EFFORTS TO IMPROVE THE TEACHING AND LEARNING PROCESS

OF SPEAKING THROUGH COMMUNICATIVE GAMES

OF GRADE VIII AT SMPN 2 AMBAL, KEBUMEN

IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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

      Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta. 1 Juli 2013

Penulis

Rina Ambarsari

Mottos

"Truly, my prayers and my sacrifice,
my life and my death, are (all) for Allah SWT,
The Cherisher of the world."
(QS. AL-AN'AM: 162)

"Everything starts with a dream"

(Genkidesh)

"One will gain nothing without making any efforts"

(QS. An Najm: 39)

DEDICATIONS

This thesis is dedicated to:

My amazing mother,

My beloved father,

My beautiful daughter,

My beloved husband,

My beloved mother in law, and

My gorgeous sisters and brothers

Honestly, I thank all of you for everything you gave to me. All of your kindness leads me to be a better person now.

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I hope that this thesis confers for the improvement of the English teaching and learning process and for the readers. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 1st, 2013

Rina Ambarsari

TABLE OF CONTENTS

List of Tables

List of Figure

List of Appendices

EFFORTS TO IMPROVE THE TEACHING AND LEARNING PROCESS OF SPEAKING THROUGH COMMUNICATIVE GAMES OF GRADE VIII AT SMPN 2 AMBAL, KEBUMEN IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRACT

This research aims to improve the teaching and learning process of speaking of grade VIII at SMPN 2 Ambal in the academic year of 2012/2013 through communicative games.

This research was action research that consisted of two cycles. This research had four steps. Those were reconnaissance, planning, action and observation, and reflection. The data of the research was qualitative which were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students and the collaborator about the implemented actions, and taking photograph during the actions. The instruments were interview guidelines and observation checklists. The data were in the form of field notes, interview transcripts, and documentations. The researcher worked collaboratively with the English teacher and the students. The subjects of this research were 32 students of VIIIB class at SMPN 2 Ambal in the academic year of 2012/2013. To deal with the problems, the researcher implemented the actions of using communicative games. Those games were Bingo game, Survey game, Invite your friend game and Jumble words game. To fulfill the validity of the research, the researcher followed five criteria. They are the democratic, outcome, process, catalytic, and dialogic validity.

The results of the first cycle show that the implementation of communicative games is successful to improve the teaching and learning process of speaking. However, the Bingo game was not successful because some of the students did not understand the teacher's instruction in this activity. Meanwhile, the results of the second cycle show that communicative games could improve the process of teaching and learning of speaking. It can be seen from indicators of the success of the implementation. Firstly, all students could involve themselves actively in the teaching and learning activities. The second indicator was that the students took chances to practice their English. The third indicator was communication games could create a fun atmosphere of learning. The fourth indicator was the students become more confident to speak in English. The fifth indicator was the students were more motivated and relaxed in the class activities.

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is one of the International languages learned and taught in the Indonesian Junior High School. English is considered as an important language to absorb and develop technology, science, and culture, also to improve international relationship. In the globalization era, Indonesian people should be able to master English as the International language so that they can compete with other people from other countries.

According to the School-based Curriculum (SBC), the objective of the English teaching and learning process is enabling students to use English to communicate in both oral and written forms. Therefore, the emphasis is on developing students' four language skills, namely listening, speaking, reading, and writing. These four language skills are closely related to each other, so they should also be taught as integrated skills in the English teaching and learning process in the classroom based on the students' level of education. In Indonesia, English has become one of the compulsory subjects for Junior High School. At Junior High School, the objective of the English teaching and learning process is to enable students to gain the functional literacy, that is the ability to communicate both in simple oral and written English and deal with the daily life context.

In the English curriculum of Junior High School, speaking is one of the macro skills that should be developed by the students. In the daily life, the speaking activities may include dialogs, delivering speech, describing things, explaining things, and asking and answering question. In fact, in the English teaching and learning process of junior high school, the teachers found difficulties to apply some teaching techniques to make the students able to communicate. The students also were less motivated in the speaking class, they feel that it is strange to speak in English because they are not familiar with English.

The same conditions are also found in the English speaking at the eight grade of SMPN 2 Ambal. Based on an interview with the English teacher and preliminary observation in the class, the researcher still found some problems related to English learning process, especially in the speaking ability. The fact showed that the teaching and learning process of speaking was still low. The English teaching and learning process in SMPN 2 Ambal is teacher-centered. From the observation, the classroom activities were listening to the teacher's explanation, reading materials given, and doing exercises in student's worksheet. It makes the students almost unmotivated and passive because they just listen to the teacher's explanation. Some of them talk to the others and put their head on the table when the teacher is explaining. So, the English teaching and learning processes run monotonously.

Not all teachers have applied communicative techniques that make the students actively speak English. The students need a teaching technique that gives them more opportunities to communicate and achieve the learning goals but the

teachers still use the teaching-center because they are afraid that the students do not understand the materials. It makes the students have limited opportunities to practice speaking, so they have low speaking ability. By considering the fact, the researcher tried to improve the teaching and learning process of speaking. It argued that a good and effective teaching and learning process will make the students understand the lesson more easily.

The English teaching and learning process especially in the speaking class should be communicative in order to achieve the learning goals. Looking at the fact as mentioned earlier in the research field, the researcher is motivated to solve the problems of the teaching and learning process of speaking by conducting research. This study involves the teacher, the headmaster of SMPN 2 Ambal, and the collaborator to find out the solutions to the problems in the teaching learning of English, especially in the speaking class of the eighth grade students. This study carries out some efforts to improve the quality of teaching and learning process of speaking ability through games.

B. Identification of the Problems

Based on the observation, interviews, and discussions with the English teacher, and the collaborator, some problems in the field were identified. The problems were as follows:

First, the problem is related to the teacher. The English teacher always uses the course book in the English teaching and learning process. She seldom uses the method and the technique that can improve the students' involvement in

the speaking class such interactive activities, songs, or games. The English teacher does not seem to realize that the students have to be given oportunities to practice English orally.

Second, the problem is related to the students. The students have diffferent characteristics, interests, and attitudes toward English learning. Some students are passively involved in the classroom activity ,not some others. They need some interesting and enjoyable activities to build their motivation in learning English. Some of them are afraid of speaking in the English teaching and learning process. Moreover, they lack speaking ability. The students found difficulty to pronounce words, and some students had difficulties to answer the teacher's questions.

Third, the problem is related to the teaching technique. The technique that the teacher used in the teaching and learning process does not provide the students a lot of opportunities to be involved actively in the teaching and learning process of speaking. The teaching and learning process tended to be teacher-centered. The English teachers in SMPN 2 Ambal give long explanation in their teaching, and then the students read long texts.

Fourth, the problem is related to the media. There are limited media in speaking that used in the teaching English, especially in teaching speaking. Although, there are many kinds of media provided by the school (English encyclopedia, pictures, cards) the teacher rarely uses the media to support her teaching. She only used the English book suggested by the government and the students' worksheet.

Related to the problems above, the selection and application of various teaching techniques appropriate with the components involved in the teaching and learning process is needed.

C. Limitation of the Problems

Based on the background and the identification of the problems above, the problems that are found are various and wide. Those problems are identified, selected, and classified through collaborative work between the researcher and the English teacher. This study is limited to the problem in the use of teaching and learning technique, particularly the technique of improving the teaching and learning process of speaking. This research focuses on the efforts of using communicative games technique to improve the teaching and learning process of speaking in class VIIIB at SMPN 2 Ambal, Kebumen.

D. Formulation of the Problems

Based on the limitation of the problem above, the formulation of problem can be formulated as follows:

How can communicative games be implemented to improve the teaching and learning process of speaking of Grade VIII students at SMPN 2 Ambal in the academic year of 2012/2013?

E. Objectives of the Problems

Related to the formulation of the problem, this research is aimed to describe how communicative games can be implemented to improve the teaching and learning process of speaking of Grade VIII students at SMPN 2 Ambal in the academic year of 2012/2013.

F. Significance of the Study

1. Theoretical

This study will be a useful reference about the use of the communicative games for others who want to write about this issue.

2. Practical

Based on the problem statement, this research is aimed to give some benefits for some parties:

a. For the students, it enables them to get the new experience in having techniques (communicative games) in their English teaching and learning process of speaking.

b. For the English teachers, the result of the research can be the solution to the problems of the teaching and learning process of speaking in the school.

c. For the principal of the Junior High School, the findings are expected to become good inputs. He may have the policy of implementing games in the teaching and learning process of speaking in his school.

d. For other researchers, the result of the research can be an inspiration in conducting similar studies in the area of English for children.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching Speaking Skills

a. The Nature of Speaking

Speaking is one of the macro language skills that are taught in the teaching of English. Many experts have their own ideas in defining speaking. Cameron (2001:40) states that speaking is a language that is used by people to express meanings. Speakers talk in order to have some effects on their listeners. When speaking to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask the listeners some questions to get them a provide information. They request things to get them to do things for them. In speaking, communication between two people should happen.

Harmer (2001: 269) adds that speaking happens when two people are engaged in talking in each other. It can be fairly sure that they are doing so for good reasons. Their reasons are that they want to say something, they have some communicative purposes, and they select from their language store.

Thronbury (2001: 2) defines speaking as an interactive activity that typically takes place in real-time, with little time for detailed planning. Further, he adds that the grammar of the spoken language differs in the number of significant

ways from the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

According to the theories, speaking is the ability to express something that concern on putting the ideas into a spoken word about someone's perceptions, feelings, and intentions to make other people grasp the message that is conveyed. People speak to other people to maintain their communication run well. They have to speak to express their ideas about something. If they want something, they have to say it. It makes other people know what they want.

b. Micro-and Macro-Skills of Speaking

Talking about components in speaking, Brown (2004:142) proposes a list of micro-and macro-skills for oral communication which focus on both the form of language and the function of language. They are presented below.

Table 1: **Micro-and Macro-skills of Speaking**

Micro skills
1. Producing differences among English phonemes and allophonic variants.
2. Producing chunks of language of different lengths.
3. Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Producing reduced forms of words and phrases.
5. Using an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Producing fluent speech at different rates of delivery.
7. Monitoring one's own oral production and use variation strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
8. Using grammatical word classes, nouns, verbs, system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Producing speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Expressing a particular meaning in different grammatical forms.
11. Using cohesive devices in spoken discourse.

> **Macro skills**
> 1. Using accomplishes communicative functions according to situations, participants, and goals.
> 2. Using appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
> 3. Conveying links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information and given information, generalization and exemplification.
> 4. Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language.
> 5. Developing and using 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.

(Brown, 2004: 142-143)

c. **Classroom speaking performances**

Teachers should find the appropriate activities which can encourage students to be involved actively in the activities. Brown (2001: 271) says that classroom speaking performances are divided into six. They are as follows:

1) Imitative

In the imitative speaking performance, the purpose of the speaking activity is to focus on some particular elements in the language forms, not for a meaningful interaction. One kind of imitative activities is drilling. By drilling, the students can get an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity.

2) Intensive

In an intensive speaking performance, the activity is designed to practice some phonological or grammatical aspects of language. It refer to the production of short stretches of oral language designed to demonstrate competence in a narrow bard of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements-intonation, stress, rhythm, and juncture. Example of intensive assessment tasks includes directed response tasks, reading aloud, sentence, and dialogue completion, limited pictures-cued tasks.

3) Responsive

In responsive speaking, the common activity is a kind of short replies from the teacher's questions or students' questions and these replies are not extended into dialogs. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talks, simple requests and comments, and so forth.

4) Transactional (dialogue)

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. It usually involves multiple exchanges and/or participant.

5) Interpersonal (dialogue)

The interpersonal dialog has the purpose for maintaining social relationships. In doing interpersonal dialogs, the students need to learn some features that may be involved in the dialogs such as slang, ellipsis, and sarcasm.

6)   Extensive (monologue)

Extensive monologue is given to students at intermediate to advanced levels in the form of oral reports summaries, or short speeches. Extensive assessment tasks include speeches, oral presentations, story-telling, during which the opportunities for oral production from listener is highly limited (perhaps to non verbal responses) or ruled out together.

d. Criteria for speaking tasks

In order to maximize the speaking opportunities in the teaching and learning process, Thornburry (2008:90) states that there are some criteria of how to make a good speaking tasks. They are:

1)   Productivity

Speaking tasks should give a big opportunity to the students to speak in the target language. Teachers should make a good task to invite the students to produce utterances. A good task can be indicated by the number of students who are willing to speak up confidently.

2)   Purposefulness

Productivity of the tasks can be increased if there are some purposes that the teachers want to achieve. Discussing tasks in groups or in pairs in order to maximize the participation of all members is one of the examples of the tasks.

3)   Interactivity

The goal of teaching speaking is to communicate appropriately or to interact with someone else. So, a good speaking task is a task that allows an

interaction between the speaker and the listener. Monologue speaking, such as retelling and speech need to be studied by the students in the learning of speaking. This activity should be performed in situations where the students interact with others.

4) Challenge

Speaking tasks should challenge the students so they can produce creative ideas, opinions, knowledge, and abilities. It will help them in improving their skills in speaking and in achieving the goal of the teaching and learning process.

5) Safety

While the tasks are challenging, the students also need to feel safe while they do the task. They should be confident in doing the task in order to achieve the goal of the teaching and learning process. The classroom atmosphere and the teacher's attitude are two influential factors in this case.

6) Authenticity

The tasks given should be applicable in the real life communication. Authenticity reflects that the speaking tasks exist in the daily life communication. The task can be provided by presenting the context through pictures, audiovisual materials, realia, guest speakers and establishing the social purpose through discussions or surveys.

e. Classroom Speaking Activities

Harmer (2001: 271) mentions some types of speaking activities. They are as follows.

1) Acting from the script

The students act out scenes from plays or their course books, sometimes filming the result. Students will often act out the dialogues they have written themselves. This frequently involves them to perform in front of the class.

2) Communication Games

Games which are designed to provoke communication among students one to another depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures.

3) Discussion

There are some steps in doing the discussion. Before the teacher asks the students to discuss with others. The students are introduced to a topic through a reading text, a listening passage, or a video-tape. And then, the teacher asks the students to work in pairs or groups to discuss the assignment. After that, the students need to be reminded that each person should have a specific responsibility in the discussion. Finally, the students need to be clear about what they are to discuss, why they are discussing it and what outcome is expected.

4) Prepared Talk

The teacher should give time for the students to prepare the talk and to rehearse their presentation because they have to prepare the talk in which the students are asked to make a presentation on a topic of their own choices. After choosing the topic, the students elaborate their own ideas to make a good presentation that they want.

5) Questionnaires

Questionnaires are useful because they facilitate the students to give the responds to the particular things. It facilitates them to have a speaking practice on particular things. Students can design questionnaires on any relevant topic. As they do so the teacher helps them in the designing process. The results obtained from questionnaires can be the basis for the written work, discussion, or prepared talks.

6) Role-plays

Role plays are simple guided drama activities. When the students are doing role plays, they need to know the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

f. The roles of the teacher and the students in speaking class

1) The roles of the teachers

According to Harmer (2001:275), English language teachers need to play in some different roles during the speaking activities. They are:

a) Prompter

In this role, the teachers help the students when the students cannot think of what to say next. The teachers provide an activity by offering discrete suggestion to the students. If this can be done supportively, without disrupting the discussion, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the

teacher should give it sensitively and sympathetically like when she/he gives a correction.

b) Participant

The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in a dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will know that the teacher is involved in the teaching and learning process.

c) Feedback provider

In this role, the teachers should give feedback to the students by giving helpful and gentle correction. The teacher's feedback on the students' speaking activities depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of the meeting.

2) The roles of students

A learner plays some roles in the teaching-learning process. According to Breen and Candlin in Richards (1985: 22), the learner plays a role as a negotiator (between the self, the learning process, and the object of learning) that emerges from and interacts with the role of joint negotiator within the classroom procedures and activities which the group undertakes. Playing this roles the learner should contribute as much as he gains and thereby learns in the interdependent way.

Similarly, Nunan (1989: 80) explains the roles of a learner as follows.

a) The learner is the passive recipient of outside stimuli.

b) The learner is an interactor and negotiator who is capable of giving as well as taking.

c) The learner is a listener and performer who has little control over the content of learning.

d) The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from the psychological learning process.

e) Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn.

In speaking interaction tasks, the students are required to put language to a range of uses, to use language which has been imperfectly mastered, and to negotiate meaning rather than simply repeating and absorbing language.

However, not all of the students are good learners who have the consciousness of the importance of learning. There are often many reluctant students in the class, especially when dealing with speaking. Here, the teacher should play his/her roles appropriately to help the students to be successful in learning.

g. Teaching speaking in Junior High School

The teaching of speaking in Junior High School should be based on the basic competency and standard of competence as states in the standard of graduation competency. Mulyasa (2008: 109) states that, relate to school-based curriculum, National Education Department has prepared standard competence and basic competency for every subject, which is used as a guide for the teachers in developing the school-based curriculum in every school.

Standard Competence	Basic Competency
3. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with the society.	3.1 Understanding and responding in transactional (*to get things done*) and interpersonal (*socialization*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of asking, giving, and refusing service, asking, giving, and refusing things, accepting and denying the fact, asking and giving opinions. 3.2 Understanding and responding in transactional (*to get things done*) and interpersonal (*socialization*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of inviting, accepting, refusing invitation, agreeing and disagreeing, and expressing congratulation.

By considering the basic competency of speaking, the teachers should be able to know the scope of speaking materials that will be taught to the students. The first, the materials include the language function such as inviting, accepting,

and refusing the invitation, agreeing and disagreeing, expressing congratulation, asking, giving and refusing service, asking, giving and refusing things, accepting and denying the fact, asking and giving opinions. The second, the materials include genres or text types; they are descriptive and recount texts.

2.   Communicative Language Teaching (CLT)

To teach English as a foreign language, a set of methods is needed. Learning language is not an instant process. The teacher should be able to choose an appropriate method to be implemented in the teaching and learning process. As stated in Brown (2000:14) there are no instant recipes. No quick and easy method is guaranted to provide success.

Communicative language teaching is best understood as an approach not method (Brown:2001). Theoretically, an approach and a method are different. Brown (2000) defines an approch as a set of assumptions dealing with the nature of language, learning and teaching, while a method is described as an overall plan for systematic presentation of language based upon a selected approach.

There is a currently recognized approach that is a generally accepted norm in the field. It can be captured in the term Communicative Language Teaching (CLT). It is difficult to offer a definition of CLT. It is a unified but broadly based, theoretically well informed set of tenets about the nature of language learning and teaching.

Brown (2000) states six interconnected characteristics as a description of CLT.

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

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

The third is fluency and accuracy. They are seen as complementary principles underlying communicative techniques. At times fluency may have to be taken more importantly than accuracy in order to keep learners meaningfully engaged in language use.

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

The fifth is that the students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

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

In the communicative approach, students should be involved actively in the process of teaching and learning. Harmer (2001) states that activities in communicative approach should involve students in a real communication in which the grammar is less important than communicative activities. The point of communicative approach is to make the students to be able to actively communicate in a real communication.

Morrow (1981) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or technique can be evaluated, related and applied. The achievement of the aim to develop English communicative skills will be supported by the application of the principles of communicative methodology as proposed by Morrow (1981: 59) in the following.

a. Know what you are doing.

This principle answers students' question of "Why am I learning this or that?" "What am I learning to do?" It means that at the end of the lesson, students should get 'something' that they do not have at the beginning or they can do 'something' that they cannot do at beginning. Morrow emphasizes that the 'something' here is communicatively useful to improve their motivation in learning the knowledge.

b. The whole is more than the sum of the parts.

The communicative model with operate with stretches of language above the sentence level and relate to the real language in real situation. The principles may lead to procedures which are both analytic and syntactic. The analytic procedure

will introduce complete interaction of the text and focus on learning purposes on the way they are constructed. The syntactic procedure involves learners in learning forms individually and then practicing how to combine them. Both procedures are made to share the same concern as the 'whole rather than the parts'.

c. The processes are as important as the forms.

To develop the students' ability in communicating with the target language, a teaching method can replicate as far as possible the real process of communication.

d. To learn it, do it.

The term of 'meaningful practice makes perfect' comes up from involving students in doing every practice in the classroom. In learning a language communicatively, students can learn to communicate by practicing communicative activities.

e. Mistakes are not always mistakes.

The communicative approach encourages students to make mistakes. The first possibility is the assumption that little mistakes of grammar and pronunciation do not matter as long as the student gets his message across. The second reason is that the communicative approach forces students to take a part in the activities for which they have not been prepared and in an effort to deal with them they make mistakes. This last principle means that when students have made something wrong or mistakes in the instructional process, it is not always a mistake for them. Learners make mistakes because they were trying to do something they had not

been told or shown. On the other hand, a communication involves using appropriate way, so the language teaching must have two phases; they are learning the form and learning to use them in communication.

3) Games

a. The Nature of Games

Paul (2003: 30) states that games are any fun activities which give young learners the opportunities to practice the foreign language in a relaxed and enjoyable way. So, games should be joyful, fun, and fulfill education objectives. They are not just a diversion, a break from the routine activities, but a way to get the learners to use the language in the course of the games. Similarly, Hadfield (1990: v) defines games as an activity with rules, a goal, and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule. Lewis and Bedson (1999: 5) add that playing games motivate students in acquiring the language and help them to learn a language effectively. By using the games, they become more competent and confident.

In line with the statements above, Brewster and Ellis (2002: 172) say that students like playing a game because it encourages them in learning a language. Games also make them feel enjoy and confident during the lesson. Paul (2003:49) adds that when playing, singing, and learning are integrated into a total learning experience, the combination is very powerful. The powerful effects can be in the

term of motivation, unconscious language acquisition, and learner's performance in using the language.

Games are useful to stimulate students in the English teaching and learning process. The students are more relaxed in learning English language because they feel fun and confident. Games give students an optimum opportunity in using English and they seem less embarrassed. Games also make English useful and meaningful for the students.

b. Types of Games

It is important for a teacher to know what types of games are available with the materials in the lesson plans. The available games would give a good effect for students. Brewster and Ellis (2002: 179) explain four main types of games. They are accuracy-focused games (language control), fluency-focused games (communication), competitive games and cooperative games.

Accuracy-focused games focus on individually practicing new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that provide useful pronunciation, vocabulary, and grammar practice. The aim of those games is to score more paints than others and there is often a clear 'winner'.

Fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of communication approach. Collaboration is achieved by trying to create a context where the

students focus on getting a task done together, while of course using key language, rather than simply practicing language items.

Competitive games are organized in teams, groups, pairs, or individually. There is only a winner who has done something first or gained the most points. The examples of competitive games are bingo games and matching games.

Cooperative games are done by trying to create a context where the students focus on getting a task done together. Cooperative games are games where the players or teams work together towards a common goal, for example a guessing game and a puzzle solving game.

Meanwhile, Lewis and Bedson (1999: 16) divided games into ten. They are movement games, card games, board games, dice games, drawing games, guessing games, role-play games, singing and chanting games, team games, and word games.

c. The Advantages of Games

Paul (2003) states that games provide a nonthreatening environment for a new learning. When students are having fun, they make mistakes without having feelings of failure, and try to overcome their initial feeling of confusion when they encounter new words and patterns. Games also provide opportunities for creative activities and experiences of interpersonal role playing that create interest to the students and fulfill the educational objectives. Lewis and Bedson (1999:173) say that games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

According to Bedson (1999:173) they are several advantages of applying games in the classroom activities. They are as follows.

(1) Games add variety to the range of learning situations.

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

(3) Games 'lighten' more formal teaching and can help to renew the students' energy.

(4) Games provide 'hidden' practice of specific language patterns, vocabulary, and pronunciation.

(5) Games can help to improve attention span, concentration, memory, listening skills, and reading skills.

(6) Games could make the students feel confident; shy the students can be motivated to speak.

(7) Games increase the students communication which provides fluency practice and reduces the domination of the class by the teacher.

(8) Games help create a fun atmosphere and reduce the distance between the teacher and the students.

(9) Games can help reveal areas of weakness and the need for further language.

(10) Games can help to motivate and improve writing skills by providing a real audience context and purpose.

Games play an important role in the language teaching and learning program. They can encourage students in learning a foreign language. One of the most important reasons for using games in the classroom activities is simply that games are enjoyable for the teachers and the students.

d. Communicative Games

Hadfield (1996) describes communicative games as activities with non-linguistic goals or aims. The emphasis of communication games is on successful communication rather than on correctness of language. It means that the communicative games are used for improving communication skills. Although the communicative games ask the students to be able to communicate, they can also be used to improve other skills. The reason why the communicative games can be used to improve teaching and learning process of speaking skill is that the games give activities that force the students to be able to speak or communicate with their friends in the classroom.

Hadfield (1996:4) also states that the games usually make a variety of techniques. Techniques used include information gap, guessing games, search games, matching games, matching up games, exchanging and collecting games, combining activities, puzzle, solving activities, role plays, and simulations. The ten techniques of communicative games are as follows:

1) Information Gap

Information gap is the simplest technique that can be used for communicative games. In this activity, the students work in pairs or small groups.

Student A has to access some information which is not held by student B. Student B must acquire this information to complete the task successfully. This game can be one sided or reciprocal, where both players have information which they must pool to solve a common problem. Brewster and Ellis (2002) mention some purposes of using information gap, i.e. to give students a chance to work independently, to practice fluency, to use the language for real communication, and to develop social skill of interaction and turn taking.

2) Guessing Games

The aim of guessing games is to guess the answer to a question of some kinds. The player with the information describes something while the other guesses what it might be.

3) Search Games

These games are usually played in a whole class activity. In these games everyone in the class has a piece of information. Players must obtain all or some available information to fill in a questionnaire or to solve a problem. Each student is act simultaneously as a giver and a collector of information.

4) Matching Games

These games involve matching identical pairs of cards or pictures where everyone must circulate until they find a partner with the same card or picture.

5) Matching up Games

These games are based on the jigsaw principles. Each player in a group has a list of opinions, preferences, or possibilities. Only one of these is shared by everyone in the group. Through discussion, the group get the appropriate respond.

6) Exchanging and Collecting Games

These games are based on the 'barter' principle players which have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging cards or article at random, or as an inter-group activity, where players agree to collect a certain set of articles as a group and then exchange articles between group, or as a card game that is popular as 'quarter' game.

7) Combining Games

In these games, the players must act on certain information in order to arrange themselves in groups. These games are the same as role-plays, but the purpose of the games is to find the group. These games are usually used for grouping.

8) Puzzle-Solving Activities

The games occur when participants in the games share as a pool information in order to solve the problem or mystery.

9) Role-Plays

Role plays are simple guided drama activities. When the students are doing role-plays, they need to know the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

10) Simulation

In these games, the classroom is limited for a certain total situation, such as a hotel, a street, a supermarket. The outcome of the games is 'closed' as well as role-plays; students have a specific task or series of tasks to complete within the context of the simulation.

Those techniques in the teaching games are appropriate to be applied in the teaching of speaking. The techniques can also be varied by the teachers according to the situations and the students.

B. Conceptual Framework

The improvement of the language learning process is always needed to achieve the better teaching and learning process in the future. Many efforts should be made by the teachers. Meanwhile, the improvement needs processes and efforts. It means that it does not occur instantly. The teacher must work creatively to improve the condition faced during the process of teaching and learning. Improving the teaching and learning process requires a period of time and efforts from many parties.

Based on the observation in VIIIB of SMPN 2 Ambal, Kebumen, the teaching and learning process of speaking were less effective and not interesting. The students were passive and busy with their friends instead of paying attention to the lesson or joining the class activity. The class tended to be teacher-centred. That is why teaching and learning process of speaking should be improve. The English teacher needs to apply an interesting technique which gives ample opportunity for the students to practice and learn. Considering the importance and

the need of improving the teaching and learning process of speaking, the researcher has to identify and implement some efforts.

Communicative games are selected to improve the teaching and learning process to be applied in improving the teaching and learning process of speaking in the English teaching and learning process. It is expected that the communicative games could help the students improving their English speaking, motivate the students to join the lesson, and make a better classroom atmosphere. Communicative games allow the students to be confidence during the lesson. They also help to create a fun atmosphere, so the students could enjoy in the teaching and learning of speaking skills and were not afraid to speak English. They also can reduce the distance between the teacher and the students. When the distance reduces, the students will feel comfort with the class. It will make them actively engaged. Moreover, communicative games could improve the students' behavior. For example, when the students worked in group, they should understand when they should speak or listen, that could improve students' motivation. The students would be active because they could study and play games in the same time. Lastly, communicative games could increase the students' communication which provides fluency practice and also reduce the teacher domination in the class. All of those are the advantages for the students.

Then, to achieve the success of those efforts collaborative worked between the research members were needed. Afterwards, the procedures done in this research consisted of reconnaissance, planning, action and observation, and reflection. In this research, the students were given communicative games in each

meeting. It was expected that would be useful in improving the The teaching and

learning process of speaking at SMPN 2 Ambal, Kebumen.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

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

There are some different models of action research. This research uses the Kemmis and McTaggart model. The process of the research can be shown in the schemata below:

0 = The problems

1 = Planning

2 = Action and observation I

3 = Reflection I

4 = Revised plan I

5 = Action and observation II
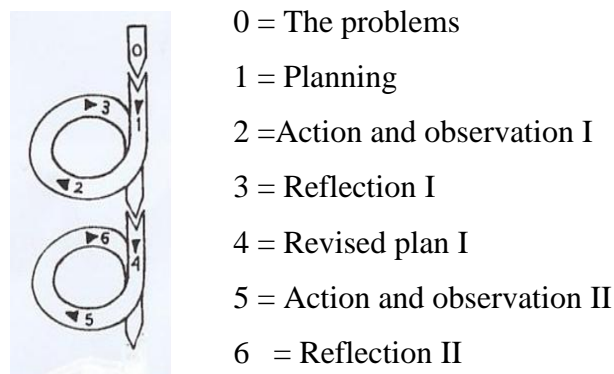
6 = Reflection II

Figure 1: Kemmis & McTaggart's Action-Research Cycle.

(Burns, 1999: 33)

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

B. Setting and Time of the Research

The place of the research was SMPN 2 Ambal. It is located in Sinungrejo, Ambal, Kebumen. It is about 3 Km from Jalan Raya street and it is quite difficult to reach especially for the students because there is rare public transportation. The students who go to school by public transportation must walk around 5 minutes to reach their school. The researcher chose this the school because she observes the school before. Based on the observation, the SMPN 2 Ambal had problem of the teaching and learning process. The subject of the research was in village. So the communicative games were very appropriate because these did not need complicated media such as internet.

The research was carried out during the teaching-learning activities in SMP N 2 Ambal, Kebumen in the academic year of 2012/2013. The researcher did the preliminary observation on October 11, 2012. This research was carried out from October 25th to November 3th, 2012. The action was carried out based on the school schedule, the scheduled classes were on Thursday and Friday.

C. The Participants of the Research

This research was conducted collaboratively by all the research members. They were the students of VIII B in the academic year of 2012/2013, the English teacher, and the researcher herself. The researcher was as the observer in this research.

This class VIII B was chosen as the research subject because based on the previous observation, the students in this class had some problems in learning English. One of the problems was that which dealt with the teaching and learning process of speaking.

D. Instruments of the Research

1. Observation checklist

The observation checklists were used to note the data in this research. These checklists were also used to record the teaching learning processes. In addition, the English teacher was able to see the teaching and learning process of speaking skill progress in the classroom.

2. Interview guide

In-depth interview guide was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guide was used to find the existing problems in the field. While in the reflection step, it was used to see the students and English teacher' responses to the implementation of the action. There were two kinds of interview guide, one for interviewing the English teacher and one for interviewing the students.

E. Data Collection Technique

The data were acquired through classroom observations, documentations and interviews. The data from observations were transformed into field notes and recorded data from interviews were transformed into interview transcripts. Hence, the data are in the form of field notes, interview transcripts, and documentations. The data gathered were used as the source for formulating the selected problems. Then, the researcher with the collaborator planned, implemented, and evaluated the actions. To get those data, the researcher collected the data by using some data collection techniques as follows.

a) Classroom Observation

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

b) Interviews

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

c) Photographs Taking

The researcher took some pictures while the teaching and learning process is running. The photographs were taken to support the data. According to Burns

(1999:101) photographic data hold promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensive and providing new angles on the context being researched.

F. Data Analysis Technique

The data of the research were qualitative in nature. The researcher analyzed the data from the field notes of the observations and the interview transcripts during the research. The technique to validate the data was triangulation through comparing the data of observations and interviews.

In this research, the researcher wrote field notes of what she did in the classroom. After the class finished, the researcher interviewed some students to know their feeling and opinions about the implementation of the action. The researcher also interviewed the English teacher about the implementation of the action to get her comments, perception, critisms, ideas, and suggestion. After that, the researcher compared the field notes and interview transcripts to support the finding.

G. Validity and Reliability of The Data

1. Validity of The Data

To fulfill the validity of the research, the researcher followed five criteria proposed by Anderson et al. (1994) in Burns (1999: 161). They are the democratic, outcome, process, catalytic, and dialogic validity.

a. Democratic validity, which is related to the extent to which the research is truly collaborative. In this research, the researcher worked collaboratively with the research members to determine the feasible problems and find some actions that would be implemented. They gave their opinions, ideas, suggestions, critics, and comments about the implication of the research.

b. Process validity, which raises questions about the process of conducting 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 two cycles. Each cycle consisted of sharpening the problem, planning, acting and observing the action, and reflecting steps.

c. 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 result of the actions. The researcher saw the success and failure of the implementation of the actions. The actions can be said to be successful if there are some improvement in the teaching learning process.

d. Catalytic validity, which is related to the extend 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 a result of these changes, or by monitoring other participants' perception of problems in

the research setting. In this research, the researcher asked the students about their responses to the changes occurring to themselves.

e. Dialogic Validity, which is related to the extent that parallels with the processes of collaborative enquiry of reflective dialogue with critical friends or other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

2. Reliability of the Data

To get the trustworthiness, the researcher used the investigator triangulation techniques. "Investigator triangulation is the triangulation in which more than one observer is involved in the some research setting to avoid observer being biased and to provide checks on the reliability of the observation" (Burns, 1999:163).

The researcher gathered the data from several points of view from the students, the English teacher of the second grade, and the research team members. The reliability of the data were gained by giving genuine data, such as field notes, interview transcripts, and pictures of the teaching and learning process.

H. The Procedure of the Research

The action research was conducted through two main steps. They were reconaissance and actions.

1) Reconaissance

This step was conducted to determine the thematic concern of the research. This includes four steps.

a. Identifying the field problem

In this step, the problems were identified based on the observation and questionnaires. The researcher and other research team members collaboratively identified the problems and gave their ideas and suggestion to formulate the problems.

b. Weighing the field problem

The researcher collaborated with other research team members to classify the problems based on the level of urgency. The problems were classified into three categories, they were the most urgent, urgent, and less urgent. From the result of the questionnaires, the researcher tooks the urgent level field problems will be taken.

c. Assessing the Field Problems' Feasibility

The researcher and other research team members collaboratively determined the problems of the speaking learning process which were necessary and most feasible to be solved as soon as possible.

d. Pre-Requisite Analysis

After the research members decided the problems that were feasible to be solve, a pre-requisite analysis done by them in order to find the cause and effect relationship between the problems and the action implemented.

2) Actions

The researcher applied three steps in action, those are described as follows.

a. Planning

The researcher and the other research team members worked collaboratively in planning some actions conducted to improve the quality of the speaking learning process among second year students of SMPN 2 Ambal, Kebumen in the academic year of 2012/2013.

b. Acting and Observing the action

In this step, the plan of actions approved by the researcher and the researcher team members would be implemented in the classroom. The actions were implemented in two cycles. During the implementation of the actions, the English teacher was the one who implemented the action while the researcher observed and noted the students' reaction toward the implementation.

c. Reflection

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

CHAPTER IV

THE RESEARCH FINDINGS

A. Research Finding

1. Reconnaissance

The research process began with identified the problems formulation in the field. To identify the field problems, the researcher conducted some observations and interviews. The observations and interviews were carried out in the first semester of the academic year of 2012/2013.

a. Identifying the field problems

The researcher as one of the research team members conducted the research and worked collaboratively with other research team members. To identify the field problem of the English teaching and learning process in Grade VIII, the researcher had some interviews with the English teacher and the students. The researcher also conducted observation during the English teaching and learning process. Below was the field notes during the observation:

Vignette
Day/ Date : Thursday, 11 October 2012
Time   : 07.00- 08.20 a.m
Place   : Class VIIIB

The class was so noisy when the teacher and the researcher came, the students were not ready, some of them talked to their friends. Then the teacher asked the researcher as the observer to sit in the back row of the class. The teacher began the lesson with greeting, *"assalamualaikum warohmatullohhiwabarokatuh"* and the students responded it *"waalaikumsalam warohmatullohhiwabarokatuh",* but the students were still busy. Then, the teacher greeted the students *"*good *morning*

everybody?″ then the students answered *"good morning, Mom″* .Then, the teacher asked the condition of the students *"How are you today?* the students answered it″ *I am fine and you?″* the teacher answered *"Fine, thank you″.*

The lesson started at 07.00 a.m. The teacher began by reviewing the last meeting, and then she gave an opportunity the students to ask about the last meeting, but the students did not answer her. The situation was quiet for some minutes. After that, the teacher introduced the lesson on that day, she wrote the lesson today in the whiteboard and explained to the students what they would be learn.

The teacher asked the students to read a recount text in their course book. After that, she read the text loudly and explained the objective of a recount text. When the teacher read the text, some of the girls chatted with their friend and there was a boy put on his head on the table.

The teacher asked the students to retell the text; the situation in the class became silent, no one spoke up. She asked the students ″*Teks ini menceritakan tentang apa?″* The students did not answer. And then she discussed with the class about the text. After that, she asked the students to find the tense (past tense) in the text. Some students were bored and some others did the exercise. She discussed it by calling the students′ name one by one.

After that, the teacher asked the students to write a sentence in the past form in the white board. She asked the students to practice it orally. She used the textbook to practice the material. She did not use communicative activities or media so that the English teaching and learning process was monotonous. It seemed that the students were not interested during the lesson. Besides, the students were noisy because some of students were busy with their own activity. When they were asked to practice the task of past tense, they could not do it well. They also could not pronounce some words well. Moreover, the students were shy and reluctant when they were asked to express their idea in English classroom activities.

After discussing the task, the teacher gave homework from the course book. The time was up and the teacher closed the lesson by saying "OK, see you next week and do not forget your homework″.

The field notes above were the observation data before implementing actions in class VIIIB. Based on the data in the observation, there were some existing problems in the process of the English teaching and learning process in that class. Those identified problems were presented below:

Table 2: **The field problems found during the teaching and learning process**

No	Problems	Codes
1.	The students were bored and passive during the teaching and learning process.	S
2.	The students did not understand the teachers' explanation when she spoke in English.	S
3.	The students lacked vocabulary.	S
4.	The students were shy to express their idea in English.	S
5.	The students had less opportunity to practice their English in class.	S
6.	The students were not really interested and motivated in the speaking lesson.	S
7.	The English teaching and learning processes were monotonous.	TT
8.	The teacher just used the teacher-centered approach.	T
9.	The teacher seldom gave speaking activities during the English teaching learning process.	T
10.	There were some students just talking with friends during the lesson	S
11.	The activity during the English teaching and learning process was not interactive and communicative.	LM
12.	The teacher seldom used media to make the students interested in joining the lesson.	T
13.	The students could not pronounce the English word appropriately.	S
14.	The students prefer to keep silent to answer the teacher's questions during the English lesson.	S
15.	The teacher only concerned in reading comprehension	T

S: Students   LM: Learning Media   TT: Teaching Technique

T: Teacher   TM: Time Management

a. Selecting the Problems Based on the Urgency Level

Selecting the problems based on the urgency level was done after the problems were identified. To select the problems based on the urgency level, the research team members worked collaboratively to get the opinions in categorizing the problems identified. There were 10 urgent problems based on the result of the observations and interviews because they were related to the speaking learning

process. The selected problems were also related to the improvement of the

students' motivation to study English and it was feasible to solve so that the

objective of this research dealt with improving the speaking learning process

could be reached. The urgent problems were as follows:

Table 3: **The selected problems based on the urgency level of the speaking learning process in Class VIIIB of SMP Negeri 2 Ambal**

No.	Problems	Types
1.	The students were bored and passive during the teaching and learning process.	U
2.	The students did not understand the teacher explanation when she spoke in English.	U
3.	The students had less opportunity to practice their English in class.	U
4.	The English teaching learning process was monotonous.	NU
5.	The teacher just used the teacher-centered approach.	U
6.	The teacher seldom used media to make the students interested in joining the lesson.	U
7.	The students were shy to express their idea in English.	U
8.	The students prefer to keep silent than to answer the teacher's questions during the English lesson.	U
9.	The students could not pronounce the English word appropriately.	U
10.	The teacher only concerned in reading comprehension	NU

U: urgent   NU: not urgent   MU: the most urgent

b. Selecting the Problems Based on the Feasibility to Solve

In this step, the field problems were selected by the research team

members based on the feasibility of the problems to be solved. By considering the

time, they selected the problems in the speaking learning process which were

feasible. The problems were as follows:

Table 4: **The selected problems based on the feasibility to solve of speaking learning process in Class VIIIB of SMP Negeri 2 Ambal**

No.	Problems	Type
1.	The students did not understand the teacher explanation when she spoke in English.	NF
2.	The students were bored and passive during the teaching and learning process.	F
3.	The students prefer to keep silent than to answer the teacher's questions during the English lesson.	F
4.	The teacher just used the teacher-centered approach.	F
5.	The students had less opportunity to practice their English in class.	F
6.	The teacher seldom used media to make the students interested in joining the lesson.	F
7.	The students could not pronounce the English word appropriately.	F

F : Feasible to Solve   NF: Not Feasible to Solve

c. Pre-requisite Analysis

After the research team members decided the problems that were feasible to be solved, a pre-requisite analysis was done by them in order to find the cause and the effect relationship between the problems and the action implemented. The pre-requisite analysis was made and discussed by the research team members. The discussion was done in order to get some opinions and suggestions from the research team members about the pre-requisite analysis. The result of the pre-requisite analysis on the field could be seen as follows:

1) The students were bored and passive during the teaching learning process.

2) The teacher seldom used media to make the students interested in joining the lesson.

3) The students had less opportunity to practice their English in class.

4) The teacher just used teacher centered approach.

5) The students could not pronounce the English word appropriately.

Based on the pre-requisite analysis, the teacher did not know how to create interesting activities in the speaking lesson. This made the students get bored. She seldom used media to make the students interested in joining the lesson. She seldom used pictures, cards, comic strips or other media that could be used as additional teaching resources in the class. The media which was used by the teacher was textbook. The activities were not interesting students to follow the lesson. In fact, to reach the aim of English teaching, especially teaching speaking ability the activities had to be interesting, attractive, and contextual. The use of various media was needed to support speaking teaching and learning process.

The teaching and learning activities employed by the English teacher were not communicative and seemed to be teacher–centered. The teacher often employed reading and writing activities and she seldom employed speaking activity so that the students had less opportunity to practice their English orally.

Because of having less variety of method and media in the teaching of speaking, the teaching and learning process of speaking was limited. Some of the students were not able to speak English well, and pronounced some words incorrectly.

B. The Implementation of the Action and Discussion

1. The Implementation of Cycle 1

a. Planning

Considering the problems identified above, the researcher and the English teacher planned some actions as efforts to solve the problems. The efforts focused on implementing communicative games as a technique in the teaching and learning process of speaking ability. These were described as follows:

1) Implementing communicative games

The communicative games were used to make the students active in the teaching and learning process. The communicative games were given in the form of some kinds of game to make them more actively engaged in the English teaching and learning process and to give them opportunities to practice their English in the class. These activities involved the students to work in groups or in pairs. Because the material being learnt was transactional text, the researcher used the communicative game activities that were suitable the materials. Through these activities, the students' speaking competence could be built because in these activities they had to communicate with others and have fun in the speaking learning process.

2) Using classroom English during the teaching and learning process

The data from the interview after the researcher did the observation showed that the teacher seldom used English in classroom English so that the students did not encourage to speak English in the class. Therefore, during this cycle, the researcher planned to use classroom English during the teaching and

learning process in order to make the students more familiar with the English words and make them speak English. Besides, they would have improved their opportunities to speak English in the class. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, eliciting materials that would be learnt, explaining the materials, giving the instruction of the task or activities, giving feedback, and ending the lesson. Besides, the researcher also planned to use some Indonesian translation in some difficult aspects such as in explaining material and giving the instructions, so that they could understand the English teacher's explanations.

3) Using appropriate media during the teaching and learning process

The use of learning media in the English teaching learning process was intended to make the students easy to understand the material and it was an effort to make the students motivated to learn so that they did not get bored in their learning. The media could take the form of pictures, songs, cards. By using these kinds of media, it was expected that the students would enjoy their learning without any pressure or boredom so that they would get more involved in their learning.

4) Giving feedback on the students' mistakes

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

Most of the mistakes had to do with pronunciation. The researcher was not only focus on pronunciation but also focus on other speaking aspects such as grammar, tenses, vocabulary and stress.

b. Action and Observations in Cycle 1

The actions were carried out two times, on Thursday, October 25 and Saturday, October 27, 2012. The actions were focused on implementing communicative games which required the students to work in large groups. In this cycle, the English teacher acted as the teacher and the researcher acted as an observer and took notes on the back of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observation and interviews.

1) Implementing communicative games

The implementation of communicative games in Cycle I was conducted in two meetings. The speech act was expressions of asking and giving opinions and expressions of agreement or disagreement. The description of each meeting is presented below:

a) First meeting

The first meeting was conducted on Thursday, October 25th, 2012. The topic of the first meeting was *Time for Holiday*. The communicative games activities during this first cycle were implemented through Bingo game. The implementation of these activities was aimed at building the students' speaking

skill by communicating to each other to the practice of *expressions of asking and giving opinions* from the information given by the teacher.

Before the action, the researcher discussed the game and these rules with the English teacher. The teacher started the English teaching and learning process by greeting the class, and then giving the materials about *expression of asking and giving opinions*. After giving the material, the teacher started to implement the Bingo games. This game was played to make the students not bored in speaking English. The result of the interview is presented below:

(4:01) *R: Menurutmu gimana kegiatannya tadi?* (What did you think about the activity?)
S: Asyik kak, ada games nya jadi gak bosen kalau belajar bahasa Inggris. (It was fun, there was a game so I was not bored when I studied English.)
R: Masih takut nggak kalau ngomong pakai bahasa Inggris? (Were you still afraid to speak English?)
S: Dikit kak, tapi gak begitu takut kalau salah sih. (Little miss but I was not really afraid if I made a mistake.)
R: Berarti seneng kan dengan kegiatan tadi?. (So you liked the activity, didn't you?)
S: Iya kak. (mengangguk). (yes, I did), (nodded)

(Interview 6, Thursday, October 25th, 2012)

To implement the Bingo game, the students were divided into 2 groups consists of 16 students. The English teacher began the activities by asking both groups to make a line (a snake) and each of them made a bridge (consists of two students). The snake would be passed under the bridge singing "BINGO song". Each student who is trapped when the bridge is closed (in every end of the song), is given a word of places (e.g word of Malioboro) and should make a dialogue by using expressions asking and giving opinions (e.g. What do you think about

Malioboro?) the student who is trapped in the other bridge. The student who were trapped on the other bridge should respond to it (e.g. I think Malioboro is a famous street in Jogjakarta), and vice versa. The song used in the first meeting could be seen bellow.

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

The result of this activity was the students felt fun during the English lesson. Beside that, by using Bingo game, the students got a new experience using media. The results are presented below:

(4:02) *R: Gimana kegiatan gamenya tadi?*(How about the games?)
  S: Menyenangkan mbak. (It was fun, Miss.)
  R: Kenapa?(Why?)
  *S: Kan permainan gitu mbak, sambil nyanyi bahasa inggris jadi beda pelajarnnya nggak seperti biasanya. (*There were some games and I could sing the songs, so, it was so different than usual.)
  *R: Emangnya bu guru ga pernah pakai media, seperti nyanyi gitu?(*Did your teacher never use media like sing the songs?)
  *S: Media paling gambar, kalau nyanyi belum.(*she used pictures only but she never asked to sing a song.)

(Interview 5, Thursday, October 25th, 2012)

b) Second meeting

The second meeting was done on Saturday, October 27th, 2012. The teacher started the teaching and learning process by asking some questions about the students' opinion of the picture. The speech act of this lesson was *expressions of agreement and disagreement.*

In the second meeting, the researcher used a Survey game. This game would encourage the students to do a kind of surveying something to their friends. Every student should ask their friends' agreement about the topic given. Then, they should list the result in the worksheet. They should present the result of their survey in front of the class. The teacher explained the rules for playing the Survey game. After she checked the students' understanding, the students started to play the Survey game. They moved around the class to ask their friends' agreement or disagreement related with the topic. Then, they should write the result in the answer sheet. Therefore, this activity ran well but it made the class noisy. After they finished their survey, the teacher explained how to report the result of the survey.

The teacher gave the example of how to report the result. The students found it difficult. It took much time to explain how to report the survey result. The teacher chose two pairs to present the report. Because of the limited time, the other students could not perform it on that day. Then, the teacher asked the students to submit their report.

2) **Using classroom English during the teaching and learning process**

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving feedback, and closing the lesson. As planned before, the English teacher sometimes used Indonesian translation in some difficult aspects, such as in

explaining materials and in giving the instructions. Generally, during Cycle I the use of classroom English was effective to improve students' confidence to speak English since there was always two – way communication between the English teacher and the students though sometimes the English teacher used Indonesian translation.

3) Using appropriate media during the teaching and learning process

In the first cycle, the researcher used pictures, a song, cards, crossword puzzle and worksheets as the media. The media made the students keep being spirited to learn. Pictures and cards could make the students happy in their learning. The pictures were about some tourism places related to the topics. The cards were about some the tourism places in Kebumen. The worksheet was a draft of survey the students' agreement. And a song here was used to play a Bingo games.

4) Giving feedback on the students' mistakes

When the students did discussion or dialogue in front of the class, some of them could not pronounce some words. It occurred until the last meeting of the first cycle. For the first and second meetings, the students mispronunced some words. In the first meeting, the students mispronounced the words: "idea" /aɪˈdɪə/ and "unique" /jʊˈniˈk/. They pronounced those words with "/ɪˈdɪə/ " and /ʊˈniˈkue/. In the second meeting, they mispronounced the words: traveling, unforgettable, experience, too, and place. They pronounced those words with "/ˈtrav.ə l.ɪŋ/, /ˈunfəgetableˌ/, /əkpəriən / , /too/, and /place/ the

correct pronunciation are "/ˈtræv. ə l.ɪŋ/ ,/ˈʌn.fəˈget.ə.bļ/, /ɪkˈspɪə.ri. ən*t*s/ , and /tuː/. /pleɪs/.

Here, the teacher corrected the students' mistakes after they performed their dialogue in front of the class directly. For example, in task 4 in the first meeting, the students should make the dialogue based on the situation. The students made the sentence "The boys is handsome". The mistake was in grammar. Afterwards, the teacher corrected the students by saying "the boys are".

In the second meeting, the teacher corrected the students' mistakes after they performed their dialogue in front of the class directly. For example, in task 4, the students should make the dialogue based on the situation. The mistake was in grammar such as the students made the sentence "I am agree with you". Afterwards, the teacher corrected the students directly by saying "that is incorrect. It should be I agree".

The teacher always corrected the students' pronunciation in every meeting by giving feedback after they performed in front of the class. By correcting the students' pronunciation, the researcher expected that the students would not make the same mistakes in the next time.

c. Reflections

After implementing the action, the researcher and the English teacher reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process and the students' and the teacher's opinions. To fulfill the democratic and

dialogic validity, the following were the results of the reflection of the actions that had been implemented in first cycle.

1) **Implementing communicative games**

The implementation of communicative games through speaking activities was generally successful in improving speaking ability. Most of the students actively involved in the activities. The reflections of the implementation of communicative games for each meeting are presented as follows:

a) The first meeting

For the first meeting, the communicative game was Bingo game. Unfortunately, the activity was not successful enough in improving the teaching and learning process of speaking, because most of students did not understand the teacher's instruction for the activity. It could be seen from the interview below.

(4:03) R : *Bu, bagaimana tadi proses belajar mengajar di kelas?* (Miss, what did you think about the teaching and learning process in the class?)

R ET : *Saya kira untuk pengajaran tadi anak masih belum lancar. Kadang sudah dijelaskan tapi mereka belum mudeng. Mungkin karena saya belum terbiasa mempraktekkan atau mengaktifkan anak untuk speaking, mungkin juga karena belum jelas.* (I thought the teaching and learning process was not really good enough to make the students understand. Sometimes, when the students had been explained but they did not understand. It was because I have never practiced the students to speak, maybe it was because the material was not really clear.)

(Interview 9, Thursday, October 25th, 2012)

However, most of the students were happy with the activities by using Bingo game that had been implemented by the teacher in the first meeting. For example, Bening, Uun, and Wanti said that they liked the activity and it was enjoyable.

Furthermore, the English teacher said that communicative game was effective to improve the teaching and learning process of speaking but the weakness of this activity was some students were passive during the activity.

(4:04) R: Bagaimana penggunaan teknik Bingo games tadi? Apakah efektif untuk melatih anak speaking? (How was about the use of Bingo games?Was those effective to practice the students' speaking skill?)
ET : Sebenarnya efektif, hanya anak karena sudah ketakutan jadi sasaran anak jangan sampai tertangkap bukan malah kepengen ketangkap biar mereka practice jadi masih perlu ditingkatkan keinginan mereka untuk mempraktekkan menggunakan ungkapan yang ada. (Actually. It was quite effective, it was because the students were afraid to be the victims because they were afraid to make the dialogues by using the expressions)

(Interview 9, Thursday, October 25th, 2012)

b) The second meeting

The activity in this meeting was successful in improving the teaching and learning process of speaking. The English teacher said that the students were more active in the activity because the student more ready than the first meeting.

It also could be seen that the task in Cycle I was effective to improve the teaching and learning process of speaking. They were involved actively during the implementation of this task. This task could encourage them to speak in English actively.It can be seen from the transcript of the interview below.

The students could learn English more easily by playing the games. It can be seen from the interview below.

(4:05) R: Gimana gamenya tadi, asyik gak? (How about the game, was it fun?)
S: Asyik. (Yes it is nice.)
R: Kenapa? (Why?)
S: Mudah. (It was easy.)

R: Bisa melatih kamu buat belajar speaking? (Could it practice your speaking skill?)
S: Bisa. (Yes, I could.)

<p align="right">(Interview 10, Saturday, October 26th, 2012)</p>

The action gave variety in the teaching learning activities, so the activities were not monotonous. It can be seen from the interview below.

(4:06) R: Dek Uus, gimana pelajaran tadi? (Dek Uus, how about the lesson?)
      S: Hmm.. asik mbak. (Hmm… it was nice, Miss.)
      R: Yang mana yang paling disukai? (Which one did you like?)
      S: Yang suruh mensurvei tadi lho mbak. (I liked the Survey games miss.)
      R: kenapa? (Why?)
      S: Iya kan kita bisa lebih mudah memahami pelajaran tentang ekspresi-ekspresi yang diajarkan tadi. (Yes because I could learn more about the expressions Miss)
      R: Ada lagi? (What else?)
      S: Terus pelajarannya kan beda kayak biasanya mbak, tadi kan harus muter-muter cari data yang setuju sama yang nggak setuju, jadi seneng aja soalnya gak cuma monoton aja gitu jadi kan menarik. (Then, the lesson was different, because we should go around to get the data about who agreed and not agreed, so I was really happy. I did not only see, so it was interesting.)

<p align="right">(Interview 12, Saturday, October 26th, 2012)</p>

2) Using classroom English during the teaching and learning process

Using classroom English language during the teaching and learning process could motivate the students to speak English. Before the actions were conducted, most of the students only used Javanese and Indonesian to communicate in the classroom. That condition still continued during the first implementation. As the implementations went on, the students became familiar with some classroom English. Some of the students were willing to listen and give response to the simple classroom English. The regulation made by the

teacher that the students had to use English when they wanted to ask permission to go to the toilet or borrow their friends' kit also was effective. The students became willing to use English if they wanted to get the permission.

3) Using appropriate media during the teaching and learning process

Since there were limited media before this action was done, many students were excited to see the media used in this action. It seemed that the students enjoyed the English teaching and learning process. The use of media in the English teaching and learning process was like a fresh air for the students. They were enthusiastic when the teacher taught by using pictures and cards. They also felt excited when the teacher gave them an interesting song to do Bingo game. It also gave the teacher new knowledge and experience. The teacher became aware that the media were really needed in the process of teaching and learning. This action also helped the students to deepen their understanding as well. It was because they could not only imagine what was being talked or explained but also saw the picture or the model of real objects in front of them.

4) Giving feedback on the students' mistakes

The teacher also gave feedback on the students' pronunciation and grammar after they performed, so that they did not make the same mistakes. In giving feedback on the students' pronunciation and grammar, the teacher did not point out on a single student only so that it did not make her/him shy. On the other hand, the students were very enthusiastic when the teacher told them about the correct pronunciation of some words and the grammar.

2. The Implementation of Cycle II

a. Planning

Based on the finding of Cycle I, the researcher and the English teacher planned some efforts as treatments to solve the problem that were still found in the implementation of the actions. In order to solve those problems, the researcher and the English teacher still used the similar activities in Cycle II, such as using classroom English, implementing communicative games, using appropriate media in the English teaching learning and process, and giving feedback on the students' pronunciation. Besides, in this cycle, the researcher also added some new actions such as role play and asking the students to perform their work in front of the class. In addition, the researcher and the collaborator also focused giving rewards. The researcher and the English teacher decided to give reward because the reward could motivate the students to learn more. It also made the students more focus on the teaching and learning process.

1) Implementing Communicative Games

In Cycle II, the English teacher would give a new topic about *Let's Get The Party and Congratulations.* She also was playing various games. By playing various games, the students were expected not to be bored to the activities. The activities involved the students to work in groups and pairs. In this cycle, the researcher would make the smaller group than before. It aimed to give an opportunity to the students to speak English. Therefore, in the end of the cycle, their speaking ability could be improved.

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

In Cycle II, the researcher decided to make the smaller group than before to make the students more active and got more opportunity to practice speaking. The use of classroom English in this cycle was still the same as that in Cycle I. The researcher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give instruction of the activities, and to end the lesson.

3) Using appropriate media in the English teaching learning process

In Cycle II, the researcher used media like in Cycle I, but the researcher made different media that more interesting to attract students' attention and also to make the students understand the materials better. Realia were also used for building dialogues. Through media, the students could understand the lesson more easily. It did not make the English teaching and learning process monotonous, but it made the learning process interesting and lively.

4) Giving feedback on the students' mistakes

As found in Cycle I, the students' mistakes were still high, they were very enthusiastic to know the correct pronunciation of some words and English grammar. Then, the researcher planned to give feedback on the students' pronunciation and grammar to improve their speaking ability so that they did not make the same mistakes in the next activities.

5) Giving rewards

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

The comparison of the actions between Cycle I and Cycle II could be seen in table below.

Table 5: **The comparison of the actions in Cycle I and Cycle II**

Cycle I	Cycle II
Implementing communicative game through big group.	Implementing communicative games through smaller groups and in pairs.
Using classroom English by some Indonesian translation.	Using classroom English by some paraphrases and synonyms.
Using media in the English teaching and learning process.	Using media and realia in the English teaching and learning process
Giving feedback on the students' mistakes.	Giving feedback on the students' mistakes.
-	Giving rewards to the students who wanted to perform their work in front the class voluntarily.

b. Action and Observations in Cycle II

Cycle II was conducted in two meetings, on Thursday, November 1 and Saturday, November 3, 2012. In this cycle, the materials were language function such as *expressions of inviting someone and congratulating*. In the first meeting, the researcher discussed language function of *inviting someone*. Then, second meeting, the researcher discussed the language function of *congratulating*. During the cycle, while the English teacher acted as the teacher and the researcher acted as observer took note in the back of the class to observe the teaching and learning

process. The data during Cycle II were collected through classroom observations and interview. Below were the actions that the researcher implemented in Cycle II:

1) **Implementing Communicative games**

a) Third meeting

The action was conducted on November 1st, 2012. In this meeting the teacher explained new materials. The topic was a birthday party and the materials were expressions of invitation. As same as the previous cycle, it was carried out through communicative games.

The teacher began the teaching and learning process by showing the picture related to the materials, it was the picture of a wedding party. Then she asked some questions to the students orally such as, *"What picture is that?"* Then, some students answered, *"Birthday party…bu"*, and some other students answered in Indonesian, *"Pesta ulang tahun"*. Then the researcher asked again, *"Have you ever go to this kind of party?"* And the students answered, *"Yes"*. It can be inferred from the field notes below.

> *Bu R bertanya kepada siswa* "What picture is that?" *dan semua menjawab* "Birthday party" *dan ada juga siswa yang menjawab " ulang tahun" kemudian Bu R bertanya* "why did you go to this party?" *ada yang menjawab* "invitation card" *kemudian Bu R bertanya kembali kepada siswa* "have you ever go to this kind party?" *beberapa dari mereka menjawab* "yes. (Miss R asked to the students "What is that?" and all the students answered "Birthday Party" and there were also the students answered *"ulang tahun"*. Then Miss R asked "why did you go to the party?" there were the students who answered "I invitation card". Afterwards Miss R asked again to the students "have you ever gone to this kind party?"some of them answered "yes".)

(Field Note 14, November 1, 2012)

Then, the teacher gave the example of the dialogue which consists of *inviting someone.* She asked some of the students to practice it in front of the class. After the students practiced the dialogue, the researcher explained the expression that was used in giving congratulation to the students.

The implementation of communicative games was done after the students made a dialogue with their chair-mate. The researcher used Invite your friends game as the third activity in the research. To do this activity, the teacher asked the students to work in pairs. Then, she gave a student in each pair an invitation card and gave another student a today's schedule card. The students who brought the invitation card had to invite their partner to go to the place mentioned in the card and the students who were invited should respond to it based on their schedule. They should only accept the invitation if the time given by their partner was fitted with their free schedule. Beside, they were not allowed to write the dialog in their books. They had to speak spontaneously. At first, they were confused with the activity. The teacher gave them an example of dialogues. Then they began to speak to each other. Most of them could speak English appropriately though some of them were not fluent enough.

The students were very enthusiastic in the games. It can be seen from the quoted interview below:

(4:07) R: Dik bagaimana game tadi? (What did you think about the game?)
   S: Seru. (It was interesting.)
   R: Seru bagaimana? (How was interesting?)
   S: Ya belajarnya jadi asyik aja ada gamenya. (The teaching and learning process were more attractive because it was using game.)

(Interview 15, Thursday, November 1, 2012)

By playing the games, the students enjoyed the speaking class. It can be seen from quoted interviews below.

(4:08) R: Dik bagaimana game tadi? (What did you think about the game?)
S: Asyik. (It was fun.)
R: Kenapa? (Why?)
S: ehmm...itu mba, bisa belajar bahasa inggris tapi sambil bermain. (Ehmm… I could learn English by doing game.)
R: Apa kamu cuma seneng bermain-main aja? (Did you only enjoy doing game?)
S: Ya nggak mba, mudeng kok pelajarannya. Kalau ada gamenya jadi santai mba. (No Miss, I understood the lesson. If there was a game made me relax Miss.)
<div align="right">(Interview 16, Thursday, November 1, 2012)</div>

b) Fourth meeting

The action was conducted on November 3rd, 2012. The title of the material was "congratulations". Just like what happened in the first cycle, it was carried out through communicative games. First, the teacher asked the students about the topic that would have been learnt in that meeting. Then, the teacher gave an example of the dialogue that showed *expression of congratulations* and asked the students to perform the dialogue in front of the class. After that, Jumble words game was played after that activity. The class was divided into eight groups; each group consists of 4 students. Then, the teacher gave them some of jumble words, she explained how to play the game. When the students were doing the activities, the researcher and the teacher came around the class to check whether the students were active or not. And then, 3 groups performed their result in front of the class.

The last activity of this cycle was the role play. The teacher asked the students to make groups of three students. Every student got a role on that role

play. Then, the teacher gave them 10 minutes to memorize dialogue. Every group

competed to be the first group who performed the role play in front of the class.

Their reason was they never celebrated their birthday. In this activity, the

researcher used realia such as a birthday cake, gifts, birthday hat, and a knife to

cut the cake. So they were interested in this activity. In this meeting they felt fun,

enjoy, and interested in speaking learning. It could be seen from interview below.

(4:09) R: Hi dek, namanya siapa? (Hi, what was your name?)
    S: Alfiah. (My name is Alfiah.)
    R: Gimana menurut adik aktivitas tadi? Senang gak?(What was your opinion about the activity?)
    S: Senang kak. Gamenya bisa melatih buat speaking terus kita bisa bermain peran di role-play. (I was happy. The game was able to speak up, we also could played a role play.)
    R: Oh gitu, terus udah ada peningkatan belum speakingnya? (Did your speaking skill improve?)
    S: Ada kak. Jadi lebih bisa ngomong pakai bahasa inggris. (Yes, I could speak English more.)
    R: Terus, pronunciationnya gimana? (How was about pronunciation, Have your pronunciation improve?)
    S: Ya jadi lebih bagus. (Yes, it was better than before.)

(Interview 19, Saturday, November 3, 2012)

The activity was very effective to improve the students' self confidence. It

could be seen from interview below.

*(4:10) R: Gimana menurutmu tentang aktivitas tadi? (*What did you think about the activity?)
    S: Seneng kak. (I liked it Miss.)
    R: Kenapa? (Why?)
    S: Ya kan jadi berani ngomong pake bahasa Inggris. (I felt confident to speak in English.)
    R: Jadi lebih PD ya. (So, was you confident?)
    S: Iya kak, jadi gak takut salah lagi dan lebih PD. (yes Miss, I was not afraid again when I made mistakes and more confident)

(Interview 21, Saturday, November 3, 2012)

Besides, they enjoyed the speaking class and improved their motivation, they also could learn English more easily so their speaking skill could be improved. It can be seen from quoted interview below:

(4:11) *R: Hi dik pipit.* (Hi Pipit?)
  S: Hi.(Hi.)
  R: Selama ini kamu pakai game belajarnya bagaimana? (did you like study by using games?)
  S: Jadi lebih asik, ga spaneng. (yes of course. It did not make me confused.)
  R: Kalau vocabnya nambah nggak?(did your vocabulary improve?)
  S: Ya nambah, ada kata congratulations dan lain-lain. (yes. Such as expression of congratulations and so on)
  R: Kalau dari materi yang diajarkan, bisa di pahami nggak? (from the materials, was it easy to understand?)
  S: Bisa. Kan lebih seru ada gamenya. (yes I could. The games were fun.)
  R: Kalau belajar pakai game menambah motivasi belajar kamu nggak?(did the games motivate you to learn English?)
  S: Iya tentu. (yes of course.)
  R: Selama belajar pakai game speaking kamu meningkat nggak sejauh ini? (during learning English by using games, did your speaking skill improve?)
  S: Iya menigkat. (yes, it improved)
  R: Menurut kamu effektif nggak kalau speaking belajarnya pakai game? (was it effective to learn English by using games?)
  S: Sangat efektif, kan lucu, seru-seru gitu. (yes it was very effective. It was fun)

(Interview 21, Saturday, November 3, 2012)

2) Using classroom English during the teaching and learning process

The classroom English in Cycle II was implemented in every meeting. It was similar with the previous cycle. The teacher used the classroom English in some ways such as to open the lesson, to elicit the material that would be learnt, to give instruction of the activities, and to end the lesson. As in Cycle I, the implementation of classroom English was not successful yet in getting the students familiar with the English words, the teacher tried to emphasize more on

the students' ability to respond to the researcher's questions and instructions. She tried to make the students understand the teacher's question by paraphrasing the questions and using the synonyms of some English words. The implementation of this action could be seen in the extract below.

> *Bu R bertanya pada siswa,* "Anyway, anyone of you has a birthday today? *Tidak ada siswa yang menjawab, kemudian Bu R bertanya lagi,* "Is somebody celebrating birthday today?", *mereka menjawab "Ngamir bu…"* "oh really, Ngamir?" "no," "Class, what will you say to Ngamir if he has birthday today?" *Semua siswa bilang* "Happy Birthday" "Very good, class, have you ever celebrated your birthday party?" "no yet" " have you been invited by your friends to come in his/her birthday party?" *Siswa hanya diam, kemudian Bu R mengulang pertannyaan lebih pelan, dan semua siswa menjawab* "not yet". *Setelah itu, Bu R bertannya lagi* "but do you know how to invite your friends to come to your birthday party?". *Pipit menjawab* "Can you come to my birthday party? "Yes that's right". What else…?" *siswa tidak ada yang menjawab.* (Miss R asked the students, "Anyway, anyone of you has a birthday today? There were no students respond to it. They looked confused so that Miss R asked again, "Is somebody celebrating birthday today?", they said "Ngamir Miss" "oh really, Ngamir?" "no," "Class, what will you say to Ngamir if he has birthday today?" All of the students said "Happy Birthday" "Very good, class, have you ever celebrate your birthday party?" "not yet", "have you been invited by your friends to come in his/her birthday party?" The students just kept silent, then Miss R repeated the question more slowly and all of them said "not yet". After that, Miss R asked again, "but do you know how to invite your friends to come to your birthday party?". Pipit said, "Can you come to my birthday party? "Yes that was right". What else…? There were no students respond to it.)
>
> (Field Note 18, November 3, 2012)

3) Using appropriate media during the English teaching and learning process

In the first cycle, the researcher used some media. Through the media the students could understand the lesson more easily. It also made the students enthusiastic and enjoy in learning speaking. The media used in Cycle II were cards, a birthday cake, birthday hats, gifts. The first one, students' sheet was used

to play invite your friend games. The second one, the card, was used to play Jumble words game. Next, birthday hats, a birthday cake, gifts were used to give the real media to the students to play a role play, so they can play their role in the real situation.

4) Giving feedback on the students' mistakes

In accordance with the previous cycle, in this cycle the teacher always gave feedback to the students' pronunciation. It was because some students still mispronounced some words. The researcher gave the feedback after they had finished performing their work by asking them the correct form of the pronunciation before she gave her feedback. Besides, the teacher did not point out on a single student's mistake but she always covered all that mistakes that the students made.

In the third meeting, the students mispronounced some words, such as the words circumcision /□s₃□.kəm□sɪʒ. ə n/ and course /kɔ□s/ (Field Note 14) . Then in the fourth meeting, the students mispronounced some words, such as *cuts /kʌt/ , cute /kju□t/* (Field Note 18)*.

In the third meeting, the teacher corrected the students' mistakes after they performed their dialogue in front of the class directly. For example, in task 7 in the third meeting, the students should make the dialogue based on the situation. The students made the sentence "do you free at 04.00 pm?". The mistake was in grammar. Afterwards, the teacher corrected the students by saying "are you free at 04.00pm?".

In the fourth meeting, there were few mistakes that were made by the students. Their pronunciation and grammar were correct. They can developed and pronounce the dialogue correctly. Most of the students could dialogue in the good pronunciation, grammar, and intonation. It meant the teacher feedback on the students' mistakes during the lesson was effective in improving the teaching and learning of speaking skill.

5) Giving rewards

Regarding to the finding of Cycle I that the students were still reluctant and shy to perform their work in front of the class voluntarily, the researcher provided some rewards to make the students more enthusiastic to perform their work voluntarily. The rewards were given in the form of points. The teacher always told the students in the third and fourth activities that she would give a point to the students who wanted to perform their work voluntarily. During this cycle, this action could make the students more enthusiastic to perform their work in front of the class.

c. Reflection of Cycle II

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

1) **Implementing communicative games**

a) Third meeting

The implementation of communicative games in the third meeting was successful. All of the students could find their partner and they understood about the inviting expressions. It also could improve the teaching and learning process of speaking by using more varied communicative games such as Invite your friend games and also used more interesting media such as inviting cards and schedule cards. The teaching and learning process of speaking was improved, the students were more motivated and relaxed in the class activities, and they got fun atmosphere of learning.

In the third meeting in Cycle II, the communicative games were implemented through Invite your friend game. In this game, she gave a student in each pair an invitation card and gave another student a today's schedule card. The students who brought the invitation card had to invite their partner to go to the place mentioned in the card and the students who were invited should respond to it based on their schedule. They should only accept the invitation if the time given by their partner fitted with their free schedule. The students said that most of them were happy with the activities using communicative games which had been implemented by the the teacher. Most of the students liked and enjoyed the activity. They liked the activity because they could get a new technique in the teaching speaking and they also have opportunity to speak English with fun.

b) Fourth meeting

In the fourth meeting, the communicative games which were implemented through Jumble Words game was successful in improving the teaching and learning process of speaking and their vocabulary in the teaching and learning process. Based on Field note 18, it could be inferred that all of students were actively engaged in the game. The students also thought that their speaking ability had improved. Pipit said that she liked the activity because she felt enjoy, and she could understand the material. Moreover, she also felt enthusiastic in learning English. Meanwhile, Some students said that they liked the role play and their speaking ability had improved on the aspect of confidence and vocabulary.

The English teacher stated that in this activity, the students were more active and confident in performing their dialogues in front of the class. Moreover, she claimed that the teaching and learning process of speaking improved better than in the first meeting.

2) Using classroom English during the teaching and learning process

The implementation of the classroom English was effective to improve the teaching and learning process of speaking and make them more familiar with English words. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. To make the students more familiar with the English words, the teacher tried to paraphrase and used synonyms of the English words such as in giving the eliciting question and in giving the instruction. When the students got difficulty in understanding what the teacher said, the teacher tried to repeat the question in simple expressions so that

they could respond to teacher's questions. Moreover, the teacher repeated the question more slowly when the students looked confused about it.

In this cycle, the researcher found that the students were already familiar with some English words, such as greeting. In the earlier meeting, they only kept silent and looked confused when the teacher greeted them, "How's life? (Field note 5). However, after several meetings, they could respond to that greeting. It could be seen in (Field note 10) that when the researcher greeted the students, "How's life?", they all answered, "Fine". It meant that they were already familiar with that expression.

3) Using appropriate media during the teaching and learning process

The use of the teaching media was effective. The teacher got a better view related to the necessity of the media to support the quality of the English teaching. Through the media the students could understand the lesson easily. It did not make the English teaching and learning process monotonous. The English learning by using media engaged students, aided students' retention of knowledge, motivated interest in the subject matter, and illustrated the relevance of many concepts.

4) Giving feedback on the students' pronunciation

The implementation of giving feedback on the students' pronunciation was successful in improving the teaching and learning process of speaking. The students were very enthusiastic when the researcher told them about the right pronunciation of some words and when they imitated what the researcher said about the correct pronunciation. They were also enthusiastic when the researcher

corrected the grammar and the intonation. After that, the students could apply the correct grammar, intonation, and also pronunciation in their dialogue.

In addition, by giving the correct pronunciation of some words, the teaching and learning process of speaking also improved. Some students stated that their speaking ability had improved since they knew the correct pronunciation. Alfiah said, "Yes, my speaking ability had improved, one of them, I know how to pronounce some words" (Interview transcript 19). The student's pronunciation in the third meeting was good because they only missed the pronunciation in the words: *cut* and *cute* (Field note 18)

5) Giving Rewards

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. After the researcher implemented this action, the students became more motivated to perform their work in front of the class voluntarily. For instance, in the third meeting, there were three groups who want to perform their work in front of the class; they were Uun and Uswatun, Nisa and Pipit,Yoga and Aviv (Field note 14). Actually, there were some students who wanted to perform their work in front of the class, but due to limited time the teacher only chose three groups.

In the fourth meeting, there were four students coming in front of the class voluntarily. They were Risna, Budi, Iqbal, and Huda. Regarding this finding, the collaborator stated that the implementation of giving rewards was effective since

there were many students who wanted to perform their dialogues in front of the class. Based on those findings, the implementation of giving rewards in improving the students' motivation to perform their performance in front of the class was successful.

C. General Findings

Based on the reflection of each cycle, the researcher and the collaborator agreed that the communicative games and these accompanying actions in Cycle II were successful in improving the teaching and learning process of speaking. The findings are concluded as follows:

1. The implementation of communicative games through various games was successful in improving the teaching and learning process of speaking. The games included Bingo game, Survey game, Invite your friends game, and Jumble words game. Most of the students actively involved in the activities. They also enjoy the teaching and learning process and they feel more enthusiastic and confident to speak English.

2. The implementation of classroom English during the teaching and learning process was successful in improving the teaching and learning process of speaking. Besides, it made the students more familiar with English words. It was also effective to improve the students' opportunities to speak English in the classroom. Most of the students were already familiar with the English words.

3. The use of appropriate media was successful. Most of the media was effective in facilitating the students in learning speaking. The media which were used in this research were pictures, word cards, students' sheet, puzzle. They were effective in attracting the students' attention to the lesson and making the students interested in learning speaking and memorizing the English words or sentences. Media also made the students understood the material easier than without using it.

4. The feedback provided by the teacher contributed to improve the teaching and learning process of speaking since they did not make the same mistakes in the next activities. Moreover, it could improve the students' enthusiasm about the correct pronunciation, intonation and grammar.

5. The implementation of giving rewards was successful in improving the students' confidence in performing their work in front of the class. After the implementation of this action, the students became more motivated to perform their work in front of the class voluntarily.

Regarding to the findings above, the researcher and the collaborator agreed to end this research in this cycle. The differences of the speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 5.

Table 6: **The differences of the speaking teaching and learning process in Cycle I and Cycle II**

Before the Action	After Cycle I	After Cycle II
The students were bored and passive during the teaching 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 teacher seldom used media to make the students interested in joining the lesson.	There were more media used in the teaching and learning process.	There were a lot of media and realia used in teaching and learning process.
The students had less opportunity to practice their English in the classroom.	The students have an opportunity to practice English orally.	The students had more opportunities to practice English orally.
The teacher only used teacher-centered approach	The teacher used an interesting technique in teaching speaking (communicative games through Bingo game and Survey game).	The teacher used an interesting technique in teaching speaking (communicative games through Invite your friend game and Jumble words game).
The students could not pronounce the English words appropriately.	Some students still mispronounced some English words.	Most of the students had no mispronounced the English words.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The goal of this study is to improve the teaching and learning process of speaking skills of the second grade students at SMPN 2 Ambal, Kebumen. To be able to reach the goal, the researcher applies a communicative game technique as an appropriate teaching technique in learning speaking in the form of a research conducted in the first semester of the academic year of 2012/2013. In this research, the researcher implemented two cycles. In both cycles, the researcher implemented the communicative games and some accompanying activities, such as: using classroom English during the English speaking teaching and learning process, using appropriate media during the teaching and learning process, giving feedback on the students' mistakes, and giving rewards to the students.

In Cycle I, there were some successful and unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle II such as in Cycle II the researcher made the group smaller than in Cycle 1 because she wanted to maximize the students' opportunity. Besides changing the group, the researcher also gave rewards to the students who were active in the learning process. By implementing those actions in Cycle II, the teaching and learning process of speaking skills could improve. It can be seen from the students' involvement, the students' opinion about the actions. They are presented as follows.

1. The design of actions in Cycle 1

In the first cycle, the researcher implemented communicative games and some accompanying actions, such as using classroom English, using appropriate media, and giving feedback on the students' mistakes. In this cycle, there were some successful and unsuccessful actions. The successful actions were the implementation of classroom English, using appropriate media, and giving feedback on the students' mistakes. With those activities, the students enjoyed the learning activities and they were more confident in speaking English.

Meanwhile, there were some unsuccessful actions in the implementation of Bingo game in the first meeting because the students did not understand the instructions and the aim of the activity. That time, there were some students who were shy and afraid of performing dialogues in front of the class. Other unsuccessful actions was the group in Cycle I was bigger than in Cycle II so some students did not get opportunities to practice English. Therefore, the implementation of those actions was improved and revised in Cycle 2.

2. The design of actions in Cycle 2

In the second cycle, the researcher implemented some actions to improve the actions in Cycle 1. The actions were still focused on the implementation of communicative games technique. In addition to implementing communicative games, the researcher and the teacher continued to use the accompanying actions. Meanwhile, regarding the

findings in Cycle 1, there were some revised actions such as the implementation of classroom English through the use of synonyms and paraphrases. The implementation of communicative game the researcher decided to make smaller group than the Cycle I. In addition, the researcher also used a new action, such as giving rewards. By implementing this action, the students were more motivated to perform their work in front of the class, so the teaching and learning process of speaking skills was improved. Besides, they were more enthusiastic and more active in the speaking teaching and learning process.

Overall, it can be concluded that the communicative games technique with some other accompanying actions could (1) make the students more familiar with English words, (2) make students active to do activities in the English speaking learning process (2) make the students enjoy because they could learn and play with their classmate, (4) improve their motivation involved in the activities, (5) the students took chances to practice their English. Finally, this research shows a positive result in improving the students' speaking skills using communicative game activities. It could be seen from the field notes, interview transcripts, and the English teachers' opinion about the actions.

B. Implication

The conclusions explain how the communicative games can be used as a technique to improve the teaching and learning process of speaking skills. These are the results of the actions done in the speaking learning to improve the

teaching and learning process of speaking skills of the second grade students of SMPN 2 Ambal, Kebumen. Then in this part, the researcher can propose some items of implications that can be implemented in the field.

The researcher used communicative games because these games have advantages. According to Bedson (1999:173), the first advantage of applying games in the classroom activities is games could make the students feel confident; the shy students can be motivated to speak without think about mistakes. Secondly, games can create a fun atmosphere and also reduce the gap between the teacher and the students. When the gap reduces, the students could understand the teacher explanation because they feel relaxed during the teaching and learning process. Thirdly, games can help to renew the students' energy. It means the students would feel fun, so they would not bored.

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their teaching and learning process of speaking skills could be improved. They could be more familiar with the words they learnt. Besides, the communicative games did not make the students bored. An implication for these findings is that the teacher can use the communicative games in the speaking learning process since they can give some benefits. First, they can improve the teaching and learning process of speaking skills. Second, they can provide adequate opportunities for the students to communicate. Third, they can build the students' motivation and confidence. Fourth, they can increase the students' enthusiasm.

Furthermore, the results of the study indicated that the process of implementing communicative games could run well because the class management was good. When the number of the students working in groups was not big enough, such as groups of four and two, all of them could participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should consider the students' characteristics in speaking so that the activities can accommodate the students' interest in implementing communicative games.

C. Suggestion

Based on the conclusion above, some suggestions would then be directed toward the English teacher and the students.

1. To the English teacher.

   It is essential for teachers especially the English teachers in SMPN 2 Ambal to improve the teaching and learning process of speaking skills. The teacher needs to use the appropriate techniques which fit with the students' needs and the students' background in teaching speaking. It is very useful for them to use communicative games in the teaching and learning process of speaking skills.

2. To the students.

   The students get a model how English should be spoken. The students can improve their speaking. Communicative games are one of the alternative ways to practice speaking. It is because communicative games can help students in

expressing the spoken language orally. It also can motivate the students to learn English more.

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FIELD NOTES

No : FN. 01
Hari, tanggal : Senin, 8 Oktober 2012
Tempat : Ruang tamu
Kegiatan : Meminta ijin penelitian kepada Kepala Sekolah
Responden : P : Peneliti
  SS : Satpam Sekolah
  KS : Kepala Sekolah

1. P datang ke sekolah dan bertanya kepada satpam sekolah apakah KS ada atau tidak.
2. SS menyuruh P untuk masuk ke ruang tamu dan mengisi buku tamu.
3. P bertemu KS untuk meminta izin penelitian.
4. KS meminta P untuk melampirkan surat ijin dari universitas.
5. P memberikan surat ijin dari universitas yang diminta oleh kepala sekolah.
6. KS memberikan ijin kepada P untuk melakukan penelitian.

No : FN. 02
Hari, tanggal : Senin, 8 Oktober 2012
Tempat : Ruang tamu
Kegiatan : Bertemu guru bahasa Inggris
Responden : P : Peneliti
  Bu R : Bu Rini Utari(Guru Bahasa Inggris)

1. P bertemu dengan Bu R selaku guru bahasa Inggris kelas VIII.
2. P menyampaikan maksud kedatangannya kepada Bu R dan minta maaf kalau baru sekarang P melakukan penelitian.
3. Bu R memperbolehkan P untuk melakukan penelitian.
4. P menyampaikan maksud untuk observasi kelas sebelum penelitian.
5. P dan Bu R sepakat mengadakan kerjasama dalam melaksanakan penelitian yang akan segera dilaksanakan.
6. Karena Bu R mau rapat, R memutuskan untuk kembali ke sekolah besok.

No : FN. 03
Hari, tanggal : Selasa, 9 Oktober 2012
Tempat : Ruang tamu
Kegiatan : Mencocokkan jadwal
Responden : P : Peneliti
  Bu R : Bu Rini Utari(Guru bahasa Inggris)

1. P datang ke sekolah dan menemui Bu R selaku guru bahasa Inggris kelas VIII.

2. P bertanya-tanya tentang pembelajaran bahasa inggris, terutama speaking di kelas VIII.
3. P mencocokkan jadwal pelajaran Bahasa Inggris kelas VIIIB.
4. Bu R memberikan hari Kamis kepada P untuk melakukan observasi.
5. Bu R memberikan hari Kamis dan Sabtu setelah ujian tengah semester kepada P untuk melakukan penelitian di kelas VIIIB.

No   : FN. 04
Hari, tanggal   : Kamis, 11 Oktober 2012
Tempat   : Kelas VIIIB
Kegiatan   : Observasi Kelas
Responden   : P   : Peneliti
                   Bu R : Bu Rini Utari (Guru Bahasa Inggris)

1. P datang ke sekolah 15 menit sebelum pelajaran bahasa inggris di kelas VIIIB dimulai dan menemui Bu R selaku guru bahasa inggris.
2. P dan Bu R membicarakan apa yang akan dilakukan P saat melakukan observasi di kelas VIIIB.
3. P dan Bu R segera menuju kelas VIIIB pada saat bel pelajaran telah berbunyi.
4. Saat masuk ke dalam kelas, situasi kelas sangat gaduh.
5. Bu R mempersilahkan P untuk duduk di belakang untuk melakukan observasi pada pelajaran bahasa Inggris.
6. P mengamati proses belajar-mengajar bahasa Inggris yang sedang berlangsung.

No   : FN. 05
Hari, tanggal   : Kamis, 11 Oktober 2012
Tempat   : Ruang tamu
Kegiatan   : Wawancara observasi kelas
Responden   : P   : Peneliti
                   Bu R : Bu Rini Utari

1. Setelah observasi kelas, P melakukan wawancara dan diskusi kepada Bu R.
2. P menanyakan kepada Bu R langkah apa saja yang akan dilakukan terkait dengan masalah yang ada di kelas.
3. Bu R memberi saran kepada P tentang lankah-langkah yang harus dilakukan dalam menyelesaikan masalah yang ada di dalam kelas.
4. Bu R menyuruh P untuk membuat rancangan RPP tentang materi yang akan dipelajari pada pertemuan 1 Cycle 1.
5. Setelah berdiskusi dengan Bu R selesai maka P berpamitan kepada Bu R dan akan mngkonsultasikan RPP nya sebelum digunakan untuk mengajar pada pertemuan pertama.

No : FN. 06
Hari, tanggal : Rabu, 22 Oktober 2012
Tempat : Ruang guru
Kegiatan : Konsultasi RPP dan materi
Responden : P : Peneliti
              Bu R : Bu Rini Utari

1. P datang ke sekolah dan langsung menemui Bu R.
2. Bu R membahas RPP yang dibawa oleh P.
3. Bu R memberikan saran dan masukan kepada P tentang RPP tersebut.
4. Bu R memninta P untuk merevisi RPP yang dibuat oleh P karena ada yang masih kurang.
5. Setelah selasai P berpamitan kepada Bu R dan akan merevisi RPP sesuai saran Bu R.

No : FN. 07
Hari, tanggal : Kamis, 25 Oktober 2012
Tempat : Kelas VIIIB
Kegiatan : 1st meeting cycle 1
Responden : P : Peneliti
              Bu R : Bu Rini Utari
              S : Siswa kelas VIIIB

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai.
2. P menemui Bu R sebelum masuk kelas untuk membicarakan pembelajaran yang akan datang.
3. Setelah bel tanda masuk berbunyi maka P dan Bu R menuju ruang kelas untuk segera memulai pelajaran.
4. Bu R menyapa S *"good morning class?"* semua S menjawab *" good morning mom"* kemudian Bu R bertanya *" how are you today?"* semua S menjawab *" I'm fine and you?"* Bu R menjawab *" I am fine too, thank you"*.
5. Bu R meminta ketua kelas untuk memimpin doa.
6. Bu R memperkenalkan R dan mempersilahkan P untuk duduk di balakang.
7. Bu R mengabsen siswa dengan memanggil nama siswa satu persatu.
8. Bu R memulai pelajaran dan topik pelajarannya adalah *expressing giving and asking opinion.* Bu R memulai pelajaran dengan menunjukan sebuah gambar kepada S. Bu R bertanya *"gambar apa ini?"* semua siswa menjawab *"Laut Ambal, beach"*. Kemudian Bu R bertanya lagi *"what do you think about this picture?"* terlihat S hanya memandang Bu R. Mereka tampak bingung dengan pertanyaan Bu R. Kemudian Bu R mengulangi pertanyaannya dengan menerjemahkannya dalam bahasa Indonesia *"apa pendapat kamu tentang gambar ini?"* kemudian semua S menjawab *"beautiful bu, clean"*.
9. Bu R menunjuk dua S untuk berdialog di depan kelas sesuai dialog yang ada di teks. Selama kedua S berdialog, ada beberapa pengucapan yang salah, misalnya dalam pengucapan kata *"idea"* /aɪˈdɪə/. Mereka mengucapkan kata tersebut dengan "/ɪˈdɪə/ ". Kemudian dalam pengucapan kata "unique" /jʊˈniːk/. Mereka mengucapkan kata tersebut /ʊˈniˈkue/. Setelah mereka selesai berdialog, Bu R langsung membenarkan beberapa kata yang pronunciationnya masih salah.

10. Kemudian Bu R bertanya kepada S *"what were the utterances to express asking and giving opinion?"* S hanya diam. Kemudian Bu R menerjemahkannya dalam bahasa Indonesia *"apa saja ungkapan yang digunakan untuk mengekpresikan meminta dan memberi pendapat?"* kemudian beberapa S menjawab *"I think…".* Terus Bu R bertanya lagi *"Can you find the other?".* Kemudian Pipit menjawab *"What do you think bu".*

11. Setelah itu Bu R memberikan beberapa contoh *exspresions of asking and giving opinion.* Kemudian di task selanjutnya, S berlatih untuk mengidentifikasi ekspresi yang sesuai dengan melengkapi beberapa dialog.

12. Di task selanjutnya, S berlatih untuk berdialog berpasangan sesuai dengan *clues yang* ada di dalam *worksheet* S. Contohnya seperti S A bertanya pendapat tentang teman sekelas dan SMP 2 Ambal, kemudian S B menjawab dengan beberapa kata sifat seperti cantik, bersih, dan handsome.

13. Kemudian, kegiatan communicative games dimulai. S akan bermain Bingo games tentang *exsspressions of asking and giving opinion.* Kemudian Bu R menjelaskan bagaimana cara bermain games tersebut. S dibagi menjadi 2 kelompok kemudian mereka harus membuat 2 buah jembatan yang akan dilalui kelompok masing-masing. S yang tertangkap di akhir lagu akan berpasangan untuk meminta dan memberi pendapat tentang kata yang ada di dalam kartu, seperti *Bocor Beach, Wadaslintang Dam, etc.*

14. Sesaat sebelum pelajaran berakhir, Bu R memberikan feedback kepada S. *What have we learnt today?* Secara serempak semua S menjawab *expressing asking and giving opinion.* Kemudian Bu R bertanya kembali *apa saja ekspresi yang digunakan untuk bertanya pendapat?* S menjawab *What do you think?* dan *I think,* peneliti bertanya kembali. *"Kalau memberi pendapat apa saja ekspresi yang digunakan?"* S menjawab *I think…* kemudian Bu R berkata *OK. Good…*

15. Bu R kemudian memberitahu siswa supaya mempelajari materi *expressing of agreement.*

16. Bu R mengakhiri pertemuan hari ini dengan ucapan *" Good bye"* kemudian siswa menjawab *"Good bye".*

No   : FN. 08
Hari, tanggal : Kamis, 25 Oktober 2012
Tempat   : Ruang tamu
Kegiatan   : wawancara dengan siswa kelas VIIIB
Responden   : P   : Peneliti
                 S   : Siswa kelas VIIIB

1. Pada saat istirahat, beberapa S datang ke ruang tamu untuk diwawancarai oleh P.
2. P menanyakan kesan-kesan tentang action yang di berikan pada saat pelajaran.
3. Dengan senang hati siswa menjawab pertanyaan dari P tentang pelajaran tadi.
4. Menurut beberapa siswa, mereka masih bingung kalau menggunakan classroom English karena kebanyakan dari mereka tidak memahami apa yang diucapkan guru kalau guru berbicara dengan menggunakan bahasa Inggris.

No : FN. 09
Hari, tanggal : Kamis, 25 Oktober 2012
Tempat : Ruang tamu
Kegiatan : evaluasi 1st meeting Cycle 1
Responden : P : Peneliti
  Bu R : Bu Rini Utari

1. Setelah pelajaran selesai, P dan Bu R melakukan evaluasi kegiatan di pertemuan I Cycle I
   P : Bu, bagaimana tadi proses belajar mengajar di kelas?
   Bu R : Saya kira untuk pengajaran tadi anak masih belum lancar. Kadang sudah dijelaskan tapi mereka belum mudeng. Mungkin karena saya belum terbiasa mempraktekkan atau mengaktifkan anak untuk speaking, mungkin juga karena belum jelas.
   P : Bagaimana penggunaan teknik Bingo games tadi? Apakah efektif untuk melatih anak speaking?
   Bu R : Sebenarnya efektif, hanya anak karena sudah ketakutan jadi sasaran anak jangan sampai tertangkap bukan malah kepengen ketangkap biar mereka practice jadi masih perlu ditingkatkan keinginan mereka untuk mempraktekkan menggunakan ungkapan yang ada.
2. Setelah mendiskusikan kekurangan dari action yang dilakukan, P dan Bu R mendiskusikan langkah yang akan dilakukan selanjutnya.
3. Kemudian P dan Bu R mendiskusikan langkah-langkah yang sebaiknya dilakukan untuk memperbaiki action yang belum sesuai harapan.
4. Untuk pertemuan berikutnya, Bu R memberikan materi tentang *agreement* yang masih ada hubungannya dengan materi sebelumnya dan P disuruh untuk membuat RPP nya terlebih dahulu kemudian mengkonsultasikannya sebelum digunakan.

No : FN. 10
Hari, tanggal : Sabtu, 27 Oktober 2012
Tempat : Kelas VIIIB
Kegiatan : 2nd meeting cycle 1
Responden : P : Peneliti
  Bu R : Bu Bu Rini Utari
  S : Siswa kelas VIIIB

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai dan menemui Bu R terlebih dahulu.
2. Saat bel tanda masuk berbunyi, P dan Bu R memasuki kelas.
3. Bu R memulai pelajaran setelah berdo'a terlebih dahulu.
4. Kemudian bu R mengabsensi siswa dengan memanggil nama siswa.
5. Bu R menyapa S *"good morning"* kemudian semua S menjawab *"good morning, mom"* kemudian Bu R bertanya tentang keadaan mereka *"how is life?"* dan semua S diam. Kemudian Bu R bertanya *how are you?* Semua S menjawab*"I am fine, thank you and*

*you?"*dan Bu R menjawab *"I am fine too, thank you"* . Setelah itu Bu R menjelaskan kalau *how is life?* sama dengan *how are you?.*

6. Bu R mengenalkan topik yang akan dipelajari pada hari ini. Bu R membahas vocabulary yang berhubungan dengan topic hari ini. Kemudian Bu R menyuruh S mengartikan beberapa kata yang berhubungan dengan topik hari ini seperti *Exciting, wonderful, dan lain-lain.* Setelah mengartikan, Bu R memimpin S mengucapkan kata-kata tersebut.

7. Setelah itu, Bu R menyuruh dua anak untuk dialog sesuai di lembaran siswa. Dalam berdialog ada beberapa kata yang dalam pengucapannya masih salah. Seperti unforgettable, experience, too, and place. Mereka mengucapkannya "/□unfəgetable̩/, /əkpəriən / , /too/, dan /place/ seharusnya pengucapannya "/□ʌn.fə□get.ə.bl̩/, /ɪk□spɪə.ri. ə n *t* s/ , dan /tu□/. /pleɪs/. Bu R langsung membenarkan kata-kata yang masih salah dan dilanjutkan dengan menjelaskan ekspresi agreement dan disagreement.

8. Kemudian Bu R menyuruh siswa memilih salah satu situasi yang ada di worksheet siswa , dan S disuruh untuk membuat sebuah dialog yang kemudian di praktikan di depan kelas. Ketika Bu R berkata *OK. Let's practice your dialogues in front of the class with your partner.* Beberapa S berebut untuk maju ke depan kelas. *Aku dulu bu.* Lalu Bu R berkata *OK. One by one.* Kemudian mereka maju kedepan kelas secara bergantian. Bu R membenarkan kata-kata yang salah. Kemudian S menyusun kata menjadi sebuah dialog dengan benar dan maju ke depan kelas berdialog dengan teman sebangku. Ada kata yang dalam pengucapannya masih salah, seperti kata *"traveling"* mereka mengucapkannya "/□trav. ə l.ɪŋ/" seharusnya pengucapan yang benar *"/□træv. ə l.ɪŋ/"*

9. S bersama teman sebangku menyusun dialog menjadi dialog yang benar dan di lanjutkan dengan bermain *puzzle*.

10. Setelah itu dilanjutkan dengan kegiatan communicative game. Pertemuan kedua ini game yang digunakan adalah Survey game.

11. Bu R menjelaskan bagaimana bermain Survey game. Ketika Bu R menjelaskan beberapa S ada yang belum jelas caranya. Kemudian Bu R menjelaskan dengan memberi contoh. Setiap S menyiapkan satu lembar kertas untuk mensurvey temannya, apakah temannya setuju atau tidak dengan pernyataan *mathematic is easy* dan *English is easy*. Kemudian setelah selesai mereka maju kedepan kelas untuk melaporkan hasil survey mereka.

12. Setelah itu, S mensurvey dan Bu R bersama P berkeliling kelas untuk memastikan bahwa S tidak menggunakan bahasa Indonesia.

17. Kemudian pelajaran diakhiri dengan memberikan feedback kepada S untuk mengecek apakah mereka memahami pelajaran yang telah dipelajari hari ini. Bu R bertannya kepada S *"What have we learnt today?"* Secara serempak para S menjawab *expressing agreement and disagreement*. Kemudian Bu R bertanya kembali *apa saja ekspresi yang digunakan untuk bertanya persetujuan?* S menjawab *"Do you agree"* . *Kalau kalian setuju, ekspresi yang di gunakan apa aja?* S menjawab *" I agree"* Kalau kalian tidak setuju, ekpresi yang di gunakan apa? S menjawab *I don't agree…* kemudian Bu R berkata *Good, berarti untuk pelajaran hari ini ibu rasa kalian sudah paham ya. Pelajaran hari ini ibu akhiri sampai sekian "See you"* kemudian siswa merespon *" See you"*.

No   : FN. 11
Hari, tanggal : Sabtu, 27 Oktober 2012
Tempat   : Ruang tamu
Kegiatan   : evaluasi 2nd meeting cycle 1
Responden   : P   : Peneliti
                 S   : Siswa kelas VIIIB

1. Saat istirahat, P mewawancarai beberapa siswa kelas VIIIB.
2. P menanyakan kepada beberapa S bagaimana pendapat mereka tentang pelajaran tadi.
3. S merasa lebih pede ngomong pakai bahasa inggris.
4. S berkata bahwa dia menjadi lebih semangat untuk belajar bahasa Inggris karena aktifitas saat pelajaran menyenagkan.

No   : FN. 12
Hari, tanggal : Sabtu, 27 Oktober 2012
Tempat   : Ruang tamu
Kegiatan   : evaluasi 2nd meeting cycle 1
Responden   : P   : Peneliti
                 Bu R : Bu Rini Utari

1. Setelah pelajaran selesai, P melakukan diskusi bersama Bu R
2. R: Ibu, menurut ibu tadi kegiatan belajar dikelas bagaimana?
   T: Anak tadi lebih siap, lebih memperhatikan perintah di suruh apa, walaupun penggunaan ungkapannya mereka lebih sulit untuk menguasai. Lebih komplek dibanding dengan kemarin menanyakan pendapat karena ada tiga dan yang panjang-panjang terutama mereka yang belum ingat.
   R: Tapi mereka sudah lumayan meningkat speakingnya ya bu?
   T: Saya kira sudah, terutama anak puteri, untuk anak putera masih ngumpet-ngumpet untuk bisa ngomong bahasa Indonesia.
3. Lalu P menanyakan saran untuk pertemuan berikutnya.
   R: Ibu, saran untuk pertemuan selanjutnya di cycle kedua apa ya bu?
   T: Mungkin karena ketidaklancaran karena mereka kurang kesempatan, jadi mugkin groupnya diperkecil,tadikan delapan sampai sepuluh anggotanya, jadi mungkin diperkecil.
4. Lalu P menanyakan materi yang akan dibahas selanjutnya.
5. Bu R memberikan materi baru untuk Cycle II.
6. Kemudian Bu R menyuruh P untuk merancang RPP yang akan digunakan untuk mengajar pada pertemuan berikutnya dan dikonsultasikan terlebih dahulu sebelum digunakan untuk mengajar.

No   : FN. 13
Hari, tanggal : Senin, 29 Oktober 2012
Tempat   : Kantor guru
Kegiatan   : Konsultasi RPP dan materi

Responden   : P   : Peneliti
                           Bu R : Bu Rini Utari

1. P datang ke sekolah dan langsung menemui Bu R.
2. P melakukan konsultasi RPP dan materi yan akan diajarkan.
3. Bu R melihat RPP yang telah dibuat oleh P dan ternyata sudah benar dan siap digunakan pada bertemuan berikutnya.

No   : FN. 14
Hari, tanggal : Kamis, 1 November 2012
Tempat   : Kelas VIIIB
Kegiatan   : 3rd meeting cycle 2
Responden   : P   : Peneliti
                           Bu R : Bu Rini Utari
                           S   : Siswa kelas VIIIB

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai.
2. Ketika bel tanda masuk berbunyi, P bersama dengan Bu R menuju kelas VIIIB untuk segera memulai pelajaran.
3. ketika Bu R dan P memasuki kelas dan akan memulai pelajaran, Bu R menyapa S *"good morning"* kemudian S menjawab *"good morning, mom"* kemudian Bu R bertanya tentang keadaan mereka *"how is life?"* Semua S menjawab *"I am fine, thank you and you?"* dan Bu R menjawab *"I am fine too, thank you"*.
4. Setelah itu, ketua kelas memimpin doa.
5. Bu R memanggil nama siswa untuk mengetahui siswa yang tidak berangkat.
6. Kemudian pelajaran dimulai dengan bertanya kepada S gambar yang berhubungan dengan topik hari. Bu R bertanya kepada S *"What picture is that?"* dan semua menjawab *"Birthday party"* dan ada juga S yang menjawab " ulang tahun" kemudian Bu R bertan*ya "why did you go to this party?"* ada yang menjawa*b "invitation card"* kemudian Bu R bertanya kembali kepada S *"have you ever go to this kind party?"* beberapa dari mereka menjaw*ab "yes.*
7. Setelah itu S disuruh memasangkan kata dengan gambar yang sesuai topik.
8. Bu R kemudian mengucapkan beberapa kata yang kemudian di ikuti oleh S seperti kata *birthday, pleasure, invitation, etc*.
9. Bu R menyuruh S mempraktekkan dialog ke depan kelas dan kemudian menjelaskan penggunaan *expressions of invitations*.
10. Setelah itu, S melengkapi dialog dengan kata-kata yang ada di dalam kotak.
11. Kemudian Bu R membagi kartu yang berisi nama tempat. Secara individu S disuruh mengundang, menerima dan menolak undangan sesuai tempat. Dua pasang S maju kedepan, mereka adalah Alfiah dan Endah, dan satu lagi Khamim dan Ibnu. Ketika mereka berdialog ada kesalahan pengucapan pada kata *circumcision* yang seharusnya /□sɜ□.kəm□sɪʒ. ə n/ tapi mereka mengucapkan /*circumcision/*. Bu R langsung membenarkan pengucapan kata yang masih salah yang masih salah.
12. Kemudian setelah itu, Bu R menjelaskan Invite your friends game. Kemudian S dibagi menjadi beberapa kelompok yang terdiri dari 2 orang setiap kelompoknya. Saat para S

berdiskusi tentang games yang telah dilakukan. Kemudian S mengundang teman sekelompoknya berdasar kartu yang diterima. Bu R berkeliling dari meja ke meja untuk mengecek apakah mereka mendapatkan kesulitan atau tidak.

13. Ada tiga kelompok yang maju dalam game ini. Kelompok pertama uun dan uswatun, kelompok kedua Nisa dan Pipit, kelompok ketiga Yoga dan Aviv.

14. Dalam game ini, S bebas menggunakan ekspresi invitation yang mereka kuasai dan mereka harus menggunakan bahasa Inggris. Pada game ini beberapa kelompok masih salah dalam pengucapan kata *course* pengucapan yang benar /kɔ□s/ tetapi beberapa anak masih mengucapkan /*course*/.

15. Setelah game selesai, maka Bu R bertanya kepada siswa apakah ada kesulitan atau tidak? S diam semua dan Bu R kemudian memberikan feedback terhadap pelajaran yang baru saja dipelajari untuk mengetahui apakah S benar-benar faham atau tidak.

16. Bu R mengakhiri pertemuan hari ini dengan ucapan*" Good bye"* kemudian siswa menjawab *"Good bye".*

No   : FN. 15
Hari, tanggal : Kamis, 1 November 2012
Tempat   : Ruang tamu
Kegiatan   : Evaluasi 3rd meeting cycle 2
Responden   : P   : Peneliti
                 S   : Siswa kelas VIIIB

1. Saat istirahat, P mewawancarai beberapa siswa kelas VIIIB.
2. P menanyakan kepada beberapa S bagaimana pendapat mereka tentang pelajaran tadi.
3. S berkata kalau pelajaran tadi menyenangkan karena bisa sambil main-main.
4. S juga berkata bahwa dia menjadi lebih termotivasi untuk belajar bahasa Inggris karena saat game tadi yang menang mendapat reward.

No   : FN. 16
Hari, tanggal : Kamis, 1 November 2012
Tempat   : Ruang tamu
Kegiatan   : Evaluasi 3rd meeting cycle 2
Responden   : P   : Peneliti
                 Bu R : Bu Rini Utari

1. P dan Bu R melakukan diskusi tentang pelajaran yang baru saja dilaksanakan.
2. Bu R berkata bahwa action yang dilakukan masih tadi sudah lebih baik, speaking anak-anak sudah ada peningkatan tapi masih perlu usaha lagi karena siswa laki-laki masih bersembunyi-sembunyi untuk menggunakan bahasa Indonesia.
3. Setelah mendiskusikan kekurangan dari action yang dilakukan, P dan Bu R mendiskusikan langkah yang akan dilakukan selanjutnya.
4. P berkonsultasi tentang RPP yang telah dibuat kepada Bu R.

5. Bu R memberi masukan tentang kegiatan yang akan dilakukan.
6. Bu R menyuruh P untuk melakukan revisi RPP yang telah dibuat.

No   : FN. 17
Hari, tanggal : Jum'at,2 November 2012
Tempat   : Kantor guru
Kegiatan   : Konsultasi RPP dan materi
Responden   : P   : Peneliti
                 Bu R: Bu Rini Utari

1. P datang ke sekolah dan langsung menemui Bu R.
2. P melakukan konsultasi RPP dan materi yang akan diajarkan.
3. Bu R melihat RPP yang telah dibuat oleh P dan ternyata sudah benar dan siap digunakan pada bertemuan berikutnya.

No   : FN. 18
Hari, tanggal : Sabtu, 3 November 2012
Tempat   : Kelas VIIIB
Kegiatan   : 4th meeting cycle 2
Responden   : P   : Peneliti
                 Bu R : Bu Rini Utari

1. P datang ke sekolah 15 menit sebelum pelajaran dimulai.
2. Ketika bel tanda masuk berbunyi, P bersama dengan Bu R menuju kelas VIIIB untuk segera memulai pelajaran.
3. Bu R menyapa S *"good morning class?"* semua S menjawab *" good morning mom"* kemudian Bu R bertanya *" how are you today?"* semua S menjawab *" I'm fine and you?"* Bu R menjawab *" I am fine too, thank you"*.
4. Kemudian Bu R memulai pelajaran dengan mengenalkan topik yang akan dipelajari pada pertemuan hari ini. Bu R bertanya pada S, "Anyway, anyone of you has a birthday today? Tidak ada S yang menjawab, kemudian Bu R bertanya lagi, "Is somebody celebrating birthday today?", mereka menjawab "Ngamir bu…" "oh really, Ngamir?" "no," "Class, what will you say to Ngamir if he has birthday today?" Semua S bilang "Happy Birthday" "Very good, class, have you ever celebrated your birthday party?" "no" " have you been invited by your friends to come in his/her birthday party?" S hanya diam, kemudian Bu R mengulang pertannyaan lebih pelan, dan semua S menjawab "not yet". Setelah itu, Bu R bertannya lagi *"but do you know how to invite your friends' to come to your birthday party?"*. Pipit menjawab "Can you come to my birthday party? "Yes that's right". What else…?" S tidak ada yang menjawab.
5. Kemudian pelajaran dilanjutkan dengan mempraktekkannya dialog di depan kelas dan Bu R menjelaskan materi congratulation.

6. Setelah itu dilanjutkan dengan membuat dialog dan mempraktekkannya dengan teman sebangku.
7. Setelah itu S dibagi lagi menjadi beberapa kelompok kecil (masing-masing kelompok 4 anak) untuk melakukan kegiatan Jumble words game. Bu R menjelaskan pada S bagaimana cara memainkan Jumble words game. Dan setelah mereka selesai menyusun menjadi sebuah dialog yang benar, mereka di suruh untuk maju ke depan mempraktikan dialog tersebut. Karena yang maju duluan akan mendapat point maka mereka berlomba-lomba untuk maju duluan.
8. Setelah itu S dibagi lagi menjadi 8 kelompok (masing-masing kelompok 4 anak tetapi diacak) untuk melakukan role-play.
9. Masing-masing anak menghapalkan peran masing-masing dan kemudian maju di depan kelas untuk bermain peran.
10. Setelah role-play selesai, Bu R memberikan feedback kepada siswa. Bu R memberikan feedback kepada siswa tentang kesalahan pronunciation dan beberapa abbreviations. Beberapa siswa melakukan kesalahan pada saat mereka mengucapkan kata *cuts /kʌt/* tetapi mereka mengucapkan */kut/, cute /kju☐t/* mereka mengucapkan /cu☐te/
11. Sebelum Bu R mengakhiri pelajaran, peneliti memberikan feedback kepada S "*what have we learnt today?*" kemudian para S menjawab "*congratulation*". Bu R bertanya kembali kepada S "*what kind of activity that uses congratulation*" ada S yang menjawab "*birthday party*" Bu R berkata "*good, what else?*" beberapa S yang menjawab "*graduation party*" peneliti berkata "*ya, kelulusan juga menggunakan congratulation,* dan Bu R menjawab "*good. Jadi udah mudeng ya tentang ekspresi Congratulation*" kemudian semua S menjawab "*sudah Bu*".
12. Bu R mengakhiri pertemuan hari ini dengan ucapan "*Good bye*" kemudian siswa menjawab "*Good bye*".

No   : FN. 19
Hari, tanggal   : Sabtu, 3 November 2012
Tempat   : Ruang tamu
Kegiatan   : Evaluasi 4th meeting cycle 2
Responden   : P   : Peneliti
                  Bu R : Bu Rini Utari

1. P dan Bu R mendiskusikan hasil penelitian yang telah berlangsung selama ini.
2. Setelah dilakukan evaluasi, P dan Bu R sepakat untuk mengakhiri penelitian pada Cycle II ini karena apa yang diharapkan sudah tercapai.

Observation Checklist Meeting 1

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

Observation Checklist Meeting 2

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

Observation Checklist Meeting 3

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

Observation Checklist Meeting 4

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

Interview Guidelines

For the English teacher

1. Bagaimana pendapat ibu tentang penerapan games untuk mengajarkan speaking kepada siswa?

2. Menurut ibu bagaimana aktivitas yang digunakan tadi?

3. Apakah ada yang perlu diperbaiki dalam penerapan teknik communicative games untuk mengajarkan speaking?

4. Bagaimana perkembangan kemampuan siswa setelah proses belajar speaking menggunakan communicative games tadi?

For the students

1. Menurut kamu penjelalasan tentang materi tadi? Sudah mengerti belum?

2. Apakah kamu senang belajar menggunakan games?

3. Apakah kamu merasa terbantu saat belajar dengan menggunakan games?

4. Menurut kamu aktivitas yang digunakan tadi menarik atau tidak? Kenapa?

5. Lebih suka aktivitas seperti apa dikelas saat belajar speaking? Games atau belajar menggunakan tehnik guru seperti biasanya?

Interview Transcript

Ijin Penelitian

Interview 1
P: Peneliti
KS: Kepala Sekolah

R   : "Selamat pagi pak."
KS   : "Selamat pagi mbak, ada yang bisa saya bantu."
R   : "Sebelumnya saya mau memperkenalkan diri, saya Rina Ambarsari dari UNY pak. Begini pak, maksud kedatangan saya kesini untuk melakukan penelitian di sekolah ini, kira-kira bapak mengijinkan tidak?"
KS   : "Oh, boleh saja mbak, kelas berapa yang mbak teliti?"
R   : "Kelas 8 pak, nanti saya hanya mengambil 1 kelas saja."
KS   : "Oh begitu, sudah ada surat ijin dari universitas?"
P   :" Ini pak surat ijinnya."
KS   : "Baik mbak, saya memberikan izin saudara untuk melakukan penelitian di sekolah ini."
P   : "Terima kasih pak untuk izin yang diberikan."
KS   : "Berapa lama ini rencananya penenlitian disini?"
P   : "Rencananya 2 cycle pak. Tapi sebelum saya penelitian saya mau observasi kelas dahulu pak."
KS   : " Ya kalau begitu, nanti mbaknya langsung ketemu dengan guru bahasa inggrisnya ya, namanya Bu Rini, nanti saya panggilkan."
R   : "Iya pak, terima kasih."

Interview 2
P: Peneliti
GBI: Guru Bahasa Inggris

P   : "Selamat pagi, Bu. Maaf, mengganggu ibu sebentar. Saya dari UNY jurusan Pendidikan Bahasa Inggris bermaksud penelitian di kelas yang ibu ajar."
GBI : "Oh iya, mbak Rina ya."
P   : "Iya bu, maaf bu saya baru bisa penelitian sekarang."
GBI : Terus rencananya bagaimana?"

Sebelum penelitian saya mau bertanya-tanya dulu tentang pembelajaran bahasa inggris khususnya kelas VII C. Ibu ada waktu sebentar?"

T : "Iya mbak, mari silahkan duduk disini."

R : "Iya bu. Menurut ibu apa saja sie kendala atau kesulitan dalam proses belajar mengajar bahasa inggris?"

T : "Kalau dari pengalaman saya selama ini ya mbak, prosesnya sudah lumayan baik. Ada beberapa kendala dalam mengajar, seperti faktor dari siswa, materi, media, fasilitas, bahkan teknik belajar. Kalau dari siswa memang masih banyak yang tidak suka dengan pelajaran bahasa inggris, kadang mereka malas untuk berbicara, takut dan malu juga. Kalu dari materi mungkin kita sudah cukup, ada yang dari buku paket, LKS, dan hand out. Kalau masalah media, agak kurang, paling cuma menampilkan gambar di kertas saja. Fasilitas juga kurang, belum ada LCD di setiap kelas. Kalau masalah teknik mungkin biasa saja, kadang siswa merasa bosan dengan aktivitas-aktivitasnya."

R : "Oh begitu ya bu, lalu bagaimana dengan proses pembelajaran berbicara di kelas ibu?"

T : "Sebenarnya selama ini saya jarang untuk mengajar yang fokus hanya pada berbicara, karena memang sulit untuk membuat para siswa berbicara. Mereka masih malu-malu dan ga berani berbicara banyak di depan kelas. Jadi kadang saya agak males untuk ngajar speaking."

R : "Selama ini, pembelajaran seperti apa yang ibu terapkan dalam mengajar speaking?"

T : "Ya biasanya saya kasih contoh dialog saja, lalu para siswa membaca dan memerankanya. Biasanya saya ambilkan dialog dari buku atau LKS saja mbak. Karena memang saya lebih fokus ke teori dibanding speaking, soalnya kan kalau di ujian ga ada speaking nya mbak, kita ngejar nilai dari teorinya gitu. Ya gitu-gitu aja mbak."

R : "Ohh seperti itu ya bu, lalu bagaimana tentang respon para siswanya? Terus apa hasilnya memuaskan?"

T : "Kebanyakan mereka masih ada yang malas dan malu-malu saat berbicara di depan kelas. Banyak dari mereka yang kurang greget dengan pengajaran speaking di kelas. Ini terbukti mereka lebih antusias untuk ngerjain soal dari pada ngomong."

R : "Uhm,berarti memang motivasi siswanya agak kurang ya bu?"

T : "Ya begitu mbak."

R : "Terus bagaimana dengan kemampuan berbicara siswa apakah sudah sesuai dengan harapan?"

T : "Ya belum sesuai harapan mbak. Anak-anak masih malu berbicara, cara menyusun kalimat juga kadang salah, cara pengucapan juga masih banyak kekurangan. Kalau mereka disuruh maju ke depan untuk berbicara juga kadang susah memerintahnya."

R : "Uhm, berarti bisa dibilang kalau kemampuan bicara siswa masih rendah ya bu?"

T : "Iya mbak, perlu ketekunan dan kesabarn untuk ngajarin mereka. Ya semoga saja mbak bisa membantu meningkatkan kemampuan anak-anak dalam berbicara."

R : "Iya bu, amin. Saya minta dibantu ya nanti bu. Kalau ada apa-apa tolong ibu beri masukan."

T : "Oh iya mbak saya siap membantu kapan saja."

R   : "Iya bu terima kasih. Ini infonya sudah cukup bu, terima kasih buat waktu ibu. Saya mau pamit dulu. Mari bu, selamat siang."

T   : "Iya mbak, selamat siang.

Observation

Interview 3

P: peneliti

S: siswa

P: Dik, boleh ngobrol ngobrol bentar gak?

S: Boleh mbak.

P: menurut adik tuh bahasa inggris tuh gimana?

S: wah susah mbak.

P: susah gimana?

S: soalnya gak tau apa yang dibicarakan sama gurunya.

P: oh, jadi gak dong sama bahasanya ya?

S: iya mbak, jadi kan susah buat memahaminya.

P: oh gitu ya? Makasih ya.

S: iya, sama sama

Interview 4

P: peneliti

S: siswa

P: menurut adik tuh pelajaran bahasa Inggris susah gak sih?

S: mmm...sedikit mbak.

P: lho sedikit gimana maksudnya?

S: ya sedikit, soalnya gak begitu menyenangkan sih pelajarannya.

P: terus gimana menurutmu biar pelajaran bahasa Inggris itu bisa menyenangkan?

S: kalau menurut saya sih diberi game atau belajar diluar kelas gitu miss biar gak bosen.

P: memangnya kalau pelajaran bahasa Inggris kaya gimana sih?

S: ya cuma gitu gitu aja mbak gak ada game jadi kan bosen lama lama kalau cuma LKS terus.

P: oh jadi pengennya ada game nya gitu ya?

S: iya miss biar seneng

Cycle 1 meeting 1

Interview 5

P: peneliti

S: siswa

P: gimana kegiatan gamenya tadi?

S: menyenangkan mbak.

P: kenapa?

S: kan permainan gitu mbak, sambil nyanyi bahasa inggris jadi beda pelajarnnya nggak seperti biasanya.

P: Emangnya bu guru ga pernah pakai media, seperti nyanyi gitu?
S: media paling gambar, kalau nyanyi belum.

Interview 6
P: peneliti
S: siswa

P: menurutmu gimana kegiatannya tadi?
S: asyik kak, ada games nya jadi gak bosen kalau belajar bahasa Inggris.
P : masih takut nggak kalau ngomong pakai bahasa Inggris?
S : dikit kak, tapi gak begitu takut kalau salah sih.
P : berarti seneng kan dengan kegiatan tadi?
S : iya kak. (mengangguk)

Interview 7
P: peneliti
S: siswa

P: Alfian, gimana pelajarannya tadi?
S: menyenangkan mbak.
P: kenapa?
S: soalnya jadi lebih gampang memahami pelajarannya mbak.
P: jadi lebih paham ya?
S: iya mbak, aku jadi seneng belajar bahasa Inggris.

Interview 8
P: peneliti
S: siswa

R: Hallo dik, namanya siapa?
S: Bening.
R:Aku mau Tanya, menurut adik gimana Bingo games tadi?
S: Asyik.
R: Masih takut gak kalau disuruh ngomong bahasa inggris?
S: Nggak.
R: Kenapa?
S: Karena sama teman.
R: Berarti senengkan sama kegiatan tadi?
S: Seneng.

Interview 9
P: peneliti
GBI: Guru Bahasa Inggris

P   : Bu, bagaimana tadi proses belajar mengajar di kelas?
GBI   : Saya kira untuk pengajaran tadi anak masih belum lancar. Kadang sudah dijelaskan tapi mereka belum mudeng. Mungkin karena saya belum terbiasa mempraktekkan atau mengaktifkan anak untuk speaking, mungkin juga karena belum jelas.
P   : Bagaimana penggunaan teknik BINGO games tadi? Apakah efektif untuk melatih anak speaking?
GBI   : Sebenarnya efektif, hanya anak karena sudah ketakutan jadi sasaran anak jangan sampai tertangkap bukan malah kepengen ketangkap biar mereka practice jadi masih perlu ditingkatkan keinginan mereka untuk mempraktekkan menggunakan ungkapan yang ada.

Cycle 1 meeting 2

Interview 10
P: peneliti
S: siswa

R: Gimana gamenya tadi, asyik gak?
S: Asyik.
R: Kenapa?
S: Mudah.
R: Bisa melatih kamu buat belajar speaking?
S: Bisa.

Interview 11
P: peneliti
S: siswa

R: Hi, aku mau Tanya-tanya boleh?
S: Boleh.
R: Gimana gamenya tadi?
S: Asyik kak.
R: Kalau yang suruh mensurvei agree disagree.
S: Itu asyik kak karena dapat melatih ekspresi agree and disagree.
R: Kalau vocabnya nambah ga?
S: Nambah.
R: Kamu jadi lebih pede ga ngomong bahasa inggris.
S: iya.
R: Ya sudah, makasih ya.
S: Iya.

Interview 12
P: peneliti
S: siswa

P : Dek Uus, gimana pelajaran tadi?
S : hmm.. asik mbak.
P : yang mana yang paling disukai?
S : yang suruh mensurvei tadi lho mbak.
P : kenapa?
S : ya kan kita bisa lebih mudah memahami pelajaran tentang ekspresi-ekspresi yang diajarkan tadi.
P : ada lagi?
S : terus pelajarannya kan beda kayak biasanya mbak, tadi kan harus muter-muter cari data yang setuju sama yang nggak setuju, jadi seneng aja soalnya gak cuma monoton aja gitu jadi kan menarik.

Interview 13
P: peneliti
GBI: Guru Bahasa Inggris

P   : Ibu, menurut ibu tadi kegiatan belajar dikelas bagaimana?
GBI   : Anak tadi lebih siap, lebih memperhatikan perintah di suruh apa, walaupun penggunaan ungkapannya mereka lebih sulit untuk menguasai. Lebih komplek disbanding dengan kemarin menanyakan pendapat karena ada tiga dan yang panjang-panjang terutama mereka yang belum ingat.
P   : Tapi mereka sudah lumayan meningkat speakingnya ya bu?
GBI   : Saya kira sudah, terutama anak puteri, untuk anak putera masih ngumpet-ngumpet untuk bisa ngomong bahasa Indonesia.

Interview 14
P: peneliti
GBI: Guru Bahasa Inggris

P   : Ibu, saran untuk pertemuan selanjutnya di cycle kedua apa ya bu?
GBI   : Mungkin karena ketidaklancaran karena mereka kurang kesempatan, jadi ugkin groupnya diperkecil,tadikan delapan sampai sepuluh anggotanya, jadi mungkin diperkecil.
P   : Oh begitu ya bu. Ya sudah terimakasih ya bu.

Cycle II meeting 3

Interview 15
P: peneliti
S: siswa

P: Dik bagaimana game tadi?
S: Seru.
P: Seru bagaimana?
S: Ya belajarnya jadi asyik aja ada gamenya.
Interview 16
P: peneliti
S: siswa

P: Dik bagaimana game tadi?
S: asyik.
P: Kenapa?
S: ehmm...itu mba, bisa belajar bahasa inggris tapi sambil bermain.
P: Apa kamu cuma seneng bermain-main aja?
S: Ya nggak mba, mudeng kok pelajarannya. Kalau ada gamenya jadi santai mba.

Interview 17
P: peneliti
S: siswa

P   : suka nggak dengan kegiatan tadi?
S   : suka mbak.
P   : kenapa?
S   : punya kesempatan buat ngomong pakai bahasa inggris.
P   : jadi meningkat ya kemampuan berbicara pakai bahasa Inggrisnya?
S   : iya mbak.

Interview 18
P: peneliti
GBI: Guru Bahasa Inggris

R   : Menurut ibu, bagaimana aktivitas tadi?
GBI   : Ya, tadi sudah disiapkan dengan cara *in pair* tapi juga berulang-ulang, sudah ada sedikit kemajuan. Kembali masih anak puteri yang lebih maju, anak putera kalau tidak diawasi menggunakan bahasa Indonesia kadang malah pakai bahasa jawa jadi masih belum menyadari bahwa *practice* itu penting dalam bahasa inggris.
R   : Tapi menurut ibu tadi apakah siswa sudah aktif dalam *English teaching learning process*?
GBI   : Karena kegiatan mereka harus bergerak, jadi lebih aktif dari sebelumnya karena juga hanya pengulangan-pengulangan kesulitannya mereka juga sedikit karena ada alat-alat yang digunakan untuk memancing biar mereka tidak *blank*.

R : Kalau masalah peningkatan speaking siswa apa sudah ada peningkatan?
GBI : Sudah ada peningkatan, tapi sedikit masih perlu usaha lagi.
R : Ya sudah bu, terimakasih.

Cycle II meeting 4
Interview 19
P: peneliti
S: siswa

P: Hi dek, namanya siapa?
S: Alfiah.
P: Gimana menurut adik aktivitas tadi? Senang gak?
S: Senang kak. Gamenya bisa melatih buat speaking terus kita bisa bermain peran di role-play.
P: Oh gitu, terus udah ada peningkatan belum speakingnya?
S: Ada kak. Jadi lebih bisa ngomong pakai bahasa inggris.
P: Terus, pronunciationnya gimana?
S: Ya jadi lebih bagus.

Interview 20
P: peneliti
S: siswa

R: Hi dik pipit.
S: Hi.
R: Selama ini kamu pakai game belajarnya bagaimana?
S: Jadi lebih asik, ga spaneng.
R: Kalau vocabnya nambah nggak?
S: Ya nambah, ada kata congratulation dan lain-lain.
R: Kalau dari materi yang diajarkan, bisa di pahami nggak?
S: Bisa. Kan lebih seru ada gamenya.
R: Kalau belajar pakai game menambah motivasi belajar kamu nggak?
S: Iya tentu.
R: Selama belajar pakai game speaking kamu meningkat nggak sejauh ini?
S: Iya menigkat.
R: Menurut kamu effektif nggak kalau speaking belajarnya pakai game?
S: Sangat efektif, kan lucu, seru-seru gitu.

Interview 21
P: peneliti
S: siswa

P : gimana menurutmu tentang aktivitas tadi?
S : seneng kak.

P   : kenapa?
S   : ya kan jadi berani ngomong pake bahasa Inggris.
P   : jadi lebih PD ya
S   : iya kak, jadi gak takut salah lagi dan lebih PD.

Interview 22
P: peneliti
GBI: Guru Bahasa Inggris

P   : Menurut ibu, bagaimana aktivitas tadi?
GBI   : Aktivitas tadi, saya kira lebih baik dari pada sebelumnya karena materi sudah disempitkan yaitu hanya congratulation. Mereka juga sudah berani mengajukan diri untuk maju kedepan, jadi lebih aktif.
P   : Untuk game-game yang digunakan selama ini bagaimana bu?
GBI   : Ya sudah mendorong mereka untuk berbicara bahasa inggris. Dari yang tidak mudeng saja akhirnya mau nyemplong "ini apa sih?" sehingga jadi tau, oh dia belum tau. Kalau kemarin-kemarin kan hanya diam nggak mau berbicara, tapi sekarang sudah mulai berani dan mereka dan lebih antusias untuk mempraktikkan. Saya kira sudah cukup, sudah bagus speakingnya.
P   : Kalau untuk materi mereka paham belum menurut pengamatan ibu?
GBI   : Menurut saya paham, karena tadi juga disempitkan hanya congratulation.
P   : Menurut ibu anak-anak sudah ada peningkatan baik speaking maupun pemahaman materi, berarti di *Cycle II* ini sudah berhasil ya bu?
GBI   : Iya sudah lumayan, mereka antusias juga, semangat juga dan berani mengajukan diri berbicara di depan. Ketika bermain role play mereka malah saya yang nomor 1, saya yang nomor 2, nomor 3. Saya kira sudah berhasil dan saya kira cukup sudah di cycle kedua ini.

Course Grid of Speaking Learning Process in Class VIII Students of SMP Negeri 2 Ambal in the Academic Year 2012/2013 through
Communicative Games

Cycle	Standard of Competency	Basic Competency	Indicators	Topic	Games	Language Focus	Media	Learning Activities	Time	Source
1 (1st meeting)	Expressing meaning of transactional and short oral interpersonal in daily life.	Understanding and responding in transactional (*to get things done*) and interpersonal (*socialization*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions of asking and giving opinion.	Students are able to: - Ask and answer some information orally about expressions of asking and giving opinion. - Respond to the expressions of asking and giving opinion. - Use the expressions of asking and giving opinion in	Time for holiday	Bingo game	**Expression of asking opinion:** - What your opinion of…? - What do you think about that…? - What do you think about the…? - Do you think…? **Expression of giving opinion:** - I think... - In my opinion… **Example of expression asking and giving opinions:**	- Pictures - Cards - a song	a. Opening • Greeting, • Asking the students condition • Saying a prayer • Checking the students' attendance b. Main Activity **Presentation:** • Asking questions based on topics. • Studying the dialogue. • Understanding the expression	2x40 minutes	- Priyana, Joko.2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional Hadfield, Jill. 1990. *Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd Relevant pictures

			the dialogue.			Nila : What do you think about Kasongan? Agus: I think it is a unique place.		of asking and giving opinion. **Practice:** • Completing dialogue and practice with your partner. **Production:** • Making a dialogue with their partner using expressions of asking and giving opinion based on the situations given. • Playing Bingo games.		

| 1 (2nd meeting) | Expressing meaning of transactional and short oral interpersonal in daily life. | Understanding and responding in transactional (*to get things done*) and interpersonal (*socialization*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions agreement and disagreement. | Students are able to:

- Ask and answer some information orally the expressions of agreement and disagreement.

- Respond to the expressions of agreement and disagreement.

- Use the expressions of agreement and disagreeme nt | Wonde rful places | Survey games | **Expression of agreement:**
- I agree with what you said.
- I agree with you.
- I agree...
- I am with you.
Expression of disagreement:
- Yes, I see but....
- I don't think so.
- I quite disagree.
- I am afraid I disagree with you.

Example of expressions of agreement and disagreement :
Marsal :
   Well, **I** | - Picture s
- Crossw ord puzzle | a. Opening
● Greeting,
● Asking the students condition
● Asking the students about previous lesson
● Checking the students' attendance
b. Main Activity
Presentation:
- Asking questions based on topics.
- Pronouncing some words and find the meaning.
- Studying the dialogue.
- Understanding the expressing | 2x40 minutes | Priyana, Joko.2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

Relevant pictures |

			nt in dialogue.				**must say that Bali is the most exciting place.** Martin: **Yes, I agree. Bali Island gave me an unforgettable experience**. I think I want to go there again.		agreement and disagreement. **Practice:** - Rearranging the sentence into a good dialogue. - Making the dialogues - Crossword puzzle **Production:** - Playing Survey games		
II (3rd meeting)	Expressing meaning of transactional and short oral interpersonal in daily life.	Understanding and responding in transactional (*to get things done*) and interpersonal (*socialization*) conversation using simple spoken language accurately, fluently, and understandably	- Students are able to recognize the expressions of giving, accepting, and refusing invitation. - Students	Let's Get The Party Started!	Invite your friends game	**Giving invitations:** · Would you like to come to........? · Wont you.....? · What about ....? · Come and ......? · Why don't you....?	- Pictures Cards	a. Opening ● Greeting, ● Asking the students condition ● Asking the students about previous lesson c. Main	2x40 minutes	Priyana, Joko.2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional Hadfield, Jill. 1990. *Intermediate*

| | | to communicate in daily life in the form of expressions giving, accepting, and refusing invitation . | are able to respond to the expressions of giving, accepting, and refusing invitation.

- Students are able to use the expressions of giving, accepting, and refusing invitation. | | | · D'you fancy coming along?
· Like to ......?

Accepting invitations:
· With pleasure.
· That would be very nice.
· That sounds a nice idea
· All right!
· I'd love to...I won't say no!

Declining an invitation:
· Thank you, but....
· I'd love to, but I think I'll be in somewhere else
· Sorry, I can't. But thanks anyway.
· I'm sorry, I don't think I | | Activity
Presentation:
- Asking question based on topic.
- Matching the word with the pictures.
- Studying the dialogue.
- Understanding expressing giving, accepting, and refusing invitation.

Practice:
- Completing the dialogue.
- Playing Invite your friend games

Production:
- Inviting their classmate. | | *Communicative Game*. Essex: Addison Wesley Longman Ltd

Relevant pictures |

						can. **Example of expressions of giving, accepting, and refusing invitation:** A : Hi, Guys. How's life? B : Just fine. Thanks. A : Oh, yeah. **Would you like to come to my wonderful party tonight?** B : **With pleasure. Thank you**. A : OK. See you this evening. B : See you.				

| II (4th meeting) | Expressing meaning of transactional and short oral interpersonal in daily life. | Understanding and responding in transactional (*to get things done*) and interpersonal (*socialization*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions congratulations. | - Students are able to recognize the expressions of congratulations.

 - Students are able to respond to the expressions of congratulations.

 - Students are able to use the expressions of congratulations. | Congratulations! | Jumble sentence games | **Congratulating someone:**
 - Congratulations on your 13th birthday.
 - Congratulations on your birthday.
 - Congratulations on winning the basketball competition.

 Responding Congratulations:
 ✓ Thank you.
 ✓ Oh, not really.

 Example to congratulate someone:
 Ferdi: Congratulations on your birthday. | - Pictures
 - Cards Birthday hats Birthday gifts
 - A birthday cake | a. Opening
 • Greeting,
 • Asking the students condition
 • Saying a prayer
 • Checking the attendance
 d. Main Activity
 Presentation:
 - Presenting the dialogs.
 - Studying the dialogue.
 - Understanding expressing giving, accepting, and refusing invitation.

 Practice:
 - Completing the dialogue. | 2x40 minutes | Priyana, Joko.2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

 Hadfield, Jill. 1990. *Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd

 Relevant pictures |

						Eli: Thank you.		- Playing Jumble words game **Production:** - Playing Role play.		

LESSON PLAN

Identity

School   : SMP Negeri 2 Ambal

Subject   : English

Class/ Semester: VIII/ 1

Skill   : Speaking

Time Allotment: 2 x 40 minutes

Standard of Competency: Expressing meaning of transactional and short oral interpersonal in daily life.

Basic Competence: Understanding and responding in transactional (*to get things done*) and interpersonal (to *socialize*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions of asking and giving opinion.

Objectives:

At the end of the lesson the students must be able to:

1. Recognize the expressions of asking and giving opinion.

2. Respond to the expressions of asking and giving opinion.

3. Use the expressions of asking and giving opinion correctly.

Indicators:

1. The students are able to recognize the expressions of asking and giving opinion.

2. The students are able to respond to the expressions of asking and giving opinion.

3. The students are able to use the expressions of asking and giving opinion.

Materials: Enclosure

Method:

PPP (Presentation-Practice-Production).

Teaching-Learning Activities

1. **Pre Teaching**
    - Greeting
    - Saying a prayer
    - Checking attendance list
    - Directing the students to listen the material that will be explained by the teacher.

2. **Main Teaching**

    - **Presentation**
    - The teacher asks some questions based on the topic orally. (Task 1)
    - The teacher presents the dialogues and asks the students to read it in front of the class. (Task 2)
    - The teacher explains the expressions of asking and giving opinion.

    - **Practice**
    - The students complete the dialogues and practice the dialogues with their partner. (Task 3)

    - **Production**
    - The teacher asks the students to make a dialogue based on the clues in the box using the expressions of asking and giving opinion. (Task 4)
    - The students play the Bingo game: (task 5)
      The students are grouped into two big groups. Both groups make a line (a snake) and each of them make a bridge (consist of two students). The snake will pass under the bridge singing "BINGO song". Each student who is trapped when the bridge is closed (in every end of the song), is given a picture (e.g. a picture of Malioboro) and should guess the expressions asking and giving opinion (e.g. What do you think about Malioboro?) the student who is trapped in the other bridge. The student who are trapped on the other bridge should

respond to it (e.g. I think Malioboro is a famous street in Jogjakarta), and vice versa.

Song:

There was a farmer had a dog.

And Bingo was his name-o.

B-I-N-G-O (3x)

And Bingo was his name-o.

3. Post teaching

- The teacher and the students summarize the materials.

Sources:

- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Hadfield, Jill. 1990. *Elementary Communicative Game*. Essex: Addison Wesley Longman Ltd
- Relevant Pictures

Speaking Assessment Rubric

No	Aspects	A range of score	Score
1	Pronunciation (speaking with quite rare errors pronunciation, good accent)	very good good moderate poor very poor	5 4 3 2 1
2	Fluency (speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	very good good moderate poor very poor	5 4 3 2 1
3	Vocabulary (rich of vocabulary, idioms either in formal or informal conversations, can understand the conversation)	very good good moderate poor very poor	5 4 3 2 1
4	Comprehension (understand any conversation context without repetition, slowed	very good good moderate	5 4 3

speech, or paraphrase)	poor	2
	very poor	1

(Brown: 2004, 172-173)

Kebumen, October 27th 2012

Teacher,   Researcher,

Rini Utari, S.Pd   Rina Ambarsari

Time for Holiday

Focus On Speaking.

TASK 1

Look at this picture. Then answer some question below orally.

1. Where did you spend your last holiday?
2. What do you think about the place?
3. How did the place look like?
4. How did you feel during your holiday?

TASK 2

Practice the following dialogue and pay attention to the underlined sentences.

Dialogue

Naila : What is your plan for the holiday next week?

Andi : Umm…. I have no idea. What about you?

Naila : I plan to go to Yogyakarta.

Andi : You went there last holiday, didn't you?

Naila : Yes I did. However, I haven't visited some places, like Kasongan and Kota Gede. Have you ever visited those places?

Andi : Of course. They were the main destinations when I went to Yogyakarta.

Naila : <u>What do you think about Kasongan</u>?

Andi : <u>I think it is a unique place.</u> It is a village where most of its people produce potteries and other art works.

Naila : That is sound interesting. <u>Do you think that Kota Gede is also interesting?</u>

Andi : <u>Yes, it's. Like Kasongan, many people produce art works</u>. However, they produce silver crafts. You won't be disappointed if you visit those places.

(Adapted from Scaffolding *English for grade VIII students*)

Look at the underlined sentences.

In the text above you find some utterance to expressions asking and giving opinion.

a. Utterance to express asking opinion
- What do you think about Kasongan?
- Do you think that Kota Gede is also interesting?

b. Utterance to express giving opinion
- I think it is a unique place.
- Yes, it's. Like Kasongan, many people produce art works.

Study the explanation below.

Expression of asking for and giving opinions:

Asking for opinions	Giving opinions
- What is your opinion of…? - What do you think about that…? - What do you think about the…? - Do you think…?	- I think... - In my opinion…

TASK 3

Complete the dialogues below using expressions asking and giving opinion. Practice the following dialogue with your partner.

1. Luna   : What do you think about Ambal beach?

    Sasa   :

2. Abam   : What is your opinion about people who throw rubbish in the sea?

    Tala   :

3. Desi   : Do you think that we spend our holiday in a supermarket is good?

    Dina   :

4. Trias   : What do you think about staying at home in holiday?

    Catur   :

TASK 4

Practice a dialogue with your partner based on the clues in the box and uses the expression asking and giving opinion.

Student A	Student B
Ask to students B about his or her opinions of: 1. SMPN 2 Ambal 2. Your classmate	Answer with these adjectives: 1. clean or good 2. handsome/ beautiful, diligent, and smart

TASK 5

Let's play Bingo game.

- **Make two big groups.**
- **Make a line (a snake) and each of the group make a bridge (consist of two students). The snake will pass the bridge singing "BINGO song".**
- **Each of the student who is caught in by the bridge (in every end of the song) is given a picture (e.g. a word of Malioboro) and should asking opinion (e.g. What do you think about Malioboro street?) to whom caught in the other bridge,**
- **The other student who is caught should respond to it (e.g. I think Malioboro is the famous street in Jogjakarta.), and vice versa.**

Example:

A   : What do you think about Mallioboro?

B   : I think Malioboro is the famous street in Jogjakarta.

LESSON PLAN

Identity

School   : SMP Negeri 2 Ambal

Subject   : English

Class/ Semester: VIII/ 1

Skill   : Speaking

Time Allotment: 2 x 40 minutes

Standard of Competency: Expressing meaning of transactional and short oral interpersonal in daily life.

Basic Competence: Understanding and responding in transactional (*to get things done*) and interpersonal (to *socialize*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions agreement and disagreement.

Objectives:

At the end of the lesson students must be able to:

1. Recognize the expressions of agreement and disagreement.
2. Respond to the expressions of agreement and disagreement.
3. Use the expressions of agreement and disagreement.

Indicators:

1. The students are able to recognize the expressions of agreement and disagreement.
2. The students are able to respond to the expressions of agreement and disagreement.
3. The students are able to use the expressions of agreement and disagreement.

Materials: Enclosure

Method:

PPP (Presentation-Practice-Production)

Teaching-Learning Activities

1. **Pre Teaching**
   - Greeting
   - Saying a prayer
   - Directing the students to listen the information of material that will be explained by the teacher.

2. **Main Teaching**
   - **Presentation**
     - The students answer some questions based on the picture orally. (Task 1)
     - The students pronounce some words and find the meaning. (Task 2)
     - The students study the expressions of agreement and disagreement.
     - The teacher explains how to use the expressions of agreement and disagreement. (task 3)
   - **Practice**
     - The students express whether they agree or disagree with the statements and then practice it like the example.(task 4)
     - The students rearrange the sentences into a good dialogue. (Task 5)
     - The students play a crossword puzzle. (task 6)
   - **Production (task 7)**
     - The teacher asks the students to move around the class to survey about their friend's agreement or disagreement related to the topic given.
     - The teacher asks the students to report the result of their survey in front of the class.

3. **Post teaching**
   - Summarizing the materials.

Sources

- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

- Relevant pictures

Speaking Assessment Rubric

No	Aspects	A range of score	Score
1	Pronunciation (speaking with quite rare errors pronunciation, good accent)	very good good moderate poor very poor	5 4 3 2 1
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3	Vocabulary (rich of vocabulary, idioms either in formal or informal conversations, can understand the conversation)	very good good moderate poor very poor	5 4 3 2 1
4	Comprehension (understand any conversation context without repetition, slowed speech, or paraphrase)	very good good moderate poor very poor	5 4 3 2 1

(Brown: 2004, 172-173)

Kebumen, October 29th , 2012

Teacher,   Researcher,

 Rini Utari, S.Pd   Rina Ambarsari

Wonderful Places

Focus On Speaking

TASK 1

Look at a photo below. Do you agree or disagree with these?

- What is the picture?
- Do you agree or disagree that the picture is a fantastic sight?
- Why you agree or disagree?

TASK 2

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronounce	Meaning
1. Experience	/ɪkˈspɪə.ri. ə n t s/	
2. Unforgettable	/ˈʌn.fəˈget.ə.bl̩/	
3. Beautiful	/ˈbjuː.tɪ.f ə l/	
4. Exciting	/ɪkˈsaɪ.tɪŋ/	
5. Famous	/ˈfeɪ.məs/	
6. History	/ˈhɪs.t ə r.i/	
7. Wonderful	/ˈwʌn.də.f ə l/	

Study the following dialogue carefully. Then study the explanations under the text.

Martin and all his classmates are going to Bali Island . Martin is chatting with his best friend, Marsal.

Martin : It's very exciting today.

Marsal : Yes, it is. I'm having so much fun.

Martin : Which is the most exciting place for you in Indonesia?

Marsal : Well, **I must say that Bali is the most exciting place.**

Martin : **Yes, I agree. Bali Island gave me an unforgettable experience**. I think I want to go there again.

Marsal : Yes, me too. By the way, What do you think about Jakarta?

Martin : I think Jakarta is beautiful too. **Do you agree with me?**

Marsal : **I do not agree with you, because Jakarta is very crowded.**

Study the following expression.

Expression Agreement	Expression Disagreement
I agree with what you said	Yes, but don't you think....?
Well, if you say so.	Yes, I see but....
I think you are right.	I don't think so.
I think so.	I quite disagree.
I agree with you.	I don't get along with that.
I agree...	I am afraid I disagree with you.
I am with you.	Sorry, I have to say "No".

In pairs. Express whether you agree or disagree with these statements. Look at the example. You may choose one of them. Then, perform it with your partner.

1. I hear Yogyakarta is one of the unique places in Indonesia.

    Alika   : Do you agree that Yogyakarta is one of the unique places in Indonesia?

    Miko   : Yes, I agree with you.

2. Borobudur is one of the history places in Indonesia.

3. Bandung is a boring place.

4. It is dangerous to swim in the Ambal beach.

5. Vander Wick is a historic fortress in Kebumen.

TASK 5

Arrange the following jumbled dialogue into it's correct order. Then practice it with a partner.

(….) Nicola : I went traveling with my parents.

(….) Feri   : Hi, Nicola. Long time no see you. Where have you been?

(….) Nicola : Hi, Feri.

(….) Feri   : Good for you. I think Amsterdam is a beautiful city.

(….) Nicola : Amsterdam.

(….) Feri   : Where did you go?

(….) Nicola   : I agree with you.

TASK 6

Find 7 wonderful places in Indonesia in the crossword puzzle below.

M	A	L	I	O	B	O	R	O	C
D	C	F	D	I	E	N	G	H	I
K	M	D	I	S	K	O	F	S	T
B	O	R	O	B	U	D	U	R	R
F	N	W	G	U	T	L	E	Z	S
I	A	N	M	S	A	N	U	R	T
Q	S	E	N	G	G	I	G	I	U
H	K	A	E	T	H	F	R	A	X

TASK 7

Let's play Survey games. Pay attention to the teacher.

- ▪ **Ask the students to prepare a piece of paper to write down the result of their survey.**
- ▪ **Every students in a group should survey about their agreement or disagreement about the topic given.**
- ▪ **Then, report the result in front of the class.**

LESSON PLAN

Identity

School : SMP Negeri 2 Ambal

Subject : English

Class/ Semester: VIII/ 1

Skill : Speaking

Time Allotment: 2 x 40 minutes

Standard of Competency: Expressing meaning of transactional and short oral interpersonal in daily life.

Basic Competence: Understanding and responding in transactional (*to get things done*) and interpersonal (to *socialize*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions giving, accepting, and refusing invitation.

Objectives:

At the end of the lesson the students must be able to:

1. Recognize the expressions of giving, accepting, and refusing invitation..
2. Respond to the expressions of giving, accepting, and refusing invitation.
3. Use the expressions of giving, accepting, and refusing invitation.

Indicators:

1. The students are able to recognize the expressions of giving, accepting, and refusing invitation.
2. The students are able to respond to the expressions of giving, accepting, and refusing invitation.
3. The students are able to use the expressions of giving, accepting, and refusing invitation.

Materials: Enclosure

Method:

 PPP (Presentation-Practice-Production)

Teaching-Learning Activities

1. **Pre Teaching**
   - Greeting
   - Saying a prayer
   - Directing the students listen to the information of material that will be explained by the teacher.

2. **Main Teaching**
   - **Presentation**
   - The students answer some questions based on the picture orally. (task 1)
   - The students match the picture with the word in the table. (task 2)
   - The students pronounce some words. (task 3)
   - The teacher presents a dialogue and asks the students to read it in front of the class. (task 4)
   - **Practice**
   - The students complete the dialogue. (task 5)
   - The students Invite your friends to come to the place mentioned in your card. Accept the invitation if the place is same.(task 6)
   - **Production (task 7)**
   - The students play "Invite your friend game". In this part, you will work in groups. One of you will get invitation card and the other will get today's schedule card. Make conversation using the expression inviting. (Give a respond by accepting or refusing invitation).
   -

3. Post teaching

- The teacher and the students conclude the materials.

- The teacher asks the students' difficulties in understanding the materials.

Sources

- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

- Hadfield, Jill. 1990. *Elementary Communicative Game*. Essex: Addison Wesley Longman Ltd

- Relevant Pictures

Speaking Assessment Rubric

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4	Comprehension (understand any conversation context without repetition, slowed speech, or paraphrase)	very good good moderate poor very poor	5 4 3 2 1

(Brown: 2004, 172-173)

Kebumen, November 1st,2012

Teacher   Researcher

Rini Utari, S.Pd   Rina Ambarsari

Let's Get the Party Started!

Focus On Speaking

TASK 1

Look at this picture. Then answer some question below orally.

- What picture is that?

- Have you ever go to this kind of party?

- Where did the party held?

- Why did you go to this party?

- What do you usually say to your friends if you are invited in her/his birthday party?

TASK 2

Below are things you commonly find at a party. Match the words with their pictures.

Balloons	Ribbon	Cake	candle
Invitation card	Present	Birthday hat	trumpet

1.

2.

_____   _____

2.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

TASK 3

Pronounce these words before you read and study about the invitation expressions.

Words	Pronounce
1. Birthday	/ˈbɜːθ.deɪ/
2. Pleasure	/ˈpleʒ.ə r /
3. Invitation	/ˌɪn.vɪˈteɪ.ʃ ə n/
4. Present	/ˈprez. ə nt/
5. Graduation	/ˌgrædʒ.uˈeɪ.ʃ ə n/
6. Farewell	/ˌfeəˈwel/

Study the following dialogue carefully.

Dialogue

A : Hi, Guys. How's life?

B : Just fine. Thanks.

A : Oh, yeah. **Would you like to come to my wonderful birthday party tonight?**

B : **With pleasure. Thank you**.

A : OK. See you this evening.

B : See you.

Study the expressions below.

Giving invitations	Accepting an invitation	Declining an invitation
• Would you like to come to........? • Wont you.....? • What about ....? • Come and ......? • Why don't you....? • D'you fancy coming along? • Like to ......?	• With pleasure. • That would be very nice. • That sounds a nice idea • Yes, I do. • All right! • I'd love to...I won't say no!	• Thank you, but.... • I'd love to, but I think I'll be in somewhere else • Sorry, I can't. But thanks anyway. • I'm sorry, I don't think I can.

Complete the following conversation with the expressions given in the box. Then, practice it with your partner.

Dhea : Hi, Jaka! How are you?

Jaka : _____.How about you?

Dhea : Very well, thanks._____

Jaka : That sounds a nice idea.

Dhea : Great!

Jaka : _____

Dhea : The party is at 7:00 so I will pick you up at 6:30.

Jaka :_____. Do I need to bring a present with me?

Dhea : No. I will take care of it.

Jaka : Okay. See you next Sunday.

Dhea   :_____.

> Okay
> See you
> Fine, thanks
> What time is the party?
> Would you like to go with me to Diana's Married party next Sunday?

TASK 6

Individually, you will get one of the following cards of place. Invite your friends to come to the place mentioned in your card. Accept the invitation if the place is same.

Wedding party	Lunch
Farewell party	Birthday party
Circumcision party	New year party
Dinner	Graduation party

TASK 7

Let's play Invite your friend game. In this part, you will work in groups. One of you will get invitation card and the other will get today's schedule card. Make conversation using the expression inviting. (Give a respond by accepting or refusing invitation).

INVITATION CARD	TODAY'S SCHEDULE
Invite your friend to go with you to your 13th birthday.	1. 07.00 – 15.00: At school 2. 15.00 – 16.00 : Doing homework 3. 16.00 – 17.30 : Join an extra course 4. 17.30 – 20.00 : Free

INVITATION CARD	TODAY'S SCHEDULE
Invite your friend to accompany you to lunch.	1. 07.00 – 14.00: At school 2. 14.00 – 15.00 : Take a nap 3. 15.00 – 16.00 : Free

	4. 17.30 - 20.00 : Going to ant's house

INVITATION CARD	TODAY'S SCHEDULE
Invite your friend to go to your graduation party.	1. 07.00 - 14.00: At school 2. 14.00 - 15.00 : Basket ball extra activity 3. 16.00 - 17.30 : Free 4. 17.30 - 20.00 : Join an extra course

INVITATION CARD	TODAY'S SCHEDULE
Invite your friend to go wedding party.	1. 07.00 - 14.30: At school 2. 14.30 - 16.00 : Free 3. 16.00 - 17.30 : Join an extra course 4. 17.30 - 20.00 : Going to Rita supermarket

LESSON PLAN

Identity

School   : SMP Negeri 2 Ambal

Subject   : English

Class/ Semester: VIII/ 1

Skill   : Speaking

Time Allotment: 2 x 40 minutes

Standard of Competency: Expressing meaning of transactional and short oral interpersonal in daily life.

Basic Competence: Understanding and responding in transactional (*to get things done*) and interpersonal (to *socialize*) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of expressions of congratulation.

Objectives:

At the end of the lesson the students must be able to:

1. Recognize the expressions of congratulation.
2. Respond to the expressions of congratulation.
3. Use the expressions of congratulation correctly.

Indicators:

1. The students are able to recognize the expressions of congratulation.
2. The students are able to respond to the expressions of congratulation.
3. The students are able to use the expressions of congratulation.

Materials: Enclosure

Method:

PPP (Presentation-Practice-Production).

Teaching-Learning Activities

1. **Pre Teaching**
   - Greeting
   - Saying a prayer
   - Checking attendance list
   - Directing the students to listen the material that will be explained by the teacher.

2. **Main Teaching**
   - **Presentation**
   - The teacher presents the dialogues and asks the students to read it in front of the class. (Task 1)
   - The teacher explains the expressions of congratulation.
   - **Practice**
   - The students complete the dialogues and practice the dialogues with their partner. (Task 2)
   - The students play jumble word game. (task 3)
   - **Production**
   - The teacher asks the students play role-play based on the conversation in the box using the expressions of congratulation. Then perform in front of the class.(Task 4)

3. **Post teaching**
   - The teacher and the students summarize the materials.
   - The teacher asks the students' opinion about the activities and asks them about the students' difficulties in understanding the materials.

Sources:

- Priyana, Joko.2008.*Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
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4	Comprehension (understand any conversation context without repetition, slowed speech, or paraphrase)	very good good moderate poor very poor	5 4 3 2 1

(Brown: 2004, 172-173)

Kebumen, November 3th, 2012

Teacher,   Researcher,

 Rini Utari, S.Pd   Rina Ambarsari

Congratulations!

Focus On Speaking.

Practice the following dialogue and pay attention to the underlined sentences.

Situation:

Elizabeth is celebrating her birthday with her classmate in her house.

Putri : Congratulations on your 13th birthday.

Elizabeth : Thank you.

Angelina : Look, Freedy is coming!

Putri : He looks so cute with his new hair cut.

Elizabeth : Yes, you are right.

Ferdy : Hi, Elizabeth. Congratulations on your birthday.

Elizabeth : Thank you. Congratulations on winning the basketball competition. You are the best captain we have.

Ferdy : Oh, not really.

Elizabeth : Anyway, let's start the party.

In the conversation above you find some expressions:

Congratulating Someone:

- ✓ Congratulations on your 13th birthday.
- ✓ Congratulations on your birthday.
- ✓ Congratulations on winning the basketball competition.

Responding Congratulations:

- ✓ Thank you.
- ✓ Oh, not really.

Study the explanation below.

Some expressions to congratulate other and their responses:

Congratulating	Responding to Congratulations
• Congratulations	• Thank you
• Well done.	• Oh, not really
• Happy Birthday	• Thanks
• Happy….	

Task 3

In pair, complete the dialogues and then practice with your partner.

Example:

Putri   : Congratulating on winning mathematic competition.

Ferdy   : Thank you

1.

Desi   :_____

Andi   : Thank you very much.

2.

Bayu   : I hear that you graduation last week.

Congratulations!

Eko   : _____

3.

Heni   :_____

Irfan   : Thank you.

Task 4

Let's play jumble words game. Rearrange some words into a good dialog.

Congratulations	on	your	winning	the	first	prize	of	the	English

competition	thank	You	A:	B:

Task 5

Let's do a role-play. Then, perform it in front of the class.

Situation:

Frans is celebrating her birthday with her classmate in her classroom.

Deni	: Congratulations on your 13th birthday.
Frans	: Thank you very much.
Deni	: Look, Fiqi is coming!
Frans	: He looks so cute with his new hair cut.
Deni	: Yes, you are right.
Fiqi	: Hi, Frans. Happy birthday. It a gift for you.
Frans	: Thanks. Let's start the party.
All	: (sing a song "happy birthday" and then Fiqi cuts a birthday cake)
Fiqi	: It is for you Deni.
Deni	: Thanks.
Frans	: Then, it for you Fiqi.
Fiqi	: Thank you Frans.

PICTURES

The students paid attention to the teacher's explanation.

The students were discussing their task in their own groups.

The students were playing "Bingo games" in the class enthusiastically.

Monitoring during the speaking learning process

The students were playing "Survey games" in the class enthusiastically.

The students were enthusiastic in doing the tasks cooperatively

The students were playing "Jumble word games" in the class enthusiastically.

The students were playing "Invite your games" enthusiastically.

The students were playing "Role-Play" enthusiastically.

PEMERINTAH KABUPATEN KEBUMEN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 2 AMBAL
Alamat : Sinungrejo, Ambal, Kebumen Telp. (0287) 5528055.Kode Pos 54392
Email.Smpn2ambal@gmail.com Web:Smpn2ambal.sch.id

Nomor	: 423.4 / 327.a	Ambal, 23 Oktober 2012
Lampiran	: -	
Perihal	: **Pemberian Ijin Penelitian**	

Yth. Rektor
Universitas Negeri Yogyakarta
Fakultas Bahasa dan Seni
di Yogyakarta

Menjawab surat Saudara Nomor : 1192a/UN.34.12/PP/X/2012 tanggal 3 Oktober 2012 tentang Permohonan Ijin Penelitian dengan ini kami memberikan ijin untuk mengadakan penelitian dengan judul : **Effort to Improve the Student's Speaking Skill in the English Teaching Learning Process through Communicative Games for Grade VIII of SMP Negeri 2 Ambal Kebumen**

kepada : Nama   : Rina Ambarsari

N I M   : 06202244122

Fak / Program Studi   : Pendidikan Bahasa Inggris

Waktu pelaksanaan   : Oktober s.d. Nopember 2012

Demikian ijin penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah

Drs. Wardoyo
NIP. 19640203 198703 1 004

PEMERINTAH KABUPATEN KEBUMEN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 2 AMBAL
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Email.Smpn2ambal@gmail.com Web:Smpn2ambal.sch.id

SURAT KETERANGAN
Nomor : 423.4 / 352

Kepala SMP Negeri 2 Ambal Kabupaten Kebumen Propinsi Jawa Tengah menerangkan bahwa :

Nama	:	Rina Ambarsari
NIM	:	06202244122
Fak / Program Studi	:	Pendidikan Bahasa Inggris

Bahwa Mahasiswa tersebut di atas telah mengadakan Penelitian dengan Judul : **Effort to Improve the Student's Speaking Skill in the English Teaching Learning Process through Communicative Games for Grade VIII of SMP Negeri 2 Ambal Kebumen**, pada bulan Oktober s.d. Nopember 2012.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Ambal, 6 Nopember 2012
Kepala Sekolah

Drs. Wardoyo
NIP. 19640203 198703 1 004