

**IMPROVING STUDENTS' PARTICIPATION IN SPEAKING
THROUGH COMMUNICATIVE GAMES AT GRADE X.2 OF
SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR OF
2011/ 2012**

A Thesis

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

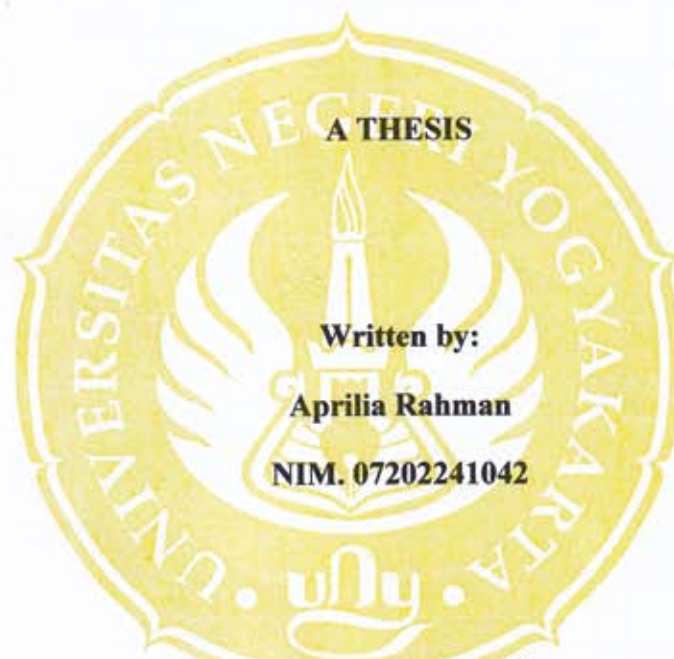


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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

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COMMUNICATIVE GAMES AT GRADE X.2 OF SMA N 1 SRANDAKAN
IN THE ACADEMIC YEAR OF 2011/ 2012**



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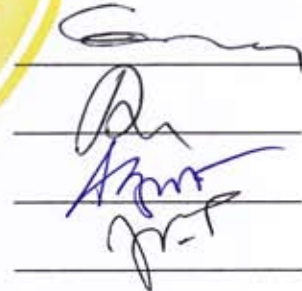
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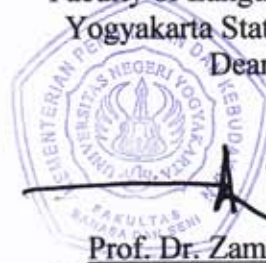
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, April 2013

Penulis,



Aprilia Rahman

MOTTO

My life is my family

I love my family

DEDICATION

This thesis is specially dedicated to:

my mother,

my husband,

and my little daughter

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Alhamdulillahirobbil 'alamin. Praise be to Allah SWT, the Almighty for the mercy and strength so that the writer could finally finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

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The writer hopes that this writing will give contributions to the improvement of the English teaching and learning process. However, the writer also realizes that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, April 2013



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ABSTRACT

This study is aimed at improving the students' participation in the teaching and learning process of speaking for grade X.2 students of SMA N 1 Srandakan in the academic year of 2011/ 2012 through communicative games.

This study was an action research study consisting of two cycles. To achieve the objective, the researcher worked collaboratively with other team members. The researcher collected the data through observing the teaching and learning process in the classroom, administering the questionnaires to the students, interviewing the English teacher and the students, and documenting the teaching and learning process. The data were in the forms of field notes, the questionnaire responses, interview transcripts, and photographs. To analyze the data, the researcher used the data analysis technique of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The validity of the data was obtained through process validity, outcome validity, catalytic validity, democratic validity and dialogic validity. Then, to obtain the trustworthiness, the researcher used time triangulation, investigator triangulation, and theoretical triangulation.

The result of the research showed that the use of communicative games in this study was effective to improve the students' participation in speaking. By implementing communicative games, the researcher found that the students were happy to get involved in the teaching and learning process of speaking. The interaction among the students also improved and their self-confidence, cooperation, and responsibility developed. In addition, the use of other additional activities and various media attracted the students to pay longer attention to the lesson. Therefore they became active learners during the teaching and learning process of speaking. As the result, the students' participation problems could be reduced by implementing communicative games in the teaching and learning process of speaking.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Students' participation in speaking is an important factor which determines the success of the teaching speaking. In the classroom activities, the students should be encouraged to be active participants mentally and physically, because by doing this, they can learn best. As stated by Piaget (2007) that the students are concentrated thinkers and learn best through active participation. To be able to speak fluently the students have to do a lot of practices and participate actively during the speaking lessons. It means that that the students' speaking ability depends on the frequency of the using of the target language. The students' participation in speaking can be maximally achieved if it is supported by the teacher's efforts. Creating fun and interesting activities is very important. These kinds of activities will influence the students' motivation to participate in the teaching and learning activities.

However, most of the students of grade X.2 of SMA N 1 Srandakan were passive during the speaking lessons. From the result of the pre-observation and the interview with the students and the teacher, the researcher found that most of the students of grade X.2 did not participate actively during the teaching and learning process. Their lack of participation in speaking was influenced by the teaching technique used by the teacher. The teacher did not give interesting materials for the students. The students only watched a very long video that made them get bored. Furthermore, the learning materials were not familiar to the

students. Therefore, the students were not enthusiastic in attending the lesson, and finally they could not achieve the learning objectives. In addition, the teacher as a classroom manager could not organize the students in carrying out the tasks. The teacher's teaching techniques were only focused on reading aloud a dialogue without paying attention to the communicative aspects.

The condition of the teaching and learning above made the students get bored easily and they were also reluctant to participate themselves in the speaking activities. They did not pay attention to the teacher explanation and the video. Some of the students liked to chat in Indonesian or Javanese during the English teaching and learning process. Moreover, there were some students that were daydreaming. Besides, the students did not answer the teacher's question during the activities. When the teacher asked the students to practice the dialogue, there was no student that wanted to be a volunteer. They wanted to practice it after the teacher called their name. Moreover, there were some students that still refused to practice it when the teacher asked them. The rest of them tended to be passive and did not participate in the speaking activities. They did not talk or say anything, and avoid to join the speaking activities in the class.

Based on these real situations above, it is important to solve these problems. The researcher proposes the use of communicative games because of some reasons. Games, according to some experts (Hadfield, 1990; Brown, 2001), are effective to improve students' speaking skills. Besides they can be used to practice many types of communications (Aeroz, 2000), games trains the students to be more responsible for their own learning, more cooperative with their friends

and more competitive with other students. With the element of fun and rules that games have (Hadfield, 1990), they would bring powerful effects which appear in the term of motivation, unconscious language acquisition, and learner's performance in using the language. Reading some proofs about the power of games in the teaching and learning process, the researcher decided to use games to improve students' participation in speaking as a solution to the problems above.

B. Identification of the Problem

There are some problems related to the speaking lesson found at grade X.2 of SMA N 1 Srandakan. The identifications of the problems are as follow:

The first problem came from the teaching technique used by the teacher. The teacher never used interesting teaching technique such as games and group work. Besides, the teacher did not give fair opportunity to the students to speak up. When giving speaking practice she did not give the students sufficient time so that some of the students could not do the practice well. Those problems made the learning activities boring because they are monotonous and less challenging for some students. Moreover, the technique that the teacher brought into the class cannot accommodate the students to communicate with and learn the language effectively.

The lack of the students' attention during the lessons caused a problem of the students' ability in speaking. Based on the interview with the teacher, most of the students of grade X.2 of SMA N 1 Srandakan had low speaking ability. They did not master English vocabulary well. Therefore, they had difficulties in pronouncing words and sentences in English during the speaking activities.

Furthermore, the students were also lack of grammar mastery. They were not able to speak English in the right structure.

Because the students had low speaking ability, they became unconfident to speak English. They were afraid to make mistakes when they spoke in English. It made them become shy to speak English in front of the class. Moreover, the other students tended to laugh at the student who was called on by the teacher and gave wrong answer to the teacher's question. It made the students' participation during the speaking activities become low.

C. Limitation of the Problem

Based on the identification of the problems above there are many problems related to the speaking lessons found at grade X.2 of SMA N 1 Srandakan. The researcher had identified the problems and found that the low students' participation in speaking is caused by the teaching technique applied by the teacher. Because of the limited of the time and the fund, the researcher focuses the study on the efforts of finding ways to improve the students' participation in speaking.

The researcher and the teacher focus on improving students' participation in speaking through games for grade X.2 of SMA N 1 Srandakan in academic year of 2011/ 2012 through action research. The researcher focuses on the use of communicative games which can improve the students' participation in speaking. The researcher chooses to limit the research on the communicative games for two reasons. First, communicative games reflect real-world activities which mean that the activities are based on the real communication. By giving communicative

games, the students can be more enthusiastic in the speaking class. Second, the efforts that are done in this research are limited by physical factors such as time and facilities. The researcher did not have enough time to handle all of the problems in this school because she only had three months to conduct this research. Besides, the researcher did not have access to facilities that are required to solve all of the problems. Related to these reasons, these efforts done in this research are limited to increase grade X.2 students' participation in speaking at SMA N 1 Srandakan.

D. Formulation of the Problem

Based on the background of the problem, the identification of the problem, and the limitation of the problem, the researcher formulates the problem into: "How can communicative games improve the students' participation in speaking at grade X.2 of SMA N 1 Srandakan in the academic year of 2011/ 2012?"

E. Objectives of the Study

Corresponding to the formulation of the problem, the research objective is aimed at improving the students' participation in speaking through the use of communicative games for grade X.2 students of SMAN 1 Srandakan.

F. Significance of the Study

This study is expected to be beneficial for:

1. The English teacher in SMA N 1 Srandakan; the finding of this study hopefully can be a valuable source of information to improve the quality of English teaching and learning process.
2. The students in SMA N 1 Srandakan; the actions of the research are useful to motivate the students to practice speaking English a lot in the classroom.
3. English education students of Yogyakarta State University; the finding of this study hopefully becomes one of the considerable reading materials either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning process.
4. The researcher herself; the results of the research are useful to improve her knowledge in teaching speaking especially in improving students' participation in speaking through communicative games.

CHAPTER II

LITERATURE REVIEW

A. Review of Theories

This sub-chapter is presented in four headings: teaching of speaking, factors affecting effective speaking, students' participation in learning speaking, and communicative games.

1. Teaching of Speaking

Speaking is one of language skills that should be learned by the language learners. Speaking has different definitions according to the different experts. Spratt, Pulverness, & Williams (2005) state that speaking is a productive skill that involves the speaker to use speech to express meaning to the listener. To keep the listener involved in what he/ she says and to check the listener understanding, the speaker needs to pay attention with the interaction between them.

The other experts have different definitions about speaking. Chaney in Kayi (2006) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means that the speakers of English have to be able to speak in different genres and situations as stated by Harmer (2007).

The students' speaking skill will be better when they have tried to speak in different situation. According to Harmer, (2002), the students' ability to use the target language orally depends on the frequency of the using of the target

language. That is why, to be able to speak fluently, the students have to do many speaking practices.

Speaking is a complex skill which needs the understanding and mastering the components of the language proficiency such as pronunciation, grammar, and vocabulary. Brown (2001: 272) explains a list of micro-skills of oral communications that related to the components of language proficiency as follows:

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- 8) Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

The list of the micro-skills of the oral communication above implies that the teacher should focus on both of the forms of language and the functions of language. Therefore, the success of conducting speaking always depends on the mastering of those components.

2. Factors Affecting Effective Speaking

There are some factors that influence the teaching and learning process of speaking. The factors will influence the successes of the teaching and learning process of speaking.

a. The Factors that Make Speaking Difficult

Speaking is regarded as a difficult language skill. It is difficult for the language learners to master it in a short time. Pinter (2006) says that the process to learn speaking is long and difficult. It is long because it needs a lot of speaking practices. It is difficult because the learners should be aware of the setting of the conversation.

The condition in which the speaking occurs can also influence the degree of fluency. Thornbury (2005) explains the factors that make speaking easy or difficult into three categories. Those are cognitive factors, affective factors and performance factors.

The first factor that influences the students' speaking performance is the cognitive factors. Those are familiarity with the topic, genre, interlocutors, and the processing demands. The cognitive factors related to the students' language mastery. The students will be easier to speak up about something that they have been already understood. They will be difficult to speak about unfamiliar thing.

The second is the affective factors. Those were related to the students' feelings towards the speaking activities. The students' feelings towards the topic and the participants can influence their speaking production. If they like the topic, the speaking practices will be easier. If they do not like the topic, they will be reluctant to speak about it. It is equal with the students' feeling about their performances. If the students know they are being evaluated, they will be more anxious and it will give negative effects to their performances.

The third factor is the performance factors. Those were related to the situation during their speaking performances. Face to face speaking condition will be easier than over telephone. Speaking in group will be also easier than speaking individually in a certain condition. The time for preparing the speaking performance also influence the students' speaking productions. Therefore, the noise condition also makes the speaking performances become difficult for the students.

Another reason that makes speaking difficult is the characteristics of the spoken language itself. Spoken language is different from written language. Spoken language is more complex than written language. According to Brown (2001), spoken language has some characteristics that make it more difficult than written language. Those characteristics are clustering, reduced form, performance variable, colloquial language, rate of delivery, and, stress, rhythm, and intonation. The students should master those six characteristics to be a fluent speaker. A good speaker does not speak word by word. Spoken language should be produced in phrasal or clustering. To make the speaking productions being not bookish, the

students should master reduced forms and colloquial language. They also have to learn how to pause as in performance variable. Besides, the knowledge about rate of delivery, stress, rhythm, and intonation is also needed to make the messages conveyed by the speaker clearer. If the students master all of those characteristics, they will be easier in speaking production. On the other hand, if they do not really understand about that, they will find difficulty in speaking.

b. Designing Classroom Speaking Activities

It is important to give the students a variety of speaking activities. First, they will be able to cope with different situations in reality. Another reason, variety also helps keep motivation high. Any kind of activity, if overused, may become less interesting. The third reason for designing a variety of activities is that the students have different learning styles, so some kinds of activities may suit to some students, while other activities may suit to other students (Brown, 2000).

According to Littlewood (1984) speaking activities are divided into two types: functional communicative activities and social interaction activities. For beginning language students, Littlewood (1984) points out that it is necessary to also include what he calls pre-communicative activities, which are more structured and allow the students to practice the forms of the language.

There are many speaking activities that can be used in the class. Harmer (2001) gives some examples of speaking activities that are suitable for students:

1) Information gaps

It is suitable for elementary or intermediate learners. In this kind of activities, the speakers have different parts of information making up a whole.

2) Surveys

It is suitable for elementary students. One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan the questionnaires themselves, the activities become even more useful.

3) Discussion

It is suitable for intermediate and upper-intermediate students. Preparation before the discussion is needed to reach a successful discussion because people need time to assemble their thought before any discussion.

4) Role-play

It is suitable for upper intermediate and advanced students. In these activities, students are asked to imagine that they are in different situation and act accordingly.

Creating classroom speaking activities will help and develop communicative competence. Teacher needs to give the students the multiple forms of expressions. Teacher also needs to combine structured output activities, which allow for error correction and increase accuracy, with communicative output activities that give students opportunities to practice language use more freely.

c. The Roles of the Teacher in Teaching Speaking

Teacher has different roles in different kinds of lessons. The role of the teacher depends on the type of the lessons, lesson aims and the level and age of the learners. According to Spratt et al (2003: 145) there are some roles of teacher which are often used:

- a. Planner: prepares and thinks through the lesson in detail before teaching.
- b. Informer: gives the learners detail information about the lesson and the activity.
- c. Manager: organizes the class so the lesson can run effectively.
- d. Monitor: checks the students around the class during the lessons.
- e. Involver: makes sure that the learners participate in the learning activities.
- f. Parent/ friend: comforts learners when they feel upset or unhappy.
- g. Diagnostician: tries to find the learners' difficulties and finds the way to overcome them.
- h. Resource: can give help and advice to the learners.

Brown (2001: 167-168) has different perception related to the classification of the teacher's role. He proposes that the teachers can have many roles in the course of teaching. The following are the role of teachers that can create interactive classroom, especially in speaking class:

- a. The teacher as controller

The teacher determines what the students do, when they should speak, and what language forms they should use.

b. The teacher as director

The teacher is like a conductor of an orchestra or director of drama. The teacher should make sure that the speaking activities flow smoothly and efficiently.

c. The teacher as facilitator

The teacher should be able to facilitate the process of learning to make the students learn easily.

d. The teacher as resource

The teacher should be available for advice and counsel when the students seek it.

Klippel (1989) states that the teacher has to decide to join in activity as an equal member or remain in the background to help and observe. If the teacher joins the activity, the psychological distance between the teacher and students may be reduced when students get to know their teacher better. However, she will then no longer be able to judge independently and give advice and help to other groups. If the teacher does not join in the activities, the teacher is able to observe the performance of the students and note common mistakes for revision at a later stage. However, the teacher also should be careful not to correct students' errors frequently because it can make them feel hesitant and insecure in their speech.

Harmer (2007) also proposes some teacher's roles in teaching speaking. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays

and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. The third role is as a feedback provider. The teacher's feedback on the students' speaking depends on the situation. The teacher can give feedback after the students complete an activity or later at the end of a meeting.

3. Students' Participation in Learning Speaking

Participation has various definitions related to the different theorist. Richards and Schmidt (2002) stated that participation is the action of taking part in the exchange of speech or being merely a silent participant. It can be inferred that in the process of teaching speaking the students' participation is related to two kinds of conditions. The first is there is no interaction among the students such as in story telling. The other condition is there are interactions in the speaking activities.

The definition above connects the students' participation with the students' interaction. According to Spratt, Pulverness, and Williams (2005) interaction is two-way communication that involves using language and body language. Body language has function to keep the listeners involved to keep what the speaker is saying and to check that the listeners understand the meaning. From the explanation of the expert above, it can be concluded that the teacher should not only provide one-way communication activities in teaching speaking, but he/ she also should give the students opportunity to be involved in two-way communication.

The students' participation in the speaking lessons takes a great role in the process of teaching speaking. In the speaking class, the students should be encouraged to be active participants because by doing this the objective of the learning can be achieved easily. As stated by Piaget (2007) that the students are concentrated thinkers and learn best through active participation. To be able to speak fluently the students have to do a lot of practices and participate actively during the speaking lessons.

The students' participation is also connected with the students' involvement. Halliwell (1992) states that the students are involved in the teaching and learning process when they are being active participants. He also identifies two main types of the students' involvement or students' participation as follows:

a. Mental engagement

In mental engagement, the students have to think by doing types of work such as games, puzzles, competitions, imagining, and talking about themselves.

b. Actual engagement

In actual engagement, the students are physically doing something. It is also usually an activity where all the students in the classroom are simultaneously doing something, and those which actually occupy the learners such as reading aloud, writing, drawing, repetition, etc.

It can be inferred that both of mental and actual engagements had different roles in engaging the students in the learning activities.

The students' participation in speaking is influenced by some factors. Those factors have contribution to improve or to obstruct the students' participation. The role of the factors will be explained as follows:

a. Teacher's Teaching Technique

Some experts define teaching technique in different definition. Edward Anthony in Brown (2001:14) defines "techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well". Meanwhile, Brown (2001:16) states that "techniques are any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives". From the two definitions above can it be concluded that technique is the way that is used by the teacher to teach the students.

Teachers have an important role to encourage the students to participate in the teaching and learning process. According to Harmer (2007) one of the main tasks for teachers is to provoke interest and participation in the subject even when students are not initially interested in it. It is by their choice of topic, activity, and linguistic content that they may be able to turn a class around. It is also by their attitude to class participation, their conscientiousness, their humor, and their seriousness that they may influence the students. Besides, it is by their own behavior and enthusiasm that they may inspire.

Furthermore, Harmer (2007) also proposes certain skills that should be possessed by language teachers to make the students participate actively in the teaching and learning process:

1) Managing classes

The teachers should see classroom management as a separate aspect of their skill. On the other words, whatever activities ask the students to be involved in, or whether they are working with a board, a tape recorder, or a computer, the teachers will have thought of procedures to make activity successful.

2) Matching tasks and groups

Teachers should make their lessons interesting. Students learning will be more successful if they enjoy the activities they are involved in and are interested or stimulated by the topics brought into the classroom by the teacher.

3) Variety

A good teacher will vary the activities and the topics over a period of time.

4) Destinations

The teachers need to persuade the students the usefulness of the learning activities. Good activities should have some kinds of destination or learning outcome, and it is the job of the teacher to make this destination being attained.

Thus, it is the teachers' job to make the students participation in the teaching and learning activities, especially in the speaking learning process. They should design variety of activities which is useful for the students and should be able to manage the classroom effectively, so that the students would be interested and motivated to follow the lesson.

b. Learning Materials

The use of learning materials in the teaching and learning process is very useful. It will help students in comprehending and learning the language content. According to Hutchinson and Waters (1987), materials have great roles in the teaching and learning process. Materials provide a stimulus for the students to learn and help the teacher to organize the teaching and learning process. That is why the teacher should be careful in providing the materials for the students.

Furthermore, Richards and Rodgers (2007:30) mention the role of instructional materials:

- 1) Materials will allow learners to progress at their own rates of learning.
- 2) Materials will allow for different styles of learning.
- 3) Materials will provide opportunities for independent study and use.
- 4) Materials will provide for self-evaluation and progress in learning.

The learning materials should be appropriate with the learners' need. The teacher can adapt or create the learning materials. However, there are some criteria of a good material that should be cared by the teacher. Tomlinson and Masuhara (2008) suggest some criteria of a good learning material:

- 1) The appeal of the materials should be attractive.
- 2) The materials should teach worth teaching.
- 3) The materials should be able to interest the students and the teacher.
- 4) The materials can motivate the students to want to give time and energy to the materials.
- 5) The materials should be able to assist the teacher in terms of preparation, delivery, and assessment.
- 6) The materials can be adapted in a particular context.

It can be concluded that the teachers need to provide the learning materials which could encourage the students' knowledge, skills and autonomy. The learning materials should be contextualized and give benefits to the students in their life and they should be appropriate with the students' need, ability and age.

c. Students' Motivation

Students are the core components in the teaching and learning process. Sugeng (1998) states that the students are regarded as independent human beings having their own strength and weakness, feelings and attitudes, hopes and aspirations, beliefs and values, and needs and fantasies. That is why each student has different motivation from the other students.

Students may have strong motivation in one of these areas and little in another. They will also be motivated in different ways from one another. Spratt, Pulvernes, and Williams (2005) explain that motivation can change. It can change with age of the learners. That is why motivation should be created and continued.

To maintain the students' motivation in learning, the teachers need to create a balance in their classrooms between providing support and providing a challenge. If all language work is over-guided then it becomes too easy. Similarly, if all work is challenging, too difficult, and threatening, the learners become de-motivated (Brewster and Ellis, 2002).

Harmer (2007) also suggests that the teachers should provide various activities for the students. The students need to work in different classroom organizations and get information from variety of resources. The teachers need to plan a range of activities for a given time period, and be flexible enough to move

on the next exercise when they see their students getting bored. In addition, the teachers need to be able to pick up on their current interest so that they can use them to motivate the children in learning.

From the statements above, the teachers should treat the students as real people, involve them in every decision or plan which is concerning with the teaching and learning activities and give them opportunities to learn and explore the language by their own ways.

4. Communicative Games

a. Communicative Games in Teaching Speaking

Games are kinds of activities that can be used in teaching speaking. As suggested by Brown (2001), games are one of the solutions to cope with the problems in teaching speaking. Defining of game, Hadfield (1990) says that a game is an activity with rules, a goal, and an element of fun. The element of fun in games provides the learners more life solution with more chance to express their ideas in their own ways but under the rule.

Games give many advantages in language learning. Lewis and Bedson (2008) explain the advantages of games in language learning. The first advantage is games add variation to a lesson. The students will feel bored if they are only taught by the same technique everyday. Games can be a variation in the teaching and learning process. The second, games can increase the students' motivation. The element of fun in the games can interest the students to join actively in the teaching and learning process. The third advantage of games is the games context makes the foreign language immediately useful to the students. Every game has its

own context. The different contexts and situations in the games can enrich the students' language experiences. The last advantage is games give healthy challenge to the students' analytical thought. The students will be stimulated to use their analytical thinking to solve the problems or the mysteries in the games.

In teaching speaking, the teacher can apply communicative games. They can stimulate the students to communicate actively. Communicative games are games which are designed to provoke communication between the students frequently (Harmer, 2001). Hadfield (1990) states that communicative games are the activities with non-linguistic goal or aim. It is more focused on the communication than the correctness of language. Communicative games also provide real communication. It means that communication can be the bridge between the classroom and the real world. That is why communicative games can be effective to be the speaking activities in the class.

b. Types of Communicative Games

The teacher should also be aware of a variety of techniques used for communicative games. It is useful to help the teacher in deciding which game should be implemented. Hadfield (1990: 4-5) proposes the techniques as follows:

- a. Information gap
In these activities, student A has access to some information which is not held by student B. Student B must acquire the information to complete a task successfully. It can be reciprocal.
- b. Guessing games
The player with the information deliberately withholds it, while others guess what it might be.
- c. Search games
In these games, everyone in the class has one piece of information. Players must obtain all or a large amount of information available to fill a questionnaire or to solve a problem.
- d. Matching games
These games involve matching corresponding pairs of cards or pictures.
- e. Matching-up games
Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise the group must reach an agreement.
- f. Exchanging games
In these games, the players have certain articles, cards, or ideas which they wish to exchange for others.
- g. Combining activities
In these activities, the players must act on certain information in order to arrange themselves in group such as families or people spending holiday together.
- h. Arranging games
These are games where the players must acquire information and act on it in order to arrange items in a specific order.
- i. Board games and card games
The aim is to be first round the board, or to collect most cards, or get rid of cards first. The cards and squares on the board are used as stimuli to provoke a communication exchange.
- j. Puzzle-solving activities
In these activities, the participants in the game share information in order to solve a problem or a mystery.
- k. Role play, and
In these games, the players are given the name and some characteristics of a fictive character.
- l. Simulation
Simulation is the imitation in the classroom of a total situation, where the classroom becomes a street, a hotel, or an office.

After knowing the techniques of using the games, the teacher can choose appropriate games to be used in the teaching and learning process. The teacher

should adjust the games as match as possible with the objective of the teaching and learning process.

c. The Consideration in Implementing Communicative Games

Applying games in language learning is not a simple thing. There are some points that should be considered by the teacher in implementing games according to Lewis and Bedson (2008). First, the game applied in the teaching speaking must be more than just fun. Providing fun and interesting games is quite important. However, fun games are not enough in the teaching and learning process. The teacher also should focus on the objectives of the lesson. Second, the implementation of the games that are used in teaching speaking should have variation. The teacher should have a lot of game collection to avoid the students' boredom. Besides, the teacher should also vary the order in which she plays the games. The games cannot be applied the monotonously. It can influence the students' motivation. The games should also be ended when the fun is still at peak. Playing game for too long can make the students feel bored. Therefore, the teacher should test-play the games before a game is used in the class. It is beneficial to avoid a stuck during the teaching and learning process.

B. Relevant Previous Studies

Students' participation in speaking is one of the important factors which determine the success of the teaching and learning process of speaking. There have been some studies conducted to improve the students' participation especially in the teaching and learning process of speaking; one of them is Puji Astuti's (2007). She did a research in improving the students' involvement by

using vocabulary and sentence games, and by giving points and rewards. Such efforts were quite successful where the students were more enthusiastic in playing games. In addition, she found that games helped the students in learning English especially in mastering the English vocabulary. On the other hand, the use of rewards and points were also effective to eliminate students' boredom and reluctance in following the lesson, so they became more active to participate in the learning process.

Furthermore, Erika Febriani (2007) proposes interactive English teaching techniques to improve students' involvement. The results of the actions showed that students were more familiar with English. Furthermore, interesting materials and media had attracted the students' attention and raised their motivation in learning, so they could involve in the learning activities. By giving reward and appreciation, she found that the students were motivated to do better work, and the use of pair work and group had given the students chance to interact and practice their English. They became more active, meanwhile the passive students could take a part in discussion.

Having known the above studies, the researcher realizes that the efforts to improve the students' participation in speaking were necessary to make the teaching and learning process of speaking run smoothly and the learning objectives could be achieved maximally. Finally, the researcher decides to use communicative games to improve the students' participation in speaking of grade X.2 in SMA N 1 Srandakan. The researcher will combine the above efforts to get

the maximal results to improve the students' involvement such as by using interesting learning materials and media.

C. Conceptual Framework

Students need a lot of practice to be able to speak fluently. However, in the real situation on the field the numbers of the students who participate in speaking activities are very limited. Most of the students were not motivated to join in the speaking activities provided by the teacher. In the case of speaking learning process, the common problem is that the students worried to make mistakes and they were shy to talk in front of the others. Besides, the teacher did not provide interesting activities in teaching speaking. As a result, students' participation in speaking was very low. The teacher should help them by encouraging the students to be more active and brave to talk in the target language.

Communicative games are expected to be able to improve the students' participation in speaking. The communicative games offer many advantages in improving the students' participation. Games are a lot of fun even if they are not played in order to score points. If the speaking activities are in the form of games, the learner will be motivated to participate in these activities. Games also add variation to a lesson. It makes the students do not feel bored to participate actively to the speaking lesson. Therefore, games can increase motivation to the learners speak up by providing a plausible incentive to use the target language.

As students' participation in speaking is a complex problem, collaborative work to increase students, participation in the English learning in an action research is then necessary among related research team members. Communicative

games are expected to be able to improve the students' participation in speaking. By using communicative games, it is expected that the students of grade X.2 of SMA N 1 Srandakan were motivated to participate in the speaking activities.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an action research which is aimed at improving students' participation in speaking. Action research is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices both social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out (Carr and Kemmis :1986) in Burns (1999:30). As it was conducted in a particular setting, the researcher worked collaboratively with the English teacher. It was done to enable the researcher to understand the typical characteristics and situations of the setting where she conducted the research.

The collaboration between the researcher and the teacher was done in every step of the research. Firstly, they worked collaboratively in collecting information on the problems found in the English teaching and learning process, particularly related to the teaching and learning process of speaking. Having sufficient information on the problems found in the English teaching and learning process, the research problems were then identified. After that, both the researcher and the teacher formulated some actions to overcome the arising and manageable problems, implemented the action and reflected the result of the action. As it was a cyclic–research process, the whole steps in this research were done in two cycles.

There are various types of action research models that can be carried out by researchers in conducting their research studies. However, in this research, the researcher carried out the action research model developed by Kemmis and Taggart. This model consists of four main steps in each cycle of the research: (1) planning; (2) acting; (3) observing; and (4) reflecting. The cycle of this research can be visually seen as follows:

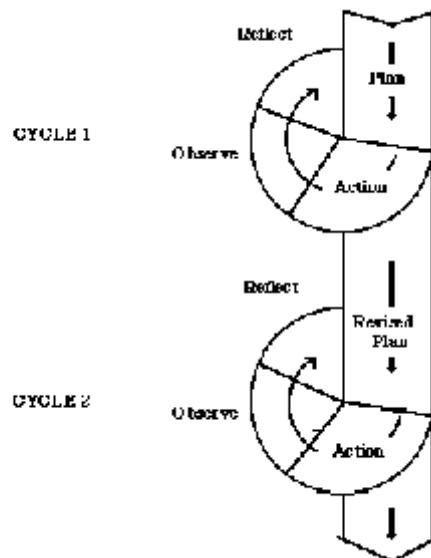


Figure 1: Action research model developed by Kemmis and Taggart

B. The Research Setting

The research was conducted in SMA N 1 Srandakan. The school is located at Jl. Pandansimo No.1, Trimurti, Srandakan, Bantul, Yogyakarta. It has a large school area and completed with some facilities. The facilities available include the headmaster's room, the teachers' room, and the classrooms. To support the teaching and learning process, there are also laboratories, including science

laboratory and computer laboratory. Other physical facilities are a library, and sport facilities such as basketball field. However, the school does not have a language laboratory.

The school has 34 teachers and 288 students. Grade X consists of three classes. Grade XI and XII consists of two classes of the social science course program and one class of the science course program. Most of the students of SMA N 1 Srandakan are from middle-low social economic condition. It caused them unable to buy the course books for the teaching and learning process. To face the problem, the school provides the course books in the library. Although the books are quite limited, it can help the teaching and learning process.

There are two English teachers and all of them are graduates of S1 level. Grade X consists of three classes, those are X.1, X.2, and X.3. The teacher uses a textbook published by Erlangga entitled *Look Ahead*. She uses this text book because the students were unable to buy the text books and the books are available in the library.

C. Subjects of the Research

The subject of the research was the students of class X.2. It consists of 30 students. From the pre observation, the researcher found that class X.2 at the first time was not so active. They just listened to the teaching learning process without any intention to ask even to answer the questions from the teacher. They tended to be silent and only a few of the students were active to answer the questions. Sometimes the teacher had to ask the student to answer her question, but not all the students answered it directly.

According to the interview with the English teacher, most of the students did not have good background of English in their previous junior high school. The teacher found some difficulties in carrying out the teaching learning process at the beginning with the various students' background on English. The teacher had to work hard in guiding them so they can get better English like others.

Since the students' background of living mostly came from the labor or farmer, just a few of them had opportunity to improve their English through English course. Moreover, they did not have complete English textbook as one requirement in studying English. They just wrote what the teacher wrote on the whiteboard. Sometimes they did their homework early in the morning by copying from other students. It is a very poor condition in English teaching and learning process.

D. Data Collection

1. Data of the Research

The data are qualitative in nature. The data are in the form of interview transcripts, field notes, the answers of the questionnaires, and photographs. The following are the data of the research collected by the researcher:

1. Interview transcripts

The researcher did the interviews with the English teacher and the students. The interviews were done before the actions and after the each cycle. The results of these interviews were presented in the form of the interview transcript. The interview transcripts showed whether the actions brought some important improvements on the speaking learning process.

2. Field notes

Field notes were the notes which were written by the researcher about the teaching and learning process before the actions and during the actions. Those showed the effectiveness of the implementation of the actions. Field notes also recorded some obstacles and weaknesses found in the implementation stage.

3. The answers of the questionnaires

The answers of the questionnaires showed the students' point of view of the teaching and learning process before and after the actions implemented. It was able to gather the information about the students' learning needs dealing with the speaking learning process in the class.

4. Photographs

Photographs were the supporting data in this research. They showed the teaching and learning process in the classroom. The pictures taken offered information about the real condition occurred while the actions being implemented.

2. Data Collection Technique

The researcher collected the data through observing the teaching and learning process in the classroom, administering questionnaires to the students, interviewing the English teacher and the students, and documenting the teaching and learning process in the form of photographs. In the reconnaissance stage, the researcher collected the data through observing the teaching and learning process to find the problems of the teaching and learning process. The researcher also

gave the students the questionnaires to know their learning needs and their difficulties. After finding the answers of the questionnaires the researcher also interviewed some students to crosscheck their point of view about the teaching and learning process. Then the researcher also interviewed the teacher to find the information about the teaching technique used by the teacher and the students' proficiency according to the teacher. The data which were collected were in the form of field notes, the answers of the questionnaires, and the interview transcripts.

In the action and observation steps, the data of the field notes also were collected. The field notes were made based on the descriptions in the observation guidelines which were completed during the actions. In the reflection steps, the data of interviews which were interview transcripts were collected. Then, the interview transcript analyzed with the other data in the previous steps. Here, the interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

3. Instruments of the Research

In order to gain the valid data, the researcher used some instruments. The following are the instruments used by the researcher to collect the data:

1. Observation checklist

The use of the observation checklist was aimed at recording what actually occurred in the setting. The observation checklist was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation guidelines were used to find out the existing problems. Then, in the action and observation steps, the observation checklist was used to see the implementation of the actions.

The checklist covered three main parts which were the opening, the core, and the closing of the lesson. The opening part covered the way the teacher greeted the students and opened the lesson. The core part covered several points such as the activities during the lesson, the techniques that the teacher used, the students' participation in the teaching speaking process, and the students' speaking performance. Then, in the closing part the checklist focused on the way the teacher reviewed the material and closed the lesson.

2. Interview guidelines

Interview guidelines were used to guide the researcher in conducting the interviews to the teacher and the students. Those were used in the reconnaissance and reflection steps. At the beginning, the interview guideline was used to find the existing problems in the field. In the reconnaissance step, there were two kinds of interview guideline, one for interviewing the English teacher and one for interviewing the students. In the interview guideline which was for the teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' participation during the

speaking lesson, the techniques and activities the teacher used, the materials, also the facilities and media in English teaching and learning. For interviewing the students, the interview guideline focused on the students' perceptions of the English lesson, the difficulties in learning English, and the activities during the English lesson.

Meanwhile, in the reflection stage, the teacher and the students were also interviewed to know the implementation of the action. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their speaking participation, and their difficulties during the activities of the actions. For the teacher, the points of the interview guideline were the teacher's opinion about the action, the condition of the class, and the students' participation during the speaking learning process.

3. Questionnaires

The questionnaires were administered in the reconnaissance. In the reconnaissance step, the questionnaire consisted of ten open-ended questions. It was administered to gather information about the students' point of view of the speaking learning process.

4. Digital camera

The researcher used a digital camera to take the pictures of the teaching and learning process during the implementation of the actions. The photographs of the actions were used to gather the visual information about the students' participation during the speaking learning process, the strength

and the weakness of the teaching techniques used, and the materials and media presented.

4. Data Analysis Technique

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

1. Assembling the data

In this step, the researcher assembled the data such as field notes, interview transcripts, the answers of the questionnaires, photographs, and then scanned the data in a general way to show up broad patterns so that they can be compared and contrasted. Thus, the researcher could see what really occurs in the field.

2. Coding the data

After scanning the data, developing categories and codes were used to identify the data more specifically. As what Burns (1999: 157) suggests, “coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types”.

3. Comparing the data

After the data had been coded, the researcher needed to see whether the patterns were repeated or developed across different data collection techniques. Besides identifying relationships and connections between different sources of data, the other things that the researcher did was mapping frequencies of occurrences, behaviors or responses.

4. Building interpretations

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. "It enabled the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research" (Burns, 1999: 159). After that, discussions with the collaborator were needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. The researcher should ensure that the report covers the major processes of the research and support the findings and outcomes with examples from the data. In general, the report included the original issue or questions underlying the study, describing the research context, outlining the findings supported with the sample data, relating the findings and the context, and suggesting how the project has been fed back into practice so that it could lead to other areas for research.

E. Validity of the Research

To fulfill the validity of the research, the researcher followed five criteria proposed by Burns (1999). Those are:

1. Democratic validity, which is related to the extent to which the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the teacher to determine the feasible problems and find some actions that would be implemented. The collaborator gave her opinion, ideas, suggestion, and comment about the implication of the action research.
2. Process validity, which raises questions about the process of conducting the research. The actions of this research should be believable. They must be supported by some data sources that showed the process was valid. The process in this research consisted of three cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps.
3. Outcome validity, which is related to the notion of actions leading to outcome that are successful within the research context. The researcher tried to get outcome validity by looking at the research of the actions. The researcher saw the success and failure of the implementation of the actions. The research can be said to be successful if there are some improvement in the teaching learning process.
4. Catalytic validity, which is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teacher's and learners' understanding of their role and the action taken as result of these changes, or by monitoring other participants' perception of the problems in the research setting. In this

research, the researcher will ask the students about their responses to the changes occurring to themselves.

5. Dialogic validity, which is related to the extent that parallels with the processes of collaborative enquiry or reflective dialog with other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

F. Trustworthiness

To obtain the trustworthiness, the researcher used triangulations that were proposed by Burns (1999) as follows:

1. Time triangulation, in which the data are collected at one point in time or over period of time to get a sense of what factors are involved in change processes. The researcher collected the observation data of the research in a period of time.
2. Investigator triangulation, in which more than one observer is used in the same research setting to avoid observer bias and provide check on the reliability of the observations. In this research, the researcher was the observer and the teacher was the collaborator. The teacher also observed the teaching and learning process and they compared the notes.

G. Procedures of the Research

The procedures of this research study include several steps; determining the reconnaissance, planning, implementing the action, observing, and reflecting the action. Those procedures will be explained as follows:

1. Reconnaissance

The objective of the reconnaissance was to find facts and information on the existing problems in the field concerning on the students' participation in speaking. This step includes three main processes; identifying the field problems, determining the research problems and determining actions to overcome the problems.

Firstly, the researcher and the teacher identified the existing problems by conducting observation in the English teaching and learning of the first grade, administering questionnaires, and interviewing the teacher and some students. The data gained in this step were then identified by the researcher and the teacher to determine what problems which were feasible to be solved.

After that, the researcher and the teacher agreed that those problems were related to students' participation in speaking. Then, they planned some actions to overcome the problem and improve it. The researcher suggested communicative games to solve the existing problem and the researcher agreed to use it as an effort to improve the students' participation in speaking.

2. Planning

After doing the reconnaissance, the researcher and the teacher worked collaboratively to find solutions that are feasible to be implemented to overcome the problem. The plan was using communicative games to improve the students' participation in the teaching and learning process of speaking.

3. Action and Observation

The action was implemented by the researcher in the classroom. Meanwhile, the teacher took notes on what happened during the action process. Besides, both the teacher and the researcher always reviewed all materials given after each cycle. Then, the teacher and the researcher observed the implementation of the action by analyzing the result of the actions. The result of the discussion in this stage was very important to the implementation of the next action in the second plan.

4. Reflection

In this stage, the researcher and the collaborator made evaluation of the implementation of the action. The evaluation was based on the data obtained in the observation. Besides, the data were also gained by interviewing the collaborator. It was done by the researcher to find out the relation of the actions to the improvement of students' participation in speaking. If the actions carried out by the researcher were successful, those actions would not be continued. On the other hand, if they were not successful, the researcher would recycle them with some improvements.

CHAPTER IV

RESEARCH PROCESS AND FINDINGS

This chapter presents information about the process and the result of the research.

A. Research Process

The detail information of the research process is presented in the following discussion.

1. Identification of the Field Problems

In the beginning, the researcher conducted reconnaissance to identify the existing problems in the field concerning the teaching and learning process of speaking. It included some important activities such as observing the class, interviewing students and the English teacher, and giving questionnaires. Those activities were conducted in August 17th - 19th 2011.

The first activity carried out by the researcher was observing the English teaching and learning process of grade X.2. It was done to collect any valuable information about the problems that arose during the teaching and learning process in the classroom. It can be seen in the vignette bellow.

Vignette the teaching and learning process

Date: August 17th, 2011

When the teacher entered the classroom at 12.00 am., **the students were still noisy. Some of the students were still outside the classroom.** The teacher told the students that the teaching and learning process would be done in the library.

The teacher and the students entered the library at 12.05 pm. The students were still busy to choose their seat. The teacher prepared the video that would be played for the students. After finishing preparing the video, the teacher greeted the

students, "Good afternoon students. How are you?". Then the teacher called the roll. The teacher told students that the topic was an appointment.

The teacher gave the example of the expressions of appointment. The teacher wrote this example on the blackboard:

- | | |
|---|---|
| <p>Appointment</p> <ul style="list-style-type: none"> • Can I meet Birul? • Can I see you at 7 tonight? | <p>Visit</p> <ul style="list-style-type: none"> • Would you come to my house tomorrow? |
|---|---|

However, the teacher did not give the example in the form of dialogue. Many students did not pay attention. Some of the students chatted with their friends and some of them were busy with their mobile phones. Moreover, there were some students that were sleepy. Some of the students also had carried their schoolbag on their shoulders.

After giving the short explanation, the teacher played a video. The teacher asked the students to write any important information from the video. The content of the video was about some dialogues of inviting and declining invitation. Some of the conversations in the video were via telephone. The video showed the conversations twice. In the beginning of the video, the students were so enthusiastic. **However, after ten minutes, the students started to be noisy. They talked to each other and did not pay attention to the video. The students found difficulties to understand the video because it was too fast and the television was too small for the students in the back seats. Most of the students also did not bring dictionary. The teacher also left the classroom for a moment to take something in the teachers' room. At that time there were some students that were daydreaming.** When the teacher entered the class again, the students tended to be more silent. The teacher tried to awake the sleeping students. She also asked the other students not to make noise.

The video played completely in 45 minutes. The teacher invited the students to discuss the video. The teacher also asked the students to tell what expression that they heard from the video. **Nobody answered her questions. They were just silent.** The students seemed not understand with the teacher question. The teacher repeated the question in Indonesian.

Teacher : What is the video about? (In Indonesian)

Student : Making appointment between Mrs. Lee and Mrs. Anne.

Teacher : Do you know the expressions, except Birul? (In Indonesian)

Nobody answered the teacher's question. Then, the teacher wrote the expressions and some of the dialogues on the video. The teacher asked some students to practice the dialogue in pair in front of the class. **There was no volunteer student.** They wanted to practice it after the teacher called their name. Moreover, there were some students that still refused to practice it when the teacher asked them. The teacher ended the class after some of students had practiced the dialogue.

After observing the teaching and learning process, the researcher distributed the questionnaire to the students. After that, the researcher interviewed the teacher and the students. The questionnaires and interviews were done to collect information about the teacher and the students' perspectives about the English teaching and learning process and also their feelings about the difficulties in English. After the class observation, interviews and questionnaires, information about the problems in the English teaching and learning process arising in the field was obtained. Those problems are presented in the following table.

Table 1: The Problems Found Based on Class Observation

No.	Problems	Sources		
		T	S	M
1.	When the teacher entered the classroom, the students were not ready to learn.		V	
2.	The teacher did not explain the materials clearly.	V		
3.	Some of the students chatted with their friends and some of them were busy with their mobile phones during the teacher's explanation.		V	
4.	Some students were sleepy and daydreaming during the lesson.		V	
5.	Some of the students had carried their schoolbag on their shoulders during the lesson.		V	
6.	Many students did not pay attention to the video.		V	
7.	The teacher did not explain the materials clearly.	V		
8.	The teacher did not give appropriate materials related to speaking skill.	V		
9.	The media ware not sufficient for the lesson.			V
10.	The students were reluctant to practice their speaking.		V	

Table 2: The Problems Found Based on Questionnaire

No.	Problems	Sources		
		T	S	M
1.	The teacher did not give fair opportunity for the students to practice their speaking.	V		
2.	The students did not master English vocabulary.		V	
3.	The students found difficulties in using the appropriate grammar.		V	
4.	The speaking activities were not interesting.	V		

Table 3: The Problems Found Based on Interview with English Teacher and Students

No.	Problems	Sources		
		T	S	M
1.	The English learning facilities were limited.			V
2.	The students were passive and showed low interest in the speaking activities.		V	
3.	The students only used English book borrowed from the library.			V
4.	The teacher presented the materials with the same technique.	V		
5.	The students tended to laugh at other students who made mistakes during their speaking performance.		V	
6.	The students were shy in speaking in front of the class.		V	
7.	The materials in the English teaching and learning process of speaking were not varied.	V		
8.	The students' participation in the speaking activities was low.		V	
9.	The students were afraid to make mistakes when they spoke English.		V	
10.	Sometimes the students were not able to understand the speaking activities given by the teacher.	V		

Note:

S: Students T: Teacher M: Media and facilities

Since there were many problems identified in the English teaching and learning process, it was necessary to figure out the problems which were feasible and more urgent to be solved at the moment. Those problems were related to the teaching and learning process of speaking. The researcher and the teacher as the

collaborator were concerned with the problems on the students' participation in the teaching and learning process of speaking. The problems were presented in the following table:

Table 4: The Problems Related to the Teaching and Learning Process of Speaking

No.	Problems	Code
1.	The students were reluctant to practice their speaking.	S
2.	The students did not master English vocabulary.	S
3.	The students found difficulties in using the appropriate grammar.	S
4.	The speaking activities were not interesting.	T
5.	The teacher presented the materials with the same technique.	T
6.	The materials in the English teaching and learning process of speaking were not varied.	T
7.	The students' participation in the speaking activities was low.	S

From the previous list of the problems above, the researcher and the collaborator then agreed to classify those seven problems into three major categories, two problems related to the students' participation in the teaching and learning process of speaking, two problems related to the problems in students' speaking skills, and the other problems related to the speaking teaching technique. The brief descriptions of the problems which affected the lack of the students' participation during the teaching and learning process of speaking could be seen in the following table.

Table 5: The Categorization of the Problems Found

Categorizations	Problems	Indicators
Students' Participation in Speaking	The students' participation in the speaking activities was low.	<ol style="list-style-type: none"> 1. Only a few of students that participated in the speaking activities. 2. The students who participated in the speaking activities were the same from time to time.
	The students were reluctant to practice their speaking.	There was no student that became a volunteer in the observation.
Students' Speaking Skills	The students did not master English vocabulary well.	The students often made mistakes in pronouncing words.
	The students found difficulties in using the appropriate grammar.	When the researcher was doing the interview, the students said that they found difficulties in producing appropriate sentences.
Teacher's Teaching Technique	The speaking activities were not interesting.	Based on the interview, the students said that the speaking activities were only practicing dialogue.
	The teacher presented the materials with the same technique.	Based on the interview, the students said that the teacher always taught by explaining the materials in the text book without giving adaptation and addition.
	The materials in the English teaching and learning process of speaking were not varied.	The teacher only used text books borrowed from the library.

Based on the problems mentioned previously, it can be seen that there was causal relationship among the problems. The lacks of the teaching technique used by the teacher caused the students' vocabulary and grammar mastery to become

low. It caused the students to be reluctant to practice their speaking. As the result, the students' speaking skills was low. The following is the analysis of the problems.

Table 6: The Analysis of the Problems

Problems	Causes	Solutions
The students' participation in speaking was low.	The students were not motivated to speak. The teacher's teaching technique was not interesting.	Using communicative games to improve the students' participation in speaking.
The students' speaking skills in the aspects of vocabulary and language use were low.	The speaking activities were not sufficient to improve the students speaking skills.	Using communicative games and the additional activities to improve the students' speaking skills in the aspects of vocabulary and language use.

Based on the problems mentioned previously, the plans of the actions were expected to be able to improve the situation in order that:

- a. The students' participation in speaking improved.
- b. The teaching and learning process of speaking ran effectively.

2. Report of Cycle 1

a. Planning

As mentioned before, the main problem was related to the lack of the students' participation during the speaking learning process. Based on the identified problems found above, in order to improve the students' participation in speaking, the researcher and the collaborator agreed to implement some plans as follows:

- a) Using communicative games to improve the students' participation in speaking.

- b) Using communication games to improve the students' speaking skills in the aspect of vocabulary and language use.

Besides, the whole process of planning also included some other important activities. They were making course grids, lesson plans, students' speaking activities and learning materials, as well as preparing communicative games. In this process, the teacher also gave feedbacks and comments on the course grids, lesson plans and speaking activities made by the researcher in order to meet the school's syllabus. The detailed information of the planning of the first cycle are provided in the course grid in Appendix A.

b. Action and Observation

The actions were carried out in two meetings; on September 20th 2011 and September 21st 2011. The language functions that were learned in the first cycle were about inviting, accepting and declining an invitation and advertising a product. During the implementation of the actions in the first cycle, the researcher acted as a teacher and the English teacher acted as an observer. The data were collected using classroom observations, interviews, and documentation. The descriptions of the actions and observations in cycle 1 can be described as follows:

a) Using communicative games to improve the students' participation in speaking

To stimulate the students' participation in speaking, the researcher applied communicative games in every meeting. There were two types of communicative games used in this cycle i.e. socializing game and role play game. The socializing

game was used in the first meeting and the role play game was applied in the second meeting. The detailed information of the implementation of communicative games to improve students' participation in speaking is presented below.

Giving the socializing game was an activity that was done to stimulate the students to participate actively in the speaking learning process. It was done in the first meeting. The socializing game required the students to communicate actively with the other students.

In the socializing game, the researcher had prepared enough blank diaries for all the students in the class. The researcher gave each student a blank diary and wrote a list of seven different places on the board, those are cinema, theatre, restaurant, pub, concert, disco, and bowling alley. The students should make their schedules on their diaries. They must go with a different person every night, and they may not go to more than one place or out with more than one person on any night. The object of the game is for each student to make arrangements and write them in the diaries. To communicate with their friends the students should use the expression of inviting and accepting and declining the invitation. Because the teacher never used game before, the students seemed enthusiastic when they heard that they would play a game. The implementation of the socializing game could be seen in the field note below:

.....Setelah itu, peneliti mengumumkan kepada siswa bahwa akan melakukan socializing game. Sebagian besar siswa tampak antusias dan gembira mendengar kata game. Peneliti membagikan potongan kertas diaries yang berisi hari senin sampai minggu kepada setiap siswa. Lalu peneliti menuliskan tujuh tempat untuk dikunjungi siswa. Peneliti memberi penjelasan kepada siswa tentang aturan permainan. Setiap siswa harus

pergi ke tujuh tempat tersebut dengan tempat yang berbeda dan menuliskannya di diary mereka. Teman untuk pergi ke tempat – tempat tersebut juga harus berbeda. Untuk mendapatkan teman, siswa harus menggunakan Bahasa Inggris dan menggunakan ekspresi – ekspresi yang telah diajarkan. (Appendix B, Field Note 6)

.....After that, the researcher told the students that they would play socializing game. Most of the students looked enthusiastic and happy to hear about game. The researcher gave a piece of diary with the days for each student. Then, the researcher wrote the seven places that should be visited by the students. The researcher gave the explanation about the rule of the game. The students should come to the seven different places and wrote the planning into their own diaries. To find their friends, they should speak in English and used the expressions that they had learned before. (Appendix B, Field Note 6)

Meanwhile, the role play game was used in the second meeting. The second meeting was implemented on September 21st, 2011. The rule of the game was the students should act as a seller and a buyer. The seller should advertise the product they had. The winner of the game was the student who could sell and buy the most products. The students were enthusiastic to play the game and to move around the class. Only a few of students were lazy to move from their seats.

b) Using communicative games to improve the students' speaking skills in the aspect of vocabulary and language use

In order to improve the students' skills of vocabulary and language use in speaking, the researcher applied communicative games as the speaking activities in the implementation of actions in Cycle 1.

In the first meeting, the researcher asked the students to practice a speaking activity after discussing the expressions that were used for inviting and declining an invitation. This activity was socializing game. It was aimed at helping the students in improving their skills focusing on vocabulary and the use

of the expressions of inviting and declining invitation in speaking. The students were asked to use that expression to communicate with their friends to make appointments. That would be used to complete their schedule in their diaries.

Before implementing the socializing game, the researcher gave the explanation and some examples of the expressions for the next activity. In doing this activity, the students should follow the rule of the game to speak in English during the game. However, there were some students that used Indonesian and Javanese. When the researcher asked them to speak in English, they said that they did not know how to express some words in English. Most of the students also did not bring the dictionary. As the result, the implementation of the game could not run effectively. It could be seen in the following field note.

Namun, sebagian siswa putra malah menggunakan Bahasa Jawa dan Bahasa Indonesia ketika tidak diawasi peneliti. "Gonmu Saturday wis diisi durung Lang?" tanya Dicky pada Gilang. Gilang hendak menjawab namun melirik sebentar ke arah peneliti. Karena peneliti sedang memperhatikan mereka, Gilang menjawab dengan Bahasa Inggris, "Yes, Dick". Padahal siswa seharusnya menggunakan expressions yang diajarkan sebelumnya untuk membuat appointment untuk melengkapi diary mereka. (Appendix B, Field Note 6)

However, some of the male students spoke in Javanese and Indonesian when they thought that the researcher did not supervise them. "Your Saturday had been completed, hadn't it?" (in Javanese) asked Dicky to Gilang. Gilang wanted to answer but he looked at the researcher that looked at them. Gilang answered in English, "Yes". But actually they should use the expressions that had been learned before to make appointment to complete their diaries. (Appendix B, Field Note 6)

In meeting 2, the different activity was carried out by the researcher. The game used in these meeting was role play game. The students and the researcher then focused on the task of how to advertise a product. The students worked in pair. One of the students became a seller and the other one became a buyer.

However, unlike the task in meeting 1, the researcher used objects that were around the students as the products. It was because in the first meeting the contexts were not appropriate enough for the students. This task was aimed at improving the students' skill in using adjective in advertising the products. However, some students still found difficulties dealing with the use of the adjectives as shown in the field note below.

.....Namun, di tengah – tengah permainan siswa mendapatkan kesulitan untuk mengungkapkan kata sifat untuk benda yang mereka iklankan. Mereka banyak bertanya kepada peneliti karena masih bingung dengan penjelasan yang sebelumnya diberikan peneliti...(Appendix B, Field Note 7)

.....However, the students found difficulties to express the adjective that should be used to advertise the product. They often asked the researcher because they were still confused with the explanation given by the researcher... (Appendix B, Field Note 7)

c. Reflection of Cycle 1

Having done with the actions, the researcher evaluated the actions. The researcher and the collaborator had a discussion to analyze the data obtained in the forms of field notes and interview transcripts which were taken from the observation of the teaching and learning process and interviewing with the collaborator and the students.

To fulfill the democratic and dialogic validity, all research members had an equal opportunity to express their comments, opinions, feelings, and suggestions related to the implemented actions. All opinions and comments from each research member were taken into consideration. The results of the reflection showed that there were improvements and weaknesses of Cycle 1. The use of

communicative games in the teaching and learning process of speaking was effective to improve the students' participation in speaking. The detail results of the action were presented as follows.

a. Implementing communicative games to improve the students' participation in speaking

Based on the observations done in Cycle 1, the students were stimulated to participate in speaking through communicative games. The implementation of communicative games enabled them to be motivated to practice speaking. This could be seen from the number of the students who participated in the speaking practice. It was quite different from the students' participation in speaking before the implementation of communicative games in the teaching and learning process of speaking. In the past, the number of the students who participated in the speaking activities was limited. After the implementation of the first cycle, most of the students could participate in the speaking practice by the use of communicative games. The students' improvement in the participation of speaking can be seen from the implementation of communicative games in each meeting as explained in the following discussions.

In the first meeting, the students' participation in speaking increased, although there were still some passive students. It was found in the socializing game, most students joined the speaking activity. The socializing game provided whole class speaking activity. The socializing game could stimulate them to be active in the speaking practice. This activity allowed the students to practice

speaking without pressure that they should perform in front of the class. This could be seen from the interview transcripts below.

P	: <i>Senengnya gimana? (Why was it fun?)</i>
S1	: <i>Ya mendingan. Nggak membosankan kayak dulu. (Ya, it was better. I didn't feel bored.)</i>
S2	: <i>Ada permainannya juga. Kalau duluan nggak pernah ada permainannya. (There was a game. There was no game before.)</i>
P	: <i>Kalau gamenya tadi tambah bikin kalian semangat buat speakingnya nggak? (The game made you enthusiastic to speak, didn't it?)</i>
S2	: <i>Ya lumayan Mbak. Ternyata speaking nggak harus maju tampil di depan kelas terus. (Yes, it was ok. Speaking was not always performing in front of the class.) (Appendix C, Interview Transcript 8)</i>

The collaborator also has similar opinion with the researcher's opinion that the socializing game could improve the students' participation in speaking. It could be seen from the interview transcript with the collaborator bellow.

P	: <i>Bagaimana menurut Ibu pelajaran bahasa Inggris hari ini? (What is your opinion about the English teaching and learning process in this meeting?)</i>
GBI	: <i>Anak-anak sepertinya cukup antusias dengan kegiatan baru yang Mbak Lia kenalkan. (The students looked so enthusiastic with the new activity that you have given.)</i>
P	: <i>Partisipasi siswanya dalam speaking bagaimana Bu? (How was the students participation in speaking Mam?)</i>
GBI	: <i>Ya sudah cukup banyak siswa yang berpartisipasi, walaupun masih ada beberapa anak yang masih malu – malu kalau disuruh speaking. Harus dimotivasi terus itu Mbak. (Yes, I think there were many students that participated, but there were some students that looked shy to speak. You should motivate them.) (Appendix C, Interview Transcript 11)</i>

However, the researcher found some problems that occurred in the first meeting such as the context of the games was not suitable for the students. As the result, the first meeting was not successful. It was in line with the collaborator's opinion that said that the students were not familiar with the word pub, disco, and bowling alley that were used in the socializing game. Those words were not

familiar for the senior high school students at that area. It could be seen in the interview transcript bellow.

<p>P : <i>Lalu apa lagi Bu kekurangannya?</i> (What are the other weaknesses?)</p> <p>GBI : <i>Pas game socializing tadi sepertinya tempat – tempat yang disodorkan kurang sesuai untuk siswa Mbak. Saya rasa siswa di sini kurang familiar dengan tempat – tempat seperti Pub, disco, dan tempat bowling. Coba cari tempat yang familiar dengan mereka. Misalnya Parangtritis Malioboro atau dimana begitu.</i> (I think that the place of the socializing game was not suitable for the students. I think the places such as pub, disco, and bowling alley were not familiar for them. Please try to find more familiar words for them such as Malioboro or something like that.)</p> <p>P : <i>Oya Bu, akan saya jadikan pelajaran.</i> (Yes Mam, I will improve it.)</p> <p>GBI : <i>Selain itu mungkin media yang digunakan lebih bervariasi lagi Mbak.</i> (Besides, the media should have more variation.) (Appendix C, Interview Transcript 11)</p>

The researcher also found difficulties in the implementation of the game. Although the students were enthusiastic with the game, they did not really understand what they should do in the game. Some students did not obey the rule of the game. Because the activity was the whole class activity, all of the students joined the game. It seemed that all of the students participated in the speaking activity. However, only some students practiced their speaking skills in the game. Most of the students often used Indonesian and Javanese during the game. The collaborator also saw that the students found difficulties in playing the game. The collaborator's point of view could be seen in the interview transcript bellow.

<p>P : <i>Untuk socializing gamenya tadi bagaimana Bu?</i> (What is your opinion about the socializing game?)</p> <p>GBI : <i>Mmm..sepertinya siswa masih kesulitan ya Mbak. Memang sih mereka semua bisa terlibat dalam game tersebut. Tapi saya rasa kurang efektif dan tidak bisa berjalan.</i> (Mmm..I think the students still found difficulties. I saw that all of the students could participate in the game but I think it was not effective, It could not run well.)</p> <p>P : <i>Kurang efektifnya bagaimana Bu?</i> (Why was not effective?)</p> <p>GBI : <i>Begini ya Mbak, tadi saya amati banyak siswa yang tidak mengikuti jalannya permainan dengan benar. Ada yang pakai Bahasa Indonesia, Jawa, ada</i></p>

juga yang pakai Bahasa Inggris tapi tidak menggunakan ekspresi yang seharusnya digunakan. Mungkin mereka kurang paham atau bagaimana ya. (There were many students that did not obey the rule of the game. there were some students that spoke in Indonesian, Javanese, and there were the students that did not use the correct expressions.) (Appendix C, Interview Transcript 11)

There were many students that did not obey the rule of the game. The students had different reasons for that as could be found in the interview transcript below.

P : *Tifa, kok tadi kamu sering pakai Bahasa Indonesia pas gamenya? (Tifa, why did you speak in Indonesian during the game?)*

S1 : *Lha bingung Mbak mau ngomongnya gimana. Mak bedunduk disuruh pakai Bahasa Inggris terus. Nggak biasa Mbak. (I did not know what I had to say. I should use English fully, but I'm not familiar with that.)*

P : *Tadi kan udah diberi panduan dan contoh – contoh sama Mbak Lia. (I had given you some examples.)*

S1 : *Lha contohnya nggak sama ma gamenya Mbak. (I see, but the examples were different from the game.) (Appendix C, Interview Transcript 8)*

P : *Dek, kamu tadi pas socializing game nggak mengikuti aturan permainannya ya? Apa karna nggak paham dengan aturan permainannya? (Why didn't you obey the rule of the game? Did you understand the rule of the game?)*

S1 : *Ngikutin kok Mbak, aku juga paham kok. (I obeyed it, and I understood)*

P : *Tapi tadi kok Mbak lihat kamu tidak menggunakan ekspresi ekspresi yang diajarkan? (But, I saw you didn't use the expressions that we had learned.)*

S1 : *Oh, itu sulit e Mbak. Sebenarnya harus gimana tu aku paham Mbak. Tapi sulit untuk menerapkan ekspresi itu. (Oh, it was difficult. I knew what should I do, but I didn't know how to apply it.) (Appendix C, Interview Transcript 10)*

Besides, the time allocation in the first meeting was not sufficient. In this meeting, the researcher and the collaborator planned to have the games in 25 minutes. However, the time was not enough to accomplish all activities that were planned in the lesson plans. The researcher only had 20 minutes to apply the game. As the result, some of the students could not finish making their schedule in their diaries. It could be said that the actions in the first meeting were not successful enough.

In the second meeting, the researcher asked the students to do role play game. The game objective was to make the students became familiar with the expressions of advertising something. Because in the first meeting the context of the game was not familiar enough for the students, in the second meeting the researcher used objects that were around the students as the context. In this game, the students were also enthusiastic to play the game. Most of the students joined the game. According to the collaborator, the context of role play game was suitable for the students because the game used properties that were familiar for the students. It could be seen in the interview transcript 15 on September, 21st 2011.

.....GBI : *Kalau konteks gamenya saya rasa sudah bagus ya Mbak. Memanfaatkan barang - barang yang familiar dan ada di sekitar mereka untuk promosi saya rasa cukup bijak.* (The context of the game was good enough Mbak. I think using the products arround the students was a good idea.) (Appendix C, Interview Transcript 15)

However, there were the same problems in the implementation of the role play game. The students found difficulties in expressing their promotion. There were some students that were still confused with the game. They also still often used Indonesian. The collaborator had opinion that the students were not ready yet with the spontaneous speaking. It could be seen from the interview transcript bellow.

P : *Kalau pelaksanaan gamenya bagaimana Bu?* (How was the implementation of the game?)
 GBI : *Sepertinya masih belum efektif juga ya Mbak. Masih Banyak siswa yang bingung dan pakai Bahasa Indonesia ya.* (I think it was not effective. There were many students that spoke in Indonesian.)
 P : *Saya juga melihat begitu Bu. Padahal sudah saya beri lebih banyak contoh – contoh ekspresinya sebelumnya. Konteksnya juga familiar kan Bu untuk siswa. Tapi kok siswa masih kesulitan ya Bu?* (I could see that Maam. I had given

more examples than before and the context was also familiar for them. How could they still find difficulties?)

GBI : *Mungkin siswa belum siap dengan bentuk kegiatan yang seperti itu Mbak. Untuk speaking secara spontan sepertinya mereka belum siap Mbak.* (Maybe the students were not ready yet with that activity. They were not ready for spontaneous speaking.) (Appendix C, Interview Transcript 15)

In order to find the cause of the problems in the implementation of the second meeting, the researcher did the interview with the students. The interview transcripts are below.

P : *Tadi senang nggak Dek pas role play game?* (Did you like the role play game?)

S : *Ya senang Mbak.* (Yes, I like.)

P : *Tapi kesulitan nggak Dek?* (Did you find difficulties?)

S : *Ya sulit Mbak.* (Yes, I did.)

P : *Sulitnya gimana Dek?* (What kind of difficulties?)

S : *Ya ngomong Bahasa Inggrisnya itu Mbak. Nggak bisa Mbak kalau percakapan langsung gitu.* (Yes, how to speak in English. I couldn't do spontaneous conversation.) (Appendix C, Interview Transcript 12)

P : *Tadi gamenya sulit ya Dek?* (Was the game difficult?)

S : *Iya Mbak, gek nggak menarik. Rada mendingan yang socializing game kemarin.* (Yes Miss, it was not interesting. It was worse than the socializing game.)

P : *Sulit dan nggak menariknya gmana Dek?* (What kind of difficulties?)

S : *Percakapan langsung gitu sulit e Mbak. Apalagi nggak pakai teks. Paling nggak kan persiapan dulu pake tulisan sendiri gitu Mbak.* (Spontaneous conversation was difficult Mbak. Moreover, there was no text. At least we had to prepare our own written text.)

P : *Kalau nggak menariknya?* (Why is it not interesting?)

S : *Nggak seru Mbak, nggak menantang.* (It was not challenging Mbak.)

P : *Trus yang seru itu yang bagaimana?* (So, according to you how is challenging game?)

S : *Yang kayak lomba gitu Mbak.* (It should be in the form of competition.) (Appendix C, Interview Transcript 13)

From the interview transcripts above it can be seen that the students found some difficulties during the implementation of the game. The students were not able to speak in English spontaneously. They needed more preparation and input before the speaking activities. The implementation of communicative games in the

second meeting was also not successful to improve the students' participation in speaking.

b. Using communicative games to improve the students' speaking skills in the aspect of vocabulary and language use

Based on the information obtained, the researcher found that in terms of language use and vocabulary; the students still had difficulties in both aspects. The students' difficulty in the aspect of language use is the use of the expressions of inviting, accepting and declining invitation in making appointment.

Before the implementation of the socializing game in the first meeting, the researcher had given the example of the expressions that would be used in the game. However, the students still found difficulties to develop the expressions in playing the game. As the result, sometimes the students were confused how to express it in English. It caused the game could not run well. The students often asked the researcher and it wasted much time. It caused some of them could not finish the game. The problem of language use also happened in the second meeting. The students found difficulties of using the expressions of advertising something. The following is the interview transcript that shows the students' difficulties in speaking in term of vocabulary and language use.

P : *Dek, Mbak Lia tanya – tanya bentar ya? Tadi pas role play game kalian kesulitannya apa?* (I wanted to ask something. What are the difficulties during the role play game?)

S1 : *Ngungkapinnya Mbak. Susah mau menyusun kata – katanya. Sebenarnya mau ngomong begini tapi nggak bisa ngungkapinnya.* (To express it Miss. It was hard to arrange the words. I wanted to say it, but I couldn't express it.

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

S2 : *Sama Mbak. Saya sering nggak tau menginggriskannya. Jadi bingung mau ngomong apa.* (So do I. I did not know how to speak it in English. So, I was

confused.) (Appendix C, Interview Transcript 14)

Besides, the students also still found it was difficult to speak with the use of appropriate vocabulary and to translate what they wanted to say in English words. These could be found in the previous field note that showed that the students sometimes used Javanese and Indonesian during the implementation of the game. Besides, during the process of speaking, some students frequently asked some English vocabulary to the researcher. This indicated that the students still found difficulties in the aspects of vocabulary as what happened in the first meeting when the researcher asked them to play the socializing game.

The previous statements are supported by the students' opinions and comments showing their difficulties in using the expressions and vocabulary.

P : *Terus pas game tadi kok kamu nggak ngikutin aturan permainannya? Pakai Bahasa Jawa lagi.* (Then, why didn't you follow the rule of the game? You spoke in Javanese.)

S1 : *Waktunya udah mepet Mbak. Gek belum selesai. Mau pakai Bahasa Inggris nggak tau Inggrisnya.* (The time was quite limited, Miss. I wanted to speak in English but I don't know how to express it.)

P : *Kan bisa cari di kamus.* (Why didn't you open dictionary?)

S1 : *he..he..nggak bawa e Mbak.* (I didn't bring it Miss.) (Appendix C, Interview Transcript 9)

From the interview transcript above it could be seen that the student did not know how to express what he wanted to say in English. The students also did not bring dictionary.

In the second meeting, the implementation of role play game also could not improve the students' speaking ability in term of vocabulary and language use. The students were not able to use the target language correctly. It was similar to the first meeting. The familiar context in the role play game did not really help

the students in speaking. They still found difficulties in vocabulary and language use. The following interview transcripts show the students' feeling through the implementation of the game.

<p>P : <i>Tadi kamu kesulitan waktu mau menawarkan barang ya Dek?</i> (Did you find difficulties to offer the products?)</p> <p>S1 : <i>Iya Mbak. Tadi tu sebenarnya mau bilang jaket ini sangat keren, bahannya halus, nyaman dan sebagainya tapi bingung mau ngungkapinnya gimana. Makannya aku tadi Cuma bilang the jacket is good, it is good for you dan good good terus.</i> (Yes Miss. I wanted to say that the jacket is fashionable, it was made of delicate material, comfortable, etc but I didn't know how to express it. That's why I just said the jacket is good, it is good for you and I just said good and good.)</p> <p>P : <i>Jadi sulit menerangkan bendanya ya Dek?</i> (It means that you found difficulties to explain the product?)</p> <p>S2 : <i>Iya.</i> (Yes.) (Appendix C, Interview Transcript 14)</p>

From the interview transcripts above, the researcher found that the students had difficulties in advertising the product. They also were not able to arrange what they wanted to say in English. Besides, they were not ready yet with spontaneous speaking activity. They needed more preparation to speak up.

Furthermore, the collaborator also stated that the teacher should teach more vocabulary for the students. It could be done by using classroom English frequently, providing dictionary, and providing list of difficult vocabulary for the students. This could be seen in the following interview transcript.

<p>P : <i>Terimakasih bu masukannya. Saya juga merasa siswa kok sering kesulitan dalam mengekspresikan kata – kata ya Bu. Mmm..maksudnya mereka kesulitan mengungkapkan yang ingin diungkapkan Bu.</i> (Thank you for the advice Mam. I think the students often found difficulties in expressing words. Mmm..I mean they found difficulties in expressing what they wanted to express.)</p> <p>GBI : <i>Hm... iya Mbak. Kosakata yang mereka kuasai sangat terbatas. Makannya mereka sering memakai bahasa jawa atau Indonesia kalau sudah kepapet. Karena mereka nggak tau bahasa Inggrisnya. Besok coba kita sediakan kamus Mbak. Di perpustakaan ada kok. Besok ketua kelasnya suruh bantu ambil. Sama penggunaan classroom English kalau bisa lebih sering lagi supaya mereka lebih familiar. Juga coba mereka diberi list vocab yang susah beserta artinya. Mungkin</i></p>

itu bisa membantu mereka. (Hm..Yes, Miss. They had limited vocabulary mastery. They often used Javanese and Indonesian because they did not know the English word. Please try to provide dictionaries for them. It was available in the library. You can ask the captain of the class to take it. And you should use classroom English frequently to make them familiar with English. You can also give them a list of difficult vocabulary. Maybe it can help them.) (Appendix C, Interview Transcript 16)

To sum up, there was not significant improvement of the students' participation in speaking based on the action and observation done by the researcher and the collaborator in Cycle 1. Although the actions were the whole class activity that required all of the students to speak up, there was no improvements of the students' participation. The students participated in the speaking activities but they did not use English totally.

Besides, there were no meaningful improvements on students' language use and vocabulary. The students were not able to speak in English correctly. Therefore, the researcher and the collaborator needed to conduct other activities that still focused on the use of communicative games. From the discussion above, it could be implied that the result of Cycle 1 was not successful.

3. Report of Cycle 2

a. Planning

Based on the information obtained in the reflection of Cycle 1, there was no meaningful improvement of students' participation in speaking. There were many students that did not use English totally during speaking activities. Besides, there was no meaningful improvement on the students' speaking skills in terms of students' vocabulary mastery and language use. The students still found it was difficult to speak in English spontaneously in the correct use of tenses, and vocabulary. Therefore, the researcher and the collaborator planned to conduct Cycle 2 to see the students' improvement in speaking participation and speaking ability by implementing some other actions as an effort to solve the problems found in Cycle1.

In this cycle, the researcher and the collaborator still focused on the use of communicative games to overcome the problems of the teaching and learning process in speaking. The whole actions done by the researcher were quite similar to the actions done in Cycle 1. However, in Cycle 2, the actions were revised and modified by the researcher. The actions of Cycle 2 could be seen as follows:

- 1) Using communicative games to improve the students' participation in speaking
- 2) Using communicative games to improve the students' speaking skills in the aspect of vocabulary and language use.

In order to make the process of the actions in Cycle 2 became successful, the researcher and the collaborator also did some additional preparations. The

preparations included making the lesson plans, course grids, observation checklists and learning materials.

b. Action and Observation in Cycle 2

The actions of Cycle 2 were conducted in two meetings, October 11th and 12th. As mentioned in the planning stage, the actions of Cycle 2 were focused on improving students' participation in speaking and improving the students speaking skills in the aspects of vocabulary and language use by implementing communicative games and its other supporting activities. There were two communicative games used in this cycle. They were cooking competition game and guessing game.

In implementing the actions, the researcher worked collaboratively with the English teacher as done in Cycle 1. The collaborator participated in every meeting to help the researcher in observing the teaching and learning process of speaking, completing the observation checklists, taking photographs and taking field notes about everything that happened in the classroom during the actions. The whole actions in this cycle would be clearly explained in the following discussions.

1) Using communicative games to improve the students' participation in speaking

In the Cycle 2, the researcher still focused on improving the students' participation in speaking through communicative games. According to the reflection of Cycle 1, the participation of the students improved. It led the researcher to apply the game that involved the students in the whole class activity

and pair games. Although the students did not want to join in the speaking activities, they should obey the rule of the game.

However, it caused the speaking activities which were in the form of communicative games did not run appropriately. The researcher could not monitor all of the students speaking practice because all of the students did speaking practice in the same time. As a result, there were some students that did not use English fully during the speaking practices. Therefore, the researcher and the collaborator planned the actions in the cycle 2 to improve the students' participation not only the quantity, but also the quality.

In Cycle 2, the researcher still applied communicative games to improve the students' participation in speaking. The games were cooking competition game and guessing game. The researcher also completed the games with more media to attract the students and help them to speak bravely. Besides, there were some practices before the implementation of the games because in the previous cycle the students were not able to do spontaneous speaking.

In the third meeting, the students learned procedure texts. It was different from the materials in the first cycle. In this meeting, the researcher applied cooking competition game. It was related to the procedure texts of recipes.

Before the implementation of the game, the researcher gave explanation to the students about the procedure text. The researcher explained the generic structure and the characteristics of procedure text. It was done in a short time. The explanation before the practices was quite important to help the students to comprehend what they would study about. After giving the explanation, the

researcher gave the students the example of procedure text and asked the students to analyze the generic structure of the procedure text. The researcher also gave tasks to help the students understand the procedure texts. The students also practiced in pronouncing some new vocabularies related to the procedure texts.

The researcher implemented the cooking competition game in the last activity of the third meeting. The students were divided into six groups. Each group was given an envelope which contained some pictures of how to make something. The students were asked to design a recipe related to the picture. The researcher also gave lists of vocabularies related to each picture. Because in the first cycle the students were not able to do spontaneous speaking, the researcher gave time for the students to write down the recipe that they wanted to speak. The students were also asked to write the resume of the recipe to be used during their speaking performance. After the students had finished their recipe, the researcher asked them to perform it. They should explain their recipe in front of the class. Initially, there was no student that wanted to perform as the representative of their group. Then, the researcher asked all of the members of the group to come in front of the class. It was shown in the field note below.

Peneliti bertanya kepada siswa apakah ada yang sudah selesai. Siswa hanya diam saja. Tampaknya di dalam kelompok masing – masing ada perdebatan siapa yang akan maju mewakili kelompoknya. Akhirnya peneliti memutuskan agar semua anggota kelompok maju. Baru secara serta merta mereka maju.

The researcher asked whether the students have finished or not. The students did not answer it. There was no students that wanted to be a representative of her/ his group. Finally, the researcher decided to call all of the group members to perform in front of the class. Then, they wanted to come. (Appendix B, Field Note 10)

The students were enthusiastic to play the game. They preferred to do their speaking practices together with their friends. They were also more confident because when they were making mistakes, their friends would help them to correct them. It could be seen in the interview transcript below.

<p>P : <i>Kalau gamenya tadi gimana Dek?</i> (What is your opinion about the game?)</p> <p>S1 : <i>Pokonya kalau ada game – gamenya aku selalu seneng Mbak. Apalagi game yang tadi. Asyik Mbak. Gambare jua lucu.</i> (I like activity with the game. Especially the last game, I like it. The pictures were also amusing.)</p> <p>P : <i>Tapi tadi kok nggak mau maju pas disuruh mewakili kelompoknya?</i> (But, why didn't you come to perform when I asked you to be a representative of your group?)</p> <p>S1 : <i>Wah, isin banget Mbak kalau maju sendiri. Takut salah.</i> (Wah, I was shy to perform it alone Mbak. I was afraid of making mistakes.)</p> <p>P : <i>Tadi pas majunya bareng – bareng bisa kok.</i> (But, you could when you were together with your friends.)</p> <p>S1 : <i>Wah, ya beda Mbak. Kalau maju bareng lebih PD. Kalau salah kan dibantuin temane Mbak.</i> (Wah, it was different Mbak. I was more confident together with my friend. If I make a mistake, my friend will help me.) (Appendix C, Interview Transcript 18)</p>

In the fourth meeting, the researcher also applied a game to improve the students' participation in speaking. The game was guessing game. In the fourth meeting, the materials were still about procedure text. However, the topic was not related to the recipe. The topic was related to how to operate the machine and electronic equipment. Before the game, the researcher also gave explanation, example, and the list of new vocabularies for the students.

The guessing game still used pictures as the media. The researcher divided the students in groups the same as the previous meeting. Because in the previous meeting the students asked for the reward for the winner, the researcher

implemented this game as competition. The implementation of the game can be seen in the field note below.

Setelah itu, siswa lanjut ke aktivitas yang berikutnya. Peneliti meminta siswa untuk berkelompok menjadi enam kelompok seperti kemarin. Tiap – tiap kelompok diberi 2 kartu besar bergambar peralatan elektronik atau mesin. “Don’t show your picture to the other team!” kata peneliti yang kemudian menjelaskan lagi.”Now, we will play guessing game. Every group should explain to the other groups about how to use the good in the card in front of the class. Dijelaskan bagaimana cara mengoperasikan benda tersebut ya. The other group should guess what the picture is about. The presenter is not allowed to show the picture to the other groups. Do you get it?” “Yes..” jawab siswa serempak. “So, how do we get the winner?” tanya salah satu siswa. “The group that can guess gets 1 point, and the presenter gets 2 points. The winner of the game is the group that can collect the most point. Yang jawab dapat 1 poin dan yang maju dapat poin untuk tiap – tiap gambar ya..” jawab peneliti. “Rewardnya Mbak” tanya siswa yang lain. “Ada, saya janji.” jawab peneliti.

After that, the students continued to the next activity. The researcher asked the students to make six groups as in the last meeting. Each group was given two big pictures of electronic equipment or machines, “Don’t show your picture to the other team!” said the researcher, “Now, we will play the guessing game. Every group should explain to the other groups about how to use the good in front of the class. Please explain how to operate the object. The other group should guess what the picture is about. The presenter is not allowed to show the picture to the other groups. Do you get it?” “Yes..” answered the students. “So, how do we get the winner?” asked one of the students. “The group that can guess gets 1 point, and the presenter gets 2 points. The winner of the game is the group that can collect the most point.” answered the researcher. “The reward Mbak” asked the other student. “There will be, I promised.” answered the researcher. (Appendix B, Field Note 11)

The researcher also gave the time for the students to prepare their speaking practice. It was to avoid the students’ difficulties during the implementation of the game. The students were also asked to write important points that they wanted to speak. They were allowed to read their note in the guessing game.

2) *Using communicative games to improve the students' speaking skills in the aspect of vocabulary and language use.*

Related to its objective to improve the students' speaking skills in the aspect of vocabulary and language use in speaking, the researcher carried out several actions in each meeting of Cycle 2. To improve the students' vocabulary and language use in speaking, the researcher applied vocabulary and pronunciation exercises. In each meeting, the students were directed to work on the exercises to be easier in practicing speaking. The exercises were done to help the students in finding the vocabulary and the expression of the words used to speak so that they would not find any difficulties during the speaking practices. In doing the tasks, the students were given the list of new vocabularies and dictionaries from the library. The use of mobile dictionary was also allowed.

In the third meeting, the researcher gave the students an exercise of matching pictures of ingredients with the names. The ingredients were used in the procedure text that was discussed with the students before. This activity was applied to enrich the students' vocabulary before they did speaking practices. After that, the researcher also taught the students to pronounce the words. The pronunciation practices were aimed at introducing the students to pronounce the new words. The field notes of the activity can be seen below.

Peneliti melanjutkan pada aktivitas berikutnya. Peneliti meminta beberapa siswa untuk membantunya. "Desy, could you help me to stick this picture?" Desy maju ke depan membantu peneliti menempelkan beberapa gambar bahan – bahan yang diunakan dalam teks procedure yang dianalisis tadi. Ada salah satu siswa yang menyeletuk, "Wah, gambare ra berwarna." Setelah itu, peneliti menunjukkan tulisan – tulisan yang berisi nama dalam bahan – bahan tersebut dan mengucapkan pronounciationnya sambil meminta siswa untuk mengikutinya. "Garlic, garlic.., unio, union..

lemon grass, lemon grass..dst.” Peneliti meminta siswa untuk maju ke depan secara sukarela untuk menempel nama bahan sesuai dengan gambarnya dan meminta mereka untuk melafalkannya setelah menempelnya. Sebagian besar siswa langsung behamburan berebut untuk maju karena sebelumnya mereka sudah mencatat nama bahan dan definisinya dalam bahasa Indonesia. Tapi ada juga siswa yang melakukan kesalahan dalam mengucapkan nama bahan tersebut seperti: onion dan galangal.

The researcher continued to the next activity. The researcher asked some students to help her, “Desy, could you help me to stick this picture?” Desy came in front of the class to help the researcher sticking some pictures of the ingredients that were used in the procedure text before. There was a student that said, “Wah, the pictures were not colored. After that, the researcher showed the word cards of the name of the cooking spices and said the pronunciation and the researcher asked the students to repeat after her. ,”Garlic, garlic..., union, union.., lemon grass, lemon grass..., etc. The researcher also asked the students to be volunteers to stick the words into the suitable pictures. They were also asked to practice the pronunciation again. Most of the students enthusiastically did it because they had the note of the definition in Indonesian before. However, there were some students that made mistakes in pronouncing: onion and galangal. (Appendix B, Field Note 8)

Besides, the students were also given listening practice of arranging jumbled procedure text. It would help the students’ speaking skills in the aspect of language use during the speaking practice of procedure text. By listening to the procedure text, the students could know the example of procedure text in spoken. The field note of the activities can be seen below.

Kemudian peneliti memperdengarkan siswa sebuah teks procedure pendek tentang how to make fried banana. Sebelumnya peneliti telah memberikan gambar acak dan meminta siswa mengurutkan gambar tersebut serta memberinya penjelasan setelah mendengarkan teks procedurenya. Peneliti juga memberikan daftar vocabulary. Peneliti memutarakan teks tersebut dua kali. Siswa sama sekali tidak mengalami kesulitan karena teks tersebut cukup sederhana bagi siswa. Ketika peneliti meminta siswa untuk mengulang kembali poin – poin pentingnya siswa juga mampu melakukannya.

Then, the researcher played a short audio of how to make fried banana. Before playing the audio, the researcher had given the students the jumbled pictures and the students were asked to arrange the pictures and to

give explanation after listening to the audio of procedure text. The researcher also gave the list of vocabularies. The researcher played the audio twice. The students found it easy because the text was quite simple. When the researcher asked the students to repeat the general point of the text, the students could do that. (Appendix B, Interview Transcript 8)

For the last activity, the researcher applied the cooking competition game. The implementation of the game was successful enough. The game could run well. The activities before the game help the students in playing the game. Besides, the cooking competition game used pictures as media that will help the students in developing their speaking. The game was done in groups because in the first cycle the whole class activity could not improve the students speaking ability in terms of vocabulary and language use.

In the fourth meeting, the topic was how to operate something. The researcher also gave some tasks for the students that contribute to the students' speaking practice. The researcher gave the students some list of words related to how to operate something. The researcher asked the students to match the words that were related. After that, the researcher also asked the students to arrange jumble procedure text. In this meeting, the researcher did not use listening practice to develop the students' language use because the topic was more difficult than the previous meeting. The implementation of the tasks before the game can be seen in the interview transcripts bellow.

Peneliti membagikan lembar kerja kepada siswa. "Now, you will work in pair ya..berpasangan. kalian harus menghubungkan verbs yang ada di sebelah kiri dengan phrases yang sesuai yang ada di sebelah kanan. Do you get my point." Tanya peneliti. "Yes.." jawab siswa. Peneliti jua memberikan definisi kata – kata yang dirasa baru untuk membantu memudahkan siswa dalam mengerjakan.

Setelah mengerjakan beberapa saat siswa sudah selesai mengerjakannya. Peneliti meminta siswa untuk membahas bersama – sama jawaban dari task tersebut. Peneliti juga menjelaskan bahwa ungkapan – ungkapan tersebut dan sejenisnya akan sering muncul di dalam procedure of how to operate something.

Siswa lanjut ke aktivitas berikutnya. Siswa diminta untuk menyusun kembali teks procedure acak mengenai how to operate a photocopy machine. Siswa masih bekerja berpasangan. Peneliti juga tetap memberikan definisi dari kosakata baru mengingat banyak siswa yang tidak mau membuka kamus walaupun sudah tersedia.

The researcher gave worksheets to the students, “Now, you will work in pairs.. You should match the verbs in the left side to the suitable phrases in the right side. Do you get my point?” asked the researcher. “Yes..” answered the students. The researcher also gave the definition of the new words to help the students in doing the task.

The students had finished the task. The researcher also explained that the similar expressions would be found in the procedure text of how to operate something.

The students continued to the next activity. The students were asked to re arrange a jumbled procedure text of how to operate a photocopy machine. The students worked in pairs. The researcher also gave the definition of the new words because the students did not want to open the dictionaries that were provided. (Appendix B, Interview Transcript 9)

After the activities above, the researcher implemented the guessing game.

The students also played the game in groups. The guessing game also could run well because the researcher allowed the students to make preparation before they did speaking. The following field note is the implementation of the guessing game.

Peneliti memberi waktu kepada siswa untuk berdiskusi sejenak dan membuat draft yang akan mereka ungkapkan dalam kegiatan speaking tersebut. Setelah semua menyatakan siap, peneliti memulai game tersebut. Dimulai dari kelompok pertama yang mendapatkan gambar TV dan fan. Kelompok pertama terdiri dari Amru, Ani, Anjun, Avin, dan Bagus. Mereka cukup adil dalam membagi supaya semua bisa ambil bagian untuk bicara. Dimulai dari Ani, “First, you should switch on the power button.” Amru, “You can choose the program by the remote.” semua kelompok langsung berebut untuk menjawab, tetapi kelompok 6 yang lebih dulu.

“Television.” Jawab Birul. Kelompok 1 menunjukkan gambarnya dan ternyata benar.

Berlanjut ke gambar berikutnya, Anjun yang memulai, “First, you should put the electrical plug.” Avin melanjutkan, “Then, you should turn on the button,” siswa yang lain tampak masih bingung dan belum bisa menjawab. “You can choose 1, 2, or 3 speed.” Bagus menambahkan. Salah satu siswa dari kelompok ada yang mencoba untuk menjawab, “Motorcycle.” “No, no..” jawab kelompok 1. Ani menambahkan lagi. “You should choose speed 1 to get the slow wind.” Mendengar penjelasan dari Ani kelompok yang lain berebut untuk menjawab. Kali ini kelompok 3 yang paling cepat. Mereka menjawab, “Fan”.

The researcher gave the time to the students to have a discussion and to make draft of their speaking. After the students were ready, the game was started.

It was started by the first group that got the pictures of TV and fan. The first group consisted of Amru, Ani, Anjun, Avin, and Bagus. They had divided their speaking fairly. It was started by Ani, “First, you should switch on the power button.” Amru, “You can choose the program by the remote.” all of the groups wanted to answer, but the sixth group was the first, “Television.” answered Birul. The first group showed the pictures and it was right.

The next picture, Anjun started by saying, “First, you should put the electrical plug.” Avin continued, “Then, you should turn on the button,” the other students were confused and could not answer, “You can choose 1, 2, or 3 speed.” Bagus added. One of the group answered, “Motorcycle.” “No, no..” answered the first group. Ani added “You should choose speed 1 to get the slow wind.” After hearing Ani’s explanation, the other groups tried to answer. The third group was the fastest. They answered, “Fan”. (Appendix B, Interview Transcript 9)

To help the students do the speaking practices, the researcher also provided lists of new vocabularies. Besides, the dictionaries were also available for the students.

c. Reflection of Cycle 2

In this cycle, the teaching and learning process of speaking ran effectively. The implementation of communicative games and its supporting activities could decrease the students’ speaking difficulties that happened in Cycle 1. This is

supported by the data written in the forms of field notes and interview transcripts obtained in the observations and interviews done by the researcher and the collaborator in each meeting of the research implementation. The data showed that the use of communicative games in the teaching and learning process of speaking was able to improve the students' participation in speaking. The detailed information about the results of the actions in Cycle 2 is explained in the following discussions.

a) Using communicative games to improve students' participation in speaking

The implementation of communicative games and the other supporting activities in Cycle 2 was able to improve the students' participation in speaking. It was quite different from what the students experienced in Cycle 1. In Cycle 1, the students' participation did not show a meaningful improvement. All of the students joined the speaking activities that were in the form of the game because the activities were whole class activity. However, there were many students that did not practice their speaking. Many students often did code switching. It was quite different from the implementation of the actions in Cycle 2.

In the third meeting, many students involved in the speaking practice. The cooking competition game had motivated the students to speak up. In the cooking competition game, the researcher provided pictures of some recipes that should be arranged by the students. They should create their recipes based on the pictures provided. Because in the previous cycle the students found difficulty with the unfamiliar contexts, in the third meeting the researcher provided pictures that were very familiar for the students. The recipes were how to make a glass of

coffee, how to make fried tempe, how to make a cup of tea, etc. The familiar contexts helped the students to be easier in their speaking performances. This was supported by the collaborator's opinion in the interview transcript below.

P : *Kalau game cooking competition-nya tadi bagaimana Bu? (How was the cooking competition Maam?)*
 GBI : *Permainannya juga bagus. Semua siswa bisa ikut berpartisipasi aktif dalam game tersebut. Mereka kelihatannya senang dengan bentuk game yang kompetisi begitu. Gambar yang buat cooking competition tadi juga bagus. Cari dimana itu Mbak. Apa bikin foto sendiri? (The game was good. Most of the students participated actively in the game. I saw that the students liked the competition game. The pictures were quite good. Where did you find the pictures Mbak? Did you take the photos by your own?)*
 P : *He..he..Iya Bu. Itu saya yang foto sendiri terus saya print. Kalau media dan materinya bagaimana Bu? (Yes Maam. I took the photo by myself and I printed it. How were the media and the materials Maam?)*
 GBI : *Sudah relevan Mbak. Besok dibuat bervariasi terus biar ndak bosan siswanya. (It was relevant Mbak. You can make a variation in the next meeting to avoid the students' boredom. (Appendix C, Interview Transcripts 19)*

The students also thought that the speaking activity that was in group such as cooking competition game made them became more confident to speak. This can be seen from the interview transcript below.

P : *Mbak Lia tanya – tanya sebentar ya? Gimana Dek menurut kamu pelajaran bahasa Inggris hari ini? (I want to ask something. How was the lesson today?)*
 S1 : *Menyenangkan Mbak. (It was fun.)*
 P : *Kalau gamenya tadi gimana Dek? (How was the game?)*
 S1 : *Pokonya kalau ada game – gamenya aku selalu seneng Mbak. Apalagi game yang tadi. Asyik Mbak. Gambare jua lucu.he.. (I always liked the game Miss. The last game was interesting. The pictures were also cute.)*
 P : *Tapi tadi kok nggak mau maju pas disuruh mewakili kelompoknya? (Why didn't you want to perform for your group?)*
 S1 : *Wah, isin banget Mbak kalau maju sendiri. Takut salah. (Wah, I'm shy to perform alone Miss. I'm afraid to make a mistake.)*
 P : *Tadi pas majunya bareng – bareng bisa kok. (But you were able when you did it together with your friend.)*
 S1 : *Wah, ya beda Mbak. Kalau maju bareng lebih PD. Kalau salah kan dibenerin temane Mbak. (Wah, it's not the same. Group performance made me more confident. When I made a mistake, there would be a friend that would correct me.) (Appendix C, Interview Transcript 18)*

In the fourth meeting, the students' participation in speaking also improved. Most of the students participated in the speaking activities. The students were quite motivated with the game. The researcher also provided the reward for the winner of the game. The students' enthusiasm could be seen in the interview transcript below.

P	: <i>Dek, selama pelajaran dengan Mbak Lia aktivitas apa yang kalian suka?</i> (What activity do you like during our lesson?)
S1	: <i>Permainannya Mbak.</i> (The game Miss.)
P	: <i>Kalau pas game gitu kalian lebih suka berkelompok atau individu?</i> (Which one do you like, group or individual games?)
S1	: <i>Kalau yang pakai maju – maju gitu mending berkelompok Mbak. Jadi nggak malu majunya. Tapi kalau yang nggak maju di depan kelas individu nggak papa.</i> (I prefer in groups. It made me more confident. But, if it is not speaking performance in front of the class, individual work is ok.)
P	: <i>Kalau ada rewardnya kalian suka?</i> (How was the reward?)
S2	: <i>Suka Mbak. Tapi kemarin nggak menang e..</i> (I like it, but we are not the winner.)
P	: <i>Besok lain kali pasti bisa menang. Sekarang udah nggak males kan pelajaran Bahasa Inggris?</i> (You can be a winner in the future. (Are you enthusiastic to learn English?))
S2	: <i>Ya lebih semangat Mbak.</i> (Ya I feel more excited.) (Appendix C, Interview Transcript 22)

b) Using communicative games to improve the students' speaking skills in the aspects of vocabulary and language use

The information collected during the actions showed that the use of communicative games and the other activities were able to improve the students' speaking ability in terms of vocabulary. It was slightly different from the students' ability in Cycle 1. In Cycle 1, the students still found it difficult to express what they wanted to say in English. As a result, they often spoke in Javanese or Indonesian during the speaking practices. Then, they still frequently asked for help from their friends and the researcher in finding the vocabulary used.

Although they were able to find the English words, their pronunciation and diction used in speaking was not appropriate.

On the contrary, the implementation of communicative games in Cycle 2 was able to decrease those difficulties in the aspect of vocabulary that happened in Cycle 1. This could be seen during the speaking activities in every meeting. The students were confident to speak up in English. They also rarely asked the researcher about the meaning of the words. Although there was an improvement in the vocabulary aspect, there were still some problems that hindered the teaching and learning process of speaking. There were some students who still found it difficult to deal with the vocabulary.

It was true that there were some obstacles that hindered the teaching and learning process of speaking. However, the students' vocabulary improvement could still be found in this cycle. The students' speaking ability improvement in the aspect of vocabulary will be discussed in the implementation of communicative games in Cycle as explained.

In the third meeting, the teaching and learning process of speaking ran well. It could be seen from the teaching and learning atmosphere created in the classroom. The students actively participated in the lesson. The effective learning activity was also seen from the students' speaking ability improvement in the aspect of vocabulary. The students were no longer hesitant to do the speaking practice in the form of cooking competition game given by the researcher. The activities that contributed to the students' vocabulary improvement in this meeting were the vocabulary task and pronunciation practices before the implementation

of the game. This activity was given to prepare and enrich the students' vocabulary mastery so that they would be ready to speak English.

Because of the vocabulary and pronunciation practice before students used English fully during the speaking activities, they did not get difficulty in pronouncing words and producing sentences in a correct grammar. The vocabulary and pronunciation practices quite helped the students in producing correct words. Besides, group work activity facilitated the students to do discussions with their friends to solve their problem of language use in speaking. It can be found in the interview transcripts below.

<p>P : <i>Gimana Dek tadi gamenya? Seru kan?</i> (How was the game? It was fun, wasn't it?)</p> <p>S1 : <i>Seru Mbak. Lebih asyik dari yang sebelumnya.</i> (It was fun. It was more interesting than before.)</p> <p>P : <i>Terus pas mau speaking tadi ada kesulitan nggak Dek mau ngungkapin kata – katanya pakai Bahasa Inggris?</i> (Did you find difficulties in expressing English words?)</p> <p>S1 : <i>Nggak kok Mbak. Kan sebelumnya udah dikasih contoh banyak. Ada list of new vocabulary juga kan Mbak, jadi bisa nolong.</i> (No, because It was given many examples before and there were the list of vocabulary.)</p> <p>P : <i>Jadi nggak ada kesulitan ya?</i> (So, it means there was no difficulty.)</p> <p>S2 : <i>Ya mungkin Cuma masih ragu – ragu takut salah aja Mbak.</i> (Yes, but I am still hesitant of making mistakes.) (Appendix C, Interview Transcript 21)</p>

The information collected in this meeting showed that most of the students were helped in finding the vocabulary with the use of communicative game and the other tasks.

The implementation of picture series and the other activities in the third meeting was also able to improve the students' speaking ability in the aspect of language use, particularly the use of present tense and imperative sentence. The students could speak in English in correct grammar. The collaborator had opinion

that the students' speaking performance showed improvement in term of language use. The following is the interview transcript with the collaborator.

<p>P : <i>Menurut Ibu speakingnya siswa tadi bagaimana Bu?</i> (How was the students' speaking Maam?)</p> <p>GBI : <i>Sudah ada peningkatan yang cukup signifikan Mbak. Mereka sudah bisa speaking dengan lebih baik sekarang.</i> (There was a significant improvement. They were able to do better speaking.)</p> <p>P : <i>Kalau grammarnya juga sudah lebih baik ya Bu?</i> (How about the grammar Maam? It's better, isn't it?)</p> <p>GBI : <i>Oh iya Mbak, sudah tidak banyak kesalahan dalam menggunakan present tense dan imperative. Mereka juga sudah tidak banyak tanya lagi ini Inggrisnya apa itu Inggrisnya apa. Yang pasti sudah tidak pakai Bahasa Jawa lagi.</i> (Oh yes. They didn't make many mistakes in using present tense and imperative. They also didn't ask the words' meaning frequently. They also didn't use Javanese anymore.) (Appendix C, Interview Transcript 23)</p>
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Meanwhile, the implementation of communicative games in the fourth meeting showed greater improvements. The researcher found that the use of communicative games and the other supporting activities were able to improve the students' vocabulary mastery. This could be seen from the students' activities in doing the task of matching words related to how to operating something.

The first thing to be done by the students in relation to the vocabulary mastery was the matching up words task. It was before arranging jumbled procedure text. The task was aimed at helping the students in finding the vocabulary used to explain how to operate the machine or electronic equipments. From the observation, the students were seen to be more ready and confident to speak English compared to what happened in the first cycle.

There was also an improvement of language use in the fourth meeting. The students speaking performances in guessing game were neater. Most of the

students did not find difficulties in arranging what they wanted to say. This could be seen from the interview transcript below.

P : *Dek, menurut kalian dalam hal speaking kalian merasa jadi lebih mudah nggak setelah pakai game? (Is speaking easier after using the game?)*
 S1 : *Jadi lebih mudah Mbak. (Yes, it is easier.)*
 P : *Terus kalian merasa ada peningkatan nggak Dek? Dalam hal vocab atau penggunaan bahasa mungkin? (Do you feel improvement in vocabulary and language use?)*
 S1 : *Terutama dalam hal vocab Mbak. Lebih banyak perbendaharaan kata yang didapat. (Yes, especially in vocabulary. I learned more new words.)*
 P : *Kalau kamu? (How about you?)*
 S2 : *Menyusun kata – kata menjadi kalimat juga jadi lebih mudah Mbak. (I feel easier to make a sentence.)*
 P : *Menurut kalian apa yang membuatnya jadi lebih mudah? (What make it easier?)*
 S2 : *Latihan – latihan sebelum gamenya itu mungkin Mbak. Itu kan berhubungan ma gamenya. Jadi pas gamenya jadi lebih mudah. (Maybe the activity before the game helped us, Mbak. So, we felt easier during the game.)*
 (Appendix C, Interview Transcript 24)

In summary, based on the information obtained in the observations and the interviews done in Cycle 2, students' participation in speaking improved. This was supported by the collaborator's statement in the interview done at the end of the research implementation as seen in the following interview transcripts.

P : *Bu, menurut pendapat Ibu bagaimana hasil actionnya secara keseluruhan? (What do you think about the whole actions?)*
 GBI : *Saya rasa sudah ada peningkatan yang cukup terlihat ya Mbak. Tujuan awalnya kan meningkatkan partisipasi siswa dalam speaking kan ya Mbak? Kalau dalam hal partisipasi menurut saya sudah sangat meningkat dari sebelum action. (I think the improvements were significant. The objective was to improve the students' participation in speaking, wasn't it? I think the students' participation had shown meaningful improvement.)*
 P : *Untuk dalam hal vocab dan language use-nya bagaimana Bu? (What do you think about the vocabulary and the language use?)*
 GBI : *Itu juga sudah jauh lebih meningkat Mbak. Mereka vocab-nya juga tambah dan grammar mereka juga lebih baik dari sebelumnya. Jadi saya rasa action yang anda lakukan cukup berhasil meningkatkan partisipasi siswa dalam speaking secara kualitas dan kuantitasnya. (It also improved. The vocabulary improved and the grammar is better. So, I think the actions were successful enough to improve the students' participation in speaking in quality and quantity.)*

P : Berarti tujuan awalnya sudah tercapai ya Bu? (It means that the goal had been reached.)

GBI : *Iya Mbak, peningkatannya sudah cukup signifikan.* (Yes, the improvement was significant.) (Appendix C, Interview Transcript 25)

The students' participation in speaking improvements was also seen from the observation checklists that were filled by the collaborator. The next table showed the students' participation in speaking improvements.

Table 7: The Data of Students' Participation in Speaking

No.	Nama	Students' Participation in Speaking				
		Pre-Ob	Meet 1	Meet 2	Meet 3	Meet 4
1	Amru	-	V	V	+	+
2	Ani Salamah	+	+	+	+	+
3	Anjun Rosi Narista	-	+	+	+	+
4	Avin Irvandi	-	V	V	-	+
5	Bagus Herlambang	-	V	V	-	+
6	Briyantama Taufiqur R.	-	V	V	+	+
7	Chia Pradina	-	+	+	+	+
8	Desy Dwi Novitasari	-	+	+	+	-
9	Dicky Yoga Pamungkas	-	V	V	+	+
10	Dwi Eva Santi	-	V	V	-	-
11	Eka Taufiq Meizani	+	+	V	+	+
12	Erma Wijayanti	+	V	V	+	+
13	Erni Lestari	-	V	V	-	+
14	Fahmi Septiansyah	-	V	V	+	+
15	Gilang Novriana	+	V	V	+	+
16	Jumiyati	-	+	+	+	-
17	Kustanti	-	V	V	-	+
18	Latifa Rimas	+	+	+	+	+
19	Lusi Tri Winarsih	-	+	+	+	+
20	Mabarun Bukori	-	+	V	+	+
21	Megawati	-	V	V	+	+
22	Moh. Wildan Firdaus	-	V	V	-	+
23	Nofalia Putri Cikita	+	+	+	+	+
24	Nuzul Ikhsan	-	V	V	-	-
25	Raditya Adi Nugraha	-	V	V	-	+
26	Rigok Winarta	-	V	V	-	+
27	Riko Feri Hidayat	-	V	V	+	+
28	Riski Wulan Romadhoni	-	V	V	-	+
29	Triana Dewi	-	+	V	+	+
30	Wahyu Birul Walidaini	-	+	+	+	+
		6+	12+	9+	20+	26+

+

: the students participated actively in the speaking practices

V

: the students participated in the speaking practices but they often used Indonesian or Javaneese

-

: the students did not participate in the speaking practices

From the table of students' participation in speaking above, it can be concluded that there has been a meaningful improvement on the students' speaking skills after the implementation of the actions of Cycle 2. The results of the actions of Cycle 2 showed that there had been improvements in students' participation in speaking. Thus, the researcher and the collaborator decided to end the cycle.

B. The Result of the Research

This section consisted of the result of Cycle 1 and Cycle 2. The whole results of Cycle 1 and 2 will be reported as follows:

1. Cycle 1

In this cycle, there were some improvements and weaknesses obtained by the researcher after communicative games were implemented in the teaching and learning process of speaking. The improvements and weaknesses of Cycle 1 are presented as follows.

a. The improvements of Cycle 1

1) Using communicative games stimulated the students to join in the speaking activities. It could be seen from the students' attitude toward the games. They were enthusiastic to join the games.

2) Using communicative games improve the students' motivation in the teaching and learning process of speaking because using communicative games was an interesting teaching technique to build the students' motivation and interest in speaking. As the result, the students were engaged more during the teaching and learning process of speaking.

3) The teaching and learning process of speaking ran well because the students were already motivated in speaking after communicative games were implemented in Cycle 1. It made the teaching and learning process of speaking run well.

b. The weaknesses of Cycle 1

1) The students' participation in speaking did not show a meaningful improvement. All of the students participated in the speaking game because the speaking activities were in the form of the whole class activity that required all of the students to participate. However, many students did not speak English fully. They often spoke in Javanese or Indonesian when they did not know how to express in English.

2) It was still difficult for the students to speak using the correct tenses and pronunciation because the students were still not familiar to do spontaneous speaking. Besides, the students' speaking ability in the aspects of vocabulary did not show meaningful improvements.

2. Cycle 2

a. The improvements of Cycle 2

1) The students actively participated in speaking because communicative games and other supporting activities were selectively chosen and interestingly designed to make the students more active in speaking. The revised communicative games were effectively able to improve the students' participation in speaking.

2) The students were able to speak using better tenses and vocabulary because the students were given more supporting activities before the implementation of the

games. These revised communicative games and other related activities of Cycle 2 were proven to be effective to make the students speaking ability better in term of vocabulary and language use.

3. The summary of the research result in Cycle 1 and 2

The implementation of communicative games and its other supporting activities in Cycle1 and Cycle 2 was able to improve the students' participation in speaking.

The findings of the research also showed that the use of communicative games in teaching speaking was able not only to improve the students' participation in speaking but also to improve the students' speaking ability in terms of vocabulary and language use. The following table was the summary of the students' participation and the students' speaking ability improvements in terms of vocabulary and language use before and after the implementation of the actions.

Table 8: The Students' Improvements in Speaking Teaching and Learning Process

Before the Action	After Cycle I	After Cycle II
The students were shy and reluctant when they were asked to practice their speaking skills.	Some students were still shy and reluctant when they were asked to practice their speaking skills.	Most of the students were confident and enthusiastic to practice their speaking skills.
The students were not familiar with some English words.	Some students were still not familiar with some English words so that there were some Indonesian and Javanese translations.	The students were familiar with the English words without the Indonesian or Javanese translations.
The students often mispronounced English words.	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English words.
The students were not actively engaged in the speaking teaching and learning process.	There were still some students who were not actively engaged in the speaking teaching and learning process.	All of the students were actively engaged in the activities during the speaking teaching and learning process.
The students had problems dealing with grammar. They still found difficulties to use present tense.	The students' difficulty in the aspect of language use did not show meaningful improvement.	The students knew the use of present tenses and imperative sentences. The students were already able to speak using correct tenses.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divided the content into three points. They were conclusion, implications, and suggestions. The explanation of each point was presented below.

A. Conclusion

In reference to the formulation of the problem, this research focused on improving students' participation in speaking through communicative games at grade X.2 of SMA N 1 Srandakan in the academic year of 2011/ 2012. In Cycle 1, two communicative games were implemented, i.e. the socializing game and the role play game. The communicative games were effective to make the students participate in the speaking activities interactively. The communicative games were also successful to make the students enthusiastic in joining the speaking class. The improvement could be seen from the students' and the English teacher's opinions and the field notes.

However, there were some problems that occurred in the implementation of the actions in Cycle 1. The students were not ready for spontaneous speaking activities. Besides, the problems were also related to the students' vocabulary mastery and language use. Consequently, the students often spoke in Indonesian and Javanese during the implementation of the communicative games. To solve the problems, the researcher implemented communicative games in Cycle 2 with some modifications. The researcher applied cooking competition game and

guessing game. In the implementation of the game the students were given time for preparing their speaking performance. The researcher added some vocabulary related to the topics and grammar explanation. She also gave the students more drilling in pronouncing words.

In conclusion, the communicative games were effective to improve the students' participation in speaking.

B. Implications

Based on the result of the research, the implementation of communicative games improved the students' participation in speaking. The use of communicative games could make the students become enthusiastic in speaking English, interested in doing speaking tasks given, active in carrying out the speaking practices given and also familiar with the speaking topics. It implied that communicative games are highly recommended to be applied by the English teacher of senior high school in the teaching and learning process of speaking.

C. Suggestions

1. To the English teachers

The English teacher should apply communicative games in the teaching and learning process of speaking because it could stimulate the students to participate actively in the teaching and learning process of speaking.

2. To other researchers

Communicative games are useful to improve students' participation in speaking. Therefore, the other researchers can conduct their research using

communicative games. The other researchers may follow up this study in order to find more actions. Moreover, they can conduct this study in other grade, so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMA N 1 Srandakan so that the research findings can be more general.

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KEMENTERIAN PENDIDIKAN NASIONAL

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FRM/FBS/33-01

10 Jan 2011

Nomor : 1591/H.34.12/PP/VIII/2011

Lampiran : --

Hal : **Permohonan Izin Penelitian**

9 Agustus 2011

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Participation in Speaking Through Communicative Games at Grade X.2 of SMA N 1 Srandakan in The Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : APRILIA RAHMAN
NIM : 07202241042
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan Agustus s.d. November 2011

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

Atas izin dan kerjasamanya disampaikan terima kasih.



Drs. Suhaini M. Saleh, M.A.
NIP. 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/6328/V/2011

Membaca Surat Dekan Fakultas Bahasa Dan Seni UNY

Nomor : 1591/H.34.12/PP/II/2011

Tanggal Surat 09 Agustus 2011

Perihal : Ijin 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 Pemerintahan 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 Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : APRILIA RAHMAN

NIP/NIM : 07202241042

Alamat : Karangmalang, Yogyakarta.

Judul : IMPROVING STUDENT'S PARTICIPATION IN SPEAKING THROUGH COMMUNICATIVE GAMES AT GRAD X.2 OF SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR OF 2011/2012

Lokasi : Kabupaten Bantul

Waktu : 3 (tiga) Bulan.

Mulai tanggal 10 Agustus s/d 10 Nopember 2011

Dengan ketentuan :

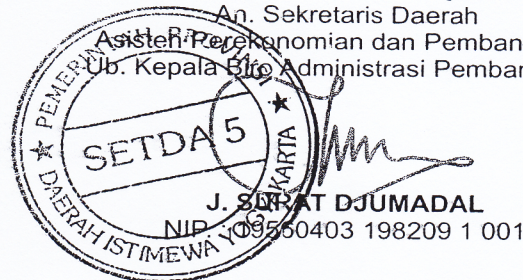
1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** 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 dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 10 Agustus 2011

An. Sekretaris Daerah

Asisten Perencanaan dan Pembangunan
Kepala Biro Administrasi Pembangunan



Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul, Cq. Bappeda
3. Dinas Pendidikan Pemuda Dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa Dan Seni UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

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SURAT KETERANGAN/IZIN

Nomor : 070 /1748

Menunjuk Surat : Dari : Sekretaris Daerah Prov Diy Nomor : 070/6328/V/2011
Tanggal : 10 Agustus 2011 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

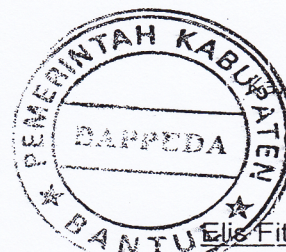
Nama : **APRILIA RAHMAN**
P.Tinggi/Alamat : **UNY Karangmalang Yk**
NIP/NIM/No. KTP : **07202241042**
Tema/Judul Kegiatan : **IMPROVING STUDENT'S PARTICIPATION IN SPEAKING THROUGH COMMUNICATIVE GAMES AT GRADE X. 2 OF SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR OF 2011/2012**
Lokasi : **SMA N 1 Srandakan**
Waktu : Mulai Tanggal : 10 Agustus s.d 10 Nopember 2011
Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 10 Agustus 2011

A.n. Kepala
Sekretaris,
Ub.
Subbag Umum



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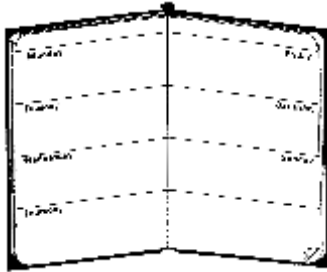

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas DIKMENOF Kab. Bantul
4. Ka. SMA Negeri 1 Srandakan
5. Yang Bersangkutan

COURSE GRIDS

School : SMA N 1 Srandakan
 Subject : Bahasa Inggris
 Class : X.2

	Basic Competence	Objectives	Indicators	Learning Materials	Learning Activities	Time Allocation	Source and Media	Character
1/ September 20, 2011	3.1 Expressing the meaning in transactional and interpersonal conversation orally in formal and informal contexts accurately, fluently, and appropriately using the speech act of: giving and responding the invitation.	At the end of the teaching and learning process the students are expected to be able to invite their friends to attend a certain event and accepting and declining the invitation.	<ul style="list-style-type: none"> Students are able to recognize the expressions in inviting someone orally and their responses. Students are able to understand the vocabulary in oral invitations Students are able to understand some possible expressions used to invite someone, and decline/accept an invitation. Students are able to invite their friends orally and respond to invitations spontaneously 	<p>Giving invitations:</p> <ul style="list-style-type: none"> Would you like to I'd very much like you to We should be pleased/ delighted if you could Would you care to You will ... won't you? Why don't you come to Like to come to Come and Shall we come to You must come to <p>Accepting an invitation:</p> <ul style="list-style-type: none"> That's very kind of you. We'd very much like to What a delightful idea. With the greatest pleasure. Thank you very much for inviting me. I would/will That would be very nice. OK! I'd like to love to come. All right (then). <p>Declining an invitation:</p> <ul style="list-style-type: none"> I'm very sorry, I don't think I can. I'd like to, but I'm afraid I've already promised Thank you for asking me, but Unfortunately, I can't Sorry, I can't. I'd love to, but I don't think I can. I wish I could, but <p>Sample dialogue: Ari : Hi, Ira. <u>Would you like to go out with me tonight?</u></p>	<ul style="list-style-type: none"> Presentation <ul style="list-style-type: none"> Teacher presents the dialogues and asks some students to read it in front of the class Vocabulary building: pronouncing the new words Teacher refers to expressions in giving and responding to invitations Practice <ul style="list-style-type: none"> The students complete the dialogue The students practice making short dialogues in pairs Production <ul style="list-style-type: none"> The teacher explains the rule of socializing game: <ol style="list-style-type: none"> Each student is given a diary and a list of seven different places on the board. The students work in whole class activity to make the arrangements of their schedule and write them in their diaries. The students should go out with a different person and a 	2 x 45 minutes	<ul style="list-style-type: none"> Book: <i>Developing English Competencies, Elementary</i> 	Cooperation

			<p>y</p> <p>Ira : <u>Sorry, I can't.</u> I have many things to do tonight. Ari : Well, how about tomorrow night? Are you still busy? Ira : I guess not. Ari : Well, <u>would you like to go to a concert?</u> Ira : Sure, <u>I'd love to!</u> Ari : Well, I'll pick you up at 7.30 pm. Ira : <u>OK!</u></p> <p>Key Grammar Point: What about + Ving + O/C? (Prep +Ving)</p> <p>Key vocabulary: Free, party, pleasure, somewhere, idea</p> <p>The Socializing Game How to use the game Copy enough diaries for all the students in the class. Give each student a blank diary and write a list of seven different places on the board, for example, cinema, theatre, restaurant, pub, concert, disco, bowling alley. Tell the students that they want to go out every night to a different place. They must go out with a different person every night, and they may not go to more than one place or out with more than one person on any night. The object of the game is for each student to make arrangements and write them in their diaries. When they have filled up their diaries and returned to their places, they should discuss their social programme with the person sitting next to them.</p> 	<p>different place every night.</p> <ul style="list-style-type: none"> - The students act out the socializing game. 				
2/ September 21, 2011	4.1 Expressing the meaning in short functional text (such as announcement, advertisement, invitation, etc.) orally in formal	At the end of the lesson, the students are able to advertise something orally.	<ul style="list-style-type: none"> • The students are able to identify the certain information of the short functional text: 	<p>The example of written advertisement</p> 	<ul style="list-style-type: none"> • Presentation - Teacher gives explanation of the purpose of advertisements. - Students were given some example of advertisements and 	2 x 45 minutes	<ul style="list-style-type: none"> • Book: <i>Interlanguage</i> • Written advertisement • Spoken 	Self confidence

and informal in daily life contexts.

advertisement

- The students are able to advertise something orally.



The adjective that are used in the advertisements

fast peaceful soft
stylish easy to use scenic
relaxing comfortable powerful

The transcript of the audio advertisements

Advertisement 1
These shoes are great. I wish there were smaller sizes. I wish they had more colors. I wish they were more comfortable. I wish they were more stylish. I wish they were more powerful.

- Advertisement 2
1. The shoes are very comfortable and stylish. They are easy to use and fast.
2. They are very easy to use and fast.
3. They are very easy to use and fast.
4. They are very easy to use and fast.
5. They are very easy to use and fast.
6. They are very easy to use and fast.
7. They are very easy to use and fast.

Advertisement 3
This is the best resort I have ever been to. The scenery is beautiful. The food is delicious. The service is excellent. The rooms are clean and comfortable. The staff is friendly and helpful. The resort is a great place to relax and enjoy the sun.


- Advertisement 4
1. They are very easy to use and fast.
2. They are very easy to use and fast.
3. They are very easy to use and fast.
4. They are very easy to use and fast.
5. They are very easy to use and fast.
6. They are very easy to use and fast.
7. They are very easy to use and fast.

discuss the adjective that were used frequently in the advertisements together with the teacher.

- The students do pronunciation practice.
- Practice**
 - The students listen to the audio of advertisements and analyze what the advertisements about.
- Production**
 - The teacher explains the rule of role play game:
 - The students work in pairs. One of the students becomes the seller and another one becomes the buyer.
 - The students should practice of promoting the products of their own (it can be their bag, pencil, book, etc.) with their partners.
 - The students act out the role play game.

advertisement

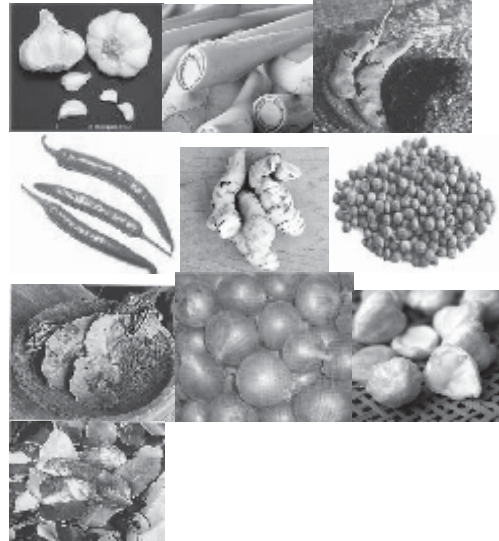
- Audio player
- Communicative games

				<p>The Role Play Game [5-Try It Out!]</p> <p>Work with your partner</p> <p>Student A Match the role to the life. You must make 10 sets of your presentation about healthy eating habits. Each set should consist of a picture and a short dialogue. The dialogue should be about 10-15 words. Write your role and your partner's role.</p> <p>Student B Read the role and the dialogue. Then, act out the role and the dialogue with your partner.</p> 				
3/ October 11, 2011	4.2 Expressing the meaning in simple monologue accurately, fluently, and appropriately, in daily life contexts in genre text of : procedure	At the end of the lesson, the students are able to do a monologue of a procedure text.	<ul style="list-style-type: none"> The students are able to recognize the generic structure of the procedure text. The students are able to use present tense in expressing of how to make something. The students are able to use imperative sentence in expressing of how to make something. The students are able to do a monologue of a procedure text. 	<p>The example of the procedure text How to Make Gudeg Jogja (Green Jack Fruit Sweet Stew)</p> <p>Ingredients:</p> <ul style="list-style-type: none"> - 5 onions - 10 candlenuts - 10 garlic cloves - 4 bay Leaves - 1/2 lb. (250g) green jack fruit - 2-1/2 tsp. (12g) coriander seeds - 1-1/4 tsp. (6g) cumin - 1/4 cup (62ml) coconut sugar - 2 cups (500ml) coconut milk - 2 tsp. (30g) tamarind - 2 lb. (1kg) chicken (cut into small pieces with) - 5 cups (1.25l) water - 2 inches bruised galangal <p>Instructions:</p> <ul style="list-style-type: none"> - First, cut green jack fruit 1 inch thick. Wash and boil until tender. - Next, ground onions, candle nuts, sauté paste, bay leaves, and galangal until fragrant. - Add the chicken pieces, stir fry until chicken changes colour. - Then, pour 4 cups of water and coconut sugar, bring to a boil. - Add the green jack fruit and simmer until the 	<ul style="list-style-type: none"> BKOF The teacher addresses some brainstorming questions to the students such as <ul style="list-style-type: none"> - <i>Can you cook?</i> - <i>What is your favorite Indonesian food?</i> - <i>Have you ever cooked for yourself or your family? Can you tell the class the steps?</i> MOT <ol style="list-style-type: none"> 1) The teacher gives students a procedure text entitled How to Make Gudeg Jogja. 2) The students are given time to <i>comprehend</i> the text given by the teacher. 3) The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of procedure texts. 4) The students are given a task of labeling spices pictures with the correct 	2 x 45 minutes	<ul style="list-style-type: none"> •Book: <i>Developing English Competencies, Interlanguage, Intermediate Communication Games</i> •Procedure texts •Communicative games •Procedure cards 	Cooperation Be systematic

chicken and vegetables are tender.
 - Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with rice.
Social function : to describe how something is accomplished through a sequence of actions or steps.
Generic structure
 - Goal.
 - Materials (not required for all procedural texts)
 - Steps (a series of steps oriented to achieving the goal)

Activity 2

Study the following pictures. Label each with its name. Consult your dictionary if necessary
 garlic onion lemon grass tamarind
 coriander seed bay leaf galangal
 candlenut
 lime leaf chili



Activity 3

Listen to the steps of preparing fried banana with cheese. Number the pictures according to the steps and write down the steps. Some pictures are already numbered. First, study the

name and then pronouncing the name of the spices.

- **JOCT**
 - The students *rearrange* the pictures of an audio procedure text into correct order and create a simple procedure text based on the pictures.
- **ICOT**
 - 1) The teacher gives the rule of cooking competition game:
 - The students work in group of six.
 - Every group is given an envelope contains the pictures of a recipe.
 - 2) The students develop a monologue of a procedure text based on the picture series provided through cooking competition game.

words in the box.
absorbent : menyerap
cheese : keju
drain : meniriskan
flour : tepung
fry : menggoreng
mash : melenyehkan
mix : mencampur
recipe : resep



Activity 4
Cooking Competition
Type of Activity

Groups
Card games

How to Use the Game

The students are worked in groups. Every group is given a set of cards containing the picture of recipe procedure. They should arrange the cards into a right order. Then they should write the procedure of the recipe. The group who has finished should present the recipe in front of the class.

The example of the pictures

1) How to Make a Glass of Coffee

4/ September 12, 2011	4.1 Expressing the meaning in short functional text (such as announcement, advertisement, invitation, etc.) orally in formal and informal in daily life contexts.	At the end of the lesson, the students are able to do a monologue of a procedure text.	<ul style="list-style-type: none"> The students are able to recognize the generic structure of the procedure text. The students are able to use present tense in expressing of how to make something. The students are able to use imperative sentence in expressing of how to operating something. 	<p>The teacher shows the pictures to the students</p> <ul style="list-style-type: none"> ● How to use the motor ● How to use the fan ● How to use the fan ● How to use the fan <p>How to operate a fan</p> <ol style="list-style-type: none"> 1. Plug the power cord into a wall outlet. (AC 120 Volts 60 HZ) 2. To make the fan move sideways, push the pin on top of the motor. 3. To move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob. 4. To change the speed of the fan, press one of the switches at the bottom. 	<ul style="list-style-type: none"> ● BKOF <ol style="list-style-type: none"> 1)The teacher shows some pictures of electronic equipment. 2)The teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as <ul style="list-style-type: none"> • <i>What are these picture of?</i> • <i>Which of these pictures do you own?</i> • <i>How often do you use these items?</i> • <i>Do you find any of them difficult to use?</i> 3) The teacher explains the purpose of the study <ul style="list-style-type: none"> ● MOT <ol style="list-style-type: none"> 1)The teacher gives example of procedure text oh how to operate a fan. 	2 x 45 minutes	<ul style="list-style-type: none"> ●Book: <i>Developing English Competencies, Interlanguage, Intermediate Communication Games</i> ●Procedure texts ●Communicative games ●Flash cards 	Self confidence

- The students are able to do a monologue of a procedure text.

Activity 2

Work with your partner. Draw lines to match the verbs on the left with the words and phrases on the right. The first one is done for you.

Verbs	Words and Phrases
Place <input type="checkbox"/>	<input type="checkbox"/> the scanner lid
Turn <input type="checkbox"/>	<input type="checkbox"/> the machine to the side
Switch on <input type="checkbox"/>	<input type="checkbox"/> the paper
Scroll down <input type="checkbox"/>	<input type="checkbox"/> the lid
Take <input type="checkbox"/>	<input type="checkbox"/> the tray
Adjust <input type="checkbox"/>	<input type="checkbox"/> the size
Click <input type="checkbox"/>	<input type="checkbox"/> the lid
Push <input type="checkbox"/>	<input type="checkbox"/> the number of the copies
Put <input type="checkbox"/>	<input type="checkbox"/> the paper

Activity 3

Work with your partner. Look at the steps explaining how to use a photocopier. Number them in order from 1 (do first) to 8 (do last). The first one is done for you.

- Select the paper size
- Make sure it's the right way up
- Put the cover down
- Place the paper on the glass
- Press **Off** **Clear**
- Enter the number of copies you want
- **1** Lift the cover
- Press the **Start** button

Now explain how to use a photocopier to each other. Take turns giving and following instructions. Use the prompts below to help you.

Getting the machine ready	Following the machine
How you	What
How you should do it	How
When you need to	Copy
What	Like that

Activity 3

Guessing Games.

Type of Activity

Groups
Guessing

How to Use the Game

The students are worked in groups. Every group is given a card. Every group should explain to the other groups about how to use the good in the card in front of the class. The other group should guess what the picture is about. The presenter is not allowed to show

2)The teacher gives students a task of matching the verbs with the related phrases.

• JCOT

- 1)The students are asked to rearrange a jumbled steps of a procedure text of how to operate a photocopier.
- 2)The students are asked to create a procedure texts using the steps provided.

• ICOT

- 1)The teacher gives the rule of the guessing game:
 - The students work in groups.
 - Every group is given two big pictures of electronic equipment or machine.
 - Every group should create their own monologue of how to operate the equipment.
- 2)The students act out the guessing game: Every group should perform their procedure text without saying the name of the object. The other groups should guess the object.

				<p>the picture to the other groups.</p> <p>Rules</p> <p>The group that can guess gets 1 point, and the presenter gets 2 points. The winner of the game is the group that can collect the most point.</p> <p>The pictures are about:</p> <ol style="list-style-type: none">1. How to operate television2. How to operate a fan3. How to operate computer4. How to operate a mobile phone5. How to operate an iron6. How to operate a radio tape7. How to operate a DVD player8. How to operate a motorcycle9. How to operate a washing machine10. How to operate a blender11. How to operate a digital camera12. How to operate flash disk				
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LESSON PLAN 1

School	: SMA N 1 Srandakan
Subject	: English
Grade/ Semester	: X.2/ 1
Meeting	: 1
Skill	: Speaking
Text Type	: Transactional Text of Giving and Responding to Invitation
Time Allocation	: 2 x 45 minutes

A. Standard of Competence

3. Expressing the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

3.1 Expressing the meaning in transactional and interpersonal conversation in formal and informal contexts accurately, fluently, and appropriately using the speech act of: giving and responding the invitation.

C. Indicators

1. Students are able to recognize the expressions in inviting someone orally and their responses.
2. Students are able to understand the vocabulary in oral invitations.
3. Students are able to understand some possible expressions used to invite someone, and decline/accept an invitation.
4. Students are able to invite their friends orally and respond to invitations spontaneously.

D. Learning Objectives

At the end of the teaching and learning process the students are expected to be able to invite their friends to attend a certain event and responding to the invitation.

E. Learning Materials

1. Some dialogues containing the expressions of giving and responding the invitation.
2. The examples of expressions of inviting, accepting the invitation, and declining the invitation.
3. Task on completing dialogue.
4. Task of making short dialogue containing the expression of giving and responding to invitation.

5. The socializing game.

F. Teaching Method

PPP: Presentation, Practice, Production

G. Teaching and Learning Activities

1. Pre-Teaching

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.
- d. The teacher asks the students some questions related to the topic:
 What kind of card is this? (The researcher shows some invitation cards)
 Have you ever been invited by someone?
- e. The teacher outlines the objectives of the learning process.

2. Whilst-Teaching

Presentation

- Teacher presents the dialogues and asks some students to read it in front of the class.
- Vocabulary building: pronouncing the new words/ expressions
- Teacher refers to expressions in giving and responding to invitations

Practice

- The students complete the dialogue
- The students practice making short dialogues in pairs

Production

- The teacher explains the rules of the game.
 - a. Each student is given a diary and a list of seven different places on the board.
 - b. The students work in whole class activity to make the arrangements of their schedule and write them in their diaries. The students should go out with a different person and a different place every night.
- The students act out the socializing game.

3. Post-Teaching

- Checking the student's understanding

- Summarizing and reflecting everything that they have learned.
- Closing the lesson

H. Speaking Assessment

Technique : Game Assessment

I. Scoring Rubrics for Speaking

No.	Nama	Aspects				Scores
		Fluency	Pronunciation	Accuracy	Vocabulary	
1.						
2.						
3.						

Rubric : enclosed

Maximum score : $4 \times 10 = 40$

Students' score : $\frac{(\text{Fluency} + \text{Pronunciation} + \text{Accuracy} + \text{Vocabulary})}{4}$

J. Learning Source

1. Learning Source

Doddy, Achmad dan Ahmad Sugeng Effendi. 2008. *Developing English Competencies for Grade X*. Jakarta: Pusat Perbukuan Depdiknas.

Hadfield, Jill. 1985. *Elementary Communication Games*. Edinburg: Thomas Nelson and Sons Ltd.

Mengetahui,

Guru Mata Pelajaran

Srandakan, September 2011

Mahasiswa,

Purna Supriyati, S. Pd.

NIP. 19721010 200012 2 004

Aprilia Rahman

NIM. 07202241042

MATERIALS

What kind of card is this?



Do you think that togetherness is important? Sometimes we feel that being alone is unpleasant. Then, as a solution, we ask someone to join our activities to have fun together. Party is an example where we can feel togetherness. Sometimes we are invited to join a party on our friends' birthday, wedding ceremony, and graduation party or even just for having a certain activity together. Do you know how to accept their invitations? Or, do you know how to invite friends to your party? In this unit, you will learn the expressions in

inviting somebody to join our activities and expressions to accept/decline the invitations orally.

Task1

Practice the following dialogues with your partner.

1. A : Hi, Guys. How's life?
 B : Just fine. Thanks.
 A : Oh, yeah. Will you be free tonight? **What about** coming to my little party at home?
 B : **With pleasure. Thank you.**
 A : No problem. OK. See you this evening.
 B : See you.
2. Dina : Hi Ria.
 Ria : Hi Din. Where've you been?
 Dina : I read the announcement about the badminton competition right there.
 Ria : Oh I see.
 Dina : **Would you come and watch it with me?**
 Ria : **I'm sorry, I don't think I can.** I have to drive my mom to her friend's house.
 Dina : Okay, no problem. I'll watch it with the other then.
 Ria : Yeah, I think Sinta will be free tomorrow.
 Dina : Thanks. I'll look for her now. See you.
 Ria : See you.

Task 2

Study the following words carefully and practice to pronounce these.

- | | |
|---------------|-----------------------|
| free | : bebas (tidak sibuk) |
| party | : pesta |
| with pleasure | : dengan senang hati |
| somewhere | : di suatu tempat |
| idea | : ide |

Task 3

Study the following expressions and practice to pronounce these

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? • Why don't you come to • Like to come to • Come and • Shall we come to • You must come to 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. • I would/will • That would be very nice. • OK! • I'd like to love to come. • All right (then). 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't • Sorry, I can't. • I'd love to, but • I don't think I can. • I wish I could, but

Task 4

Complete the following dialogue using appropriate expressions

Dialogue 1

- Ari : Hi, Ira. (.....1)
- Ira : (.....2) I have many things to do tonight.
- Ari : Well, how about tomorrow night? Are you still busy?
- Ira : I guess not.
- Ari : Well, (.....3)
- Ira : Sure, (.....4)
- Ari : Well, I'll pick you up at 7.30 pm.
- Ira : (.....5)

I'd love to!

Would you like to go out with me tonight?

Sorry, I can't.

OK!

would you like to go to a concert?

Task 5**Socializing Game****How to use the game**

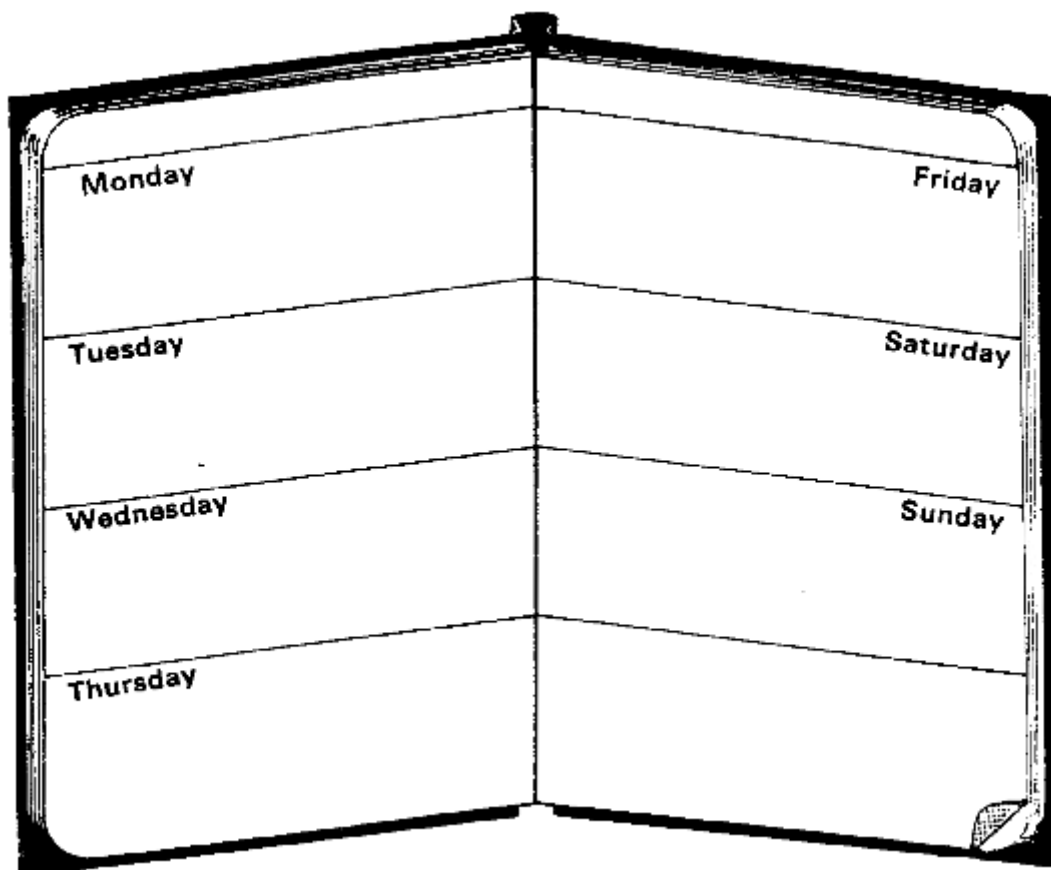
Copy enough diaries for all the students in the class.

Give each student a blank diary and write a list of seven different places on the board, for example, cinema, theatre, restaurant, pub, concert, disco, bowling alley.

Tell the students that they want to go out every night to a different place. They must go out with a different person every night, and they may not go to more than one place or out with more than one person on any night.

The object of the game is for each student to make arrangements and write them in their diaries.

When they have filled up their diaries and returned to their places, they should discuss their social programme with the person sitting next to them.



LESSON PLAN 2

School	: SMA N 1 Srandakan
Subject	: English
Grade/ Semester	: X.2/ 1
Meeting	: 1
Skill	: Speaking
Text Type	: Short Functional Text: Advertisements
Time Allocation	: 2 x 45 minutes

A. Standard of Competence

4. Expressing the meaning in short functional text in daily life context.

B. Basic Competence

4.1 Expressing the meaning in short functional text (such as announcement, advertisement, invitation, etc.) orally in formal and informal in daily life contexts.

C. Indicators

1. The students are able to identify the certain information of the short functional text: advertisement.
2. The students are able to advertise something orally.

D. Learning Objectives

At the end of the lesson, the students are able to advertise something orally.

E. Learning Materials

1. Some examples of written advertisements.
2. The audio of spoken advertisements
3. The role play game

F. Teaching Method

PPP: Presentation, Practice, Production

G. Teaching and Learning Activities

1. Pre-Teaching
 - a. The teacher greets the students.
 - b. The teacher checks the students' attendance.
 - c. The teacher asks the students some questions related to the topic:

What do you know about this picture? (The researcher shows some advertisements)

d. The teacher outlines the objectives of the learning process.

2. Whilst-Teaching

Presentation

- Teacher gives explanation of the purpose of advertisements.
- Students were given some example of advertisements and discuss the adjective that were used frequently in the advertisements together with the teacher.
- The students do pronunciation practice.

Practice

- The students listen to the audio of advertisements and analyze what the advertisements about.

Production

- The teacher explains the rule of role play game:
 - a. The students work in pairs. One of the students becomes the seller and another one becomes the buyer.
 - b. The students should practice of promoting the products of their own (it can be their bag, pencil, book, etc.) with their partners.
- The students act out the role play game.

3. Post-Teaching

- Checking the student's understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

H. Speaking Assessment

Technique : Game Assessment

I. Scoring Rubrics for Speaking

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Activity 1

Work with your partner. Look at the pictures advertising a holiday resort, a computer and a pair of shoes.



Choose three words from the box to describe each item.

Add one more word of your own to each list.

Resort

Shoes

Computer

.....

.....

.....

- fast
- powerful
- stylish
- scenic
- comfortable
- peaceful
- soft
- easy to use
- relaxing

Activity 2

Listen to four commercials. Write the number of the commercial next to the product or service that is being advertised.

..... a movie

..... a CD

..... a weight-loss product

..... an Internet service provider (ISP)

..... a computer

..... a car dealer

The transcript

Conversation 1

Music Today magazine called them “the most original new band of the new century.” *Rock Weekly* called the album “a spell-binding collection of beautifully-crafted tunes.” “No Deposit,” the new album from The Empties. Hear it before you buy it at www.breakingrecords.com.

Conversation 2

- A: Jane! You look fantastic! And that dress! Why, it can't be more than a size 10.
 B: Size 8 actually. I lost 10 kilos in the last two weeks. And I feel great too.
 A: Ten kilos! That's amazing! But it must have been really hard work.
 B: Not at all. It was really easy. Thanks to Fatticide.
 A: Fatticide?
 B: Yes, Fatticide Body Cream. Just rub it on every night before bedtime, and while you're asleep the fat just melts away. No need for painful exercise or boring diets. Eat what you like and still lose weight.
 A: Sounds great! So where do I get my Fatticide?
 B: Just dial 0800-88-8888 with your credit card information.
 C: Fatticide. Call now. 0800-88-8888. For a slimmer you.

Conversation 3

Hi folks. This is Big Bill Fenderbender, and I wanna welcome y'all to Big Bill's Auto Heaven's Massive Labor Day Clearout. Almost a hundred low-mileage Fords, Mazdas and Chevies must be sold this weekend. You won't find a better deal anywhere. We have the widest range, the best finance deals, and the friendliest service. Big Bill's Auto Heaven, located in Auto Mall Parkway, just off I 84 in Sunnydale. For really great cars at really great prices, come on down to Big Bill's Auto Heaven. A great day out for your whole family.

Conversation 4

- A: Hi Greg. You look a bit fed-up. What's up?
 B: Oh, Hi Mike. I just spent a whole morning on my computer trying to download a piece of software from the Internet. First, I couldn't get through to my ISP—the lines are always really busy on a Monday morning—and then when I did get connected the file just took forever to download. No wonder they call it World Wide Wait.
 A: You should do what I did. Switch to Cosmo Cable. The Internet connection is always on, so you don't have to worry about busy phone lines, and downloads are lightning fast, 30 times faster than a dial-up modem.
 B: Yeah, but it's really expensive, right?
 A: Wrong. I'm getting unlimited Internet access from Cosmo Cable for just \$29.95 a month. That's five dollars a month less than I was paying for my old dial-up ISP. And now I don't have to worry about telephone charges.
 B: Yes. But. What about installation? It's always expensive to get cable put into your house, isn't it?

Activity 3

Try It Out!

Work with your partner.

Student A

You are a sales clerk. You want to sell one of your possessions (your watch, cell phone, jacket, pen, etc...) to your partner. Think of some good sales points (design, features or functions, cost, and so on). When you are ready, begin your sales talk.

You can start like this:

"Would you like to buy this [] ?
It's really [] ."



Student B

You are a customer. Listen to Student A's sales talk. Ask questions. If you think it's a good deal, agree to buy. If not, refuse. You can try to get a better price!

Note: The winner of the game is the person who can collect much money from selling the product and buy many product.

Advertisement

- ➔ a kind of short functional text which tries to make sure the reader or the listener to know that something is for sale.
- ➔ contains the description of the product.
- ➔ contains adjective that provoke the reader or the listener to buy the product.

LESSON PLAN 3

School	: SMA N 1 Srandakan
Subject	: English
Grade/ Semester	: X.2/ 1
Meeting	: 1
Skill	: Speaking
Text Type	: Procedure Text
Time Allocation	: 2 x 45 minutes

A. Standard of Competence

4. Expressing the meaning in monolog of recount, narrative, and procedure text.

B. Basic Competence

4.2 Expressing the meaning in simple monologue accurately, fluently, and appropriately, in daily life contexts in genre text of: procedure.

C. Indicators

1. The students are able to recognize the generic structure of the procedure text.
2. The students are able to use present tense in expressing of how to make something.
3. The students are able to use imperative sentence in expressing of how to make something.
4. The students are able to do a monologue of a procedure text.

D. Learning Objectives

At the end of the lesson, the students are able to do a monologue of a procedure text.

E. Learning Materials

1. Example of procedure text of how to make gudeg jogja.
2. The activity of labeling of cooking spices in the procedure text.
3. The audio of how to make fried banana.
4. Task of making short dialogue containing the expression of giving and responding to invitation.
5. Cooking competition game.

F. Teaching Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Teaching and Learning Activities

1. Pre-Teaching

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.

2. Whilst-Teaching

- **BKOF**

The teacher addresses some brainstorming questions to the students such as

- Can you cook?
- What is your favorite Indonesian food?
- Have you ever cooked for yourself or your family? Can you tell the class the steps?

- **MOT**

- 1) The teacher gives students a procedure text entitled How to Make Gudeg Jogja.
- 2) The students are given time to comprehend the text given by the teacher.
- 3) The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of procedure texts.
- 4) The students are given a task of labeling spices pictures with the correct name and then pronouncing the name of the spices.

- **JOCT**

- The students *rearrange* the pictures of an audio procedure text into correct order and create a simple procedure text based on the pictures.

- **ICOT**

- 1) The teacher gives the rule of cooking competition game:
 - The students work in group of six.
 - Every group is given an envelope contains the pictures of a recipe.
- 2) The students develop a monologue of a procedure text based on the picture series provided through cooking competition game.

3. Post-Teaching

- Checking the student's understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

H. Speaking Assessment

Technique : Game Assessment

I. Scoring Rubrics for Speaking

No.	Nama	Aspects				Scores
		Fluency	Pronunciation	Accuracy	Vocabulary	
1.						
2.						
3.						

Rubric : enclosed
 Maximum score : $4 \times 10 = 40$
 Students' score : $\frac{(\text{Fluency} + \text{Pronunciation} + \text{Accuracy} + \text{Vocabulary})}{4}$

J. Learning Source

3. Learning Source

Doddy, Achmad dan Ahmad Sugeng Effendi. 2008. *Developing English Competencies for Grade X*. Jakarta: Pusat Perbukuan Depdiknas.

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Guru Mata Pelajaran

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Mahasiswa,

Purna Supriyati, S. Pd.

NIP. 19721010 200012 2 004

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NIM. 07202241042

MATERIALS

Procedure

Social function : to describe how something is accomplished through a sequence of actions or steps.

Generic structure

- Goal.
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

Activity 1

Identify the generic structure of this following procedure text.

How to Make Gudeg Jogja (Green Jack Fruit Sweet Stew)

Ingredients:

- 5 onions
- 10 candlenuts
- 10 garlic cloves
- 4 bay Leaves
- 1/2 lb. (250g) green jack fruit
- 2-1/2 tsp. (12g) coriander seeds
- 1-1/4 tsp. (6g) cumin
- 1/4 cup (62ml) coconut sugar
- 2 cups (500ml) coconut milk
- 2 tsp. (30g) tamarind
- 2 lb. (1kg) chicken (cut into small pieces with bone)
- 5 cups (1.25l) water
- 2 inches bruised galangal



Instructions:

- First, cut green jack fruit 1 inch thick. Wash and boil until tender.
- Next, ground onions, candle nuts, sauté paste, bay leaves, and galangal until fragrant.
- Add the chicken pieces, stir fry until chicken changes colour.
- Then, pour 4 cups of water and coconut sugar, bring to a boil.
- Add the green jack fruit and simmer until the chicken and vegetables are tender.
- Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with rice.

Activity 2

Study the following pictures. Label each with its name. Consult your dictionary if necessary.

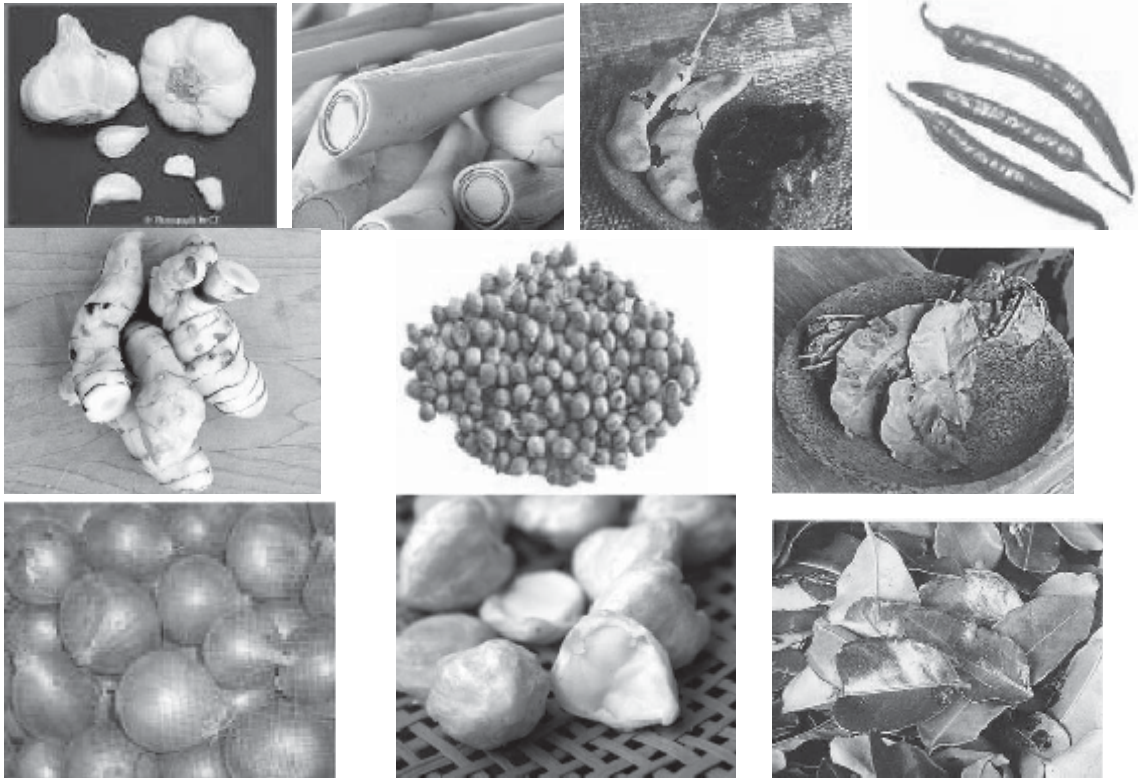
garlic
bay leaf

onion
galangal

lemon grass
candlenut

tamarind
lime leaf

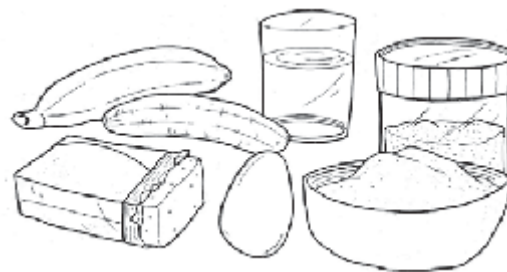
coriander seed
chili



Activity 3

Listen to the steps of preparing fried banana with cheese. Number the pictures according to the steps and write down the steps. Some pictures are already numbered. First, study the words in the box.

absorbent	: menyerap
cheese	: keju
drain	: meniriskan
flour	: tepung
fry	: menggoreng
mash	: melenyehkan
mix	: mencampur
recipe	: resep





The Script

1. First, prepare all the ingredients.
2. Next, slightly beat eggs and mix with flour and half cup of water.
3. Then, mash bananas with fork and mix thoroughly with flour and egg mixture.
4. After that, deep-fry bananas and flour mixture in hot oil until golden brown.
5. Finally, drain on absorbent paper and dust with cheese.
6. The Fried Bananas with Cheese are ready to serve.

Activity 4

Cooking Competition

Type of Activity

Groups

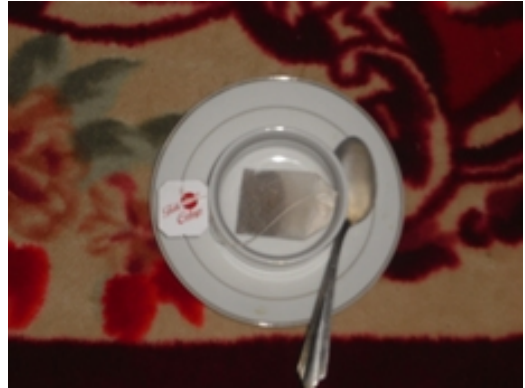
Card games

How to Use the Game

The students are worked in groups. Every group is given a set of cards containing the picture of recipe procedure. They should arrange the cards into a right order. Then they should write the procedure of the recipe. The group who has finished should present the recipe in front of the class.

The Sets of the Pictures

1. How to make a cup of tea



List of Vocabularies:

pour	: tuang
stir	: aduk
sugar	: gula
tea	: teh
boiled water	: air mendidih

2. How to make a Glass of Coffee



List of Vocabularies:

pour	: tuang
stir	: aduk
sugar	: gula
coffee	: kopi
boiled water	: air mendidih

3. How to Make an Omelet



List of Vocabularies

break	: pecahkan
shake	: kocok
fry	: goreng
salt	: garam
cooking oil	: minyak goreng

4. How to Make Fried Tempe



List of Vocabularies

grind	: giling
shake	: kocok
fry	: goreng
salt	: garam
cooking oil	: minyak goreng
garlic	: bawang putih

5. How to Make Instant Fried Noodle



List of Vocabularies

mix	: campur
stir	: aduk
boiled water	: air mendidih
seasoning	: bumbu
drain	: tiriskan

6. How to Make Jelly



List of Vocabularies

stir	: aduk
sugar	: gula
pour	: tuang

LESSON PLAN 4

School	: SMA N 1 Srandakan
Subject	: English
Grade/ Semester	: X.2/ 1
Meeting	: 1
Skill	: Speaking
Text Type	: Procedure Text
Time Allocation	: 2 x 45 minutes

A. Standard of Competence

4. Expressing the meaning in monolog of recount, narrative, and procedure text.

B. Basic Competence

4.2 Expressing the meaning in simple monologue accurately, fluently, and appropriately, in daily life contexts in genre text of: procedure.

C. Indicators

1. The students are able to recognize the generic structure of the procedure text.
2. The students are able to use present tense in expressing of how to make something.
3. The students are able to use imperative sentence in expressing of how to operating something.
4. The students are able to do a monologue of a procedure text.

D. Learning Objectives

At the end of the lesson, the students are able to do a monologue of a procedure text.

E. Learning Materials

1. Example of procedure text of how to operate a fan.
2. The activity of correlating the verbs that were used in the procedure text.
3. The audio of how to operate a photocopier.
4. Guessing game

F. Teaching Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Teaching and Learning Activities

1. Pre-Teaching
 - a. The teacher greets the students.

b. The teacher checks the students' attendance.

2. Whilst-Teaching

• **BKOF**

1)The teacher shows some pictures of electronic equipment.

2)The teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as

- What are these picture of?
- Which of these pictures do you own?
- How often do you use these items?
- Do you find any of them difficult to use?

3) The teacher explains the purpose of the study

• **MOT**

1)The teacher gives example of procedure text oh how to operate a fan.

2)The teacher gives students a task of matching the verbs with the related phrases.

• **JCOT**

1)The students are asked to rearrange a jumbled steps of a procedure text of how to operate a photocopier.

2)The students are asked to create a procedure texts using the steps provided.

• **ICOT**

1)The teacher gives the rule of the guessing game:

- The students work in groups.
- Every group is given two big pictures of electronic equipment or machine.
- Every group should create their own monologue of how to operate the equipment.

2)The students act out the guessing game: Every group should perform their procedure text without saying the name of the object. The other groups should guess the object.

3. Post-Teaching

- Checking the student's understanding
- Summarizing and reflecting everything that they have learned.

- Closing the lesson

H. Speaking Assessment

Technique : Game Assessment

I. Scoring Rubrics for Speaking

No.	Nama	Aspects				Scores
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MATERIALS 2

Activity 1

- What are these pictures of?
- Which of these items do you own?
- How often do you use each item?
- Do you find any of them difficult to use?



How to operate a fan → Goal

1. Plug the power cord into a wall outlet. (AC 120 Volts 60 HZ)
2. To make the fan move sideways, push the pin on top of the motor.
3. To move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob.
4. To change the speed of the fan, press one of the switches at the bottom.

Method of Steps



Activity 2

Work with your partner. Draw lines to match the verbs on the left with the words and phrases on the right. The first one is done for you.

Verbs	Words and Phrases
Press ●	● the volume level
Dub ●	● the money in the slot
Switch on ●	● the knob
Scroll down ●	● the button
Enter ●	● the icon
Adjust ●	● the CD
Click ●	● the list
Turn ●	● the number on the keypad
Put ●	● the power

Activity 3

Work with your partner. Look at the steps explaining how to use a photocopier. Number them in order from 1 (do first) to 8 (do last). The first one is done for you.

- Select the paper size
- Make sure it's the right way up
- Put the cover down
- Place the paper on the glass
- Press *All Clear*
- Enter the number of copies you want
- 1** Lift the cover
- Press the *Start* button

Now explain how to use a photocopier to each other. Take turns giving and following instructions. Use the prompts below to help you.

Giving Instructions

Following Instructions

First you ...

Yeah

Then you should...

I see

Next you need to...

Okay

Now...

Like this?

Activity 3

Guessing Games.

Type of Activity

Groups

Guessing

How to Use the Game

The students are worked in groups. Every group is given a card. Every group should explain to the other groups about how to use the good in the card in front of the class. The other group should guess what the picture is about. The presenter is not allowed to show the picture to the other groups.

Rules

The group that can guess gets 1 point, and the presenter gets 2 points. The winner of the game is the group that can collect the most point.

The pictures are about:



RUBRICS

1. Fluency

Criterion: speaking fluently in natural hesitations.

Indicators:

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly ; sometimes those problems disrupt the performance.
5	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks slowly and hesitantly ; those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long ; those problems strongly disrupt the performance.
3	The student speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns). Even suddenly stops in communication to perform the expected competency.
1	The student communicates very difficultly to perform the expected competency; he/she speaks very slowly and always discontinuously (like speaking per word with very simple patterns) and even then stops.

2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Indicators:

Score	Indicators
10	The student never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. Accuracy

Criterion: using simple and complex grammatical structures correctly.

Indicators:

Score	Indicators
10	The student never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structure (like complex sentences).
9	The student almost never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes some mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they strongly impede meaning.
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences); cannot use complex structure (like complex sentences) well, the mistakes disrupt communication in performing expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentences) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Score	Indicators
10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary.
4	The student uses limited vocabulary and very inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she often asks the teacher to express the ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is difficult to understand , he/she has to ask the teacher to express the ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

FIELD NOTES

Field Note 1

Tanggal : Senin, 15 Agustus 2011

Agenda : Permohonan ijin penelitian kepada Kepala Sekolah

1. Peneliti datang ke SMA N 1 Srandakan pukul 08.00 pagi dengan membawa surat ijin penelitian.
2. Peneliti menyatakan maksud ingin menemui Kepala Sekolah untuk meminta ijin melakukan penelitian di sekolah tersebut kepada guru piket. Guru piket sudah mengenal peneliti karena sebelumnya peneliti pernah melakukan KKN PPL di sekolah tersebut dan mempersilahkan peneliti untuk menunggu di ruang tamu.
3. Bapak Kepala Sekolah menemui peneliti dan menanyakan maksud dan tujuan peneliti.
4. Peneliti meminta ijin untuk melakukan penelitian tindakan kelas dan menyampaikan surat ijin penelitian. Peneliti juga menyatakan akan melakukan penelitian di kelas X.
5. Kepala Sekolah sangat menerima peneliti dan mempersilahkan peneliti untuk menemui Guru Bahasa Inggris yang bersangkutan.

Field Note 2

Tanggal : Senin, 15 Agustus 2011

Agenda : Permohonan ijin observasi kelas kepada Guru Bahasa Inggris

1. Pukul 08.30 peneliti menunggu Guru Bahasa Inggris yang bersangkutan di ruang perpustakaan sekolah karena beliau sedang mengajar di kelas. Beberapa saat kemudian Guru Bahasa Inggris datang dan menyapa peneliti.
2. Peneliti menyampaikan bahwa akan melakukan penelitian tindakan kelas di kelas X yang diampu oleh Ibu Purna, Guru Bahasa Inggris tersebut.
3. Peneliti menanyakan jadwal mengajar Guru Bahasa Inggris di kelas X.2 kemudian menyampaikan maksud untuk melakukan pre-observasi di kelas tersebut dan melakukan wawancara terhadap guru dan siswa. Peneliti juga menyampaikan maksud akan membikin kuesioner kepada siswa untuk mendapatkan permasalahan – permasalahan yang ada di kelas X.2.

4. Guru Bahasa Inggris memberi izin kepada peneliti untuk melakukan pre-observasi pada hari Rabu pada jam pelajaran ke-7 dan 8.

Field Note 3

Tanggal : Rabu, 17 Agustus 2011

Agenda : Pre-observasi dan pembagian kuesioner

1. Peneliti tiba di sekolah pukul 11.00. Peneliti menyapa guru piket dan mencari Guru Bahasa Inggris di ruang guru. Namun, Guru Bahasa Inggris sedang mengajar di kelas dan beberapa guru yang ada di ruang guru mempersilahkan peneliti untuk menunggu di ruang perpustakaan.
2. Pukul 11.45 Guru Bahasa Inggris mendatangi peneliti di perpustakaan. Guru Bahasa Inggris meminta peneliti untuk menunggu di perpustakaan saja karena pembelajaran akan dilakukan di perpustakaan. Pada saat itu peneliti meminta izin kepada Guru Bahasa Inggris untuk membagikan kuesioner kepada siswa. Guru meminta kuesioner peneliti dan mengatakan akan membagikan kuesioner tersebut di akhir KBM.
3. Pukul 12.05 seluruh siswa kelas X.2 dan Guru Bahasa Inggris masuk ke ruang perpustakaan. Siswa memilih tempat duduk masing – masing dan guru mempersiapkan video pembelajaran yang akan diputar untuk siswa.
4. Peneliti mengambil tempat di satu sudut perpustakaan. Setelah semuanya siap, sekitar pukul 12.12 pembelajaran baru dimulai.
5. Guru menyapa siswa dengan mengucapkan “*How are you?*”
6. Siswa menjawab, “*Fine, thank you.*”
7. Setelah itu guru memeriksa kehadiran siswa.
8. Guru menerangkan topik pembelajaran kali itu yaitu *appointment*. Karena pada waktu itu jam pelajaran terakhir, banyak siswa yang tidak terlalu memperhatikan penjelasan dari guru. Terutama siswa putra, sebagian besar sudah menggendong tas untuk bersiap pulang. Padahal waktu pulang sekolah masih satu jam lebih. Guru masih terus menerangkan ekspresi apa saja yang digunakan untuk membuat *appointment*. Siswa putri hampir seluruhnya mencatat apa yang ditulis oleh guru di papan tulis. Namun siswa putra hanya sekitar 3 anak yang mau mencatat.
9. Setelah selesai menerangkan beberapa menit, guru memutar video tentang membuat *appointment*. Guru meminta siswa untuk mencatat apa yang dirasa perlu untuk dicatat.

10. Video tersebut berisi tentang percakapan membuat pernyataan baik melalui telepon maupun secara langsung. Pada beberapa menit awal pemutaran video tersebut siswa tampak antusias dan memperhatikan. Namun setelah lewat sepuluh menit, banyak siswa yang tidak memperhatikan dan bercakap – cakap dengan teman di sebelahnya. Terutama ketika guru meninggalkan perpustakaan beberapa menit untuk mengambil sesuatu di ruang guru. Siswa tampak kesulitan memahami percakapan yang ada di video. Terlebih lagi hanya sedikit siswa yang membawa kamus.
11. Setelah Guru Bahasa Inggris kembali ke perpustakaan, siswa masih tidak memperhatikan video yang diputarkan. Televisi yang digunakan untuk memutar video tidak begitu jelas untuk siswa karena terlalu kecil dan jaraknya cukup jauh untuk siswa yang duduk di belakang. Selain itu, video yang diputarkan oleh guru juga terlalu lama karena berdurasi 45 menit.
12. Guru mengitari kelas dan menegur siswa yang mengobrol dan meminta siswa untuk memperhatikan video tersebut. Namun, masih ada saja yang mengobrol. Bahkan ada 2 siswa yang tertidur.
13. Guru berusaha membangunkan siswa yang tertidur.
14. Setelah video tersebut selesai, guru membahas apa yang ada di dalam video tersebut. Ternyata banyak siswa yang tidak paham dan siswa beralasan bahwa video tersebut terlalu sulit. Oleh karena itu guru menuliskan percakapan – percakapan dan ekspresi membuat *appointment* yang digunakan dalam video tersebut.
15. Setelah itu guru meminta siswa untuk mempraktekkan dialog yang telah ditulis di papan tulis. Tidak ada siswa yang mau maju secara sukarela. Setelah ditunjuk, baru ada beberapa siswa yang mau maju dan membaca keras dialog tersebut. Namun ada juga siswa yang ditunjuk tapi tetap tidak mau maju.
16. Setelah ada beberapa siswa yang maju, guru memberi kesimpulan materi pembelajaran waktu itu.
17. Lalu guru memperkenalkan peneliti kepada siswa dan membagikan kuesioner.
18. Guru meminta siswa untuk mengisi kuesioner tersebut. Setelah beberapa menit guru meminta kembali kuesioner tersebut bertepatan dengan bel tanda jam pelajaran berakhir.
19. Guru mengakhiri pelajaran dengan mengucapkan salam dan meminta siswa untuk membuat dialog tentang membuat *appointment* sebagai pekerjaan rumah.

Field Note 4

Tanggal : Kamis, 18 Agustus 2011

Agenda : Wawancara terhadap guru dan pengumpulan kuesioner siswa

1. Peneliti tiba di sekolah pukul 10.00. Peneliti menuju ke ruang guru dan menyapa guru – guru yang ada di sana.
2. Peneliti akan melakukan wawancara terhadap Guru Bahasa Inggris.
3. Peneliti telah menyiapkan alat perekam dan melakukan wawancara terhadap Guru Bahasa Inggris di perpustakaan selama beberapa menit.
4. Peneliti juga meminta izin untuk melakukan wawancara terhadap siswa pada jam – jam istirahat.

Field Note 5

Tanggal : Jumat, 19 Agustus 2011

Agenda : Wawancara terhadap siswa

1. Peneliti tiba di sekolah pukul 09.00.
2. Peneliti menyapa guru – guru yang ditemuinya dan menunggu bel istirahat sejenak di ruang perpustakaan.
3. Pukul 09.15 bel istirahat berbunyi. Peneliti menuju ke depan kelas X.2 dan mendapati ada beberapa siswa yang sedang duduk – duduk di depan kelas.
4. Peneliti melakukan wawancara terhadap beberapa siswa seputar pembelajaran Bahasa Inggris di kelas mereka dan kesulitan – kesulitan mereka dalam pembelajaran Bahasa Inggris.
5. Peneliti juga sedikit fokus pada pembelajaran *speaking* karena sebelumnya peneliti telah mendapati siswa memiliki masalah dalam kegiatan *speaking* berdasarkan wawancara dengan guru dan hasil kuesioner mereka.
6. Siswa sangat bekerja sama dan mau menjawab semua pertanyaan peneliti. Karena pada hari itu hanya beberapa siswa yang dapat diwawancarai, peneliti bermaksud melakukan wawancara lagi di hari berikutnya.

Field Note 6

Tanggal : 20 September 2011

Agenda : Observasi *cycle* 1 pertemuan ke-1

1. Peneliti tiba di sekolah pukul 06.45.
2. Peneliti menunggu Guru Bahasa Inggris di ruang perpustakaan. Setelah 10 menit, Guru Bahasa Inggris tiba di sekolah dan peneliti segera menemui beliau. Peneliti dan Guru Bahasa Inggris mempersiapkan materi yang akan diajarkan di kelas dan media pembelajaran. Sesuai dengan kesepakatan, peneliti yang akan mengajar di kelas sebagai guru dan guru akan bertindak sebagai kolaborator.
3. Pukul 07.00 peneliti dan Guru Bahasa Inggris menuju ke kelas X.2.
4. Guru mengambil tempat yang kosong di barisan paling belakang kelas.
5. Peneliti memimpin siswa berdo'a kemudian menyapa siswa dan menanyakan presensi siswa.
6. Kemudian peneliti mengeluarkan beberapa kartu undangan untuk menarik perhatian siswa. Peneliti bertanya kepada siswa, "*What kind of card is this? Kartu apa ini?*". Beberapa siswa menjawab, "*Undangan Mbak...*". Yang lain juga menjawab, "*Iya, undangan*". Peneliti bertanya lagi, "*Kalau Bahasa Inggrisnya apa?*" Siswa diam sejenak. Ada seorang siswa yang tampak membuka kamus kemudian menjawab, "*Invitation . "Have you ever been invited by someone?"*"peneliti bertanya lagi kepada siswa. Namun tidak ada respon dari siswa. Kemudian peneliti menterjemahkan pertanyaan tersebut dengan Bahasa Indonesia. Baru beberapa siswa mau merespon. Peneliti bertanya lagi kepada siswa, "*What expressions do you use in inviting someone?*" Siswa masih tampak kebingungan dengan pertanyaan guru. "*Expressions!*" Peneliti mengulangi dengan nada suara yang lebih keras. "*Seperti yang dulu itu yang waktu di perpustakaan sama Bu Guru!*" Peneliti heran dengan jawaban salah satu siswa, "*Seperti yang dulu yang bagaimana?*". Siswa diam dan tidak ada yang berani menjawab.
7. Akhirnya peneliti memberikan contoh – contoh ekspresi yang digunakan dalam *inviting, accepting an invitation, dan declining an invitation* kembali. Sebagian siswa ada yang mencatat sebagian lagi hanya mendengarkan saja.
8. Peneliti juga memberikan dua contoh dialog yang berisi ekspresi – ekspresi tersebut. Siswa diminta untuk menggaris bawahi ekspresi – ekspresi yang digunakan dalam dialog tersebut.
9. Setelah menganalisa dialog tersebut bersama – sama siswa diminta untuk maju secara sukarela untuk mempraktekkan dialog tersebut. Namun, tidak ada siswa yang mau maju secara sukarela. Setelah dipanggil, baru beberapa pasang siswa mau maju ke depan kelas meskipun masih ada siswa yang dipanggil tetapi tetap tidak mau maju. "*Ayo Mas Amru jangan rame trus, coba maju dengan Mas Barun.*" "*Wah, yang lain saja Mbak*", jawab Amru. "*Ayo maju Ru, ngisen – isenke kowe ki.*" Barun mengajak

Amru untuk maju. Saat Barun dan Amru maju mempraktekkan dialog tersebut banyak siswa yang mengejek saat mereka melakukan kesalahan dalam pronunciation. Setelah itu, peneliti meminta tiga siswa putri untuk mempraktekkan dialog yang kedua. Peneliti memanggil Jumini, Triana, dan Kustanti. Mereka tidak menolak tetapi hanya tertunduk. Siswa putri tampaknya cenderung lebih pemalu daripada siswa putra. “*Ayo maju saja Dek, tidak perlu malu. Kan berkelompok majunya.*” Peneliti berusaha memotivasi siswa. Akhirnya mereka mau maju tetapi suara mereka sangat lirih dan tampak kurang percaya diri.

10. Setelah itu, peneliti mengumumkan kepada siswa bahwa akan melakukan *socializing game*. Sebagian besar siswa tampak antusias dan gembira mendengar kata *game*. Peneliti membagikan potongan kertas *diaries* yang berisi hari senin sampai minggu kepada setiap siswa. Lalu peneliti menuliskan tujuh tempat untuk dikunjungi siswa. Peneliti memberi penjelasan kepada siswa tentang aturan permainan. Setiap siswa harus pergi ke tujuh tempat tersebut dengan tempat yang berbeda dan menuliskannya di *diary* mereka. Teman untuk pergi ke tempat – tempat tersebut juga harus berbeda. Untuk mendapatkan teman, siswa harus menggunakan Bahasa Inggris dan menggunakan ekspresi – ekspresi yang telah diajarkan.
11. Permainan dimulai dan guru memberi batasan waktu kepada siswa. Siswa tampak masih terdiam. Peneliti menjelaskan bahwa siswa diijinkan untuk bergerak mengitari kelas untuk mendapatkan teman. Barulah siswa mau berpencah. Peneliti mengawasi jalannya permainan. Siswa mau menggunakan ekspresi – ekspresi tersebut walaupun terkadang tampak malu – malu. Mereka berjalan mengitari kelas untuk mencari teman untuk membuat janji. Namun, sebagian siswa putra malah menggunakan Bahasa Jawa dan Bahasa Indonesia ketika tidak diawasi guru. “*Gonmu Saturday wis diisi durung Lang?*” tanya Dicky pada Gilang. Gilang hendak menjawab namun melirik sebentar ke arah peneliti. Karena peneliti sedang memperhatikan mereka, Gilang menjawab dengan Bahasa Inggris, “*Yes, Dick*”. Padahal siswa seharusnya menggunakan expressions yang diajarkan sebelumnya untuk membuat appointment untuk melengkapi diary mereka. Peneliti kembali mengingatkan siswa untuk mengisi diary tersebut siswa harus menggunakan expressions yang telah diajarkan sebelumnya.
12. “*Time is up*” *Have you finished?*” tanya peneliti kepada siswa. “*Not yet.*” Jawab sebagian siswa. Para siswa tampak berlarian dan tergesa – gesa ingin melengkapi diary mereka. “*Dicky, please collect the task of your friends.*” Peneliti meminta Dicky mengumpulkan seluruh pekerjaan temannya. Namun, Dicky hanya diam saja karena dia belum menyelesaikan pekerjaannya. “*Kon ngumpulke tugas e Dick, dong ora kowe... ya to Mbak?*” salah satu temannya menyeletuk. Kemudian Dicky

mengumpulkan pekerjaan seluruh siswa dan menyerahkannya kepada peneliti.

13. Ternyata sebagian besar siswa mampu melengkapi diary mereka. Walaupun pada saat game berlangsung banyak siswa yang menggunakan bahasa Jawa dan bahasa Indonesia ketika bertanya dengan temannya. Namun, siswa tampak senang dan sangat menikmati permainan tersebut.
14. Setelah selesai melakukan permainan, peneliti meminta salah satu siswa untuk membersihkan papan tulis, "*Would you help me to clean the blackboard?*" peneliti menunjuk papan tulis ketika memberi instruksi. Salah satu siswa putra mengikuti instruksi tersebut dengan membersihkan papan tulis. Kemudian mereview kembali materi yang diajarkan waktu itu dengan mengajukan beberapa pertanyaan lisan kepada siswa. Ketika bel berbunyi, peneliti menutup pelajaran dan meninggalkan kelas.

Field Note 7

Tanggal : 21 September 2011

Agenda : Observasi *cycle* 1 pertemuan ke- 2

1. Peneliti tiba di sekolah pukul 11.30 dan menemui Guru Bahasa Inggris di kantor. Peneliti dan Guru Bahasa Inggris mempersiapkan materi yang akan diajarkan kepada siswa.
2. Pukul 12.00 bel masuk jam ke-7 berbunyi. Peneliti dan Guru Bahasa Inggris memasuki kelas. Seperti sebelumnya guru mengambil tempat duduk di paling belakang.
3. Peneliti menyapa siswa dan menanyakan kehadiran siswa. Kemudian sebagai apersepsi peneliti bertanya kepada siswa, "*Do you like watching TV?*". Siswa menjawab, "*Yes...*". "*What TV program do you like?*" tanya peneliti lagi. Siswa menjawab dengan berbagai jawaban yang berbeda. Kemudian peneliti menanyakan apakah mereka tahu program yang menawarkan barang atau produk "*Do you know the program that offers many kinds of products to the viewer?*" siswa tampak diam dan tidak paham dengan pertanyaan peneliti yang terlalu panjang. Kemudian guru mengulanginya dengan Bahasa Indonesia. Siswa serentak menjawab, "*Iklan!*", "*In English?*" tanya peneliti lagi. Cikita yang dari awal elalu membawa kamus membuka kamusnya dan menjawab, "*Advertisement*" namun pronounciationnya salah dan peneliti membetulkannya. "*Beside on TV, where can you find advertisement*" peneliti bertanya lagi. "*Magazine*", "*radio Bu..*", "*Newspaper*," siswa menjawab pertanyaan peneliti.

4. Peneliti membagikan tiga contoh iklan tertulis kepada siswa dan menerangkan pengertian dan tujuan iklan. Kemudian peneliti menuliskan beberapa *adjective* di papan tulis untuk mendeskripsikan ketiga contoh iklan tersebut. Peneliti meminta siswa untuk memasangkan kata sifat tersebut dengan barang yang diiklankan. Siswa tampak kesulitan karena tidak mengetahui sebagian arti dari kata yang ditulis peneliti. Mereka bertanya kepada peneliti tetapi peneliti meminta siswa untuk mencarinya sendiri di kamus. Padahal sebagian besar siswa tidak membawa kamus. Sehingga pada akhirnya peneliti memberikan arti untuk setiap kata – kata yang siswa belum mengetahui artinya. Hal ini sedikit menyita waktu. Apalagi ada siswa yang menanyakan kata yang sama dengan yang ditanyakan temannya karena tidak memperhatikan.
5. Sebagai aktivitas berikutnya, peneliti memutar beberapa audio iklan kepada siswa dan meminta siswa untuk menebak tentang apakah iklan tersebut. Siswa kesulitan menebaknya dan mengatakan kalau iklan tersebut terlalu cepat. Setelah diputarkan beberapa kali oleh peneliti, baru siswa dapat menebaknya.
6. Peneliti mengatakan kepada siswa bahwa mereka akan melakukan *role play game*. Siswa sangat antusias dan mendengarkan petunjuk dari peneliti. Peneliti meminta siswa untuk berperan sebagai penjual yang menawarkan barang yang dimilikinya dan sebagai pembeli. Pemenang dari permainan tersebut adalah siswa yang mampu menjual dan membeli paling banyak barang.
7. Peneliti memberikan contoh – contoh ekspresi yang digunakan untuk menawarkan barang. Namun, di tengah – tengah permainan siswa mendapatkan kesulitan untuk mengungkapkan kata sifat untuk benda yang mereka iklankan. Mereka banyak bertanya kepada peneliti karena masih bingung dengan penjelasan yang sebelumnya diberikan peneliti. Siswa berlomba – lomba untuk menjadi pemenang dalam permainan tersebut. Mereka sangat bersemangat dan antusias meskipun ada juga yang sering menggunakan Bahasa Indonesia.
8. Setelah permainan selesai dan didapatkan pemenangnya, guru mereview materi pembelajaran kala itu. Siswa yang menang tampak bangga dan senang. Peneliti menutup pelajaran beberapa menit sebelum bel berbunyi.

Field Note 8

Tanggal : 11 Oktober 2011

Agenda : Observasi *cycle 2* pertemuan ke- 1

1. Peneliti tiba di sekolah pukul 06.45 dan langsung menemui Guru Bahasa Inggris

2. Peneliti dan Guru Bahasa Inggris memasuki kelas sekitar pukul 07.00.
3. Guru mengambil tempat dengan duduk di paling belakang.
4. Peneliti memberi salam dan memimpin berdo'a.
5. Peneliti menyapa siswa dan memeriksa kehadiran siswa.
6. Peneliti bertanya kepada siswa, "*Did you have your breakfast today?*"
7. Siswa tampak kebingungan dan tidak terlalu paham pertanyaan guru.
8. Guru mengulangi pertanyaannya dengan melakukan gerakan seperti orang yang sedang makan.
9. Sebagian siswa menjawab, "*Yes.*" Namun sebagian lagi menjawab, "*Not yet..*"
10. Peneliti bertanya lagi, "*What kind of food did you eat for your breakfast?*"
11. Siswa menjawab dengan jawaban yang berbeda – beda, "*Bubur*", "*Fried rice.*", "*Tempe Goreng.*" "*Jangan lodeh*", dan sebagainya.
12. "*Can you cook that foods?*" peneliti bertanya lagi.
13. "*Yes*" sebagian lagi "*No*"
14. Peneliti bertanya lagi kepada siswa, "*What do you need to cook?*"
15. Erma menjawab, "*Alat dan bahan Mbak.*"
16. "*Yes, you are right, we can say it materials.*" kata peneliti.
17. Peneliti menjelaskan kepada siswa bahwa topik pembelajaran pada hari itu adalah teks procedure. Peneliti menerangkan kepada siswa mengenai generic structure dan social function dari teks procedure.
18. Peneliti memberikan contoh teks procedure berupa resep Gudeg Jogja kepada siswa. Peneliti meminta siswa untuk mengidentifikasi generic structure dari teks tersebut, "*Rigok, can you tell me the goal of this text?*" Rigok menjawab, "*How to make Gudeg Jogja Mbak.*" Peneliti juga menayakan materials dan steps-nya kepada siswa lain. Siswa yang ditanya juga dapat menjawab karena mereka juga sudah familiar dengan teks procedure sejak SMP.
19. Peneliti memberi penjelasan pada bagian materials. Sebagian besar siswa tidak familiar dengan nama – nama bahan yang ada dalam teks procedure tersebut. Guru meminta siswa untuk membuka kamusnya namun siswa tampak sedikit enggan dengan alasan terlalu lama. Akhirnya peneliti memberikan definisinya. Peneliti juga menjelaskan bagian step nya.

Peneliti menekankan pada transition signal yang digunakan pada teks tersebut.

20. Peneliti melanjutkan pada aktivitas berikutnya. Peneliti meminta beberapa siswa untuk membantunya. *“Desy, could you help me to stick this picture?”* Desy maju ke depan membantu peneliti menempelkan beberapa gambar bahan – bahan yang diunakan dalam teks narrative yang dianalisis tadi. Ada salah satu siswa yang menyeletuk, *“Wah, gambare ra berwarna.”* Setelah itu, peneliti menunjukkan tulisan – tulisan yang berisi nama dalam bahan – bahan tersebut dan mengucapkan pronounciationnya sambil meminta siswa untuk mengikutinya. *“Garlic, garlic.., unio, union.. lemon grass, lemon grass..dst.”*
21. Peneliti meminta siswa untuk maju ke depan secara sukarela untuk menempel nama bahan sesuai dengan gambarnya dan meminta mereka untuk melafalkannya setelah menempelnya. Sebagian besar siswa langsung behamburan berebut untuk maju karena sebelumnya mereka sudah mencatat nama bahan dan definisinya dalam bahasa Indonesia. Tapi ada juga siswa yang melakukan kesalahan dalam mengucapkan nama bahan tersebut seperti: onion dan galangal.
22. Kemudian peneliti memperdengarkan siswa sebuah teks procedure pendek tentang how to make fried banana. Sebelumnya peneliti telah memberikan gambar acak dan meminta siswa mengurutkan gambar tersebut serta memberinya penjelasan setelah mendengarkan teks procedurennya. Peneliti juga memberikan list of vocabulariesnya. Peneliti memutarakan teks tersebut dua kali. Siswa sama sekali tidak mengalami kesulitan karena teks tersebut cukup sederhana bagi siswa. Ketika peneliti meminta siswa untuk mengulang kembali poin – poin pentingnya siswa juga mampu melakukannya.
23. Setelah itu peneliti mengumumkan bahwa mereka akan melakukan games lagi. Peneliti mengatakan bahwa akan ada rewards dan rewardsnya bukan hanya berupa nilai. Siswa tampak senang dan antusias mendengarnya. Game pada pertemuan kali itu adalah cooking completion. Pertama – tama peneliti membagi siswa menjadi 6 kelompok. Tiap – tiap kelompok diberi amplop berisi gambar – gambar procedure membuat sesuatu. Siswa diminta untuk mengurutkan gambar – gambar tersebut kemudian menulis teks procedure berdasarkan gambar tersebut. Peneliti juga memberikan list of vocabularies pada amplop tersebut untu memudahkan iswa mebuat teksnya. Setelah itu, siswa diminta untuk menampilkan resep yang mereka buat di depan kelas.
24. Amplop telah dibagikan. Siswa membuka amplop tersebut. Salah satu siswa menyeletuk lagi, *“Ha..kalau ini baru berwarna.”* Siswa tidak mengalami kesulitan membuat teks procedurennya karena mereka sudah familiar dengan yan ada di dalam gambar – gambar tersebut.

25. Peneliti bertanya kepada siswa apakah ada yang sudah selesai. Siswa hanya diam saja. Tampaknya di dalam kelompok masing – masing ada perdebatan siapa yang akan maju mewakili kelompoknya. Akhirnya peneliti memutuskan agar semua anggota kelompok maju. Baru secara serta merta mereka maju.
26. Bel berbunyi bertepatan dengan kelompok terakhir menyelesaikan penampilannya. Peneliti hendak mengakhiri pelajaran tetapi siswa ada yang bertanya, *“Lha hadiahnya Mbak?”* *“Besok sekalian ya..Saya janji.”* Jawab peneliti. Siswa tampaknya kecewa. Peneliti mengakhiri pelajaran dengan mengucapkan salam.

Field Note 9

Tanggal : 12 Oktober 2011

Agenda : Observasi *cycle 2* pertemuan ke- 2

1. Pukul 12.00 guru dan peneliti memasuki kelas X.2. Seperti biasanya guru duduk di kursi siswa paling belakang.
2. Peneliti memulai pelajaran dengan mengucapkan salam dan memeriksa kehadiran siswa seperti biasa.
3. *“Do you still remember what we have studied on the last meeting?”* tanya peneliti kepada siswa. *“Yes.”* Jawab siswa serempak. *“Can you explain it?”* *“Procedure mbak.”* Salah satu siswa menjelaskan generic structure dan social function teks procedure dengan membaca catatannya kemarin.
4. Peneliti mengeluarkan gambar. Peneliti menunjukkan gambar tersebut kepada siswa sambil bertanya, *“What are these picture of?”* salah satu siswa menjawab, *“Hand phone, computer Mbak.”* *“Yang lain?”* tanya peneliti lagi. *“DVD player, radio, sek go nyetel music opo yo jenenge kae..”* jawab siswa yang lain. *“I pod and I pad”*. Siswa semakin percaya diri dalam berinteraksi dalam pembelajaran speaking.
5. *“Which of these picture do you own? Barun?”* *“I have radio, hand phone, and DVD player Mbak.”* Jawab Barun. *“Desi, which of these picture do you have?”* *“I have computer, hand phone and radio.”* Jawab Desi. *“Is there anyone of you that have I pod or I pad?”* tanya peneliti lagi. *“My sister have Mbak..”* jawab salah satu siswa.
6. *“Do you can operate them?”* tanya peneliti. Semua siswa menjawab, *“Yes...”* *“Can you tell me how to operate computer?”* tidak ada siswa yang menjawab. Lalu peneliti melanjutkan perkataannya lagi, *“Now, we still study about procedure. However, we will learn about how to operate something today.”*
7. Peneliti membagikan lembar kerja kepada siswa. *“Now, you will work in pair ya..berpasangan. kalian harus menghubungkan verbs yang ada di*

sebelah kiri dengan phrases yang sesuai yang ada di sebelah kanan. *Do you get my point.*” Tanya peneliti. “*Yes..*” jawab siswa. Peneliti jua memberikan definisi kata – kata yang dirasa baru untuk membantu memudahkan siswa dalam mengerjakan.

8. Setelah mengerjakan beberapa saat siswa sudah selesai mengerjakannya. Peneliti meminta siswa untuk membahas bersama – sama jawaban dari task tersebut. Peneliti juga menjelaskan bahwa ungkapan – ungkapan tersebut dan sejenisnya akan sering muncul di dalam procedure of how to operate something.
9. Siswa lanjut ke aktivitas berikutnya. Siswa diminta untuk menyusun kembali teks procedure acak mengenai how to operate a photocopy machine. Siswa masih bekerja berpasangan. Peneliti juga tetap memberikan definisi dari kosakata baru mengingat banyak siswa yang tidak membawa kamus.
10. Setelah itu, siswa lanjut ke aktivitas yang berikutnya. Peneliti meminta siswa untuk berkelompok menjadi enam kelompok seperti kemarin. Tiap – tiap kelompok diberi 2 kartu besar berambar peralatan elektronik atau mesin. *“Don’t show your picture to the other team!”* kata peneliti yang kemudian menjelaskan lagi. *“Now, we will play guessing game. Every group should explain to the other groups about how to use the good in the card in front of the class. Dijelaskan bagaimana cara mengoperasikan benda tersebut ya. The other group should guess what the picture is about. The presenter is not allowed to show the picture to the other groups. Do you get it?”* “*Yes..*” jawab siswa serempak. *“So, how do we get the winner?”* tanya salah satu siswa. *“The group that can guess gets 1 point, and the presenter gets 2 points. The winner of the game is the group that can collect the most point. Yang jawab dapat 1 poin dan yang maju dapat poin untuk tiap – tiap gambar ya..”* jawab peneliti. *“Rewardnya Mbak”* tanya siswa yang lain. *“Pasti ada, saya kan sudah janji.”* jawab peneliti.
11. Peneliti memberi waktu kepada siswa untuk berdiskusi sejenak dan membuat draft yang akan mereka ungkapkan dalam kegiatan speaking tersebut. Setelah semua menyatakan siap, peneliti memulai game tersebut.
12. Dimulai dari kelompok pertama yang mendapatkan gambar TV dan fan. Kelompok pertama terdiri dari Amru, Ani, Anjun, Avin, dan Bagus. Mereka cukup adil dalam membagi supaya semua bisa ambil bagian untuk bicara. Dimulai dari Ani, *“First, you should switch on the power button.”* Amru, *“You can choose the program by the remote.”* semua kelompok langsung berebut untuk menjawab, tetapi kelompok 6 yang lebih dulu. *“Television.”* Jawab Birul. Kelompok 1 menunjukkan gambarnya dan ternyata benar.
13. Berlanjut ke gambar berikutnya, Anjun yang memulai, *“First, you should put the electrical plug.”* Avin melanjutkan, *“Then, you should turn the on button,”* siswa yang lain tampak masih bingung dan belum bisa menjawab. *“You can choose 1, 2, or 3 speed.”* Bagus menambahkan. Salah satu siswa dari kelompok ada yang mencoba untuk menjawab, *“Motorcycle.”* “*No, no..*” jawab kelompok 1. Ani menambahkan lagi. *“You should choose*

speed 1 to get the slow wind.” Mendengar penjelasan dari Ani kelompok yang lain berebut untuk menjawab. Kali ini kelompok 3 yang paling cepat. Mereka menjawab, “*Fan*”.

14. Kelompok 2 dan kelompok berikutnya juga dapat melakukannya dengan baik. Semua siswa tampak antusias dan sangat bersemangat melakukan games tersebut. Meskipun ada beberapa siswa yang sering salah dalam pronunciation.
15. Setelah game selesai, didapat pemenang yaitu kelompok 6. Kelompok yang menang menagih janji peneliti yang akan memberikan reward. Peneliti memberikan reward kepada kelompok yang menand seperti yang dijanjikan.

Interview Transcript 1

Tempat : Perpustakaan

Waktu : Kamis, 18 Agustus 2011

P: Peneliti GBI: Guru Bahasa Inggris

P : Selamat pagi Bu.

GBI : Oh ya, Mbak Lia ksini Mbak, duduk sini.

P : Nggih Bu.

GBI : Gimana, jadi wawancara hari ini?

P : Iya Bu, kalau Ibu berkenan dan sedang tidak ada jam mengajar.

GBI : Ndak ada kok Mbak. Nanti adanya jam terakhir.

P : Langsung saja nggih Bu. Kalau menurut Ibu sikap siswa saat pelajaran bagaimana Bu?

GBI : Ya seperti yang Mbak Lia tahu, siswa – siswa di sini cenderung sering ramai kalau sedang dijelaskan. Tapi kalau ditanya, cep, ndak ada yang mau jawab. Langsung diem semua. Kalau ditunjuk baru mau jawab. Itupun anak – anak tertentu.

P : Jadi cenderung pasif ya Bu?

GBI : Ya begitulah. Ada yang sibuk sendiri waktu diterangkan. Ada yang sms-an, ada yang ngerjakan PR mata pelajaran lain, ada juga yang kelihatannya anteng tapi waktu ditanya tetap ndak bisa jawab. Mereka tu susah banget Mbak kalau disuruh jawab pakai Bahasa Inggris.

P : Lalu menurut Ibu hambatannya apa saja dalam mengajar di kelas X.2.

GBI : Wah, banyak Mbak. Yang paling jelas tu fasilitas. Siswa tidak ada yang punya buku teks Bahasa Inggris sendiri. Tiap ada pelajaran pasti ambil buku paket di perpustakaan. 1 buku untuk semeja dan itu buat giliran seluruh kelas 1 Mbak. Disuruh beli di luar ndak mau mereka Mbak. Alasannya ndak punya uang. Kalau saya yang membelikan nanti saya dikira jual buku.

P : Mmm..jadi kondisi ekonomi mereka yang mempengaruhi ya Bu?

GBI : Bisa jadi Mbak. Kan sebagian besar orang tua siswa di sini petani dan buruh. Tapi ya kadang keterlaluhan juga. Saya suruh fotocopy beberapa lembar LKS saja mereka kadang malas – malasan. Kurang kesadaran juga mungkin.

P : Lalu buku apa yang Ibu unakan dalam mengajar siswa Bu?

GBI : Ya buku Look Ahead yang dari perpustakaan itu. Kalau pakai buku yang lain di perpustakaan ndak ada dan mereka ndak mungkin mau beli. Kadang juga saya padu padankan dengan saya menyuruh mereka fotocopy LKS. Ya bagaimana perlunya saja Mbak. Yang penting manut SK KD.

P : Lalu dari keempat skill yang mana Bu yang paling sulit diajarkan kepada siswa?

GBI : Sebenarnya sih tidak ada yang sulit Mbak kalau siswanya punya motivasi. Kalau untuk reading ya mereka masih mau membaca, writing juga mau

menulis. Kalau listening saya sering memutarkan audio atau video di perpustakaan. Kan di sini belum ada lab bahasa. Kalau speaking susah ya siswa ndak mau ngomong. Bagaimana mau menilai speaking mereka kalau ngomong saja mereka tidak mau.

P : Mereka tidak mau speaking karna malu atau bagaimana Bu?

GBI : Malu juga bisa. Karna kalau salah pas maju siswa yang lain sering mengejek. Karena ndak bisa juga bisa jadi.

P : Lalu bagaimana dengan media yang digunakan dalam mengajar speaking selama ini Bu? Pakai gambar atau apa mungkin untuk memotivasi siswa?

GBI : Kalau gambar saya ndak biasa pakai Mbak. Karna ndak sempat waktunya menyiapkan gambar – gambar untuk siswa. Ya gambar yang ada di buku yang saya pakai. Kalau video pembelajaran saya sering pakai.

P : Kalau teknik mengajarnya bagaimana Bu?

GBI : Kalau teknik mengajar saya biasanya mengikuti yang ada di buku Mbak. Di buku itu sudeah lengkap penjelasan dan latihan – latihannya. Saya cocokkan dengan SK KD jua sudeh sesuai.

P : Respon siswa dengan teknik yang Bu terapkan selama ini bagaimana Bu?

GBI : Ya itu tadi, mereka kurang aktif saya rasa. Kurang termotivasi itu. Apalagi pas speaking. Yang aktif ya itu - itu saja. Saya maunya yang lain juga aktif biar yang lain juga bisa.

P : Jadi siswa cenderung kurang berpartisipasi dalam speaking ya Bu?

GBI : Ya itu Mbak. Kalau pas kegiatan speaking malah seperti stagnan gitu. Malah jadi ndak efektif.

P : Kalau menggunakan games dalam kegiatan speakin pernah tidak Bu?

GBI : Belum pernah Mbak. Sebenarnya saya ingin mencoba pakai games untuk speaking Mbak. Tapi takut ndak berjalan KBM nya. Soalnya dulu saya pernah pakai games dalam reading malah bukannya reading tapi mereka ramai sendiri.

P : Lalu upaya apa saja Bu yang Ibu lakukan untuk meningkatkan partisipasi mereka dalam speaking?

GBI : Ya saya beri motivasi Mbak. Saya dorong terus supaya mereka mau bicara. Tapi ya tetap sulit juga..

P : Berarti permasalahannya kurangnya partisipasi siswa terutama dalam speaking ya Bu?

GBI : Ya begitulah Mbak.

P : Nggih Bu, saya rasa saya sudah bisa merangkum permasalahannya. Terima kasih banyak atas waktunya nggih Bu.

GBI : Nggih mbak, kalau ada apa – apa tanya saya saja.

Interview Transcript 2

Tempat : Depan kelas X.2

Waktu : Jumat, 19 Agustus 2011

P: Peneliti S1: Ani S2: Birul S3: Cikita

P : Dek, lagi istirahat ya? Mbak Lia mau tanya – tanya sebentar boleh?

Ss : Oh ya Mbak.

P : Dek, menurut kalian gimana pelajaran Bahasa Inggris kemarin?

S1 : Gimana ya Mbak. Agak ngebosenin Mbak.

P : Bosennya kenapa Dek?

S2 : Lha muk nonton video lama banget kayak gitu.

P : Mmm..jadi kelamaan ya. Kalau kamu Cikita, gimana pelajaran B. Inggris dengan Bu Purna.

S3 : Ya begitu Mbak. Begitu – begitu terus. Jadinya bosan, jadi males deh merhatiin.

P : Tapi sebenarnya kalian suka nggak sama pelajaran B. Inggris?

S2 : Suka banget Mbak. Saya kan pengen jadi pramugari.he..he..

P : Kalau yang lain?

S1 : Suka tapi ga begitu Mbak.

S3 : Aku juga gak terlalu suka Mbak.

P : Kenapa Dek kok ndak suka?

S1 : Angel soalnya Mbak.

P : Sulitnya kenapa?

S1 : Ya sulit menghafal kata – kata dalam B. Inggris tu. Apalagi mau mengucapkannya. Lidahku kayak kecutit Mbak.

P : Oke oke.. Makasih ya Dek

Interview Transcript 3

Tempat : Depan Kelas X.5

Waktu : Jumat, 19 Agustus 2011

P: Peneliti S1: Dicky S2: Amru

P : Dek, ganggu bentar boleh?

Ss : Boleh banget Mbak.

P : Kemarin itu pas pelajaran B. Inggris Amru disuruh maju kok ndak mau?

S2 : Malu e Mbak. Takut gak bisa.

P : Malu kenapa? Kan kalau salah nanti dibetulkan sama Bu Guru.

S2 ; Malu sama teman – teman Mbak. Kalau salah pada diece – ece. Padahal yang lain yo belum tentu bisa.

P : Kalau Dicky gimana pelajaran B. Inggris kemarin?

S1 : Ya biasa aja Mbak. Biasanya juga gitu. Kalau ndak nyetel video ya ngerjain yang ada di buku yang dipinjamke itu.

P : Menurut kamu video pembelajarannya kemarin gimana Dek?

S1 : Wah, super sulit Mbak. Cepet banget. Kayak nonton film B. Inggris tapi gak ada B. Indonesiane di bawahnya.

P : Kalau kamu Amru?

S2 : Ya terlalu sulit itu. Kayaknya kurang cocok buat kita Mbak.

P : Oke. Makasih. Maaf ya udah mengganggu.

Interview Transcript 4

Tempat : Perpustakaan

Waktu : Jumat, 19 Agustus 2011

P: Peneliti S1: Desy

P : Dek, selama ini Bu Purna ngajarnya gimana?

S1 : Ya kurang enak Mbak

P : Kurangnya gimana?

S1 : Ya pokoknya kurang aja Mbak, cara mengajarnya begitu – begitu terus. Jadinya kurang semangat.

P : Emang Bu Purna ngajarnya gimana?

S1 : Ngajarnya manut buku itu terus.

P : Jadi ndak pernah pakai buku yang lain ya?

S1 : Iya.

P : Selain buku dari perpus itu ada lagi nggak buku yang dipakai waktu belajar bahasa Inggris?

S1 : Nggak ada tu Mbak.

Interview Transcript 5

Tempat : Dekat tempat parkir

Waktu : Jumat, 19 Agustus 2011

P: Peneliti S1: Jumini

P : Kalau belajar bahasa Inggris sama Bu Purna paham nggak?

S1 : Kadang ya paham kadang nggak.

P : Kalau nggak paham tanya nggak?

S1 : Nggak Mbak.

P : Lha kok nggak tanya kenapa?

S1 : Malu e Mbak tanya – tanya terus. Takut dimarahi juga.

P : Memang Bu Purna sering marah – marah ya Dek

S1 : Ya nggak pernah sih Mbak. Cuma malu aja.

Interview Transcript 6

Tempat : Depan kelas X.2

Waktu : Sabtu, 20 Agustus 2011

P: Peneliti S1: Taufiq S2: Gilang

- P : Sambil istirahat Mbak Lia tanya – tanya sebentar ya?
 Ss : Ya Mbak.
 P : Waktu pelajaran B. Inggris kemarin kalian paham nggak Dek?
 S1 : Ya pahamlah Mbak.
 P : Tapi kok waktu disuruh maju sukarela kalian nggak mau maju? Malu ya?
 S1 : Malu juga iya.. Takut salah juga iya Mbak.
 S2 : Kalau saya sih sebenarnya nggak terlalu paham juga Mbak.
 P : Nggak pahamnya yang mana Dek?
 S2 : Ya videonya itu. Terlalu cepet dan kurang penjelasan. Trus sama Ibuknya malah ditinggal pergi. Jadinya kan bingung.
 P : Mmm..jadi kurang suka dengan cara mengajarnya ya Dek? Lha trus maunya yang seperti apa?
 S2 : Ya yang gonta – ganti Mbak. Nggak begitu – begitu terus. Yang nggak membosankanlah pokoknya.
 P : Lha menurut kalian yang menarik itu yang seperti apa?
 S1 : Kalau saya suka yang serius tapi santai Mbak. Misalnya...ya begitulah Mbak.
 P : Kalau games gitu gimana menurut kalian?
 Ss : Nah, seperti itu juga bisa Mbak.

Interview Transkript 7

Tempat : Depan kelas X.2

Waktu : Sabtu, 20 Agustus 2011

P: Peneliti S1: Rigok

- P : Dek, waktu pas pelajaran kemarin kamu yang ketiduran ya?
 S1 : He..he..iya Mbak.
 P : Kok bisa gitu Dek?
 S1 : Ngantuk Mbak. Sama bosan juga. Tapi yang tidur bukan saya aja lho Mbak.
 P : Iya, Mbak tahu. Tapi kamu nggak takut dimarahi Bu Purna po tidur gitu?
 S1 : Nggak Mbak. Bu Purna itu baik banget. Terlalu baik malah. Kita – kita nggak pernah dimarahi walopun rame.
 P : O..gitu ya. Terus pas disuruh speaking kok kamu nggak mau maju sukarela?
 S1 : Isin Mbak. Yang lain juga nggak ada yang mau maju kok. Tar pasti juga dipanggil.
 P : O..jadi kamu majunya kalau nunggu dipanggil saja ya?
 S1 : Nggak juga sih Mbak. Wong aku nggak pernah dipanggil. Yang dipanggil paling ya itu – itu aja.

Interview Transkript 8

Tempat : Depan kelas X.2

Waktu : Selasa, 20 September 2011

P: Peneliti S1: Tifa

P : Tifa, kok tadi kamu sering pakai Bahasa Indonesia pas gamenya?

S1 : Lha bingung Mbak mau ngomongnya gimana. Mak bedunduk disuruh pakai Bahasa Inggris terus. Nggak biasa Mbak.

P : Tadi kan udah diberi panduan dan contoh – contoh sama Mbak Lia.

S1 : Lha contohnya nggak sama ma gamenya Mbak.

Interview Transcript 9

Tempat : Depan kelas X.2

Waktu : Selasa, 20 September 2011

P: Peneliti S1: Dicky

P : Dicky, tadi permainan kok awalnya nggak mau?

S1 : Bingung Mbak. Soalnya nggak bisa.

P : Lhoh, tadi nyatanya bisa.

S1 : Iya Mbak, tapi kan banyak yang salah ngucapinnya.

P : Yang penting kan mau latihan. Jadi lama – lama kan terus bisa. Terus pas game tadi kok kamu nggak ngikutin aturan permainannya? Pakai Bahasa Jawa lagi.

S1 : Waktunya udah mepet Mbak. Gek belum selesai. Mau pakai Bahasa Inggris nggak tau Inggrisnya.

P : Kan bisa cari di kamus.

S1 : he..he..nggak bawa e Mbak.

Interview Transcript 10

Tempat : Di ruang perpustakaan

Waktu : Selasa, 20 September 2011

P: Peneliti S1: Mega

P : Dek, kamu tadi pas socializing game nggak mengikuti aturan permainannya ya? Apa karna nggak paham dengan aturan permainannya?

S1 : Ngikutin kok Mbak, aku juga paham kok.

P : Tapi tadi kok Mbak lihat kamu tidak menggunakan ekspresi ekspresi yang diajarkan?

S1 : Oh, itu sulit e Mbak. Sebenarnya harus gimana tu aku paham Mbak. Tapi sulit untuk menerapkan ekspresi itu.

Interview Transcript 11

Tempat : Di ruang BK

Waktu : Selasa, 20 September 2011

P: Peneliti GBI: Guru Bahasa Inggris

P : Untuk socializing gamenya tadi bagaimana Bu?

GBI : Mmm..sepertinya siswa masih kesulitan ya Mbak. Memang sih mereka semua bisa terlibat dalam game tersebut. Tapi saya rasa kurang efektif dan tidak bisa berjalan.

P : Kurang efektifnya bagaimana Bu?

GBI : Begini ya Mbak, tadi saya amati banyak siswa yang tidak mengikuti jalannya permainan dengan benar. Ada yang pakai Bahasa Indonesia, Jawa, ada juga yang pakai Bahasa Inggris tapi tidak menggunakan ekspresi yang seharusnya digunakan. Mungkin mereka kurang paham atau bagaimana ya.

P : Lalu apa lagi Bu kekurangannya?

GBI : Pas game socializing tadi sepertinya tempat – tempat yang disodorkan kurang sesuai untuk siswa Mbak. Saya rasa siswa di sini kurang familiar dengan tempat – tempat seperti Pub, disco, dan tempat bowling. Coba cari tempat yang familiar dengan mereka. Misalnya Parangtritis Malioboro atau dimana begitu.

P : Oya Bu, akan saya jadikan pelajaran.

GBI : Selain itu mungkin media yang digunakan lebih bervariasi lagi Mbak.

P : O nggih Bu, terima kasih masukannya.

Interview Transcript 12

Tempat : Dekat tempat parkir

Waktu : Rabu, 21 September 2011

P: Peneliti S1: Cikita

P : Tadi seneng nggak Dek pas role play game?

S : Ya seneng Mbak.

P : Tapi kesulitan nggak Dek?

S : Ya sulit Mbak.

P : Sulitnya gimana Dek?

S : Ya ngomong Bahasa Inggrisnya itu Mbak. Nggak bisa Mbak kalau percakapan langsung gitu.

Interview Transcript 13

Tempat : Dekat tempat parkir

Waktu : Rabu, 21 September 2011

P: Peneliti S1: Barun

P : Tadi gamenya sulit ya Dek?

S1 : Iya Mbak, gek nggak menarik. Rada mendingan yang socializing game kemarin.

P : Sulit dan nggak menariknya gmana Dek?

S1 : Percakapan langsung gitu sulit e Mbak. Apalagi nggak pakai teks. Paling nggak kan persiapan dulu pake tulisan sendiri gitu Mbak.

- P : Kalau nggak menariknya?
 S1 : Nggak seru Mbak, nggak menantang.
 P : Trus yang seru itu yang bagaimana?
 S1 : Yang kayak lomba gitu Mbak

Interview Transcript 14

Tempat : Kelas X.2

Waktu : Rabu, 21 September 2011

P : Peneliti S1: Jumini S2: Birul S3: Kustanti

P : Dek, Mbak Lia tanya – tanya bentar ya? Tadi pas role play game kalian kesulitannya apa?

S1 : Ngungkapinnya Mbak. Susah mau menyusun kata – katanya. Sebenarnya mau ngomong begini tapi nggak bisa ngungkapinnya.

P : Kalau kamu?

S2 : Sama Mbak. Saya sering nggak tau menginggriskannya. Jadi bingung mau ngomong apa.

P : Gimana menurut kamu game yang tadi Dek?

S3 : Ya seneng ada gamenya Mbak. Tapi gamenya kok sulit – sulit to Mbak?

P : Sulit gimana Dek? Kan Cuma promosi barang?

S3 : Ya sulit pakai Bahasa Inggrisnya Mbak. Biasanya kalau kayak percakapan gitu kan ada dialognya Mbak.

P : Kalau langsung kayak tadi susah ya?

S3 : Ya iyalah Mbak. Habis diterangin langsung mraktekin. Masih sulit Mbak.

P : Tadi kamu kesulitan waktu mau menawarkan barang ya Dek?

S1 : Iya Mbak. Tadi tu sebenarnya mau bilang jaket ini sangat keren, bahannya halus, nyaman dan sebagainya tapi bingung mau ngungkapinnya gimana. Makannya aku tadi Cuma bilang the jacket is good, it is good for you dan good good terus.

P : Jadi sulit menerangkan bendanya ya Dek?

S2 : Iya.

P : Tapi kalau permainannya paham kan?

Ss : Paham Mbak.

Interview Transcript 15

Tempat : Ruang guru

Waktu : Rabu, 21 September 2011

P: Peneliti GBI: Guru Bahasa Inggris

P : Bagaimana menurut Ibu pelajaran Bahasa Inggris hari ini?

GBI : Kalau konteks gamenya saya rasa sudah bagus ya Mbak. Memanfaatkan barang - barang yang familiar dan ada di sekitar mereka untuk promosi saya rasa cukup bijak.

P : Kalau pelaksanaan gamenya bagaimana Bu?

GBI : Sepertinya masih belum efektif juga ya Mbak. Masih Banyak siswa yang bingung dan pakai Bahasa Indonesia ya.

P : Saya juga melihat begitu Bu. Padahal sudah saya beri lebih banyak contoh – contoh ekspresinya sebelumnya. Konteksnya juga familiar kan Bu untuk siswa. Tapi kok siswa masih kesulitan ya Bu?

GBI : Mungkin siswa belum siap dengan bentuk kegiatan yang seperti itu Mbak. Untuk speaking secara spontan sepertinya mereka belum siap Mbak.

Interview Transkript 16

Tempat : Ruang perpustakaan

Waktu : Kamis, 22 September 2011

P: Peneliti GBI: Guru Bahasa Inggris

P : Bagaimana menurut jenengan tentang kegiatan yang ada di cycle 1 ini? Apakah sejauh ini sudah cukup partisipasi siswa dalam speaking?

GBI : Ya, sudah cukup baik Mbak. Siswa sekarang lebih semangat kalau mau belajar bahasa Inggris. Seneng katanya kalau banyak permainannya seperti sekarang. Secara keseluruhan anak-anak sudah berpartisipasi aktif dalam setiap kegiatan yang Mbak Lia beri. Terutama waktu game.

P : Kalau untuk kemampuan Bahasa Inggris mereka Bu?

GBI : Ya pasti bertambah Mbak. Setiap menerima ilmu baru pasti kemampuan mereka bertambah. Terutama untuk speaking mereka jadi lebih percaya diri. Yang biasanya ndak mau ngomong juga jadi mau. Misalnya seperti Jumini. Biasanya pasif sekali, tapi saya lihat sekarang dia juga mau aktif dalam kegiatan yang Mbak Lia berikan.

P : Lalu untuk kekurangan di cycle 1 ini menurut Ibu apa saja? Medianya mungkin Bu, atau teknik mengajar saya?

GBI : Kalau media saya rasa sudah bagus dan menarik kok Mbak. Untuk cycle 2 nya dibuat lebih bervariasi saja. Teknik mengajarnya juga sudah bagus. Cuma mungkin materinya yang agak kurang relevan Mbak. Seperti yang saya bilang kemarin, pilih materi yang familiar bagi siswa Mbak. Atau diubah supaya sesuai dengan mereka. Juga jangan yang terlalu sulit untuk mereka.

P : Terimakasih bu masukannya. Saya juga merasa siswa kok sering kesulitan dalam mengekspresikan kata – kata ya Bu. Mmm..maksudnya mereka kesulitan mengungkapkan yang ingin diungkapkan Bu.

GBI : Hm... iya Mbak. Kosakata yang mereka kuasai sangat terbatas. Makannya mereka sering memakai bahasa jawa atau Indonesia kalau sudah

kecepat. Karena mereka nggak tau bahasa Inggrisnya. Besok coba kita sediakan kamus Mbak. Di perpustakaan ada kok. Besok ketua kelasnya suruh bantu ambil. Sama penggunaan classroom English kalau bisa lebih sering lagi supaya mereka lebih familiar. Juga coba mereka diberi list vocab yang susah beserta artinya. Mungkin itu bisa membantu mereka.

P : Baik Bu, ada lagi Bu tambahannya?

GBI : Saya rasa itu saja mbak. Secara keseluruhan sudah mencakup sepertinya.

Interview Transcript 17

Tempat : Di kelas X.2

Waktu : Selasa, 11 Oktober 2011

P: Peneliti S1: Rigok

P : Rigok, kamu tadi pas pelajaran gimana?

S1 : Seneng Mbak. Apalagi pas game cooking competition. Gokil Mbak.

P : Oh..seneng pas gamenya ya? Terus selama pelajaran tadi ada kesulitan nggak?

S1 : Agak susahnya di yang buat resep how to fried banana

P : Susahnya gimana Dek?

S1 : Bingung ngarangnya Mbak. Tapi ya nggak susah banget deng.

P : Jadi secara keseluruhan nggak ada kesulitan ya Dek?

S1 : Nggak Mbak.

Interview Transcript 18

Tempat : Depan kelas X.2

Waktu : Selasa, 11 Oktober 2011

P: Peneliti S1: Desy

P : Mbak Lia tanya – tanya sebentar ya? Gimana Dek menurut kamu pelajaran bahasa Inggris hari ini?

S1 : Menyenangkan Mbak.

P : Kalau gamenya tadi gimana Dek?

S1 : Pokonya kalau ada game – gamenya aku selalu seneng Mbak. Apalagi game yang tadi. Asyik Mbak. Gambare jua lucu.he..

P : Tapi tadi kok nggak mau maju pas disuruh mewakili kelompoknya?

S1 : Wah, isin banget Mbak kalau maju sendiri. Takut salah.

P : Tadi pas majunya bareng – bareng bisa kok.

S1 : Wah, ya beda Mbak. Kalau maju bareng lebih PD. Kalau salah kan dibenerin temane Mbak.

Interview Transcript 19

Tempat : Ruang Guru

Waktu : Selasa, 11 Oktober 2011

P: Peneliti GBI: Guru Bahasa Inggris

P : Pripun tadi Bu?

GBI : Sudah bagus Mbak. Sepertinya semua aktivitas yang diberikan untuk siswa mereka bisa ngikuti semua.

P : Kalau game cooking competition-nya tadi bagaimana Bu?

GBI : Permainannya juga bagus. Semua siswa bisa ikut berpartisipasi aktif dalam game tersebut. Mereka kelihatannya senang dengan bentuk game yang kompetisi begitu. Gambar yang buat cooking competition tadi juga bagus. Cari dimana itu Mbak. Apa bikin foto sendiri?

P : He..he..Iya Bu. Itu saya yang foto sendiri terus saya print. Kalau media dan materinya bagaimana Bu?

GBI : Sudah relevan Mbak. Besok dibuat bervariasi terus biar ndak bosan siswanya.

P : baik Bu, terima kasih masukannya.

Interview Transcript 20

Tempat : Depan kelas X.2

Waktu : Rabu, 12 Oktober 2011

P : Peneliti S1: Eva

P : Gimana pelajaran bahasa Inggris hari ini, Eva?

S1 : Pas gamenya aku seneng Mbak. Kalau ada game tu kayak nggak belajar. Nggak ngebosenin.

P : Setelah pelajaran bahasa Inggris pakai game kayak gini pas disuruh speaking kamu jadi PD nggak?

S1 : Ya jadi tambah PD dikit Mbak. Tapi kalau suruh maju di depan speaking sendiri gitu yo tetep isin. Kalau speakingnya bareng – bareng atau nggak perlu maju di depan gitu ya nggak isin.

P : Jadi lebih seneng kalau pelajaran ada gamenya ya Dek

S1 : Iya donk Mbak.

Interview transcript 21

Tempat : Depan kelas X.2

Waktu : Rabu, 12 Oktober 2011

P: Peneliti S1: Taufiq S2: Dicky

P : Gimana Dek tadi gamenya? Seru kan?

S1 : Seru Mbak. Lebih asyik dari yang sebelumnya.

P : Terus pas mau speaking tadi ada kesulitan nggak Dek mau nungggakin kata – katanya pakai Bahasa Inggris?

S1 : Nggak kok Mbak. Kan sebelumnya udah dikasih contoh banyak. Ada list of new vocabulary juga kan Mbak, jadi bisa nolong.

P : Jadi nggak ada kesulitan ya?

S2 : Ya mungkin Cuma masih ragu – ragu takut salah aja Mbak.

Interview transcript 22

Tempat : Depan Kelas X.2

Waktu : Rabu, 12 Oktober 2011

P: Peneliti S1: Kustanti S2: Lusi

P : Dek, selama pelajaran dengan Mbak Lia aktivitas apa yang kalian suka?

S1 : Permainannya Mbak.

P : Kalau pas game gitu kalian lebih suka berkelompok atau individu?

S1 : Kalau yang pakai maju – maju gitu mending berkelompok Mbak. Jadi nggak malu majunya. Tapi kalau yang nggak maju di depan kelas individu ngak papa.

P : Kalau ada rewardnya kalian suka?

S2 : Suka Mbak. Tapi kemarin nggak menang e..

P : Besok lain kali pasti bisa menang. Sekarang udah nggak males kan pelajaran Bahasa Inggris?

S2 : Ya lebih semangat Mbak. Nggak tertekan jadinya. Dulu tu deg – degan je kalau mau ada pelajaran Bahasa Inggris.

S1 : Nek aku nggak deg – degan, tapi sering ngantuk Mbak.

Interview Transcript 23

Waktu : Rabu, 12 Oktober 2011

Tempat : Ruang Guru

P : Peneliti GBI : Guru Bahasa Inggris

P : Menurut Ibu speakingnya siswa tadi bagaimana Bu?

GBI : Sudah ada peningkatan yang cukup signifikan Mbak. Mereka sidah bisa speaking dengan lebih baik sekarang.

P : Kalau grammarnya juga sudah lebih baik ya Bu?

GBI : Oh iya Mbah, sudah tidak banyak kesalahan dalam menggunakan present tense dan imperative. Mereka juga sudah tidak banyak tanya lagi ini Inggrisnya apa itu Inggrisnya apa. Yang pasti sudah tidak pakai Bahasa Jawa lagi.

Interview Transcript 24

Waktu : Jumat, 14 Oktober 2011

Tempat : Depan Kelas X.2

P : Peneliti S1 : Chia S2 : Lusi

P : Dek, menurut kalian dalam hal speaking kalian merasa jadi lebih mudah nggak setelah pakai game?

S1 : Jadi lebih mudah Mbak.

P : Terus kalian merasa ada peningkatan nggak Dek? Dalam hal vocab atau penggunaan bahasa mungkin?

S1 : Terutama dalam hal vocab Mbak. Lebih banyak perbendaharaan kata yang didapat.

P : Kalau kamu?

S2 : Menyusun kata – kata menjadi kalimat juga jadi lebih mudah Mbak.

P : Menurut kalian apa yang membuatnya jadi lebih mudah?

S2 : latihan – latihan sebelum gamenya itu mungkin Mbak. Itu kan berhubungan ma gamenya. Jadi pas gamenya jadi lebih mudah.

Interview Transcript 25

Waktu : Jumat, 14 Oktober 2011

Tempat : Ruang Guru

P : Peneliti GBI : Guru Bahasa Inggris

P : Maaf Bu mengganggu lagi.

GBI : Ndak kok Mbak Lia. Gimana Mbak?

P : Bu, menurut pendapat Ibu bagaimana hasil actionnya secara keseluruhan?

GBI : Saya rasa sudah ada peningkatan yang cukup terlihat ya Mbak. Tujuan awalnya kan meningkatkan partisipasi siswa dalam speaking kan ya Mbak? Kalau dalam hal partisipasi menurut saya sudah sangat meningkat dari sebelum action.

P : Untuk dalam hal vocab dan language use-nya bagaimana Bu?

GBI : Itu juga sudah jauh lebih meningkat Mbak. Mereka vocab-nya juga tambah dan grammar mereka juga lebih baik dari sebelumnya. Jadi saya rasa action yang anda lakukan cukup berhasil meningkatkan partisipasi siswa dalam speaking secara kualitas dan kuantitasnya.

P ; Berarti tujuan awalnya sudah tercapai ya Bu?

GBI : Iya Mbak, peningkatannya sudah cukup signifikan.

Observation Checklist

Date : Tuesday, September 20th, 2011

Meeting : 1

Observer : Mrs. Purna Supriyati,S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher explains the goal of the teaching and learning.	V		
	6. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives the students example of the text/expression.	V		
	3. The teacher and the students discuss the text/ expression.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.		V	
	6. The students are motivated in doing the speaking activity given by the teacher.	V		
	7. The teacher guides the students in every stage in the process of the speaking activity.	V		
C	Post-Teaching			
	1. The teacher summarizes and reflects the lesson.	V		
	2. The students reflect their learning.	V		
	3. The teacher previews on the upcoming materials.	V		
D.	Class Situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.		V	
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Wednesday, September 21st, 2011

Meeting : 2

Observer : Mrs. Purna Supriyati,S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher explains the goal of the teaching and learning.	V		
	6. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives the students example of the text/expression.	V		
	3. The teacher and the students discuss the text/ expression.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the speaking activity given by the teacher.	V		
	7. The teacher guides the students in every stage in the process of the speaking activity.	V		
C	Post-Teaching			
	1. The teacher summarizes and reflects the lesson.	V		
	2. The students reflect their learning.	V		
	3. The teacher previews on the upcoming materials.		V	
D.	Class Situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Tuesday, October 11th, 2011

Meeting : 3

Observer : Mrs. Purna Supriyati,S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher explains the goal of the teaching and learning.	V		
	6. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives the students example of the text/expression.	V		
	3. The teacher and the students discuss the text/ expression.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the speaking activity given by the teacher.	V		
	7. The teacher guides the students in every stage in the process of the speaking activity.	V		
C	Post-Teaching			
	1. The teacher summarizes and reflects the lesson.	V		
	2. The students reflect their learning.	V		
	3. The teacher previews on the upcoming materials.	V		
D.	Class Situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Tuesday, October 12th, 2011

Meeting : 4

Observer : Mrs. Purna Supriyati,S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher explains the goal of the teaching and learning.	V		
	6. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives the students example of the text/expression.	V		
	3. The teacher and the students discuss the text/ expression.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the speaking activity given by the teacher.	V		
	7. The teacher guides the students in every stage in the process of the speaking activity.	V		
C	Post-Teaching			
	1. The teacher summarizes and reflects the lesson.	V		
	2. The students reflect their learning.	V		
	3. The teacher previews on the upcoming materials.	V		
D.	Class Situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Attendance List

Subject : English
Grade : X
Class : X.2

Semester : I
Researcher : Aprilia Rahman
Teacher : Purna Supriyati, S.Pd.

No.	Name	Date				
		Aug 17	Sept 20	Sept 21	Oct 11	Oct 12
1	Amru	V	V	V	V	V
2	Ani Salamah	V	V	V	V	V
3	Anjun Rosi Narista	V	V	V	V	V
4	Avin Irvandi	A	V	V	V	V
5	Bagus Herlambang	V	V	V	S	V
6	Briyantama Taufiqur R.	V	V	V	V	V
7	Chia Pradina	V	V	V	V	V
8	Desy Dwi Novitasari	V	V	V	V	V
9	Dicky Yoga Pamungkas	V	V	V	V	V
10	Dwi Eva Santi	V	V	V	V	V
11	Eka Taufiq Meizani	V	V	V	V	V
12	Erma Wijayanti	V	V	V	V	V
13	Erni Lestari	V	V	V	V	V
14	Fahmi Septiansyah	V	V	V	V	V
15	Gilang Novriana	V	V	V	V	V
16	Jumiyati	V	V	V	V	V
17	Kustanti	V	V	V	V	V
18	Latifa Rimas	V	V	V	V	V
19	Lusi Tri Winarsih	V	V	V	V	V
20	Mabarun Bukori	V	V	V	V	V
21	Megawati	V	V	V	V	V
22	Moh. Wildan Firdaus	V	V	V	V	V
23	Nofalia Putri Cikita	V	V	V	V	V
24	Nuzul Ikhsan	V	V	V	V	V
25	Raditya Adi Nugraha	V	V	V	V	V
26	Rigok Winarta	V	V	V	V	V
27	Riko Feri Hidayat	V	V	V	V	V
28	Riski Wulan Romadhoni	V	V	V	V	V
29	Triana Dewi	V	V	V	V	V
30	Wahyu Birul Walidaini	V	V	V	V	V

Students' Participation in Speaking

Subject : English
Grade : X
Class : X.2

Semester : I
Researcher : Aprilia Rahman
Teacher : Purna Supriyati, S.Pd.

No.	Nama	Students' Participation in Speaking				
		Pre-Ob	Meet 1	Meet 2	Meet 3	Meet 4
1	Amru	-	V	V	+	+
2	Ani Salamah	+	+	+	+	+
3	Anjun Rosi Narista	-	+	+	+	+
4	Avin Irvandi	-	V	V	-	+
5	Bagus Herlambang	-	V	V	-	+
6	Briyantama Taufiqur R.	-	V	V	+	+
7	Chia Pradina	-	+	+	+	+
8	Desy Dwi Novitasari	-	+	+	+	-
9	Dicky Yoga Pamungkas	-	V	V	+	+
10	Dwi Eva Santi	-	V	V	-	-
11	Eka Taufiq Meizani	+	+	V	+	+
12	Erma Wijayanti	+	V	V	+	+
13	Erni Lestari	-	V	V	-	+
14	Fahmi Septiansyah	-	V	V	+	+
15	Gilang Novriana	+	V	V	+	+
16	Jumiyati	-	+	+	+	-
17	Kustanti	-	V	V	-	+
18	Latifa Rimas	+	+	+	+	+
19	Lusi Tri Winarsih	-	+	+	+	+
20	Mabarun Bukori	-	+	V	+	+
21	Megawati	-	V	V	+	+
22	Moh. Wildan Firdaus	-	V	V	-	+
23	Nofalia Putri Cikita	+	+	+	+	+
24	Nuzul Ikhsan	-	V	V	-	-
25	Raditya Adi Nugraha	-	V	V	-	+
26	Rigok Winarta	-	V	V	-	+
27	Riko Feri Hidayat	-	V	V	+	+
28	Riski Wulan Romadhoni	-	V	V	-	+
29	Triana Dewi	-	+	V	+	+
30	Wahyu Birul Walidaini	-	+	+	+	+
		6+	12+	9+	20+	26+

+ : the students participated actively in the speaking practices

V : the students participated in the speaking practices but they often used Indonesian or Javaneese

- : the students did not participate in the speaking practices

Name :

St. Number :

QUESTIONNAIRE

Jawablah pertanyaan berikut ini secara **jujur**. Jawaban anda **tidak akan mempengaruhi nilai anda**, namun bahkan akan **membantu anda belajar lebih baik**.

1. Dari keempat keterampilan berbahasa Inggris (*reading, writing, speaking, listening*), yang mana yang menurut anda paling sulit? Berikan alasan anda!

.....

2. Bagaimana minat anda dalam kegiatan *speaking* di kelas anda selama ini?

.....

3. Apakah guru anda memberi kesempatan untuk ikut berbicara dalam kegiatan *speaking*? Menurut anda kesempatan yang diberikan tersebut mencukupi dan merata kepada seluruh siswa atau tidak?

.....

4. Apakah anda selalau terlibat aktif dalam kegiatan *speaking* di kelas? Berikan alasan anda!

.....

5. Apakah kendala anda dalam mengikuti pembelajaran *speaking* di kelas? Jelaskan!

.....

6. Dari faktor – faktor yang menghambat keaktifan dalam kegiatan *speaking* berikut, faktor manakah yang menjadi permasalahan anda, lingkari yang anda pilih? (boleh lebih dari satu)

- a. kurangnya penguasaan *vocab*/ kosakata Bahasa Inggris anda
- b. kurangnya penguasaan *grammar*/ tata bahasa Inggris anda
- c. kurang yakin/ kurang percaya diri
- d. kurang adanya ide untuk diungkapkan
- e. kegiatan *speaking* di kelas kurang menarik
- f. kurangnya minat anda dalam kegiatan *speaking*

Berikan alasan anda!

.....

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7. Menurut anda bagaimana kegiatan *speaking* yang diberikan guru anda selama ini? Jelaskan!

.....

.....

.....

.....

.....

8. Kegiatan *speaking* seperti apa yang diberikan oleh guru anda yang selama ini tidak anda sukai?

.....

.....

.....

.....

.....

9. Apakah guru anda pernah menerapkan *communicative games*/ permainan dalam kegiatan *speaking*?

.....

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.....

.....

10. Kegiatan *speaking* seperti apakah yang anda inginkan untuk menunjang keberhasilan anda dalam pembelajaran *speaking*?

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.....

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.....

.....

Thank You

PHOTOGRAPHS



The teaching and learning process of speaking before the implementation the action



The students played the socializing game.



The students' activity in the cooking competition game.



The students' practicing a dialogue of inviting and responding to invitation.



The students did a task of making a procedure text in pairs.



The students were motivated to perform in cooking competition game.



The students were motivated to perform in the guessing game.



A student performance in guessing game.