English teacher and students and observing the class, the researcher also administered a speaking test or a Pre-test before the actions. In the test, the researcher provided four different situations in which the students were asked to make conversation based on the clues from the situation that they chose. The test was done in pairs. Each pair was asked to come in front of the researcher while the others used the available time before performing to practice their speaking. The researcher asked every pairing to choose a situation randomly and gave them time to prepare themselves. The themes of the situations were based on the basic competencies of vocational high school. The score of the pre-test were analysed as follows.

Table 4: The Result of Grade XI Students' of Office Administration Department Pre-Test

Statistics

Pretest

N	Valid	13
	Missing	0
Mean		69.8462
Median		68.0000
Mode		68.00
Minimum		60.00
Maximum		80.00
Sum		908.00

Based on the table above, it can be concluded that the students' speaking ability was categorized low. The average score of Grade XI students of Office Administration Department was 69.8 which were lower than the passing grade of English in Vocational High Schools which was 75. There were only four students who passed the passing grade with the highest score was 80.

From the explanation above, there were several problems in the teaching and learning process of reading that were revealed from the results of the reconnaissance phase. The researcher categorized the problems as follows.

Table 5: The Field Problems Found in the Reconnaissance Phase

No	Categories	Problems
1.	Problems related to speaking activities.	a. The lack of speaking activities b. The use of inappropriate speaking activities in improving students' speaking ability
2.	Problems related to the use of media	a. The infrequent use of media such as LCD projector, pictures, realia, cards and so on in order to help the students in speaking b. The lack of learning sources for students such as modules, LKS, and handouts
3.	Problems related to the teacher	a. The teacher's lack of pre-teaching preparation b. The lack of speaking exercise from the teacher
4.	Problems related to the students	a. The lack of students' active participation in asking questions and giving their opinions. b. The lack of students' enthusiasm during teaching and learning process c. The lack of practicing speaking d. The incapability of the students in speaking ability
5.	Problems related to teaching and learning	a. Monotonous activities which were less encouraging for the students to learn

	process	speaking b. The lack of opportunity for the students to speak during classes
6.	Problems related to the students' speaking ability	a. The lack of vocabulary b. The lack of pronunciation skill c. The lack of grammatical knowledge

B. Selection of the Problems Based on the Urgency Level

All the problems stated above were considered important to be solved. However, it was not possible to solve all those problems. Since the researcher's focus was improving students' speaking ability, the problems selected were presented below.

1. The lack of interesting activities to catch students' attention.
2. The lack of students' enthusiasm during teaching and learning process of speaking.
3. The lack of students' participation in class.

C. Determining the Actions to Overcome the Problems

After the problems had been discussed and limited, a technique or strategy used to solve the problems were determined. In order to help the students improve their speaking skill and gain more enthusiasm from them, as well as provide the students with more effective speaking activity, the researcher and the English teacher as the collaborator agreed to use a game called detective games. This game was expected to make students improve their speaking ability through a fun activity which would make them more

enthusiastic during the teaching and learning process. Thus, this game was expected to be able to solve the selected problems.

D. The Report of Actions and Discussions

1. Report on Cycle 1

This research was carried out in 2 cycles. Both cycles consisted of two meetings. The learning process was conducted while playing detective games. The following were the steps on Cycle 1.

a. Planning

Planning stage on Cycle 1 was conducted through several stages including having consultation and coordination with the English teacher as the collaborator. This first stage was used to discuss the implementation of the action plan and various preparations including writing lesson plans, deciding learning materials and preparing research instruments such as observation sheets, interview guidelines, the pre-test, etc. The next stage was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher and the collaborator before the learning process took place. This was done in order to make the teaching and learning process run smoothly and the results obtained in the observations could be used as reflection. From this stage, some activities were planned to be implemented in the next stage as the following.

- 1) Teaching speaking using detective games. In the two meetings, two different stories were going to be used, “The Missing Bicycle” and “Where is My Lovely Cat?”.
- 2) Introducing and explaining what a detective game is and how to play it.
 - a) First, the researcher explained to the students about detective games and gave them the materials related to the topic of the story for that meeting.
 - b) Second, the researcher showed the students the story of the day, the background story of the case and everything related to it.
 - c) Third, each student would be given a card consisting of their character and the person whom they must approach in order to find the suspect of the crime.
 - d) Forth, the students would be given the opportunity to ask anything they did not understand related to the game, materials, topics, etc.
- 3) Considering the use of an LCD projector and some videos to gain students’ attention.

b. Action and Observation

1) Meeting I

The first meeting was on Tuesday, 11th August 2015 at 07.15 AM until 8.45 AM. The researcher began the class after the English teacher let her start teaching. She greeted the students and led a prayer. She told the students that from now on and some meetings onwards, she would

teach the students. She further introduced herself. Then, she checked the students' attendance and started the lesson. For the whole research, only 13 students participated in the activity. It was because the other four students were participating in the event of Indonesian Independent Day, so that they did not join the whole teaching and learning process from the first until third periods.

First of all, the researcher explained that she would teach speaking to the students through a game called Detective Games. She told them what detective games were and the steps and rules used in this game.

After the students clearly understood about the game, the explanation went further to the materials that would be used during the research. The materials for the first meeting were some expressions used in daily life such as telling past events, expressing feelings, giving opinions, etc. which were based on the basic competencies of Vocational High Schools.

Then, the researcher gave the students a handout to help them understand the materials. In the handout, there were several examples of daily expressions. The researcher showed the students how to use the expressions and asked them to find similar expression with the ones in the handouts.

After that, the researcher started to distribute the cue cards for the game. The cue cards were given randomly to the students. They were asked to choose which card they wanted while the cards had its back

side faced them so that the students would not know what character they chose.

(4.4) *Peneliti membagikan cue cards kepada para siswa. Kartu-kartu tersebut dipegang oleh peneliti dengan cara dibalik sehingga siswa tidak dapat melihat secara langsung isi kartu. Kemudian, masing-masing siswa diminta untuk memilih salah satu kartu tersebut. (The researcher distributed the cue cards to the students. The cards were held upside down, so that the students would not be able to see the content of its. Then, each student was asked to choose one of the cards.*

(FN-1/11th August 2015)

The students were given times to understand their characters and to find out the words they did not understand. The researcher gave opportunity to the students to ask anything they did not understand. Later, she wrote down every word the students did not know the meaning on the whiteboard and invited other students to give the answer if they knew.

After all students understood what they had to do, the game was started. The students started to left their chairs in order to approach the person they suspected to be the thief of the bicycle. Most of the students were enthusiastic to find out who it was. They introduced themselves to other students as their characters in the cue cards. After they knew each other, they started approaching the ones their character in the cue cards asked them to approach. They tried to collect every possible clue to help them find out the criminal.

Even though most of the students paid attention and followed the game enthusiastically, there were few students who stayed passive and showed lack of enthusiasm. They stayed at their chairs and did not even try to participate in the game. Since the beginning they seemed bored and did not pay attention to the researcher. During the material explanation, the researcher tried to reach them by asking their opinion and some questions. However, they did not answer all the questions seriously. When the students given the opportunity to ask anything they did not understand, the passive students let the opportunity pass by and did not write the new words asked by their friend.

Despite the few passive students, the whole teaching and learning process on the first meeting of Cycle 1 ran quiet smoothly. After the game was conducted and the clues were collected, the researcher helped the students to analyse the clue and find the thief of the bicycle. At the end of the lesson, the researcher asked the students about the game. She asked whether the students found the game interesting or not. She also asked the students about the difficulties they faced during the game.

Later, the researcher and collaborator found that the students still had difficulties in the matter of vocabulary and daily expression. Thus, the researcher and collaborator tried to find the solving of the problems that occurred in meeting one. This corrected version of the teaching strategy was to be conducted during the second meeting of Cycle 1.

2) Meeting 2

Meeting two was conducted on Thursday, 13th August 2015 at 07.15 until 08.45 A.M. The researcher and English teacher as the collaborator entered the classroom after the bell rang. After getting permission from the English teacher, the researcher started the class by greeting them and leading a prayer. The researcher also checked students' attendance.

The researcher asked the students about the previous meeting when they were playing a detective game. She asked them once again about what difficulties they found while playing the detective game. Most of the students enthusiastically answered that they did not know the meaning.

(4.5) *“Oke, pertemuan sebelumnya kita bermain detective game, ya. Bagaimana? Menyenangkan tidak? Atau masih ada kesulitan?” Tanya peneliti. “Asik, miss. Tapi susah soalnya kita engga tahu artinya dan harus ngomong apa.”. (“Okay, in the previous meeting, we played a detective game, did not we? How was it? Was it fun? Or is there any difficulty?” Asked the researcher. “It was fun, miss. But, it was also difficult because we did not understand the meaning and what to say.”)*

(FN-2/13th August 2015)

Thus, the researcher had prepared a power point slide which consisted of the story for that day's game and the examples of the expressions that can be used, also the glossary which consisted of the words that the students might not know. The power point slides also

maximizing the use of an LCD projector as a medium in the teaching and learning process.

(4.6) *Peneliti mengambil laptop beserta speaker dari dalam tas dan menyalakannya. Kemudian dia meminta salah satu siswa laki-laki di kelas untuk menghubungkan laptop tersebut dengan LCD Projector yang sudah di ambil dari ruang guru sebelum pelajaran dimulai. (The researcher took out a laptop and sound speaker from her bag and turned it on. Then, she asked one of the male students in the class to connect the laptop with the LCD Projector which had been taken from the teacher room before the lesson started.)*

(FN-3/13th August 2015)

After recollecting about the previous activity, the researcher showed the students the power point slide which consisted of that day's materials. The story was entitled "Where is My Lovely Cat?" It was about a boy who lost his cat in a park. The students needed to help him find the cat by following the directions on their cue cards. However, the researcher also showed the students some expressions that can be used to help them asking their friends before the game started. She also provided the slide with a glossary part in hope that it can help the students understanding the story and the cue cards.

When all the materials and cue cards had been delivered to the students, the researcher played a video as a conversation example. The students seemed interested to the video and paid a lot of attention. After the video was played, the researcher asked them to repeat expressions said in the video. The researcher replayed the video, but every one expression ended she paused it and asked them to repeat it. Even, the

students willingly gave other expressions similar to the ones from the video without being asked.

(4.6) *Orang di dalam video berkata “I need a bouquet.” Para siswa menirukan kalimat tersebut setelah peneliti menghentikan video untuk sementara. Tiba-tiba, salah seorang murid bertanya, “Miss, itu berarti bisa pakai ‘I want to buy a bouquet’ kan?”* **(A woman in the video said, “I need a bouquet.” The students repeated the sentence after the researcher pause the video. Suddenly, one of the students said, “Miss, we can also say ‘I want to buy a bouquet’, can’t we?).**

(FN-4/13th August 2015)

And then, the students were observing the glossary. They wrote down the words they did not know as well as some expressions into their note books. The researcher gave an opportunity for the students to ask something they did not understand about the materials or anything. They used this opportunity by asking some other difficult words which were not in the glossary. They also asked the researcher about their cue cards that were still a bit confusing.

The game was started when all students knew what they should do and who they should talk to. They approached people around them and talked to them about the cat. They tried so hard to find where the cat was. After they played the game and asked every possible person in class about the cat, the researcher asked them to go back to their chairs. The researcher asked them about what clues they got during the game. Enthusiastically, the students pointed out everything they got to the researcher. Together, they found where the cat actually was.

In this second meeting, the teaching and learning process was running smoothly. There were still some students who were less enthusiastic during the game. However, they started participating in the game even though it was obvious that they were half heartened to do that. It was because they never left their chairs and approached their friends. They only sit there and waited for their friend to approach them.

Again, at the end of the class, the researcher asked about the students' opinion about that day's activity. They said it was interesting and fun. It was also easier because the researcher already prepared the glossary and also gave them opportunities to ask anything about the game and materials. They also said that the video shown to them was interesting and helped them to find new expressions.

The researcher and collaborator had a small talk in the teacher room after the lesson ended. They tried to find something in the teaching and learning process earlier that day that could be improved. The collaborator also noted some things that must be fixed for the next meeting.

c. Reflection

After conducting actions of Cycle 1, the researcher and the collaborator saw some changes in the students' speaking ability. The reflection was done based on the interviews with some students, and the

collaborator as well as the observation. The reflections of the action were described as follow.

1. Introducing and Explaining Detective Games

According to the interviews with the students and the observations, it was found that all students already understood what detective games were and how to play it, including all the rules in the game. It could be seen in the following interview transcript.

(4.7)	R	: <i>Sejauh ini kalian sudah paham belum tentang permainan Detective Game? (So far, have you understood about Detective Game?)</i>
	S1,2	: <i>Sudah, Miss kan gampang. (I have. It was very easy, miss.)</i>
	R	: <i>Oh ya? Berarti peraturan dalam game dan apa yang harus dilakukan saat permainan juga sudah mengerti ya? (Is it? It also means that you have understood the rules and everything you have to do during the game, haven't you?)</i>
	S1	: <i>Iya, kan tinggal mengikuti petunjuk dari cue cards terus tanya-tanya sama teman yang kita curigai. (Yes, I have. I just need to follow the instructions from the cue cards and ask our friends who we suspected to be the culprit.)</i>
(Int-4/ 11 th August 2015)		

2. Creating Some Interesting Stories to be Included in the Game

In Cycle 1, the students played the game with two different stories. The first story was entitled “The Missing Bicycle” which was about a student who lost her bicycle in the school’s parking lot. At the end of the story, it was found out that the bicycle was never missing, but one of her friends hid it to give her a birthday surprise.

The story for the second meeting in cycle one was entitled “Where is My Lovely Cat?” It was a story about a boy who lost his cat when they were in a park. And then, there was a passing by policeman who helped him find his cat. The cat was eventually found out trapped on a big tree. It could not get off on its own.

The two stories were executed successfully during Cycle 1 of the research. Students played the game enthusiastically and they enjoyed the game a lot. It also improved classroom interaction in between Grade XI students of Office Administration Department.

(4.8)	S1 (as a policeman)	“Good evening, sir/ma’am. Do you see a little kitten around here? It has black fur. It was last seen on the bench right there.”
	S2 (as a bakery owner near the park)	“Good evening, sir. I did see a cat following a bicycle, but then it stopped under the tree over there.”

(FN-5/13th August 2015)

3. Using an LCD Projector, a Sound speaker, and Handouts to Engage Students’ Enthusiasm.

This action was successful in engaging students’ enthusiasm toward the lesson. The use of the LCD projector helped them to understand the story line and to check on the glossary part. The use of the sound speaker also helped the students to understand some examples given by the researcher. It was used together with the LCD projector to play some video examples. When the LCD projector

showed the pictures, the sound speaker made the sound louder so that all the students could hear the examples. Meanwhile, the use of handouts helped them in understanding the materials given by the researcher before the game started. This following interview transcript supported the findings.

(4.9)	R	: Dek, bagaimana pendapat kamu mengenai penggunaan LCD sebagai media pembelajaran. (How is your opinion regarding the use of LCD projector as a teaching and learning medium?)
	S	: Bagus, miss, asik. Kan kita jadi nggak bosen kalo belajarnya pakai LCD soalnya waktu dijelasin kita bisa sambil liat layar yang udah ada contohnya. Ada kumpulan kata-kata yang tidak kita mengerti juga, jadi bisa kita catat. (I think it was good and fun. We were not bored when we studied using LCD projector. Because when the teacher explained the materials to us, we can see the slides with examples already there. There was also a glossary, so that we can write down the new vocabulary in our note book.)
	R	: Kalau pas saya kasih contoh ekspresi-ekspresi pendek pakai video bagaimana? (How about when I showed you some short expressions in the video?)
	S	: Itu lebih seru lagi, miss. Videonya lucu ada gambar-gambaranya trus Miss Ismi sempat muterin lagu juga kan waktu pelajaran selesai? Jadinya seneng. Apalagi pakai speaker. Suaranya makin keras makin mantap! (That was even more fun. There were funny pictures in the video. Also, you played a song when the lesson ended. It made us happy. Moreover, you used a speaker, the louder the sound the better.)
	R	: Nah, itu handout yang kamu pegang itu sering kamu baca nggak? (What about the handout you hold. Do you often read it?)
	S	: Hehe, saya baca kok miss. (Hehe, I read it, don't worry.)
	R	: Trus, gimana? Membantu kamu dalam belajar nggak? (So, is it helping u study?)
	S	: Membantu dong. Soalnya isinya ringkas, ada contohnya juga. Jadi mudah dipahami. (Of course, it is.

**The content is concise and there are a lot of examples.
It makes it easy to understand.)**

(Int-5/13th August 2015)

4. Classroom Discussion to Find the Conclusions of the Game

At the end of every lesson, the researcher asked all students to go back to their respective seats and asked them about all clues they got during the game. The students willingly showed what they got during the game to the researcher and their classmates without being called out. It showed that the students were enjoying the game and it ran successfully. This finding was supported by the following field note.

(4.10) *Peneliti bertanya kepada para siswa tentang petunjuk apa saja yang telah mereka kumpulkan. "Jadi informasi apa saja yang telah kalian kumpulkan dari investigasi kalian tadi?" Tanya peneliti. "Kucingnya ngikutin orang naik sepeda, miss." Jawab salah seorang siswa. "Oke, selain itu?", "Ada yang lihat di bawah pohon besar, miss." (The researcher asked the students about all clues they had gathered. "So, what information do you get from your investigation?" asked the researcher. "The cat was following a woman with a bicycle, miss." Answer one of the students. "Okay, anything else?", "There was someone who saw it under a tree, miss.")*

(FN-6/13th August 2015)

5. Things that Can be Improved

The execution of Cycle 1 was quite successful. However, according to the collaborator, who happened to be the English teacher, there was still a crucial problem related to detective games that must be improved. The collaborator thought that in the two meetings in Cycle 1, the story lines of the game only gave a student an opportunity to

interact with only one or two students on each activity. Thus, she wanted them to be given opportunity to interact with all their classmates. It was described in this following interview transcript took place in the teacher room.

- (4.8) R : *Bu, menurut anda bagaimana perkembangan speaking siswa dengan Detective Game? Apakah ada perubahan?* **(Miss, how do you thing about students' speaking ability improvement with Detective Game? Do you think there was any improvement?)**
- C : *Menurut saya cukup baik mbak. Anak-anak terlihat antusias saat permainan dan mereka juga sudah mulai berani berbicara. Apalagi sudah disediakan cue cards yang sangat membantu mereka.* **(In my opinion, the improvement was quite good. The children looked enthusiastic when they played the game and they started to be brave enough to speak. There were also the cue cards which really helped them.)**
- R : *Menurut ibu apakah ada yang perlu diperbaiki dari sistem permainan Detective Game ini sendiri?* **(According to you, is there anything that can be improved from the system of the game itself?)**
- C : *Kalau permainannya sudah bagus mbak, bikin anak-anak penasaran. Tapi kalau saya lihat dari kemarin setiap anak hanya berkomunikasi dengan orang yang ada di cue cards mereka. Jadi hanya berkomunikasi paling banyak dengan dua orang. Seandainya jalan ceritanya dibuat agar siswa bisa berinteraksi dengan lebih banyak orang, saya rasa akan lebih baik.* **(The game itself was good. It made the students curious. But, from my observation, every student was only communicating with people mentioned in their cue card. It made them communicate only with two people at most. If we can make the game to have a story line which makes the students interact with more people, I think it will be great.)**

(Int-6/13th August 2015)

d. Summary of Cycle 1

In reference to the data analysis of Cycle 1, the following explanation presents the successful and the unsuccessful points of the action.

- 1) The successful actions
 - a) Students' speaking skill improved.
 - b) Students' enthusiasm improved.
 - c) The students were willing to participate in giving their ideas and asking questions to the researcher.
 - d) The classroom interaction improved. Students interacted with their friends as well as the researcher during the game and discussion after the game.
- 2) The unsuccessful actions
 - a) Some students were not enthusiastic and did not enjoy the game they played.
 - b) The students were only interacting with limited people during the game.

2. Report on Cycle 2

Reflecting on the discussion between the researcher and the collaborator, it was decided that the implementation of Cycle 2 would focus on solving problems found in the previous cycle. In this cycle, some adjustments were included into the game during the

implementation in order to make the students interact with more people. Cycle 2 was held within two meetings on Tuesday, 18th August 2015 and Wednesday, 19th August 2015. It was expected that this implementation could overcome the problems and the teaching learning process would be more fun and interesting for the students. Finally, the students' speaking ability could improve. The following sections were the steps on Cycle 2.

a. Planning

The planning stage on Cycle 2 was conducted similarly to the planning step in the previous cycle. It was through several stages in which still involving the collaborator to have some coordination. There were some activities carried out in this stage. The first activity was aimed at discussing the implementation of the action plans and various preparations including preparing some learning media which were appropriate with the learning materials. The second activity was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher and the collaborator before the learning process took place.

Below were the activities to be conducted in Cycle 2 of this research.

1) Teaching Speaking Using Detective Games

In the two meetings, two different stories were going to be used. They were “An Interesting Neighbourhood” and “My New Classmates”.

2) Introducing and Explaining the Adjusted Detective Game and How to Play It

- a) First, the researcher explained to the students about the adjusted detective games and gave them the materials related to the topic of the story for that meeting.
- b) Second, the researcher showed the students the story of the day, the background story of the case and everything related to it.
- c) Third, each student would be given a card consisted of their characters and the characteristics of the people they had to find.
- d) Forth, the students would be given the opportunity to ask anything they did not understand regarding the game, material, topic, etc.

3) Using an LCD Projector and a Sound Speaker to Play Some Videos to Gain Students' Attention.

b. Action and Observation

1) Meeting 1

The first meeting of Cycle 2 was implemented on Tuesday, 18th August 2015. The researcher and the collaborator entered the

class. The researcher greeted the students, led a prayer, and checked the students' attendance. They all were present.

First of all, the students were reminded about detective games. They were asked by the researcher about their feelings towards the game. Most of them said that it was fun and interesting. It was shown in the following field note.

(4.11) *Peneliti membahas kegiatan pada pertemuan sebelumnya. "Masih ingat kegiatan yang kita lakukan di pertemuan terakhir?" Tanya peneliti. "Permainan, miss, Detective Game." "Iya, kemarin kita dua kali bermain Detective Game ya. Yang pertama tentang sepeda yang hilang, yang kedua tentang kucing yang hilang. Seneng nggak kemarin bermain-main?" Siswa-siswa berebut untuk menjawab dan sebagian besar berkata, "Senang tapi kadang bingung soalnya engga tau artinya." (The researcher talked about the activities done in the previous meetings. "Do you still remember what we did in the last meeting?" asked the researcher. "We played a game, miss, Detective Game." "Yes, we did it twice in fact. The first one was about a missing bicycle while the second one was about a missing cat. Did you have fun then?" All students answered at once and most of them said "We did have fun, but we sometimes got confused about the meaning.")*

(FN-7/18th August 2015)

After the researcher and the students did some reflections about the previous meetings, the researcher started to explain that the game for Cycle 2 would be a little bit different from the one in Cycle 1. The researcher explained that it would not be very different, but it would improve their opportunity to interact with more people during the game. It can be seen in the following field note.

(4.12) *“Hari ini, kita akan tetap bermain Detective Game, tapi nanti jalan ceritanya agak sedikit berbeda jika dibandingkan dengan yang kita lakukan Last week. Nanti, kalian masih akan menggunakan cue cards untuk bermain, tapi akan ada dua cue cards untuk masing-masing dari kalian. Yang satu berisi data pribadi kalian dan yang satu berisi ciri-ciri orang tertentu yang harus kalian temukan. Misalnya, ada tulisan ‘Find someone who is a doctor.’ Maka kalian harus menanyai semua orang yang ada di kelas ini dan menemukan seorang dokter. Setelah itu, silahkan tulis nama orang tersebut di belakang perintahnya.”* **(“Today, we will still play Detective Game, but the story line will be a little bit different from the previous game last week. Later, you will still use cue cards in the game, but there will be two cue cards for each of you. One card contains your personal information, and another one contains the characteristic of a certain person you have to find. For example, there will be ‘Find someone who is a doctor.’ In your cue card. Then, you have to chat with all people in this room to find a doctor. After that, write down the name of that person behind the instruction.”)**

(FN-8/18th August 2015)

This action was aimed to make the students clearly understand about the adjusted game, so that they would not get confused when they started playing the game. In explaining the adjusted game, a discussion between the students and the researcher was held. A question-answer method was used by the researcher to check the students’ understanding. The students were not ashamed to ask some questions related to the game. This can be seen from this following field note.

(4.13) *“Oke, sejauh ini ada pertanyaan mengenai permainan ini?” Tanya peneliti. Seorang siswa mengangkat tangan dan bertanya, “Berarti kami harus berkenalan dengan orang-orang sekelas, miss? Trus nanti kalau ada orang-orang*

yang sesuai dengan ciri-ciri yang ada di cue cards kami menuliskan namanya di belakang pertanyaan ini?” (“Okay, so far, is there any question about this game?” asked the researcher. One of the students raised her hand and asked, “Then it means we have to make introduction with all people in this room? And when we find people with the same characteristics in the cue cards we write down their name behind the instructions?”)

(FN-9/18th August 2015)

After the students clearly understood about the game, the explanation went further to the material which was related to the game. For this cycle, the materials were focused on the personal information of someone, including age, address, marital status, occupation, etc. In the materials, it was explained how to ask someone about their personal information during their first meeting. Some examples were also given by the researcher to make the students more understand the materials. During this phase, the researcher made use of the LCD projector to explain the materials and to give examples to the students in the form of written examples and video examples. In showing the video examples, the researcher also made use of the sound speaker to make the sound louder, so that all the students could hear the videos.

After the explanation, some questions were given to the students to check whether the students understood the materials or not. Here, if the students could not answer the questions, the teacher

gave more explanation about the particular part. This can be seen in the following field note.

(4.14) *Peneliti memberikan beberapa pertanyaan secara acak kepada para siswa untuk memastikan pemahaman mereka. Salah satu dari pertanyaan tersebut adalah “Dimana kita meletakkan kata Tanya, Tisis? Di depan atau di belakang?”. Titis menjawab, “Di depan, miss.”* **(The researcher gave some questions to the students randomly to make sure that all of them understood the materials. One of the questions was “Where should we put the question word, Titis? Is it in the front or at the back?”, Titis answered, “At the front, miss.”)**

(FN-10/18th August 2015)

The researcher also gave the students some opportunities to ask questions related to the materials and the rules of the adjusted game before she explained the story for the first meeting in Cycle 2.

After the researcher made sure that all students understood the rules and the materials of the game, she started explaining the story for that meeting. The story was about a gathering party in a new neighbourhood. The students were all new people in a new place, and there was a gathering party as a forum for them to know each other. This time, they were using their own name. However, other personal information were provided by the researcher in the cue cards, such as age, address, occupation, hobby, marital status, etc. Along with the cue cards, they were also given another card consisting six characteristics of people they had to find. For example,

in their second card, one from the six orders was to find someone who is a doctor.

In order to answer all the questions or orders in their second cards, they had to chat with all their classmates. They had to introduce themselves to all people and listen to all introductions their friends made. Thus, they could find the person with a certain characteristic from their second cue card.

This process ran quite smoothly. The researcher and the collaborator could see clearly that all students were enjoying this game. Even the few students who were not enthusiastic in Cycle 1 were willing to participate in the game and interacted with their classmates.

However, there was still some problems occurred during the implementation of the detective game in the first meeting of Cycle 2. One of the main problems was the students were not seldom slipped into their native language, *Bahasa Indonesia* and *Bahasa Jawa*. When they started to chat, unconsciously they reverted back to their native language and ignored the fact that they had to use English.

Thus, the researcher and the collaborator tried to find the solving for the problem during the meeting one of Cycle 2. After the discussion, the researcher and the collaborator decided to give the students more time to practice their character and explained to them the materials clearly, so that they could understand the materials

without them having to translate it into *Bahasa Indonesia* or *Bahasa Jawa*. It was expected that all students would use English properly in the implementation of detective game so that their speaking skill could improve.

2) Meeting 2

The second meeting of Cycle 2 was conducted on Wednesday, 19th August 2015. As usual, the researcher greeted the students, led a prayer, and checked the students' attendance. Save from the students who joined the *TONTI* or *Pleton Inti* (marching squad), they all were present.

First of all, the researcher asked the students about their previous meeting, whether they enjoyed the activity or not. Most of the students were enthusiastic to answer the researcher's question. They said that the adjusted detective game was more fun than the previous one. It was because they can make conversation with a lot of people and to find the answer from the questions in the second cue cards was challenging. The following field note will support this finding.

(4.15) <i>Peneliti bertanya kepada para siswa mengenai pendapat mereka tentang Detective Game yang baru, "How was the previous game? Bagaimana permainannya kemarin? Apakah menyenangkan?" Sebagian besar siswa menjawab, "Menyenangkan. Seru banget bisa nanya-nanya sama semua orang.", "Kesulitan enggak menemukan orang yang harus kalian cari di cue card yang kedua?" Tanya peneliti. Siswa menjawab, "Engga, gampang dan seru bisa tau orang banyak. Apalagi informasinya lucu ada yang udah punya anak juga ceritanya." (The researcher asked the</i>
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students about their opinion regarding to the adjusted Detective Game, “How was the previous game? Was it fun?”. Most of the students said, “It was fun. We enjoyed the game so much because we could make conversations with all people.”, “Any difficulty finding people you have to find from your second cue card?” asked the researcher. The students answered, “No, there wasn’t. It was easy and fun. We could meet lot of people. Also, the information was interesting. There were some people who had already had children.”)

(FN-11/19th August 2015)

After the researcher recollected the previous meeting’s activity, she began to show the slides from Power Point to the students. The story line for the second meeting of Cycle 2 was similar to the one in the first meeting. Only, this time the story was about new students in a new school. The students were still acting as themselves, and the personal information were written in the cue cards. This time, the contents of the personal information cue cards were age, address, hobby, previous school (Junior High Schools), parents, etc.

When the game started, all students participated enthusiastically, and they seemed to enjoy the game so much. At the end of the lesson, the researcher led a discussion about the game. The researcher read all questions from the second cue cards and let the students answered them. They were so excited to let the researcher know who was being who.

The last meeting of this research ran very smoothly. All students enjoyed the game. They also gained some confidence to

speak in English. Their speaking ability had also improved after they played the detective game. This finding can be explained by this transcript of interview with the English teacher.

(4.16) R	: Menurut ibu bagaimana perkembangan kemampuan speaking siswa setelah bermain dengan Detective Game?” (In your opinion, how is students’ speaking ability improvement after they played Detective Game?
ET	: Menurut saya siswa ada perkembangannya, mbak, setelah bermain dengan Detective Game. Memang masih banyak yang perlu diperbaiki dari kemampuan mereka berbicara, contohnya pronunciation nya. Tapi paling tidak mereka sudah tidak takut lagi berbicara. Selain itu materi yang mbak ajarkan seperti questions with question words, question tags, yes-no question, present-past tense, dll dapat mereka terima dengan baik. Setelah dijelaskan mereka langsung mempraktekkan di permainan, jadinya mereka lebih paham. (In my opinion, there were some improvements after they played Detective Game. It was true that there were still some problems in their speaking. One of them is the pronunciation. However, they were brave enough to speak now. Also, the materials you gave them such as questions with question words, question tags, yes-no question, present-past tense, etc were accepted positively. After you explained it, they practiced it directly in the game. This made them more understand the whole materials.) (Int-7/19 th August 2015)

a. Reflection

As in Cycle 1, the researcher and collaborator did a reflection after the implementation of all actions in Cycle 2. The reflection was described as follows.

1) Teaching and Learning Process of Speaking through Detective Games with Two Story Lines “An Interesting Neighbourhood” and “My New Classmates”

The first and the second story lines were used in the first and second meeting of Cycle 2. “An Interesting Neighbourhood” was a story about a gathering party in a new neighbourhood. The students were all new people in a new place, and the gathering party was a forum for them to know each other. The second story, “My New Classmates”, was a story about new students in a new school trying to get to know each other.

Both actions were done successfully. All students seemed to enjoy the game a lot. They did it enthusiastically. The following field note confirmed the finding.

(4.17) S1 “Where do you live?” S2 “I live in Wates. What about you? Do you live around here?” (FN-12/18th August 2015)

2) The Explanation about the Adjusted Detective Games and How to Play it

Since there was some adjustment of the detective game itself, the researcher re-explained the explanation of the game and how to play it. Even though the game was adjusted, the students did not find any difficulty to understand the rules because the

basic rules were still pretty much the same. This finding was explained in the following interview transcript.

(4.18) R : <i>“Bagaimana dek tadi permainannya? Kan ada perubahan sedikit ya, kesulitan tidak?”</i> (How was the game today? It was a bit different. Did you find any difficulties?) S : <i>“Kalau kesulitan cara bermainnya sih engga, miss kan engga terlalu beda sama yang sebelumnya. Bedanya Cuma kita dapat cue card dua dan dapat berinteraksi dengan lebih banyak orang.”</i> (If we talk about difficulties, I did not find any in the game, since it was not much different from the previous one. The only differences were that we were given two cue cards and could make more interaction with many people.) Int-8/19th August 2015
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3) Doing a Discussion after the Game Ended.

After the game ended, the researcher always led a discussion. The discussion was about the game itself. How the students thought about it, the difficulties they faced, the conclusion of the game, etc. were what had been discussed at the end of every lesson. This way, the researcher could also make a reflection of what should be improved in the future. It also encouraged the students to speak and express their thoughts. This finding was explained in the following field note.

(4.19) <i>“So, anyone knows the person whose occupation is a doctor? Ada yang tahu siapa yang pekerjaannya dokter?” peneliti bertanya. Para siswa bersahutan menjawab pertanyaan tersebut, “Niken, Miss!” Salah satu dari siswa berkata, “Iya, miss, Niken. Dia juga</i>

sudah punya one child.” Tanpa diminta, siswa tersebut memberikan informasi tambahan mengenai teman yang berperan sebagai dokter. (“So, anyone knows the person whose occupation is a doctor?” The researcher asked the class. The students answered all at once saying, “It’s Niken, Miss.” One of them abruptly said, “She even has one child, miss.” Without being asked, the student gave additional information about her - supposed to be doctor- friend.)

NF-13/18th August 2015

b. Summary of Cycle 2

In reference to the data analysis of Cycle 2, the following list presents the successful and unsuccessful points of the actions.

- 1) The successful actions
 - a) Students’ speaking skill improved.
 - b) Students’ enthusiasm improved.
 - c) The students were willing to participate in giving their ideas and asking questions to the researcher.
 - d) The classroom interaction improved. Students interacted with their friends as well as the researcher during the game and discussion after the game.
 - e) The students gained more confidence to speak.
 - f) The students could interact with all people in the room.

In conclusion, all of the actions implemented in Cycle 2 were successful in improving both students’ speaking ability and the teaching learning and process of speaking. As a result, the researcher and the

collaborator agreed to end the actions of the research and to conduct a post-test.

E. General Findings and Discussions

In this part, the findings in connection to the discussion of Cycle I and Cycle 2 are discussed. The findings of this research consisted of qualitative and quantitative data. The qualitative data consisted of the general findings of the actions, while the quantitative data included the students' speaking scores. The following section is the qualitative data of the study.

First, the implementation of the detective game in the teaching and learning process is believed to be able to improve the speaking ability of Grade XI students of Office Administration Department of SMK PGRI I Sentolo. It is related to what Harmer (2007: 348-352) states that one of the strategies to improve students' speaking ability is by using stimulation and role play. At the beginning, their speaking ability was very poor. They were still very reluctant to speak in English during the teaching and learning process. Even when the teacher asked them some question in English, they would respond to the question using their native language. However, after the detective game was implemented, they started to speak in English during the teaching and learning process. They found that the game was fun. They also said that since they were given materials and examples before the game started, they could understand what they should do or say when they wanted to express their thoughts.

Second, this game called detective games is believed to improve students' confidence in speaking in English. It is related to the theory stated by Ladousse (1997: 66-67) which says that role play helped shy students because it is providing a mask for them. Based on the observations and interviews with the students and English teacher, the main problem of their poor speaking ability is related to confidence. Most of the students said that they did not understand the meaning of the words they want to say. Thus, they were afraid that they would make mistakes while speaking in English. They also said that they were afraid they would only embarrass themselves in front of their teacher and friends when they speak in English. Nonetheless, in detective games, they felt less anxious and more confident speaking in English. It is because before the game, they were given materials and examples to help them practice their speaking skill. Also, when they played the game, they felt to be in a relaxing atmosphere without any pressure because they thought it was only a game. They became more daring in speaking and can explore their talent in speaking.

Third, the detective game is believed to improve the students' participation during the teaching and learning process of speaking. It was related to what Nation and Thomas (1988: 21) says in point c of the reasons of why teachers should use role play to teach speaking. During the implementation of the game, the students were encouraged to be active in approaching and interacting with their friends. Also, at the end of each game, there was a discussion led by the researcher to find the conclusion of the game. Here, the students were encouraged to share their opinion and any clues they got during the game.

Fourth, the detective game is believed to improve interaction in the class. The activities of this strategy were conducted involving all students in the class. Therefore, this activity allowed the students to interact with their classmates. It was related to what Nation and Thomas (1988: 21) has stated in point d of the reasons of why teachers should use role play to teach speaking. Playing detective games improved the interaction between the teacher and the students. The teacher interacted closely with the students when she gave guidance and assistance during the preparation of the game.

The last, the use of the LCD projector, the handouts, the cue cards and the sound speaker used in the implementation step could improve students' enthusiasm. The use of the media was very useful in the exploration step during the main activity of a teaching and learning process based on *Permendiknas 2006 No. 23*. It changed students' behaviour. They paid more attention towards the lesson. It made them understand the materials more easily than when the regular media such as a whiteboard and markers were used during the teaching and learning process. Those actions also decreased students' misbehaviour like having chit-chat and drawing during the teaching and learning process.

There were some good suggestions related to the problems which emerged on the implementation. First, the teacher should consider the time. The teacher should be able to manage the time, so the activities could be implemented well. Second, the teacher should give clear explanation and make sure that the students understand his/ her explanations related to the rules of the game and the materials explained before the game started. Third, the teacher should give effective

guidance and assistance during the game and the discussion at the end of the game.

The last, the teacher should manage the class well in order that all the activities run well. The summary of findings is presented in the following table.

Table 6: The Findings after the Implementation of Detective Games

No	Before Implementation	After Implementation	
		Cycle 1	Cycle 2
1.	The students lacked speaking skill. In reference to the observations and the interviews with the English teacher, one of the main problems of the students' speaking ability was their lack of confidence.	The students gained confidence in speaking in English, but it had not been maximal yet because they were still very much depended with the examples given by the researcher.	Most students did what their cue cards said without being too depended with the examples written on the Power Point slides or their note book.
2.	The students lacked vocabulary. It was in reference to the observations and the interviews with the English teacher and the students who said they did not know the meaning of English words.	The students improved their vocabulary but it had not been maximal yet because they were lazy to write the new vocabularies they found or the ones in the glossary provided by the researcher.	Most students wrote the new vocabularies they found during applying the Detective Game and the ones they find in the glossary provided by the researcher.
3.	There was low interaction among the English teacher and the students or the students with other students in the teaching and learning process.	Classroom interaction improved, but there were some students who did not take a part in the discussion to find the conclusion after the game ended. Also interaction among the students was very limited.	Most students interacted with the teacher in the discussion at the end of the game. The interaction among the students was also getting larger.
4.	Students were not enthusiastic in joining the teaching and learning process. Also, there was not speaking	Some students were not enthusiastic in joining the speaking activities, Detective Game, provided by the researcher. They had	Most students were enthusiastic in doing the game and did all the orders shown in their cue cards.

	activity to improve their skill.	chit-chat with their friends or drew pictures in their note book.	
5.	Students' participation was low.	The students were willing to participate in giving their ideas and asking questions to the researcher although some students were still shy to participate in the teaching and learning process of speaking.	Most students participated actively in asking questions, doing what their cue cards said and joining the discussion after the game ended by giving the clues they found during the game.
6.	The mean score of pre-test was 69.5. The standard deviation was 5.72.	The mean score of the first post test was 76,3. The standard deviation was 3.61.	The mean score of the final post-test was 81,4. The standard deviation was 2.63.

As stated before, the quantitative data were derived from the students' speaking tests scores. The scores were based on the pre-test and post- tests that had been done before and after the implementation of the actions. The students' scores are presented in the following table.

Table 7: The Students' Speaking Comprehension Scores

Tests	Number of Students	
	Score ≤ 75	Score ≥ 75
Pre-test	9	4
Post-test 1	1	12
Post-test 2	0	13

In connection with the table above, there were only four students or 30.7% of the total number of students who could pass the passing grade score of 75 in the pre-test. Meanwhile, all of the students could pass the passing grade score when they had done with the post-test 2.

The result of the pre-test and post-tests above was then analysed by using descriptive statistics in SPSS 16.0. The finding is presented in the table below.

Table 8: The Results of Pre-test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	13	60.00	80.00	69.8462	6.24294
Posttest1	13	68.00	84.00	77.2308	4.43760
Posttest2	13	76.00	88.00	82.7692	3.41940
Valid N (listwise)	13				

The above table shows that the mean score of the two post-tests is higher than the mean score of the pre-test. The mean score of the pre-test was 69.8 which was under the passing grade score. However, in Post-test 1, the mean score improved into 77.2 which barely passed the passing grade score. In Post-test 2, the mean score increased significantly into 82.8 which was higher than the passing grade score.

To see the improvements from Pre-test, Post-test 1 or Progress test, and Post-test 2, the following table from SPSS 16.0 was provided. The data were analysed using Repeated Measures Analysis of Variance.

Table 9: The Comparison of the Pre-test and Post-Tests

Pairwise Comparisons						
Measure: MEASURE_1						
(I) Test	(J) Test	Mean Difference (I- J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-7.385 [*]	.888	.000	-9.320	-5.449
	3	-12.923 [*]	1.293	.000	-15.741	-10.105
2	1	7.385 [*]	.888	.000	5.449	9.320
	3	-5.538 [*]	.722	.000	-7.111	-3.966
3	1	12.923 [*]	1.293	.000	10.105	15.741
	2	5.538 [*]	.722	.000	3.966	7.111

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The table states that the mean difference is significant at the .05 level. This means that the difference of mean score of each test is significant if it is lower than or equals with ($\leq$) 0.05. The significances of Post-test 1 to Pre-test, Post-test 2 to Post-test 1 and Post-test 2 to Pre-test were 0.00, which was lower than 0.05. Therefore, it was concluded that the differences or improvements of students' speaking ability based on the tests were significant.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

The previous chapter presents the report after conducting the whole step of implementing detective games to improve students' speaking ability. Therefore, this chapter presents the conclusions of the research, the implications of the research and the suggestions.

A. Conclusions

This research aimed to improve students' speaking ability through playing a game called detective games. The research was conducted with the Grade XI students of Office Administration Department of SMK PGRI I Sentolo as the subjects. The data of the research were collected through class observations and interviews with the English teacher and students. Also, a pre-test was conducted to find the students' speaking ability before the game was implemented. It was an action research study which was carried out in two cycles. Each cycle consisted of two meetings. Cycle 1 was implemented on 11th and 13th August, 2015 while Cycle 2 was implemented on 18th and 19th August, 2015.

In Cycle 1, there was one main activity. It was the implementation of detective games. Besides the main activity, there were some supporting activities such as explaining materials, using classroom English, giving handouts, displaying Power Point slides (Meeting 2), showing video for exercises (Meeting 2), and distributing cue cards. There were two

meetings in Cycle 1. Each meeting used two different detective games. Detective games in Cycle 1 were entitled “The Lost Bicycle” for the first meeting and “Where is My Lovely Cat?” for the second meeting.

In Cycle 2, the activities were over all similar with the ones in Cycle 1. There was one main activity that is the implementation of detective games. The supporting activities were also the same with Cycle 1, such as explaining materials, using classroom English, giving handouts, displaying Power Point slides, showing video exercises, and distributing cue cards. The difference between the activities in Cycle 1 and Cycle 2 was the use of Power Point slides and video exercises was done on both Meeting 1 and Meeting 2 in Cycle 2. Also, due to some problems occurred in Cycle 1, the use of cue cards and the story lines of the game were adjusted to fulfill the objectives of the implication of detective games. In this cycle, there were two meetings. The first meeting used a story line entitled “An Interesting Neighborhood” and the second meeting used a story line entitled “My New Classmates”.

All actions conducted in the implementation brought a positive improvement to the students’ speaking ability. It could be seen through the observations during the implementation. There were also interviews with the English teacher and students that served as proof of the improvements of students’ speaking ability. Besides, the score of the tests showed that there were improvements in students’ speaking ability after the

implementation of the game, for the scores of Post-test 1 were bigger than Pre-test scores and the scores of Post-test 2 were bigger than Post-test 1's.

After the implementation of detective games, there were several changes found. The changes were varied from the English teaching and learning process, students' enthusiasm during speaking activity, students' speaking ability, and the English teacher's way of thinking. To explain all the changes, the researcher described it as follows.

1. The Changes Found in the Teaching and Learning Process

Based on the interviews with the students before the action was implemented, the activity in the teaching and learning process of English only used the conventional one. In other words, the students were given explanation by the teacher and then asked to do some exercises. The activity for improving speaking was also very limited.

However, with the implementation of detective games, there were some changes occurring in the teaching and learning process. It became more fun and interesting. The game was challenging and could grab students' interest. The atmosphere during the teaching and learning process became very relaxing and less stiff. The class turned very lively and so the activity were carried out successfully with everyone actively participating.

2. The Changes of Students' Enthusiasm during the Teaching and Learning Process

Before the implementation of the action, the students lacked enthusiasm towards English teaching and learning process, especially speaking. There were many factors that caused that lack of enthusiasm. They were found out during the classroom observations and interviews.

After the implementation of the action, students showed some enthusiasm improvement. They willingly and actively participated in the activity during the teaching and learning process. The data from classroom observations and interviews with the students showed that they were being more enthusiastic because the activity was fun and they had to study while playing. It helped them reduced their anxiety of speaking in English. They felt more at ease and relaxed compared with when they had to learn English using conventional ways. Thus, they became more enthusiastic during the implementation of the action.

3. The Changes of Students' Speaking Ability after the Implementation of the Action

The change of students' ability after the implementation of detective games could be seen from the scores they gained in the tests. From the result of the tests, the researcher can conclude that students' speaking ability after the implementation of detective games was

improved rather than their ability before the implementation. It is because the results of each test were better than the previous ones. In other words, the result of Post-test 1 was better than Pre-test and the result of Post-test 2 was better than Post-test 1.

4. The Change of the English Teacher's Way of Thinking

The English teacher got new knowledge of various activities that can be used in her teaching and learning process in the future. She was also more aware that teaching could use various activities, not merely explaining something to the students. Other activity such as game could also help students understand the materials.

B. Implications

Based on the results of the research, the implementation of detective games was proved to be effective to improve students' speaking ability. It also made the teaching and learning process, especially speaking, run better. The students were also more enthusiastic and interested in the teaching and learning process of English. The clear explanation of the implication was drawn as follows.

1. Playing detective game was fun and interesting. Everybody was actively involved in the activities. By playing detective games, students were able to speak in English in a more relaxing atmosphere, for they played the game with their classmates. As the result, their English production was improved. It implied that detective games

enhanced students' speaking ability. They became more enthusiastic, active, and confident during the teaching and learning process. The implication itself was related to the theory by Harmer (2007: 352) stated in Chapter II. In a role play, the students could take on roles of a character and expressed thoughts and feelings they did not necessarily share.

2. The use of an LCD projector to help the teacher explained materials was proved to be effective. With the help of an LCD projector, the teacher could display the materials related to the theme of the game. It made the students all the more interested in the activity and the materials given to them. It was because the researcher would prepare some pictures to complement the story. There was also a glossary for each meeting that helped students comprehend the whole story and materials. Thus, the students paid more attention to what the teacher explained. The implication was done in the introduction step of the teaching and learning process in the classrooms. The steps of the teaching and learning process were ruled by the governments in *Standar Proses BSNP (2007)*.
3. Showing videos for examples and exercises could catch students' interest. Before the game was implemented, some materials were conveyed to the students. In order to make the students interested in the materials, some videos were provided to give examples and exercises. The video display was done with the help of an LCD

projector and a sound speaker to make it more interesting. The use of videos successfully grabbed students' attention. They were being more interested and willing to pay attention to the materials explanation. The implication was also done during the introduction step of the teaching and learning process in the classrooms.

4. Handouts were helpful. They were briefer and more practical than textbooks. It made the students learn materials more easily. The students felt that they were not burdened with the conventional thick textbooks, since the handouts were thinner and more concise than most textbooks. Also, the fact that the English teacher rarely used any supporting books was making the handouts even more useful for the students. It could stand as a source of materials or knowledge in the teaching and learning process. Again, the implication was done during the introduction step of the teaching and learning process in the classrooms.
5. The use of cue cards as one of the media in the teaching and learning process made the activities ran smoothly and more effectively. In detective games, one of the most fundamental parts was the use of cue cards to guide the students to follow the activity. Cue cards helped the students to find out what they had to do during the implementation of the detective game. All the information needed and the instructions of what they should do in the game were written in the cue cards. Thus, they could follow the activity and acted their character with the help

of the cue cards. The implication was done in the exploration step of the main activity during the teaching and learning process in the classrooms. The steps of the teaching and learning process were ruled by the governments in *Standar Proses BSNP (2007)*.

6. Classroom English used in carrying out the teaching and learning process of English gave the students chances to hear and to use English effectively. They became more familiar with the expressions used by the researcher. Further, they could respond using English as well. It implied that classroom English gave positive influences to students' speaking ability. The students were used to hearing and responding to classroom English used by the researcher. They understood when and how to use some expressions and could respond them well. The implication was also done in the exploration step of the main activity during the teaching and learning process in the classrooms. The students were given the opportunity to compare what the researcher had explained to them and the language or expressions used by her during the teaching and learning process.
7. Classroom management influenced the success of teaching and learning process. Good classroom management was going to bring out a satisfying result of a teaching and learning process. In the implementation, the researcher managed the classroom by giving the students chances to explore their own knowledge and comprehension towards a certain matter. She also gave them chances to ask questions.

A classroom discussion was also conducted at the end of each meeting. With decent classroom management, the goals of the teaching and learning process could be accomplished. It was related to the alternative to PPP (Presentation-Practice-Production) procedure proposed by Harmer (2007: 66). This was the procedure of teaching in a classroom and was related with how we should manage our class.

8. Doing classroom discussion after each meeting was a good way to allow the students share their opinions. During the implementation, there were discussions at the end of every meeting. It was done to find the conclusion of the game and to reflect on what had been done during the teaching and learning process. In this discussion, students were free to share their thoughts and express their opinions. They could practice their speaking ability by sharing their opinions, and when they made any mistakes in speaking, the researcher would lead them to say the correct words or sentences. She did it subtly so that the students would not feel embarrassed and discouraged to speak in English. This particular activity was able to boost students' confidence to speak and effectively improve their speaking ability. It was a buzz group discussion that had been discussed in Chapter II about widely used speaking strategy proposed by Harmer (2007: 348-352).

C. Suggestions

1. To the students

The Grade XI students of Office Administration Department of SMK PGRI I Sentolo are suggested to practice their speaking a lot, since it will help them improve their speaking ability. When they are in the classroom, they should pay more attention to the materials and be more active in participating in the whole activity. They do not have to be shy or afraid of making mistakes. They should be more confident and do not hesitate to ask something they do not understand to the teacher.

2. To the English teacher

The teaching and learning process should not be a burden to the students. The teacher should be able to provide an activity in which all students can follow. A fun, interesting, and challenging activity like games can be a good alternative of activity in the teaching and learning process. Supporting media such as an LCD projector, a sound speaker, cue cards, pictures, videos, etc. are recommended to be used, for these can make students more interested in the teaching and learning process.

Providing students the chances to explore their own understanding of a certain matter is also important. It will make them more confident with their own ability. Also, a discussion session in which students can share their opinions or ask something they do not understand can give them a good opportunity to practice their speaking. The teacher have to

use English in most of the communication in class. It will give the students an important opportunity to hear and practice their speaking in English.

3. To other researchers

Other researchers who want to conduct researches on the same field are suggested that they implement fun and challenging activity such as detective games in their research. The level of difficulties of the games should be considered and fitted with the students' level of ability.

Other researchers are also suggested that they consider time management. It is necessary to manage time, since playing games needs more time to explain the rules, story, etc. A proper and clear explanation of what the students need to do during the implementation of the game is crucial, for it will determine the success of the action. When the students do not understand the activity clearly, the action will not run smoothly. Reflections after every meeting is important to find parts that should be improved in the next meeting.

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APPENDICES

APPENDIX A
FIELD NOTES

FIELD NOTES

Field Note 1

Location : Classroom
Day/Date : Monday/ August 3rd, 2015
R : Researcher
ET : English Teacher
S : Student

The ET and R entered the classroom and greeted all Ss. Then, the ET asked Ss condition. The Ss said that they were alright. After that, the ET explained that she would teach them English for this year. Apparently, she used to help a Social Science teacher who took a pregnancy break. She also introduced R to the students. She said, "For some meetings onwards, you will be taught by Miss Ismi from UNY. The method she uses is adjusted. If it works, I will use her method in the future."

Then, the lesson started. However, before the lesson started, the ET asked the Ss about *Lembar Kerja Siswa (LKS)* or students' worksheets. She said, "For the book, we will use this *LKS*. The price is RP 5.000, 00. If anyone wants it, I will order it for you." The lesson for that meeting was about daily activity. She asked one of the Ss, "What did you do this morning, Titis?" the S looked confused and looking for her friends' help. The ET also asked all Ss to prepare their answer because she might ask them instead after this Titis S. After receiving various answers from her Ss, she wrote them on the white board. During the lesson, the ET also included some jokes here and there to lighten the mood. For example, she said, "*Mandi Bahasa Inggrisnya apa? Apakah 'take a byurr'?*"

The ET, once again, asked the rest of the Ss who had not given their answers to speak it up. She gave them three minutes to prepare their answer. The Ss were asked to state activities they had done other than taking a bath. Before they answered the question orally, the Ss wrote it down on their notes. Thus, the ET checked on them around the class. She gave comments on Ss' works whether it was correct or not.

Apparently, the ET forgot to check Ss' attendance at the beginning of the class. That was why she then asked who was absent that day. There was one S who was absent. She asked why the S was not coming and the Ss said that the certain S rarely attended school. And then, the ET also asked about date. She said, "What date is today?" She guided her Ss to answer, "*Tanggal 3 bulan Agustus. Bagaimana Bahasa Inggrisnya? August the 2nd.*"

After that, she explained the formulas. She said, "Because today's topic is Daily Activity, I asked you about your activities. It uses Simple Present Tense. Do you know the formula?"

She made sure whether the Ss know the formula or not. She said, "You must know the formula. Mr. Rusdi, the Grade 10 teacher, must have given you the formula." After that, she recollected the Ss' knowledge about the formula. Then, she explained to the Ss what Simple Present Tense is, how to use it, etc. She

explain the use of to be's in the formula. The ET said that to be's can be used to state job or profession.

She also explained that since it was habitual or daily activity, the verbs they used must be in the form of Verb 1. The ET then asked the Ss to make a sentence each using Verb 1. Once the Ss finished, she asked them to read their sentences out loud. She also corrected the mistakes the Ss made in their sentences. After that, she also explained how to use 's/es' behind a verb, how to use gerund, and the use of 'do and does'.

Again, the ET seemed to forget to make a deal with the Ss. She then asked the Ss about the penalty for when they did not do their homework. She said, "Oh, I forgot. What will we do to the students who do not do their homework? Ask them to sing English songs? But, it must not 'Twinkle Twinkle' or 'Happy Birthday'. Or do you want to do it outside? But it is homework anyway. You have to do it at home. So, singing English song it is." The Ss started to complain. However, the ET would not change her decision.

After that, the ET went back to the previous topic of present tense. She explained how to make negative expressions in present tense. She also explained how to use 'not' in the sentence. The interrogative expression in present tense was also explained by her. The ET explained how to make a 'yes-no question' and how to respond to it. After that, she asked the students to write the notes on the white board into their own note books.

And then, the ET gave the Ss a task. The task was making a paragraph containing their activities started from waking up in the morning until they went to school. The ET gave opportunity to the Ss to ask about words or expressions they did not know.

After some times, some of the Ss were asked to read their story out loud. She asked the representatives of both gender, male and female. However, there were some Ss who refused to read it. They reasoned that they did not know how to do it. However, they were indeed seemed not interested in the teaching and learning process since the beginning of the lesson. That was why, the ET kepted encouraging them to make their story orally with the guidance of the ET herself.

Because the time was not enough for the Ss to read all the stories, the ET gave them an additional task as a home work. She asked them to make a story of their activities starting from waking up until they slept again.

After that, she said goodbye to the Ss and left the classroom with the R.

Field Note 2

Location : Classroom

Day/Date : Tuesday/August 11th, 2015

R : Researcher

C/ET : Collaborator/English Teacher

S : Student

The R arrived at school at 06.55. She then went to the teacher room to meet the ET. They were having a small briefing about the teaching learning process of the first meeting of Cycle 1. When the bell rang at 07.15, they went to the class.

The R and ET entered the classroom. The Ss hurriedly gathered their phones and collected them in small bag. Later, the bag of phones was saved in counseling room. After the Ss sit on their chair and the ET permitted the R to start the class, the R greeted the Ss. The Ss answered the greeting. Then, the R led a prayer. After that, the R asked the Ss whether they still remembered her or not. All the Ss said that they remembered who the R was.

After that, the R started the lesson by asking the Ss what they learned in the previous meeting. The Ss said that they studied about daily activity and told the R that there was homework from the ET. The R and the Ss then discussed briefly about the homework. After the homework had been discussed, the R started to explain what she would do in the teaching and learning process in the next four meetings. She explained that they would play Detective Game to improve their speaking ability. The R explained what Detective Game was, the rules, how to play it, the instruments, etc.

The R made sure that the Ss understood all the explanations. She asked a few questions to the students. All students seemed to picture the explanation well. After that, the R gave an opportunity to the Ss to ask anything that they did not understand. None of the Ss asked questions.

The R then distributed the handouts to the Ss. The handouts contained materials that would be useful for the whole implementation of the game. When all Ss had had their handout, she started to explain the materials in the handout. The materials were adjusted to the course grid. Again, after the explanation, the R gave students the opportunity to ask anything that they did not understand. This time, there were several Ss who asked something they did not understand. After the R made sure that all Ss understood the materials, she asked them to make five example sentences of the materials she explained before. The Ss seemed reluctant to do that. However, the R kept encouraging them to do the task and promised them that they could ask the R if they were not sure about their work. Thus, the Ss started to do the task. Once the Ss finished their task, the R asked all of them to write one of their works on the white board. And then, the R and Ss discussed it together to find out the mistakes that should be corrected in their work.

After the activity, the R distributed the cue cards to the Ss. The cards were held upside down, so that the Ss would not be able to see the content of its. Then, each S was asked to choose one of the cards. The Ss were given an opportunity to examine their cue card. They were also given an opportunity to ask the R about the new vocabulary. The R then wrote down the difficult vocabulary that the Ss asked on the white board. Then, all Ss wrote down the glossary on the white board in to their own note books.

The R once again made sure that the Ss understood what they should do during the game. When she was sure that all Ss understood, she asked them to start the game. The Ss started to leave their chairs and approach the people written in their cue cards. They started their act as detectives. They asked every possible suspects of the crime. The Ss seemed to be having fun in the game. However, there were

some students who looked like they were not interested and did not engage in the game. They kept sitting in their chair and only waited their friend to approach them. They did not do the approaching.

After the R felt that it was enough, the R asked the Ss to go back to their seats. Then, The R asked the Ss what they found during the game. There were a few active Ss who answered the question. They told the R what they had found during the game and who they suspected to be the culprit. And then, the R encouraged other Ss to share what they found. The R started with asking the Ss who they were in the game and who they suspected to be the culprit. Bit by bit they started to open up and share their findings. The R also asked Ss' opinion about Detective Game. They said that it was fun, since they had to study while playing. It was not boring at all.

After that, the R did a reflection of the meeting. She concluded the game and also reflected on what should be improved on the next meeting. She also took some inputs from the Ss.

When everything was clear, she closed the lesson by saying goodbye to the Ss.

Field Note 3

Location : Classroom

Day/Date : Thursday/August 13th, 2015

R : Researcher

C/ET : Collaborator/English Teacher

S : Student

The R arrived at school at 07.00. She then went to the teacher room to meet the ET. They were having a small briefing about the teaching learning process of the second meeting of Cycle 1. When the bell rang at 07.15, they went to the class.

The R and ET entered the classroom. The Ss hurriedly gathered their phones and collected them in small bag. Later, the bag of phones was saved in counseling room. After the Ss sit on their chair and the ET permitted the R to start the class, the R greeted the Ss. The Ss answered the greeting. Then, the R led a prayer.

The R started the lesson by reviewing the previous meeting. She was like "Okay, in the previous meeting, we played detective game, did not we? How was it? Was it fun? Or is there any difficulty?" Asked the R. "It was fun, miss. But, it was also difficult because we did not understand the meaning and what to say." Answered the Ss. And then, the R asked them what difficulties they found in the previous meeting. Most of them still said that it was about vocabulary. Since the R had done a reflection before, she knew that there was a vocabulary problem in the field. Thus, she prepared a Power Point slide containing the materials of the day and also a glossary.

The R took out a laptop and a sound speaker from her bag and turned it on. Then, she asked one of the male students in the class to connect the laptop with the LCD Projector which had been taken from the teacher room before the lesson started. The R showed the slides to the Ss. She started to explain the materials for that meeting with the help of Power Point slides and handout. The R continued the

explanation of materials from the handout. She provided additional examples in the Power Point slides to help the Ss understand the materials. She also provided a video to help them practice the expressions. She played the video with the LCD Projector and a sound speaker. After the speaker in the video stopped speaking, she paused the video and asked the Ss to repeat what the speaker said. The Ss seemed to be excited, some of them even asked questions without the R encouraging them. For example, a woman in the video said, "I need a bouquet." The Ss repeated the sentence after the R paused the video. Suddenly, one of the Ss said, "Miss, we can also say 'I want to buy a bouquet', can't we?"

When the researcher was sure they understood the materials, she began to distribute the cue cards. The method to distribute the cue cards was still the same. The cards were held upside down, so that the Ss would not be able to see the content of its. Then, each S was asked to choose one of the cards. After that, she showed the glossary she provided in the Power Point slides. The Ss checked their cue cards and tried to understand it. When they found words they did not understand, they looked at the glossary to find the meaning.

When everything was settled, the R asked the Ss to start the game. The classroom interaction was improved. For example, one of the Ss said, "Good evening, ma'am. Do you see a little kitten around here? It has black fur. It was last seen on the bench right there." And then, the other said, "Good evening, sir. I did see a cat following a bicycle, but then it stopped under the tree over there." They said that only with the help of the cue cards. The students were surprisingly more active in the second meeting.

After the R felt that it was enough, the R asked the Ss to go back to their seats. Then, The R asked the Ss what they found during the game. There were some active Ss who answered the question. They told the R what they had found during the game and where they thought the cat was. And then, the R encouraged other Ss to share what they found. The R started with asking the Ss who they were in the game and where they thought the cat was. Bit by bit they started to open up and share their findings. The R asked the Ss about all clues they had gathered. "So, what information do you get from your investigation?" asked the R. "The cat was following a woman with a bicycle, miss." Answer one of the Ss. "Okay, anything else?", "There was someone who saw it under a tree, miss."

The R also asked Ss' opinion about the use of LCD Projector and sound speaker to show the materials and play the video. They said that it was fun, since the use of the media made the learning more interesting. It was not boring at all with the video, and the glossary part really helped them understanding the materials.

After that, the R did a reflection of the meeting. She concluded the game and also reflected on what should be improved on the next meeting. She also took some inputs from the Ss.

When everything was clear, she closed the lesson by saying goodbye to the Ss.

Field Note 4

Location : Classroom
Day/Date : Tuesday/August 18th, 2105
R : Researcher
C/ET : Collaborator/English Teacher
S : Student

The R arrived at school at 06.50. She then went to the teacher room to meet the ET. They were having a small briefing about the teaching learning process of the first meeting of Cycle 2. When the bell rang at 07.15, they went to the class.

The R and ET entered the classroom. The Ss hurriedly gathered their phones and collected them in small bag. Later, the bag of phones was saved in counseling room. After the Ss sit on their chair and the ET permitted the R to start the class, the R greeted the Ss. The Ss answered the greeting. Then, the R led a prayer.

The R talked about the activities done in the previous meetings. "Do you still remember what we did in the last meeting?" asked the R. "We played a game, miss, Detective Game." "Yes, we did it twice in fact. The first one was about a missing bicycle while the second one was about a missing cat. Did you have fun then?" All Ss answered at once and most of them said "We did have fun, but we sometimes got confused about the meaning."

The R continued to review the previous meetings in Cycle 1. After that, she started to explain to the Ss that the game from that day onwards would be a little bit different. It was because after the discussion with the C, the R found that the previous game limited the Ss to interact only with two people at most. Thus, with the help of the C/ET, she adjusted the game to be more suitable. "Today, we will still play Detective Game, but the story line will be a little bit different from the previous game last week. Later, you will still use cue cards in the game, but there will be two cue cards for each of you. One card contains your personal information, and another one contains the characteristic of a certain person you have to find. For example, there will be 'Find someone who is a doctor.' In your cue card. Then, you have to chat with all people in this room to find a doctor. After that, write down the name of that person behind the instruction." That was the explanation made by the R regarding the little change of the game. "Okay, so far, is there any question about this game?" asked the researcher. One of the students raised her hand and asked, "Then it means we have to make introduction with all people in this room? And when we find people with the same characteristics in the cue cards we write down their name behind the instructions?" The R made sure that all Ss understood the adjusted game. The Ss took the opportunity to ask questions about the adjusted game.

After the explanation about the adjusted game was done, the researcher started to explain the materials for the day. She still used the LCD Projector and the sound speaker. Not so different from the previous meeting, she explained the materials to the Ss and then played a video to improve their understanding. After the explanation, some questions were given to the Ss to check whether they understood the materials or not. Here, if the Ss could not answer the questions, the

teacher gave more explanation about the particular part. The R gave some questions to the Ss randomly to make sure that all of them understood the materials. One of the questions was “Where should we put the question word, Titis? Is it in the front or at the back?”, Titis answered, “At the front, miss.”

When the researcher was sure they understood the materials, she began to distribute the cue cards. The method to distribute the cue cards was still the same. The cards were held upside down, so that the Ss would not be able to see the content of its. Then, each S was asked to choose one of the cards. After that, she showed the glossary she provided in the Power Point slides. The Ss checked their cue cards and tried to understand it. When they found words they did not understand, they looked at the glossary to find the meaning.

When everything was settled, the R asked the Ss to start the game. The classroom interaction was improved. For example, one of the Ss said, “Where do you live?” And then, the other said, “I live in Wates. What about you? Do you live around here?” They said that only with the help of the cue cards.

After the R felt that it was enough, the R asked the Ss to go back to their seats. Then, The R asked the Ss what they found during the game. There were some active Ss who answered the question. For example, the R said, “So, anyone knows the person whose occupation is a doctor?” The R asked the class. The Ss answered all at once saying, “It’s Niken, Miss.” One of them abruptly said, “She even has one child, miss.” Without being asked, the S gave additional information about her -supposed to be doctor- friend.

The R also asked Ss’ opinion about Detective Game. They said that it was fun, since they had to interact with more people, and the characters were interesting. It was not boring at all. After that, the R did a reflection of the meeting. She concluded the game and also reflected on what should be improved on the next meeting. She also took some inputs from the Ss.

When everything was clear, she closed the lesson by saying goodbye to the Ss.

Field Note 5

Location : Classroom
 Day/Date : Wednesday/August 19th, 2015
 R : Researcher
 C/ET : Collaborator/English Teacher
 S : Student

The R arrived at school at 06.50. She then went to the teacher room to meet the ET. They were having a small briefing about the teaching learning process of the second meeting of Cycle 2. When the bell rang at 07.15, they went to the class. The R and ET entered the classroom. The Ss hurriedly gathered their phones and collected them in small bag. Later, the bag of phones was saved in counseling room. After the Ss sit on their chair and the ET permitted the R to start the class, the R greeted the Ss. The Ss answered the greeting. Then, the R led a prayer. The R started the lesson by asking Ss’ opinion about the adjusted Detective Game. “How was the previous game? Was it fun?”. Most of the Ss said, “It was fun. We

enjoyed the game so much because we could make conversations with all people.”, “Any difficulty finding people you have to find from your second cue card?” asked the R. The Ss answered, “No, there wasn’t. It was easy and fun. We could meet lot of people. Also, the information was interesting. There were some people who had already had children.” The Ss answered enthusiastically.

After the review about the previous meeting was done, the R started to explain the materials for the day. She still used the LCD Projector and the sound speaker. Not so different from the previous meeting, she explained the materials to the Ss and then played a video to improve their understanding. After the explanation, some questions were given to the Ss to check whether they understood the materials or not. Here, if the Ss could not answer the questions, the teacher gave more explanation about the particular part. The R gave some questions to the Ss randomly to make sure that all of them understood the materials.

When the researcher was sure they understood the materials, she began to distribute the cue cards. The method to distribute the cue cards was still the same. The cards were held upside down, so that the Ss would not be able to see the content of its. Then, each S was asked to choose one of the cards. After that, she showed the glossary she provided in the Power Point slides. The Ss checked their cue cards and tried to understand it. When they found words they did not understand, they looked at the glossary to find the meaning.

When everything was settled, the R asked the Ss to start the game. In this last meeting, the teaching and learning process ran quite smoothly. The Ss seemed to enjoy the game a lot. It was proved by the fact that some of the passive Ss in the beginning of the implementation were engaged in the game actively. All Ss in the class participated in the game and made conversation with every possible person they met.

After the R felt that it was enough, the R asked the Ss to go back to their seats. Then, The R asked the Ss what they found during the game. There were some active Ss who answered the question.

The R asked the Ss’ opinion about the whole activity in the last four meeting they had. She also asked whether the Ss felt their speaking ability improved or not. The feedback that the R received was positive. The Ss were having fun playing the game and they felt that their ability in speaking was improved.

Thus, the R concluded the whole meeting and said goodbye to the Ss since it was their last meeting.

APPENDIX B

INTERVIEW GUIDELINES AND
INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINE

Before the implementation of the action

For the teacher:

1. What are the difficulties of the students in speaking ability?
2. What kind of activity do you think suitable to solve the difficulties of the students in speaking ability?
3. What is your opinion about the use of detective games to improve students' speaking ability?

For the students:

1. Do you like English?
2. Do you like speaking in English?
3. Is there any difficulty in speaking?
4. What are your difficulties in speaking English?
5. Do you like studying while playing games?

INTERVIEW GUIDELINE

After the implementation (Cycle 1)

For the teacher:

1. What do you think about the implementation of the game today?
2. What do you think about the game?
3. Do you think student's speaking ability is improved?
4. Do you think the students are confident and less nervous to speak?
5. What is your suggestion about the next implementation?

For the students:

1. What do you think about today's activity?
2. Do you like the game?
3. In your opinion, is there anything that should be added to the game?
4. Do you feel more confident to speak in English when we play the game?
5. Do you think this game can help you improve your speaking ability?

INTERVIEW GUIDELINE

After the implementation (Cycle 2)

For the teacher:

1. What do you think about the implementation of the game up until today?
2. What do you think about the game?
3. Do you think student's speaking ability is improved?
4. Do you think the students are confident and less nervous to speak?

For the students:

1. What do you think about today's activity?
2. Do you like the game?
3. Do you feel more confident to speak in English when we play the game?
4. Do you think this game helps you improve your speaking ability?

APPENDIX C
VIGNETTE

VIGNETTE

Day, Date	: Monday, August 3 rd , 2015
Place	: XI AP Classroom and Teachers' Room of SMK PGRI I Sentolo
The researcher arrived at the school at 06.50 to meet the English Teacher, Lestariani, S.Pd. After getting the permission, the researcher and the collaborator who was also the English Teacher went to the classroom to do the class observation. The class started at 07.15. At first, the teacher entered the class and ordered the students to be quiet, since the class was very noisy. After the class began silent, the teacher started the class by greeting and leading a prayer. Then, she checked students' attendance. After that, the teacher explained that for this semester, she would teach English. Apparently, she helped a Social Science teacher who took a pregnancy break the previous semester. After the opening part, she started to begin the lesson. She told the students that they were going to learn about daily activity. She asked the students about what they did in the morning. However, none of the students were willing to volunteer to answer the questions. Therefore, the teacher called out some students to answer her questions. After that, she told the students the formula used in telling daily activity. She explained about Present Tense. The teacher told the students how to make sentences in present tense, how to use the verb, how to make negative sentences, how to make interrogative sentences, etc. And then, the teacher asked the students to make a paragraph about their activity starting from when they woke up until they went to school. The students were given three minutes to finish the task. When the time was over, the teacher called out the students one by one to read their writing out loud. However, the time was not enough for her to listen to every student's writing. Thus, she gave them homework of making a story about their daily activity starting from when they wake up until they sleep again. At the end of the lesson, the teacher concluded the teaching and learning materials and asked the students whether there was any question or not. After that, she closed the teaching and learning activity and said goodbye to the students.	

APPENDIX D
COURSE GRID

SILABUS

NAMA SEKOLAH : SMK PGRI I SENTOLO
 MATA PELAJARAN : BAHASA INGGRIS
 KELAS/SEMESTER : XI / 3
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
 KODE KOMPETENSI :
 ALOKASI WAKTU : 2 cycles

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUBMER BELAJAR
2.1.Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	- Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. - Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari diperagakan dengan benar.	- Talking about hobbies and interests - What do you like doing in your spare time? - I like cooking - Yes – No questions - Are you a secretary? - Question tags - The board meeting starts at seven, doesn't it? - Questions with question words - Where does the boss live? - Why do you come late?	- Listening: – listening to the examples that the researcher gives through videos, recording, or actual talks. - Speaking: – Playing detective game	- Tes lisan - dialog berpasangan - percakapan pendek dengan <i>tester</i>	2 Cycles	<i>Handouts, videos, and recording</i> yang disediakan oleh <i>researcher</i> .

	• Pertanyaan dengan pola <i>question words</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. • Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat.					
2.3.Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	• Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. • Bentuk kata kerja digunakan dalam <i>Simple</i>	• Telling about people's job using the simple present tense: - A cook prepares food. - Pilots fly aeroplanes. • Telling about people's educational background using the simple past tense. - She graduated from SMKN 8	• Listening: – listening to the examples that the researcher gives through videos, recording, or actual talks. • Speaking: – Playing detective game	• Tes lisan - dialog berpasangan - percakapan pendek dengan <i>tester</i>	2 Cycles	<i>Handouts, videos, and recording yang disediakan oleh researcher.</i>

	<i>Past</i> dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. • Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (<i>facts and figures</i>) pada suatu sajian data.	Bandung. - The new secretary learned shorthand at the college. • Expressing facts and figures : - The weather is bad lately.				
2.4.Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	• Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. • Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar.	• Telling about past events - I saw the crowds helping the accident victim. - We had locked the room when she came. • Telling about future plans - The meeting will be over at two pm. - When you arrive at the office, I will be conducting a	• Listening: – listening to the examples that the researcher gives through videos, recording, or actual talks. • Speaking: – Playing detective game	• Tes lisan - dialog berpasangan - percakapan pendek dengan <i>tester</i>	2 Cycles	<i>Handouts, videos, and recording yang disediakan oleh researcher.</i>

		meeting.				
2.5.Mengungkapkan berbagai macam maksud hati	• Ungkapan tentang yang dirasakan saat ini. • Ungkapan tentang kegiatan yang ingin dilakukan	• Telling about feelings - I am very happy that you can win the competition. - Walking around this park is tiring. • Telling about future plans - I am going to go to a state university once I graduate from high school.	• Listening: – listening to the examples that the researcher gives through videos, recording, or actual talks. • Speaking: – Playing detective game	• Tes lisan - dialog berpasangan - percakapan pendek dengan <i>tester</i>	2 Cycles	<i>Handouts, videos, and recording yang disediakan oleh researcher.</i>
2.6.Memahami instruksi - instruksi sederhana	• Memahami dan menjalankan instruksi yang diberikan oleh <i>researcher</i> yang berkaitan dengan <i>Detective Game</i>	• Mampu menjalankan perintah yang diinstruksikan oleh <i>researcher</i> • Mampu memainkan peran yang ditunjukkan dalam <i>cue card</i> dengan baik	• Listening: – listening to the examples that the researcher gives through videos, recording, or actual talks. • Speaking: – Playing detective game	• Tes lisan - dialog berpasangan - percakapan pendek dengan <i>tester</i>	2 Cycles	<i>Handouts, videos, and recording yang disediakan oleh researcher.</i>

APPENDIX D
COURSE GRID

LESSON PLAN

School : SMK PGRI I SENTOLO
Subject : English
Class/Semester : XI/I
Skill : Speaking
Time Allocation : 2 x 45 minutes

I. Competency Standard

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

II. Basic Competencies

- 2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
- 2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan
- 2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang
- 2.5. Mengungkapkan berbagai macam maksud hati
- 2.6. Memahami instruksi-instruksi sederhana

III. Indicators

- 1. Students are able to make and response *yes-no* questions, questions with question tags, and questions with questions words.
- 2. Students are able to tell their hobbies.
- 3. Students are able to tell and explain facts and figures.
- 4. Students can use correct tense to explain present and past events.
- 5. Students are able to express their feelings and wants.

IV. Learning Objectives

At the end of the lesson, students are expected to be able to communicate in English with confidence and precision.

V. Lesson Materials

Detective game: Act I

THE MISSING BICYCLE

Rena goes to school by bicycle every day. One day, however, when school was over and she wanted to take her bicycle from the school's parking lot, she could not find it. She was very sad because she lost her favourite bicycle, and cried. Her friends and teachers came to help her find the thief of her bicycle.

Cue Cards for Detective Game: Act I

THE MISSING BICYCLE

You are Rena. You are sure you parked your bicycle in the parking lot this morning. You suspect one of your friends, Doni, to be the one who took your bicycle. Ask him where he went during the break. Do not let him know that you suspect him.

You are Doni. You are Rena's classmate and you want to help her find the bicycle. During break time, you eat lunch at school's canteen by the parking lot. You saw a friend, Disa, hanging out around Rena's bicycle. Approach him and find out if he is the thief, but do not be so obvious

You are Disa. You are Rena's classmate and you want to help her find her bicycle. During break time, you go to the parking lot to fetch your drink from your own bicycle. By then, you still saw Rena's bicycle next to yours.

You are Hani. You are Rena's bestfriend. You are the one who took her bicycle. You did not steal it. You hide it somewhere else because today is Rena's birthday. You want to give her a surprise. Do not let anyone find out that you are the thief.

You are Mrs. Widya. You are Rena's teacher. You hear the commotion about Rena's bicycle and want to help her find it. Ask all your students about where they went during break time.

You are Arin. You are Rena's classmate and you want to help her find her bicycle. Together with your friend, Hesti, you suspect Nira to be the one who stole Rena's bicycle. They fight to be the number one student in class, after all. Approach her and find out if she is the thief, but do not be so obvious that you suspect her.

You are Hesti. You are Rena's classmate and you want to help her find her bicycle. Together with your friend, Arin, you suspect Nira to be the one who stole Rena's bicycle. They fight to be the number one student in class, after all. Approach her and find out if she is the thief, but do not be so obvious that you suspect her.

You are Nira. You are Rena's classmate. You often compete with her to be the number one student in class. However, you are actually good friends. Help her find the thief by asking her the chronology of the incident.

You are Irma. You are Rena's classmate. You know that Hani is the one who took Rena's bicycle to give her a birthday surprise. Help Hani to avoid the suspicions and help her answer all questions directed to her.

You are Nana. You are Rena's classmate and you want to help her find the bicycle. You think that the bicycle is not stolen. Ask her and make sure that she did not forget where she parked her bicycle.

You are Mrs. Suciwati. You are the headmaster of the school. You heard from Mr. Anto about Rena's bicycle. Ask him about all information from the students!

You are Mr. Narman. You are the school's guard. During the day, you did not see anyone suspicious. You did not even see anyone left the school before the school is over. Tell this fact to Mrs. Suciwati!

You are Putri. You are Rena's classmate and you want to help her find her bicycle. You see that Hani, Rena's bestfriend, is acting weird. Approach her to find out what is wrong, but do not be too obvious!

VI. Time Allocation

- | | |
|-----------------------------------|--------------|
| 1. Introduction and opening | : 5 minutes |
| 2. Explaining the materials | : 20 minutes |
| 3. Main activity/playing the game | : 50 minutes |
| 4. Reflection and conclusion | : 10 minutes |
| 5. Closing | : 5 minutes |

VII. Teaching and Learning Method

The method that will be used is the Presentation-Practice-Production or PPP procedure.

1. Presentation

The teacher explains the rules of the games and how to play it. Materials related to the topic in the form of handouts, videos, and recordings are also going to be shown to the students during this phase.

2. Practice

Guided by the teacher, the students practice what they have learned from the handouts, videos, and recording shown to them. They can practice with friends and the teacher will give them feedbacks or corrections when needed.

3. Production

The students start to produce the expected utterances during the games. They will speak based on the cue cards given to them.

VIII. Teaching and Learning Activities

A. Opening and introduction

1. Pre-activity

- a. The teacher greets the students.

“Good morning, class.”

- b. The teacher asks students’ condition.

“How are you today?”

- c. The teacher introduces herself.

“I’m Ismi Indarti. You are going to learn English with me today.”

- d. The teacher leads a prayer.

“Before we start our study, let’s say our short prayer. Shall we.”

- e. The teacher checks students’ attendance.

“Who’s absent today? What happened to him/her?”

2. Apperception

“Do you know what a detective is?”, “Are you interested becoming one?”

B. Main Activity

1. Exploration

- a. Students learn the materials given by the teacher.
- b. Students explore how the materials match with the activity they are going to do.
- c. Students try to find another expression or vocabulary that is similar to the ones the researcher gives them.

2. Elaboration

- a. Students play detective game.
- b. Students play their character based on the cue cards given to them.
- c. Students elaborate the hints and clues from the cue cards to make the character as convincing as possible.

3. Confirmation

- a. Students confirm whether their elaborations are acceptable or not to their friends and the teacher.
- b. Students can ask questions and confirm something they do not understand when the teacher first explains the rules and materials of the game.

C. Closing

- a. The teacher will conclude and reflect on the activity of playing detective game.
- b. The teacher asks the students about the difficulties they encounter during the game.
- c. The teacher asks the students to learn more about the materials at home.
- d. The teacher closes the lesson by leading a prayer and greetings.

IX. Assessment

- a. The assessment is done during the pre-test and post-tests
- b. Technique : Oral test
- c. Form : Performance
- d. The assessment is using a scoring rubric to get the score of the students.

Assessment Rubric

No	Name	Assessment Aspects					Score
		Communication Effectiveness	Functions	Response	Coherence	Use of Linguistic Features	

The assessment guideline : Attached

Handouts : Attached

Max score : $5 \times 5 \times 4 = 100$

Kulon Progo, 7 July 2015

Researcher

Ismi Indarti

NIM. 11202241054

APPENDICES

The Scale of Test of Spoken English (TSE)

Criteria	Scores	Indicators
Communication effectiveness	5	Communication almost always effective: task performed very competently.
	4	Communication generally effective: task performed competently.
	3	Communication somewhat effective: task performed somewhat competently.
	2	Communication generally not effective: task generally performed poorly.
	1	No effective communication: no evidence of ability to perform task.
Functions	5	Functions performed clearly and effectively.
	4	Functions generally performed clearly and effectively.
	3	Functions performed somewhat clearly and effectively.
	2	Functions generally performed unclearly and ineffectively.
	1	No evidence that functions were performed.
Response	5	Appropriate response to audience/situation,
	4	Generally appropriate response to audience/situation.
	3	Somewhat appropriate response to audience/situation.
	2	Generally inappropriate response to audience/situation.
	1	No evidence of ability to respond to audience/situation.
Coherence	5	Coherent, with effective use of cohesive devices.
	4	Coherent, with some effective use of cohesive devices.
	3	Somewhat coherent, with some use of cohesive devices.
	2	Generally incoherent, with little use of cohesive devices.
	1	Incoherent, with no use of cohesive devices.
Use of Linguistic Features	5	Use of linguistic features almost always effective; communication not affected by minor errors.

	4	Use of linguistic features generally effective; communication generally not affected by errors.
	3	Use of linguistic features somewhat effective; communication sometimes affected by errors.
	2	Use of linguistic features generally poor; communication often impeded by major errors.
	1	Use of linguistic features poor; communication ineffective due to major errors.

HANDOUT FOR SPEAKING

Part I

Asking and Giving Information

A. Hobbies and Interests

Below are the expressions that can be used to tell and ask about hobbies and interests. Do you know other expressions similar to the ones below?

Asking about hobbies	Talking about hobbies
- What is your hobby?	- My hobby is reading books. - My hobbies are singing and dancing.
- What do you like to do in your spare time / free time?	- I like reading books in my free time.
- Are you interested in collecting stamps?	- I am interested in collecting stamps.
- Do you like cooking?	- I like cooking

B. Questioning

The following expressions can be used to ask about something. Below, there are three types of questions.

"yes-no" questions	
- Are you a secretary? - Do you see my bicycle? - Is she a student? - Does Anton go to school by bus?	- Yes, I am a secretary. - No, I don't. - Yes, she is. - No, he doesn't. He goes to school by motorcycle.
Questions with question tags	
✓ Question tags are used to confirm something. ✓ If the sentence is positive, then the question tags must be negative. ✓ If the sentence is negative, then the question tags must be positive. Examples: - The meeting starts at seven, doesn't it? - You see my bicycle in the parking lot, don't you? - You are not the thief, are you? - She is not a teacher, isn't she?	- Yes, it does. It will start at seven. - No, I don't see your bicycle. - No, I am not the thief. No, she isn't a teacher.

Questions with question words

Question words:

What

When

Where

Why

Who

How

Examples:

- What is your name?
- When will the meeting begin?
- Where do you live?
- Why are you crying?
- Who is that girl?
- How do you go to school?

- My name is Fatima.
- The meeting will begin at 2 pm.
- I live in Sentolo.
- I lost my money.
- She is my sister.
- I go to school by bus.

Part II

Present, Past, and Future Events

A. People's Job

Below are the examples of expressions used to describe what people do in their job. The expressions are using Simple Present Tense.

- A cook prepares food.
- Pilots fly aeroplanes.
- Teachers teach their students.
- A tailor makes clothes.

Simple Present Tense: S + V_(s/es) + O

B. People's Educational Background

Below are the examples of expressions used to tell about someone's educational background. The expressions are using Simple Past Tense.

- She graduated from SMK PGRI I Sentolo.
- The new secretary learned shorthand at the college.

Simple Past Tense: S + V₂ + O

C. Future Plans

Below are the examples of expressions used to tell about future plans. The expressions are using Future Tense.

- The meeting will be over at 2 pm.
- The teacher will give you a reward today.
- I am going to find a job after I graduate from high school.
- He is going to go to the beach next holiday.

Future Tense: S + Will + V₁ + C

S + to be + going to + V₁ + C

Part III

Facts and Feelings

A. Expressing Facts and Feelings.

Below are the examples of expressions used to tell about facts and feelings. The expressions are using Present Continuous Tense.

- The weather is bad lately.
- Roses are red.
- I am very happy today.
- Walking around this park is tiring.
- My mother is very caring.

Past Continuous Tense: S + to be + V_{ing}

S + to be + Adj

LESSON PLAN

School : SMK PGRI I SENTOLO
Subject : English
Class/Semester : XI/I
Skill : Speaking
Time Allocation : 2 x 45 minutes

I. Competency Standard

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

II. Basic Competencies

- 2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
- 2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan
- 2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang
- 2.5. Mengungkapkan berbagai macam maksud hati
- 2.6. Memahami instruksi-instruksi sederhana

III. Indicators

- 1. Students are able to make and response *yes-no* questions, questions with question tags, and questions with questions words.
- 2. Students are able to tell their hobbies.
- 3. Students are able to tell and explain facts and figures.
- 4. Students can use correct tense to explain present and past events.
- 5. Students are able to express their feelings and wants.

IV. Learning Objectives

At the end of the lesson, students are expected to be able to communicate in English with confidence and precision.

V. Lesson Materials

Detective game: Act I

WHERE IS MY LOVELY CAT?

Andy has a pet cat named Tobi. Tobi is a male cat with black fur. Andy loves his cat and always takes it to a nearby park every evening. One evening, he felt thirsty and decided to buy some water. He left his cat on a bench in the park. However, when he came back, the cat was nowhere to be seen. He asked the police who happened to pass by the park to help him. The police gathered some witnesses and collected some facts to help them find the cat.

Cue Cards for Detective Game: Act II

WHERE IS MY LOVELY CAT?

Andy has a pet cat named Tobi. Tobi is a male cat with black fur. Andy loves his cat and always takes it to a nearby park every evening. One evening, he felt thirsty and decided to buy some water. He left his cat on a bench in the park. However, when he came back, the cat was nowhere to be seen. He asked the police who happened to pass by the park to help him. The police gathered some witnesses and collected some facts to help them find the cat.

Cue Cards for Detective Game: Act II

Where is My Lovely Cat?

You are Andy. You lost your cat in the park when you left to buy drink. Ask the policeman who pass by the park to help you find Tobi, your cat.

You are Vita, the owner of a bakery near the park. You are asked by the policeman about a black cat. You did see a black kitten following a bicycle, but you saw it stop under a tree, just like what Pita said.

You are Mr. Prabu, the policeman. Gather some information from the passerby to help you find the cat.	You are Mrs. Yumi, the one who usually cleans the park. You are asked by the policeman about a black cat. Just like what the bakery owner said, you saw the cat following a bicycle and then stopping under a big tree.
You are Pita. You jog along the path around the park. You are asked by the policeman about a black cat. Tell him the information needed.	You are Nisa, Andy's friend. Andy called you and Dira to help him find his cat, Tobi. Before you meet Andy, you found Tobi's necklace on the small path near a big tree. Tell the policeman about that.
You are Desi. You play in the park with your friend, Ana. You are asked by the policeman about a black cat, but you did not see it.	You are Dira, Andy's friend. Together with Nisa, you found Tobis's necklace. Tell the policeman about that.
You are Ana. Together with your friend, Desi, you play in the park. You are asked by the policeman about a black cat. Your friend did not see it. However, you saw it run behind a woman who rides a bicycle.	You are Erlin, the drink seller. You served Andy, but did not see any cat. Tell the policeman about that.
You are Mrs. Elisa, the woman with bicycle. You are asked by the policeman about a black cat. However, you did not realize that you were followed by a cat.	You are Mrs. Yuni. You usually take a walk around the park with your 5 year old son. However, today you heard a cat meowing in the corner of the park near a big tree. Tell the policeman about that.

	You are Beti. You walk around the park every evening. However, you did not see any cat today. Tell the policeman about that.
--	--

VI. Time Allocation

- | | |
|-----------------------------------|--------------|
| 1. Introduction and opening | : 5 minutes |
| 2. Explaining the materials | : 20 minutes |
| 3. Main activity/playing the game | : 50 minutes |
| 4. Reflection and conclusion | : 10 minutes |
| 5. Closing | : 5 minutes |

VII. Teaching and Learning Method

The method that will be used is the Presentation-Practice-Production or PPP procedure.

1. Presentation

The teacher explains the rules of the games and how to play it. Materials related to the topic in the form of handouts, videos, and recordings are also going to be shown to the students during this phase.

2. Practice

Guided by the teacher, the students practice what they have learned from the handouts, videos, and recording shown to them. They can practice with friends and the teacher will give them feedbacks or corrections when needed.

3. Production

The students start to produce the expected utterances during the games. They will speak based on the cue cards given to them.

VIII. Teaching and Learning Activities

A. Opening and introduction

1. Pre-activity

- a. The teacher greets the students.

“Good morning, class.”

- b. The teacher asks students’ condition.

“How are you today?”

- c. The teacher introduces herself.

“I’m Ismi Indarti. You are going to learn English with me today.”

- d. The teacher leads a prayer.

“Before we start our study, let’s say our short prayer. Shall we.”

- e. The teacher checks students’ attendance.

“Who’s absent today? What happened to him/her?”

2. Apperception

“Do you know what a detective is?”, “Are you interested becoming one?”

B. Main Activity

1. Exploration

- a. Students learn the materials given by the teacher.
- b. Students explore how the materials match with the activity they are going to do.
- c. Students try to find another expression or vocabulary that is similar to the ones the researcher gives them.

2. Elaboration

- a. Students play detective game.
 - b. Students play their character based on the cue cards given to them.
 - c. Students elaborate the hints and clues from the cue cards to make the character as convincing as possible.
3. Confirmation
- a. Students confirm whether their elaborations are acceptable or not to their friends and the teacher.
 - b. Students can ask questions and confirm something they do not understand when the teacher first explains the rules and materials of the game.

C. Closing

- a. The teacher will conclude and reflect on the activity of playing detective game.
- b. The teacher asks the students about the difficulties they encounter during the game.
- c. The teacher asks the students to learn more about the materials at home.
- d. The teacher closes the lesson by leading a prayer and greetings.

IX. Assessment

- a. The assessment is done during the pre-test and post-tests
- b. Technique : Oral test
- c. Form : Performance
- d. The assessment is using a scoring rubric to get the score of the students.

Assessment Rubric

No	Name	Assessment Aspects					Score
		Communication Effectiveness	Functions	Response	Coherence	Use of Linguistic Features	

The assessment guideline : Attached

Handouts : Attached

Max score : $5 \times 5 \times 4 = 100$

Kulon Progo, 10 July 2015

Researcher

Ismi Indarti

NIM. 11202241054

APPENDICES

The Scale of Test of Spoken English (TSE)

Criteria	Scores	Indicators
Communication effectiveness	5	Communication almost always effective: task performed very competently.
	4	Communication generally effective: task performed competently.
	3	Communication somewhat effective: task performed somewhat competently.
	2	Communication generally not effective: task generally performed poorly.
	1	No effective communication: no evidence of ability to perform task.
Functions	5	Functions performed clearly and effectively.
	4	Functions generally performed clearly and effectively.
	3	Functions performed somewhat clearly and effectively.
	2	Functions generally performed unclearly and ineffectively.
	1	No evidence that functions were performed.
Response	5	Appropriate response to audience/situation,
	4	Generally appropriate response to audience/situation.
	3	Somewhat appropriate response to audience/situation.
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	4	Coherent, with some effective use of cohesive devices.
	3	Somewhat coherent, with some use of cohesive devices.
	2	Generally incoherent, with little use of cohesive devices.
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Use of Linguistic Features	5	Use of linguistic features almost always effective; communication not affected by minor errors.

	4	Use of linguistic features generally effective; communication generally not affected by errors.
	3	Use of linguistic features somewhat effective; communication sometimes affected by errors.
	2	Use of linguistic features generally poor; communication often impeded by major errors.
	1	Use of linguistic features poor; communication ineffective due to major errors.

HANDOUT FOR SPEAKING

Part I

Asking and Giving Information

A. Hobbies and Interests

Below are the expressions that can be used to tell and ask about hobbies and interests. Do you know other expressions similar to the ones below?

Asking about hobbies	Talking about hobbies
- What is your hobby?	- My hobby is reading books. - My hobbies are singing and dancing.
- What do you like to do in your spare time / free time?	- I like reading books in my free time.
- Are you interested in collecting stamps?	- I am interested in collecting stamps.
- Do you like cooking?	- I like cooking

B. Questioning

The following expressions can be used to ask about something. Below, there are three types of questions.

"yes-no" questions	
- Are you a secretary? - Do you see my bicycle? - Is she a student? - Does Anton go to school by bus?	- Yes, I am a secretary. - No, I don't. - Yes, she is. - No, he doesn't. He goes to school by motorcycle.
Questions with question tags	
✓ Question tags are used to confirm something. ✓ If the sentence is positive, then the question tags must be negative. ✓ If the sentence is negative, then the question tags must be positive. Examples: - The meeting starts at seven, doesn't it? - You see my bicycle in the parking lot, don't you? - You are not the thief, are you? - She is not a teacher, isn't she?	- Yes, it does. It will start at seven. - No, I don't see your bicycle. - No, I am not the thief. No, she isn't a teacher.

Questions with question words

Question words:

What

When

Where

Why

Who

How

Examples:

- What is your name?
- When will the meeting begin?
- Where do you live?
- Why are you crying?
- Who is that girl?
- How do you go to school?

- My name is Fatima.
- The meeting will begin at 2 pm.
- I live in Sentolo.
- I lost my money.
- She is my sister.
- I go to school by bus.

Part II

Present, Past, and Future Events

A. People's Job

Below are the examples of expressions used to describe what people do in their job. The expressions are using Simple Present Tense.

- A cook prepares food.
- Pilots fly aeroplanes.
- Teachers teach their students.
- A tailor makes clothes.

Simple Present Tense: S + V_(s/es) + O

B. People's Educational Background

Below are the examples of expressions used to tell about someone's educational background. The expressions are using Simple Past Tense.

- She graduated from SMK PGRI I Sentolo.
- The new secretary learned shorthand at the college.

Simple Past Tense: S + V₂ + O

C. Future Plans

Below are the examples of expressions used to tell about future plans. The expressions are using Future Tense.

- The meeting will be over at 2 pm.
- The teacher will give you a reward today.
- I am going to find a job after I graduate from high school.
- He is going to go to the beach next holiday.

Future Tense: S + Will + V₁ + C

S + to be + going to + V₁ + C

Part III

Facts and Feelings

A. Expressing Facts and Feelings.

Below are the examples of expressions used to tell about facts and feelings. The expressions are using Present Continuous Tense.

- The weather is bad lately.
- Roses are red.
- I am very happy today.
- Walking around this park is tiring.
- My mother is very caring.

Past Continuous Tense: S + to be + V_{ing}

S + to be + Adj

LESSON PLAN

School : SMK PGRI I SENTOLO
Subject : English
Class/Semester : XI/I
Skill : Speaking
Time Allocation : 2 x 45 minutes

I. Competency Standard

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

II. Basic Competencies

- 2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
- 2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan
- 2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang
- 2.5. Mengungkapkan berbagai macam maksud hati
- 2.6. Memahami instruksi-instruksi sederhana

III. Indicators

- 1. Students are able to make and response *yes-no* questions, questions with question tags, and questions with questions words.
- 2. Students are able to tell their hobbies.
- 3. Students are able to tell and explain facts and figures.
- 4. Students can use correct tense to explain present and past events.
- 5. Students are able to express their feelings and wants.

IV. Learning Objectives

At the end of the lesson, students are expected to be able to communicate in English with confidence and precision.

V. Lesson Materials

Detective game: Act III

AN INTERESTING NEIGHBOURHOOD

You are invited to a gathering party of your new neighbourhood. There, you meet a lot of new people with various interesting jobs and hobbies. Find out who they are and what they like to do in their spare time.

Cue Cards for Detective Game: Act III

AN INTERESTING NEIGHBOURHOOD

Age : 26 Lives in Sentolo Married One child : Dika Job : Accountant Hobbies : Swimming	Find someone: 1. Who is a Doctor 2. Who has three children 3. Who watches TV everyday 4. Who lives in Srandakan 5. Who is 24 year old 6. Who likes listening to the music
Age : 25 Lives in Wates Single Job : Secretary Hobbies : Fishing	Find someone: 1. Who likes flowers 2. Who is a teacher 3. Who is 30 year old 4. Who lives in Milir 5. Who likes reading novels 6. Who is a housewife
Age : 30 Lives in Srandakan Married Two children: Maika and Ruri Job : Teacher Hobbies : Gardening	Find someone: 1. Who is an accountant 2. Who is 25 year old 3. Who is a university student 4. Who likes singing and dancing 5. Who lives in Magiran 6. Who has one child named Doni

Age : 22 Lives in Nanggulan Single Job : University student Hobbies : Sightseeing	Find someone: 1. Who likes collecting stamps 2. Who is an accountant 3. Who lives in Wetan Pasar 4. Who is a taxi driver 5. Who likes playing with cats 6. Who is 20 year old
Age : 23 Lives in Milir Married No children Job : Taxi driver Hobbies : Listening to the music	Find someone: 1. Who likes swimming 2. Who is 24 year old 3. Who is a waiter 4. Who likes arranging flowers 5. Who lives in Wates 6. Who has two children named Putra and Putri
Age : 28 Lives in Pengasih Married One child : Rumi Job : Housewife Hobbies : cooking	Find someone: 1. Who is a secretary 2. Who likes Painting 3. Who lives in Sleman 4. Who likes fishing 5. Who has one child named Dika 6. Who is 23 year old
Age : 24 Lives in Wetan Pasar Single Job : Civil servant Hobbies : Collecting stamps	Find someone: 1. Who is a Nurse 2. Who likes watching TV 3. Who has three children 4. Who is 29 year old 5. Who likes fishing 6. Who lives in Jl. Sentolo
Age : 21 Lives in Lendah Married Three children : Riri, Riza, Rere Job : Waiter Hobbies : Playing with cats	Find Someone: 1. Who is a pilot 2. Who is 30 year old 3. Who likes sightseeing 4. Who lives in Panjatan 5. Who has two children named Maika and Ruri 6. Who is a sales manager
Age : 27 Lives in Galur Single	Find someone: 1. Who lives in Lendah 2. Who likes cooking

Job : Pilot Hobbies : Watching TV	3. Who has a child name Dika 4. Who is a doctor 5. Who is 28 year old 6. Who is a university student
Age : 29 Lives in Panjatan Married One child : Doni Job : Doctor Hobbies : Reading novels	Find someone: 1. Who is a florist 2. Who is a civil servant 3. Who likes gardening 4. Who lives in Sentolo 5. Who is 21 year old 6. Who has two children named Putra and Putri
Age : 31 Lives in Mangiran Married Two children: Putra and Putri Job : Nurse Hobbies : Painting	Find someone: 1. Who is a secretary 2. Who likes swimming 3. Who is 24 year old 4. Who lives in Wetan Pasar 5. Who likes arranging frowers 6. Who is a doctor
Age : 22 Lives in Sleman Single Job : Sales Manager Hobbies : Singing and dancing	Find someone: 1. Who is a Nurse 2. Who is a Pilot 3. Who has three children 4. Who lives in Lendah 5. Who likes arranging flowers 6. Who is 25 year old
Age : 20 Lives in Jl. Sentolo Single Job : Florist Hobbies : Arranging Flowers	Find someone: 1. Who likes swimming 2. Who is a secretary 3. Who is 23 year old 4. Who lives in Galur 5. Who is a taxi driver 6. Who likes cooking

VI. Time Allocation

1. Introduction and opening : 5 minutes
2. Explaining the materials : 20 minutes
3. Main activity/playing the game : 50 minutes

- 4. Reflection and conclusion : 10 minutes
- 5. Closing : 5 minutes

VII. Teaching and Learning Method

The method that will be used is the Presentation-Practice-Production or PPP procedure.

1. Presentation

The teacher explains the rules of the games and how to play it. Materials related to the topic in the form of handouts, videos, and recordings are also going to be shown to the students during this phase.

2. Practice

Guided by the teacher, the students practice what they have learned from the handouts, videos, and recording shown to them. They can practice with friends and the teacher will give them feedbacks or corrections when needed.

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The students start to produce the expected utterances during the games. They will speak based on the cue cards given to them.

VIII. Teaching and Learning Activities

A. Opening and introduction

1. Pre-activity

- a. The teacher greets the students.

“Good morning, class.”

- b. The teacher asks students’ condition.

“How are you today?”

- c. The teacher introduces herself.

“I’m Ismi Indarti. You are going to learn English with me today.”

- d. The teacher leads a prayer.

“Before we start our study, let’s say our short prayer. Shall we.”

- e. The teacher checks students’ attendance.

“Who’s absent today? What happened to him/her?”

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“Do you know what a detective is?”, “Are you interested becoming one?”

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1. Exploration

- a. Students learn the materials given by the teacher.
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- c. Students try to find another expression or vocabulary that is similar to the ones the researcher gives them.

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- b. Students play their character based on the cue cards given to them.
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- a. Students confirm whether their elaborations are acceptable or not to their friends and the teacher.
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The assessment guideline : Attached

Handouts : Attached

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Kulon Progo, 15 Agustus 2015

Researcher

Ismi Indarti

NIM. 11202241054

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HANDOUT FOR SPEAKING

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Questions with question words

Question words:

What

When

Where

Why

Who

How

Examples:

- What is your name?
- When will the meeting begin?
- Where do you live?
- Why are you crying?
- Who is that girl?
- How do you go to school?

- My name is Fatima.
- The meeting will begin at 2 pm.
- I live in Sentolo.
- I lost my money.
- She is my sister.
- I go to school by bus.

Part II

Present, Past, and Future Events

A. People's Job

Below are the examples of expressions used to describe what people do in their job. The expressions are using Simple Present Tense.

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Simple Present Tense: S + V_(s/es) + O

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Below are the examples of expressions used to tell about future plans. The expressions are using Future Tense.

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- The teacher will give you a reward today.
- I am going to find a job after I graduate from high school.
- He is going to go to the beach next holiday.

Future Tense: S + Will + V₁ + C

S + to be + going to + V₁ + C

Part III

Facts and Feelings

A. Expressing Facts and Feelings.

Below are the examples of expressions used to tell about facts and feelings. The expressions are using Present Continuous Tense.

- The weather is bad lately.
- Roses are red.
- I am very happy today.
- Walking around this park is tiring.
- My mother is very caring.

Past Continuous Tense: S + to be + V_{ing}

S + to be + Adj

LESSON PLAN

School : SMK PGRI I SENTOLO
Subject : English
Class/Semester : XI/I
Skill : Speaking
Time Allocation : 2 x 45 minutes

I. Competency Standard

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

II. Basic Competencies

- 2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
- 2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan
- 2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang
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- 2.6. Memahami instruksi-instruksi sederhana

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- 1. Students are able to make and response *yes-no* questions, questions with question tags, and questions with questions words.
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- 4. Students can use correct tense to explain present and past events.
- 5. Students are able to express their feelings and wants.

IV. Learning Objectives

At the end of the lesson, students are expected to be able to communicate in English with confidence and precision.

V. Lesson Materials

Detective game: Act IV

MY NEW CLASSMATES

You are in a new school and a new class. There are many new friends. They come from various Junior High Schools. Find out who they are and their personal information. Make sure to make friends with them.

Cue Cards for Detective Game: Act IV

MY NEW CLASSMATES

Age : 15 Live in Wates Hobbies : Swimming Previous school : SMP N 1 Wates Parent : Mr. Suji Favourite Colour : Blue	Find someone: 1. Who likes reading 2. Who lives in Wetan Pasar 3. Whose parent is Mrs. Murti 4. Who lives in Srandakan 5. Who likes red 6. Who went to SMP 2 Sleman
Age : 15 Live in Sentolo Hobbies : Reading Previous school : SMP N 4 Sentolo Parent : Mr. Bono Favourite Colour : Pink	Find someone: 1. Who lives in Milir 2. Who likes green 3. Whose parent is Mr. Andi 4. Who likes cooking 5. Who went to SMP 3 Sentolo 6. Who Likes yellow
Age : 15 Live in Wetan Pasar Hobbies : Singing Previous school : SMP N 4 Wates Parent : Mr. Lukman Favourite Colour : Green	Find someone: 1. Who likes dancing 2. Whose parent is Mrs. Suci 3. Who likes blue 4. Who went to SMP 2 Pengasih 5. Who lives in Magiran 6. Who likes purple

Age : 16 Live in Lendah Hobbies : Dancing Previous school : SMP N 2 Lendah Parent : Mrs. Murti Favourite Colour : Orange	Find someone: 1. Who likes collecting toys 2. Who went to SMP 1 Galur 3. Whose parent is Mr. Puji 4. Who likes White 5. Who lives in Nanggulan 6. Who live in Jl. Sentolo
Age : 16 Live in Srandakan Hobbies : Cooking Previous school : SMP N 2 Srandakan Parent : Mr. Puji Favourite Colour : Yellow	Find someone: 1. Who likes singing 2. Who likes red 3. Whose parent is Mr. Bono 4. Who lives in Lendah 5. Who lives in Wates 6. Who went to SMP 2 Nanggulan
Age : 15 Live in Galur Hobbies : Collecting toys Previous school : SMP N 1 Galur Parent : Mr. Sugiman Favourite Colour : Violet	Find someone: 1. Who lives in Sentolo 2. Who likes Drawing 3. Who lives in Sleman 4. Whose parent is Mr. Lukman 5. Who went to SMP 1 Wates 6. Who likes black
Age : 16 Live in Nanggulan Hobbies : Fishing Previous school : SMP N 2 Nanggulan Parent : Mrs. Mawar Favourite Colour : Black	Find someone: 1. Who likes swimming 2. Who likes watching TV 3. Whose parent is Mr. Suji 4. Who likes orange 5. Who went to SMP 1 Wates 6. Who lives in Milir
Age : 16 Live in Panjatan Hobbies : Running Previous school : SMP N 1 Panjatan Parent : Mr. Andi Favourite Colour : Grey	Find Someone: 1. Who likes fishing 2. Whose parent is Mrs. Mawar 3. Who likes sightseeing 4. Who likes brown 5. Who went to SMP 3 Sentolo 6. Who lives in Galur
Age : 16 Live in Milir Hobbies : Sightseeing	Find someone: 1. Who lives in Lendah 2. Who likes cooking

Previous school : SMP N 2 Pengasih Parent : Mrs. Neni Favourite Colour : Purple	3. Who went to SMP P N 1 Panjatan 4. Who likes running 5. Who likes Silver 6. Whose parent is Mrs. Laila
Age : 15 Live in Mangiran Hobbies : Watching TV Previous school : SMP N 1 Sentolo Parent : Mrs. Laila Favourite Colour : White	Find someone: 1. Who likes listening to the music 2. Who lives in Milir 3. Who likes grey 4. Who went tp SMP 1 Pengasih 5. Whose parent is Mr. Anton 6. Who likes cooking
Age : 15 Live in Pengasih Hobbies : Playing football Previous school : SMP N 1 Pengasih Parent : Mr. Anton Favourite Colour : Red	Find someone: 1. Who likes yellow 2. Who likes swimming 3. Who live in Sleman 4. Who went to SMP 4 Wates 5. Whose parent is Mr. Suji 6. Who likes running
Age : 15 Live in Jl. Sentolo Hobbies : Listening to the music Previous school : SMP N 3 Sentolo Parent : Mrs. Suci Favourite Colour : Brown	Find someone: 1. Who likes drawing 2. Who went to SMP 1 Panjatan 3. Who likes green 4. Who lives in Lendah 5. Whose parent is Mr. Joni 6. Who likes fishing
Age : 15 Live in Sleman Hobbies : Drawing Previous school : SMP N 2 Sleman Parent : Mr. Joni Favourite Colour : Silver	Find someone: 1. Who likes swimming 2. Who went to SMP 1 wates 3. Who likes yellow 4. Who lives in Galur 5. Whose parent is Mrs. Suci 6. Who likes cooking

VI. Time Allocation

- | | |
|-----------------------------------|--------------|
| 1. Introduction and opening | : 5 minutes |
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The method that will be used is the Presentation-Practice-Production or PPP procedure.

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The teacher explains the rules of the games and how to play it. Materials related to the topic in the form of handouts, videos, and recordings are also going to be shown to the students during this phase.

2. Practice

Guided by the teacher, the students practice what they have learned from the handouts, videos, and recording shown to them. They can practice with friends and the teacher will give them feedbacks or corrections when needed.

3. Production

The students start to produce the expected utterances during the games. They will speak based on the cue cards given to them.

VIII. Teaching and Learning Activities

A. Opening and introduction

1. Pre-activity

- a. The teacher greets the students.

“Good morning, class.”

- b. The teacher asks students' condition.

"How are you today?"

- c. The teacher introduces herself.

"I'm Ismi Indarti. You are going to learn English with me today."

- d. The teacher leads a prayer.

"Before we start our study, let's say our short prayer. Shall we."

- e. The teacher checks students' attendance.

"Who's absent today? What happened to him/her?"

2. Apperception

"Do you know what a detective is?", "Are you interested becoming one?"

B. Main Activity

1. Exploration

- a. Students learn the materials given by the teacher.
- b. Students explore how the materials match with the activity they are going to do.
- c. Students try to find another expression or vocabulary that is similar to the ones the researcher gives them.

2. Elaboration

- a. Students play detective game.
- b. Students play their character based on the cue cards given to them.
- c. Students elaborate the hints and clues from the cue cards to make the character as convincing as possible.

3. Confirmation

- a. Students confirm whether their elaborations are acceptable or not to their friends and the teacher.

- b. Students can ask questions and confirm something they do not understand when the teacher first explains the rules and materials of the game.

C. Closing

- a. The teacher will conclude and reflect on the activity of playing detective game.
- b. The teacher asks the students about the difficulties they encounter during the game.
- c. The teacher asks the students to learn more about the materials at home.
- d. The teacher closes the lesson by leading a prayer and greetings.

IX. Assessment

- a. The assessment is done during the pre-test and post-tests
- b. Technique : Oral test
- c. Form : Performance
- d. The assessment is using a scoring rubric to get the score of the students.

Assessment Rubric

No	Name	Assessment Aspects					Score
		Communication Effectiveness	Functions	Response	Coherence	Use of Linguistic Features	

The assessment guideline : Attached

Handouts : Attached

Max score : 5 x 5 x 4 = 100

Kulon Progo, 15 Agustus 2015

Researcher

Ismi Indarti

NIM. 11202241054

APPENDICES

The Scale of Test of Spoken English (TSE)

Criteria	Scores	Indicators
Communication effectiveness	5	Communication almost always effective: task performed very competently.
	4	Communication generally effective: task performed competently.
	3	Communication somewhat effective: task performed somewhat competently.
	2	Communication generally not effective: task generally performed poorly.
	1	No effective communication: no evidence of ability to perform task.
Functions	5	Functions performed clearly and effectively.
	4	Functions generally performed clearly and effectively.
	3	Functions performed somewhat clearly and effectively.
	2	Functions generally performed unclearly and ineffectively.
	1	No evidence that functions were performed.
Response	5	Appropriate response to audience/situation,
	4	Generally appropriate response to audience/situation.
	3	Somewhat appropriate response to audience/situation.
	2	Generally inappropriate response to audience/situation.
	1	No evidence of ability to respond to audience/situation.
Coherence	5	Coherent, with effective use of cohesive devices.
	4	Coherent, with some effective use of cohesive devices.
	3	Somewhat coherent, with some use of cohesive devices.
	2	Generally incoherent, with little use of cohesive devices.
	1	Incoherent, with no use of cohesive devices.
Use of Linguistic Features	5	Use of linguistic features almost always effective; communication not affected by minor errors.

	4	Use of linguistic features generally effective; communication generally not affected by errors.
	3	Use of linguistic features somewhat effective; communication sometimes affected by errors.
	2	Use of linguistic features generally poor; communication often impeded by major errors.
	1	Use of linguistic features poor; communication ineffective due to major errors.

HANDOUT FOR SPEAKING

Part I

Asking and Giving Information

A. Hobbies and Interests

Below are the expressions that can be used to tell and ask about hobbies and interests. Do you know other expressions similar to the ones below?

Asking about hobbies	Talking about hobbies
- What is your hobby?	- My hobby is reading books. - My hobbies are singing and dancing.
- What do you like to do in your spare time / free time?	- I like reading books in my free time.
- Are you interested in collecting stamps?	- I am interested in collecting stamps.
- Do you like cooking?	- I like cooking

B. Questioning

The following expressions can be used to ask about something. Below, there are three types of questions.

"yes-no" questions	
- Are you a secretary? - Do you see my bicycle? - Is she a student? - Does Anton go to school by bus?	- Yes, I am a secretary. - No, I don't. - Yes, she is. - No, he doesn't. He goes to school by motorcycle.
Questions with question tags	
✓ Question tags are used to confirm something. ✓ If the sentence is positive, then the question tags must be negative. ✓ If the sentence is negative, then the question tags must be positive. Examples: - The meeting starts at seven, doesn't it? - You see my bicycle in the parking lot, don't you? - You are not the thief, are you? - She is not a teacher, isn't she?	- Yes, it does. It will start at seven. - No, I don't see your bicycle. - No, I am not the thief. No, she isn't a teacher.

Questions with question words

Question words:

What

When

Where

Why

Who

How

Examples:

- What is your name?
- When will the meeting begin?
- Where do you live?
- Why are you crying?
- Who is that girl?
- How do you go to school?

- My name is Fatima.
- The meeting will begin at 2 pm.
- I live in Sentolo.
- I lost my money.
- She is my sister.
- I go to school by bus.

Part II

Present, Past, and Future Events

A. People's Job

Below are the examples of expressions used to describe what people do in their job. The expressions are using Simple Present Tense.

- A cook prepares food.
- Pilots fly aeroplanes.
- Teachers teach their students.
- A tailor makes clothes.

Simple Present Tense: S + V_(s/es) + O

B. People's Educational Background

Below are the examples of expressions used to tell about someone's educational background. The expressions are using Simple Past Tense.

- She graduated from SMK PGRI I Sentolo.
- The new secretary learned shorthand at the college.

Simple Past Tense: S + V₂ + O

C. Future Plans

Below are the examples of expressions used to tell about future plans. The expressions are using Future Tense.

- The meeting will be over at 2 pm.
- The teacher will give you a reward today.
- I am going to find a job after I graduate from high school.
- He is going to go to the beach next holiday.

Future Tense: S + Will + V₁ + C

S + to be + going to + V₁ + C

Part III

Facts and Feelings

A. Expressing Facts and Feelings.

Below are the examples of expressions used to tell about facts and feelings. The expressions are using Present Continuous Tense.

- The weather is bad lately.
- Roses are red.
- I am very happy today.
- Walking around this park is tiring.
- My mother is very caring.

Past Continuous Tense: S + to be + V_{ing}

S + to be + Adj

APPENDIX F
HANDOUT

HANDOUT FOR SPEAKING

Part I

Asking and Giving Information

A. Hobbies and Interests

Below are the expressions that can be used to tell and ask about hobbies and interests. Do you know other expressions similar to the ones below?

Asking about hobbies	Talking about hobbies
- What is your hobby?	- My hobby is reading books. - My hobbies are singing and dancing.
- What do you like to do in your spare time / free time?	- I like reading books in my free time.
- Are you interested in collecting stamps?	- I am interested in collecting stamps.
- Do you like cooking?	- I like cooking

B. Questioning

The following expressions can be used to ask about something. Below, there are three types of questions.

"yes-no" questions	
- Are you a secretary? - Do you see my bicycle? - Is she a student? - Does Anton go to school by bus?	- Yes, I am a secretary. - No, I don't. - Yes, she is. - No, he doesn't. He goes to school by motorcycle.
Questions with question tags	
✓ Question tags are used to confirm something. ✓ If the sentence is positive, then the question tags must be negative. ✓ If the sentence is negative, then the question tags must be positive. Examples: - The meeting starts at seven, doesn't it? - You see my bicycle in the parking lot, don't you? - You are not the thief, are you? - She is not a teacher, isn't she?	- Yes, it does. It will start at seven. - No, I don't see your bicycle. - No, I am not the thief. No, she isn't a teacher.

Questions with question words

Question words:

What

When

Where

Why

Who

How

Examples:

- What is your name?
- When will the meeting begin?
- Where do you live?
- Why are you crying?
- Who is that girl?
- How do you go to school?

- My name is Fatima.
- The meeting will begin at 2 pm.
- I live in Sentolo.
- I lost my money.
- She is my sister.
- I go to school by bus.

Part II

Present, Past, and Future Events

A. People's Job

Below are the examples of expressions used to describe what people do in their job. The expressions are using Simple Present Tense.

- A cook prepares food.
- Pilots fly aeroplanes.
- Teachers teach their students.
- A tailor makes clothes.

Simple Present Tense: S + V_(s/es) + O

B. People's Educational Background

Below are the examples of expressions used to tell about someone's educational background. The expressions are using Simple Past Tense.

- She graduated from SMK PGRI I Sentolo.
- The new secretary learned shorthand at the college.

Simple Past Tense: S + V₂ + O

C. Future Plans

Below are the examples of expressions used to tell about future plans. The expressions are using Future Tense.

- The meeting will be over at 2 pm.
- The teacher will give you a reward today.
- I am going to find a job after I graduate from high school.
- He is going to go to the beach next holiday.

Future Tense: S + Will + V₁ + C

S + to be + going to + V₁ + C

Part III

Facts and Feelings

A. Expressing Facts and Feelings.

Below are the examples of expressions used to tell about facts and feelings. The expressions are using Present Continuous Tense.

- The weather is bad lately.
- Roses are red.
- I am very happy today.
- Walking around this park is tiring.
- My mother is very caring.

Past Continuous Tense: S + to be + V_{ing}

S + to be + Adj

APPENDIX G
THEMES FOR DETECTIVE GAMES

DETECTIVE GAME

1. Detective game: Act I

THE MISSING BICYCLE

Rena goes to school by bicycle every day. One day, however, when school was over and she wanted to take her bicycle from the school's parking lot, she could not find it. She was very sad because she lost her favourite bicycle, and cried. Her friends and teachers came to help her find the thief of her bicycle.

2. Detective game: Act II

WHERE IS MY LOVELY CAT?

Andy has a pet cat named Tobi. Tobi is a male cat with black fur. Andy loves his cat and always takes it to a nearby park every evening. One evening, he felt thirsty and decided to buy some water. He left his cat in a bench in the park. However, when he came back, the cat was nowhere to be seen. He asked the police who happened to pass by the park to help him. The police gathered some witnesses and collected some facts to help them find the cat.

3. Detective game: Act III

AN INTERESTING NEIGHBOURHOOD

You are invited to a gathering party of your new neighbourhood. There, you meet a lot of new people with various interesting jobs and hobbies. Find out who they are and what they like to do in their spare time.

4. Detective game: Act IV

MY NEW CLASSMATES

You are in a new school and a new class. There are many new friends. They come from various Junior High Schools. Find out who they are and their personal information. Make sure to make friends with them.

APPENDIX H
OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

NO.	OBSERVATION ITEMS	CHECKLIST	
		YES	NO
1	Teaching and learning process		✓
	a. The teacher reviews the last materials.		✓
	b. The teacher asks whether there are any questions about the last materials.	✓	
	c. The students are ready to learn.	✓	
	d. The students respond to the teacher's questions.	✓	
	e. The teacher explains today's materials.	✓	
	f. The teacher uses any media.	✓	
	g. The teacher gives chances to the students to ask questions or give opinions.	✓	
	h. The students are active in asking questions and giving opinions.		✓
	i. The teacher asks the students to perform or do exercises about the materials.	✓	
	j. The teacher gives feedbacks to the performance or the students' answers.	✓	
	k. The teacher summarizes materials given.	✓	
	l. The teacher gives reflection about the teaching and learning process		✓

	m. The teacher gives preview of the next materials		✓
2	Classroom facilities		
	a. There are enough tables and chairs for students	✓	
	b. There are a table and a chair for the teacher.	✓	
	c. There is a whiteboard or blackboard or both.	✓	
	d. There are chalks or board markers.	✓	
	e. There are erasers for the board.	✓	
	f. There is a projector.		✓
	g. There are some power sockets.	✓	
	h. There is a class administration book.	✓	
	i. There is an attendance board.		✓
	j. There is a wall clock.	✓	

**OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING
PROCESS OF CYCLE 1**

Teaching and Learning Process		Meetings			
		1		2	
		Yes	No	Yes	No
A. Opening					
1.	The teacher greets the students.	✓		✓	
2.	The students respond to the greeting.	✓		✓	
3.	The teacher leads a prayer.	✓		✓	
4.	The teacher checks the students' attendance.	✓		✓	
5.	The teacher tells the students the teaching and learning goal.	✓		✓	
B. Pre-Teaching					
1.	The teacher explains the games, rules, how to play it.	✓			✓
2.	The teacher displays Power Point slides using LCD projector.		✓	✓	
3.	The teacher shows a video/ pictures related to the topic.		✓	✓	
4.	The teacher asks the students some questions related to the video.		✓	✓	
5.	The students answer the teacher's questions.		✓	✓	
C. While Teaching					
1.	The teacher explains materials related to the topic.	✓		✓	

2.	The researcher distributes the handouts.	✓			✓
3.	The teacher gives chances to the students to ask questions or give opinions.	✓		✓	
4.	The teacher distributes the cue cards.	✓		✓	
5.	The teacher displays the glossary through LCD projector.		✓	✓	
6.	The teacher gives a chance to the students to ask about new vocabularies.	✓		✓	
D. Post-Teaching					
7.	The students play Detective Game.	✓		✓	
8.	The students perform speaking activity.	✓		✓	
E. Closing					
1.	The teacher and the students do a classroom discussion to find the game's conclusion.	✓		✓	
2.	The teacher asks the students' difficulties during the game,	✓		✓	
3.	The teacher gives reflection towards the teaching and learning process.	✓		✓	
4.	The teacher gives the students the next meeting topic.	✓		✓	
5.	The teacher gives the students the last chance to ask	✓		✓	

	questions.				
6.	The teacher leads a prayer.	✓		✓	
7.	The teacher says goodbye to the students.	✓		✓	

**OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING
PROCESS OF CYCLE 2**

Teaching and Learning Process		Meetings			
		1		2	
		Yes	No	Yes	No
F. Opening					
1.	The teacher greets the students.	✓		✓	
2.	The students respond to the greeting.	✓		✓	
3.	The teacher leads a prayer.	✓		✓	
4.	The teacher checks the students' attendance.	✓		✓	
5.	The teacher tells the students the teaching and learning goal.	✓		✓	
G. Pre-Teaching					
1.	The teacher explains the games, rules, how to play it.	✓			✓
2.	The teacher displays Power Point slides using LCD projector.	✓		✓	
3.	The teacher shows a video/ pictures related to the topic.	✓		✓	
4.	The teacher asks the students some questions related to the video.	✓		✓	
5.	The students answer the teacher's questions.	✓		✓	
H. While Teaching					
1.	The teacher explains materials related to the topic.	✓		✓	

2.	The researcher distributes the handouts.		✓		✓
3.	The teacher gives chances to the students to ask questions or give opinions.	✓		✓	
4.	The teacher distributes the cue cards.	✓		✓	
5.	The teacher displays the glossary through LCD projector.	✓		✓	
6.	The teacher gives a chance to the students to ask about new vocabularies.	✓		✓	
I. Post-Teaching					
7.	The students play Detective Game.	✓		✓	
8.	The students perform speaking activity.	✓		✓	
J. Closing					
1.	The teacher and the students do a classroom discussion to find the game's conclusion.	✓		✓	
2.	The teacher asks the students' difficulties during the game,	✓		✓	
3.	The teacher gives reflection towards the teaching and learning process.	✓		✓	
4.	The teacher gives the students the next meeting topic.	✓		✓	
5.	The teacher gives the students the last chance to ask	✓		✓	

	questions.				
6.	The teacher leads a prayer.	✓		✓	
7.	The teacher says goodbye to the students.	✓		✓	

APPENDIX I
PRE-TEST AND POST-TESTS

SITUATIONS FOR PRE-TEST

SITUATION I You are chatting in a classroom with a friend before the lesson is started. Student A: 1. Ask your friend about his/her father's job. 2. Ask about what his or her father does in his job. Student B: 1. Answer your friend's questions. 2. Ask him/her back about his/her father's job.	SITUATION II You meet a friend in a party. Friend A: 1. Ask your friend about another friend he/she knows. 2. Ask about where this friend lives. Friend B: 1. Answer your friend's question and say that the friend in question is your schoolmate in junior high. 2. Answer the question about your friend's address.	SITUATION III You are in your office waiting for a meeting to begin. Employee A: 1. Ask for a confirmation from your colleague whether or not the meeting will start at 2 pm. 2. Ask whether your friend is ready for the meeting or not. Employee B: 1. Answer your friend's question and say that the meeting will start at 1 pm, not 2 pm. 2. Say that you are ready for the meeting and ask your friend the same question.	SITUATION IV You are chatting in a classroom with a friend before the lesson is started. Student A: 1. Ask your friend about his/her holiday. 2. Ask his/her feeling about the holiday and will he/she go there again for the next holiday? Student B: 1. Tell your friend that you went to a beach the last holiday. 2. Tell him/her whether you are happy or not in the beach and tell your friend you are going somewhere else for the next holiday.
--	--	--	---

SITUATION FOR POST-TEST 1

In Post-test 1, the students were interviewed by the teacher about their character in the game. The questions were as follows.

1. What is your name?
2. What did you do in the park?
3. Did you see the cat?
4. Where did you see it?

SITUATION FOR POST-TEST 2

In Post-test 2, the students were asked to make a conversation with their friend. They worked in pairs. They were asked to make a conversation about personal information, as if it was the first time they met.

APPENDIX J
SCORING RUBRIC

The Scale of Test of Spoken English (TSE)

Criteria	Scores	Indicators
Communication effectiveness	5	Communication almost always effective: task performed very competently.
	4	Communication generally effective: task performed competently.
	3	Communication somewhat effective: task performed somewhat competently.
	2	Communication generally not effective: task generally performed poorly.
	1	No effective communication: no evidence of ability to perform task.
Functions	5	Functions performed clearly and effectively.
	4	Functions generally performed clearly and effectively.
	3	Functions performed somewhat clearly and effectively.
	2	Functions generally performed unclearly and ineffectively.
	1	No evidence that functions were performed.
Response	5	Appropriate response to audience/situation,
	4	Generally appropriate response to audience/situation.
	3	Somewhat appropriate response to audience/situation.
	2	Generally inappropriate response to audience/situation.
	1	No evidence of ability to respond to audience/situation.
Coherence	5	Coherent, with effective use of cohesive devices.
	4	Coherent, with some effective use of cohesive devices.
	3	Somewhat coherent, with some use of cohesive devices.
	2	Generally incoherent, with little use of cohesive devices.
	1	Incoherent, with no use of cohesive devices.
Use of Linguistic Features	5	Use of linguistic features almost always effective; communication not affected by minor errors.
	4	Use of linguistic features generally effective; communication generally not

		affected by errors.
	3	Use of linguistic features somewhat effective; communication sometimes affected by errors.
	2	Use of linguistic features generally poor; communication often impeded by major errors.
	1	Use of linguistic features poor; communication ineffective due to major errors.

Assessment Rubric

No	Name	Assessment Aspects					Score
		Communication Effectiveness	Functions	Response	Coherence	Use of Linguistic Features	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

Highest Score : 25 x 4= 100

APPENDIX K
ATTENDANCE LIST

STUDENTS' ATTENDANCE LIST

No	Name	Meetings			
		1	2	3	4
1	Student 1	✓	✓	✓	✓
2	Student 2	✓	✓	✓	✓
3	Student 3	✓	✓	✓	✓
4	Student 4	✓	✓	✓	✓
5	Student 5	✓	✓	✓	✓
6	Student 6	✓	✓	✓	✓
7	Student 7	✓	✓	✓	✓
8	Student 8	✓	✓	✓	✓
9	Student 9	✓	✓	✓	✓
10	Student 10	✓	✓	✓	✓
11	Student 11	✓	✓	✓	✓
12	Student 12	✓	✓	✓	✓
13	Student 13	✓	✓	✓	✓

APPENDIX L
STUDENTS' SCORES

STUDENTS' PRE-TEST SCORE

Test : Pre-test

Date : August 5th, 2015

No	Name	Score of Each Category					Total Score	Final Score
		CE 0-5	F 0-5	R 0-5	C 0-5	ULF 0-5		
1	Student 1	4	4	4	4	3	19	76
2	Student 2	4	4	4	3	4	19	76
3	Student 3	4	3	3	2	3	15	60
4	Student 4	4	3	4	2	3	16	64
5	Student 5	4	3	4	3	3	17	68
6	Student 6	3	4	3	3	4	17	68
7	Student 7	4	4	3	3	3	17	68
8	Student 8	3	4	4	3	3	17	68
9	Student 9	4	3	3	3	3	16	64
10	Student 10	3	4	3	4	3	17	68
11	Student 11	4	4	4	4	4	20	80
12	Student 12	3	3	3	4	4	17	68
13	Student 13	4	4	4	4	4	20	80

STUDENTS' POST-TEST 1 SCORE

Test : Post-test

Date : August 13th, 2015

No	Name	Score of Each Category					Total Score	Final Score
		CE 0-5	F 0-5	R 0-5	C 0-5	ULF 0-5		
1	Student 1	4	4	4	4	4	20	80
2	Student 2	4	4	4	4	4	20	80
3	Student 3	4	3	3	4	3	17	68
4	Student 4	4	4	4	4	3	19	76
5	Student 5	4	3	3	4	4	18	72
6	Student 6	4	4	4	3	4	19	76
7	Student 7	3	4	4	4	4	19	76
8	Student 8	3	4	4	4	4	19	76
9	Student 9	3	4	4	4	4	19	76
10	Student 10	3	3	4	4	4	19	76
11	Student 11	4	4	5	4	4	21	84
12	Student 12	4	4	4	4	4	20	80
13	Student 13	4	4	4	4	5	21	84

STUDENTS' POST-TEST 2 SCORE

Test : Post-test

Date : August 19th, 2015

No	Name	Score of Each Category					Total Score	Final Score
		CE 0-5	F 0-5	R 0-5	C 0-5	ULF 0-5		
1	Student 1	4	4	5	4	4	21	84
2	Student 2	4	4	4	4	4	20	80
3	Student 3	4	4	4	4	3	19	76
4	Student 4	4	4	4	4	4	20	80
5	Student 5	4	4	4	4	4	20	80
6	Student 6	4	5	4	4	4	21	84
7	Student 7	5	4	4	4	4	21	84
8	Student 8	4	4	4	4	4	20	80
9	Student 9	4	4	5	4	4	21	84
10	Student 10	4	4	4	5	4	21	84
11	Student 11	4	5	5	4	4	22	88
12	Student 12	4	5	5	4	3	21	84
13	Student 13	4	4	5	5	4	22	88

APPENDIX M
PHOTOGRAPHS

PHOTOGRAPHS



Appendix Picture 1 : During Classroom Observation



Appendix Picture 2 : During Classroom Observation



Appendix Picture 3 : During Classroom Observation



Appendix Picture 4 : Materials Explanation of Cycle 1 (Meeting 1)



Appendix Picture 5 : Students' interaction of Cycle 1 (Meeting 1)



Appendix Picture 6 : Students' Interaction of Cycle 1 (Meeting 2)



Appendix Picture 7 : Students' Interaction of Cycle 2 (Meeting 1)



Appendix Picture 8 : Students' Interaction of Cycle 2 (Meeting 1)



Appendix Picture 9 : Students' Interaction of Cycle 2 (Meeting 2)

APPENDIX N
PERMIT LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 502c/UN.34.12/DT/V/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Observasi

Yogyakarta, 22 Mei 2015

Kepada Yth.
Kepala SMK PGRI 1 Sentolo

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

*Improving English Speaking Ability of Class XI Accounting Department Students of
SMK PGRI 1 Sentolo Through Playing Detective Game*

Mahasiswa dimaksud adalah :

Nama	: ISMI INDARTI
NIM	: 11202241054
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: 25 – 30 Mei 2015
Lokasi Observasi	: SMK PGRI 1 Sentolo

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

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

a.n. Dekan
Kasubag Pendidikan FBS,

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



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN PGRI
SMK PGRI 1 SENTOLO**

**KOMPETENSI KEAHLIAN :
Akuntansi (B)-Adm. Perkantoran (B) – Jasa Boga (Terdaftar)
Nomor : 21.01/BAP-SM/TU/XII/2013**

Alamat : Jl. Raya Sentolo Km. 18 Kulon Progo IIP. ☎ 08156860423 Yogyakarta ✉ 55664

Nomor : 3422SMK PGRI/VI/2015
Lamp. : 1 Lembar
Hal : Balasan Izin Observasi

K e p a d a
Yth : Dekan Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta
Di Yogyakarta

Dengan hormat,

Menanggapi surat Saudara, No. 502c/UN.34.12/DT/V/2015 tertanggal 22 Mei 2015 tentang permohonan Izin Observasi yang dilaksanakan di SMK PGRI 1 Sentolo untuk penyusunan Tugas Akhir Skripsi (TAS) /Tugas Akhir Karya Seni (TAKS) bagi mahasiswa :

Nama : ISMI INDARTI
No. Mahasiswa : 11202241054
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving English Speaking Ability of Class XI Accounting
Department Students of SMK PGRI 1 Sentolo Through Playing
Detective Game
Waktu : 25 – 30 Mei 2015

Dengan ini SMK PGRI 1 Sentolo siap menerima dan mengizinkan untuk Tempat Observasi.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Sentolo, 3 Juni 2015

Kepala Sekolah,



Dra. NUR AINI SULISTYAWATI
NIP. 19660212 199103 2 008