IMPROVING LISTENING SKILLS THROUGH INTERACTIVE GAMES IN THE SEVENTH GRADE AT SMP N 2 KALASAN IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as fulfillment of the requirements to attain

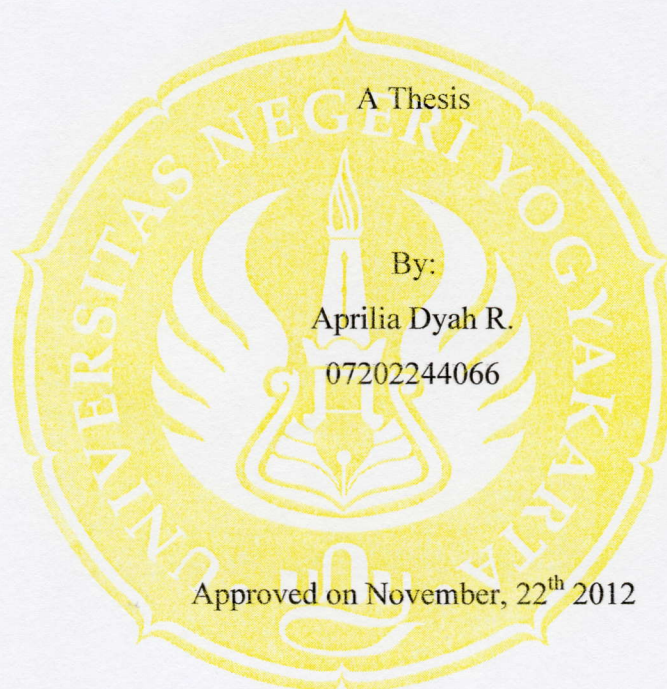A *Sarjana Pendidikan* degree in English Education

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL SHEET

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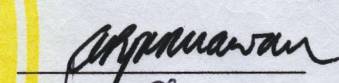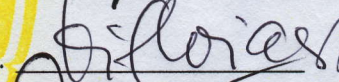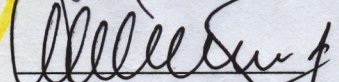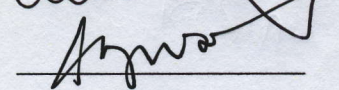
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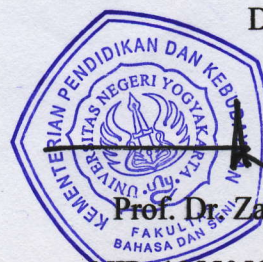|		
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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil perkerjaan 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.

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

Yogyakarta, 13 Desember 2012

Aprilia Dyah R

DEDICATION

In the name of Alloh SWT, I dedicate my thesis to my beloved mother and father.

Thank you for all the continuous prayers, support, and endless love.

MOTTOS

Do not spend most of your time worrying about things that have never happened

(Mark Twain)

I am young but I am willing to learn

(Queen Victoria)

Everything starts with a dream

(Genkidesh)

And when the rain blows, as shadows grow close don't be afraid there's nothing you can't face

(Anonym)

ACKNOWLEDGEMENTS

I am grateful to my friends in English Education Department and my family who always cheer me up everyday that I cannot mention one by one. Thank you so much.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis. Yogyakarta,

November 2012

The writer,

Aprilia Dyah R

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IMPROVING LISTENING SKILLS THROUGH INTERACTIVE GAMES IN THE SEVENTH GRADE STUDENTS AT SMPN 2 KALASAN IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRACT

The objective of this research is to improve the students' listening skill in the seventh grade at SMPN 2 Kalasan in the academic year of 2012/2013 through interactive language games.

This research was an action research study that consisted of two cycles. Each cycle consisted of two meetings. There were two kinds of data. The first data were qualitative. To obtain the qualitative data, the researcher conducted observation and interviews, and took photographs. The instruments were interview guidelines, field notes, and observation checklists. The qualitative data were in the form of field notes, observation checklists result, and photographic data. Meanwhile, the quantitative data were gained by assessing the students' ability through the listening tests conducted at the end of each cycle. To deal with the problems, the researcher implemented the actions of using interactive games. Those games were doing what you're told, pointing, Simon says, pass the ball, the sheriffs and the bandits, the whisper race, the great shopping race and go shopping one.

The results of the first cycle show that the implementation of interactive games is successful to improve the students' listening skills. However, there was still a weakness which was the researcher explained the materials too fast. Meanwhile, the results of the second cycle show that the implementation of interactive language games is successful to improve the students' listening skills. The indicators of the success of the implementation are all students could respond to the teacher's questions and instructions orally or physically. The second indicator is that the students could recognize the word classes and the rules. The research findings are supported by the result of means of the students' listening scores that improved from 7.25 in Cycle 1 to 8.56 in Cycle 2.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international languages. Most people in the world such as Indonesian, Malaysian and Korean use it to communicate with others. English is also a prerequirement to get a job. That is why it is learned and taught in schools in Indonesia. As in Junior High School, the students are expected to be able to communicate in English.

There are four skills of English that must be mastered by the students. They are listening, speaking, reading and writing. They are divided into two categories: receptive and productive skills. Listening itself is a receptive skill because it involves responding to a text, rather than producing a text. It involves making sense of the meaningful sounds or language. Good listening comprehension ability is something that one should have in order to get any information from oral materials.

However, the student's listening ability is still low. Similarly, in a listening class at SMPN 2 Kalasan, there were different achievements among students. It was caused by many factors from both the English teacher and the students. The factors from the teacher were that the teacher did not use media and he or she applied conventional technique. The factors from the students were that the students did not like the English course, the students did not know the meaning of English words, and the students had low motivation to learn English.

The major cause was that the teacher of SMPN 2 Kalasan only used a conventional technique such as dictation to teach listening. It cannot improve the students' listening skill because it makes the students get bored. In dictation, students are passive because they only sit then listen what the teacher said. The use of media with technology or instructional media in teaching listening was rarely implemented. The lack of the media as teaching aids made the students felt bored.

In teaching listening, the teacher may apply an appropriate technique, so the students can improve their listening skill especially for the seventh grade students. It is because the seventh grade students are in the period of transition from children to teenagers. They still love playing in the class. They should not learn in serious activity such as they only listen to the teacher's explanation. It means the teacher cannot use the general technique or media such as dictation or tape recorder. Here, the teacher technique is used as stimulus to grow the students' motivation in the teaching-learning process.

Games are the most popular technique because most of the seventh grade students like games. Games can make the students enjoy, they are more likely to take risks, make mistakes without having feelings of failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns. On the other hand, the dictation technique is the teacher's favorite technique when he or she teaches listening. By using games, the teacher can make the students more interested because they will be active in the class when they learn listening. Therefore, the students can play the games and study listening in the same time.

Based on the reasons above, the researcher considers that the problems in students' listening ability are very important to be solved. Therefore, conducting the research on this area is necessary because it offers the teacher to improve the students' achievement in listening skill.

B. Identification of the Problem

As stated before, the student's listening skill of SMPN 2 Kalasan was relatively low. They dealt with the teaching-learning components. An ideal learning condition can be reached if all learning components maximally cooperate. The components include students, teachers, materials, techniques, and media. They cannot be separated from one to another to achieve the learning objective.

To identify the problems in the field, the researcher initially observed the teaching-learning process in the seventh grade of SMPN 2 Kalasan. From the initial observation, the researcher managed to identify some problems in the English teaching learning processes. The researcher then classified them into several groups. They were described as follows.

The first problem was concerned with the students. The students were the main subject of the teaching-learning process and they had their own competence. The problems related with the students were the students did not pay attention to the teacher, the students were not confident and they were passive. The students did not pay attention because the students were not interested and too bored with the lesson, so they were busy with their friends and themselves. When the teacher

asked them to answer a question, some of them asked to other friends. The next students' problem was that they were not confident. They were shy with their classmates if they made mistakes. The last problem was the students were passive in the class because they did not know how to respond to the teacher. For example, the students were confused how to answer the teacher question.

The second problem was concerned with the English teacher. The teacher admitted that the greatest problem that might have led to the failure of English teaching learning processes was related to the fact that she hardly knew to direct the students' attention to the lesson. The teacher could not maximally manage the students in the class. The teacher's classroom management was one of the important things to make sure all materials are transferred and the class condition is conducive for teaching-learning activity. The teacher could not handle the students especially the students in back rows.

The next factor was the materials. A good material should be interesting and motivating, because it could support the students to think. The teacher only used a course book and *LKS*. It was boring and very monotonous. In the teaching-learning activity, the students did not have the course book because those books were from the school. After the lesson finished, those books should back to the school library. The students could not bring this book to study at home. The students used it in pairs because the number of the books was limited, so they could not study it at home.

The next problem was related to the media. The English teacher did not use media in the teaching-learning process especially in teaching listening. The

use of media was very useful and helpful especially in teaching the students in Junior High School. By using media, the students will be motivated to learn the materials. There were a lot of media that can be chosen in the teaching listening such as computer or tape recorder. Moreover, media can also improve students' enthusiasm in listening activities. Unfortunately, the teacher did not realize the importance of media as the teaching and learning aids which helped students to learn in better and easier ways

The last problem was the teaching technique that influenced the students' listening ability. An appropriate technique could improve the students' motivation to learn English. The teacher applied some conventional techniques like dictation to teach listening skill. She did not apply any interesting techniques. The interesting techniques would make the students interested in the lesson and they were not bored during the lesson. The materials would also be transferred to the students well.

One of the popular techniques is games. Games are appropriate because seventh grade students are in the period of transition and they basically still like to play games. Those can make students play and study in the same time. By using games, the students will feel happy, so the materials can be learnt well.

C. Limitation of the Problems

From the problems identified above, the researcher found the problems that lead to the students' low achievement in the listening class. They are concerned with the teacher's techniques. It is very clear that the appropriate

techniques are important in teaching-learning English. There are many kinds of techniques that are used in the teaching-learning process. The most popular techniques are games.

Based on the problems described, the researcher chooses to limit the study problems related to the interactive games based on two reasons. First reason is she considers that the playing games become important factor to learn English and to improve the students' communication skills, especially listening skills. The second one is interactive games make the students enjoy during the lesson. When the students enjoy the lesson, the materials can approve well by them.

Therefore, this study was focused on improving the students' listening skill through interactive games in the classroom setting attended by the students of VIIA SMPN 2 Kalasan. The problem to be solved is going to be limited, that is improving the students' listening skills through interactive games.

D. Formulation of the Problem

The problem of the research can be formulated as follows.

How are interactive games implemented to improve the listening skills for seventh grade students at SMPN 2 Kalasan in the academic year of 2012/2013?

E. Research Objective

The answers of the questions formulated above should be found out. The researcher then focused on the objective as follows.

To describe the ways of applying interactive games in the class activities at SMPN 2 Kalasan in the academic year of 2012/2013.

F. Significance of the Study

In general, it is expected that the result of the research can give some contribution to the teaching-learning process and that the result can be useful, especially to the following parties.

1. To the teacher

The results of this study are expected to provide information about some effective interactive games and the effective ways of applying them in class activities to improve the students' listening skills.

2. To the researcher herself

The research can develop her motivation through the problem-solving process and a valuable experience related to her knowledge in research on education.

3. To other researchers

Hopefully, other researchers can use this research as a reference in conducting similar research in this area.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents theories which underlie this research. The discussion of this chapter is divided into three main parts. They are a theoretical review, relevant studies on the area, and the conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

1. Listening Skill

a. The Definition of Listening

Listening is a receptive skill which involves responding to the oral language rather than producing the written language. It is very useful in the habitual action. Helgensen and Brown (2007:3) say, "Listening competence is larger than speaking competence".

There are many definitions of listening as Helgensen and Brown (2007; 4) cited:

1. "Listening is the process of constructing meaning from spoken input. It means listening is not only hearing what people say but also comprehend it" (Rost, 2007:3).

2. "Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listeners' expectations, the situation and context, background knowledge and topic" (Richards and Schmidt, 2002:313).

All the definitions above for listening share similar words such as active and construct. It means the listeners do more than simply decoding what they hear. Rubin in Helgensen and Brown (2007:3) completes the definition by adding the words active and interpret. Here, "active" means the information from the visual or auditory clues and relate to what already know by the listeners. Select is the process of making sense of the input, the listeners use only constituent of the incoming information. On the other hand, "interpret" means listeners use their background knowledge to decipher what is going on and figure out what speakers intend (Helgensen and Brown, 2007:3).

Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Brown (2001: 249) that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. So, from all the definitions above, it can be concluded that listening is the complex and active processes of interpretation in which listeners match what they hear with what they already know.

Listening involves doing many things : dealing with the characteristics of the spoken language, using context and the knowledge of the world, understanding different text types, understanding different speeds of speech and accents (Spratt, 2005: 31). Actually, listening is different from hearing. Listening is an active skill because the listener may construct the meaning from what the speaker said. According to Helgensen and Brown (2007:7), listening requires the active intention and the active intention is the part of the hearer. It depends on how much the intention the listeners are paying it. If the people just hear the information, but something important comes on such hot news or gossip, it is called as listen. The listeners are actively paying attention then interpreting what already they hear.

Based on the descriptions above, listening is different from hearing because listening is a process of constructing meaning from the speakers' input. It cannot be separated from human being because without listening, people cannot communicate effectively.

b. Models for Teaching Listening

Listening comprehension has difficult models of learning process. They are bottom-up, top-down and interactive processing (Nunan, 2003:26). They are presented as follows.

1) Bottom-up model

Helgensen and Brown (2007:7) explain that the bottom-up model processing is how the listener is trying to make sense by focusing on the different parts like grammar, vocabulary and sounds. The advantage of this model is that it

is to see all the parts of the language. On the other hand, the disadvantage of this model is that the learners will miss some information such as to take the metaphor a step further an unknown word or a new piece of grammar.

2) Top-down model

It is the opposite of the bottom-up model. In the bottom-up models, the learners start from their background knowledge, either general information based on the previous learning and life experience (content schemata) or awareness of the kinds of information used in a given situation (textual schemata). For example, the language in public places such as banks, hospitals or airports is different from the language that people use in socializing with their friends. On the other hand, the top-down model has a disadvantage. That is the learners will miss a lot of the details information about the language. However, in general, they understand it.

3) Interactive processing

This is the combination of bottom-up and top-down models (Peterson in Nunan, 2003:29). For example, in the class, the students are brainstorming related to the topic. In that process, they base their information on their experience (top-down) as they generate the vocabulary and the sentence (bottom-up data). The students tend to listen to a foreign language by using the "bottom-up" model because in the school, the teachers often teach based on the building block of the word and the structure (Helgensen and Brown, 2007:7).

Based on the descriptions above, there are the three models of the learning listening process. They are bottom-up, top-down and interactive processing. Each

model has its own characteristic, advantages and disadvantages. Teachers have to be selective in deciding which model would best fit their needs.

c. Micro- and Macroskills of Listening

All English skills always have their macro- and microskills. Each macro- and microskill is different from one another. The listening skill also has its micro- and macroskills. Those are very useful to assess the listening especially for test makers to carefully to identify the assessment objectives. Brown (2004:121) says microskills attend to smaller bits and chucks of the language, in more of a bottom-up process and macroskills focus on the larger elements involved in a top-down approach to a listening task.

Following are the 17 microskills and macroskills, which provide different objectives to assess listening.

Table 1. Micro- and macroskills of listening (adapted from Richards in Brown 2004:122)

Microskills
1. Discriminate among the distinctive sound of English.
2. Retain chucks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significant.
6. Process speech at different rates of delivery
7. Process speech containing pauses, errors, corrections, and other performance variable
8. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), pattern, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse

> Macroskill
> 1. Recognize the communicative functions of utterance, according to situations, participants, goals.
> 2. Infer situations, participants, goals using real-world knowledge
> 3. From events, ideas, and so on, descried, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
> 4. Distinguish between literal and implied meaning.
> 5. Use facial, kinesic, body language, and other nonverbal clues decipher meaning
> 6. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack

According to Richards in Brown (2004:123) through a checklist of micro-skills of listening, the test makers can get the best idea of what techniques need to cover in the domain of listening comprehension. It will help the test makers to make the listening materials or any listening test easier.

From the definitions above, it can be summarized that macro- and microskills of listening help the test makers to develop their test. It will also help the teachers to assess listening. Macroskills focus on smaller pieces and chucks of the language in the top-down model and microkills focus on the larger elements involved in the bottom-up model.

d. Teaching Listening

To achieve successful English language learning, teachers must teach the students the four language skills, i.e. listening, speaking, reading, and writing. The teaching of listening as a separate skill is a recent innovation in language teaching.

It is because listening comprehension is not simply considered as an adjunct of speaking, but listening precedes speaking and other language skills.

According to Brown (2007: 8), teaching is "showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand".

Most people think that listening is a passive skill. Helgensen and Brown (2007:8) say until the late 1970's, there was not much attention in ESL and EFL listening at all. People thought they only took a bit of information and held it in medium-term memory then used it. Listening is actually more than that.

Listening is a major component in language teaching and learning. Brown (2001:255) states many types of classroom listening performance. They are described as follows.

1. Reactive

Sometimes, the teachers ask their students to repeat what they said in the listening class. It nevertheless may be a legitimate the minor aspect of interactive and communicative classroom. Actually, the class must have interaction and communication between the teachers and the students to make sure the materials are transferred.

2. Intensive

It is the techniques whose purpose focuses on components such as phonemes, intonation, words, and discourse makers. For example, the teacher

repeats a word or a sentence for several times to leave an impression in the students' mind.

3. Responsive

A significant proportion of the classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. In this type, the students have to respond to the teacher's talk. The examples of the activities are asking questions, giving command, seeking clarification and checking comprehension.

4. Selective

In longer stretches of discourse like monologues of a couple of minutes or more longer, the task of the students is not to process everything that was said by the teacher, but rather to scan the materials for certain information. The purpose of this activity is the students are able to find the information in field of potentially distracting information. It is different from intensive listening in that discourse. In selective listening, the discourse is relatively long length.

5. Extensive

It is unlike the intensive processing. This aims to develop a top-down and global understanding of spoken language. Intensive listening may require the students to invoke other interactive skill such as note-taking or discussion for full comprehension.

6. Interactive

A listening performance can include all five of types as learners actively participate in discussions, debates, conversation. Their listening performance must

be integrated with speaking or may be with other skills in the authentic give and take of communicative interchange.

In conclusion, listening is an active skill because it needs more attention. It also has six types of classroom listening performance. They are reactive, intensive, responsive, selective, extensive, and interactive. A teacher should be aware with that, so, he or she applies the best type for their students in listening class.

e. Assessing Listening

Assessment is very important in the teaching-learning process because the teachers need to give grade and feedback to the students. It will help to analyze the students' problems. Brindley in Helgesen and Brown (2007: 18) says that assessment is both important because as teachers need to give grades and because they want to provide feedback.

They are two kinds of assessment. They are formal and informal assessments. According to Brown (2001: 402), informal assessment is involved in all incidental, unplanned evaluative coaching, and feedback on tasks designed to elicit performance. It often implies the observation of the process of learning. On the other hand, there is summative assessment which is formal and result oriented in that the students always receive a grade. Most formal assessments are ordinarily called tests. Bailey in Helgesen and Brown (2007: 18) identify four key concepts in testing, they are:

a) Validity: A test is considered to have validity. It is supposed to measure what are trying measure and test should test what has actually been taught.

b) Reliability: A test is considered to have reliability if the results are consistent. It also can be said that a person being evaluated at different times or by different people would get a similar score.

c) Practicality: A test is considered to have practicality if the demands of giving the test are reasonable.

d) Washback: Washback is the effect that the test has on what is taught and how it is taught. This can happen either by course content being included or excluded.

Rost (2002) in Helgensen and Brown (2007:19) says there are different listening testing techniques. These listening techniques outline the major types of a listening test.

1) Discrete item test

a) Multiple-choice questions based on the listening text (responses scored right or wrong).

b) Open questions following presentation of a listening text (questions scored on a scale of correctness and completeness).

c) Standardized test scores (TOEFL, TOEIC)

2) Integrative test

a) Open summarizing of listening text (scored on scales of accuracy and inclusion of facts and ideas)

b) Cloze summarizing of listening text (scored on scales of accuracy and inclusion of facts and ideas)

c) Dictation, complete or partial (score based on supplying the correct missing words)

3) Communicative tests

a) Written communicative tasks involving listening such as writing a love letter after hearing the description

4) Interview tests

a) Face to face performance. It can be the teacher with the student or the students with another student.

b) Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as Foreign Service Institute scale)

5) Self-assessment

a) The students give the score to their self by using questionnaire

b) "The students provide holistic assessment of own abilities via oral or written journal entries".

6) Portfolio assessment

a) The students are periodically observed and evaluated throughout the course on behavior in tasks and other class activities. For example, every week, the students submit their work to the teacher.

b) Portfolio may include any or all types of objective and subjective measures.

Based on the descriptions above, there are many ways to assess the students' listening skill. They should be chosen based on the students' levels.

f. Approaches to Assessing Listening

Brown (2004:122) says there are four designs in listening tasks. Those focus on the micro-skills. Those are intensive, responsive, extensive and selective listening. Those have different task design that mentions as follow.

1) Designing assessment tasks: intensive listening

a. Recognizing phonological and morphological elements

The first assessment task is recognizing phonological and morphological elements. It is a classic task that is given to the test-takers. It gives a spoken stimulus and asks the test-takers to identify the stimulus from two or more choices.

b. Paraphrase recognition

The next assessment task is paraphrase recognition. It is frequently assessed by providing a stimulus sentence, and then, asking the test-takers to choose the correct paraphrase.

2) Designing assessment tasks: responsive listening

A question and answer can provide some interactivity in the listening task.

3) Designing assessment tasks: extensive listening

a. Dictation

The test-takers hear a passage recited three times. Those have different speed, first, in a normal speed, then with long pause between phrases and the last with the normal speed.

b. Communicative stimulus-response tasks

The test-taker is presented a dialogue or a monologue, and then, they are asked to respond to a set of comprehension questions.

4) Designing assessment tasks: selective listening

a. Listening cloze

It is sometimes called as cloze dictation or partial dictation. The test-takers listen to the story. It can be a monologue, or conversation. Then, the test-takers are asked to fill the missing words with the correct answer based on the monologue or on the conversation.

b. Information transfer

"Selective listening can be assessed through an information transfer technique in which aurally processed information must be transferred to a visual representation such as labeling the diagram, identifying an element in a picture and so on"

c. Sentence repetition

The task is simply repeating a sentence or a partial sentence. The test-takers must retain a stretch of language long enough to reduce it, then respond it in oral repetition.

In conclusion, approaches to assess listening are very important to the teacher. Those approaches focus on its microskills. The teacher should apply a right approach when he or she wants to assess listening.

f. Teaching Listening in Junior High School

Teaching listening is one of the important things that has to be done because English lesson is one of the prerequrement subjects to graduate from Junior High School. According to the curriculum, the students of junior high school are expected to be able to comprehend oral text to reach the functional and transactional level including the ability of comprehending many kinds of transactional, interpersonal and functional oral texts. The expected listening comprehension from the students of seventh of Junior High in the second semester is displayed in the table below.

Table 2: Standard of competence and basic competencies

Standard of Competence	Basic Competencies
2. Understanding the meaning of short functional oral texts to interact with others in the daily life contexts	2.1 Responding to spoken language of short functional oral texts accurately, fluently and appropriately to interact with others in the daily life contexts.
	2.2Responding to the meaning of short functional oral text accurately, fluently and appropriately to interact with others in the daily life contexts

Based on the standard of competence and basic competencies, the seventh grade students of Junior High School are expected to be able to respond to the oral texts in the form of descriptive and procedure oral texts, as well as transactional and functional. The topic of each basic competence is different. In 2.1, the students are expected to be able to respond to oral instruction, shopping list, complementing and announcement. In 2.2, the students are expected to be able to respond to oral descriptive and procedure oral text.

The microskills that will be used are recognizing grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), rules. Those microskills will be used to teach seventh grade students in Junior High School in the listening class.

Based on the table above, it can be concluded that in the second semester the materials for listening are about short functional oral texts. Then, the researcher and the collaborator decided to teach about functional oral texts in this research. The examples of the functional oral texts in the first semester in the grade seventh are the shopping lists and giving instructions.

2. The Nature of Interactive Games

a. The Definition of Games

Games are the activities that students like to do. The students of the seventh grade in Junior High school also like them. Hadfield (2003:4) states that a game is an activity which consists of rules, a goal, and an element of fun. By using games, teachers can use any stage of lesson to the target of teaching

learning process of English because games serve a memory aid and a repetition drill, a chance to use language freely, and a means to teach language (2003: 4).

There are two kinds of game. The first one is competitive games and the next one is the cooperative activities. Hadfield (1996:8) says in competitive games, the players or the team's race together to be the winner to reach the goal. On the other hand, in cooperative games, the players work together toward a common goal. The games emphasize the successful communication rather than correctness of the language.

From the definitions above, it can be summarized that the different games in English as a foreign language classroom coincide in three aspects. They are the goal to reach, rules to follow and enjoyment to experience. While playing games, the students are fun and relaxed. The students can play games and study at the same time. Kumar and Lightner (2007:54) say "games allow students to practice using the vocabulary of the discipline, which social constructivists purport to be central to learning". Games can also add variation to the lesson and those can increase the students' motivation by providing a plausible incentive to use the target language (Lewis and Benson, 1999).

There are many reasons why the teacher in teaching learning activities should apply games. Games are fun because games give the students enjoyment and pleasure. Other reasons are stated by Prensky (2007:11). They are as follows.

(1) Games have goals because games give the students motivation to learn more.

(2) Games are interactive. Games can make the students do something.

(3) Games have outcomes and feedback. Those give the students learning.

(4) Games have conflict, competition, challenge.

(5) Games have a problem solving. They spark the student's creativity.

(6) Games have an interaction. Those give the students social groups.

(7) Games have a story because those give the students emotion. Those give the students challenge to win the games.

In conclusion, there are many reasons why the teacher should apply games in the class. The students are happy and relax when they play it. The students can learn the materials more. It does not only learn the materials but the students also can play in the class in the same time.

b. Types of Games

Hadfield (2003: 4) introduces three types of games. They are 'choice' game, 'reinforcement' games, and 'role play or stimulation' games. Each game has many variations.

A. Choice games

The following are examples of this type of choice games.

(1) Matching for example, matching two words or phrases, matching half-sentences or matching words and pictures

(2) Ordering (ordering words to make a sentence or ordering pictures and words to make as long a sentence as possible

(3) Completing (completing incomplete sentences or questions)

(4) Competitions

(5) Card games and other familiar games such as bingo, lotto

(6) Pelmanism (happy families, consequences, board games and dominoes)

(7) Memory games (seeing how many sentence can be memorized by each player

B. Reinforcement games

1. Information gap games

One player has access to some information not held by the other player or players, who must acquire this information to complete a task successfully. It can be played in small group or in pairs.

2. Guessing games

A player has information. Then, another player may guess what the information is.

3. Searching games

In these games, one player in the class has one piece of information. Players must fill in a chart or picture or to solve a problem.

4. Matching games

These may also involve a transfer of information. They involve matching corresponding pairs of cards or pictures, and can be played as a whole-class, pair group or small group activity

5. Exchanging games

These games are based on barter principle. Players should have certain articles, cards, or ideas which can be exchanged for others. The goal of the games is to make a satisfying exchange to both players.

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C. Role play or stimulation games

In role-play games, players are given names and some characteristics of fictional characters. However, these are not role-plays in the true sense.

Based on the descriptions above, games can be divided into three types. They are choice, reinforcement and stimulus or people call it as role-play games. Every type of the games has its kinds of games. For example, they are information gap, guessing, searching. These also have their rules.

c. The Definition of Interactive Games

Student motivation and engagement still become an ongoing challenge for classroom instructors and the basis of various researches. Some literatures indicate that the use of non-traditional interventions, such as games, simulations, and multimedia instruction are valuable teaching methods. For example, reporting on a study on student motivation and learning, Nemerow in Kumar and Lightner (2007: 53) concludes that, although playing games in the classroom does not solve all of the problems with education, it can be a useful tool, one of many different methods and techniques used to involve students with their learning.

In its simplest form, interactive learning could be described as involving students in the classroom activities and make them think about what they are doing. Such activities can cover a wide variety of techniques. Using games in class can encourage interactive learning. It is because games provide structure for interactions, reward students for collaborating and problem solving, and promote cooperative learning, individual accountability, positive interdependence, and the

need for group processing and feedback (Schwartzman in Kumar and Lightner, 2007: 55).

Each game has its own characteristics which differentiate one game to another. The interactive games also have its characteristics. Based on Scheitzer and Brown (2007:2), there are some characteristics of interactive games. They are as follows.

1. Interactive: interactive means self-evident to engage the students in doing something with the interaction may be with the instructor, with the other students, or with some technologies. The key is that there are some activities that include a feedback mechanism that allows the students to see the results of their actions.

2. Simple to understand: Interactive games must be relatively simple to understand because of limited classroom time. If the activity requires a lot of explanation or is complex to understand, it turns from the purpose of the activity.

3. Short time frame: interactive learning games should also be relatively short, so that the supplement lectures not replace them.

4. Creative and motivational: It is desirable quality of an interactive learning activity because it keeps the students' interested and engaged. If a student is not motivated to participate in an activity, the level of the students' involvement will typically be very low. The motivation to participate in the activity may be because the activity is seen as something fun, or different.

5. Collaborative: collaboration has been shown to be an effective means of students' learning. Collaborative interaction allows for peer-learning in a supportive non-threatening environment. The element of competition should be minimized or removed.

6. Relevant: the game conducted in the class should be viewed as being relevant to the topic. A non-relevant activity, may break up the boredom, but does not add to the educational outcome of the lesson.

In conclusion, interactive games allow the students to practice using the vocabulary of them discipline. Not only that these also provide structure for interactions, reward students and problem solving and promote cooperative learning. Interactive games give the students important benefits.

d. Listening Games

There are many interactive games especially to build the listening skills. Those games will help the students to learn more because games make the lesson so much fun. The games are presented as follows.

1) Pointing

Reilly and Ward (1997:42), state that the aims are to follow instruction, to practice vocabulary and to introduce a useful piece of classroom language. The level of the game is for all students' level, so it can be used to all ages. The material is the picture of vocabulary items such as food or classroom objects.

There are some steps in this game. Firstly, the teacher shows the first picture and revises the word. Then, he or she sticks the picture on the whiteboard.

The teachers do the same with other pictures. Then, when all pictures are on the whiteboard, the teacher calls out one of the students and give the students an instruction such as Ina, point to the book, please. The teacher does the same thing in the same way by calling other students.

2) Doing What you're told

According to Lee (1979:100), the purpose of the game is the students are able to responding to the oral instruction. To play this game, just needs about five until ten minutes. This game level is for all students' level. This game also does not need the materials. It just uses the things in the classroom.

This is an easily activity and uses simple instruction. The instructions are given to different teams in turn. As soon as the action is performed, the other teams say either right or wrong. The winner is the team which can give both instructions and the responses.

3) Whisper Race

According to Lewis and Bedson (1999:79), whisper race is a team game. The aims are to revise the vocabulary and to listen carefully because all members of the team need to be careful with the word that is said by the other member. The levels are for beginner and intermediate students. This game also needs the material. That is some colorful pictures in the shape of flash cards.

Firstly, the teacher splits the class into two teams. Then, he or she puts one set of cards beside the wall at one end of the room. The teams sit into two lines, with about two meters between each student. Then, one of them puts one set of cards in front of each line of players. The cards must be in the same order. The

teacher, then, call goes and the race begins. The first student from each team turns over the top card, for example a shampoo. He/she gets up, runs to the next student in the team, crouches down and whispers shampoo. The first student then sits down in the place of the second student who gets up and runs to the next student. It continues until the last student. Then, the last player takes the shampoo picture from the set of cards by the wall, before the other team reaches it. Finally, the team who gets the right pictures keeps it. The team with the most cards wins.

4) The Great Shopping Race

According to Hadfield (1999:26), the great shopping race is a whole class activity and this is for beginner students' level. The purpose of the game is asking for the things and then responding to it. The teacher needs copies of shop names, shopping lists and product cards.

First, the teacher divides the class into several groups. Then, the teacher arranges the seat each group in a circle. Then, the teacher gives each group a shop name. Then, the teacher gives each group the product cards for their shop. Afterwards, the teacher gives each group a shopping list. The object of the game is for each group to obtain the products on their shopping list. Then, to do this, they must send out one person from their group and no more than one person to obtain the first item on the list from another shop. The player should go to the right shop and *asks "Have you got any…?"*. When they get the right product, he/she can return to the table and the next person can go off in search of another item.

5) Sheriffs and Bandits

According to Lewis and Bedson (1999:90), Sheriffs and Bandits is the kind of game that is classified as a movement game. The level of the game is for intermediate students' level. The use of the language learning is to introduce the new English vocabulary such as classroom objects. The materials that are needed by this game are the colorful pictures such as classroom objects.

This game has several procedures. Firstly, the teacher divides the class into two teams. One team is bandits, and the other is sheriff. They sit in different chair. Then, the teacher is the Marshal and stands at the end of the room, next to some empty chairs which are the prison. Before the game begins, the teacher gives each sheriff and bandits a number. Next, the teacher places the flash cards in the middle. Then, the marshal calls out the card and the number, for example, book, six. Then, the bandits number six run to collect the picture. In the same time, the sheriff number six chases the bandit. If the bandit can get the right picture without being caught by the sheriff, he/she shouts out *"I've caught the picture"*. If the bandit is caught by the sheriff, the sheriff then shouts *out "I've caught the bandit number six"*. Finally, the bandit goes to prison.

6) Simon Says

According to Gordon Lewis and Günther Bedson (1999:130), the aim of this game is following instructions. The game level is beginner, intermediate, and advance students' levels. It does not need the material to practice it.

The rules of the games are firstly, the teacher tells the students that teacher is going to give them instructions, but they must only obey if the teacher begins

by saying *'Simon Says'*. The word Simon can be replaced with another popular character such as *'Ranger'*. Secondly, the teacher says the instructions, then, the students do the action themselves. For example, *Ranger says touch your head*. The students who do the wrong action are out from the game. Finally, the last student is the winner in this game.

7) Going Shopping 1

According to Toth (1995:29), the aim is practicing *have you got …..* Then, the level is intermediate students' level (8-13 years old). It is played in a group activity. This game also needs some materials that are needed by the teacher. Those are photocopy of sheets of the shopping lists, the name of the shops, and the name of the products.

The class is divided into two groups: one group of students is customers and the rest of the class is shopkeepers. The teacher divides the customers into four teams and gives each team a shopping list. After that, the teacher asks the students to look at their shopping lists and checks that they understand all the words. They should not show their shopping lists to the other teams. Each team then decides, very quietly, in what kind of shop they can buy each item. Now the race begins. The teacher should make sure each team of customers has a pencil. 'The teams of customers have to 'buy' all the items on their shopping lists as fast as possible. The first team to present their shopping list to the teacher with all the items marked with the correct prices together with the six corresponding pictures is the winner. The customers move from one shop to another asking *"Have you got ... ?"* If one of the shopkeepers replies *"Yes, I have",* the customers ask the

price "how much is it". The shopkeepers say the price and the customers note this down in the space provided on their shopping lists. The shopkeepers then hand over the picture of the product. If the answer is *"No, I haven't",* the customers move on to another shop. The two customers in each team must always stay together. They cannot visit shops separately. This ensures that the students speak in English while playing the game.

8) Pass the ball

Reilly and Ward (1997:40) say that the goal of the game is the students can follow the oral instruction. It can be classify as a whole class activity. This game can also play for all language whatever wants to practice. For example, it can use to practice the oral directions. The game level is for all students' levels. It means it can be played by all students' ages. This game needs a cassette or record player and a small ball as media.

The rules of the game are firstly, the teacher asks the students to sit on the floor in a circle and gives one of the students the ball. Then, the teacher starts the music and the students pass the ball from one to another. Next, the teacher stops the music suddenly. That indicates the students must stop passing the ball. The students whoever holds the ball must do the teacher's instruction. After that, the teacher starts the music again and gets the students to carry on passing the ball round. The teacher repeats those rules four or five times.

Interactive games above are the examples of games that can be used in teaching listening. Each game has its own purposes. Those games are very simple to be used by the teacher because the materials are quite easy to be made such as

pictures. Those games are not wasting the time because the duration are short. That is about five until ten minutes only.

e. Advantages of Interactive Games in Language Learning

There is a perception that learning should be serious. Nowadays, games can play an important part in language learning activities (Hadfield and Hadfield, 2005, viii). It can stimulate the students to learn more than using the conventional techniques.

Kim (2005:1) says there are many advantages of using interactive games in the classroom. They are mentioned as follows.

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

2) They are motivating and challenging.

3) Learning a language requires a great deal of effort. Interactive games help students to make and sustain the effort of learning.

4) Interactive games provide language practice in the various skills such as speaking, writing, listening and reading.

5) They encourage students to interact and communicate.

6) They create a meaningful context for language use.

In line with Kim, Tomlinson and Masuhara (2009:11) say the interactive games have some advantages. Those are mentioned as follows.

1) Interactive games can energize the teacher and the learners.

2) They cater for learners whose preferred learning style is experiental.

3) They provide rich and meaningful input of language in use.

4) They can stimulate affective and cogntive engagement.

5) They can promote positive attitudes toward the course.

6) They promote positive self-esteem.

7) They provide opportunities for personalized incidental use of the language through learners banter, encouragement, advice.

8) They provide opportunities for using language in order to achieve nonlinguistic outcomes.

In conclusion, interactive games have many advantages in teaching learning activities. Major advantages are interactive games can motivate students, and can stimulate affective and cogntive engagement. It means interactive games can help the students to learn the materials.

f. Disadvantages of Interactive Games

Interactive games also have disadvantages when the teachers apply them in teaching and learning activity. According to Pravita (1998:10), there are two disadvatages of interactive games. The first disadvantage of interactive games is by attracting students to the games, all of them are noisy. Sometimes, the students speak and move from one place to another place too much**.** This condition makes it difficult for the teacher to control them. That is why the teacher should have an ability to control the students. If the students are too noisy, it will disturb the others.

The second disadvantages of interactive games in the teaching learning process is the teacher only has a little time to explain the materials. There is no longer time for the teacher to explain more. The effect of this is that their students will miss some information. Generally, many students like to play games in the class when they learn something. However, some students do not think so. Palanova (2010:8) says that playing games will make the students bored with all the play. The reason is the students, especially students of higher secondary schools or adults, usually do not like to be treated like little children.

In conclusion, it shows that the using of games is a good technique for teaching English especially by applying the creative activity one, but there are also some disadvantages in using games in teaching. The teachers should be careful to select games for their teaching and learning process.

B. Relevant Studies on the Area

The use of games in the teaching-learning process is very useful. It can improve the students' achievement in English subject. There are several studies that was conducted before. The result of the research described as follows.

The first research was conducted by Rita Kumar and Robin Lightner (2007). The result of this research was that interactive games were very effective in teaching listening. It could be seen from the students' achievement in class. They scores were relatively high in their listening test. Kumar and Lightner also said interactive games were very useful in teaching learning activity especially to teach children.

The second research was conducted by Tuti Hastuti (2010). The result of the research was that the researcher was successful in improving the students' listening skills by using interactive games. The indicators of the success of Hastuti's research were that the students responded to the teacher questions, the students were relaxed, and the students were actively engaged in the teaching-learning process. It meant interactive games were very useful in the teaching-learning process especially in teaching listening.

Based on the research above, it could be concluded that interactive games were successful to help the students to learn the material than other techniques. The result of the research was that interactive game was successful to improve the students' listening ability. It could be seen from the students' scores that were relatively high.

C. Conceptual Framework

In learning listening, the students may construct meaning from the speakers' input but most of the students feel bored when they learn listening. It is caused by both the teacher and the teaching techniques. The teaching techniques are very important elements that affect the teaching and learning process.

Based on the observation in VIIA of SMPN 2 Kalasan, the students' listening skill were relatively low. That problems dealt with the students are not be able to respond to the spoken language and recognize the grammatical word rules and classes. During the teaching-learning process, the students were passive and were busy with their friends. It was because they felt bored in the class. That is why the English teacher needs to apply an interesting technique.

The fact above shows that the students and the teacher need an appropriate teaching technique to improve the students' achievement in listening. Therefore, the researcher used interactive games to improve the teaching-learning quality especially in listening skill. They are several reasons why interactive games were used to improve the students' listening skills. Firstly, Interactive games made the students feel happy because the seventh grade students of Junior High school are in transition period, so they still love to play game. Secondly, by using this technique, the students can study English and play the game in the same time. Lastly, Thomas, Tomlinson and Masuhara (2009:11) say interactive games can promote positive attitudes toward the course and energize the teacher and the students.

Therefore, in reference to the elaboration above, the researcher involved the English teacher as the collaborator, and the VIIA students of SMPN 2 Kalasan in conducting the research. Then, the procedures done in this research consisted of thematic concern-reconnaissance, plan of action, action and observation, and reflection. In this research, the students were given interactive games in each meeting. It is expected that the teaching-learning process improved at SMPN 2 Kalasan after the technique is applied.

CHAPTER III

RESEARCH METHOD

This chapter consists of eight sections namely type of research, research setting, subjects of research, instruments of the research, data collection techniques, data analysis techniques, validity and reliability, and procedure of research. The discussion of each part is presented below.

A. Type of the Research

The type of this research is classroom action research. In this research, the researcher would be directly involved in improving students' listening skill focusing on the problems which were found in the teaching-learning process based on the preliminary observations and interviews. This action research aims to portray the process of the improvement of students' listening skill. The nature of this action research was collaborative which involved the English teacher as the collaborator and the researcher herself. Beside collaborative, this action research focused on the improving quality of the teaching and learning listening process.

There are some different models of action research. This research uses the Kemmis and Mc Taggart model. The process of the research can be shown in the schemata below.
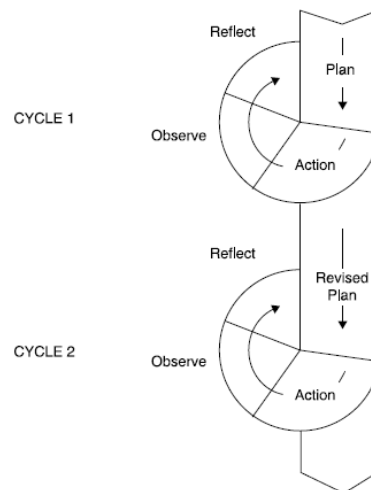
Figure 1. Cyclical AR model based on Kemmis and Mc Taggart (1988)

Based on Figure 1, the researcher and the English teacher identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two cycles.

B. Setting of the Research

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part is discussed below.

1. Place of the Research

The place of the research was SMPN 2 Kalasan. It is located in Kledokan, Selomartani, Kalasan, Sleman. It is about 5 Km from Jogja-Solo street and it is quite difficult to reach especially for the students because there is rare public

transportation. The students who go to school by public transportation must walk around 10 minutes to reach their school.

2. Schedule of the Research

The research was carried out during the teaching-learning activities in SMP N 2 Kalasan, Sleman in the academic year of 2012/2013. The researcher did the preliminary observation on 23rd July, 2012. The data collection was done three times in a week with duration of 35 minutes each meeting. This research was carried out from July 30th to August 6th, 2012. The action was carried out based on the school schedule which were on every Monday at 06.50-08.40, on Wednesday at 09.00-10.20 and on Tuesday at 06.50-08.40.

C. The Subjects of the Research

This research was conducted collaboratively by all the research members. They were the students of VIIA in the academic year of 2012/2013, the English teacher, and the researcher herself. The teacher was as a collaborator in this research. In collecting the data, the researcher was helped by her friends who are studying at English Education Department.

This class was chosen as the research subject because based on the previous observation, the students in this class had some problems in learning English. One of the problems was that which dealt with the listening skills.

D. Instrument of the Research

1. Field notes

The field notes were used to note the data in this research. These notes were also used to record the teaching learning process related to the weaknesses and obstacles found in the research. In addition, the researcher and the collaborator were able to see and took notes of students' listening progress in the classroom.

2. Observation checklist

It was used to check the application of the interactive games technique in the teaching and learning process. The observation checklist was completed by putting a tick to statements of the teaching and learning process which had been done.

3. Students' listening test

Students' listening tests were used as the media to get information about students' listening ability after the interactive game techniques were given to the students. This test was aimed to check the students' improvement in their listening skills.

The kind of the test that was used in this research was multiple choices and fill in the blank. The first part in the listening test was multiple choices. The students should put a tick on the right picture based on the teacher's dictation. Then, the second part was fill the missing dialogue and shopping lists based on the recording. The first test in Cycle 1 consisted of five numbers of multiple choices

and five numbers fill in the blank. Then, the test of Cycle 2 consisted of five numbers of multiple choices and nine numbers of fill in the blank.

E. Data Collection Techniques

The data in this research consist of quantitative and qualitative data. The quantitative data were presented in the score of students. The qualitative data were acquired through classroom observations, documentations and interviews. The data from observations were transformed into field notes and recorded data from interviews were transformed into interview transcripts. Hence, the data are in the form of field notes, interview transcripts, and documentations. The data gathered were used as the source for formulating the selected problems. Then, the researcher with the collaborator planned, implemented, and evaluated the actions

In the reconnaissance stage, the researcher conducted a classroom observation and interviewed the English teacher and students to gather information about their difficulties in the teaching and learning process. In the planning stage, the researcher interviewed the English teacher to discuss the problems would be solved and decided the actions to be implemented. In the action stage, the researcher held classroom observation and interviews. She interviewed the English teacher as the collaborator to find out her opinion about the implementation. She also interviewed the students to get the data about their opinion about the action. Besides, she gave students a listening test in the end of each cycle to find out any improvement in their listening, and she also recorded students' activities through documentation. The documentations were in the form

of photographs taking and documents collecting. Thus, the documentations were in the form of photographs, samples of students' listening test, course grids and lesson plans. To get those data, the researcher collected the data by using some data collection techniques as follows.

a) Classroom Observation

The researcher and the collaborator observed the teaching and learning process in class VII A to get information needed in the next action plan in this research. Everything related to the students' behavior in learning listening, the teacher's action in the class, and problems related to the teaching-learning process was noted.

b) Interviews

To get the data related to the teacher and students' behavior while and after the action was implemented, the researcher conducted interviews to the collaborator and the students of class VII A. The interview guideline helped the interviewer to focus on the conversation on several items.

c) Photographs Taking

The researcher took some pictures while the teaching and learning process is running. The photographs were taken to support the data. According to Burns (1999:101) photographic data hold promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensive and providing new angles on the context being researched.

The collected data would be used as the sources to evaluate and reflect the research cycle. The descriptions of all the data collection techniques in this study are presented below

Table 1: Data collection techniques and instruments

No	Data	Instruments	Techniques
1	Classroom teaching and learning process	Observation checklists Interview guideline	Interview Observation
2	Problem selection and action would be implemented.	Interview guideline	Interview
3	Implementation of interactive games		Observation Interview
4	Improvement in students' listening skill	Documentation Tests	Listening tests

F. Techniques of Data Analysis

To analyze the data, the researcher referred to the stages of the data analysis that are suggested by Burns (1999:157),

1. Assembling the data

The first stage is assembling the data. Burns (1999:157) says in this step, the researcher assembled the data that the researcher had collected over the period of the research; field notes, journal entries, questionnaires. The starting point is the researcher rereading the data, which can be scanned first.

2. Coding the data

The next technique is coding the data. Coding is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concept, themes or types.

3. Comparing the data

Burns (1999:158) says, "After the data have been categorized in some ways, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering technique". At this stage, the researcher may be able to map frequencies of occurrences, behaviors or response.

4. Building interpretations

At this stage, the researcher moved beyond describing, categorizing, coding and comparing the data to make some sense of the meaning of the data. The researcher needs to come back to the data several times to pose the question, rethink the connection and develop the explanation.

5. Reporting the outcomes

Burns (1999:160) says the last stage involves the presenting an account of the research. In general, the report includes questions underlying the study, describing the research context, outlining the finding supported with the sample data, relating the finding and context, and suggesting how the project has been fed back into practice.

G. Validity and Reliability of the Data

To make the data valid, the researcher used five kinds of validity. The data validity of this research was based on Anderson et al in Burns (1999: 161). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, to get the democratic validity the researcher interviewed the students and discussed with the teacher to find the problem to be solved. To get the process validity, the researcher observed the classroom activity, interviewed the teacher and the students, and had a discussion with the teacher. To get the catalytic validity, the researcher asked the students and the teacher's response after the implementation of the actions. To fulfill the dialogic validity, the researcher asked the English teacher to act as an observer during the implementation of the action. The last is outcome validity, to fulfill the outcome validity, the researcher was not able to solve the problem only, but also constructed new questions related to the research.

Meanwhile, the reliability of the research was gained by giving genuine data such as the field notes, test, and interview transcripts. To gain the trustworthiness, the researcher used triangulation. According to Burns (1999:163), the aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also adds there are four different ways of triangulation. Those are described as follows.

1. Time triangulation: data were collected at one point in time (cross-sectionally) or over a period of time (longitudinally) to get a sense of what factors were involved in change processes.

2. Space triangulation: data were collected across different subgroups of people.

3. Investigator triangulation: more than one observer was used in the same research setting.

H. Procedure of the Research

There are four fundamental steps in action research that are suggested by Kemmis and Mc Taggart in Burns (1999:33). They are thematic concern-Reconnaissance, planning, action and observation, and reflection. The action step influenced the researcher because from the action she could get many experience. For example, she knew how to apply the interactive games, manage the classroom and how to act as a teacher. Each step in action research is described as follows.

1. Determining the Thematic Concern-Reconnaissance

The researcher conducted the reconnaissance step to find out information concerning students' listening ability. To gather the data, the researcher interviewed the English teacher first. Then, she conducted a classroom observation of the listening teaching and learning process of VIIA. She identified the problems in VIIA students listening skill. In addition, the researcher also interviewed the students to find out their difficulties in learning English.

Those steps would be done in order to fulfill the democratic validity. Every participant would be given the benefits to share their opinions, feelings, and expectation during the research. After that, the researcher with the collaborator analyzed the problems which existed and classified them based on their urgency scale of priorities to be solved and finally, the researcher made next planning

2. Planning

After the researcher and the collaborator identified the problems, they made the plan of the actions to be implemented in order to solve the low students' listening skills. The researcher tried to improve the students' listening ability of the students VII A of SMP N 2 Kalasan in the academic year of 2012/2013 through interactive games.

In this research, the researcher implemented two cycles. Each of cycle consisted of two meetings, so the action was implemented in four meetings. However, before conducting the research, the researcher made the course grids, lesson plans and other instruments for the research.

3. Action and Observation

After the planning was agreed on, the actions implemented in the class. The actions would be implemented in two cycles as stated in planning stage. Cycle I was conducted in two meetings and Cycle II was conducted in two meetings. Thus, the action was conducted in four meeting. In Cycle 1, the researcher and the collaborator decided to teach about giving instructions. In Cycle 2, the researcher decided to teach about the shopping lists.

The researcher and the collaborator observed and took notes of anything that happened in the class. After that, the researcher interviewed the students and the teacher as a collaborator to find out the implementation of the interactive games. Hence, the data collection technique used is filling the observation checklist, field notes, taking photographs.

To fulfill the process validity, the researcher examined the data and identified it. It would be supported by some data sources that show the process which was valid. In addition, to assess the catalytic validity, the researcher gave the opportunities to the teacher as a collaborator and the students to give their responses.

4. Reflection

After the researcher conducted the actions completely, the researcher and the collaborator conducted reflections. They evaluated the implementation of the interactive games. It would be done to find out whether the actions were successful or not. If the actions carried out were successful, the researcher and the collaborator continued to implement those actions by giving a different topic to the students.

There are the indicators that indicate the actions were classified as a successful action. They are

1. The students were able to respond to the spoken language such as answering and doing the action.

2. The students were actively involved in the teaching-learning process.

However, if the actions were unsuccessful, the researcher and the collaborator would try to find the suitable actions to use the interactive games in teaching listening. To fulfill the dialogic validity, the researcher collaborated with English teacher to review the value of the actions.

CHAPTER IV

REASERCH FINDINGS AND DISCUSSIONS

This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

A. Research Findings

1. Identification of the Field Problems

To identify the problems in the field, the researcher made a preliminary observation. The researcher interviewed the teacher and the students of VIIA and observed the teaching learning process of VIIA. Based on the classroom observation, then, the researcher presented a vignette which explains the process of English teaching and learning.

> The class was begun at 06.55 am. The students were very noisy when the teacher came to the class. Most of them had not been ready to study yet. They were still busy with their own activities such as talking and playing game with their friends. On their desk, there was no book although English was the first subject.
> The class was quiet when the English teacher opened the class. Then, she greeted the students and asked them to pray together. The leader of the class led it by using English. Then, she checked the students' attendance. She called them one by one. All students came to the class but there was a student who came late.
> Then, the teacher asked the students about the material. The students answered the questions. Then, the teacher wrote the pattern of doing something. The teacher gave the examples of how to pronounce the English words and the students repeated it after the teacher. Commanded by the teacher, they opened the English book.

> After that, the teacher asked the students to perform the dialogue but they were shy. Then, teacher asked some of them to perform the dialogue because there were no volunteers. After they performed the dialogue, the teacher asked the students to do the task in pairs. Some of students were very noisy, so they did not understand the teacher's command. Some students did not know some words meaning. After that, they wrote their pair works on the whiteboard. The other students gave a command to their friend's work. The student who wrote on the whiteboard gave the wrong answer. Then, the teacher asked the class about the answer. Only some students answered the teacher question and one of the students corrected the answer. The class must be finished at 08.40 but the teacher finished the class at 08.20 because she wanted the researcher to introduce herself to the students.
>
> Then, the researcher introduced herself and asked the students why English is difficult to learn. Some students said that they did not know the meaning of the words. After that, the researcher asked the students to bring the dictionary and pay attention to the teacher when she explained the material. The bell rang at 08.40 then the researcher ended the class.

2. Determining of the Research Problems

Based on the vignette above, the researcher and the English teacher discussed some problems they found. Those problems are presented in the table below.

Table 1. **Problems in the English teaching-learning process of VIIA, SMPN 2 Kalasan**

No	Problems	Codes
1	The students were not ready to study.	S
2	When the teacher was explaining materials, some students were busy with their activities.	S
3	The students were noisy in the class.	S
4	The students had low vocabulary.	S
5	The students were lazy to bring the dictionary.	S
6	The students had the difficulties in pronunciation.	S
7	The materials were taken from LKS and course book.	M
8	Dictation was the teacher's technique in the teaching listening.	Met
9	The teacher did not use media in the teaching-learning activities.	Med
10	The teacher often let students do their own activity.	T

(Continued)

No	Problems	Codes
11	Some students were passive in the class.	S
12	The students did not pay attention to the teacher's explanation.	S
13	Some students were not confident.	S
14	Students were not interested in the English class especially in the listening class.	S
15	The students had low ability in the listening skill.	S
16	The teacher did not use the school facilities such as LCD or tape recorder in the class.	T
17	The students were not interested to consult the dictionary.	S
18	The students asked their friends to answer the teacher's questions.	S
19	The students could not respond to the spoken language.	S

S: students   T: teacher   M: material   Met: method   F: facilities   Tech:

Technique Med: media

From the list of the problems in the English teaching-learning process in Table 1, the problems were then categorized into three levels of difficulties; they are the seriousness, urgency, and feasibility levels. Based on the seriousness level, the problems are listed as follows.

Table 2. **Problems by the seriousness level**

No	Problems	Codes
1	The students were not ready to study.	S
2	When the teacher was explaining materials, some students were busy with their activity.	S
3	The teacher did not use media in the teaching-learning activity.	Med
4	The students had the difficulties in pronunciation.	S
5	The students had low vocabulary.	S
6	Some students were passive in the class.	S
7	The students did not pay attention to the teacher's explanation.	S
8	Some students were not confident.	S
9	The students asked other students to answer the teacher's questions.	S
10	The students were lazy to bring the dictionary.	S

(Continued)

(Continued)

No	Problems	Codes
11	The teacher often let students do their own activity	T
12	The materials were taken from LKS and course book.	M
13	The teacher did not use the school facilities in the class.	T
14	Students were noisy in the class.	S

S: students   T: teacher   M: material   Met: method   F:facilities   Tech:

Technique   Med: media

After categorizing the problems based on the seriousness level, the researcher then categorized those problems to the level of urgency in the English teaching and learning process. The table is shown below.

Table 3. **Problems by the urgency level**

No	Problems	Codes
1	Students were lazy to bring and consult the dictionary.	S
2	Students were not interested in English class especially in listening class.	S
3	Students had low ability in their listening skill.	S
4	Dictation was the teacher's technique in the teaching listening.	Met
5	The students were passive in the class.	S

S: students   T: teacher   M: material   Met: method   F:facilities   Tech:

Technique   Med: media

From the list of the problems above, the researcher and the English teacher discussed the feasibility of the field problems to be solved. The researcher and the English teacher then discussed which field problems related to the students' listening ability which were feasible to be solved soon. There were three such problems:

1. The students had low ability in the listening skills.

2. Dictation was the teacher technique in the teaching listening.

3. The students were passive in the class.

Since those problems were categorized as the listening problems, the students needed activities which could improve their ability. They needed interesting and useful listening activities to solve the listening problems. Eventually, the researcher and the English teacher chose the interactive games as a tool to solve those problems. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

3. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and the English teacher tried to overcome the listening problem focused on responding to the spoken language in students' listening skills by applying interactive games.

1) Planning

In this stage, the researcher and the English teacher planned to improve students' listening skills. They planned some actions to be implemented. They are reported as follows.

a) First Meeting

In the first meeting, the researcher and the English teacher planned to:

(1) apply flash cards

In this cycle, flashcards were presented in the presentation stage. In the presentation, flash cards of the students' pet were shown to the students' to introduce them to the themes that were going to be presented. In this case, the students could centre their attention to the teaching-learning process. Flash cards made the students active in the teaching and learning process. The example of flash cards can be seen in figure 1.

(a)   (b)

Figure 1. The example of flash cards to attract the students' intention

(2) Apply small group work

Small group work was needed to make the students confident. It was applied when the students played games in this meeting. For example, the researcher asked the students played "Simon says". They should make groups of four. The students made their group by themselves. It made them work cooperatively with their partners, so their work would be maximal.

(3) Using classroom English

In this cycle, the classroom English expressions used were similar to those used at the first cycle. The researcher as the teacher used greetings, leave-takings, and instructions in the classroom. In this cycle, the students were more familiar with the expressions which the researcher had used in Cycle 1. When the students were familiar with English, they could improve their confidence to speak English so they would have a chance to practice English.

(4) Apply interactive games

Interactive game that used in this meeting were:

(a) Pass the ball

The aim was to make the students able to follow the instructions. It needed a ball as a medium and a record player. The record player was used to attract the students' attention. When the students listened to the song, they felt fun and relaxed during playing the game.

The rules of the game were firstly, the researcher asked the students to sit on the floor in a circle and gave one of the students the ball. Then, the researcher started the music and the students passed the ball from one to another. Next, the teacher stopped the music suddenly. That indicated that the students must stop passing the ball. One of the students whoever held the ball must do the researcher's instruction. After that, the researcher started the music again and got the students to carry on passing the ball round. The researcher repeated those rules four or five times.

(b)Simon says

The rules of the games are firstly, the researcher told the students to make groups of four. They made several instructions that would be given to the other groups. After that, the researcher chose the first team to say their own instructions. The other teams should paid attention to the instruction when they heard the words "Simon says", they should do the instruction but if they did not listen "Simon says" they should not do the instruction. If they did the instruction without hearing the words "Simon says", that was a mistake. The 2 groups that made 3 mistakes during the game should sing a song in front of the classroom

b) Second Meeting

In the second meeting, the researcher and the English teacher planned to:

(1) apply flash cards

Flashcards were used to attract the students' minds and attention to get involved in the class activities. In this cycle, the flashcards were presented in the warming up. In this case, the students could centre their attention to the teaching and learning process. The example of toy flash cards can be seen in the following figure.

(a)   (b)

Figure 2. The example of toy flash cards

(2) apply interactive games

In this meeting, the researcher planed to apply "pointing" and "doing what you're told". The descriptions of the games could be seen in the following.

(a) Pointing

There were some steps in this game. Firstly, the researcher showed the first picture and revised the word. Then, the researcher stuck the picture on the whiteboard. The researcher did the same with other pictures. Then, when all pictures were on the whiteboard, the researcher called on one of the students and gave the students the instructions. The researcher did the same thing in the same way by calling other students.

(b) Doing what you're told

This was an easy activity and used the simple instructions. The instructions were given to different teams in turn. The researcher was the instructor who gave the instructions. As soon as the action was performed, the other teams said whether right or wrong. The winner was the team which could give both instructions and the responses.

(3) Give a listening test

The listening test was given to the students to measure the students' achievement in listening class. The test consisted of two parts. The first one was the students chose the correct picture about giving instructions based on the

teacher dictation. Then, the last, the students should fill in the blank of a dialogue based on the recording. The recording itself was played twice.

2) Action and Observation

The teaching and learning process in Cycle 1 was carried out twice i.e. on July 30th and August 1th, 2012. The schedule of Cycle 1 can be seen in the table below.

Table 4. The schedule of Cycle 1

Meeting	Date	Time	Material
1	July 30th, 2012	2x35 minutes	Oral functional text – Giving instruction "My Pets"
2	August 1th, 2012	2x35 minutes	Oral functional text – Giving Instruction"My Toys"

The teaching and learning process in Cycle 1 which was conducted in two meetings is discussed as follows.

a) First Meeting

The first meeting was held on July 30th, 2012. It was done in the VII A classroom starting from 07.00 to 08.10 a.m. The researcher acted as a teacher, while the English teacher became an observer.

The researcher opened the lesson by greeting the students. Then, she checked the student's attendance one by one and introduced herself. After that, she asked the students some questions related to the topic.

The researcher presented some flash cards dealing with students' pets and asked students' some questions related to the flash cards '*students, do you know*

what it is?'. The students answered the researcher's questions. In this meeting, the

researcher showed flash cards about students' pets.

R: Researcher   Ss: Students

R memulai pelajaran dengan menampilkan beberapa gambar binatang peliharaan. Ss tampak antusias dan berceloteh, 'haha….Apik gambare.' Kemudian R bertanya kepada Ss, "Do you know what it is?" Ss menjawab, 'Turtle'. R what about this?*(menunjukan gambar hamster). Ss 'Tikus,eee* mouse *ding'. R 'No, it looks like mouse'* Dhita*"Hamster* mbak'. Amos lalu berkata 'Aku punya mbak tapi sudah mati'. R melakukan hal yang sama sampai semua gambar habis. R lalu bertanya kepada siswa apa mereka pernah menyuruh atau meminta tolong pada teman mereka.

R started the lesson by showing some flash cards about pets. Ss were enthusiastic and said, 'haha…. the pictures were funny'. Then, R asked the students, 'Do you know what it is?'(showed hamster picture). Ss answered, 'Turtle'. R asked the another picture, 'What about it?'. Ss 'tikus, eee mouse ding'. R 'No, it looks like mouse'. Dhita then answered 'Hamster Miss'. Amos, then, said 'I had it Miss but they have died'. R did the same thing until all the pictures used up. Then, R asked to the Ss about giving instructions.

After that, researcher asked the students about the giving instructions.

Some students could answer and give the example of giving instructions. The

researcher explained about giving instructions. Some of them had ever given the

instructions to their friends before. Then, the researcher gave the examples and the

pattern of giving instructions and giving prohibitions. The students paid attention

to the researcher's explanation. There was a question from a student. He did not

understand the meaning of a verb. Then, the researcher explained the verb more.

Afterwards, some examples of giving instructions were given to the

students. After that, the researcher asked the students to make their own examples.

The teacher asked the students to play "Pass the Ball" game. The researcher

explained the rules to the students and they paid attention to the researcher's explanation. Then, they played it in the class.

Afterwards, the researcher asked the students to play the last game in this meeting. The game was "Simon Says". Before the students played this game, the researcher asked the students to work in groups of four. The researcher explained the rules of the game to the students. The rules of the games were that the researcher asked the students to make a group. Then, each group made their own instruction. They should give other groups the instructions, but they must only obey if the group began by saying *'Simon Says'*. The students listened to the researcher's explanation. After the researcher finished the explanation, the researcher asked the students to play "Simon Says". The researcher chose a group that would be the first group to be given the instructions. The punishment was given to the groups that made 3 mistakes. They should sing a song in front of the class.

Before the researcher was ending the class, she asked them about their difficulties but there was no question from the students. After that, the researcher previewed to the next material. Then, the researcher closed the class by saying good-bye to the students.

b) Second Meeting

The second meeting was done on August 1st, 2012. It was done in the VIIA classroom starting from 09.00 to 10.20 a.m. The researcher acted as the teacher and the English teacher became an observer.

The researcher opened the lesson by greeting the students. Then, she called the rolls. After that, she reviewed the material, then, the students answered the researcher's question about the previous materials. Then, the researcher asked the students about their favorite toys. The students answered the researcher's questions enthusiastically. Then, the researcher showed some toys flash cards. The students guessed what the flash cards were. It can be seen from the following field note.

R: Researcher   Ss: the students

R memulai pelajaran dengan bertanya tentang "toys" yang disukai oleh Ss, 'kalian punya tidak mainan favorit?' Ss menjawab dengan antusias sekali. Ada yang menjawab bola, boneka, mobil-mobilan dll. Lalu R menampilkan beberapa gambar mainan. Ss tampak antusias dan berceloteh, 'Apik gambare.' Kemudian R bertanya kepada Ss, *'Do you know what it is?'* Ss menjawab, *'mobil'.* R menyuruh Ss untuk menjawab dalam bahasa Inggris, *'in English please'.* Lalu Ss pun menjawab*,'car mbak e'.* R menunjukan semua gambar sampai selesai.

R started the lesson and asked the students favorite toys, 'do you have your own favorite toys?'. Ss answered very enthusiastically. There were some Ss answered ball, doll, car toy and so forth. Then, R showed some flash cards about toys. Ss were enthusiastic, then, said, 'the pictures were cute'. After that, R asked Ss, 'Do you know what it is?'. Ss answered, 'mobil'. R asked the Ss to answer in English, 'in English please'. Then, Ss said, 'car Miss'. R showed all the pictures until the last one.

(Field Notes August 1ˢᵗ, 2012)

Later, the researcher explained and gave the examples of giving instructions and giving prohibitions such as keep your toys. The students paid attention to the researcher. However, there were some students who were busy with their own activities.

Afterwards, the researcher asked the students to play "Pointing" game. The purpose of this game was to measure the students understanding to the flash cards and the students' vocabulary were added. The researcher explained the rules of the game and the students listened to her. They played it one by one. The student who was called by the researcher should come in front of the class and listened what the researcher said.

After that, the researcher asked the students to play *"Doing What You're Told "*game. The researcher gave the rules of the game to the students. The researcher gave the instructions to the students and they should do the instructions in turns. As soon as the action was performed, the other teams said whether right or wrong.

After playing the game, the students did the test. The students did the test individually. After the test, the researcher asked the students to collect the worksheets. Then, she asked the students' difficulties because there was no question, the researcher reviewed the lesson which have been studied. Then, the researcher gave the topic for the next meeting. Subsequently, she asked the students to study the next materials and closed the lesson by saying good-bye.

3) Reflection

The reflection which is needed to evaluate the actions implemented in Cycle 1 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form

of field notes, interview transcripts, and samples of student's listening test, the researcher elaborates the improvements and weaknesses of Cycle 1.

a) Flash cards

In this cycle, flashcards were used for explaining the materials in each meeting, including the students' pets and toys. The size of the flash cards were 210x297 mm. Those were quite enough to all students to see those flash cards when the researcher presented in front of the class. Besides, the flashcards also support the implementation of "*pointing*" game. Flash cards were simply used in that game as media.

The use of flash cards was successful in the teaching listening because those cards could improve the students' participation. The students' were enthusiastic to guess what the picture was by raising their hand up. Flash cards also could attract the students' intention during the teaching and learning process.

b) Interactive Games

Based on the observation, interactive games in Cycle 1 were successful as the main activities to improve students' listening skills. Those games were implemented in the practice and production stages. Those games made the students more active in the listening class. Interactive games that used were pass the ball, Simon says, pointing, and doing what you're told. Those games made the students responded to the students and the researcher's instructions. Those games also made the students fun and relaxed during the lessons.

By applying flash cards and interactive games, the students were enthusiastic in learning the materials and doing the listening test. It can be proven from these following data.

(4:01) R   : *Menurut kamu belajar menggunakan games menarik tidak?*
               ('Did you like having a lesson using games?')
         Ss : **Menarik**
               ('That was interesting')
         R   : *Menarik mana belajar listeningnya memakai **games atau tape recording?***
               ('When you learn listening, which one is more interesting between games or tape recorder?')
         Ss : *Pakai **games** dong.*
               ('Game was more interesting')
                           R: Researcher   Ss: Students (Interview1, August1st, 2012)

(4:02) R   : *Menurut kamu apakah penjelasan tentang materi tadi sudah jelas apa belum?*
               ('In your opinion, was the explanation about the material clear or not?')
         Ss : Sudah (bersama-sama)
               ('yes, it was clear')
         R   : *Apakah kamu senang belajar memakai games?*
               ('Did you like having a lesson using games?')
         Ss : *Sangat senang.*
               InsyaAlloh senang mbak. (S5)
               ('I was very Fun.') ('InsyaAlloh I was fun Miss'). (S5)
         R   : *Kenapa?*
               ('Why?')
         Ss : **Karena gamesnya asik**
               ('Because those games were interesting')
         R   : *Apakah kamu merasa terbantu saat belajar dengan menggunakan games?*
               ('Did the games help you when you learned English?')
         Ss : *ya. Karena hepi*
               ('yes') ('Because I was happy')(S21)

                   R: Researcher Ss: Students (Interview 2, August1st, 2012)

(4:03) R   : *Bagaimana menurut ibu tentang penerapan interactive games di kelas?*

('What was your opinion about the interactive games that were implemented in the class?')

ET : *Sudah bagus mbak. Siswa sangat relax dan aktif saat kegiatan belajar mengajar. Jadi menurut saya games nya ya..sudah efektif mbak.*

('In my opinion, they were good Miss. **The students were relaxed and were active in the teaching and learning activities**. so, I think those games were effective to be applied.')

R : *Kalau aktivitas nya gimana bu? Menarik atau tidak?*

('What were about the activities Mam? **Were they interesting or not?')**

ET : *Oh..menarik mbak. Apalagi yang game apa ya yang kemarin itu.hem…Simon says. Itu menarik sekali, seluruh anggota kelompok harus menyimak dengan baik instruksi yang diberikan oleh kelompok lain. Banyak yang terkecoh mbak hehe. Lucu banget. Mana yang kalah harus nyanyi.*

('Oh…they were interesting Miss, especially the game that used yesterday. Hem….That was Simon says. That was very interesting, all students group should pay attention to the instructions that were given by other groups. Many students were deceived. That was funny. The groups that lost should sing.')

R : *Oh iya bu, itu seru sekali. Lalu bu, bagaimana dengan kemampuan listening siswa dibandingkan sebelum menggunakan interactive games?*

('Oh yes Mam, that was very fun. Then, **how was about the students listening skill in comparison before and after interactive games were implemented?'**)

ET : *Ha..jelas meningkat mbak. Mereka sudah bisa merespon instruksi guru dan teman satu kelas mereka. Walaupun, masih ada beberapa siswa yang masih belum terlalu mau merespon instruksi guru atau teman mereka dengan cepat dan tepat. Masih mikir..mikir dan sedikit tanya teman satu meja.*

('**Ha….it improved Miss**. **They could respond to the teacher and their classmate's instructions.** However, there were some students still were confused to respond the teacher's instructions correctly. They still thought and asked their classmates.')

R: the researcher ET: English teacher (Interview16, 1st August 2012)

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c) **The use of Classroom English**

Using simple expressions as the English classroom language, such as greeting and leave-taking, was an effective way to support the success of the

English teaching and learning mainly the listening skills. The researcher used classroom English in explaining the materials, greeting and leave-taking.

In greeting, the researcher asked the students condition by saying *'How are you today?'* and they answered by saying *'I'm fine, thank you and you?'* When the researcher showed flash cards, she always asked the students about the picture. The researcher said *'students, what is it?',* then they answered in English too. Sometime, they answered in Indonesia because they did not know those words in English. For example, the students could not mention the word *'mainan'* in English so, they only said to the researcher *'mainan'.* In that case, the researcher translated the word in English. For inviting questions, she used 'is there any question?' or 'any question so far?' The students usually answered by saying *'no.'* To know the students' readiness before playing games, the researcher used '*are you ready?'* and '*Have you finished?'* to know whether they had finished doing the tasks given or not. The students usually answered by saying '*yes*' or '*not yet*, *Miss*'. Sometime, when the students had questions they were raising their hand up. To check the students' understanding, the researcher used '*do you understand?*'.

When the researcher made the learning conclusion, she said to the students *'what have we learnt today?'.* The students also answered, *'we learned about giving instructions and giving prohibitions'.* The students also responded in English too when the researcher left the class by saying *'good-bye'.* It could be seen in the following field notes.

R: Researcher   Ss: the students   ET: English teacher

R memberi salam dan menanyakan kondisi siswa dalam bahasa Inggris dengan mengatakan 'good morning students'. How are you today?'. Ss pun juga menjawab dengan bahasa Inggris dengan lantang dengan mengatakan 'I'm fine thank you and you?'. R kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu. Sedangkan ET bertindak sebagai *observer*. R mengulas kembali materi yang telah diajarkan pada pertemuan sebelumnya.

R greeted and asked the students' conditions in English by saying 'good morning students. How are you today?'. Ss also answered by saying "I'm fine thank you and you?' loudly. After that, R checked the students' attendance by calling the students one by one. On the other hand, ET acted as the observer. R reviewed the materials.

Field Notes 7, 1st August 2012

However, some students did not respond to the researcher because they did not know how to respond to her. It was caused by some students were shy when they made mistakes. Although they had already know the expressions that were used by the researcher they had never implemented them in the classroom before. Therefore, it was needed to be implemented in every meeting to make the students more familiar with the expressions.

d)   **Small group work**

The small group work was applied in "Simon says" game. The applications of group work in this game were effective because the students could discuss with their partners when they met the difficulties. Each group consisted of four students. They chose their partner by themselves. It made they can work together well because they chose their best friends in the class. The students were also confident to perform their group results in the class.

On the other hand, when the researcher asked the students to make their groups, they were very noisy because they wanted to make their own groups. They shouted to the friends who were not sitting near him or her. It disturbed the other classes near VIIA. The small group work was also wasting the time because the students did not want the researcher made their groups.

However, there were still some weaknesses in Cycle 1 related to the researcher's explanation. The researcher's explanation which was too fast can be seen from the following interview transcript:

(4:04) R : *Jadi bagaimana pendapat ibu tentang penerapan interactive games di kelas?*
    ('So, what is your opinion about the implementation of interactive games in the class?')
  ET : *Sejauh yang saya amati, mereka tertarik dan termotivasi untuk belajar. Mereka juga kelihatan lebih senang saat pelajaran dan tidak tegang. Tapi ini… masukan dari saya saja mbak, kalau pas menjelaskan jangan terlalu cepet tadi pas menerangkan saya rasa terlalu cepat.*
    ('As far as I observed, **they were interested and motivated to learn. They also seemed to be more fun when they learn and they looked more relaxed. However, your explanation was too fast.**')
  R : *O nggih,Bu, nggih. Besok saya usahakan lebih pelan lagi bu. Mm… niki hasil ujian mereka, bu.*
    ('Yes, Mam. Yes. Next time **hopefully I'll try to explain more slowly Mam.** Mm… these are the listening test results, Mam.')

    R: Researcher ET: English Teacher (Interview 16, August 1st, 2012)

(4:05) R : *'Kalian terbantu tidak saat belajar dengan menggunakan games?'*
    ('Did the games help you?')
  Ss: *'Terbantu mbak'.(bersama-sama)*
    (**'Those were helpful Miss**.')
  R : *'Kenapa?'*
    ('Why?')
  Ss : ***'Karena menyenangkan mbak.'****(S02)*
    'Hepi mbak'(S10)
    ('Because those were fun.') (S02)
    ('I was happy Miss.') (S02)

R : *'Ada kesulitan tidak saat belajar tadi?'*
   ('Did you have the difficulties?')
Ss :*'Tidak mbak, cuma agak kecepeten mbak pas ngasih contoh dari instruksi-instruksi.'(S02)*
   ('No Miss, but you were too fast in giving the example of the instructions.')
R : *'Oke deh, besok akan di pelanin pas ngasih penjelasan.'*
   ('Ok, I would explain slowly tomorrow.')

   R:Researcher   Ss: the students   (Interview 3, August 1st, 2012)

In addition, the weakness dealing with recognizing the word classes and

rules which made the students confused can be seen in the following field note.

Ss: the students   R: the researcher

Salah seorang S bertanya, "Mbak verb itu apa?". R menjawab "verb dalam bahasa Indonesia berarti kata yang maknanya melakukan sesuatu. Contohnya adalah makan, minum dan duduk seperti itu.

One of the S asked, "What is a verb? Miss". R answered "a verb is a word which means a word or group of words that expresses an action, an event or a state. For example, drink, eat and sit something like that".

(Field Note 6, June 30th, 2012)

Furthermore, the weakness dealing with recognizing grammatical word

classes and rules can be seen in the following in the interview transcripts below.

(4:06) R :*Waktu kalian belajar listening tentang giving instructions dan giving prohibitions ada kesulitan tidak ya?*
   ('Did you have difficulties when you learned about giving instructions and giving prohibitions?')
Ss : *ehm…kalau saya sih tidak mbak. (S32)*
   ('ehm…I did not have difficulties Miss') (S32)
   Kalau saya tentang kata benda tadi mbak. Bikin pusing." Cara omongnya juga. Masih belepotan. (S22)

('I have Miss, that was nouns. Those made me confused. I was also confused with the pronunciation Miss. I made many mistakes') (S22)

iya itu mbak. Bener-bener. Susah banget. (S6) (S20)
('Yes Miss, that was true. Those were very difficult.')

R   : *Oke deh dek*
('All right')

R: Researcher   Ss: the students (Interview 3, August 1st, 2012)

(4:07) R   : *Menurut kalian apa kesulitan saat kalian belajar materi tadi?*
('What were your difficulties when you learned the materials?')

Ss : *Itu mbak yang bagian kata kata kerja sama kata benda. Susah le ngapalke apa lagi le ngomong. Angel mbak.(S12)*
Nah…podo mbak. Yang ngomongin e susah banget. Terus karena tidak tau artinya apa jadi bingung disuruh apa sama kelompok lain. (S30)

('That was about verbs and nouns Miss. They were difficult to memorize and pronounce. Those were very difficult.') (S12)
('Nah….that was same Miss. The pronunciations were very difficult. Because we did not know the meaning, we were confused what the other groups were asked.')(S30)

R   : *Gitu ya…oke deh.*
('oke…Guys.')

R: Researcher   Ss: the students (Interview 4, August 1st, 2012)

(4:08) R   : *Menurut kalian penjelasan tentang materi tadi sudah jelas belum?'*
('Were the materials clear enough?')

Ss : *Sudah jelas mbak (bersama-sama)*
('Yes, they were Miss.') (Together)

R   : *Ada kesulitan tidak saat belajar materi yang tadi?*
(Did you have the difficulties about the materials?")

Ss : *'Ada mbak. Bingung sama cara ngomong dan artinya mbak. Jadi sering buka kamus gitu.'(S09)*
('Yes, we had Miss. **We were confused with the pronunciation and the meaning Miss. So, we often opened the dictionary.**')

R   : *Tapi tahu bagaimana melakukan instruksi dari saya dan teman kamu tidak?*
('But did you know how to respond the researcher's and classmates' instructions or not?')

Ss : *Ya ada yang bisa ada yang tidak. Masih sedikit bingung sama artinya mbak jadi lama banget le ngelakuin instruksi ne. (S09)*

('Yes, there were any actions that I could and there were any actions that I could not. I were still confused with the meaning.')
Setuju mbak.(S25) (yang lain tertawa)
('I agreed Miss.'(S25) (All laughed together)

R: Researcher   Ss: the students (Interview 5, August 1st, 2012)

(4:09) R   : *Menurut ibu materi tadi bagaimana bu?*
         ('What did you think about the materials Mam?')
   ET : *Materi tadi memang cukup sulit mbak. Saya lihat tadi mereka masih bingung soal noun dan verb. Tapi sebagian sudah mengerti sih tadi saya perhatikan. Oya, pegucapan nya juga mbak karena pengucapan kan akan menunjang kemampuan yang lain terutama speaking siswa juga.*
       ('The materials were difficult enough. I saw the students were still confused with noun and verb. But most of them were understood. Oya…it was about the pronunciation because pronunciation will support the other skills especially speaking skill.')
   R : *O..ya buk. Baik dipertemuan selanjutnya akan saya perjelas lagi di bagian itu terutama bagian pronunciation saya akan memberikan contoh pronunciation lebih jelas lagi karena listening dan speaking sangat terkait satu dengan yang lain.*
       ('O..yes Mam. In the next meeting, I will explain more in those parts especially in pronunciation, I will give the examples of pronunciation of the words more because listening and speaking are integrated one to another.')
       ('Oh…that was right. That was true.')

  R: Researcher   ET: English Teacher (Interview 16, August 1st, 2012)

The researcher gave a test to measure the students' listening skill. It was consisted of two parts. The first part of the test was about giving instruction pictures. The students should choose one correct picture that they heard from the researcher. Then, the second one was filling in the blank. They should add to the blank phrases or sentences in the dialogue based on the recording. From the sample of student's listening test, it can be implied that the student could respond

to the spoken language. Yet, they were still confused when they should change the spoken language into written language.

Therefore, there were some different achievements in the listening class. Some students got the lowest score and there were also some students who got the highest score of the test. It can be seen in the table as follows.

Table 5. The Mean Score of the Listening Test 1

No	Score	Number of Students
1	< 2	-
2	3-5	-
4	6-8	21
5	9-10	11
	Mean	7.25

From the table above, there was no student who got score under 5 in this cycle. The highest score was 9 and the lowest score was 6. There were 4 students who got 6 and 3 students who got 9 from 32 students. The mean score in this cycle was 7.25.

d. Summary of the actions in Cycle 1

The following is the summary of Cycle 1 for Cycle 2 resulted from the discussion between the English teacher and the researcher.

Table 6. The summary of Cycle 1

Actions	Successful	Unsuccessful
Applying interactive games as the main teaching activities in improving the students listening skill	The interactive games were effective to improve the students' listening skill. The students could respond to the researcher and to their friends' instructions.	Sometimes, the games made the students were noisy.
Applying flash cards as media in teaching and learning process	Flash cards could attract the students intention to the researcher	
Using group works in "Simon says" game to make the students confidence	They were the effective ways because the students worked cooperatively and when they had the difficulties they were confident to ask the researcher	Sometimes, they were wasting the lesson time because the students wanted to choose their partners by themselves. The students were also noisy when they moved to their partner.
Using classroom English during the listening class	It was very helpful to familiarize the students with English especially in the spoken language.	The students were still confused with the researcher's talk when she said the English words or sentences.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in two meetings. In this cycle, the researcher and the English teacher as the collaborator tried to overcome the problem focused on recognize grammatical word classes and rules.

1) Planning

In this stage, the teaching and learning process in Cycle 2 was divided into two meetings. In this cycle, the researcher and the collaborator administered three steps as discussed in the following section.

1) Third Meeting

In the third meeting, the researcher and the English teacher planned to:

(1) Apply flash cards

In this meeting, the researcher used fruit flash cards to introduce the new vocabulary to the students. The researcher did not need to explain about the meaning because the flash cards were enough to add the student's vocabulary. Flash cards were also easy understood and were memorized by the students.

(2) Apply a group work

In this meeting, the researcher used group work in teaching the shopping lists. To play "the sheriffs and the bandits", the researcher divided the class into four groups. On the other hand, in game going shopping 1, the researcher applied the small group work. The researcher divided the class into several groups which was consisted of four students for each group.

(3) Apply classroom English

The classroom English would be maximally used in opening the lesson, closing the lesson, and giving explanation. The researcher would try to improve the communication with the students so that there would be two ways of

communication. She would also try to reduce the use of translation into *Bahasa Indonesia* when explaining the materials. by using classroom English, it made the students more familiar with English especially how to pronounce the English words, so their listening skill improved then speaking skill.

(4) Apply interactive games

The researcher planned to apply the sheriffs and the bandits and going shopping 1 as the main activities in this meeting. It can be seen in the following descriptions.

(a) The Sheriffs and The Bandits

This game had several procedures. Firstly, the researcher divided the class into two teams. One team was the bandits, and the other was the sheriffs. They sit in different chairs. Then, the teacher was the Marshal and stood at the end of the room, next to some empty chairs which were the prison. Before the game begun, the teacher gave each sheriff and bandits a number. Next, the researcher placed the flash cards in the middle. Then, the marshal called out the card and the number, for example, apple, six. Then, the bandits number six ran to collect the picture. In the same time, the sheriff number six chased the bandit. If the bandit could get the right picture without being caught by the sheriff, he/she shouted out "I've caught the picture". If the bandit was caught by the sheriff, the sheriff then shouted out "I've caught the bandit number six". Finally, the bandit went to prison.

(b) Going Shopping 1

The class was divided into two groups: one group of students was customers and the rest of the class was shopkeepers. The researcher gave the customers teams a shopping list. After that, the researcher asked the students to look at their shopping lists and checked that they understood all the words. They should not show their shopping lists to the other teams. Each team then decided, very quietly, in what kind of shop they could buy each item. The researcher should make sure each team of customers had a pencil. 'The teams of customers had to 'buy' all the items on their shopping lists as fast as possible. The customers moved from one shop to another asking "Have you got ... ?" If one of the shopkeepers replied "Yes, I have", the customers asked the quantity "I need some….". The shopkeepers then handed over the picture of the products. If the answer was "No, I haven't", the customers move on to another shop. The two customers in each team must always stay together. They could not visit shops separately. This ensured that the students spoke in English while playing the game. The first team which got all items in their shopping list was the winner.

b) Fourth Meeting

In the fourth meeting, the researcher and the English teacher planned to:

(1) Apply flash cards

In the fourth meeting, the researcher used the flash cards about vegetables. Those vegetables flash cards were familiar with the students such as tomato, carrot, broccoli, and cabbage.

Flash cards were applied in the presentation stage and in the games. In presentation, the students guessed what the flash card was after the researcher showed them in front of the class and they should guess in English. In addition, flash cards also used as the materials in the games such as whisper race and the great shopping race. However, the size of flash cards in the presentation stage and in the games was different. In the presentation stage, the size was 210x297mm (A4) but in the games, the researcher only use the small one.

(2) Apply group work

All the games in this meeting were the group work game. The students should work together with their partner to play the game. They should communicate effectively with their partners.

In going shopping 1, the students were divided into groups of four. Each player had the same business but they should do one by one based on the turn that was given by the other group members. On the other hand, in whisper race, the students were divided into four groups only. The group members were the students who sit in the same row, so they could not make their own groups. Each group should choose a student who would be the leader. The leader should choose the right picture based on the whispering of other group members.

(3) Apply classroom English

Classroom English was applied by the researcher to make the students familiar with English. The researcher used it in the opening, closing, and explaining the materials. Classroom English helped the students in listening and

speaking class. The students would understand how to pronounce those words and they would not confuse to give their response.

(4) Apply interactive game

In the fourth meeting of Cycle 2, the researcher planed to apply two interactive games. The descriptions of the games could be seen in the following descriptions bellow.

(a) Whisper race

This game has several rules. They are that the teams sit into two lines, with about two meters between the other. Then, one of them put one set of cards in front of each line of players. The cards must be in the same order. The researcher, then, called '*go*' and the race began. The first student from each team turned over the top card, for example a kilo of eggplant. He/she got up, ran to the next student in the team, and crouched down the eggplant. The first student then sit down in the place of the second student who got up and ran to the next student. It continued until the last student. Then, the last player took the eggplant picture from the set of cards by the wall, before the other team reached it. Finally, the team who got the right pictures kept it. The team with the most cards won.

(2) The great shopping race

The rules of the game were that first, the researcher divided the class into several groups. Then, the researcher arranged the seat each group in a circle. Then, the researcher gave each group a shop name. Then, the researcher gave each group the product cards for their shop. Afterwards, the researcher gave each group a shopping list. Then, to do this, each team must send out one person from their

group and no more than one person to obtain the first item on the list from another shop. The player should go to the right shop and asks "Have you got any…?". When they got the right product, he/she could return to the table and the next person could go off in search of another item.

2) Action and Observation

The teaching and learning process in Cycle 2 was carried out twice i.e. on August 2nd and 6th, 2012. The schedule of Cycle 2 can be seen in the following table.

Table 6. The Schedule of Cycle 2

Meeting	Date	Time	Material
3	August 2nd, 2012	2x35minutes	Functional oral text – Shopping list: My Favorite Fruits
4	August 6th, 2012	2x35 minutes	Functional oral text – Shopping list: My Favorite Vegetables

The teaching and learning process in Cycle 2 which was conducted in two meetings is elaborated as follows.

a) Third Meeting

The third meeting was carried out on August 2nd, 2012. It was done in VII A classroom starting from 09.10 to10.20 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting the students. Then, she checked the students' attendance. Afterwards, the researcher asked the students

about their favorite fruits. After that, she showed some fruits' flash cards one by one and asked some questions related the pictures. There was a good interaction between the researcher and the students which can be seen in the following field note.

R: Researcher   Ss: students

R   lalu menunjukan sebuah flash cards. Ss tampak senang. R lalu bertanya, 'What is it?' Raise your hand. Sebagian besar siswa mengangkat tangan dan meneriakan gambar apa itu. R menunjuk salah satu siswa, 'Hendi, do you know what it is?'. Hendi lalu menjawab 'Grapes mbak'. R menjawab, "Great, you're right".

(Then, R showed a flash card. Ss were enthusiastic. Then, the researcher asked the students, 'What is it? Raise your hand'. Most the students raised their hand up and said what the picture is. R chose one of them,' Hendi, do you know what it is?'. Then, Hendi answered 'Grapes miss'. R answered, Great, you're right'.

Field Notes August 2nd, 2012

After that, the researcher gave the example of pronunciation the name of fruits one by one and the students repeated it. Then, she gave the explanation about the shopping list. The students paid attention to the researcher but there were still some students chatting with his or her friends.

Afterwards, the researcher asked the students to play a game. The game was "the Sheriffs' and the Bandits". She explained the rules to the students. In this game, the students were divided into two groups. They were the sheriff's team and the bandits' team. Then, the researcher put the pictures on the table. The bandits

should take the correct picture that the researcher said. Then, the sheriffs should catch the bandit and brought he or she into the jail.

After playing "the sheriffs and the bandits", the researcher asked the students to play "going shopping 1". In this game, the researcher divided the class into 2 groups. They were customers and shopkeepers. The customers got the shopping list and they should get all the things in their own shopping list. On the other hand, the shopkeeper's teams should sell the products that they had. The customers should ask the shopkeepers one by one.

After the game finished, the students still wanted to play "the sheriffs and the bandits". The researcher agreed with that, so, they played that game again. They exchanged their roles in this section. The sheriff's teams became the bandits' and the bandits teams became the sheriffs. They felt happy to play it. It can be seen in the following data.

R: Researcher   Ss: The students

Ss sangat antusias meminta R untuk melakukan permainan Sheriffs and Bandits lagi tetapi mereka bertukar peran yang tadinya menjadi Sheriffs kali ini bertindak menjadi Bandits. Begitu pula sebaliknya, 'Mbak ayo main lagi yang tadi itu lo. Sheriffs sama Bandits tapi gentian, yang sana jadi Bandits'. Ss sangat senang dengan permainan tersebut.

Ss very enthusiastically asked R to play Sheriff and Bandits again but they exchanged their roles. In this section, the Bandits teams became the Sheriffs' team and the Sheriffs teams became the Bandits' team, 'Miss, let's play again. Sheriffs and Bandits but we exchanged the roles. They became Bandits'. Ss looked so happy with this game.

Field Notes 8, August 2nd, 2012

Afterwards, the researcher asked the students' difficulties but the students did not find the difficulties with the materials. The researcher, then, reviewed the materials. Then, the researcher asked the students to learn for the next materials. After that, the researcher closed the class by saying goodbye.

b) Fourth Meeting

The fourth meeting was carried out on August 6th, 2012. It was done in the VII A classroom starting from 07.00 to 08.10 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting and asking the leader to lead a pray. Then, she the checked students' attendance. The researcher also reviewed the previous materials and asked the students about their favorite vegetables. After that, she showed some flash cards of vegetables and asked a question about the name of the flash cards. The researcher also gave the example of the pronunciation of the words and the students repeated the researcher. It can be seen in the data field notes.

R: Researcher Ss: the students

R kemudian menunjukan gambar sayuran kepada siswa. R lalu menanyakan gambar bunga kol tersebut itu apa 'students, what is it?'. *Ss menjawab 'kembang kol'. R menjawab* "yes it is *kembang kol*. How do you call it in English?'. *Ss berceloteh* "opo yo? *Kok angel'. R kemudian menyebutkan bahasa Inggris bunga kol kepada siswa yaitu* 'cauliflower'. *R mencontohkan pengucapan cauliflower dan diikuti oleh Ss. R menunjukan semua flash cards tersebut satu per satu. R kemudian menjelaskan tentang lagi materi shopping list kepada Ss.*

After that, R showed the vegetables flash cards to the students. Then, R asked what the picture was (showed the cauliflower flash card) 'students what is it?'. Ss answered 'kembang kol'. R gave a respond 'yes, it is kembang kol'. How do you say it in English?'. Ss said "what is that? That is so difficult'. Then, R mentioned in English that was 'cauliflower'. R also gave the pronunciation of cauliflower and Ss repeated it. R showed all flash cards one by one. Afterwards, R explained the shopping list to the students.

Field notes 9, August 6th, 2012

Later, the researcher explained again about the shopping list. The students paid attention to the researcher's explanation. Then, the researcher continued the lesson by asking the students to play a game. That game was "whisper race". The students played this game in two sections. In this game, the students should whisper the word that the first student said. The last student should choose the right picture on the table.

After that, the researcher asked the students to play the last game called *"the great shopping race"*. The researcher asked the students to make a group of four. They were very enthusiastic when they played it because they could move and they had interactions with others. After that, the students did the last listening test individually.

Later, the researcher asked the students' whether there were any difficulties during the lesson. Since the students did not have any difficulties, the

researcher reviewed and concluded the lesson which had been studied. Afterwards, she asked the students to study the next lesson and closed the lesson by saying good-bye.

3) Reflection

The reflection was needed to assess the actions implemented in Cycle 2 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the researcher elaborates the improvements and weaknesses of Cycle 2.

a) Flash cards

As indicated in Cycle 1, the application of flash cards and interactive games could arise students' participation in the teaching learning process. It could lead the students to focus and pay attention to the materials delivered. Through flash cards, the researcher also did not need to explain about the pictures more. It can be proven from these following data.

R: Researcher   Ss: the students

R lalu bertanya kepada Ss sayuran apa yang disukai oleh siswa, 'What is your favorite vegetable?'. *Ss lalu menyebutkan sayuran kesukaan mereka secara bersama-sama. R lalu meminta Ss untuk mengangkat tangan*' raise your hand please'. *Beberapa Ss mengangkat tangan mereka. R menujuk Steven. Lalu Steven menjawab* 'carrot Miss'. *Kemudian R menujukan gambar yang lain (bayam).R menunjuk Dhita untuk menjawab 'bayam mbak'. R bertanya kepada Ss bahasa Inggris bayam. Salah seorang siswa yang bernama Hendi meneriakannya* 'spinach *mbak, koyo Popeye*'.

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Then, R asked the students about their favorite vegetables, 'what is your favorite vegetable?' Ss mentioned their favorite vegetables together. After

> that, R asked the students to raise their hand up when he or she wanted to answer, 'raise your hand please'. Some students raised their hand up. R pointed to Steven. Then, Steven answered "carrot Miss. Then, R showed the other picture (spinach). R, hen, pointed to Dhita to answered 'bayam mbak'. R asked the students to say it in English. One of the students called Hendy shouted 'spinach Miss, like Popeye'
>
> (Field note 9, August 6th , 2012)

b) Interactive games

Interactive games were successful to improve the students listening skills. By using interactive games, the students were could respond the researcher during the teaching-learning activities. Interactive game became an appropriate and effective teaching technique. These could help the students to respond to the teacher's instructions and explanations orally or physically.

The implementation of interactive games was also successful to improve the students' participation. The students participated actively during the teaching-learning process. The games made the students more motivated to learn and do the activities because they had fun and were excited. When enjoying the game, the students could learn English effectively and make the students speak English eagerly. These can be proven by the following interview transcript.

(4:10) R : *Menurut kamu penjelasan tentang shopping list tadi sudah jelas atau belum?*
('Was the explanation about shopping lists clear or not?')
Ss : *Sudah (bersama-sama)*
('That was clear') (together)
R : *Apakah kamu senang belajar menggunakan games?*
('Did you like to learn by using games?')
Ss : *Senang (S12). Hepi (S9)*
('Yes, I did')(S12). ('I was fun') (S9)

R   : *Kenapa?'*
     ('Why?')

Ss : *Karena menyenangkan dan mudah dimengerti. (S23)*
     ('Because it was amusing and easy to understand')

R : *Apakah kamu merasa terbantu belajar dengan menggunakan games?*
     ('Did you the games help you to learn English?')

Ss : *iya mbak, materi nya jadi mudah dimengerti mbak. (S34)*
     ('Yes, I did Miss. **The materials were easy to understand Miss')**(34)

R : *Terus aktifitas yang digunakan tadi menarik tidak?*
     ('Were the activities interesting or not?')

Ss : *menarik mbak (together)*
     ('The activities were interesting Miss') (together)

R : *Lebih suka belajar menggunakan apa saat belajar listening? Games atau tape recorder?*
     ('Which one did you like when you learned listening, using games or tape recorder?')

Ss : *Games dong mbak.*
     ('I like games Miss')
     R: the researcher Ss: the students (Interview9 , August 6th, 2012)

(4:10) R : *Bagaimana pendapat ibu tentang penerapan games kemarin untuk mengajarkan listening kepada siswa?*
     ('What were your opinions about the implementation of games in teaching listening?')

ET : *Sangat bagus mbak, bahkan lebih bagus dari pada games yang kemarin mbak. Saya lihat respon siswa makin bagus saja. Mereka juga sangat aktif di kelas dan percaya diri waktu berbicara menggunakan bahasa Inggris. Jadi games nya sangat membantu sekali.*
     ('That was very good Miss even the previous cycle. I saw the student's response better. They were also more communicative and confident when they spoke English. So, the games were very helpful.')

R : *Oh..iya bu terima kasih. Lalu bagaimana dengan aktifitas nya bu? Menarik apa tidak?*
     ('Oh..yes Mam, thank you. Then, how were about the activities Mam? Were the activities interesting?')

ET : *Menarik mbak. Siswa sangat aktif sekali. Saya lihat siswa sangat senang dan nyaman belajar dengan games. Bahkan mereka meminta lagi untuk bermain. Mereka juga bisa bekerja sama dengan baik dengan tim mereka.*
     ('Those were very interesting Miss. **The students were active.** I saw the students were fun and relaxed studied by using games. They

asked you to play games again. **They could work together with their partners wel**l.'

R: the researcher Ss: the students (Interview17, August 6 [th], 2012)

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c) **Group work**

The group work was the supporting technique in teaching listening. It was applied in each interactive game in this cycle. When the students worked together, they felt confidence because they were not shy to ask when they had the difficulties to their partner or to the researcher.

The researcher used two kinds of group work in this cycle. The first one was the small group. It was applied in the great shopping race and going shopping 1 game. On the other hand, the group work was applied in the sheriffs and the bandits game because it was played by eight students each team.

The group was very successful to increase the students' confidence and participation. They were very active during the lesson. They also could communicate effectively with their partners to finish their group jobs. It can be seen in the following data.

The weakness in Cycle 1 reduced in Cycle 2. When in Cycle 1 the students were very noisy and the time was wasting to make the students' groups, in Cycle 2, the students were not very noisy when they worked in their group. They could discuss more slowly and they also could create their own group in a short time. It meant the lesson time was not wasted.

R: Resarcher   Ss: the students

R meminta Ss untuk membentuk kelompok yang terdiri dari empat orang. R membatasi waktu untuk Ss dalam membuat kelompok. Sehingga, mereka membentuk kelompok dengan cepat dan permainan dapat cepat dimulai.

R asked Ss to make a group which consisted of four students. R gave the time limit to the students. It made them made the groups faster and the game could be started.

Field notes 8 (August 2nd, 2012)

d) Using classroom English

The researcher used classroom English in opening, explanation and closing the lesson. As long as the researcher did the actions in the class, the students showed the good responses to some English expressions were given by the researcher. It was very an effective way to support success of the English teaching-learning mainly the listening skills.

In opening the lesson, the researcher greeted the students and checked the students' attendance by saying *'good morning students. How are you today? Who is missing today?'* The students also responded by saying, *'I'm fine thank you and you.'* The leader of the class also led the class to pray in English. He said *'before we start our lesson today. Let's pray together. Shall we.* Then, he said *'finish'* to end the pray.

When the researcher showed the flash cards in front of the class, she used the simple expressions such as *'I want to show you some pictures, what about it?* or *do you know what it is?'* The students responded by saying *'broccoli, carrot, or tomato.'*

To close the lesson, the researcher also used classroom English. To make a conclusion of the lesson, she asked the students about the materials that have been learnt today by saying, 'class, what have we learnt today?' She also said, '*see you tomorrow and good bye*' when she leaved the class.

To check the students understanding, the researcher gave the test about the shopping list. It consisted of two parts. The first part was about fruit and vegetable pictures. The students should choose the correct picture based on the researcher's dictation. This part measured the students' understanding about fruits and vegetables. Then, the second one was filling in the blank. The students listened to the recording and they should write the appropriate words in the missing shopping list. The students' scores could be seen in the following table.

Table 7. The Mean Score of Listening Test 2

No	Score	Number of the Students
1	< 2	-
2	3-5	-
4	6-8	10
5	9-10	22
	Mean	8.56

Based on the table above, it can be seen the students' scores in Cycle 2 improved. The lowest score was 7.33 and they were 5 students who got the lowest score. The highest score in this cycle was 10. They were 9 students who got the perfect score. In addition, the mean score of Cycle 2 was 8.56.

Based on the description above, it can be concluded that interactive games could improve the students' listening skills. It could be seen from the students' listening scores. The students not only could respond to the spoken language orally and physically but the students also could recognize the grammatical word classes and rules. Interactive games also could motivate the students' more to learn listening and did the activities because those games made the students fun.

By looking at the results showed in this cycle which had shown good improvements in students' listening skills, the researcher and the collaborator decided to stop the cycle.

3. General Findings

Based on the reflection of Cycle 1, interactive games were successful to improve the students' motivation and students' listening skills in the term of responding to spoken language. However, there were still some problems that occurred dealing with the teaching-learning process. The students were confused to recognize the grammatical word classes and rules. They also had difficulty to change the spoken language into written language especially in the listening test. Consequently, the researcher and the collaborator continued the cycle. In Cycle 2, interactive games were successful in improving the seventh grade students' listening skills. Therefore, after the result of the last cycle had shown a good improvement in students' listening skills, the researcher and the collaborator decided to stop the cycle.

There were some differences between the condition before the actions and after the actions were conducted. The following is the summary of the changes

which happened before and after the implementation of the interactive language games and its accompanying actions to improve the students' listening skills in the seventh grade.

Table 8. The changes (before and after the implementation)

Before actions were conducted	After actions were conducted	
	Cycle 1	Cycle 2
The students were passive in the class.	Most of the students were enthusiastic and active in doing the activities.	Interactive games could make the students be more communicative, active, and happy in involving themselves in the learning activities.
Dictation was the techniques to teach listening	Interactive games (Doing what you're told, pass the ball, pointing, Simon says) and flash cards were used as media by the researcher in the teaching-learning process, so, the activities in the class can be more varied.	More varied interactive games (Whisper race, going shopping 1, the sheriffs and the bandits, and great shopping race) were supported by media which were relevant to the materials given. It made the teaching-learning process can be varied and enjoyable.
The students had low ability in listening.	Interactive games were successful to improve the students' listening ability because the students were fun and relaxed in the teaching-learning process. The students also could respond the teacher's orally and physically and recognize the grammatical word classes systems, pattern, rules and elliptical forms.	Since interactive games were applied, the students' listening ability improved.

Meanwhile, the results of the quantitative comparison also show some improvement in the students' scores. In brief, the quantitative data can be seen in the following table which shows the mean scores in each cycle.

Table 9. The Mean Score in Each Cycle

Data	Cycle 1	Cycle 2
Mean	7.25	8.56
Number of the students	32	32

Based on the table above, the mean in Cycle 1 was 7.25 and the mean in Cycle 2 was 8.56. It can be concluded that the students' listening skills had improved since the mean of the students' listening test score had improved from 7.25 in Cycle 1 to 8.56 in Cycle 2.

B. Discussion

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They developed a conclusion that interactive games can be the effective technique to help students in learning listening. In other words, interactive games can improve students' listening skills. Therefore, after the result of the last cycle had shown a good improvement in students' listening skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data.

1. The Qualitative Data

The sources of the qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' listening test. Those data gave the significant result of this research.

From the observation and interview at the reconnaissance stage, it could be implied that students had low ability in listening skills. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by applying interactive games in combination with flash cards. The aim of this solution is to motivate students in learning listening with enjoyment.

Besides, the students had difficulties in pronouncing and responding to the spoken language orally and physically. They also had difficulties in recognizing grammatical word classes and rules. However, after the actions, there were some students' improvements. It could be seen in the students' improvement before the action, in Cycle 1 and in Cycle 2. Firstly, the students were passive in the class and it improved in Cycle 1 and Cycle 2. In those cycles, most of the students were enthusiastic and active in doing the activities. It is supported by Kim (2005;5) interactive games motivating and challenging. It means interactive games made the students were active in the teaching-learning activities. In addition, interactive games could make the students be more communicative in involving themselves in the learning activities.

Secondly, before the action, the teacher only used dictation in teaching listening but after the action, interactive games were applied in teaching listening

and supported by flash cards as teaching media. When the teacher applied interactive games, the teacher only monitored them during the lesson. According Thomas (1995:5) interactive games support independent learning because the students engage and motivate learners to work with minimal teacher intervention and materials facilitates self-monitoring and encourage the students to achieve mastery. Lastly, the students had low listening ability but interactive games were successful to improve the students' listening skill because the students were fun in learning activities in Cycle 1 and Cycle 2. Interactive games could make the students confident and paid attention to the materials, so the materials could be delivered well. According to Thomas, Tomlinson and Masuhara (2009:11) interactive games promote positive attitudes toward the course. It means interactive games are the effective technique to teaching-learning activity especially in listening class.

2. The Quantitative Data

The source of quantitative data was the students' listening scores. Those data gave the result of the students' tests in each cycle. It can be seen in the following table.

Table 10. The Quantitative Data in Each Cycle

Data	Cycle 1	Cycle 2
Lowest score	6	7.33
Highest score	9	10
Number of the students	32	32
Mean	**7.25**	**8.56**

Based on the table above, it can be seen the lowest score in Cycle 1 was 6 and the highest score was 9. There were 3 students who got the lowest score and 4

students who got highest score in Cycle 1. On the other hand, in Cycle 2 the lowest score was 7.33 and the highest score was 10. The mean was 7.25 in Cycle 1 and 8.56 in Cycle 2. The students who got the lowest score were 5 and the students who got highest score was 9 students in this cycle.

Based on the mean scores above, it could be concluded that the mean scores of Cycle 1 and Cycle 2 supported the qualitative data that were stated before. Firstly, interactive games could make the students more active when they learned listening. They were more active in joining the listening class. Secondly, interactive games supported independent learning because by using interactive games, the students were motivated to work with minimal teacher's intervention. Here, the teacher acted as the monitor. Lastly, interactive games could improve the students' listening ability especially in responding to the spoken language and recognizing the grammatical word classes, systems, pattern, rules and elliptical forms.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three sections namely conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

The research is about improving students' listening skills through interactive games. In reference to the discussion in the previous chapter, it can be concluded that the use of interactive games is believed to be effective to improve students' listening skills. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

There were eight games that were used to improve students' listening skill. They were doing what you're told, pointing, Simon says, pass the ball, and pointing were the interactive games that were used in Cycle 1. Meanwhile, the games that were used in Cycle 2 were the sheriffs and the bandits, whisper race, great shopping race, and go shopping 1.

Since interactive games were used in the teaching listening, the students were enthusiastic in the class. In addition, interactive games improved students' listening skills. By applying collaborative interactive games, the students could respond to the spoken language orally and physically such as the students could answer the teacher

questions and did the instructions. The students' improvement in listening skills could be seen from the mean scores of each cycle. The mean of cycle one was 7.25 and the mean of cycle two was 8.85. It means that the students' listening skill improved

B. Implications

The results of the research give some implications to the research members. The implications of the actions were as follows.

1. The application of interactive games could improve students' motivation in listening activities. It is because the use of interactive games in the teaching-learning activities could increase students' enthusiasm. It implies that the English teacher can use interactive games in order to improve students' motivation. The advantage can be used to support the teaching of all skills, including speaking and writing.

2. The application of interactive games could improve students' listening. The games also motivated the students to be active learners. By playing interactive games in whole class or groups, there was interaction between students and teacher and among the students. It implies that the English teacher can use interactive games in order to promote interaction because interaction is one of the important aspects in language learning, teachers can use this activity to create classroom conditions which can support the efforts to attain a better result of learning.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teacher, the students, and other researchers. The recommendations are presented below.

1. For the English teachers of SMPN 2 Kalasan

It is essential for teachers especially the English teachers in SMPN 2 Kalasan to improve students' listening ability. The teacher needs to use the appropriate techniques which fit with the students needs and the students background in teaching listening. It is very useful for them to use interactive games in teaching listening.

2. For the students

The students get a model how English should be spoken as they get input from listening, so, students can improve their listening then speaking. Interactive games are one of the alternative ways to practice listening. It is because interactive games can help students in responding to the spoken language orally and physically. It also can motivate the students to learn English more.

3. For the School Principal

The result of the research is expected to be a reference for the school principal in applying the school-based curriculum, listening subject in particular. It is expected that principal pay attention to the development of the teaching of listening

which plays as an input to other English skills such as speaking and writing, and for the sake of students' needs as well.

4. For other researchers

The results of this research are expected to encourage other researchers to conduct further study dealing with listening skills or interactive games for other skills. Therefore, the other researchers who will conduct the similar research need to be prepared well.

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.

APPENDIX A

FIELD NOTES

Field Notes 1

Date   : June 29th, 2012

Time   : 10.00 a.m.-01.10 p.m.

R   : Researcher

1.	R mengurus surat ijin penelitian dan observasi di Fakultas Bahasa dan Seni.
2.	R mengurus lembar pengesahan proposal penelitian.

Field Notes 2

Date   : July 4th, 2012

Time   : 09.00 a.m.-11.00 a.m.

R   : Researcher

1.	R mengurus surat ijin penelitian ke Kantor Gubernur DIY, Kompleks Kepatihan, Danurejan, Yogyakarta.
2.	R menyampaikan tembusan surat ijin penelitian tersebut ke Gubernur DIY, Ka. Dinas Pendidikan Pemuda dan Olahraga Prop. DIY, Walikota Yogyakarta Cq. Dinas Perizinan, dan Dekan FBS UNY.
3.	Setelah menyampaikan ke Dinas Perizinan, R mendapatkan surat ijin baru yang harus disampaikan kepada BAPPEDA PemKab Sleman.

Field Notes 3

Date : July 16th, 2012   R   : Researcher

Time : 09.00-9.50 a.m.   ET   : English Teacher

Place : Teacher room,   Ss   : Students

    Headmaster room   H   : Headmaster

1	R menemui H untuk menyerahkan surat ijin observasi untuk melakukan observasidalam rangka melaksanakan penelitian di SMP Negeri 2 Kalasan.
2	R menemui H untuk menyampaikan maksud kedatangannya sembari menyerahkan surat ijin observasi dari Fakultas.
3	H menanyakan konsep penelitian yang akan dilaksanakan. Kemudian, H menyetujui maksud dan tujuan R
4	H meminta R untuk ikut ke ruang guru untuk diperkenalkan dengan guru bahasa Inggris kelas VII.
5	R menjelaskan konsep penelelitiannya kepada ET. Lalu R dan ET berdiskusi bersama-sama tentang materi dan waktu observasi dan penelitian. Mereka sepakat untuk melaksanakan penelitian pada tanggal 30 Juli 2012
6	R mengucapkan terimakasih dan kemudian berpamitan.

Field Note 4

Date   : July 23rd, 2012   R   : Researcher

Time   : 06.50-08.50 a.m.   ET   : English Teacher

Place : Teacher room,   Ss   : Students

         Classroom

1	R menemui ET di ruang guru.
2	Setelah bel masuk berbunyi, R dan ET masuk ke ruang kelas VII A
3	ET membuka pelajaran dan memberi salam, namun hanya beberapa Ss saja yang menjawab salam tersebut. Kemudian ET bertanya pada Ss tentang materi yang akan diajarkan. Setelah menerangkan, ET memberikan contoh pengucapan kata-kata yang terdapat dalam materi dan diikuti oleh Ss. Mayoritas Ss tidak bisa merespon apa yang dimaksud oleh ET. Kemudian setelah menutup pelajaran, ET menjelaskan bahwa R akan melaksanakan penelitian dan memohon kerjasama para Ss untuk tahap wawancara.
4	Setelah pelajaran usai, R mewawancarai siswa-siswa VIII A.
5	Para siswa mengatakan bahwa mereka mengalami kesulitan dalam penguasaan kosa kata (*vocabulary*) dan tidak mengerti artinya dalam bahasa indonesia. Sehingga mereka banyak mengalami kesulitan dalam keterampilan berbicara (*speaking*) dan menyimak (*listening*).
6	R dan ET kemudian berdiskusi dan memutuskan untuk mencoba mengatasi permasalan menulis siswa.
7	R kemudian berpamitan kepada ET dan guru piket.

Field Note 5

Date : July 24th, 2012   R : Researcher

Time : 09.45-10.10 a.m.   ET : English Teacher

Place : Teacher room

1.	Setelah bel istirahat berbunyi, R menemui ET di ruang guru.
2.	R dan ET mendiskusikan solusi yang akan diambil untuk mengatasi permasalahan menulis siswa.
3.	R dan ET juga mendiskusikan proposal penelitian berkaitan dengan masalah yang ditemukan dan solusi yang akan diterapkan.
4.	R berpamitan kepada ET dan beberapa guru yang ada di ruang guru.

Field Note 6

Date : July 30th, 2012   R : Researcher

Time : 06.50-08.40 a.m.   ET : English Teacher

Place : Teacher room,   Ss : Students

      VII A classroom

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi.
2	Setelah bel masuk berbunyi, R dan ET menuju ruang *kelas*. Ss diam karena belum mengenal R.
3	R memberi salam, memimpin doa, dan kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu dan meminta Ss. R kemudian memperkenalkan diri dan menjelaskan maksud serta tujuannya berada di kelas tersebut. Sedangkan ET bertindak sebagai *observer*.
4	R memulai pelajaran dengan menampilkan beberapa gambar binatang peliharaan. Ss tampak antusias dan berceloteh, "Apik gambare." Kemudian

	R bertanya kepada Ss, *"Do you know what it is?"* Ss menjawab, *"Turtle". R what the about this?(menunjukan gambar hamster). Ss"Tikus,eee mouse ding". R" No, it looks like mouse" Dhita"Hamster mbak". "*. Amos lalu berkata "Aku punya mbak tapi sudah mati". R melakukan hal yang sama sampai semua gambar habis. R lalu bertanya kepada siswa apa mereka pernah menyuruh atau meminta tolong pada teman mereka.
5	R lalu melanjutkan pelajaran dengan memberikan contoh giving instructions. Lalu R bertanya pada Ss tentang giving instruction. Beberapa Ss bisa menjawab pertanyaan R.
6	R kemudian memberikan aturan dari giving instructions dan giving prohibitions. Saat menjelaskan ada beberapa Ss yang sibuk dengan aktifitasnya sendiri.
7	Salah seorang S bertanya, "Mbak verb itu apa?". R menjawab "verb dalam bahasa Indonesia berarti kata yang maknanya melakukan sesuatu. Contohnya adalah makan, minum dan duduk seperti itu.
8	R lalu meminta Ss untuk membuat beberapa kalimat giving instructions. Setalah itu R menunjuk beberapa Ss untuk menuliskan kalimat giving instructions yang telah mereka buat. R meminta Ss untuk bermain games "Pass the Ball". Kemudian R memberikan aturan permainan kepada Ss. Pada *games* ini, Ss diminta untuk memberikan instruksi kepada teman yang telah menerima bola yang dilemparkan oleh teman si pelempar bola. Sebagian besar Ss antusias dalam permainan ini. R memandu mereka saat melakukan permainan. Setelah permainan usai, R bertanya kepada Ss apa mereka menemukan kesulitan atau tidak. Meraka pun menjawab dengan suara keras "tidak mbak".
9	R melanjutkan lagi pelajaran dengan permainan baru yaitu "Simon Says". R menjelaskan aturan permainan kepada Ss. Mereka sangat antusias sekali. Dalam permainan ini R meminta Ss untuk membuat kelompok. Tiap kelompok terdiri dari 4 orang siswa. Setiap kelompok harus membuat instruksi. Jika saat memberikan instruksi terdapat kata "Simon Says" maka

	kelompok lain harus melakukan instruksi tersebut. Tetapi jika hanya instruksinya saja, kelompok lain tidak harus melakukan instruksi tersebut(diam saja). Kelompok yang paling banyak melakukan kesalahan dalam melakukan instruksi akan diberikan hukuman berupa menyanyi di depan kelas.
10	Setelah semua kelompok memberikan instruksi, ada 2 kelompok yang mendapat hukuman. Setiap kelompok menyanyi di depan kelas secara bergantian. Karena tidak ada pertanyaan tentang materi tersebut, R mengulas kembali materi yang telah diberikan. Lalu R meminta Ss untuk belajar materi selanjutnya. R kemudian menutup pelajaran.
11	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. R berterimakasih lalu berpamitan.

Field Note 7

Date   : August 1th, 2012   R   : Researcher

Time   : 09.00-10.20 a.m.   ET   : English Teacher

Place   : Teacher room,   Ss   : Students

         VII A classroom

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi. Setelah bel masuk berbunyi, R dan ET menuju ruang *kelas*.
2	R memberi salam dan menanyakan kondisi siswa dalam bahasa Inggris dengan mengatakan "good morning students. How are you today?'. Ss pun juga menjawab dengan bahasa Inggris dengan lantang dengan mengatakan "I'm fine thank you and you?". R kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu. Sedangkan ET bertindak sebagai

	observer. R mengulas kembali materi yang telah diajarkan pada pertemuan sebelumnya.
3	R memulai pelajaran dengan bertanya tentang "toys" yang disukai oleh Ss, "kalian punya tidak mainan favorit?". Ss menjawab dengan antusias sekali. Ada yang menjawab bola, boneka, mobil-mobilan dll. Lalu R menampilkan beberapa gambar mainan. Ss tampak antusias dan berceloteh, "Apik gambare." Kemudian R bertanya kepada Ss, *"Do you know what it is?"* Ss menjawab, *"mobil"*. R menyuruh Ss untuk menjawab dalam bahasa Inggris, *"in English please"*. Lalu salah seorang Ss pun menjawab*," car mbak e"*. R menunjukan semua gambar sampai selesai.
4	R lalu melanjutkan pelajaran dengan memberikan contoh giving instructions. Lalu R bertanya kembali pada Ss tentang giving instructions. Ss menyebutkan aturan dalam membuat giving instruction dan giving prohibitions dalam bahasa Inggris tetapi beberapa dari Ss hanya diam memperhatikan.
5	R kemudian memberikan aturan dari giving instructions dan giving prohibitions. Saat menjelaskan ada beberapa Ss yang sibuk dengan aktifitasnya sendiri. Bahkan ada yang minta untuk segera bermain game.
6	R meminta Ss untuk bermain games "Ponting". Kemudian R memberikan aturan permainan kepada Ss. Pada *games* ini, R akan memberikan instruksi kepada salah satu siswa yang ditunjuk maju kedepan. Tugas siswa yang ditunjuk adalah menunjuk gambar yang dimaksud oleh R.
7	R melanjutkan lagi pelajaran dengan permainan baru yaitu "Doing What You're Told". R menjelaskan aturan permainan kepada Ss. Ss sangat antusias sekali dalam permainan ini. Dalam permainan ini R meminta Ss untuk membuat kelompok. Tiap kelompok terdiri dari 4 orang siswa. Instruksi yang diberikan harus dilakukan oleh seluruh kelompok yang lainnya.
8	Setelah semua kelompok memberikan instruksi, R lalu bertanya kepada siswa apakah sudah memahami materi. Karena tidak ada pertanyaan, R lalu

	memberikan test untuk mengukur kemampuan siswa. Setelah test usai, R meminta Ss untuk mengumpulkan lembar kerja mereka.
9	Karena tidak ada pertanyaan tentang materi tersebut, R mengulas kembali materi yang telah diberikan. Lalu R meminta Ss untuk belajar materi selanjutnya. R kemudian menutup pelajaran.
10	R kemudian melakukan interview dengan Ss berkenaan dengan materi dan penerapan teknik interactive games.
11	R sedikit berdiskusi dengan ET di ruang guru. Setelah menganalisa hasil test dan interview ET dan R sepakat untuk melajutkan *cycle*. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. R berterimakasih lalu berpamitan.

Field Note 8

Date   : August 2nd, 2012   R   : Researcher

Time   : 07.00-08.40 a.m.   ET   : English Teacher

Place   : Teacher room, VII A classroom   Ss   : Students

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi. Setelah bel masuk berbunyi, R dan ET menuju ruang *kelas*.
2	R memberi salam dan kemudian mengecek presensi Ss. Sedangkan ET bertindak sebagai *observer*.
3	R memulai pelajaran dengan bertanya tentang buah-buahan yang disukai oleh Ss, "what is your favorite fruit?". Ss menjawab dengan antusias sekali. Ada yang menjawab anggur, apel, jeruk dll. R lalu menunjuk salah satu siswa dan menanyakan "what is your favorite fruit?". Siswa tersebut menjawab "papaya miss".
4	R lalu menunjukan sebuah flash card. Ss tampak senang. R lalu bertanya, " What is it?" Raise your hand. Sebagian besar Ss mengangkat tangan dan

	meneriakan gambar apa itu. R menunjuk salah satu siswa, "Hendi, do you know what it is?". Hendi lalu menjawab "Grapes mbak". R menjawab, "Great, you're right". R juga memberikan contoh pengucapan nama buah tersebut dalam bahasa Inggris. R menujukan gambar buah-buahan satu per satu dan Ss menyebutkan nama buah tersebut dalam bahasa Inggris dan memberikan contoh pengucapannya sampai gambar tersebut habis.
5	R lalu memberikan memberikan materi tentang shopping list kepada Ss. Ss sangat antusias dengan materi shopping list tersebut.
6	Untuk mengecek vocabulary dan listening siswa, R memberikan permainan "The Sheriffs and the Bandits". R membagi siswa menjadi dua kelompok. Kelompok pertama akan bertindak menjadi Sheriffs dan satu kelompok lainnya akan menjadi Bandits. R akan meneriakan nama buah yang harus dicari oleh Sheriff dan Bandit. Contohnya, apple bandit no 5. Maka Sheriff no 5 juga harus lari mengejar Bandit no 5 untuk menghalangi Bandit mendapatkan gambar yang dimaksud.
7	Setelah permainan usai, R memberikan permainan baru kepada siswa. Permainan tersebut adalah Going Shopping 1. R membagi kelas menjadi 2 kelompok yaitu kelompok customer dan kelompok shopkeeper. Kelompok customer mendapatkan daftar belanja sedangkan kelompok shopkeeper mendapatkan nama barang yang akan dijual. Customer harus bertanya kepada shopkeeper tentang nama barang yang ada dalam daftar belanja mereka sampai mereka mendapat selurung barang belanja.
	R meminta Ss untuk membentuk kelompok yang terdiri dari empat orang. R membatasi waktu untuk Ss dalam membuat kelompok. Sehingga, mereka membentuk kelompok dengan cepat dan permainan dapat cepat dimulai.
8	Ss sangat antusias meminta R untuk melakukan permainan Sheriffs and Bandits lagi tetapi mereka bertukar peran yang tadinya menjadi Sheriffs kali ini bertindak menjadi Bandits. Begitu pula sebaliknya. "Mbak ayo main lagi yang tadi itu lo. Sheriff sama Bandits tapi gentian, yang sana jadi Bandits". Ss sangat senang dengan permainan tersebut.

9	R bertanya kepada Ss apa ada yang tidak dimengerti. Ss tidak ada pertanyaan tentang materi tersebut. Lalu R sedikit mengulas materi yang telah diajarkan. Setelah itu, R memberikan gambaran tentang materi berikutnya. R juga meminta Ss untuk mempelajari tentang sayur-sayuran. R lalu mentup kelas dan mengucapkan salam kepada Ss.
10	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. R berterimakasih lalu berpamitan.

Field Note 9

Date   : August 6th, 2012   R   : Researcher

Time   : 07.00-08.40 a.m.   ET   : English Teacher

Place : Teacher room,   Ss   : Students

VII A classroom

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi. Setelah bel masuk berbunyi, R dan ET menuju ruang *kelas*.
2	R memberi salam dan kemudian meminta ketua kelas untuk memimpin doa dalam bahasa Inggris. R kemudian mengecek presensi Ss. Sedangkan ET bertindak sebagai *observer*.
3	R memulai pelajaran dengan mengingatkan kembali tentang materi yang telah diajarkan sebelumnya.
4	R lalu bertanya kepada siswa sayuran apa yang disukai oleh siswa, "What is your favorite vegetable?". Ss lalu menyebutkan sayuran kesukaan mereka secara bersama-sama. R lalu meminta Ss untuk mengangkat tangan"raise your hand please". Beberapa Ss mengangkat tangan mereka. R menujuk Steven. Lalu Steven menjawab "carrot miss". Kemudian R menujukan gambar yang lain (bayam). R lalu menunjuk Dhita "bayam mbak". R

	bertanya kepada Ss bahasa Inggris bayam. Salah seorang siswa yang bernama Hendi meneriakannya "spinach mbak, koyo Popeye". R juga memberikan contoh pengucapanya.
5	R kemudian menunjukan gambar sayuran kepada siswa. R lalu menanyakan gambar bunga kol tersebut itu apa "students, what is it?". Ss menjawab "kembang kol". R menjawab "yes it is kembang kol. How you call it in English?". Ss berceloteh "opo yo? Kok angel". R kemudian menyebutkan bahasa Inggris bunga kol kepada siswa yaitu "cauliflower". R mencontohkan pengucapan cauliflower dan diikuti oleh Ss. R menunjukan semua flash cards tersebut satu per satu. R kemudian menjelaskan tentang lagi materi shopping list kepada Ss.
6	R kemudian meminta Ss untuk bermain Whisper Race. R akan memainkan permainan ini dalam 2 sesi. Setiap sesi akan dimainkan oleh 2 kelompok. R akan meletakkan gambar diatas kursi. Setiap kelompok harus berbaris sejajar. Orang pertama dalam permainan ini harus membisikkan nama sayuran yang ditunjukan dalam bahasa inggris. Orang kedua selanjutnya juga membisikkan ke orang ketiga begitu seterusnya sampai orang terakhir. Orang terakhir setelah itu harus mengambil gambar yang tepat. Kelompok yang paling banyak benar akan diberi hadiah oleh R.
7	Ss meminta R untuk melakukan games lagi "mbak mbak ayo main lagi". Untuk permainan terakhir, R akan memberikan permainan "the great shopping race". R membagi Ss dalam beberapa kelompok. Setiap kelompok terdiri atas 4 anak. Tugas mereka adalah menjual sekaligus pembeli. Setiap kelompok harus secara bergantian mengutus orang untuk membeli nama barang yang terdapat dalam daftar belanja mereka. Sedangkan anggota yang lain bertugas berjaga untuk menjual barang yang ada di toko mereka. Meraka memainkan permainan ini dengan sangat antusias sekali.
8	Setelah permainan selesai, R memberikan test terakhir kepada Ss. Ss mengerjakan test tersebut secara individu.
9	R kemudian menanyakan kesultan dalam materi yangtelah dipelajari.

	Karena tidak menemukan kesulitan R kemudian mengucapkan terima kasih dan berpamitan berkenaan hari tersebut adalah pertemuan terakhir.
10	R sebelum pergi melakukan interview dengan Ss.
11	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. Sebelum berpamitan, R dan ET melakukan interview. Setelah selesai, R berterimakasih lalu berpamitan.

APPENDIX B
INTERVEW TRANSCRIPTS

Interview 1

Date : August 1st, 2012   R : Researcher

Time : 10.20-10.30 a.m.   Ss : Students

Place : VII A

R	"Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?"
Ss	"Jelas" (bersama-sama)
R	"Menurut kamu belajar menggunakan games menarik tidak?"
Ss	"Menarik"(S04)
R	"Apa kamu terbantu saat belajar menggunakan games?"
Ss	"Ya"(S16)
R	"Kenapa?"
Ss	"Karena asik"
R	"Menurut kamu, aktifitas yang digunakan tadi menarik tidak?"
Ss	"Menarik" (S03) "Seru"(S16)
R	"Menarik mana belajar listeningnya memakai games atau tape recording?"
Ss	"Pakai games dong."

Interview 2

Date : August 1st, 2012   R : Researcher

Time : 10.20-10.30 a.m.   Ss : Students

Place : VII A

R	"Menurut kamu apakah penjelasan tentang materi tadi sudah jelas apa belum?"

Ss	"Sudah" (bersama-sama)
R	"Apakah kamu senang belajar memakai games?"
Ss	"Sangat senang." "InsyaAlloh senang mbak." (S05)
R	"Kenapa?"
Ss	"Karena gamesnya asik"
R	"Apakah kamu merasa terbantu saat belajar dengan menggunakan games?"
Ss	" Ya. Karena hepi"
R	"Apakah aktifitas yang digunakan tadi menark tidak?"
Ss	"Menarik" (bersama-sama)
R	"Lebih senang menggunakan apa saat belajar listening, games atau tape recorder?"
Ss	"Games mbak" (bersama-sama)

Interview 3

Date   : August 1st, 2012   R   : Researcher

Time   : 10.20-10.30 a.m.   Ss   : Students

Place   : VII A

R	"Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?'
Ss	"Jelas mbak"(S02) " Jelas sekali"(S12)
R	"Kalian terbantu tidak saat belajar dengan menggunakan games?"
Ss	"Terbantu mbak".(bersama-sama)
R	"Kenapa?"
Ss	"Karena menyenangkan mbak."(S02) "Hepi mbak" (S10)
R	"Ada kesulitan tidak saat belajar tadi?"

Ss	"Tidak mbak, cuma agak kecepeten mbak pas ngasih contoh dari instruksi-instruksi."(S02)
R	"Oke deh, besok akan di pelanin pas ngasih penjelasan."
Ss	"Waktu kalian belajar listening tentang giving instructions dan giving prohibitions ada kesulitan tidak ya?"
R	"ehm…kalau saya sih tidak mbak". (S32)
Ss	"Kalau saya tentang kata benda tadi mbak. Bikin pusing." Cara omongnya juga. Masih belepotan." (S22) "iya itu mbak. Bener-bener. Susah banget." (S6) (S20)
R	"Menurut kamu, menarik mana saat belajar listening menggunakan games atau tape recorder?
Ss	"Games"
R	"Oke deh dek"

Interview 4

Date : August 1st, 2012   R   : Researcher

Time : 10.20-10.30 a.m.   Ss   : Students

Place : VII A

R	"Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?"
Ss	"Sudah" (bersama-sama)
R	"Menurut kalian apa kesulitan saat kalian belajar materi tadi?"
Ss	"Itu mbak yang bagian kata kata kerja sama kata benda. Susah le ngapalke apa lagi le ngomong. Angel mbak."(S15) "Nah…podo mbak. Yang ngomongin e susah banget. Terus karena tidak tau artinya apa jadi bingung disuruh apa sama kelompok lain."(S30)

R	"Apakah kamu senang belajar menggunakan games?"
Ss	"Senang" (S15). "Hepi"(S19)
R	"Kenapa?"
Ss	"Karena menyenangkan dan mudah dimengerti." (S23)
R	"Apakah kamu merasa terbantu belajar dengan menggunakan games?"
Ss	"iya mbak, materi nya jadi mudah dimengerti mbak."(S34)
R	"Terus aktifitas yang digunakan tadi menarik tidak?"
Ss	"menarik mbak" (together)
R	"Lebih suka belajar menggunakan apa saat belajar listening? Games atau tape recorder?"
Ss	"Games dong mbak".

Interview 5

Date : August 1st, 2012   R   : Researcher

Time : 10.20-10.30 a.m.   Ss   : Students

Place : VII A

R	"Menurut kamu, penjelasan tentang materi tadi sudah jelas belum?"
Ss	"Sudah"(S07) "Sudah"(S09)
R	"Ada kesulitan tidak saat belajar materi yang tadi?"
Ss	"Ada mbak. Bingung sama cara ngomong dan artinya mbak. Jadi sering buka kamus gitu."(S09)
R	"Tapi tahu bagaimana melakukan instruksi dari saya dan teman kamu tidak?"
Ss	"Ya ada yang bisa ada yang tidak. Masih sedikit bingung sama artinya

	mbak jadi lama banget le ngelakuin instruksi ne." (S09) "Setuju mbak."(S25) (yang lain tertawa)
R	"Apa kamu senang belajar menggunakan games?"
Ss	"Senang"(S09) "Asik dan menarik"(S25) "Seru"(S29)
R	"Apa kalian merasa terbantu saat belajar dengan menggunakan games?"
Ss	"Ya sangat terbantu"(S09) "Mudah dimengerti"(S07)
R	"Terus Aktifitas yang digunakan tadi menarik tidak?"
Ss	"Menarik"(S07)
R	"Kenapa?"
Ss	"Ya seru mbak dan mudah dimengerti" (S07)
R	"Lebih suka aktifitas seperti apa saat belajar listening, games atau tape recorder?"
Ss	"Games" (bersama-sama)

Interview 6

Date   : August 6th, 2012   R   : Researcher

Time   : 09.25-90.40 a.m.   Ss   : Students

Place : VII A

R	"Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?"
Ss	"Sudah"(bersama-sama)
R	"Apakah kamu senang belajar dengan menggunakan games?"
Ss	"Suka"

R	"Kenapa?"
Ss	"Menyengkan"
R	"Apakah kamu merasa terbantu saat belajar menggunakan games?"
Ss	"Iya"
R	"Kenapa?"
Ss	"Karena menyenangkan" "Mudah dimengerti"
R	"Lebih suka aktifitas seperti apa dikelas saat belajar listening, games atau tape recorder?"
Ss	"Games" (bersama-sama)

Interview 7

Date : August 6th, 2012   R   : Researcher

Time : 09.25-90.40 a.m.   Ss   : Students

Place : VII A

R	""Menurut kamu penjelasan tentang shopping list tadi sudah jelas atau belum?"
Ss	"Sudah" (bersama-sama)
R	"Apakah kamu senang belajar menggunakan games?"
Ss	"Senang" (S12). "Hepi"(S09)
R	"Kenapa?"
Ss	"Karena menyenangkan dan mudah dimengerti." (S23)
R	"Apakah kamu merasa terbantu belajar dengan menggunakan games?"
Ss	"iya mbak, materi nya jadi mudah dimengerti mbak."(S34)
R	"Terus aktifitas yang digunakan tadi menarik tidak?"

Ss	"menarik mbak" (bersama-sama)
R	"Lebih suka belajar menggunakan apa saat belajar listening? Games atau tape recorder?"
Ss	"Games dong mbak".

Interview 8

Date : August 6th, 2012   R   : Researcher

Time : 09.25-90.40 a.m.   Ss   : Students

Place : VII A

R	"Menurut kamu penjelasan tentang materi tadi sudah jelas belum?"
Ss	"Sudah" (bersama-sama)
R	"Apakah kamu senang belajar dengan menggunakan games?"
Ss	"Senang sekali" (bersama-sama)
R	"Apakah kamu merasa terbantu saat belajar dengan menggunakan games?"
Ss	"Ya" (S01)
R	"Menurut kamu aktifitas yang digunakan tadi menarik atau tidak?"
Ss	"Menarik" (bersama-sama)
R	"Kenapa?"
Ss	"Seru mbak" (S12)
R	"Lebih suka aktifitas sepert apa saat belajar listening, games atau tape recorder?"
Ss	"Games" (S15)

Interview 9

Date   : August 6th, 2012   R   : Researcher

Time   : 09.25-09.40 a.m.   Ss   : Students

Place : VII A

R	"Menurut kamu penjelasan tentang materi shopping list tadi sudah jelas atau belum?"
Ss	"Sudah"
R	"Apakah kamu senang belajar dengan menggunakan games?"
Ss	"Suka sekali" (S11)
R	"Menurut kamu aktifitas yang digunakan tadi gimana, menarik tidak?"
Ss	"Menarik" (S08)
R	"Kenapa?"
Ss	"Menyenangkan" (S08) "Seru" (S11) "Senang" (S04)
R	"Lebih suka aktifitas seperti apa dikelas saat belajar listening, games atau tape recorder?"
Ss	"Games" (bersama-sama)
R	"Alright, thanks"

Interview 10

Date : August 6th, 2012 R : Researcher

Time : 09.25-09.40 a.m. Ss : Students

Place : VII A

R	"Menurut kalian penjelasan tentang materi tadi sudah jelas apa belum?"
Ss	"Sudah" (bersama-sama)
R	"Apa kalian senang belajar dengan menggunakan game?"
Ss	"Senang"
R	"Apa kalian merasa terbantu saat belajar dengan menggunakan games?"
Ss	"Ya sangat terbantu" (S32)
R	"Menurut kalian aktifitas yang digunakan tadi menarik tidak?"
Ss	"Menarik" (S03) "Menarik sekali mbak" (S32) "Games nya banyak dan seru" (S14)
R	"Menarik. Menurut kalian, lebih suka aktifitas seperti apa dikelas saat belajar listening. Games atau tape recorder?
Ss	"Games" (bersama-sama)
R	"Ya, terima kasih"

Interview 11

Date : August 6th, 2012   R   : Researcher

Time : 09.25-09.40 a.m.   Ss   : Students

Place : VII A

R	"Menurut kamu penjelasan tadi sudah jelas apa belum?"
Ss	"Sudah"
R	"Sudah. Apa kamu suka belajar dengan menggunakan games?"
Ss	"Senang" (S16) "Suka" (S26)
R	"Apa kamu merasa terbantu saat belajar dengan menggunakan games?"
Ss	"Suka" (S30) "Terbantu sekali" (S16)
R	"Menurut kamu aktfitas yang digunakan tadi bagaimana? Menarik atau tidak?"
Ss	"Menarik" (bersama-sama)
R	"Menarik" "Lebih suka aktifitas seperti apa dikelas saat belajar listening? Games atau tape recorder?"
Ss	"Games" (bersama-sama)
R	"Games ya?"
Ss	"Iya" (S16)

Interview 12

Date : July 23rd, 2012   R   : Researcher

Time : 10.30-10.40 a.m.   Ss   : Students

Place : VII A

R	"Suka tidak dengan pelajaran bahasa Inggris?"
Ss	"Suka"
R	"Apa kesulitan kalian saat belajar bahasa Inggris?
Ss	"Tidak tahu artinya mbak"
R	"Apa kamu senang menyimak lagu-lagu berbahasa Inggris?"
Ss	"Tidak mbak. Saya tidak mudeng artinya apa."
R	"Ibu guru Astri saat mengajar dikelas menarik atau tidak?"
Ss	"Menarik sih mbak"
R	"Oke, makasih ya."

Interview 13

Date : July 23rd, 2012   R   : Researcher

Time : 10.30-10.40 a.m.   Ss   : Students

Place : VII A

R	"Suka tidak dengan pelajaran bahasa Inggris?"
Ss	"Suka"
R	"Apa kesuliatan kalian saat belajar bahasa Inggris?"
Ss	"Ga tahu artinya"
R	"Ibu guru saat mengajar dikelas bagaimana? Menarik tidak?
Ss	"Mengerti tapi tidak ada permainannya"

Interview 14

Date : July 23rd, 2012   R   : Researcher

Time : 10.30-10.40 a.m.   Ss   : Students

Place : VII A

R	"Suka tidak dengan pelajaran bahasa Inggris?"
Ss	"Suka"
R	"Apa kesulitan kalian saat bahasa Inggris?"
Ss	"Sulit memahami artinya"
R	"Senang tidak mendengarkan lagu-lagu bahasa Inggris?"
Ss	"Tidak"
R	"Ibu guru kalau mengajar dikelas bagaimana?
Ss	"Pelajarannya kecepeten. Sulit memahami artinya"

Interview 15

Date : July 23rd, 2012   R   : Researcher

Time : 10.40-10.45 a.m.   ET   : English Teacher

Place : Teacher room

R	"Bagaimana kemampuan listening siswa di sini bu?"
ET	"Ya gitu mbak. Sulit merespon apa yang saya katakan. Masih banyak siswa yang bingung karena mereka ndak tau apa yang saya katakana. Jadi ya…dikelas yang digunakan bahasa Indonesia".
R	"Siswanya aktif tidak bu saat dikelas?"
ET	"Ada yang aktif tapi ada juga yang tidak. Malah sebagian dari mereka sibuk dengan pekerjaan mereka sendiri. Suka rame sendiri mbak kalau dikelas".

R	"Selama belajar dikelas waktu menjawab pertanyaan siswa ditunjuk atau sukarela untuk menjawab?"
ET	"Paling sering saya tunjuk mereka mbak. Kalau tidak ditunjuk mereka tidak mau jawab. Malu mbak".
R	"oh…ya bu. Terus apa kesulitan ibu saat mengajar listening?"
ET	"Kalau listening saya jarang ngajarin mbak. Jadi saya milih langsung ke speaking nya saja. Paling kalau saya mau ngjar listening ya pake dictation. Karena mereka kan juga masih SMP"
R	"Jadi ibu lebih senang menggunakan teknik?"
ET	"Iya mbak. Tapi kalau mau pakai media ya paling laptop sama LCD. Tapi agak repotnya kalau kelasnya ndak ada LCD. Itu kan harus minta siswanya pindah. Jadi harus ada koordinasi dengan guru lain juga.
R	"O..ya repot juga ya bu"
ET	"Iya mbak"
R	"Nggih bu, terima kasih"
ET	"Sama-sama mbak"

Interview 16

Date   : August 1ˢᵗ, 2012   R   : Researcher

Time : 10.40-10.45 a.m.   ET   : English Teacher

Place : Teacher room

| R | "Jadi bagaimana pendapat ibu tentang penerapan interactive games di kelas?" |
| ET | "Sejauh yang saya amati, mereka tertarik dan termotivasi untuk belajar. Mereka juga kelihatan lebih senang saat pelajaran dan tidak tegang. Siswa sangat relax dan aktif saat kegiatan belajar mengajar. Jadi menurut saya games nya ya..sudah efektif mbak."Tapi ini… masukan |

	dari saya saja mbak, kalau pas menjelaskan jangan terlalu cepet tadi pas menerangkan saya rasa terlalu cepat."
R	"O nggih,Bu, nggih. Besok saya usahakan lebih pelan lagi bu. Mm… niki hasil ujian mereka, bu." "Menurut ibu materi tadi bagaimana bu?"
ET	"Oh..menarik mbak. Apalagi yang game apa ya yang kemarin itu.hem…Simon says. Itu menarik sekali, seluruh anggota kelompok harus menyimak dengan baik instruksi yang diberikan oleh kelompok lain. Banyak yang terkecoh mbak hehe. Lucu banget. Mana yang kalah harus nyanyi. Materi tadi memang cukup sulit mbak. Saya lihat tadi mereka masih bingung soal noun dan verb. Tapi sebagian sudah mengerti sih tadi saya perhatikan. Oya, pegucapan nya juga mbak karena pengucapan kan akan menunjang kemampuan yang lain terutama speaking siswa juga."
R	Oh iya bu, itu seru sekali. Lalu bu, bagaimana dengan kemampuan listening siswa dibandingkan sebelum menggunakan interactive games?" "O..ya buk. Baik dipertemuan selanjutnya akan saya perjelas lagi di bagian itu terutama bagian pronunciation saya akan memberikan contoh pronunciation lebih jelas lagi karena listening dan speaking sangat terkait satu dengan yang lain."
ET	"Ha..jelas meningkat mbak. Mereka sudah bisa merespon instruksi guru dan teman satu kelas mereka. Walaupun, masih ada beberapa siswa yang masih belum terlalu mau merespon instruksi guru atau teman mereka dengan cepat dan tepat. Masih mikir..mikir dan sedikit tanya teman satu meja." "Oh..iya mbak. Benar"

Interview 17

Date   : August 6th, 2012   R   : Researcher

Time   : 09.50-10.00 a.m.   ET   : English Teacher

Place   : Teacher room

R	"Bagaimana pendapat ibu tentang penerapan games kemarin untuk mengajarkan listening kepada siswa?"
ET	"Sangat bagus mbak, bahkan lebih bagus dari pada games yang kemarin mbak. Saya lihat respon siswa makin bagus saja. Mereka juga sangat aktif di kelas dan percaya diri waktu berbicara menggunakan bahasa Inggris. Jadi games nya sangat membantu sekali."
R	"Oh..iya bu terima kasih. Lalu bagaimana dengan aktifitas nya bu? Menarik apa tidak?"
ET	"Menarik mbak. Siswa sangat aktif sekali. Saya lihat siswa sangat senang dan nyaman belajar dengan games. Bahkan mereka meminta lagi untuk bermain. Mereka juga bisa bekerja sama dengan baik dengan tim mereka."
R	"Mboten kecepeten bu?"
ET	"Sudah tidak mbak. Sudah cukupan. Siswa sudah bisa menangkap maksud pelajaran e mbak. Mereka pun juga sudah bisa merespon teman-teman mereka"
R	"Iya bu. Matur suwun"

APPENDIX C
LESSON PLAN

LESSON PLAN

School   : SMP N 2 Kalasan

Subject   : English

Grade   : VII / first semester

Skill   : Listening

Theme   : My Pets

Time allocation   : 2X40 minutes

A. Standard of Competence

2. Understanding to meaning in short functional oral texts to interact with others in daily life contexts

B. Basic Competency

2.1 Responding to meaning in a short functional oral text accurately, fluently and appropriately to interact with others in daily life context

C. Learning Objective

At the end of the lesson, the students are able to understand to meaning in short functional oral texts to interact with others in the daily life contexts.

D. Indicators

At the end of the lesson, the students are able to:

a. identify the students' pets

b. identify some specific information in giving instruction

c. do the instruction given by the teacher

d. give the instruction

E. Material

Enclosed

F.   Method:

Presentation-Practice-Production (PPP) and Total Physical Response (TPR)

G. Learning process

a. Opening

- Greetings,

- Asking the students condition

- Checking the students' attendance

- Asking the students about past lesson

b. Main Activity

   Presentation

- Teacher asks the students about the topic of the lesson

- Teacher shows the flash cards and asks what that is.

- Teacher asks the students about giving instructions.

- Teacher gives the examples of giving instructions.

   Practice

- Teacher asks the students to play the "Pass the ball" game.

- Teacher gives the rule of the game to the students.

- The students listen to the teacher.

- The students and the teacher do the game together.

   Production

- Teacher asks the students to make a group and play "Simon Says".

- The students make some instructions.

- Each group gives the other group the instructions by using words " Simon Says"

c. Closing

- Teacher asks the students the difficulties about lesson.

- Teacher and the students conclude the material.

- Teacher previews the next material.

- Teacher says good bye to the students

F. Sources:

Reilly, V and Ward, Sheila.M.(1997)*Very young learners*.Oxford: Oxford University Press
www.google.com

H. Assessment

The students' performance

Yogyakarta, 30th July 2012

The Teacher   The Student

Nur Hapsari Astriningsih   Aprilia Dyah R
NIP: 19820131 200902 2 003   NIM: 07202244066
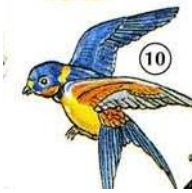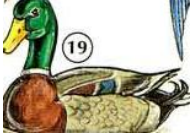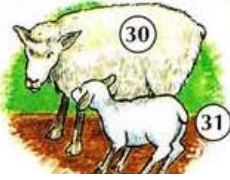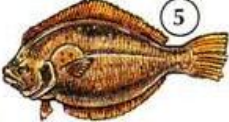
APPENDIX

Presentation

Cat	Hamster	Dog	Bird
chiken	Rabbit	Duck	Sheep
Fish	Turtle		

Instructions	
Positive	**Negative**
Base Verb	Don't + Base Verb
1. Sit down. 2. Work in pairs. 3. Get on with your work. 4. Keep your toys in the box. 5. Put your chick in the chicken coop. 6. Turn round	Don't sit down. Don't work individually. Don't stop with your work. Don't put your chick in the cage. Don't move forward.

LESSON PLAN

School   : SMP N 2 Kalasan

Subject   : English

Grade   : VII / first semester

Skill   : Listening

Theme   : My Toys

Time allocation   : 2X40 minutes

A. Standard of Competence

2. Understanding to meaning in short functional oral texts to interact with others in daily life contexts

B. Basic Competency

2.1 Responding to meaning in a short functional oral text accurately, fluently and appropriately to interact with others in daily life context

C. Learning Objective

   At the end of the lesson, the students are able to understand to the meaning in short functional oral texts to interact with others in the daily life contexts

D. Indicators

   At the end of the lesson, the students are able to;

a. identify some specific information in giving instruction

c. do the instruction given by the teacher

d. give the instructions

e. give prohibitions

E. Material

Enclosed

F. Method:

Presentation-Practice-Production (PPP) and Total Physical Response (TPR)

G. Main Activity

    a. Opening

- Greetings,

- Asking the students condition

- Checking the students' attendance

- Asking the students about past lesson

    b. Main Activity

      Presentation

- Teacher reminds the students past lesson.

- Teacher asks the students to mention their own toys.

- The students mention their own toys.

- Teacher gives the examples of the toys by showing pictures.

- Teacher gives other example of giving instructions.

- The students make their own examples.

      Practice

- Teacher asks the students to play the "pointing" game.

- Teacher explains the rules of the game to the students.

- The students listen to the teacher.

- The students and the teacher play the game together.

      Production

- Teacher asks the students to play the game "Doing what you're told"

- Teacher explains the rules of the game.

- The students play the game.

- Teacher checks the students understanding by holding the test.

    c. Closing

- Teacher asks the students the difficulties about lesson.

- Teacher and the students conclude the material.

- Teacher previews the next material.

- Teacher says good bye to the students

H. **Sources:**

Lee, W.R. Language Teaching Games and Contests (2002). Oxford University Press: Oxford

Reilly, V and Ward, Sheila.M.(1997)Very young learners.Oxford:Oxford University Press

www.google.com

G. Assessment

No	Listening instructions	Score
1	Right answer	1
2	Wrong Answer	0
	Maximum	10

Yogyakarta, August 1st , 2012

The Teacher   The Student

Nur Hapsari Astriningsih   Aprilia Dyah R
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APPENDIX
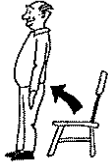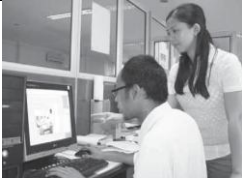
Presentation

A doll	**A ball**	**A doll's house**	**A construction set**
A toy train	**A teddy bear**	**A toy gun**	

Instructions	
Positive	**Negative**
Base Verb	Don't + Base Verb
1. Sit down. 2. Work in pairs. 3. Get on with your work. 4. Keep your toys in the box. 5. Put your chick in the chicken coop. 6. Turn round 7. Put on your shoes. 8. Come here. 9. Write down on the white board. 10. Stand up	Don't sit down. Don't work individually. Don't stop with your work. Don't put your toys on the table. Don't move forward. Don't come late

Production

I. Listen to your teacher and put a tick(V)on the right answer.

No			
1			
2			
	(……)	(……)	(…….)
3			
	(……)	(……)	(…….)
4			
	(…….)	(……)	(……)
5			
	(…..)	(…)	(….)

I.   Listen to the recording then, fill in the blank with the appropriate words.

Mrs. Ani is teaching in the classroom. Then, Budi comes. He is late to join English course.

Budi   : Excuse me. Good morning, Mrs. Ani.

Mrs. Ani   : (1)_____Good morning, Budi

Budi   : I'm sorry, I'm late

Mrs. Ani   : That's OK. But (2)_____ *again*.

Budi   : Thank you

Mrs. Ani   : Right. Now, (3)_____. What's this in English Ari.

Ari   : It's a ruler

Mrs. Ani   : Good. Now, (4)_____. Then,(5)_____

Key words

No	Questions	Answer
1	Clean the whiteboard	No 1
2	Sit down, please	No 3
3	Open the door	No 1
4	Don't be late	No 3
5	Sweep the floor, please	No 1

Listening transcript

Listen to the recording then, fill in the blank with the appropriate words.

Mrs. Ani is teaching in the classroom. Then, Budi comes. He is late to join English course.

Budi	: Excuse me. Good morning, Mrs. Ani.
Mrs. Ani	: Come in. Good morning, Budi
Budi	: I'm sorry, I'm late
Mrs. Ani	: That's OK. And ***don't come late again***.
Budi	: Thank you mam.
Mrs. Ani	: Right. Now, **look at the picture**. What's this in English Ari.
Ari	: It's a ruler
Mrs. Ani	: Good. Oh, Budi **clean the whiteboard, please**.
Budi	: Ok mam
Mrs. Ani	: now, students **work in pairs**
Students	: Ok mam

LESSON PLAN

School   : SMP N 2 Kalasan

Subject   : English

Grade   : VII / first semester

Skill   : Listening

Theme   : Fruits

Time allocation   : 2X40 minutes

A. Standard of Competence

2. Understanding to meaning in short functional oral texts to interact with others in daily life contexts

B. Basic Competency

2.1 Responding to meaning in a short functional oral text accurately, fluently and appropriately to interact with others in daily life context

C. Learning Objective

      At the end of the lesson, the students are able to understand to the meaning in short functional oral texts to interact with others in the daily life contexts

D. Indicators

      At the end of the lesson, the students are able to;

a. identify students' favorite fruits

b. give specific information about shopping lists

c. answer to the oral shopping lists

d. identify some specific information in oral shopping lists

E. Material

Enclosed

F. Method of Learning:

Presentation-Practice-Production (PPP) and Total Physical Response (TPR)

E. Learning process

a. Opening

- Greetings,
- Asking the students condition
- Checking the students' attendance
- Asking the students about past lesson

b. Main Activity

Presentation

- Teacher asks the students to mention their favorite fruits.
- Students mention some their favorite fruits.
- Teacher shows some pictures about fruits.
- Teacher pronounces the words.
- The students repeat the teacher's pronunciation.

Practice

- Teacher asks the students to play the game "Sheriffs and Bandits".
- Teacher gives the rules of the game.
- The students pay attention to the teacher.
- The students play the game.

Production

- Teacher asks the students to make a group consists of 6 students.
- Teacher distributes the vegetables cards to the students
- Teacher gives the rules of the game to the students.
- The students play the game.

c. Closing

- Teacher asks the students' difficulties about lesson.
- Teacher and the students conclude the material.
- Teacher previews the next material.

- Teacher says goo

F. **Sources:**

Lewis, Gordon and GÜnther Bedson. Games for Children. (2004). Oxford University Press: New York

Lee, W.R. Language Teaching Games and Contests (2002). Oxford University Press: Oxford

Mollinsky, S.J. Picture Dictionary(1994).Prentice-Hall Inc: White Plains, New

York

Gambar dari www.google .com

G. Assessment

Students' performance

Yogyakarta, August 2nd, 2012

The Teacher   The Student

Nur Hapsari Astriningsih   Aprilia Dyah R

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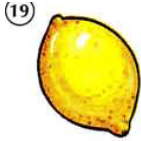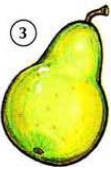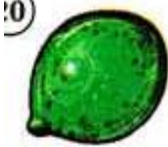
APPENDIX

Presentation

Pictures

starfruit /ˈsta:fru:t/	Apple /ˈæpl/	Strawberry /ˈst :bəri/	Mango /ˈm æŋəʊ/
Lemon /ˈlemən/	Pear /ˈpeə/	Lime /laIm/	Durian /ˈdʊəriən/
Cherry /ˈtʃeri/	guava /ˈgwa:və/	plum /ˈplʌm/	

Practice

Sheriffs and bandits
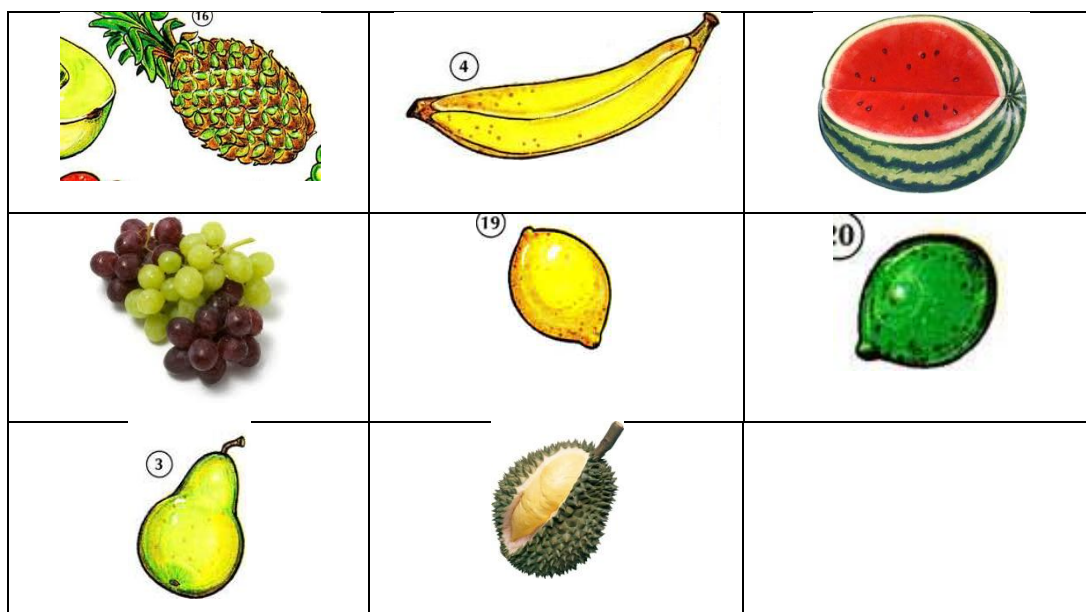
Production
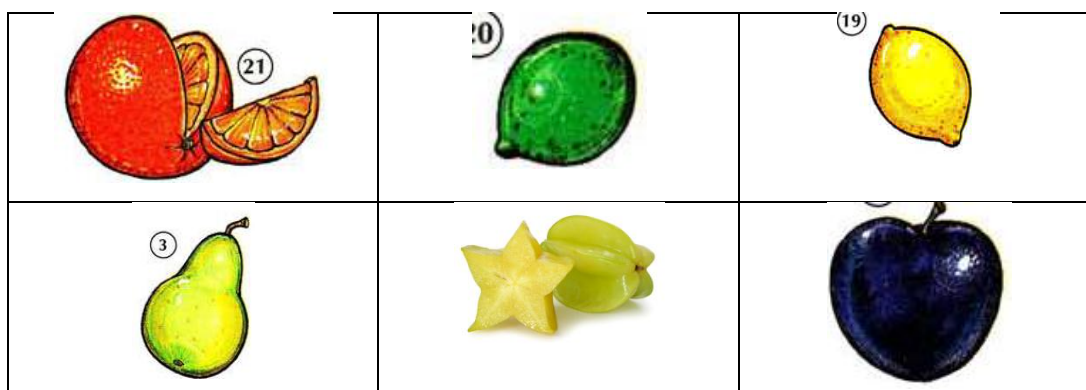
LESSON PLAN

School   : SMP N 2 Kalasan

Subject   : English

Grade   : VII / first semester

Skill   : Listening

Theme   : Vegetables

Time allocation   : 2X40 minutes

A. Standard of Competence

2. Understanding to meaning in short functional oral texts to interact with others in daily life contexts

B. Basic Competency

2.1 Responding to meaning in a short functional oral text accurately, fluently and appropriately to interact with others in daily life context

C. Learning Objective

At the end of the lesson, the students are able to understand to the meaning in short functional oral texts to interact with others in the daily life contexts

D. Indicators

At the end of the lesson, the students are able to:

a. identify the students' favorite vegetables

b. give specific information about shopping lists

c. respond to the oral shopping lists

d. identify some specific information in oral shopping lists

C. Material

Enclosed

D. Method:

Presentation-Practice-Production (PPP) and Total Physical Response (TPR)

E. Learning process

a. Opening

- Greetings,
- Asking the students condition
- Checking the students' attandance
- Asking the students about past lesson

b. Main Activity

Presentation

- The teacher reminds to the students about shopping list
- The students listen to the teacher explanation
- Teacher shows some pictures about vegetables.
- Teacher pronounces the vocabulary related the pictures.
- The students repeat the teacher pronunciation.

Practice

- Teacher asks the students to play the game "Whisper Race".
- Teacher gives the rule of the game.
- The students pay attention to the teacher.
- The students play the game.
- The students listen to the teacher.
- The students and the teacher do the game with their team.

Production

- Teacher asks the students to make a group that consists of 4 students
- Teacher asks the students to do the "The Great Shopping Race" game.
- Teacher gives the rule of the game to the students.
- The students listen to the teacher.

- The students play the game with their team.
- Teacher checks the students understanding by holding the test.

c. **Closing**
- Teacher asks the students the difficulties about lesson.
- Teacher and the students conclude the material.
- Teacher previews the next material

F. Sources:

Lewis, Gordon and GÜnther Bedson. *Games for Children.* (2004). Oxford University Press: New York

Toth, Maria. Heineman *Children's Games*(1995). A Division of Reed Educational and Professional Publising Limited:Oxford

Gambar dari www.google .com

G. Assessment

Correct answer: 1

Total score= the correct answersX2____

3

Yogyakarta, August 6[th,] 2012

The Teacher   The Student

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NIP: 19820131 200902 2 003   NIM: 07202244066

APPENDIX
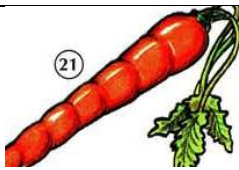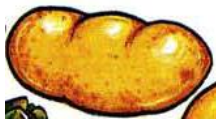
Presentation and Practice

Language Function

Asking and giving information about things in the classroom
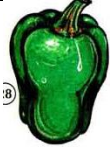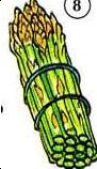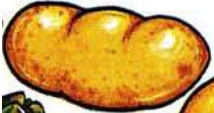
- Asking   : What is it called in English?
- Answering : It is a/an (spinach, broccoli, and cauliflower)

Asking   : Have you got spinach?
Answering   : yes, I have/ No I have not

Asparagus /ə'spærəgəs/	Bean /bi:n/	Brocoli /brɒkəli/	Cabbage /'kæbId3/
Carrot /'kærət/	Cauliflower /'kɒliflauə(r)/	Eggplant /'egplɒnt/	Mushroom /mʌrʊm/
Cucumber /'kju:kʌmbə(r))/	Potato /pə'təitəʊ/	Yam /jæm/	Spinach /spInIt /

Pumpkin	Radish	Lettuce
/pʌmpkIn/	/rædI /	/'letis/

Whispering race flash cards

Production

The names of the shop for The Great Shopping Race game

Maju Shop
Broccoli
Strawberry
Pumpkin
Durian
Cauliflower

Tori Shop
Cabbage
Figs
Peaches
Avocadoes
Apples

Mari Sweat Shop
Lemons
Radish
Guavas
Cauliflower
Cucumber

Love Mama Shop
Lettuce
Oranges
Banana
Green peppers
Peaches

Fantasy Shop
Pears
Mangoes
Apple
Starfruits
Guavas

Suity Shop
Tomatoes
Mushroom
Beans
Papaya
Potatoes

Cihui Shop
Corn
Eggplants
Spinach
Limes
Fig

Wonderful Shop
Apples
Pineapple
Cucumbers
Asparagus
Pear

Uyeee Shop
Water melon
Cheery
Carrots
Potatoes

The shopping list

A kg of broccoli	6 kgs of apples	Lettuce
2 kgs of cabbage	Water melon	2 kgs of eggplants
3 kgs of lemons	3 kgs of tomatoes	5 kgs of oranges
Corn	5 kgs of pears	A kg of strawberry

Spinach Pumpkin 3kgs of Figs 4kgs of Peaches	6kgs of Cauliflower 2 kgs of lime Pineapple Cheery	2 kgs of mangoes Banana Mushroom 2 kgs of radish
6 kgs of cucumbers 2 kgs of carrots Asparagus 4 kgs of potatoes	2 kgs of beans A kg of apple 3 kgs of Green peppers 4 kgs of starfruits	Papaya 3 kgs of avocado 4 kgs of guavas Durian

Production/Evaluation

I. Listen to the teacher and the put a tick (V) in the right picture.

1.

a.

(…. ………)

b.

(………..)

2.

a.

(………….)

b.

(…………..)

3.

a.

(………….)

b.

(………….)

4.

a.   b.

(………)   (………)

5.

a.   b.
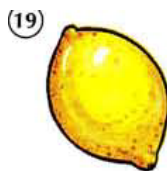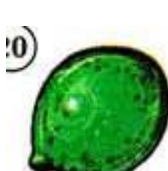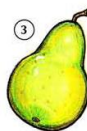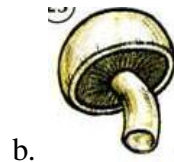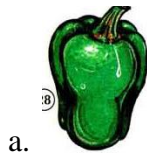
II. Listen to the recording, then, fill the missing word with the appropriate word.

Shopping List

1. _____kgs of apples
2. 4kgs of _____
3. 5kgs of _____
4. 2kgs of _____
5. Durian
6. A kg of _____
7. 5kgs of _____
8. 3kgs of _____
9. 2 kgs of _____
10. _____
11. Eggplant

Key word

I

1. Cabbage
2. Lime
3. Pear

4. Starfruit

5. Mushroom

II

Shopping List

1. 2kgs of apples
2. 4kgs of cauliflowers
3. 5kgs of cucumbers
4. 2kgs of asparagus
5. Durian
6. A kg of lemon
7. 5kgs of pear
8. 3kgs of spinach
9. 2 kgs of cabbage
10. Mushroom
11. Eggplant

APPENDIX D

COURSE GRID

The Course Grid of the Implementation of Interactive Language Games
(Cycle 1)

Theme	Games	Standard of Competence	Basic Competency	Indicators	Language Focus	Media	Learning Activities	Time	Assessment	Description of Interactive Language Games
My toys	Pointing and Doing what you're told	2. Understanding meaning in short functional oral texts to interact with others in daily life contexts	2.1 Responding meaning in a short functional oral text accurately, fluently and appropriately to interact with others in daily life context	a. Identifying the students' favorite toys b. Identifying some specific information in giving instructions c. Doing the instructions given by the teacher d. Giving the instructions	➢ **Language functions:** a. **Giving Instructions** For example, - Open your book - Close the door - Keep your toys in the box. **b. Giving prohibition** For example, Don't move forward ➢ **Vocabulary:** Gun toy, car, doll, ball	-Flash Cards -Realia	a. Opening • Greeting, • Asking the students condition • Checking the students' attendance • Asking the students about previous lesson b. Main Activity **Presentation** • Teacher asks the students about the topic of the lesson. • Teacher asks the students about their toys.	2X40 minutes	Students performance	**High interactivity** All the students involve this game. There is also communication between teacher and students, and among the students. **Simple to understand** (The rule of the game is clear. it is also easy to play). **Relevant/focus on the objectives** (The focus of interactive activities must be on the lesson objectives and not on understanding

						• The students mention the name of toys. • Teacher shows the flash cards and asks what that is. • Teacher asks the students about giving instructions and giving prohibitions. • Teacher gives examples of giving instructions and prohibitions. **Practice** • Teacher asks the students to play the "Pointing" game. • Teacher gives the rules of the game to the students. • The students listen to the			their representation): the focus of this games is clear. **Short time frame** (those games do not take much time and integrate to the theme of the lesson). **Creative and motivational** (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low): those games are fun, different, and relevant to the objectives of the lesson. **Collaborative**

| | | | | | | teacher.
 • The students and the teacher play the game together.
 Production
 • Teacher asks the students to play the game "Doing what you're told"
 • Teacher gives the rule of the game.
 • The students play the game.
 • Teacher asks the students to make a group and play "Simon Says".
 • The students make some instructions.
 • Each group gives the other group the | | | (Collaboration has been shown to be an effective means of student learning)**:** this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness. |

						instructions by using words " Simon Says" **c. Closing** ● Teacher asks the students the difficulties about lesson. ● Teacher and the students conclude the material. ● Teacher previews the next material. ● Teacher says good bye to the students.			

| My pets | Pass the ball | 2. Understanding to meaning in short functional oral texts to interact with others in daily life contexts | 2.1 Responding to meaning in a short functional oral text accurately, fluently and appropriately to interact with others in daily life context | a. identifying some specific information in giving instructions c. doing the instructions given by the teacher d. giving the instructions e.giving prohibitions | ➢ **Language functions:** • **Giving Instructions.** For example, Don't sit down. Don't work individually. Don't stop with your work. • **Giving prohibitions** For examples, - Don't kill your chicks - Don't eat it ➢ **Vocabulary:** Hamster, fish etc | | a. Opening • Greeting, • Asking the students condition • Checking the students' attendance • Asking the students about previous lesson b. Main Activity **Presentation** • Teacher reminds the students about the topic. • Teacher asks the students to mention their pets. • The students mention their pets at home. | 2X40 minutes | Students performance and written test | **High interactivity** All the students involve this game. There is also communication between teacher and students, and among the students. **Simple to understand** (The rule of the game is clear. it is also easy to play). **Relevant/focus on the objectives** (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their representation): the focus of this game is clear. |

						• Teacher gives the examples of the pets by showing pictures. • Teacher gives other examples of giving instructions and prohibitions. • The students make their own examples. **Practice** • Teacher asks the students to play the "Pass the Ball" game. • Teacher gives the rule of the game to the students. • The students listen to the teacher. • The students and the			**Short time frame** (those games do not take much time and integrate to the theme of the lesson). **Creative and motivational** (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low): those games are fun, different, and relevant to the objectives of the lesson. **Collaborative** (Collaboration has been shown to be an effective means of student learning):

						teacher do the game together. **Production** - The teacher asks the students to give the instructions to the other students. - The student who given the instruction should do it. - Teacher checks the students understanding by holding the test. - The students do the test individually.			this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.

The Course Grid of the Implementation of Interactive Language Games
(Cycle 2)

Theme	Games	Standard of Competence	Basic Competency	Indicators	Language Focus	Learning Activities	Media	Time	Assessment	Description of Interactive Language Games
My Favorite Fruits	The Great Shopping Race and Sheriffs and Bandits	2.Understanding meaning in short functional oral texts to interact with others in daily life contexts	2.1 Responding meaning in a short functional oral text accurately, fluently and aprpriately to interact with others in daily life context	a. Identifying students favorite fruits b. Giving specific information about shopping lists c. Answering to the oral shopping lists d. Identifying some specific information in oral shopping lists	➤ **Language functions:** - asking and giving information about favorite fruits for example; **Asking;** *Do you have? Have you got? What do you need?* **Giving;** I need a kilogram apple, orange ➤ **Vocabulary** Apple, grapes, strawberry etc	**a. Opening** • Greeting, • Asking the students condition • Checking the students' attendance • Asking the students about previous lesson b. Main Activity **Presentation** • Teacher asks the students about their favorite fruits • Teacher shows some pictures fruits • Teacher pronounces the words. • The students repeat the teacher's pronunciation • The students play the game.	Flash Cards	2X40 minutes	Students performance	• **High interactivity**: All the children involved in the game activity. There is also good communication between teacher and students. • **Simple to understand** The rule of the game is clear and easy to explain. The game is also easy to play. • **Relevant/focus on the objectives** (the activity should be viewed by

						• The teacher explains to the students about shopping lists • The students listen to the teacher explanation **Practice** • Teacher asks the students to play the Sheriffs and Bandit game • Teacher gives the rule of the game. • The students pay attention to the teacher. • The students do the game. **Production** • Teacher asks the students to play the "The Great Shopping Race" game. • Teacher gives the rules of the game to the students. • The students and the teacher play the game with their team.				the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their representation): the focus of this game is clear. ▪ **Short time frame** (It is important in interactive learning to keep an activity short, so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson. ▪ **Creative and motivational** (Creativity is a desirable quality

					• Each team chooses the leader to present their shopping list. The other groups listen and mention again the rival shopping list. A group that can mention the right shopping list as many as possible become a winner. c. **Closing** • Teacher asks the students the difficulties about lesson. • Teacher and the students conclude the material. • Teacher previews the next material. • Teacher says good bye				of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low): this game is fun, different, and relevant to the objectives of the lesson. ▪ **Collaborative** (Collaboration has been shown to be an effective means of student learning)**:** this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.

| Favorite vegetables | Whisper Race and Going Shopping 1 | 2. Understanding meaning in short functional oral texts to interact with others in daily life contexts | 2.1 Responding to meaning in a short functional oral text accurately, fluently and appropriately to interact with others in the daily life contexts | a. Identifying the students favorite vegetables b. Giving specific information about shopping lists c. Responding to the oral shopping lists d. Identifying some specific information in oral shopping lists | ➢ **Language functions:** - asking and giving information about favorite vegetables **Asking;** *Do you have? Have you got?* **Giving;** I need some/ I'd like to buy books, pen, and pencils**.** -Plural and singular such as book-books, pen-pens ➢ **Vocabulary** Book, glue, ruler, pen, pencil etc | a. Opening • Greeting • Asking the students condtion • Checking the students' attandance • Asking the students about previous lesson b. Main Activity **Presentation** • The teacher reminds to the students about shopping lists • The students listen to the teacher's explanation • Teacher shows some pictures about favorite vegetables. • Teacher pronounces the vocabulary related the flash cards. • The students repeat the teacher's pronunciation. | Flash cards | | Students performance and written test | • **High interactivity**: All the children involved in the game activity. There is also communication between teacher and students, and among the students. • **Simple to understand** (The rule of the game is clear. it is also easy to play). ▪ **Relevant/focus on the objectives** (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their |

						Practice				▪ representation): the focus of this game is clear. **Short time frame** (It is important in interactive learning to keep an activity short, so that it can be integrated into an overall lesson and be easily understood): this games do not take so much time and integrated to the theme of the lesson.
						• Teacher asks the students to play the game "Whisper Race".				
						• Teacher gives the rules of the game.				
						• The students pay attention to the teacher.				
						• The students play the game.				
						• The students listen to the teacher.				
						• The students play the game with their team.				
						Production				▪ **Creative and motivational** (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is motivated to participate in an
						• Teacher asks the students to play the "Going Shopping 1" game.				
						• Teacher gives the rules of the game to the students.				
						• The students play the games.				
						• Teacher checks the students				

						understanding by holding the test. c. **Closing** • Teacher asks the students the difficulties about lesson. • Teacher and the students conclude the material. • Teacher previews the next material				activity, the level of student involvement will typically be very high): this game is fun, different, and relevant to the objectives of the lesson. ▪ **Collaborative** This games can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.

APPENDIX E

LISTENING TEST SCORES

The Students' Listening Scores

No	Name	Cycle 1	Cycle 2
1	Adinda Permata Putri	7	7.33
2	Agata Dewanta Putra	7	10
3	Agung Tri Prasetyo	8	8.33
4	Alda Trixy Yufirani	8	10
5	Aldo Sartiono Putro	7	7.33
6	Chrestiyana Yoga Pangestu	6	8.33
7	Desi Rahmawati	7	7.33
8	Dwi Sulistyowati	9	10
9	Errinda Nurika P.M	8	8.66
10	F Steven Millicent	9	10
11	Feri Ferdian	7	7.33
12	Gregorius Guntur D.L	7	7.66
13	Hendi Satrio	8	10
14	Katarina Ditha Permata Sari	7	8
15	Kris Amos Andy Awan	8	8
16	Meri Tri Astuti	7	7.33
17	Miftah Yusti A.L	8	10
18	Moh. Angger D.R	7	7.66
19	Natalia Hana P	7	7.66
20	Noni Kurmala Dewi	7	7.33
21	Pamungkas Wijayanto	7	8.33
22	Rafi Ali M	6	8.33
23	Ruslan Abdul Haris	6	8.66
24	Seftiara Michelie	7	9.33
25	Septiana Nugraheni	9	10
26	Toriq Ismail	9	10
27	Violina Chandra Diva	7	8.33
28	Yanuri Bagus Setyawan	7	7.66
29	Yolainhanningrum	7	7.66
30	Yuni Krismunarti	7	8
31	Yustiko	7	10
32	Zulfa Sholekha	8	9.33
	Total	236	273.91
	Mean	**7.25**	**8.56**

APPENDIX F

LISTENING TEST

Figure 1. The Students' Listening Test in the Second Meeting

I. Listen to the recording then, fill in the blank with the appropriate words.

Mrs. Ani is teaching in the classroom. Then, Budi comes. He is late to join English course.

Budi : Excuse me. Good morning, Mrs. Ani.

Mrs. Ani : (1) *Come in* . Good morning, Budi

Budi : I'm sorry, I'm late

Mrs. Ani : That's OK. And (2) *Don't come late* again.

Budi : Thank you mam.

Mrs. Ani : Right. Now, (3) *look at the picture* . What's this in English Ari.

Ari : It's a ruler

Mrs. Ani : Good. Oh, Budi (4) *clean the whiteboard* , please.

Budi : Ok mam
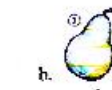
Mrs. Ani : now, students (5) *Work in pears*

Students : Ok mam,

Figure 2. The Students' Listening Test in the Second Meeting

Name: Miftah Yusti Amor Lestari
Student Number: 17

I. Listen to the teacher and the put a tick (V) in the right picture.

1.

a. (..V...) b. (.........)

4.

a. (..........) b. (...V....)

2.

a. (.........) b. (..V....)

5.

a. (.........) b. (...V....)

3.

a. (.........) h. (...V....)

III. Listen to the recording, then, fill the missing word with the appropriate word.

$\underline{\underline{10}}$

Shopping List

(1) 2 kgs of apples
(2) 4kgs of Cauliflowers
(3) 5kgs of Cucumbers
(4) 2kgs of Asparagus ___
(5) Durian ___
(6) A kg of lemon ___
(7) 5kgs of pear ___
(8) 3kgs of spinach
(9) 2 kgs of Cabbages
(10) Mushroom
(11) egg plant

Figure 3. Students' Listening Test in the Fourth Meeting

APPENDIX G

OBSERVATION CHECKLISTS

AND INTERVIEW GUIDELINE

Observation Checklist

No	Observation Items	Yes	No
A	Pre-teaching		
1	The teacher greets the students.	v	
2	The students respond to the greeting.	v	
3	The teacher asks the students' condition.	v	
4	The students tell their condition to the teacher.	v	
5	The teacher calls the roll.	v	
6	The students tell who is absent.	v	
7	The teacher outlines the materials.	v	
8	The teacher explains the goal of the teaching and learning.	v	
B	Whilst-teaching		
1	The students are ready to learn the materials.	v	
2	The teacher explains the materials.	v	
3	The teacher uses media such as flash cards and pictures.	v	
4	The students respond toward the teacher's explanation.	v	
5	The teacher uses games a technique.	v	
6	The teacher gives chances to the students to ask the questions.	v	
7	The students ask the questions.	v	
8	The teacher asks the students to play the game.	v	
9	The teacher explains the rules of the game.	v	
10	The students understand the rules of the game.	v	
11	The students listen and follow the teacher action.	v	
12	The students cooperate well in the game.	v	
13	The students speak English during the game.	v	
14	The teacher checks the students understanding by holding the test.		
C	Post-teaching		
1	The teacher and the students summarize the lesson.	v	
2	The teacher gives a reward and motivates the students to participate more in the next meeting.	v	
3	The teacher gives the topic for the next meeting.	v	
4	The teacher says good-bye.	v	

Observation Checklist

No	Observation Items	Yes	No
A	Pre-teaching		
1	The teacher greets the students.	v	
2	The students respond to the greeting.	v	
3	The teacher asks the students' condition.	v	
4	The students tell their condition to the teacher.	v	
5	The teacher calls the roll.	v	
6	The students tell who is absent.	v	
7	The teacher outlines the materials.	v	
8	The teacher explains the goal of the teaching and learning.	v	
B	Whilst-teaching		
1	The students are ready to learn the materials.	v	
2	The teacher explains the materials.	v	
3	The teacher uses media such as flash cards and pictures.	v	
4	The students respond toward the teacher's explanation.	v	
5	The teacher uses games a technique.	v	
6	The teacher gives chances to the students to ask the questions.	v	
7	The students ask the questions.	v	
8	The teacher asks the students to play the game.	v	
9	The teacher explains the rules of the game.	v	
10	The students understand the rules of the game.	v	
11	The students listen and follow the teacher action.	v	
12	The students cooperate well in the game.	v	
13	The students speak English during the game.	v	
14	The teacher checks the students understanding by holding the test.	v	
C	Post-teaching		
1	The teacher and the students summarize the lesson.	v	
2	The teacher gives a reward and motivates the students to participate more in the next meeting.	v	
3	The teacher gives the topic for the next meeting.	v	
4	The teacher says good-bye.	v	

Observation Checklist

No	Observation Items	Yes	No
A	Pre-teaching		
1	The teacher greets the students.	v	
2	The students respond to the greeting.	v	
3	The teacher asks the students' condition.	v	
4	The students tell their condition to the teacher.	v	
5	The teacher calls the roll.	v	
6	The students tell who is absent.	v	
7	The teacher outlines the materials.	v	
8	The teacher explains the goal of the teaching and learning.	v	
B	Whilst-teaching		
1	The students are ready to learn the materials.	v	
2	The teacher explains the materials.	v	
3	The teacher uses media such as flash cards and pictures.	v	
4	The students respond toward the teacher's explanation.	v	
5	The teacher uses games a technique.	v	
6	The teacher gives chances to the students to ask the questions.	v	
7	The students ask the questions.	v	
8	The teacher asks the students to play the game.	v	
9	The teacher explains the rules of the game.	v	
10	The students understand the rules of the game.	v	
11	The students listen and follow the teacher action.	v	
12	The students cooperate well in the game.	v	
13	The students speak English during the game.	v	
14	The teacher checks the students understanding by holding the test.		
C	Post-teaching		
1	The teacher and the students summarize the lesson.	v	
2	The teacher gives a reward and motivates the students to participate more in the next meeting.	v	
3	The teacher gives the topic for the next meeting.	v	
4	The teacher says good-bye.	v	

Observation Checklist

No	Observation Items	Yes	No
A	Pre-teaching		
1	The teacher greets the students.	v	
2	The students respond to the greeting.	v	
3	The teacher asks the students' condition.	v	
4	The students tell their condition to the teacher.	v	
5	The teacher calls the roll.	v	
6	The students tell who is absent.	v	
7	The teacher outlines the materials.	v	
8	The teacher explains the goal of the teaching and learning.	v	
B	Whilst-teaching		
1	The students are ready to learn the materials.	v	
2	The teacher explains the materials.	v	
3	The teacher uses media such as flash cards and pictures.	v	
4	The students respond toward the teacher's explanation.	v	
5	The teacher uses games a technique.	v	
6	The teacher gives chances to the students to ask the questions.	v	
7	The students ask the questions.		
8	The teacher asks the students to play the game.	v	
9	The teacher explains the rules of the game.	v	
10	The students understand the rules of the game.	v	
11	The students listen and follow the teacher action.	v	
12	The students cooperate well in the game.	v	
13	The students speak English during the game.	v	
14	The teacher checks the students understanding by holding the test.	v	
C	Post-teaching		
1	The teacher and the students summarize the lesson.	v	
2	The teacher gives a reward and motivates the students to participate more in the next meeting.	v	
3	The teacher gives the topic for the next meeting.	v	
4	The teacher says good-bye.	v	

Interview Guideline

Before (teacher)

1. Bagaimana kemampuan listening siswa?
2. Apakah selama proses belajar mengajar siswa aktif?
3. Apakah selama proses belajar siswa menjawab pertanyaan ditunjuk atau secara sukarela?
4. Apakah kesulitan ibu dalam mengajar listening kepada siswa?
5. Dalam mengajar listening, ibu lebih senang menggunakan teknik atau media? Mengapa?

For the students

1. Bagaimana perasaan dengan mata pelajaran bahasa Inggris? Suka atau tidak? Kenapa?
2. Apa kesulitan kalian saat belajar bahasa Inggris?
3. Apa kamu suka mendengar lagu-lagu berbahasa Inggris?
4. Apa kesulitan kamu saat menyimak lagu berbahasa Inggris?
5. Ibu guru saat mengajar di kelas bagaimana? Menarik atau tidak?

After (teacher)

1. Bagaimana pendapat ibu tentang penerapan games untuk mengajarkan listening kepada siswa?
2. Menurut ibu bagaimana aktivitas yang digunakan tadi?
3. Apakah ada yang perlu diperbaiki dalam penerapan teknik interactive games untuk mengajarkan listening?
4. Bagaimana perkembangan kemampuan listening siswa setelah penggunaan interactive games tadi?

For the students

1. Menurut kamu penjelalasan tentang materi tadi? Sudah mengerti belum?
2. Apakah kamu senang belajar menggunakan games?
3. Apakah kamu merasa terbantu saat belajar dengan menggunakan games?
4. Menurut kamu aktivitas yang digunakan tadi menarik atau tidak? Kenapa?
5. Lebih suka aktivitas seperti apa dikelas saat belajar listening? Games atau belajar menggunaka tape recorder?

APPENDIX H

PHOTOGRAPHS

Figure 4. The Students Paid Attention to the Researcher's Explanation	Figure 5. The Students Played Simon Says
Figure 6. The students were enthusiastic in doing the tasks cooperatively	Figure 7. The Students Played Great Shopping Race
Figure 7. The Worked In Group	Figure 8. The Students' Played "The Sheriffs and The Bandits"

APPENDIX I
PERMIT LETTERS

PERMIT LETTERS

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

SURAT KETERANGAN / IJIN
070/6401/V/7/2012

Membaca Surat	: Wakil Dekan I Fak. Bahasa dan Seni UNY	Nomor	: 876/UN.34.12/PP/VI/2012
Tanggal	: 02 Juli 2012	Perihal	: Permohonan Izin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

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

Nama	: APRILIA DYAH R.		NIP/NIM	: 07202244066
Alamat	: Karangmalang Yogyakarta			
Judul	: IMPROVING STUDENTS LISTENING ABILITY THROUGH INTERACTIVE GAMES IN SEVENTH GRADE AT SMP N 2 KALASAN			
Lokasi	: SMP N 2 Kec. KALASAN, Kota/Kab. SLEMAN			
Waktu	: 04 Juli 2012 s/d 04 September 2012			

Dengan Ketentuan

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

Dikeluarkan di Yogyakarta
Pada tanggal 04 Juli 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Ir. Joko Wuryantoro, M.S.
NIP. 19560108 198603 1 011

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Wakil Dekan I Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan

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PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 2 KALASAN

Alamat : Kledokan, Selomartani, Kalasan, Sleman, Yogyakarta >4 : 55571 Telp:0274-7490651

SURAT KETERANGAN
Nomor : 421.3 / 180

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Kalasan, Kabupaten Sleman, Yogyakarta, menerangkan bahwa :

Nama	: APRILIA DYAH RATNASARI
NO. Mhs.	: 07202244066
Program	: S1
Jurusan	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: UNY
Alamat Rumah	: Tegal Borong, Kemuda, Prambanan, Klaten.

Telah mengadakan penelitian untuk penyusunan skripsi dengan judul : "IMPROVING STUDENTS' LISTENING SKILL THROUGH INTERACTIVE GAMES IN THE SEVENTH GRADE AT SMPN 2 KALASAN." di SMP Negeri 2 Kalasan sejak tanggal 30 Juni 2012.

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Kalasan, 19 September 2012
Kepala Sekolah

Drs. H. TRI RAHARDJO, M. Pd.
NIP. 19530414 197903 1 015

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website : bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 2178 / 2012

TENTANG
IZIN PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.

Menunjuk : Surat dari Sekretariat Daerah Provinsi Daerah Istimewa Yogyakarta Nomor. 070/6401/V/7/2012 Tanggal: 4 Juli 2012 Hal. Ijin Penelitian

MENGIZINKAN :

Kepada :
Nama : APRILIA DYAH R
No.Mhs/NIM/NIP/NIK : 07202244066
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Tegal Barang Kemudo Prambanan Katen
No. Telp / HP : 085292323231
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul:
'IMPROVING STUDENTS LISTENING ABILITY THROUGH INTERACTIVE GAMES IN SEVENTH GRADE AT SMP N 2 KALASAN'
Lokasi : SMP N 2 Kalasan
Waktu : Selama 3 bulan mulai tanggal: 4 Juli 2012 s/d 4 Oktober 2012

Dengan ketentuan sebagai berikut :
1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.
Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 5 Juli 2012
a.n Kepala Badan Perencanaan
Pembangunan Daerah

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa. Kab Sleman.
3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Kepala Bidang Susbud Badan Perencanaan Pembangunan Daerah Kab. Sleman
5. Camat Kalasan
6. Kepala SMP N 2 Kalasan
7. Wakil Dekan I Fakultas Bahasa dan

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003