

**EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS  
USING COMMUNICATIVE GAMES AT GRADE 5 OF SD  
MUHAMMADIYAH PLEMBON, SENDANGSARI, MINGGIR, SLEMAN,  
YOGYAKARTA IN THE ACADEMIC  
YEAR OF 2010/2011**

**A THESIS**

Presented as Partial Fulfillment of the Requirements  
to Attain the Degree of *Sarjana Pendidikan* in English Education Department



By:

**Supriyadi**

04202241042

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF YOGYAKARTA

2011

**EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS  
USING COMMUNICATIVE GAMES AT GRADE 5 OF SD  
MUHAMMADIYAH PLEMBON, SENDANGSARI, MINGGIR, SLEMAN,  
YOGYAKARTA IN THE ACADEMIC  
YEAR OF 2010/2011**

**A THESIS**

Presented as Partial Fulfillment of the Requirements  
to Attain the Degree of *Sarjana Pendidikan* in English Education Department



By:

**Supriyadi**

04202241042

ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA

2011

**APPROVAL**

**EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS USING  
COMMUNICATIVE GAMES AT GRADE 5 OF SD MUHAMMADIYAH  
PLEMBON, SENDANGSARI, MINGGIR, SLEMAN, YOGYAKARTA IN THE  
ACADEMIC  
YEAR OF 2010/2011**

**A THESIS**



**By:**

**Supriyadi  
04202241042**

**Approved on 20<sup>th</sup> December 2011**

**First Consultant,**



**Drs. Abdul Ghani Johan, M. ED**  
**NIP: 19480722 197603 1 001**

**Second Consultant,**



**Lusi Nurhayati, M. App. Ling**  
**NIP: 19790205 200312 2 001**

## RATIFICATION

**Efforts to Improve the Speaking Learning Process Using Communicative Games at Grade 5 of SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman, Yogyakarta in the Academic Year of 2010/2011**

### A THESIS


By:

**Supriyadi**  
**04202241042**

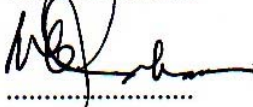
Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on January, 2012 and declared to have fulfilled the requirements to attain the *Sarjana Pendidikan* Degree in English Language Education

#### Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A. 

Secretary : Lusi Nurhayati, S. Pd., M. App. Ling. 

First Examiner : Dra. Nury Supriyanti, M. A. 

Second Examiner : Drs. Abdul Ghani Johan, M. ED. 

Yogyakarta, January 2012  
Faculty of Languages and Arts  
Yogyakarta State University



Dean,

  
**Prof. Dr. Zamzani, M. Pd.**  
**NIP. 19550505 198011 1 001**

## PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : **Supriyadi**  
NIM : 04202241042  
Jurusan : Pendidikan Bahasa Inggris – S1 Reguler  
Fakultas : Fakultas Bahasa dan Seni  
Judul Karya Ilmiah : **Efforts to Improve the Speaking Learning Process Using Communicative Games at Grade 5 of SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman, Yogyakarta in the Academic Year of 2010/2011**

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

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

Yogyakarta, 19 December 2011

Penulis,



Supriyadi

NIM: 04202241042

# DEDICATIONS

I lovingly dedicate this thesis to:

My beloved father and mother

My beloved brother and sisters

My beloved nieces

And

All of my friends

## MOTTOS

SUCCESSFUL MEN AND WOMEN KEEP MOVING. THEY MAKE  
MISTAKES, BUT THEY DON'T QUIT.  
(CONRAD HILTON)

Suatu pekerjaan yang tak kunjung bisa diselesaikan adalah pekerjaan  
yang tak kunjung pernah dimulai.  
(J. R. Tolkien)

"Selagi hidup, minumlah! Sekali mati, kau tak akan kembali lagi."  
(Umar Kayam)

Setelah kata kerja "mencintai", "membantu" adalah kata kerja yang  
paling indah di dunia ini !  
(Baroness Bertha von Suttner)

## ACKNOWLEDGEMENTS

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillah ya Robbal 'alamin, praise be to Allah.

I would like to express my gratitude to the first consultant, Drs. Abdul Ghani Johan, M. ED, and also to the second consultant, Lusi Nurhayati, M.App.Ling , who have provided continuous direction, guidance, help, and correction in the accomplishment of this thesis.

I also thank to the big family of SD Muhammadiyah Plembon, especially to the principal, Mr. Pardiyono, S. Pd, the English teacher, mbak Tutik, and all the grade 5 students.

I would like to express my appreciation to my family. First, I would like to thank my parents, father and mother who never stop praying for my success. Second, I would like to thank my nieces, Shofa, Khusna, and Dilla (So much inspiration I got from all of you. Sorry for not having a lot of time to play with you all). Third, I would like to thank my brother, mas Wid, and my sisters, mbak Titin and mbak Tri, who have given a lot of spirits to me in accomplishing this thesis.

Next, for my advisers; Yoggi, Murti, Mayo, and mbak Uswah. I would like to thank them for the advice given in finishing my thesis effectively. You are all awesome. Also, I would like to thank my best mates: Ani, Beth, Desty, Annis, Hamy, Hanafi, Rahmat, Agung, Agus, Adnan, Ria, and Tining (Thanks for the greatest moment). I would like to thank Azis and Yatno who have accompanied me in my hardest days. The last but not the least, I would like to thank Quantum Computer Rental for supporting me with the computers and printer.

I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, December 2011



Supriyadi  
04202241042

## TABLE OF CONTENTS

TITLE .....	i
APPROVAL.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i> .....	iv
DEDICATIONS .....	v
MOTTOS .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	ix
LIST OF APPENDICES.....	xiii
ABSTRACT.....	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Research .....	1
B. Identification of the Problem .....	3
C. Delimitation of the Problem .....	5
D. Formulation of the Problem .....	6
E. Objective of the Research .....	6
F. Significances of the Research .....	7
CHAPTER II	
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK .....	8
A. Literature Review .....	8
1. Teaching Speaking for Children .....	8
a. Definitions of Speaking.....	8
b. Difficulties in Speaking.....	10
c. Principles for Designing Speaking Techniques .....	10
d. Classroom Activities in Speaking Learning Process.....	11
e. The Teacher’s Roles in Teaching Speaking.....	15
2. Teaching Pronunciation.....	17
a. Problems in Pronunciation Teaching and Learning .....	17
b. When to Teach Pronunciation .....	18

c. Examples of Pronunciation Teaching .....	20
1) Working with sounds.....	20
2) Working with stress.....	20
3) Working with intonation .....	20
4) Sounds and Spelling .....	21
3. Describing Learners .....	21
a. Children Characteristics .....	21
b. Learners' Personality Factors.....	23
4. The Syllabus of Elementary School .....	29
5. Language Teaching Method.....	31
6. Communicative games .....	34
a. Definition of Games in Language Learning.....	34
b. The Advantages of Games in Language Learning .....	35
c. Teacher's Job in Implementing Games.....	35
d. Points to Consider in Implementing Games.....	39
e. Games for Teaching Speaking .....	42
B. Conceptual Framework .....	44
CHAPTER III RESEARCH METHOD .....	46
A. Type of the Research .....	46
B. Research Design.....	46
C. The Participants of the Research.....	47
D. Settings and Time of the Research .....	47
E. Procedure of the Research .....	48
1. Reconnaissance .....	48
2. Actions .....	49
F. Data Collection Technique .....	51
1. Research Instruments .....	51
2. Data Collecting .....	52
G. Data Analysis .....	52
H. Trustworthiness.....	53

CHAPTER IV RESEARCH PROCESS AND GENERAL FINDINGS .....	55
A. Reconnaissance .....	55
1. The Identification of the Problem .....	55
2. Weighing the Problems based on the Urgency Level .....	59
3. Selecting the Problems Based on the Feasibility to Solve .....	60
4. Pre-Requisite Analysis .....	60
5. Objective Analysis .....	62
6. Determining the Actions to solve the Field Problems.....	63
B. Report of Cycle I .....	65
1. Planning I .....	65
2. Actions and observation in cycle I.....	66
a. Implementing competitive games to introduce new vocabularies .....	67
1) Meeting I .....	67
2) Meeting II.....	68
b. Employing cooperative games for the production stage .....	71
1) Meeting I .....	71
2) Meeting II .....	72
c. Using Simple Classroom English during the Teaching and Learning .....	73
1) Meeting I .....	73
2) Meeting II .....	74
d. Using Media in the Teaching and Learning Process.....	75
1) Meeting I .....	75
2) Meeting II.....	75
e. Giving Reward to Gain the Students' Motivation.....	76
1) Meeting I .....	76
2) Meeting II.....	77
3. Reflection of Cycle I .....	79
C. Report of Cycle II.....	82
1. Planning II.....	82

2. Actions and observation in cycle II.....	83
a. Implementing competitive games to introduce new vocabularies .....	83
1) Meeting I .....	83
2) Meeting II.....	84
b. Employing cooperative games for the production stage .....	87
1) Meeting I .....	87
2) Meeting II .....	89
c. Using Simple Classroom English during the Teaching and Learning .....	91
1) Meeting I .....	91
2) Meeting II .....	92
d. Using More Media in the Teaching and Learning Process ....	93
1) Meeting I .....	93
2) Meeting II.....	93
e. Giving Reward Selectively to Gain the Students' Motivation	96
1) Meeting I .....	96
2) Meeting II.....	96
3. Reflection of Cycle II.....	97
D. General Finding .....	100
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION .....	106
A. Conclusion .....	106
B. Implication .....	110
C. Suggestion.....	113
BIBLIOGRAPHY .....	115
APPENDICES .....	117

## LIST OF APPENDICES

Appendix A : Course Grid .....	118
Appendix B : Lesson Plans .....	122
Appendix C : Table of Observation and Interview Guides .....	151
Appendix D : Field Notes .....	158
Appendix E : Interview Transcripts .....	188
Appendix F : Photographs .....	230
Appendix G : Media .....	235
Appendix H : Permission Letter .....	239

**EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS USING  
COMMUNICATIVE GAMES AT GRADE 5 OF SD MUHAMMADIYAH  
PLEMBON, SENDANGSARI, MINGGIR, SLEMAN, YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2010/2011**

By: Supriyadi  
NIM 04202241042

**ABSTRACT**

The objective of this research was to improve the speaking learning process of grade 5 of SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman, Yogyakarta in the academic year of 2010/2011. In this research, the researcher used communicative games to improve the speaking learning process.

This study is action research. The subjects of the research were the students of grade 5. The English teacher, the collaborator and school principal were the research member. The research steps were reconnaissance, planning, action and observation, then evaluation and reflection. The data were collected through observation in English teaching and learning process and interview with the research members. The instruments for collecting the data were a sound recorder, observation guidelines and interview guidelines. The data, in the form of field notes and interview transcripts, were selected based on the level of urgency and feasibility to get the most feasible problems to be solved. The data were analyzed qualitatively from the field notes and interview transcripts during the research. The research follows the criteria of validity proposed by Burns (1999) to fulfill the reliability and validity of the data. To deal with the problems, the researcher implemented communicative games as main activities, they were competitive games and cooperative games. The competitive games were *Clock race*, *Whisper Race*, and *Action Guessing game*. The cooperative games were *Big Clock Game*, *Magic Box Game*, and *Survey Game*. There were also three activities to support the actions, they were using simple classroom English during the teaching and learning; using media in the teaching and learning process; and giving reward to improve the students motivation.

In this research, the researcher conducted two cycles of actions. The result of the first cycle showed that the implementation of the competitive games were effective in improving speaking learning process and the implementation of cooperative games did not reach an optimum result in improving speaking learning process. There were some aspects that still need improvement. The use of media and reward could improve the students' motivation in joining the lesson. The result of second cycle showed that the implementation of competitive games, cooperative games, and the supporting activities could improve the speaking learning process. From the observation and interviews to the research members during the action, it was shown that there were some successful result, they were: (1) the speaking teaching and learning process was more active and enjoyable than the previous conditions; (2) the students were more enthusiastic and active in joining speaking activities; and (3) the students' self-confidence to speak English improved.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

English is a foreign language which is taught formally in junior high school and senior high school in Indonesia. Since 1994 English has become a local content subject in Elementary school. The purpose of teaching English in Elementary school is to introduce English as a foreign language to the students in order to develop their motivation to learn English well, so that they will have readiness and self-confidence with the basic introduction of English as a foreign language when they continue their study to the secondary school.

There are two objectives of teaching English as a local content subject at elementary school according to the 2006 curriculum. The first, it is aimed to provide the learners with abilities to develop communicative competence in the simple oral form to accompany the actions, or it is known as language accompanying actions, within the school context. Second, it is aimed to raise the learners' awareness of the nature and the importance of English in order to be ready in the global world competition.

Speaking is one of the important skills to be developed in English teaching and learning. Through speaking students learn to use the target language in communication orally to see the result of their learning of the previous skills, Brown (2001) states that the benchmark of successful acquisition of language is

almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speaker of language.

Speaking is the skill that requires a lot of practice where the English teacher should give more opportunities for the students to practice the language rather than explaining the grammar rules. However, according to Suyanto (2008: 57), most of English teaching and learning process in Indonesia is emphasized in introducing vocabulary, grammar, and less attention to the practice of speaking in the real life. Meanwhile, most of the students of elementary school are afraid to make mistakes in speaking practice and immediate needs of learning English is not well encouraged.

This condition also happened in the English teaching and learning process in SD Muhammadiyah Plembon. The students were not involved during the speaking learning process. One of students' difficulties was pronunciation, it was difficult for them to pronounce English words correctly which then make their self confidence decreased. As the result, they were afraid to speak English individually. Meanwhile, the teacher had difficulties in creating activities which able to make students confident to speak English individually during the lesson. She tended to teach English by explaining material to the students, asking them to imitate her model of pronunciation, and then asking them to do the exercises in their worksheet or LKS.

Based on the description of the problems above, it is necessary that the teacher needs to develop some activities to improve the speaking learning process.

The activities should involve the students actively by making them pay more attention to the lesson, confident to speak English individually during the learning process, and also motivated them to learn English more. That is why the researcher carried out an action research as an effort to improve the speaking learning process of SD Muhammadiyah Plembon.

### **B. Identification of the Problem**

To identify the problems in the field, the researcher has observed the speaking learning process in English teaching and learning at grade five of SD Muhammadiyah Plembon. Based on the interview with the teacher and the students, the researcher identified some problems in speaking learning process of English teaching learning. The problems identified by the researcher were related to the students and the teacher. The problems were:

1. The students were reluctant to speak English in individual performance
2. The students' concentration were easily distracted
3. The students' willingness in speaking learning process was low
4. The students' productivity in speaking learning process was low
5. The students tended to be noisy in finishing their task
6. The students' self confidence was low
7. The students did not like to speak English
8. It was difficult for the students to pronounce English words correctly

9. It was difficult for the students to ask and answer even simple questions in English during the lesson
10. It was difficult for the students to understand the teacher's explanation in English
11. The students' learning motivation was low
12. It was difficult for the students to memorize what they have learnt
13. The teacher did not implement various games during the main teaching and learning process.

Considering those problems, it can be concluded that the main problem that caused the ineffective teaching and learning activities during the speaking learning process was the uninteresting activities given to the students. If the teacher could find interesting activities which can encourage the students to focus on the activities to speak English confidently, the teaching learning process would improve.

There are several techniques that can be used by the teacher to improve the speaking learning process. Wright (1995) offers story telling as the activity that can be used in speaking learning process. He states that stories, which rely to much on words, offer a major and constant source of language experience for children. Stories are motivating, rich in language experience, and inexpensive. Surely, stories should be a central part of the work of all primary teachers while they are teaching the mother tongue or a foreign language.

Meanwhile, Paul (2003: 58) suggests using songs as a technique that can be used to teach speaking. He states that songs add a whole dimension to children's classes, and make it easier for the children to remember words and patterns and natural chunks of language. In another part, Paul also states that most children see life in terms of games, therefore he suggested giving games a central role in the class. Games provide a non-threatening environment for coping with new learning. When children are having fun, they are more likely to take risk, make mistakes without feeling of failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns.

In this research, the researcher would use the suitable technique to improve the speaking learning process at grade five of SD Muhammadiyah Plembon by considering the students' condition and characteristic.

### **C. Delimitation of the Problem**

Based on the discussion between the researcher and the English teacher of SD Muhammadiyah Plembon involved in this research, the problems found after the observations and interviews are reduced based on their urgency and feasibility. As the result, the most feasible problems of speaking learning process are:

1. The students were reluctant to speak English individually.
2. It was difficult for the students to pronounce English words correctly.
3. The students' self confidence was low.

4. The teacher did not implement various games during the main teaching and learning process.
5. The students' learning motivation was low.

As the researcher did not have access to obtain feasible facilities that are required to solve all problems, the researcher tried to identify feasible actions to improve the speaking learning process at grade five of SD Muhammadiyah Plembon. The researcher considered using communicative games as the main activities in the English teaching and learning. Paul (2003:49) states that most children see life in terms of games. He suggested giving games a central role in the class. It can prevent the students from being bored during the lesson and encourage them to speak English without having feeling of being forced by the teacher, and also maintain their motivation to involve in the learning process.

#### **D. Formulation of the Problem**

The problem of this research can be formulated as follows: how can the speaking learning process at grade five of SD Muhammadiyah Plembon be improved using communicative games?

#### **E. Objective of the Research**

The objective of this research is to improve the speaking learning process of at grade five of SD Muhammadiyah Plembon in the academic year of 2010/2011 using communicative games.

## **F. Significance of the Research**

### 1. Scientific significance

The research can be a reference on the significance of communicative games and give inspiration to other researcher in conducting other research studies in relation to the English teaching and learning in the elementary school.

### 2. Practical significance

#### a. For the school

The research can give inputs in the use of communicative games in the English teaching and learning process. Thus, the school principal may have a policy to facilitate the use of communicative games as one of the teaching and learning method in the school.

#### b. For the teachers

This research can provide the specific procedures of how to improve the speaking learning process using communicative games. It also can be used by English teacher in other schools as alternative solution to familiar problems that may exist in their school.

#### c. For the students

This research can give the students opportunities to improve their ability in speaking English. Students can enjoy their English learning in interesting ways and increase their learning motivation.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Teaching Speaking to Children**

###### **a. Definition of Speaking**

People speak in order to express their idea, their feeling or to respond to the others' talk. When the others can understand what has been talked, it means that the speakers get the meaning across. According to Cameron (2001: 40), speaking is the active use of language to express meaning so that other people can understand. To speak in the foreign language to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand.

Based on Clark and Clark (1977: 233) speaking is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them to get them to provide information. They request things to get them to do things for them, and they promise, bet, warn, and exclaim to affect them in still other ways.

Moreover, Brown (2001) also said that when someone can speak a language it means that he or she can carry on conversation reasonably

competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

Oral communication occurs between the speakers and the listeners. They give and accept the idea across. According to Nunan (1989: 32), successful oral communication involves:

- 1) The ability to articulate phonological features of the language comprehensibly
- 2) Mastery of stress, rhythm, intonation patterns
- 3) An acceptable degree of fluency
- 4) Transactional and interpersonal skills
- 5) Skills in taking short and long speaking turns
- 6) Skills in management of interaction
- 7) Skills in negotiating meaning
- 8) Conversational listening skills (successful conversations require good listeners as well as good speakers)
- 9) Skills in knowing about and negotiating purposes for conversations
- 10) Using appropriate conversational formulae and fillers.

Moreover, he states that the teacher can apply the *bottom-up/top-down* approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, suggest that the learners start with the larger chunks of language, which are embedded in meaningful context, and use their knowledge of the context to comprehend and use the smaller elements of language correctly.

From some definitions above it can be concluded that speaking ability is the ability or skill to use the language accurately in order to express ideas, feelings, or to deliver information to other people in life situation or conversation.

### **b. Difficulties in Speaking**

Some people prefer to keep silent when some others are speaking. They may feel doubt, afraid of making mistakes. Furthermore, they may also afraid of being judged as stupid people when they make mistakes during their talk. Therefore, according to Brown (2001), one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Teacher's job is to provide the kind of warm, embracing climate that encourages learners to speak.

He adds that the greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are activities in which collaborative participants engaged in a process of negotiation of meaning. Therefore, for the learner, the matter of what to say a tremendous task, -to be sure- is often eclipsed by conversation of how to say things, when to speak, and other discourse constraints.

### **c. Principles for Designing Speaking Techniques**

According to Paul (2003: 76), children can listen to English at home, read English at home, and even write English at home, but few of them have much

opportunity to speak English at home. If teachers want children to learn English, each of them must have many opportunities to speak during the lesson. They need practice, practice and practice.

To put children in effective speaking learning process, where they can practice effectively, there should be a good design of speaking techniques. Brown (2001) mentions some principles for designing speaking techniques.

- 1) Use techniques that cover the spectrum of learner needs, from language, based focus on accuracy to message based focus on interaction, meaning and fluency
- 2) Provide intrinsically motivating techniques
- 3) Encourage the use of authentic language in meaningful context
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the material link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies.

#### **d. Classroom activities in speaking learning process**

Speaking should be taught through communicative activities. Teachers should find the appropriate activities that can encourage students to involve themselves actively in the learning process. Being involved in the class activities and being able to communicate with other students' motivation in learning language can increase students' motivation in learning language. Brown (2001) states some types of classroom speaking performance, they are:

##### 1) Imitative

Drills offer an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or

grammatical. Drills offer limited practice through repetition. They allow one to focus on element of language in a controlled activity.

## 2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are 'going over' certain forms of language.

## 3) Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher -or students- initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

## 4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations for example, may have more of a negotiative nature to them than responsive speech does.

## 5) Interpersonal (dialogue)

Interpersonal dialogues carry out more for the purpose of maintaining social relationships than for the transmission of facts and information.

#### 6) Extensive (dialogue)

Learners at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Some teachers may feel it is necessary to do a lot choral drillings and mechanical pattern practices to give the children enough chances to speak, but this is not effective if we want the children to use English communicatively. They need to repeat patterns many times, and they can do this in meaningful ways. To have more information about speaking activities, we can refer to Harmer's suggestion. According to Harmer (2001), many of the classroom activities that are currently in use fall at or near the communication continuum. The following are some speaking activities we can apply:

##### 1) Acting from script

The teacher can ask the student to ask scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogue they have written themselves. This frequently involves them in coming out to the front of the class.

##### 2) Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one students has to talk to a

partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities or differences between pictures.

### 3) Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not anyway, confidence of the language they might use to say it. Many students feel extremely exposed in discussions situations.

The 'buzz group' is one way in which a teacher can avoid such difficulties. It is purposed to make students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole-class performance is reduced.

### 4) Prepared talks

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared; they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

#### 4) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns – and thus be situated.

#### 5) Simulation and Role play

Many students derive great benefit from simulation and role-play. Students ‘stimulate’ a real life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

### **e. The teachers’ roles in teaching speaking**

Teachers play an important role during teaching and learning process. Students cannot learn English without teachers’ guidance. Teachers should be active to motivate the student to learn English. The students need their teacher’s accompaniment in doing activities. Furthermore, children are those who like to get appraisal when they do something good. Here, teachers may respond to the students work. According to Harmer (2001), teachers need to play a number of

different roles during the speaking activities. The following are the teachers' role when we are trying to get the learners to speak fluently:

1) Prompter

Learners sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situation on their own, and indeed sometimes, this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively – without disrupting the discussion or forcing learners out of the role – it will stop the sense of frustration that some learners may feel when they come to a 'dead end' of language or ideas.

2) Participant

Teachers should be good animators when asking learners to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

3) Feedback provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

When the students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations.

When students have completed an activity it is vital that we allow them to access what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as the language used.

## **2. Teaching Pronunciation**

### **a. Problems in pronunciation teaching and learning**

In relation to the students' difficulty on pronunciation, Harmer (2001: 184) stated that there are two particular problems occur in much pronunciation teaching and learning they are:

#### a) What students can hear

Some students have great difficulty in hearing pronunciation features which we want them to reproduce. There are two ways in dealing with this: in the first place we can show students how sounds are made through demonstration, diagrams, and explanations. We can also draw the sounds to their attention every time they appear on a tape or in our conversation. In this way we

gradually train the students' ears. When they can hear correctly they are on the way to being able to speak correctly.

b) The intonation problems.

For many teachers, the most problematic area of pronunciation is intonation. Some of us (and many of our students) find it extremely difficult to hear 'tunes' or to identify the different patterns of rising and falling tones.

However, Harmer also adds that the key successful pronunciation teaching is not too much getting students to produce correct sounds or intonation tunes, but rather by having them to listen and notice how English spoken from radio, video tape or from the teacher themselves. The more aware they are, the greater the chance of their own intelligibly levels will rise.

### **b. When to teach pronunciation**

Harmer (2001: 186) states that just as with the aspects of language – grammar, vocabulary, etc. – teachers have to decide when to include pronunciation teaching into lesson sequences. There are a number of alternatives of time or session to teach pronunciation during the lesson, they are:

1) Whole lessons

Some teachers devote whole lesson sequences to pronunciation and some schools timetable pronunciation lessons at various stages during the week.

Though it would be difficult to spend a whole class period working on one or two sounds, it can make sense to work on connected speech concentrating on

stress and intonation over some forty-five minutes, provided that we follow normal planning principles.

Making pronunciation the main focus of a lesson does not mean that every minute of that lesson has to be spent on pronunciation work. Sometimes students may also listen to a longer tape, working on listening skills before moving to the pronunciation part of the sequence.

#### 2) Discrete slots

Some teachers insert shorts, separate bits of pronunciation work into lesson sequences. Such separate pronunciation slots can be extremely useful, and provide a welcome change of pace and activity during a lesson.

#### 3) Integrated phases

Many teachers get students to focus on pronunciation issues as an integral part of a lesson. Pronunciation teaching forms a part of many sequences where students study language form.

#### 4) Opportunistic teaching

Just as teachers may stray from their original plan when lesson realities make this inevitable, and teach vocabulary or grammar opportunistically because it has 'come up', so there are good reasons why we may want to stop what we are doing and spend a minute or two on some pronunciation issues that has arisen in the course of an activity.

Although whole pronunciation lessons may be an unaffordable luxury for classes under syllabus and timetable pressure, many teachers tackle pronunciation in a mixture of the ways suggested above.

### **c. Examples of pronunciation teaching**

According to Harmer (2001: 187) the areas of pronunciation which teachers need to draw the students' attention to include individual sounds they are having difficulty with, word and phrase/sentence stress, and intonation. He gives the examples of pronunciation teaching that touched all of those areas.

#### 1) Working with sounds

The teachers often ask students to focus on one particular sound. This allows teachers to demonstrate how it is made and show how it can be spelt – a major concern with English since there is a far less one-to-one correspondence between sound and spelling than there is in some other languages – especially Romance languages.

#### 2) Working with stress

Stress is important in individual words, in phrases, and in sentences. By shifting it around in a phrase or a sentence we can change emphasis or meaning.

#### 3) Working with intonation

The teachers need to draw the students' attention to the way teachers use changes in pitch to convey meaning, to reflect the thematic structure of what they are saying, and to convey mood. One simple way of doing this is to show

how many different meanings can be squeezed out of just one word such as *yes*. To do this teachers can get students to ask them any ‘yes/no’ question (e.g. *Are you happy?*) and answer *Yes* to it in a neutral way. Now teachers get them to ask question again.

#### 4) Sounds and spelling

Although there are many regularities in English spelling (such as word roots and grammatical endings) the fact that there is no complete one-to-one correspondence between letters and phonemes causes many problems for learners.

### 3. Describing learners

#### a. Children’s characteristics

Children are different from adults. This also in terms of how they respond to the teaching and learning process. They like to tell about anything around them. They like to talk about themselves. Harmer (2001) states that young children, especially those up to the age of nine or ten, learn differently from older children, adolescents, and adults in the following ways:

- They respond to the meaning even if they do not understand individual words
- They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught
- Their understanding comes just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with
- They generally display an enthusiasm for learning and curiosity about the world around them
- They have a need for individual attention and approval from the teacher

- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom
- They have a limited attention span unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Considering children's characteristics mentioned above, teachers should create interesting activities in which they can learn without getting bored in a short time since they have short attention span. The topic being discussed must be 'here and now' one because they learn more from the real things around them.

Some children are brave enough to say whether they like something or not. Sometimes they do it when the teaching and learning process is taking place. They may suddenly interrupt that they do not like the activity. As what has been listed by Scot and Ytreberg (1990), the following are some general characteristics of elementary school students.

- 1) Their basic concepts are formed. They have very decided views of the world
- 2) They can tell the difference between fact and fiction
- 3) They ask questions all the time
- 4) They rely on the spoken word as the physical word to convey and understand meaning
- 5) They are able to make decisions about their own learning
- 6) They have definite views about what they like and they do not like doing
- 7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions
- 8) They are able to work with others and learn from others.

In maximizing the teaching and learning process, teachers can give opportunities to children to decide together what activities they like to do. They

will find that they have the role in the teaching and learning process. Another point is that they can do activities and learn together with their friends.

### **b. Learners' Personality Factors**

According to Brown (2000: 142), in the affective domain of second language acquisition, the intrinsic side of affectivity is personality factors within a person that contribute in some way to the success of language learning. It is difficult to describe the affective domain scientifically because a large number of variables are implied in considering the emotional side of human behavior. Harmer also adds that systematic study of the role of personality in second language acquisition has already led to a greater understanding of the language learning process and to improved language teaching design.

#### **1) The affective domain**

According to Brown (2000: 143), affects refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.

Brown (2000) mentions the considerations of specific personality factors in human behavior and how they relate to second language acquisition.

### a) Self-esteem

Coopersmith in Brown (2000: 145) defines the self-esteem as a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys by others by verbal reports and other overt expressive behavior. People derive their sense of self-esteem from accumulation of experiences with themselves and with others and from assessments of the external world around them.

In Brown (2000) there are three general levels of self-esteem have been described in the literature to capture its multidimensionality.

- (1) General, or global, self-esteem is the general or prevailing assessment one makes of one's own worth over time and across a number of situation.
- (2) Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home or on certain relativity discretely defined traits, such as intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility.
- (3) Task self-esteem relates to particular tasks within specific situations. Tasks self-esteem might appropriately refer to one's self evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language, or even a special kind of classroom exercise.

### b) Inhibition

The concept of inhibition is closely related to and in some cases subsumed under the notion of self-esteem. All human beings, in their understanding of themselves, build sets of defenses to protect the ego.

According to Guiora and Ehrman in Brown (2000: 147) the human egos refers to as language ego or the very personal, egoistic nature of second language acquisition. Meaningful language acquisition involves some degree of identity conflict as language learners take on a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success.

### c) Risk-Taking

Brown (2000: 149) states that risk taking is an important characteristics of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

According to Brown (2000: 150) the silent student in the classroom is one who unwilling to appear foolish when mistakes are made. Self-esteem seems to be connected to a risk-taking factor; when those foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of being laughed at. To make the learners feel comfortable even when they make mistakes in teaching and learning process, Dufeu in Brown (2000: 150) suggests that one has to create a climate of acceptance that will

stimulate self-confidence, and encourage participants to experiment and to discover the target language, allowing themselves to take risks without feeling embarrassed.

d) Anxiety

According to Oxford (1999) in Brown (2000: 151) the research on anxiety suggests that, like self-esteem, anxiety can be experienced at various levels (Oxford 1999). At the deepest or global level, trait anxiety is more permanent predisposition to be anxious. Some momentary or situational level, state anxiety is experienced in relation to some particular event or act.

e) Empathy

In common terminology, empathy is the process of “putting yourself into someone else’s shoe, “of reaching beyond the self to understand what another person is feeling. It is probably the major factor in the harmonious coexistence of individuals in society. Language is one of the primary means of emphasizing, but nonverbal communication facilitates the process of emphasizing and must not be overlooked.

f) Extroversion

Extroversion is the extent to which a person has deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness *from other people* as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel “good.” According to Dewaele and Furnham in Brown (2000), extroversion may be a factor in the development of general oral

communicative competence, which requires face-to-face interaction, but not in listening, reading, and writing.

## **2) Motivation**

### **a) The definition of Motivation**

According to Brown (2000: 72) motivation is the extent to which one makes choices about: goals to pursue and the effort you will devote to that pursuit. Moreover, Brewster, et al (2000: 218) defines motivation as a set of beliefs, thoughts, and feelings that are turned into action.

In addition Cajkler and Addelman (2000) in Brewster (2000: 218) suggest that in order to keep the levels of motivation high, language teacher should be critical in selecting the activities and the tasks employed in the classroom. There are two key factors in motivating children. The first is how far the children expect to be successful in doing the task. The second is how far the children think about being successful in doing the task. In conclusion, students' motivation refers to a student's willingness, need, desire and compulsion to participate and to be successful in the learning process.

Related to children, Paul (2003: 23) proposes the important factors that influence children's motivation: the first factor is, home and friends. The attitude of friends and families can have a big effect on a child's motivation. If the student's parents encourage her or him to learn, she or he would more likely to be positive about learning. The second factor is transferability. This factors

will help children themselves if they can see how to transfer what they learn into other situation. Next is self-perception. In order to make the children motivated to learn actively, it is important that they have to perceive themselves as being successful. The fourth factor is the absence of extrinsic reward. Rewards tend to encourage children to learn as the aim as to get the rewards, not to achieve internal goals, so rewards may have an adverse effect on motivation. And the last factor is evaluation and threats. If children expect to be evaluated or feel they are being watched and checked up on, it is likely that they study for the sake of the evaluation, to avoid the threatened punishment, or to satisfy the adult watching them, and will lose some inner motivation to learn for its own sake.

### **b) Types of Motivation**

#### **(1) Intrinsic Motivation**

According to Harmer (2002: 51) intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make himself feel better.

#### **(2) Extrinsic Motivation**

Brown (2000: 164) states that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positives feedback.

According to Harmer (2002: 51) extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. In addition Anderson (1973: 123) states that motivation in learning can be identified from children behavior characteristics. They are: interest, attention, activity, concentration, and diligence.

#### **4. The syllabus of elementary schools**

In Indonesia, School Based Curriculums or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institution including *Sekolah Dasar*. The curriculum of primary school is different from that of the high school curriculum. The primary students are expected to have abilities to communicate and to improve their enthusiasm in learning a language. The article 6 subsection 6 of government laws no. 19, 2005 states that *kurikulum dan silabus SD/MI/SDLB/Paket A, atau bentuk lain yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan berhitung, serta kemampuan berkomunikasi*. (Primary school/Islamic Elementary School/Primary School for the Students with Special Needs/Package A or the same level institutions emphasizes the importance of reading and writing, counting, and communication abilities).

The English instruction in Indonesia aims to develop four skills those are; listening, speaking, reading and writing so that the graduates will be able to communicate each other in certain literacy. Those four levels of literacy are *performative, functional, informational, and epistemic*. At the *performative* level, learners are able to read, to write, to listen, and to speak within various symbols used. At the *functional* level, learners are able to practice the language in their daily life, such as reading the newspaper. At the level of *informational*, learners are able to access knowledge through their language ability, meanwhile at *epistemic* level learners are able to express knowledge to the target language (Wells,1987) cited in (Depdiknas, 2006: 402). In conclusion, the teaching learning process of the elementary school students has to be at the *performative* level.

According to Depdiknas (2006), establishing English as a local content subject in Elementary school aims to support the readiness of the elementary school graduates in facing the learning English process at the higher level (secondary school). In addition, English instruction in Elementary school is intended to develop language ability used to accompany the action or in other words called *language accompanying action*. In this case, English is used for interaction and it is characterized by “*here and now*”. The topics are all about things in a situational context. The young learners are required to interact in English to support their classroom activities. Meanwhile, the objectives of English subject in Primary School are:

- 1) The students should have the competence to develop the ability of communicating in the school context
- 2) The students should have the awareness of the importance of English in global.

## **5. Language Teaching Method**

Teaching English as a foreign language needs a set of methods, because learning foreign language is not an instant process. The method that is chosen by a teacher to be implemented in the teaching process might be different from one another. Brown (2000: 14) says:

“There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique, and every context is unique, your task as a teacher is to understand the properties of those relationships. Using a cautious, enlightened, eclectic approach, you can build a theory based on principles of second language learning and teaching.”

Before choosing a particular method for teaching foreign language, a teacher should consider the learners' background. Therefore, an observation towards the learners before a teacher conducts a class is needed for a teacher to provide a good learning condition. It is also important for a teacher to have a good relationship with his or her students. The way a teacher has relationship with students may be different from one to another.

### **a. Communicative Language Teaching**

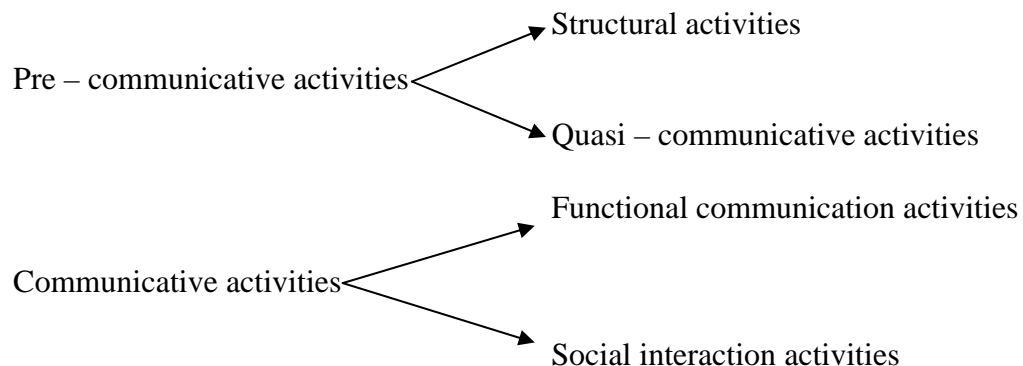
Communicative language teaching is best understood as an approach, not method (Brown. 2000: 266). Theoretically, approaches and methods are different.

Harmer (2001) defines approaches and methods as different terms. Harmer states that an approach describes how language is used and it offers a model of language competence, while a method is the practical realization of an approach. Meanwhile, Brown (2000: 169) defines a method as a plan for presentation of language based on an approach. In other words, a communicative language teaching can be said as a communicative approach.

In communicative approach, students should be involved actively in the process of teaching and learning. Harmer (2001) states that activities in a communicative approach involve students in the real communication while the grammar is less important than the communicative activities. However, it does not mean that grammar is not important in the teaching and learning process. The main point of the communicative approach is that the students are able to communicate actively in the real communication.

### **b. Methodological Framework of Communicative Approach**

Littlewood (1981: 85) proposes the methodological framework of communicative approach as follows:



### 1) Pre – communicative activities

In the pre – communicative activities the teacher isolates specific elements skill which compose communicative ability and give opportunities to practice them. Pre – communicative activities are focused on training the students the part – skills of communication rather than practicing the total skill to be acquired. On the other hand, the learners are expected to be able to produce language which is acceptable. These activities can be subcategorized as ‘quasi – communicative’ because they take account of communicative as well as structural facts about language. Meanwhile in ‘structural activities’, the students do not have to worry whether they really understand the meaning or not. The students’ activities are usually in the form of mechanical drills or learning verb paradigm.

### 2) Communication activities

In communicative activities, the learners have to apply the knowledge they have learnt in the pre-communicative activities. These activities are aimed for the students to use the language in the real communication or the replica of the real communication of meanings.

Thus, Littlewood distinguish the two subcategories based on the situation. In ‘functional communication activities’ the learners are placed in situation where they must perform a task by communicating as best as they can and the criterion for success is practical, that is how effectively the task performed. Meanwhile, in

‘social communication activities,’ the learners are encouraged to take account of the social context in which communication takes places.

## **6. Communicative Games**

### **a. Definition of games in language learning**

A game is an activity with rules, a goal and an element of fun (Hadfield, 1996: 4). According to him there are two kinds of game: competitive game and cooperative game. A competitive game is a game where the players or teams race to be the first to reach the goal, for example: bingo game and matching game. A cooperative game is a game where the players or teams work together towards a common goal, for example; guessing games and puzzle-solving games. The emphasis of such game is on successful communication rather than on correctness of language.

A game is the most effective and interesting activities to teach language to children. Paul (2003: 49) says that when playing, singing, and learning are integrated into a total learning experience, the combination is very powerful. Through interesting games the students will acquire the language unconsciously. Besides, children have a short attention span, so giving lively games in to classes will keep children alert and enjoy themselves. Therefore, by using communicative games and activities teachers can enjoy the success of being a teacher.

**b. The advantages of games in language learning**

Some teachers play the games in the end of the lesson. They give games as a kind of reward or may be refreshment to the students. Such teachers do not realize that games play an important role in child-centered lesson and make it possible for children to fully immerse themselves in learning. Teachers can take the benefits when playing games during the lesson.

Games provide a non-threatening environment for coping with new learning. When children are having fun, they are more likely to take risk, make mistakes without feeling or failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns. Paul (2003) adds that games are not simply for practicing language targets. They are where the most effective learning takes place. A child, who encounters new English words, expressions, or patterns while she is immersed in a game, is far more interested who receive from his/her teacher before the game.

**c. Teacher's jobs in implementing games**

It is essential that the children in the classes enjoy the games in a natural way and do not defer to us too much or play the games through us too much. We certainly do not need to step back and avoid being the focus of the activities. However, at the same time, we need to ensure that as much learning is happening as possible. Paul (2003) mentions seven main aspects which the teacher should do. Those are as follows.

a. Designing game

The teachers assess what the children need to learn in any particular lesson and design child-centered games where our lesson targets are achieved. The children may modify the games we design. This is definitely to be encouraged, just as long as the lesson targets are being learned.

b. Getting the pace right

The teachers try to consider the language sequence very carefully, and introduce targets the children are ready to learn, but our lesson may not always go according to plan. The teachers may need to intervene in games to help and give hints if the targets are too difficult, and make the targets a bit more difficult if the children are not being challenged to think. The teachers also need to ensure that as many of the children as possible understand the language targets in the games, and step in to help the children who are finding things difficult.

c. Answering question

The games are designed to make the children encounter new words and patterns and ask some questions. The teachers need to make themselves available to answer the children's questions when they do not understand. At first, teachers may need to point to themselves and encourage the children to ask them questions, but the aim is for the children to get used to asking teachers about things they do not understand or want to say in English in order to lay the games.

#### d. Extending the children's ability

The teachers need to step in to ensure the games are challenging the children to extend their ability while they are playing. They can do this in a number of ways:

- The teachers can add more difficult, but achievable, words and patterns as children play.
- The teachers can talk with children while they are playing, using language that is natural and understandable from the context.
- The children can help by scaffolding children's language as they play the games.
- The teachers can make funny sounds, often using a puppet or class mascot, when the children make key mistakes think they should reflect on.

#### e. Cheating creatively

When competitive games are played, some teams will be stronger than others, and teachers need to cheat in a playful way in order to ensure that all children have a good chance of doing well in the games. Here are some ways this can be done:

- Giving more hints or help to a team that is not winning.
- Giving more difficult language targets to a team that is doing well.
- Having more points for games later in a lesson, so that all teams have an equal chance to catch up.

- Being slow to answer questions from a strong team and quick to answer questions from a weaker team.
- In active games, “accidentally” interfering or bumping into the team that is stronger. It is amazing what teachers can get away with if they smile playfully.

f. Giving all children a chance

The teachers also need to make sure that individual children within a team are all enjoying themselves and getting enough chances to speak. The teachers may need to encourage children who have less confidence, rearrange the teams so they are not with children who may bully them or help them too much so they do not need to think, and teachers may need to cheat a bit to help individuals as well as teams.

g. Taking part

The teachers can join in the games and have a lot of fun themselves. If teachers do it, they need to make sure the children are not looking at them every time they do something in a game to see whether it is correct or whether it is what the teachers want them to do. If this happens, it is best if teachers step back and play with them on another occasion when they are more used to playing without depending on the teachers.

#### **d. Points to consider in games implementation**

According Lewis and Bedson (1999), there are some points to consider in implementing games. There are as follows.

##### **a. Safety**

Before choosing a game, teachers should consider the safety. Is the space big enough for a lively game? Can the children fall and injure themselves? Is the floor dirty and not fit for sitting on?

Safety is also a matter of central. The children must know their boundaries and respect your authority. If a class is particularly unruly teachers should consider leaving out activities which could lead to pushing or throwing objects. There are really question of common sense.

##### **b. A game must be more than fun**

All language games should be fun, but teachers have to keep the language component at the fore front of our planning. The teachers have to try and keep the focus on the same clearly recognizable objectives rather than jumping from theme to theme in order to introduce popular game.

##### **c. Play different games from lesson to lesson**

Children will always ask for their old favorites, but teachers should not give in. they call for games they know because they are familiar. However, one can have too much even of good thing. Therefore, teachers should not overdo a game, especially since many of games can be adapted for the use with various

themes and differing levels of ability. If a game is over-used on one level, it will be difficult to motivate the children to try it another way.

d. Vary the order in which we play the games.

While a certain amount of routine in a lesson is useful, since children like to know what's going on, too much predictability will stifle a class as much as playing the same game over and over again. The teachers have to avoid the repetitive trap of song-drill-game-craft, song-drill-game-craft. They have to mix things up a bit. They have to surprise the children from time to time. They have to sketch out lessons as mind maps instead of linear progressions can help them move away from static lesson plans while keeping the focus of the lesson clearly insight. In this way, teachers can insert the game when energy and understanding are at their best.

e. Always end an activity when the fun is still at its peak

It is very important not to play a game for too long. Children will begin to lose interest and wander off. Chaos may ensue.

Finding the right moment to switch activities is not easy. Each child has a different attention span. Therefore, it is important that teachers have extra material for children who finish an activity quickly or who do not seem interested in continuing to play. The teachers have to give them a job to do, like shuffling then cards or doing the calling for 'Bingo'. If a child still wants out, teachers have to let him or her go. If a child is very unruly and disturbs the rest of the group teachers may also want to consider introducing a time-out chair,

off to the side, where the children can go to calm down without losing touch with the group activity. The teacher have to be careful when excluding a child in this way. The time out chair can sometimes cause a child to play up to get attention, disturbing our game even more. So, teachers have to decide for each individual class and child.

f. Think ahead

Children are relentlessly honest critics who expect us, the teacher, to know everything. If teachers mix up the rules or get flustered, the children will rebel. The class can collapse in mayhem. With younger children teachers have no time to pause, rethink and recognize if they teach classes of teenagers or young adults. To avoid such problems, teachers can have test-play games themselves or with friends before introducing them into the English lesson.

If we have asked the children to bring materials, be sure to have a lot of extra ourselves. Children will forget. We have to try and get into our classroom before the children arrive. We can choose a table to one side and lay out everything we need before we start.

If teachers have the opportunity to arrange the room in their own way, dividing it into a sitting area and an empty space, perhaps with a carpet to sit on, is a good idea. This way, teachers can move between activities without having to interrupt the flow of the lesson.

g. Making games into part of syllabus.

Game creation involves many skills as well as active decision making on the part of the children. It is a rich field in which to practice some basic English. Creating games is also an excellent craft activity and can involve a lot of language use. The children make their own dice, create cards, and, of course, design a game board based on rules they have agreed upon.

**e. Games for teaching speaking**

Children have their own favorite activities. Some of them like to do the activities that the others do not. In playing the games too, they have different choice of games. Therefore, it is the teachers' job to enrich themselves with the knowledge of various games and the objectives of each game.

Concerning speaking activities, Klippel (1984) suggest some communication fluency activities for language teaching. They are as follows:

- a. Questions and answer
  - 1) Warming up activities
  - 2) Interviews
  - 3) Guessing games
  - 4) Jigsaw activities
  - 5) Questioning activities
- b. Discussions and decisions
  - 1) Ranking activities
  - 2) Discussions games
  - 3) Values clarification techniques
  - 4) Thanking strategies
  - 5) Problem solving activities
- c. Stories and scenes
  - 1) Miming
  - 2) Role play and Simulation
  - 3) Stories

The following is the list of games taken “Games for Children” by Lewis with Bedson (1999) considered suitable to be used to teach speaking in speaking learning process.

No.	Activity	Aim
1.	Blind date	Asking questions.
2.	Picture identity cards	Describing people.
3.	Magic matchbox	Questions and answers with <i>There is/There are ...</i>
4.	Monster waltz	Describing pictures, fast drawing.
5.	Wacky art competition	Imperative; describing pictures; drawing.
6.	Magazine flip	Describing people; present participle.
7.	Fashion show	Describing people and clothes.
8.	Fast, freaky animals	Describing pictures with question <i>Is it a ...?</i> and answer <i>Yes, it is/ No, it isn't.</i>
9.	Animal posters	Describing pictures with question <i>Is it a ...?</i> , and answer <i>It feels like ...</i> , directions; possessives.
10.	The “Do you like” game.	Questions and answers with <i>Do you like ... Yes, I do/ No, I don't/ Can you ... ?</i>
11.	May I take you order.	Request <i>May I help you?</i> ; Food
12.	Shopping spree	Giving information with <i>I want/ I don't want to buy...</i>
13.	Questions and answer search.	Questions and answers
14.	Back writing	Spelling; word recognition <i>I think you're writing ..., Yes, I am/ No, I'm not.</i>

When teachers have adequate knowledge about games, they will be able to use the games wisely together with other activities. Since not all students prefer to play games than sit on their chair reading their book, teacher should be able to create the activities in which all students enjoy their learning.

## **B. Conceptual frame work**

Learning English as a foreign language is not easy for children for they cannot learn it instantly. The important part of mastering a language is the process of learning. Learning to speak English requires a lot of practices in the process. Therefore, a speaking learning process is said to be good if the teachers give enough opportunity for students to practice the words or language patterns they have learnt. Giving enough opportunity means giving activities that can bring the students to a good situation where they could speak spontaneously and communicatively. The activities given must be fun and well organized.

In this research, the researcher decided to use communicative games as the basic actions to be the main activities of teaching and learning process. In cycle 1 the researcher implemented two actions, they were implementing competitive to introduce new vocabularies and employing cooperative games in production stages; and also did three supporting activities, they were using simple classroom English during the teaching and learning; using media in the teaching and learning process; and giving reward to gain the students motivation.

The first action was implementing competitive games which focused on accuracy. It was aimed to introduce new vocabularies the students will learn, to train the students to practice their pronunciation during the teaching and learning process, to rise their confidence in speaking practice, and to gain their learning motivation as they could get reward by compete with their friends in pronouncing English words correctly.

The second action was employing cooperative games for production stage. It focused on fluency and collaboration with others where communication activity occurred. It was aimed to give opportunity for students to practice the vocabularies they have learnt before in simple conversations during the speaking and learning process. It was expected to help them practice to speak English individually through simple conversations with their friends.

In cycle 2, the researcher still did the same actions, they were implementing competitive games to introduce new vocabularies and employing cooperative games in production stages with some improvement on the learning materials. There were also improvement on the supporting activities; they were classroom English with more gestures, using more media, and be selective in giving the rewards.

It was expected that communicative games could make the students learn the target language without feeling that they are forced to learn it. Learners can feel relaxed and have fun with learning English through game. Furthermore, if communicative games implemented as the main teaching and learning activities, they can improve the speaking learning process.

## **CHAPTER III RESEARCH METHOD**

### **A. Type of the Research**

This research is an action research study in a natural setting. Burns (1999) defines action research as the application of fact finding to practical problem solving in a social situation by involving the collaboration and corporation of researcher, practitioners and laymens. She also adds that action research is contextual, small-scale and localized. It implies that in doing action research, a researcher identifies and investigates in a specific situation. And the purpose of the action research is to make changes and improvements.

### **B. Research Design**

The research on improving the speaking learning process using communicative games at grade five of SD Muhammadiyah Plembon focused on the efforts to improve the real condition of the English teaching and learning process.

The research was conducted collaboratively with the headmaster, the English teacher, a collaborator, and the students of grade five at SD Muhammadiyah Plembon to change what was going on in the classroom by formulating the problems, planning and carrying out the actions and reflecting the actions. The two important factors that can influence the success of the research

are discussion and collaboration among all participants. The action research study conducted through the process below.

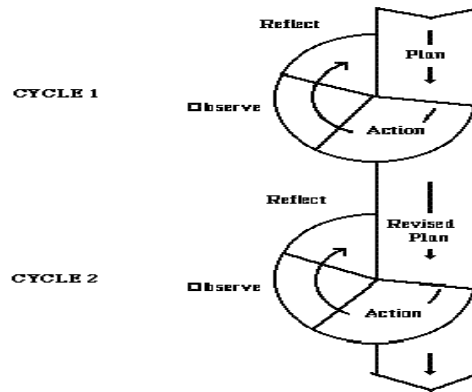


Figure: The action research cycles

### C. The Participants of the Research

The participants of this research were the researcher, a collaborator; the English teacher; the head master, and the students of grade five at SD Muhammadiyah Plembon in the academic year of 2010/2011. The class has 12 male students and 5 female students. The students were up to ten years old. Most of them came from low economic family background. Most of their parents work as farmer.

### D. Setting and Time of the Research

The research study was conducted in SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman. This school has 6 classrooms, a kindergarten class, a headmaster's room, teachers' room, a mosque, a medical room, a ware house, a

canteen, a play ground for kindergarten students, a school yard, two toilets and a library. The average number of the students in each class is about 20 students.

In SD Muhammadiyah Plembon, English is taught from grade I up to VI. For the grade V, the English class was held once a week, every Thursday for about 2 x 35 minutes. It was from 08.10 up to 09.20 am. The teacher took the material for the teaching learning process from the book entitled *Let's Make Friend with English* published by Erlangga, and students' worksheet or LKS published by Larasukma.

The research was carried out in the first semester in the academic year of 2010/2011. It was from November to December 2010. The class was held once a week, every Thursday. The duration was 2 x 35 minutes for one meeting. It was from 08.10 up to 09.20 am.

## **E. Procedure of the Research**

### **a. Reconnaissance**

To identify the existing problems in the English teaching and learning process of grade five at SD Muhammadiyah Plembon, the researcher conducted some activities. They were observing the teaching and learning process, conducting interviews with some students of grade five and the English teacher, and holding discussions with the English teacher and the headmaster.

Based on the discussion between the researcher and the English teacher of SD Muhammadiyah Plembon involved in this research, the problems found after

the observations and interviews are reduced based on their urgency and feasibility.

As the result, the most feasible problems of speaking learning process are:

1. The students were reluctant to speak English in individual performance.
2. It was difficult for the students to pronounce English words correctly
3. The students' self confidence was low
4. The teacher did not implement various games during the main teaching and learning process
5. The students' learning motivation was low.

#### **b. Actions**

##### 1. Planning

After identifying the problems, the researcher and the English teacher discussed some actions as the efforts to improve the speaking learning process.

The researcher decided to use communicative games as the basic of the actions.

Based on the result of the discussion, the actions were as follows:

- a. Implementing competitive games to introduce new vocabularies.
- b. Employing cooperative games for the production stage.

In addition, the researcher was also did three supporting activities. Those activities were:

- a. Using simple classroom English during the teaching and learning.
- b. Using media in the teaching and learning process, and
- c. Giving rewards to gain the students motivation.

## 2. Implementation

The researcher implemented the actions planned. The actions were implemented in two cycles. Each cycle was done in two meetings. The topics used were adapted from *Let's Make Friend With English*. To find the problems and to see how the actions implemented and the students' reactions, the researcher and a collaborator observed and recorded the teaching and learning process and also interviewed some students of grade five after the action had been done.

## 3. Evaluation

Based on the observation, field note, and interviews; the research members discussed the implemented actions and analyzed the result. The result of discussions was used as an evaluation that would be used to improve the next actions.

## 4. Reflection

The researcher with research members made reflections every time after the implementation of the actions. The reflection was carried out by discussing the problems and the successes actions during the implementation. The successful actions would be continued in the next teaching and learning process, but the unsuccessful actions would be modified into ones that more suitable.

The reflection was done by analyzing the field notes and interviews with the students, collaborator and the English teacher. They gave their comments of the actions done. The result of the reflection was used to see what happened in the

actions, to see whether the objectives were achieved or not and to improve the next actions in the second cycle.

## **F. Data Collection Technique**

### **1. Research Instruments**

The instruments of the data collection are:

#### a. Observation checklist

The observation checklist functioned as the guidelines for collecting the information of teaching learning process in the classroom that observed by the researcher.

#### b. Field notes

The researcher recorded his observation during the implementation by writing field notes. The field notes contain record of all events that happened in the classroom.

#### c. Interview Guide

The interview guide functioned to guide the researcher in interviewing the research members after the English lesson.

#### d. Audio and Audio-visual recorder

In the process of interview, the researcher used a sound recorder to interview the research members. To record visually and audio-visually all the events that happened in the classroom during the teaching and learning process, the researcher used a digital camera.

## **2. Data Collecting**

The data collected in this research were qualitative in nature. They obtained by interviewing the students, English teacher, and collaborator; doing observations during the teaching and learning process; and holding discussions with the English teacher, collaborator, and the school principal. The data were in the form of field notes and interview transcripts contain the research members' opinions and ideas of the teaching and learning process.

## **G. Data Analysis**

The data were analyzed from the field notes and the interview transcripts during the research. The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher got authentic data, which can help him in interpreting the data. The researcher followed the criteria of validity proposed by Burns (1999: 161 – 162) to assess the validity and the reliability of the data. The criteria validity consists of democratic validity, result validity, catalytic and dialogic validity.

1. Democratic validity is related to the stakeholders' chances to give their personal opinions, ideas, and comments about the implication of action research. The democratic validity was fulfilled by having discussions with the research members, namely the students, the English teacher, the collaborator, and the school principals. During the discussions, they were given ample

opportunity to give their ideas, comments, and suggestions toward the research.

2. Outcome validity is related to notions of actions leading the outcomes that are successful within the research context. The outcome validity was assessed when the researcher found that the actions done lead to findings that solve the problems.
3. Process validity is related to the criterion to make the action research believable. To fulfill the process validity, the researcher examined the data and identified whether participants were able to go on learning from the process. The researcher modified the strategies when he found that the data did not answer the questions.
4. Catalytic validity is related to the response of the stakeholders towards the changes occurring during the actions. To assess the catalytic validity the researcher identified the changes occurring during and after the actions done.
5. Dialogic validity is the process of peer review that is commonly used in academic research. This dialogic validity was fulfilled by having dialogues with the collaborator, the English teacher, and the school principal.

## **H. Trustworthiness**

To obtain the trustworthiness, the researcher applied triangulation. Burns (1999: 163) states that triangulation is one of the most commonly used and best known ways of checking for validity. It is aimed to gather multiple perspectives on

the situation being studied. In addition Burns also states that triangulation is a way of arguing that if different method of investigation produce the same result then the data are likely to be valid.

The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other notes that related to the data such as notes of students' achievement and errors during the process. The researcher took field notes of what he did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what the researcher wanted to do in the class. After that, the researcher interviewed the students to know what they felt during the class activities. From the interview transcript, it could be shown the progress of the implementation given. The researcher also interviewed the teacher and the observer to get some comments, perceptions and suggestion about the action.

## **CHAPTER IV**

### **THE RESEARCH PROCESS AND GENERAL FINDINGS**

As mentioned in the previous chapter, this research was English classroom research which was aimed to improve the speaking learning process of students in grade five of SD Muhammadiyah Plembon. The method used was using communicative games as the main activities of teaching and learning process. The communicative games implemented in this research were in the form of competitive games to drill the material and cooperative games for production stage. Those games were combined with various media and activities to support the improvement of speaking learning process.

The research consist of four steps. They are reconnaissance, planning, action and observation, then evaluation and reflection.

#### **A. Reconnaissance**

##### **1. The Identification of the Problems**

To identify the problems, the researcher did some observations of the English teaching and learning process of grade five. Beside doing some observation of English teaching and learning process at grade five, the researcher also interviewed the students of grade five and research team members in SD Muhammadiyah Plembon in order to get some input about their opinions concerning the weakness, obstacles and suggestions related to the English teaching and learning process.

Based on the interviews and observations during the English teaching and learning process at grade five of SD Muhammadiyah Plembon, the researcher identified some problems as follows.

Table 1. Field problems of English teaching and learning process at grade five of SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman, Yogyakarta.

No.	Problems	Code
1.	The students were reluctant to speak English in individual performance.	S
2.	The students' concentration were easily distracted.	S
3.	The students' willingness in speaking learning process was low.	S
4.	The students' productivity in speaking learning process was low.	S
5.	It was difficult for the students to pronounce English words correctly.	S
6.	The students tended to be noisy in finishing their tasks.	S
7.	The students' self confidence was low.	S
8.	The students did not like to speak English.	S
9.	It was difficult for the students to ask and answer even simple questions in English during the lesson.	S
10.	It was difficult for the students to understand the teacher's explanation in English.	T
11.	Games were rarely applied in English teaching and learning process.	TM
12.	The students' learning motivation was low.	S
13.	The students did not really interested with the English learning activities.	LM
14.	The students did not really interested with the English materials.	LM
15.	The students did not really interested with the themes of English lesson.	LM
16.	The students never study at home.	S
17.	It was difficult for the students to memorize what they have learnt.	S
18.	The teacher taught one theme for several meetings.	TM
19.	The teacher did not implement various games during the main teaching and learning process.	TM
20.	The teacher taught in more than one elementary school.	T
21.	Sometimes the teacher came late to the classroom.	T
22.	The teacher's time to develop her teaching techniques was limited	T

Note: S: Students T: Teacher LM: Learning Material TM: Teaching Method

From the table above, it could be identified that the problems occurred in the English teaching and learning process at grade five of SD Muhammadiyah Plembon were related to the students, the teacher, the learning media, and the method. For clear identification, those problems of English teaching and learning process were explained briefly as follows.

The students' problems were about their attitude during the English teaching and learning process. It was difficult for the students to pronounce English words correctly, when a student made pronunciation mistakes other students laughed at him or her. This discouraged his/her self-confidence to speak English in individual performance. As the result, the speaking learning process was not run effectively. Students' productivity in speaking learning process was low. It was difficult for them to ask and answer even simple questions in English during the lesson. They were not willing to be involved in the lesson because they did not like to speak English.

The teacher's problems were related to the learning material and the teaching method. The teacher's time to develop her teaching techniques and teaching material was limited because she had to teach in another two different elementary schools which locations are far from SD Muhammadiyah Plembon. Sometimes she came late to the classroom. Her teaching learning process mostly done by giving explanations, where she taught one theme for several meetings because it was difficult for the students to memorize what they have learnt, and giving tasks to the students. No interesting activities such as games given to the students. Sometimes it was difficult for the students to understand the teacher's

explanations in English because they did not know the meaning and the teacher did not support her explanations with suitable media or gestures where the students could find the meaning by themselves. She tended to use Indonesian to present the learning material.

By the previous problems, the English teaching and learning process in general was not run well. Most of the students did not interested with the theme and the learning material during the lesson. The process of English teaching and learning was monotonous because interesting activities such as games were rarely applied. As the result, the students tended to be noisy in finishing their tasks. Furthermore, they were also demotivated to learn English during the lesson.

Because the researcher would only focused in improving the speaking learning process at grade five. By having discussion with the English teacher, the researcher selected the problems that were related to the speaking learning process as follows:

Table 2. The English teaching and learning problems concerning the speaking learning process at grade five of SD Muhammadiyah Plembon.

No.	Problems	Code
1.	The students were reluctant to speak English in individual performance.	S
2.	The students' concentration was easily distracted.	S
3.	The students' willingness in speaking learning process was low.	S
4.	The students' productivity in speaking learning process was low.	S
5.	The students tended to be noisy in finishing their task.	S
6.	The students' self confidence was low.	S
7.	The students did not like to speak English.	S
8.	It was difficult for the students to pronounce English words correctly.	
9.	It was difficult for the students to ask and answer even simple	S

	questions in English during the lesson.	
10.	It was difficult for the students to understand the teacher's explanation in English.	T
11.	The students' learning motivation was low.	S
12.	The students were difficult to memorize what they have learnt.	
13.	The teacher did not implement various games during the main teaching and learning process.	T

## 2. Weighing the Problems based on the Urgency Level

To weigh problems based on the urgency level, the researcher had discussions with the English teacher to find their opinions in categorizing the problems identified. There were 11 urgent problems taken because they influenced other problems and need to be solved soon. The speaking learning process would improve if those problems were minimized. The most urgent problems were in the table below.

Table 3. The urgent problems in the English teaching and learning problems concerning the speaking learning process at grade five of SD Muhammadiyah Plombon.

No.	Problems	Code
1.	The students were reluctant to speak English in individual performance.	S
2.	The students' willingness in speaking learning process was low.	S
3.	The students' productivity in speaking learning process was low.	S
4.	It was difficult for the students to pronounce English words correctly.	S
5.	The students' self confidence was low.	S
6.	The students did not like to speak English.	S
7.	It was difficult for the students to ask and answer even simple questions in English during the lesson.	S
8.	It was difficult for the students to understand the teacher's explanation in English.	T
9.	The students' learning motivation was low.	S
10.	The teacher did not implement various games during the main teaching and learning process.	T

### 3. Selecting the Problems Based on the Feasibility to Solve

By having discussion with the English teacher, the researcher selected the field problems based on the feasibility of the problem to be solved. The selection were done by considering the time, funds and energy to find the most solvable problems. Those problems were as follows.

Table 4. The most feasible problems to be solved in English teaching and learning problems concerning the speaking learning process at grade five of SD Muhammadiyah Plembon.

No.	Problems	Code
1.	The students were reluctant to speak English in individual performance.	S
2.	The students' productivity in speaking learning process was low.	S
3.	It was difficult for the students to pronounce English words correctly.	S
4.	The students' self confidence was low.	S
5.	It was difficult for the students to ask and answer even simple questions in English during the lesson.	S
6.	The teacher did not implement various games during the main teaching and learning process.	T
7.	The students' learning motivation was low.	S

### 4. Pre-Requisite Analysis

A pre-requisite analysis was done in order to find the causes and effects relationship between the problems and the actions implemented. After this was done, the problems has been selected.

The pre-requisite analysis was made by the researcher. However, he also discussed it with the English teacher. The discussion was done in order to get the opinions and suggestions of English teacher about pre-requisite analysis. The pre-requisite analysis results on the field problems could be seen in the table below.

Table 4. The pre-requisite Analysis of the field problems feasible to be solved in the English teaching learning process concerning the speaking learning process at grade five of SD Muhammadiyah Plembon.

No.	Problems	Code
1.	The students were reluctant to speak English in individual performance.	S
2.	It was difficult for the students to pronounce English words correctly.	S
3.	The students' self confidence was low.	S
4.	The teacher did not implement various games during the main teaching and learning process.	T
5.	The students' learning motivation was low.	S

The teacher said that students of grade five were less motivated to learn English. On the interview with the English teacher at 9 April 2010, she said that most of the students see English as a difficult lesson and they do need it because it rarely used in their daily life. It was also difficult for them to memorize what they have learnt. Another problem was that their speaking competence was still low, it was difficult for them to pronounce English words correctly in which they could not tell the words in right spelling. Sometimes when a student was asked by the teacher to pronounce some words and then he or she made mistakes, the other students usually laughed at him or her. It then affected to their self confidence as they were reluctant to speak in English individually and be passive during the speaking learning process because they were afraid to make mistakes.

The teacher also said that she has limited time in her teaching, her teaching was monotonous, she focused her teaching on vocabulary introduction. Sometimes she had to teach a topic of the lesson for several meetings, as it was difficult for the students in understanding the materials, she also asked them to do exercises in

the LKS which then make them bored. It was also difficult for her to manage the speaking class as the students were passive and reluctant to speak individually. She tended to ask the students to imitate her model of pronunciation to practice to speak together during the learning process after she taught some vocabularies or expressions. She seldom play games during her teaching and learning process. The students easily bored and tended to make some noise during the lesson, since their learning activities were monotonous.

## **5. Objective Analysis**

After the researcher and the English teacher analyzed the pre-requisite, the objective analysis was discussed by the reseacrher. The school principal entrusted the reseacher and the English teacher to discuss the objective analysis.

The researcher and the English teacher formulated objective of five solvable problems. The alternative causes of every problem were tried to be found by considering the possible factors. Those factors were the English teacher, students, materials, media, the teaching learning process, and other factors.

The researcher worked together with other members to make the alternative causes of the possible factors. The English teacher gave her opinions concerning the actions implemented. Finally, the possible factors of the alternative causes which appeared were analyzed more deeply by the researcher and English teacher.

From the discussion, some alternative causes were obtained. The English teacher said that she had no much time to improve her teaching as she had to teach in SD Godean 2 and SD Ngijon 1 which locations are far from SD

Muhammadiyah Plembon. During the observation, the researcher found that the teacher sometimes came late to the classroom. The teaching learning process mostly was done by giving explanations of the materials and giving tasks to the students. No interesting activities such as games given to the students.

Based on the observations on the teaching and learning process, especially the speaking learning process, the teacher tended to ask the students to imitate her model of pronunciation to practice to speak together during the learning process after she taught some vocabularies or expressions. She said that it was difficult for her to involve her students in speaking class because of the limited time. Moreover, she could not develop interesting activities in which students have opportunities to speak English confidently. When she asked students to tell or pronounce individually, they find it difficult to pronounce English words correctly. When a student made pronunciation mistakes, other students laughed at him/her. This discouraged his/her self confidence to speak in English individually. Finally, the students were demotivated to learn in English teaching learning process.

## **6. Determining the Actions to solve the Field Problems**

The researcher discussed with the English teacher to made some action plans to overcome the problems. The action plans were intended to overcome the following problems: students were reluctant to speak individually, most of the students pronounced English words incorrectly, students had low self confidence, the teacher did not implement games during the teaching and learning process, and the students' low learning motivations. The action plans were using

communicative games as the main activities in teaching and learning process and doing some supporting activities such as: using simple classroom English during the teaching and learning, using media in the teaching and learning process, and giving reward to gain the students' motivation.

In this research, the researcher decided to use communicative games as the basic of the actions to be the main activities of teaching and learning process. The researcher implemented two actions to overcome the problems of speaking learning process at grade five of SD Muhammadiyah Plembon. The first action was implementing competitive games, it was aimed to introduce the new vocabularies. The second action was employing games for production stage. The following tables show relationship between the problems of speaking and learning process and the action will be implemented.

<b>Problems</b>
1. The students were reluctant to speak English in individual performance.
2. It was difficult for the students to pronounce English words correctly.
3. The students' self confidence was low.
4. The teacher did not implement games during the main teaching and learning process.

<b>Problems</b>	<b>Actions</b>
2, 3, 4, 5	1
1, 3, 4	2

<b>Actions</b>
1. Implementing competitive games to introduce new vocabularies
2. Employing cooperative games for production stage

5. The students' learning motivation was low.

The first action was implementing competitive games which focused on accuracy. It was aimed to introduce new vocabularies the students will learn, to train the students to practice their pronunciation during the teaching and learning process, to rise their confidence in speaking practice, and to gain their learning motivation as they could get reward by compete with their friends in pronouncing English words correctly.

The second action was employing cooperative games for production stage. It focused on fluency and collaboration with others where communication activity occurred. It was aimed to give opportunity for students to practice the vocabularies they have learnt before in simple conversations during the speaking and learning process. It was expected to help them practice to speak English individually through simple conversations with their friends.

## **B. Report of Cycle I**

### **1. Planning**

As stated in the previous part, the main problems concerning the speaking learning process at grade five of SD Muhammdiyah Plembon were as follows:

- a. The students were reluctant to speak English in individual performance.
- b. Most of the students pronounced some English words incorrectly.
- c. The students' self confidence was low.

- d. The teacher did not implement games during the main teaching and learning process.
- e. The students' learning motivation was low.

The researcher and the research members had discussed some actions as the efforts to overcome the problems. The researcher decided to use communicative games as the basic of the actions. Based on the result of the discussion, the action planned of the first cycle were as follows:

- a. Implementing competitive games to introduce new vocabularies.
- b. Employing cooperative games for the production stage.

In addition, the researcher was also did some supporting activities to support the actions planned. Those activities were:

- a. Giving simple classroom English during the teaching and learning.
- b. Using media in the teaching and learning process, and
- c. Giving rewards to gain the students motivation.

## **2. Actions and observation in cycle I**

Cycle I was done in two meetings. They were on November 11<sup>th</sup>, 2010; and November 22<sup>nd</sup>, 2010. Based on the English teacher's explanation, the students of grade five had already learned all the materials from the coursebook. Therefore, the English teacher suggested the researcher to review the materials they had already learnt. The themes reviewed in this cycle I were "Telling the Time" and "Days in a week". The researcher implemented the actions, while the collaborator

took notes and documented the English teaching and learning process. The complete description is provided below.

a. Implementing competitive games to introduce new vocabularies

1) Meeting I

In the first meeting, the researcher implemented 'Clock race' game to introduce the vocabularies of "Telling the Time" theme, where the students were drilled the theme of "Telling the time". In this game students were separated into two teams. Two students of each team should reproduce of certain time by standing on the right number of two big clocks after they heard two of their friends asking and telling a certain time. The first of the two students reproduce the time correctly got the points. In this game, the students learned how to ask about time by expressing, "*What time is it?*"; telling the time e.g. "*It is seven o'clock.*"; and understanding the time told by their friends by reproducing it on the right number of big clocks.

Before the game played, the researcher tried to give simulation to students in order to give information to them of how to play the game. The simulation was done by giving a training of how to play the game to students, the training was done until they were totally understand. The simulation of the game could help the students to understand of how to play the games, it also help the researcher to control the students' activity as they could play the games without a lot of instruction or commands from the researcher. As it had been discussed by the researcher and the observer in the following quotation of interview.

*R : Oke-oke. Cocok banget kui. Nah sekarang buat permainan e. Menurutmu tadi gimana?*

(OK. I think that's good. How about the games? What do you think about it?)

*O : wah.. Permainan tadi dah bagus kok. Ketok meriah banget. Anak-anak we ya antusias. Permainan dah cukup terarah alias terkendali dengan efektif dan efisien apalagi tadi ada latihan simulasi sebelum permainan dimulai, jadi siswa paham betul dengan 'how to play the game' trus jadi lebih antusias waktu mengikuti permainan.*

(I think the games was great. It was played very lively. The students were enthusiast. The games was enough controlled effectively and efficiently. Furthermore, there was a simulation before the game played. It made the students understand of how to play the game unless they became more enthusiast when they played the games.)

(Interview 9 on November 11<sup>th</sup>, 2010)

Most of the students could play this game easily by saying question of "What time is it?", telling the time by reading a wordcard of time and also reproduce the time on the big clocks. Nevertheless, there was a student who was lazy to say the question correctly. He always pronounced it as /watamijit/ although the researcher told him the right pronunciation many times. There were only few students who got turns to play the game by telling the questions and telling the time because the limited of time.

## 2) Meeting II

The 'Whisper race' game was played in the second meeting. The researcher used the game to introduce the vocabularies of "Days in a week" theme. To play this game, the students were put into four groups. The game was played in the school yard as the classroom was not conducive to play the game.

Same with previous games, the researcher gave the simulation of the games after he explained the game's rule so the the students could understand of how to

play the game. The researcher called a students of each group and whispered them a name of day in English. After that, they were asked to stand far behind their own group. The researcher calls *go!* And the race begin. The first child, who stood far behind the group, run toward the second child in front of him or her and whispered the name of days to the second child continued to the next child. The first child then stands in a place of second child. The last child, who heard the word run to the front and tried to take the right wordcard of certain name of days in English under the sticking board. Whoever took the correct card, can read it aloud then stuck it on the board. The team with correct wordcard won.

In this game, students learned to speak clearly the name of days in a week with correct pronunciation and also learned the written form of name of days in a week. Through this game, students were expected to keep in their mind the name of days in a week, in the written form and how to pronounce it.

In the end of the game, the collaborator gave an idea to the researcher. He said that it was better for the researcher to give more challenges in this game by changing the game's rule. The first child of each group was whispered the name of days in Indonesian, then the last child of each groups had to translate it into English.

Most of the students could play the game easily and enthusiastically as they could pronounce the name of days in English correctly. They also loved to play the game as they can run happily during the lesson. As it shown in the following quotation of interview.

*R : Oke, tadi kita sudah ada satu permainan Cuma agak bikin capek. Menurut kalian kegiatan tadi gimana? Menyenangkan, bikin capek atau malah lebih seger? Hehe.*

(Ok, we have played one game today. But it was little bit tiring. What do you think about the game? Is it fun, tiring or refreshing? Hehe)

*S1 : Menyenangkan.*

(It was fun)

*R : Yang ini?*

(How about you?)

*S2 : Menyenangkan.*

(Yes, it was fun)

*R : Menyenangkannya tadi karena apa?*

(Why does it fun for you?)

*S2 : Karena bisa lari-lari hehe.*

(Because I could run here and there.. hehe)

*R : Kalo yang ini?*

(For both of you, what do you think about the game?)

*S4,S5: Sama. Bisa lari-lari.*

(Same with her, because we can run here and there.)

(Interview 10 on November 22<sup>nd</sup>, 2010)

The game was also effective in increasing students' self-confidence to speak English as it shown in the following quotation of interview.

*R : Kalo tadi waktu permainan, kalian saya suruh ngomong dikit-dikit kalian lebih berani gak?*

(Were you feel more brave to speak English during the game today?)

*S1 : Berani.*

(Yes, I was)

*R : Kamu?*

(How about you?)

*S2 : Lebih berani.*

(I felt more brave.)

*R : Beraninya karena apa?*

(Why did you feel more brave?)

*S1 : Karena senang.*

(Because I felt happy.)

*S2 : Karena seru. . .hehe.*

(Because it was interesting..hehe)

(Interview 8 on November 11<sup>th</sup> 2010)

b. Employing cooperative games for the production stage

1) Meeting I

The 'Big clock' game was played after the students had played the 'clock race game'. The researcher used the big clock game for the production stage of the learning process. The production stage was the main stage to see whether the lesson had been successful or not. Because in this stage, the students were given opportunities to use the language and they had to work on their own. However, they might still need the teacher's help when it necessary.

The 'Big clock' game was just like snake and ladder game. In this game the students had to make a sentence informing certain daily activities at certain times. Before the students played the game, they had already explained about kinds of daily activities at the beginning of the lesson. So it helped them in making the sentence during the game. To support the game, the researcher had prepared a snake and ladder board in the form of a set of paperboard contained twenty colourful squares with eight cardboard clocks with varying times and also a big dice.

Like the implementation of 'Clock race' game, the researcher also gave a simulation of playing the 'Big Clock' game before the game employed to the students in order to help the students to understand the game's rule.

The process of doing the game was just like the snake and ladder game. Before playing the game, the students were sparated into two groups. Child 1 of first group rolled a dice and moved forward on a board of twenty colourful squares. If child 1 landed on a square with a clock show certain time e.g. "Three

*o'clock*”, he or she took a wordcard on it. Then another children of both groups together asked him or her, “*What are you doing at three o'clock?*”. The child 1 must say what he or she doing at that time based on the wordcard he or she took e.g. “*I am watching TV at three o'clock.*” If the answer was correct, the child 1 moved two spaces forward. If the answer was wrong, the child 2 of the second group rolled the dice. The first player to reach “finish” won.

Only few students who had chance to play in this game because the limited of time. A problem occurred during the game. It was still difficult for them to make a sentence of informing daily activities at certain times based on the wordcard they took from the board. Therefore, the researcher had to guide them in making the sentence during the game. Nevertheless, the students were very enthusiastic and motivated to play during this game. It was because they like the game, as it shown in the following quotation of interview.

- R : Sama yang kemarin, menyenangkan yang mana permainannya?*  
(Which game is more interesting? The game played yesterday or today?)
- S2 : Yang kemarin.*  
(The yesterday one.)
- S1 : Yang ular tangga itu lho (big clock game).*  
(The snake and ladder game (big clock game)).
- (Interview 8 on November 27<sup>th</sup>, 2010)

## 2) Meeting II

In the second meeting after the ‘Whisper race’ game finished, there was no cooperative game employed in the production stage since the limited of time. Students were only asked to practice orally the expression of asking and giving information related to the name of days after the researcher has explained it. Until

the end of the class, the students could follow the lesson although they did not play games to practice of asking and giving information related to the name of days. Some of them were bored during this session.

c. Using Simple Classroom English during the Teaching and Learning

1) Meeting I

To make the students be familiar with English in the speaking learning process, the researcher used simple classroom English during the teaching learning process. The researcher intensified the use of classroom English in the form of greeting, leave taking, giving instruction, and simple questions during the teaching learning process.

At the first meeting, the researcher tried to greet the students to open the class. They could respond it well with a little joke as it shown in the following quotation of field note below.

*Peneliti masuk ke kelas, beberapa anak yang sudah kenal dengan dan akrab dengan peneliti tampak tertawa-tawa senang/gembira, menaruh peralatan mengajar di meja. Setelah itu mengucapkan salam kepada anak-anak, "Assalamu'alaikum warrohmatullohi wabarokatuh". "Wa'alaikumsalam warrohmatullohi wabarokatuh," jawab siswa. Peneliti kemudian menyambung dengan greeting, "Good morning everyone?". Siswa menjawab, "Good morning, Miss". Karena sang peneliti adalah seorang laki-laki dan tidak mau dipanggil "Miss", maka dia meminta siswa untuk mengulangi jawaban greeting mereka dengan melengkapi nama panggilan ke peneliti menjadi "Mister". Akhirnya siswa pun mengulang kembali jawaban greeting mereka, "Good morning, Mister" sambil beberapa anak tertawa-tawa. Peneliti kemudian melengkapi greetingnya dengan berkata, "How are you today?". Siswa pun menjawab, "I'm fine. Thank you. And you?". Peneliti menjawab, "I'm fine too, thank you".*

(The researcher entered the classroom; some of the students who has knew well him, laughed happily; then he put the teaching tools on the desk. After that, the researcher greeted the students, "Assalamu'alaikum warrohmatullohi wabarokatuh". "Wa'alaikumsalam warrohmatullohi

wabarokatuh,” the students answered. The researcher then added, “good morning, everyone?” Students answered, “Good morning, Miss..he he.” Because the researcher is a male and he did not want to be called as “Miss”, he asked them to repeat their respond of greeting by completing the researcher nickname to be ‘Mister’. Finally, the students repeat their respond, “Good morning, Mister..hehe”, with some of them laughed at the researcher. Then, the researcher completed his greeting by saying, “How are you today?” The students answered, “I’m fine. Thank you. And you?”. The researcher responded, “I’m fine too. Thank you.”)  
(Field note 4 on November 11<sup>th</sup>, 2010)

The researcher also used English to check the students’ attendance by asking, “*Who’s absent today?*”, some instruction were also given in English during the teaching learning process e.g. “*Repeat after me! Ikuti ucapan saya, ya!*” when the researcher asked the students to imitate what he said such as pronunciation of some words or sentences, and “*Attention please!*” or “*Silent please!*” when the students were noisy.

## 2) Meeting II

Just like the previous meeting, the researcher still used classroom English in the form of greeting, instructions during the teaching and learning process. The researcher also used the leave taking such as “*That’s all for today.*” and “*See you next week and good bye..class.*” to close the class with a few of the students respond it well as it shown in the quotation of field note below.

*Setelah semua siswa selesai membaca doa, peneliti menutup pelajaran, “Ok, class. That’s all for today. Cukup sekian untuk hari ini. See you next week and good bye..class.” Beberapa siswa menjawab, “Good bye, Mister” sambil yang lain beranjak dari kursi untuk menyalami peneliti sebelum keluar kelas.*

(After the students finished say a prayer, the researcher close the class, “Ok, class. That’s all for today. Cukup sekian untuk hari ini. See you next week and good bye, class.” Some of the students answered, “Good bye,

Mister” while the others moved from their seat and went toward the reseacher to shake his hand before they went out of the class.)  
(Field note 5 on November 22<sup>nd</sup>, 2010)

#### d. Using Media in the Teaching and Learning Process

##### a) Meeting I

Media are important in language teaching. Media has important roles for the whole teaching and learning process. In the beginning of the lesson, the media is good to lead the students toward the lesson especially when the teacher introduced new material. The researcher used media in this research to support the material explanation of the learning material and it also used for supporting the games implementation of this research.

In this first meeting, the media used were a replica of wallclock, two replicas of big clock, a set of paperboard contains twenty colorful squares with eight cardboard clocks with varying times and a big dice, which were used for presenting the theme of “Time” through “Clock race” game and ‘Big clock” game. The media could effectively attract the students’ attention to be involved in the learning process.

##### b) Meeting II

In this second meeting, the researcher presented the theme of “Days in a week”. The researcher used a paperboard contained a list of days name in a week, also a set of wordcards that used for supporting the ‘Whisper race’ game.

In the beginning of the lesson, the media could support the teaching process and help the students to understand the lesson well. It also could help the teacher

to maintain the students' motivation in learning the language. In the end of the lesson, the media could help the students to keep the lesson in mind. The following quotation of the field note shows how the teaching media could arouse back the students' attention when they felt bored during the class activity.

*Selanjutnya, peneliti mencoba menanyakan nama hari yang lain dalam bahasa Inggris. Sebagian besar siswa nampak bingung karena lupa, beberapa siswa di kursi belakang justru nampak tidak peduli. Akhirnya, peneliti mengeluarkan sebuah media belajar berupa selembarnya kertas besar berisi urutan nama-nama hari dalam bahasa Indonesia dengan artinya dalam bahasa Inggris yang ditutupi kertas sehingga siswa sedikit ingat nama-nama hari dalam bahasa Inggris dengan menebak nama hari dalam bahasa Inggris yang ditutupi kertas tadi. "Oke, anak-anak. Biar kalian lebih mudah mengingat nama-nama hari dalam bahasa Inggris, ini saya bawakan daftar nama-nama hari dalam bahasa Inggris 'Days in a week' atau hari-hari dalam seminggu. Perhatikan semua ya.." Siswa-siswa mulai terlihat antusias dan memperhatikan pelajaran kembali.*

(Then, the researcher tried to ask another name of days in English. Most of the students were confused as they forgot the name of days in English, while the other students were ignored the researcher. Finally, the researcher put out a learning media in the form of paperboard contained a list of name of days in Indonesian with its name in English covered with paper on each name of day. Students can remind the name of days in English by guessing the words that covered with paper. "OK, Class. In order to make you to be easier in reminding the name of days in English, here I brought you a list of days in English or 'Days in a week'. Everybody please attention..," said the researcher. The students were turned back to pay their attention to the lesson enthusiastically.)

(Field note 5 on November 22<sup>nd</sup>, 2010)

#### e. Giving Reward to Gain the Students' Motivation

##### 1) Meeting I

To gain the students' motivation during the learning process, score was given as the reward. It was in the form of star stamps. The researcher provided one score card for each student with some columns to record the star stamps as the score from every activity. The researcher gave the reward for the students who

answered the questions, responded the instructions, or won during the game played in the teaching learning process. Students who got the most high score would get a gift after the research finished.

The students were actively involved during the competitive game since they could get reward when they could compete their friends. Most of the students were active in playing the game in order to get the score as much as they can.

The reward was also given in the form of good comments. Showing good respects to the students by giving good comments to the students when they tried to be active in the English teaching and learning process was done to appreciate the students. It was expected that the students would be more motivate in learning English because they would felt that they got rewards in doing the task succesfully. This plan was implemented by saying “*Good*”, or “*Your answer is correct*” when they tried to answer the questions or did anything they were asked to do.

## 2) Meeting II

In the second meeting, the use of score in the form of star stamps as a reward could also be used for persuading the students who were unwilling to join with other students to be in one group. When the researcher tried to put the students into groups, the female students need to be mixed with the male students. They were only five female students, two couples of them joined with other groups of male students and there was a female student left. She was unwilling to join with the male students alone. Then the researcher asked her to join with the male

students by promising her a star stamps as a price, she finally agreed to join with the male students

Giving star stamps as score for the group could motivate the students so that they were actively involved in every activity. The star stamps were given to the students in groups of who did the activities well. The discussion on this problem is described in the following quotation of interview between the researcher and the collaborator.

*R : Buat penggunaan smiley gimana?*

(How about the implementation of smiley (giving star stamps as rewards)?)

*C : Bagus dan efektif kok. Siswa jadi lebih aktif dan termotivasi untuk bermain, terutama itu buat siswa-siswa yang cenderung pendiam. Mereka jadi aktif untuk 'bersuara'.*

(It was good and effective. The students became more active and motivated to play the games, especially the silent students. They were active to speak)

(Interview 11 on November 22<sup>nd</sup>, 2010)

However, giving points during the game process could also make a problem for the teaching and learning process. As some of the students tended to be obsessive in getting the points rather than learning the language by playing the game. This problem is shown in the following quotation of field note below.

*Sedikit gangguan terjadi saat peneliti akan memberikan stempel "star" sebagai poin untuk sebuah kelompok, kelompok yang lain berusaha menyusup supaya mereka juga mendapat stempel. Saat peneliti sedang memberikan reward dengan membubuhkan stempel bintang di lembar nilai siswa dari grup 2, tanpa diduga siswa-siswa dari kelompok lain yang tidak berhak memperoleh reward ikut berbaur dengan grup 2 untuk mendapatkan stempel bintang juga tanpa diketahui oleh peneliti.*

(A problem occurred when the researcher was going to give star stamps as points to a group, other group was trying to infiltrate them in order to get the points too. When the researcher was giving the points by putting stamps of star on the students' scorecard of group 2, suddenly students of other group,

who were not had the right to get points, infiltrate the group 2 trying to get the points without the researcher realize it.)  
(Field note 5 on November 22<sup>nd</sup>, 2010)

Since the students were obsessive in getting the rewards rather than learn the language through playing games. Star stamps were not easily given in every activity in the next meeting. The students had to have their intrinsic motivation beside of the extrinsic motivation. They learn English not because of the rewards but they had to know the meaning of their learning.

### **3. Reflection of Cycle 1**

#### **a. Implementing competitive games to introduce new vocabularies**

The ‘Clock race’ game was aimed to introduce the vocabularies of telling the time, where the students were asked to tell the time in correct pronunciation and represent it by pointing the right numbers on a big paperboard formed a wallclock. There were only a few of them had opportunity to play since the limited of time. They were actively involved during the learning activity as they could compete each other to tell the time clearly trough a simple dialog and show the correct time on the big clock. The students could memorize how to tell the time in English and also represent it on the wall clock.

The ‘Whisper race’ game was aimed to introduce the vocabularies in the theme of “Days in a week”, where the students were asked to tell the name of days in a week with correct pronunciation. Like the first game, only a few of them had opportunity to tell the name of days loudly since the limited of time, but most of

them were actively involved during the learning activity. Some of the silent students were confident to speak English individually through the game.

The researcher and the research member considered that the action was effective and would be continued in the next cycle. In another aspect, they were confident to speak individually in front of their friends although they still made incorrect pronunciation, and they became motivated to learn English more as they could play a game when they were learning. They need to give more chances in this activity.

b. Employing cooperative games for the production stage

The 'Big clock' game was aimed to give opportunity to the students to practice of giving information by telling the time in a simple sentence. Unfortunately they could not play it well as they still have difficulties to make the sentence and express it in right pronunciation. They still need the researcher's guidance to make the sentence. There were only a few students get opportunity to play the game as the limited of time. However, they were very enthusiast and motivated in playing the game as they like media used in the game and the steps of the game that they have to do. The researcher and the research member considered the action was effective in arousing the students motivation and self-confidence but it still need more improvement in the aspect of learning material for the next cycle.

### c. Using Simple Classroom English during the Teaching and Learning

Giving classroom English was aimed to make the students familiar with some common English expressions such as for greeting, leave taking and giving instructions. Although the students have already known the expressions, they have never practiced in the classroom. As the results, they were not accustomed to use the expressions.

In this first cycle, most of the students were able to respond the classroom English such as greeting and leave taking given to them, it because their teacher always give it in the previous meeting. For new terms of instructions or expressions introduced to the students, the researcher tried to combine it with Indonesian in order to make them easily understand the meaning. The researcher considered this supporting activity of the action planned was effective and it would be continued in the cycle.

### d. Using Media in Teaching and Learning Process

The media used in the teaching learning process of this cycle I was quite simple. They were a replica of wallclock; two replicas of big clock; a set of paperboard contains twenty colorful squares with eight cardboard clocks with varying times and a big dice; a paperboard contained a list of days name in a week, also a set of wordcards that used for supporting the 'Whisper race' game.

Although the media were simple, they were effective in attracting students' attention, help the teacher in explaining the material, supporting the game process,

and overcome the students' boredom. This supporting activity would be continued in the next cycle with little improvement in order to give more effectiveness.

e. Giving rewards to gain the students' motivation

Giving rewards to gain the students' motivation was effective in making the students become more active during the learning process. They became more motivated in doing the tasks during the game session. Giving rewards during playing the game could also make the passive and the silent students to be active and confident to speak in English. However, giving rewards to the students or groups should be selective as there were some students became obsessive in getting the rewards rather than learn the language seriously during the game.

## **C. Report of Cycle II**

### **1. Planning II**

Based on the findings of cycle I, there were some aspects that still need improvement. Therefore, the researcher would implement similar actions in the second cycle. Some of the actions were continued and the other were revised in cycle II. Those were taken from the results of observation done by the research members. The actions plans of the second cycle revealed the following points:

- a. Implementing competitive games to introduce new vocabularies.
- b. Employing cooperative games for the production stage.

Some revisions and additions were also done in the supporting activities such as :

- a. Using simple classroom English during the teaching and learning

- b. Using more media in the teaching learning process, and
- c. Giving the rewards selectively to gain the students' motivation.

## **2. Action and observation in Cycle II**

The actions were done in two meetings. They were on November 27<sup>th</sup> and December 9<sup>th</sup>, 2010. Based on the discussion among the research members, it was decided that the actions, with some revisions in it, would be done in the second cycle. It was because the research members found the improvement in the speaking learning proces at grade five of SD Muhammadiyah Plembon. The communicative games played in this cycle II were 'Action guessing game' as the only competitive game to drill the material, "Magic box" game and 'Survey game' as the cooperative games for the production stage with a lot improvement on the teaching media. The theme reviewed in this cycle were "Days in a week" and "Daily activities" . The researcher implemented the actions, while the observer took notes and documented the English teaching and learning process. The complete description is provided below.

### **a. Implementing competitive games to introduce new vocabularies**

#### **1) Meeting I**

Since the first meeting in cycle II has similar topic with the previous meeting in cycle I, that was "Days in a week", and the researcher was only has an hour for the class, so there was no competitive game implemented to drill the material in this meeting in order to spent the lesson time effectively. The students were only asked to repeat the model of teacher's pronunciation of the new

vocabularies, then the teacher explained the expressions of asking and giving information by using the name of days in simple dialogues.

## 2) Meeting II

The 'Action guessing' game was played after the researcher explained the kinds of daily activities by showing a set of flashcards contained pictures of daily activities to the students. The researcher used the 'action guessing game' to introduce the kinds of daily activities by training the students to pronounce the name of daily activities correctly and memorize how were the daily activities looked like.

Although the game was little bit easy, the researcher gave a simulation of how to play the game after explaining the game's rule to the students to make the students easier in playing the game . In this meeting, the game was sparated into two sessions as the English class was still continued although the time for the class had over. It because there was an empty hour after the English class. The researcher decided to continue the English class by using the empty hour after he discussed it with the English teacher and also the students of grade five.

To play the game, the researcher put the students into four groups. In the first session, one child from any group was asked to go to front of the class and the researcher showed him or her a certain daily activity that he or she had to act it. After the child acted it, the researcher write down a certain time, e.g "05.00" on the blackboard then asked the students in the groups, "*What does he do at five o'clock?*". Students in any groups who knew the answer then raised their hand at

first before they tried to guess the name of daily activities by saying, “*He takes a bath at five o'clock*”. If the answer was wrong, the researcher might point other students in other groups to answer it correctly. The group with correct answer was the winner.

In the second session, the game’s rule was changed, but it was not totally different with the previous. Two children from any group were asked to go to the front of the class. The first child was shown a picture of certain daily activities by the researcher. Then he or she acted it in front of the class. After that the researcher wrote down a certain time, e.g. “02.30”, the second child told a question by saying “*What does he do at half past two?*”. Other students in any groups who knew the answer then raised their hand at first and tried to guess the name of daily activities by saying, “*He takes a nap at half past two*”. If the answer was wrong, the researcher might point other students in other groups to answer it correctly. The group with correct answer was the winner.

In both of two sessions of this ‘Action guessing’ game, the students who worked as the actor of daily activities might use the media in the form of replica of daily activities’ accessories to support his or her acting.

The game was played very well. It because most of the students were interested to be the actor of illustrating kinds of daily activities as they could used the replica of tools that usually used in daily activities. They loved to play with them. This situation was described in the following quotation of field note below.

*Permainan “action guessing game” berlanjut sampai beberapa putaran. Siswa sangat antusias dalam permainan ini dengan beramai-ramai mengacungkan jari sambil berdiri di samping bangku paling depan untuk*

*menjadi peraga atau menebak nama aktivitas harian yang diperagakan. Kebanyakan siswa sangat suka menjadi peraga karena mereka bisa memegang tiruan barang-barang yang digunakan pada aktivitas harian dan memainkannya.*

(The 'Action guessing game' was continued to be played till several rounds. The students were very enthusiast during this game as they always raised their hand in crowds beside their seat to be asked by the researcher as the actor or just guessing the name of daily activities. Most of the students were loved to be the actor of illustrating certain daily activities because they could hold the replica of tools that usually used in daily activities and play with it.) (Field note 7 on December 9<sup>th</sup>, 2010)

Most of the students could play the game easily and livedly. But, when they have to tell their answer, they tended to answer it only by mentioning the name of daily activities that were acted by their friends in front of the class. Therefore the researcher always asked and guide them to tell the answer completely. This situation was shown in quotation of field note below.

*R : "Yes..group three.."(sambil menunjuk kelompok 3 untuk menjawab setelah mengacungkan jari paling cepat).*

(By pointing a student of group 3, who was the first in raising the hand, to tell the answer.)

*S : "Take a nap?"(jawab seorang siswa dari kelompok 3).*

(A student of group 3 answered)

*R : "Ok, that's correct.. jawabannya benar.. 'take a nap' atau tidur siang."*  
(Ok, that's correct. Your answer is correct. 'take a nap' or 'tidur siang')

*S : "Horee betuuuull..." (sorak siswa-siswa kelompok 3).*

(Horay...(The students of group 3 cheered up))

*R : "Sekarang tolong jawab lengkap jawaban yang kamu sebutkan tadi. Kalian bisa lihat contoh kalimat di papan tulis sebagai panduan..jangan lupa sebutkan waktunya.."*

(Now, please tell the complete answer you mentioned by reading the example of sentence on the blackboard as your guidance. Don't forget to tell the time.)

*Peneliti kemudian memandu siswa membuat kalimat lengkap jawabannya dan memandu mereka untuk melafalkannya. Dengan pelan dan terbata-bata siswa kelompok 3 menjawab lengkap tebakan mereka tadi.*

(The researcher then guide the student to make the complete answer and help him to pronounce it. The student then could tell completely his answer word by word.)

*S : "He takes \_\_ a nap \_\_ at two o'clock."*

(Field note 7 on December 9<sup>th</sup> 2010)

b. Employing cooperative games for the production stage

1) Meeting I

The ‘Magic Box’ game was played in the first meeting. It was modified from ‘Magic Matchbox’ game. The researcher used the game as the production stage of “Days in a week” theme after the researcher introduced the new vocabularies to the students. Through this game, the students learned how to ask information about days in a week and giving information about it. Before the game played, the researcher had explained the expression of asking information and giving information about days in a week to the students. They were asked to practice giving question such as “*What day is it tomorrow?*” or “*What day was is yesterday?*” and giving information about days in a week such as “*Tomorrow is Sunday*” or “*Yesterday was Saturday.*”

To make the students easier in playing the game, the researcher gave a simulation of how to play the game after explaining the game’s rule to the students. To play the game, the students was put in 4 groups. One child of any group was asked to go to the front of the class, stood behind a box contains a set of anvelopes on a chair. The researcher asked him or her to do some actions by giving some instructions such as “*pick up the box!*”, “*Shake the box!*”, and “*Take the anvelope, open it and read the question!*”. The child then read the a question from the anvelope of the box, e.g. “*Today is Sunday. What day is it tomorrow?*”

The students of any group who knew the answer could raise their hand to answer the question. The first student raised the hand was given the right to answer it by saying, e.g. *“Tomorrow is Monday.”* If the answer was correct the students who read the question could say, *“Yes. Tomorrow is Monday”* or *“No, it is not”* if the answer was wrong.

Most of the students could play the game easily and enthusiastically. The students who were asked to read the question were not afraid to speak individually in front of the class by reading the question from the envelope. Moreover, most of the male students offered themselves to read the question although the researcher was not asked them to do it. However, a problem occurred during the game. Most of the students read the question with incorrect pronunciation, for example the sentence of *“What day was it yesterday?”* was read as /wʌt\_ dʌi\_ was it\_ yester dʌi/. Therefore, the researcher had to guide them to read the question with correct pronunciation. As the result, the production stage through this game was not done maximally. This condition can be seen in the following quotation of the field note below.

*P : “Then take the envelope, open it and read the question!”*

*S : (Menaruh kembali kotak ke kursi, mengambil amplop dari dalam kotak dan membuka kertas yang ada di dalamnya kemudian membaca tulisan yang ada di dalamnya)*

*(Put the box back on the chair, took an envelope inside the box, and opened piece of paper in the envelope then read the question written on it.)*

*“To dʌi is tuwes dʌi. wʌt dʌi is it to mo row ?”*

*Karena pronunciation siswa tadi banyak kesalahan dan siswa-siswa yang lain tidak paham apa yang dibacakan tadi, peneliti mengoreksi sekaligus memandunya agar membaca kalimat tadi dengan pelafalan yang benar.*

(As the students read the question with incorrect pronunciation and other students were not understand what was read by him, the researcher then guide him to read it with correct pronunciation.)

P : “Oke, Irul.. dengerin lalu tirukan saya, ya.”

(Ok, Irul.. Listen and repeat after me.)

“cu ‘dei is cu:z ‘dei..”

S : “cu ‘dei is cu:z ‘dei..”

P : “wot ‘dei..”

S : “wot ‘dei..”

P : “..is it te ‘morou?”

S : “..is it te ‘morou?”

(Field note 6 on November 27<sup>th</sup>, 2010)

## 2) Meeting II

The ‘Survey game’ was played after the ‘Action guessing game’. The ‘Survey game’ was played as the production stage of “Daily activities” theme. Through this game students learnt how to ask their friends’ daily activity in a certain time then give information about it in front of the class. To play the game, the researcher put the students into four groups. Each member of every group had different work. There should be an interviewee, an interviewer, a secretary, and a reporter in each group. The media used in this game was only a piece of paper given to every group. Each group should make a table on their paper. The table should contained with a column for ‘name’, ‘time’, and ‘activity’.

The student of each group who work as the interviewee had to interview about daily activities at certain times, listed on the table, three students who work as interviewer from different groups. The interviewer should ask the name of the interviewee at first by telling, “*What is your name?*” Then he or she should ask the interviewer’s daily activity based on the time listed on his or her table by saying, e.g. “*What do you do at seven o’clock?*”. The interviewer could answer it

by saying, *"I go to school at seven o'clock."* After the interviewer got the interviewee's name and his or her daily activity, he or she should fulfill them in the column of "name" and "activity" of his or her table.

After the interviewee had his or her table completely fulfilled, he or she then went back to his or her group to make a report of his or her interview result. The secretary of each group write down the report by making an informative sentence based on the interview result e.g. *"Budi goes to school at seven o'clock."* Then the reporter of each group read it in front of the class. The first group finished in making the report, got the rights to be the first in reading the report and also got bonus of double points for each member.

Although the students had little bit learned about the expression of asking and giving information about daily activity at the previous meeting, before the game played the researcher had to explain how to ask about someone's daily activities to them by writing down the examples of expression on the blackboard, then they were asked to tell them in right pronunciation by imitating the researcher's model of pronunciation. During the game, the researcher also had to explain how to make the sentence of reporting or giving information about someone's daily activities.

Although it was little bit complicated in the process, the game was played successfully and smoothly with little guidance from the researcher. The students who work as the interviewee could ask the interviewer's daily activity smoothly as he or she could tell the question with correct pronunciation by reading the example of the sentence on the blackboard as the their guidance. The students who

work as the interviewer could also answer the question by telling his or her activity in a sentence correctly, he or she could tell his or her daily activity by choosing the daily activity she wanted to tell from the list of daily activities on the blackboard. The student who work as the secretary could make the report smoothly and correctly of his or her group's interview result, as the researcher had explained how to make it during the game, that was after all the groups finished their interview. In the end of the game, almost all students who work as the reporter were confident to tell their survey results by reading their report in front of the class individually. Some of them could read it with correct pronunciation but there were some students who read it still with incorrect pronunciation.

### c. Using Simple Classroom English during the Teaching and Learning

#### 1) Meeting I

Like the previous meetings, the researcher used greetings, leave takings and instructions in the classroom. Greetings and leave taking were familiar for students as it used routinely before and after the class. The repetition of English routines such as greeting and leave taking could make the students to be familiar with the use of English in the classroom.

Beside giving instructions to the students when the researcher was explaining the material, another instructions were also given during the game session as it was the part of the game's rule. It was shown in the quotation of field note below.

*P : "Ayo, Irul.. silahkan maju ke depan."*  
(R: Come on, Irul.. please, come here)

*S : (Siswa/Irul pun maju ke depan menuju kotak di atas kursi di depan kelas).*

(S: The students/Irul went towards the box on a chair in front of the class.)

*P : “Oke, sekarang ikuti instruksi saya ya..”*

(R: Ok. Now, please follow my instruction)

*S : “Oke, mister..”*

(S: Ok, Mister.)

*Karena siswa tadi telah melihat contoh permainan yang dilakukan temannya, instruksi dalam bahasa Inggris dari peneliti dapat dia pahami dengan baik.*

(Because the student had already saw the example of responses in the form action done by one of his friends, he then could understand the instructions in English given by the researcher)

*P : “Now.. pick up the box!”*

*S : (Mengangkat kotak dari kursi).*

(S: (Picked up the box from the chair.))

*P : “Shake the box!”*

*S : (Menggoyangkan kotak yang dipegangnya).*

(S: (he shock the box))

*P : “Then take the anvelope, open it and read the question!”*

*S : (Menaruh kembali kotak ke kursi, mengambil amplop dari dalam kotak dan membuka kertas yang ada di dalamnya kemudian membaca tulisan yang ada di dalamnya)*

(Put the box back on the chair, took an anvelope inside the box, and opened a piece of paper in the anvelope then read the question written on it.)

(Field note 6 on November 27<sup>th</sup>, 2010)

From the field note above, it can be seen that by showing gesture or body movement as a response had an important role in introducing new sentences of instruction in English to the students at the first time, so the students could understand and respond it well.

## 2) Meeting II

In the second meeting the researcher focused on instructions here were, “*Everybody, silent please!*” or “*Attention please!*” that used for asking the students to be silent when they became noisy and ignore the lesson, “*Ok, let we see..*” used for asking the students to follow the material, “*Please, open your book*

*at page...*” that used for asking the students to check further material in their coursebook, *“Are you ready?”* that used for asking the students to be ready in playing the games and *“Please, read your report.”* that used for asking them to do the task of the game. All students could respond these instructions well by doing what the researcher asked them to do, it because the researcher was also tell its meaning in bahasa Indonesia after he express the classroom English.

d. Using more media in the teaching and learning process

1) Meeting I

In this first meeting, the researcher used a paperboard contained a list of days name in a week and a box contains a set of anvelop. The media were purposed to support the researcher in explaining the material and playing and ‘Magic box’ game.

During the teaching and learning process, the media could support it effectively. The researcher could explain the materal clearly as he used the paperboard contained a list of days name in a week to present. While the box contains a set of anvelop could help the students to play the ‘Magic box’ game as it was the part of the game.

2) Meeting II

Although there was no problem in the use of media in the previous cycle, the researcher decided to give more various media in the teaching and learning process of cycle II. Mainly, the teaching media were used to support the material explanation and also support the game process.

In this second meeting, the researcher used media in the form of big flashcards of daily activities and a box of replica of tools that usually used in daily activities. The big flashcard of daily activities contained pictures illustrate the daily activities that routinely done by the students in their daily life such as ‘get up’, ‘take a bath’, ‘get dressed’and etc. It used by the teacher in explaining the material of “Daily activities” theme to the students. It was also use for supporting the ‘Action guessing’ game. While the box of replica of tools that usually used in daily activities were used to help the students in illustrating certain daily activities by doing some actions in front of their friends in the ‘Action guessing’ game.

During the teaching and learning process the media could support the reaseacher in explaining the material. It also helped him in getting the students’ attention back when they felt bored. It was shown in the quotaton of field note below.

*Saat melihat sebagian besar siswa mulai kurang antusias, peneliti akhirnya menjelaskan nama-nama kegiatan harian dalam bahasa Inggris dengan menunjukkan gambar ilustrasinya. Peneliti kemudian mengambil beberapa lembar flashcard berisi gambar aktivitas harian dari dalam tas. Di gambar tersebut terdapat nama-nama kegiatan harian yang ditutupi kertas sehingga siswa tidak langsung tahu nama-nama kegiatan harian tersebut. Beberapa siswa penasaran dan memperhatikan apa yang akan dilakukan peneliti. Siswa pun kembali antusias sambil menebak aktivitas sesuai gambar yang ditunjukkan, bahkan ada beberapa siswa menyatakan suka pada beberapa gambar ilustrasi tertentu.*

( When most of the students lost of their enthusiasm, the researcher then tried to explain the names of daily activities in English by showing them the illustration. The researcher then took some flashcards contained some pictures of daily activities from his bag. There were names of daily activities that covered by a piece of paper on the flashcards, so all of the students could not see the name of each activities. Some of the students were curious and looked at what researcher doing. Then, the students got their enthusiasm back by guessing the name of daily activities based on the

picture shown. There were also some students who express their interest of some pictures of daily activities.)  
(Field note 7 on December 9<sup>th</sup>, 2010)

The media were also effective to make the students pay attention more to the learning activities, as the students were interested with teaching media. When the researcher explained the material through the flashcard, some of the students expressed their interest on the picture brought by the researcher.

During the game process, the media were also effective to support the students in playing the game, especially the “Action guessing game”. Most of the of the students were enthusiastically offering themselves to be the volunteer of illustrating kinds of daily activities, as they could play with the media. This situation was described in the following quotation of interview between the researcher and the observer.

*R : Wo. Iya ding. Lha masalahe aku takutnya siswa enggak juga paham kalo enggak aku jelasin secara gamblang. Lha aku njelasinnya juga dah sesimple mungkin, sukur-sukur ada beberapa atau malah semua siswa bisa paham. Bisa dicoba itu buat besok. Trus game-nya gimana? Yang pertama tadi kan yang ‘action guessing game’ atau tebak gaya, trus yang kedua ‘survey game’.*

(Ok, I think that’s true. I’m just afraid that the students could not understand about it if I don’t explain it detailly. I’ve tried to explain it as simple as I can, hoping that some of the students or even all of them could understand it. Ok, I’ll try it for in the next meeting. How about the games? The first game was the “Action guessing game”, while the second was “Survey game”.)

*O : Kalo yang ‘action guessing game’ tadi secara keseluruhan sukses dan meriah kok. Siswa kebanyakan terlihat sangat antusias terutama buat yang meragain tadi. Itu juga karena dalam permainan tadi kan juga ada media berupa tiruan benda-benda atau perabot yang sering dipake di keseharian siswa. Jadi pas meragain akativitas keseharian tadi siswa yang meragain cukup terbantu trus siswa yang nebak nama aktivitase juga mudah mengerti atau paham sama maksud dari peragaan di depan kelas tadi.*

(I think the “Action guessing game was totally succeed and lively played. Most of the students were enthusiast, mainly when they have to act the daily activities. That was caused by the media that were in the form of things that usually used by them in the daily life. It helped the students when they were asked to act of certain daily activities, and help the other students in understanding the activities acted in front of the class.)

(Interview 17 on December 9<sup>th</sup>, 2010)

#### e. Giving Reward Selectively to Gain the Students’ Motivation

##### 1) Meeting I

The way of giving rewards to gain the students’ motivation in this first meeting was similar with the previous meetings, but the rewards given were only in the form of praising such as, “*Good*” or “*Your answer is correct.*” to praise the students who were tried to be active during the teaching and learning process. It because there is no competitive game implemented, so there was no need the star stamps as the reward.

##### 2) Meeting II

To avoid the students to be obsessive in getting the points and just play the games in any old way, the researcher decided to give the points only for the students or groups who could do the tasks well in the games during the learning process. So, rather than give the points easily to the students or groups, to researcher give more challenges to the students through the interesting and complicated games, the score was only given after they could do it well and successfully.

During the ‘Action Guessing’ game and ‘Survey game’, the students were not obsessive to get the points anymore. They tended to be more active in playing the games as it has more various teaching media and also challenge that they had to do. To make the students in groups played the ‘Survey game’ seriously, especially in doing the final task of making a report and read it in front of the class, the researcher decided to give double points for each member of the first or second group who could finish it quickly. As the result, the students in a group were actively cooperate with the friends in the groups to compete other groups in to be the first in finishing the task.

### **3. Reflection of cycle II**

#### **a. Implementing competitive games to introduce new vocabularies**

The ‘Action guessing’ game was a miming game that was aimed to introduce the vocabularies of “Daily activities” theme. The game was effective in drilling the vocabularies to the students as they could tell the kinds of daily activity correctly and memorize it well by guessing the action of daily activities done by their friend. They were actively motivated to be involved actively during the game as they could play with the supported media in the game. Most of them were active in guessing the name of daily activities acted by their friends.

#### **b. Employing cooperative games for the production stage**

The ‘Magic Box’ game was aimed to give the students opportunity to practice of asking and giving information about days in a week where they have to make a simple sentence using the name of days. The game was effective in making

the students involved actively in the learning process as they were enthusiastic to shake the box and read the question. Almost all students have opportunity to play the game. They could practice the expression of asking and giving information about days in a week. They were enthusiastic trying to answer the question read by their friend and the students, who got a chance to answer it, could answer it completely by the researcher's guidance. It was still difficult for most of them, who read the question, to read with correct pronunciation. The researcher had to guide them to read with correct pronunciation during the game.

The 'Survey game' was aimed to make the students to practice of asking and giving information related to personal information about daily activities. The game was effective as all students in the class has got opportunity to practice of speak in English individually during the game. They could ask and answer survey questions easily and confidently as they only need to tell some simple sentences in English, they could also work cooperatively with the friends in groups to make the report of their survey. In the end of the game, most of the students who work as reporter could speak English individually and clearly with correct pronunciation in front of the class by reading their group's report. The researcher was less in guiding them during the game.

c. Giving simple classroom English during the teaching and learning

Most of the classroom English used during the teaching and learning process done by the researcher were in the form of daily routines such as greeting, leave taking and English instructions or simple expression that usually used by the

English teacher before this research done, so the students had used to it during the teaching learning process and they could respond it well.

Most of the material explanation from the researcher done by using Indonesian as it was difficult for the students to understand easily what the researcher said in English. Therefore the researcher tried to combine English with Indonesian in explaining the material. Another way to introduce new instructions or vocabularies also done by combining it with gestures or body languages and using the teaching media, so the students could find the meaning by themselves rather than giving them direct translation into their mother tongue.

d. Using more various media in the teaching and learning process

The media used in this cycle were a paperboard contains a list of days name in a week and a box contains a set of anvelop, it was aimed to support the researcher in explaining the material and playing and 'Magic Box' game; a set of big flashcards of daily activities; and a box of replica of daily activities' accessories. The big flashcard of daily activities contains pictures illustrate the daily activities that routinely done by the students in their daily life such as 'get up', 'take a bath', 'get dressed'and etc. It used by the teacher in explaining the material of 'Daily activities' theme to the students. It was also use for supporting the 'Action guessing game'. While the box of replica daily activities' accessories were used to help the students in illustrating certain daily activities by doing some actions in front of their friends in the 'Action guessing game'.

In this cycle II, the media were successful to help the researcher in preventing the students from boredom as they were interested with the media used in explaining the theme of “Daily activities”. They were also successful in raising the students’ motivation to learn as they could use the media in the game process.

e. Giving rewards selectively to gain the students’ motivation

Giving rewards to the students during the teaching and learning process was effective to gain their motivation as they became more active in the learning activities. Giving rewards by praising them during the teaching and learning process could gain their enthusiasm to follow what the teacher explained and tried to be active in English teaching and learning. Giving rewards in the form of star stamps to the students was successful to gain their motivation to do the task well during the game.

#### **D. General Findings**

The cycles in the research had been finished. Several findings taken from the implications of actions are follows.

1. The implementation of competitive games to introduce new material were effective to improve the students in memorizing the new vocabulary and train them to pronounce the vocabulary correctly. They could enjoy the activities as they can compete their friends and get rewards when they can answer the questions or winning the competition.

2. In the previous meetings the use of cooperative games for the production stage were not quite successful in training them to practice using the new vocabularies, they have learnt before, into sentences that they have to express orally. It still difficult for them to produce sentences using the vocabularies they have learnt in the competitive games. They found difficulty to pronounce the sentence correctly, as the sentences they have to express were too long for them. Then, in last the last meeting the students could do the game well as they can practice to use the new vocabularies they have learnt into sentences correctly. It because they just need to express short sentences. They could pronouce the sentences correctly.

However, although the students found many difficulties in the games they could follow it enthusiastically as they could learn to speak English without anxiety and they were not afraid to make mistakes because they were enjoying the activities.

3. The implementation of communicative games in the form of competitive games and cooperative games was effective to improve the students' self-confidence to speak English. They were brave to speak English although there were still many mistakes they made.

4. Before playing the game, the researcher always gives simulation to students in order to give information to them of how to play the game. The simulation was done by giving a training of how to play the game to students, the training was done until they were totally understand. The simulation of the game could help the students to understand how to play the games, it also helps the researcher to

control the students' activity as they could play the games without a lot of instruction or commands from the researcher.

5. Most of the classroom English used during the teaching and learning process done by the researcher were in the form of daily routines such as greeting, leave taking and English instructions or simple expression that are usually used by the English teacher before the researcher do this research, so the students had used to it during the teaching learning process and they could respond it well.

Most of the material explanation from the researcher done by using Indonesian as it was difficult for the students to understand easily what the researcher said in English. Therefore the researcher tried to combine English with Indonesian in explaining the material. Another way to introduce new instructions or vocabularies also done by combining it with gestures or body languages and using the teaching media, so the students could find the meaning by themselves.

6. The use of various media in the teaching and learning process was successful in improving the speaking learning process. The researcher as the teacher could explain the material clearly and the students could understand it easily. During the teaching and learning process, the media could overcome the students' boredom as they were effective in attracting the students' attention. In the game session, the media were also effective to support the students' activities. As the result, the students was enthusiast in learning the language.

7. Giving rewards to the students during the teaching and learning process was effective to gain their motivation as they became more active in the learning activities. Giving rewards by praising them during the teaching and learning process could gain their enthusiasm to follow what the teacher explained and tried to be active in English teaching and learning. Giving rewards in the form of star stamps to the students in groups was successful to gain their motivation to do the task well during the game.

The following are changes occurring in the teaching and learning process from the pre-action, cycle I, and cycle II. They are both successful and unsuccessful results.

Before actions were conducted	Cycle I	Cycle II
The students were reluctant to speak English in individual performance.	At the first meeting only the most active students who were brave to speak individually, as there were only few students who get the turn to practice their speaking during the game as the learning activities. But then the condition was changed at the second meeting, almost all of the students were not afraid to speak English individually because most of them had the turn to practice speaking during the learning process. Classroom English could also help them to familiarize with English to be used individually.	Most of the students were not shy and afraid to speak English individually during the learning process. When they were asked to ask their friends about their daily activities they directly ask their friends by telling the question thought to them before. Most of the students who had to read a report in front of the class could speak clearly by reading the text of their report. Again, the classroom English during the game could help them to familiarize with English to be used individually.
Most of the students	At the first meeting there	Almost all the students

<p>pronounced some English words incorrectly.</p>	<p>were only some students could speak English with correct pronunciation. But at the next meeting, it turned to be worse, because most of the student could not speak in English with correct pronunciation during the learning process. It was because they could not pronounce long sentences although they had trained to pronounce the sentences by imitating the teacher's model of pronunciation.</p>	<p>could speak English with correct pronunciation since they were only asked to tell some short simple sentences of expression. However, there were still few students who could not speak with correct pronunciation.</p>
<p>The students' self confidence was low.</p>	<p>Almost all students were confident to speak in English although there were still a lot of incorrect pronunciation they made during the game activities.</p>	<p>Most of the students were confident to speak in English with correct pronunciation. However, there were some students who were confident to speak in English although it still with incorrect pronunciation.</p>
<p>The teacher did not implement various games during the main teaching and learning process.</p>	<p>The researcher used communicative games as the main activities in the teaching and learning process. The games was in the form of competitive games to drill the material, it was effective to make the students learn new vocabularies; and cooperative games for the production stage, it was not quite effective to train the students to practice using new vocabularies into sentences because they could not pronounce long sentences.</p>	<p>The competitive games were successful to make the students learn new vocabularies. The cooperative games were successful to train the students to practice using new vocabularies into sentences because they just need to pronounce short sentences.</p>
<p>The students' learning</p>	<p>The researcher used</p>	<p>The researcher still used</p>

<p>motivation was low.</p>	<p>communicative games as the main activities of learning process supported with media such as wallclock replica, snake and ladder board, wordcards, a box of envelopes. Most of the students were enthusiast to learn English through this way as they enjoyed their learning. Moreover, rewards given to the students was made them to be more motivated in doing the learning activities</p>	<p>communicative games as the main activities of learning process supported with media such as big flashcards contain picture, a set of replica of daily activities' accessories. All students were motivated to learn English as they could enjoy the learning activities and play with the media. The rewards given were effective to make them motivated to do the complicated well.</p>
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

The purpose of this research is to improve the speaking learning process of students in the 5<sup>th</sup> grade of SD Muhammadiyah Plembon in the academic year of 2010/2011 using communicative games. The communicative games played in the main teaching learning process were in the form of competitive games to introduce new vocabulary and cooperative games for the production stage. As the implementation of communicative games to the 5<sup>th</sup> grade students of SD Muhammadiyah Plembon had been done, the researcher obtained the data and analyzed them. Researcher concludes that most of the implemented communicative games were effective to improve the 5<sup>th</sup> grade students' speaking learning process. Below are further explanations of the conclusions, implications and suggestions from this research.

#### **A. Conclusions**

The research findings and discussions in Chapter IV showed that the students' speaking learning process at grade V of SDN Muhammadiyah Plembon, Sendangsari, Minggir, Sleman improved by the implementation of Communicative games. The communicative games implemented were in the form of competitive games and cooperative games, there were also some supporting activities to support the actions such as giving simple classroom English during teaching and learning, using media in the teaching and learning process, and giving reward to gain the students' motivation. In Cycle I, the competitive games consisted of

“Clock race” game and “Whisper race” game, and then the cooperative game was “Big clock” game. Meanwhile in Cycle II the competitive game was “Action guessing” games and the cooperative games consisted of “Magic box” game and “Survey game”.

The researcher found that the actions implemented could: (1) improve the students’ confidence to speak English in individual performance during the English teaching and learning process, (2) provide more opportunities for students to practice English orally during the teaching and learning process, (3) improve students’ involvement during the speaking learning process, and (4) make the students enjoy the English lesson since it has more interesting and livelier activities. Therefore the speaking learning process could be improved by the use of communicative games as the main activities of the teaching and learning process.

The use of media was helpful to motivate the students in doing the activities in the teaching and learning process. The media used in Cycle I were a replica of wall clock; two replicas of a big clock; a set of paperboard contains twenty colorful squares with eight cardboard clocks with varying times and a big dice; a paperboard contained a list of days name in a week; also a set of word cards of days in a week. While the media used in Cycle II were a paperboard contained a list of days name in a week; a box contains a set of envelopes; a set of big flashcards of daily activities; and a box of replica of tools daily activities’ accessories. Most of the media were able to prevent the students’ boredom and attract their attention to the lesson.

There were some changes as the result of the actions. The changes were both in the way of thinking and in the behavior of the involved members. The changes were as follows:

#### 1. The Changes in the English Teaching and Learning Process

During the implementation of the research, the English teaching and learning process became more lively, active, and enjoyable. It was different from its former condition that was monotonous. There was very little attention from the students to the English teaching and learning process. After implementing communicative games as the main activities in the teaching and learning process, the students got involved actively in the teaching and learning activities. Thus, they were confident to speak during the teaching learning process and motivated to learn English more. The students did not have to always study inside the classroom. When the activity they had to do need larger space, they could go outside the classroom.

#### 2. The Changes in the Students' Behavior

The students did not only do what the researcher asked them to do. They sometimes offered themselves to do some activities during the learning process such as giving question to their friends or acting some activities that their friends should guess it. It could be concluded that the speaking learning process was improved. Students started to enjoy the English class. Sometimes they were so happy that they did not want to stop the activity and asked to continue the English class in the next class of another lessons. By using various

media, the students became more involved actively so that they could improve their understanding in what they learned.

### 3. The Changes in the English Teacher's Behavior

The English teacher became more open minded to make the English teaching and learning to be livelier. The English teacher got more knowledge about communicative games that can be implemented in teaching English in which the students could learn English not only written but also orally. Furthermore, she could improve her knowledge about how to teach English to children not only using classroom English but also by using various media to make the English lesson became more interesting.

### 4. The Changes in the Researcher's Behavior

By doing the research, the researcher got more knowledge about the English teaching and learning process to children. Children as young learner like to learn in fun and playful activities. He could employ games in which the students enjoy learning English without easily getting bored and they can play or move around. He identified that an enjoyable atmosphere of teaching learning process is important to encourage the students to speak English naturally and confidently. The researcher also got more knowledge in gaining students' motivation and self-confidence to learn English, especially in speaking learning process; and also in using classroom English to make the students become familiar with English.

## **B. Implication**

The research finding showed that the speaking learning process was improved. Compared with the former situation of speaking learning process, the speaking learning process of grade five of SD Muhammadiyah Plembon has improved. It was related to the actions given in the classroom such as implementing communicative games, in the form of competitive games and cooperative games, supported with the use of various media; the use of simple classroom English; and the effort of giving reward to students to gain their motivation to learn English more. Both successful and unsuccessful actions have some implications. They are described below:

- a. The communicative games, in the form of competitive games and cooperative games, were successful since the students' self confidence increased and they were not afraid to speak individually during the speaking learning process. They were involved in the learning activities and motivate to learn English. Since the students were energetic and loved playing, communicative games were appropriate to motivate them in learning English. It could increase the students' self confidence in speaking learning process as they were confident to speak in English with their friends and also with the teacher through joyful learning activities.
- b. The implementation of competitive games to introduce new vocabularies was effective to improve the students in memorizing new vocabularies and train them to pronounce the vocabulary correctly. They could enjoy the activities as

they can have a competition their friends and get rewards when they can answer the questions or winning the competition.

- c. In the previous meetings the use of cooperative games for the production stage was not quite successful in training them to practice using the new vocabularies, they have learnt before, into sentences that they have to express orally. It still difficult for them to produce sentences using the vocabularies they have learnt in the competitive games. They found difficulty to pronounce the sentence correctly, as the sentences they have to express were too long for them.

Then, in last the last meeting the students could play the game well as they can practice to use the new vocabularies they have learnt into sentences correctly. It because they just need to express short sentences. They could pronounce the sentences correctly. However, although the students found many difficulties in the games they could follow it enthusiastically as they could learn to speak English without anxiety and they were not afraid to make mistakes because they were enjoying the activities.

- d. Before playing the game, the researcher always gives simulation to students in order to give information to them of how to play the game. The simulation was done by giving a training of how to play the game to students; the training was done until they were totally understood. The simulation of the game could help the students to understand of how to play the games, it also help the researcher

to control the students' activity as they could play the games without a lot of instruction or commands from the researcher.

- e. Most of the classroom English used during the teaching and learning process done by the researcher were in the form of daily routines such as greeting, leave taking and English instructions or simple expression that usually used by the English teacher before this research done, so the students had used to it during the teaching learning process and they could respond it well.

The researcher tried to combine English with Indonesian in explaining the material. Another way to introduce new instructions or vocabularies also done by combining it with gestures or body languages and using the media, so the students could find the meaning by themselves.

- f. The use of various media in the teaching and learning process was successful in improving the speaking learning process. The researcher could explain the material clearly and the students could understand it easily. During the teaching and learning process, the media could overcome the students' boredom as they were effective in attracting the students' attention. In the game session, the media were also effective to support the students' activities. As the result, the students were enthusiastic in learning the language.

- g. Giving rewards to the students during the teaching and learning process was effective to gain their motivation as they became more active in the learning activities. Giving rewards by praising them during the teaching and learning

process could gain their enthusiasm to follow what the teacher explained and tried to be active in English teaching and learning. Giving reward in the form of star stamps to the students was successful to gain their motivation to do the task well during the game because students with the most star stamps will get a gift after the research finished.

### **C. Suggestions**

Based on the conclusions, implications and limitation that have been explained above, some suggestions will be directed towards the English teacher, and other researchers.

#### **1. To the English Teacher**

It is important for teachers to provide various activities for the teaching learning process. They should be able to create interesting activities and use various interesting media such as pictures, flashcard, etc in the speaking learning process so that the students will not feel hesitate to express their ideas or to give questions in English. To be able to create interesting activities, the teachers should understand the students' characteristics and interests. The use of classroom English is also important in order to familiarize the students with English during the teaching learning process.

#### **2. To Other Researchers**

The study was focused only on improving the speaking learning process through communicative games. However, here were still many problems related to the teaching and learning process that have not been solved yet. Besides, there are

still many ways to improve the speaking learning process. Therefore, this study can be used as a reading material before other researchers do other actions studies to improve the speaking learning process.

## BIBLIOGRAPHY

- Brewster, J, Ellis, G, and Girard, D. 2003. *The Primary English Teacher's Guide*. (New Edition). Penguin.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching* 4<sup>th</sup> edn. New York: Pearson Education.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman Inc.
- Burns, A.1999. *Collaborative Action Research for English Language Teachers*.UK: Cambridge University Press.
- Cameron, L. 2001. *Teaching Languages to Young Learner*. Cambridge University Press.
- Clark, H. H and Clark, E. V. 1999. *Psychology and Language. An Introduction to Psycholinguistics*. San Francisco: Harcourt Brace Jovanovich
- Hadfield. J. 1990. *Intermediate Communication Games*. Pearson Education Limited.
- Harmer, J. 2001. *The Practice of English Language Teaching*. (Third Edition). Pearson Education Ltd.
- Klippel. F. 1984. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP.
- Lewis, G and Bedson, G. 1997. *Games for Children*. New York: Oxford University Press.

- Littlewood, William. 1981. *Communicative Language Teaching: An Introduction*. Melbourne: Cambridge University Press
- Mudjito. 2007. *PEDOMAN PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH DASAR*. Jakarta: Departemen Pendidikan Nasional
- Paul, D. (2003). *Teaching English to Children in Asia*. Pearson Education North Asia Ltd.
- Scott, W. A. and Ytreberg, L. H. 1990. *Teaching English to Children*. Harlow: Longman.
- Suyanto, Kasihani K. E. 2008. *English For Young Learners. Melejitkan Potensi Anak Melalui English Class Yang Fun, Asyik, dan Menarik*. Jakarta: Bumi Aksara.
- Wright, A. 1995. *Storytelling with Children*. Oxford: Oxford University Press.

# APPENDICES

**APPENDIX**  
**A**  
**COURSE GRID**

**The Course Grid of Improving Speaking Learning Process Using Communicative Games  
at Grade 5 of SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Basic Competence	Indicator	Learning Material				Cycle	Action	Learning Activities	Communicative Games	Media
			Language Function	Theme	Vocabularies	Example of expression					
1.	Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity	<ul style="list-style-type: none"> <li>- Students identify about time in English</li> <li>- Students identify the verb indicator of time in English</li> <li>- Students are able to have simple conversations related to time</li> </ul>	<ul style="list-style-type: none"> <li>-asking for information</li> <li>-giving information</li> </ul>	<b>Telling the Time</b>	<p><b>Numbers:</b> one, two, three, four, five, six, seven, eight, nine, ten, twenty.</p> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>- One o'clock.</li> <li>- Ten past three.</li> <li>- Half past ten.</li> <li>- A quarter to four.</li> </ul> <p><b>Daily Activities:</b></p> <ul style="list-style-type: none"> <li>- Get up</li> <li>- Take a bath</li> <li>- Have a breakfast</li> <li>- Go to school</li> <li>- Have a lunch</li> <li>- Play with friends</li> <li>- Take a nap</li> <li>- Study</li> <li>- Go to bed</li> </ul>	<ul style="list-style-type: none"> <li>-What time is it? <ul style="list-style-type: none"> <li>• It is one o'clock.</li> <li>• It is ten past three</li> </ul> </li> <li>- What are you doing at three o'clock, Budi? <ul style="list-style-type: none"> <li>• I am watching TV at three o'clock.</li> </ul> </li> </ul>	1	1	<ul style="list-style-type: none"> <li>-The teacher explained time in English</li> <li>-Students were asked to practice of understanding time and reproduce it by standing on the right numbers of the clocks by playing "Clock Race" game.</li> <li>-Students were asked to tell their activities at a certain time by playing "Big Clock" game.</li> <li>-Review and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Clock Race game</li> <li>- Big Clock game</li> </ul>	<ul style="list-style-type: none"> <li>-2 replicas of big clock.</li> <li>-20 colorful squares with eight cardboard clocks with varying times.</li> <li>-A big dice.</li> <li>-word cards of dayily activities.</li> </ul>

2.	Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity	<ul style="list-style-type: none"> <li>- Students identify the name of days in a week</li> <li>- Students are able to give information about the name of days in a week correctly</li> </ul>	-Giving information	<b>Days in a week</b>	<b>Days in a week</b> -Sunday -Monday -Tuesday -Wednesday -Thursday -Friday -Saturday	<ul style="list-style-type: none"> <li>- Sunday / 'sʌndeɪ/</li> <li>- Monday / 'mʌndeɪ/</li> <li>- Tuesday / 'tju:z deɪ/</li> <li>- Wednesday / 'wenzde /</li> <li>- Thursday / 'θɜ:z deɪ/</li> <li>- Friday / 'fraɪ deɪ /</li> <li>- Saturday / 'sæ tə deɪ/</li> </ul>	2	<ul style="list-style-type: none"> <li>-The teacher explained about days in a week and how to pronounce it.</li> <li>-Students were asked to memorize the names of days in a week by playing 'Whisper Race' game.</li> <li>- The students were asked to express of asking the name of days in a week by imitating the teacher after the teacher explained it.</li> <li>-Review and evaluation.</li> </ul>	- Whisper Race game	<ul style="list-style-type: none"> <li>-A paper board contains a list of days in a week</li> <li>-Word cards of days in a week.</li> <li>-A sticking board.</li> </ul>
1.	Doing conversation to give and take Information with action involved; giving	<ul style="list-style-type: none"> <li>- Students identify the name of days in a week</li> <li>- Students are able to use</li> </ul>	-Asking information  -Giving information	<b>Days in a week</b>	<b>Days in a week</b> -Sunday -Monday -Tuesday -Wednesday -Thursday -Friday -Saturday	<ul style="list-style-type: none"> <li>-What day is it today? <ul style="list-style-type: none"> <li>• Today is Wednesday.</li> </ul> </li> <li>-What day was it yesterday? <ul style="list-style-type: none"> <li>• Yesterday was</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Teacher explained again about days in a week</li> <li>-The teacher asked the students to practice</li> </ul>	- Magic Box game	<ul style="list-style-type: none"> <li>-A paper board contains a list of days in a week</li> <li>- a box</li> </ul>

	information, giving opinion, and asking clarity	the name of days in a week in a simple conversation			<p><b>Adverb of time</b></p> <ul style="list-style-type: none"> <li>- Today /tə'dei/: hari ini</li> <li>- Yesterday /'jestədei /: kemarin</li> <li>- Tomorrow /tə 'mɒrəu/ : besok</li> <li>- Before /bi 'fɔ:(r) / : sebelum</li> <li>- After /'ɑ:ftə(r)/ : setelah</li> </ul>	<p>Tuesday.</p> <ul style="list-style-type: none"> <li>- What day <u>is</u> it <u>tomorrow</u>?</li> <li>• Tomorrow <u>is</u> Sunday.</li> </ul>	2	1	<p>pronouncing the name of days in a week correctly.</p> <p>-Students were asked to practice the expression of asking the name of days in a week by guessing the correct day in a word card after listening to a question in 'Magic Box' game.</p> <p>-Review and evaluation.</p>		<p>- a set of envelopes contains questions about days in a week</p>
2.	Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity	<ul style="list-style-type: none"> <li>- Students identify about kinds of daily activities in English</li> <li>- Students are able to share information about their daily activities with their friends</li> </ul>	<ul style="list-style-type: none"> <li>-Asking information</li> <li>-Giving information</li> <li>-Share information.</li> </ul>	<b>Daily activities</b>	<p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li>-Get up</li> <li>-Take a bath</li> <li>-Have a breakfast.</li> <li>-Go to school.</li> <li>- etc.</li> </ul>	<ul style="list-style-type: none"> <li>- What do you do at five o'clock?</li> <li>• I get up at five o'clock.</li> <li>- What does he/she do at half past six?</li> <li>• He/she goes to school at half past six.</li> </ul>		2	<ul style="list-style-type: none"> <li>-Teacher explained about the names of daily activities and how to pronounce it.</li> <li>-Students were asked to practice of guessing a certain daily activity based on an illustration by playing 'Action Guessing' game.</li> </ul>	<ul style="list-style-type: none"> <li>- Action Guessing game</li> <li>- Survey game</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards daily activities.</li> <li>-Replica of daily activities' accessories</li> <li>-Blank papers for column</li> </ul>

									<p>-Students were asked to ask for their friends' daily activities by playing 'Survey game'.</p> <p>-Review and evaluation.</p>		sheets.
--	--	--	--	--	--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------	--	---------

**APPENDIX**  
**B**  
**LESSON PLANS**

## LESSON PLAN I

**Grade** : V / Semester I

**Date** : November 11<sup>th</sup> 2010

**Duration** : 2 x 35 minutes

**Theme** : Telling the Time

**Skill** : Speaking

**Standard Competence:** Giving very simple instruction and information related to school contexts.

**Basic Competence** : Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity.

**Indicators** :

1. Students identify about time in English.
2. Students identify the verb indicator of time in English.
3. Students are able to have simple conversations related to time.

**A. Objective** : Students are able to tell the time in English correctly and share information about it through communicative games.

**B. Language Focus** :

### Vocabulary

- Number : one, two, three, four, five, six, seven, eight, nine, ten, twenty.
- Time : one o'clock, ten past three, half past ten, a quarter to four.
- Daily activities : Get up, Take a bath, Have a breakfast, Go to school, Have a lunch, Play with friends, Take a nap, Study, Go to bed.

### Expressions

Asking information:	What time is it?	What are you doing at three o'clock, Budi?
Giving information:	- It is one o'clock - It is ten past three	- I am watching TV at three o'clock.

**D. Resource** : Games for children – Lewis and Bedson, Cambridge.

Let's make friends with English, Esis

**E. Teaching technique:** Presentation, Practice, Production.

**E. Media** : 2 big clocks with a set of large number (1-12), a set of word cards of time, 20 colorful squares with eight cardboard clocks with varying times (Snake and ladder board), a big dice, a set of word cards of daily activities.

**F. Procedures:**

**1. Warming up**

- The teacher greets the students.
- The teacher attracts students' attention by asking about time in English they know by showing a model of wall clock.

**2. Main activities**

a. Presentation activities:

- The teacher explains the patterns of time in English.
- The teacher gives examples of how to tell the time in English.
- The students are asked to tell the times in English by imitating the teacher.
- The teacher then asks about students' activities in certain times then explains about how to tell it.

b. Practice activity

- The teacher asks the students to practice of telling the time and show it on two big clocks.
- The teacher asks the students to make two groups, consist of 8-9 students, and ask them to play "Clock Race" game. The teacher explains the rule and gives the example of how to play it.
- The teacher asks a child from each group to come to the teacher then show them a clock picture. One of the children says, "What time is it?" the other child answer it based on the clock picture, "it's seven o'clock". Two children from each group run to their big clock of their team and stands on the number 7 and 12 to show this time. The first to represent the time correctly gets a point.

c. Production activity

- The teacher then asks the students to tell their daily activities based on certain times.
- Still in two groups, students are asked to play 'Big Clock' game. The teacher explains the rule and gives the example of how to play it.
- Child 1 of first groups rolls a dice and move forward on a board of 20 colorful squares. If child 1 lands on a square with a clock show certain time e.g. "Three o'clock", he or she takes a word card of daily activity. Then another children of both groups together ask, "What are you doing at three o'clock?" the child 1 must say what he or she is doing at that time based on the picture he or she takes, for example : "I am watching TV at three o'clock".
- If the answer is correct, the child moves two spaces forward. If the answer is wrong, the child stays still.
- Child 2 now rolls the dice, the first player to reach "finish" wins.

**3. Closing activity**

- Evaluate the material have been given.
- The teacher greets the students and say good bye.

**Assessment :**

- a. Technique: Pratical test
- b. Form: A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.

**Performance assessment guidance**

No.	Aspects	Scores
1	Intonation : Clear	4
	Quite clear	3
	Not quite clear	2
	Keep silent	1
2	Pronunciation: Very good	4
	Good enough	3
	Not good enough	2
	Bad	1

3	Fluency: Fluent	3
	Fluent enough	2
	Not fluent enough	1

Mark/Grade:  $\frac{\text{Achieved scores}}{\text{Maximum scores}} \times 100$

### Personality Assessment Guidance

Student's name	Modesty					Attention					Cooperation					Logical and criticism				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
1. ....																				
2. ....																				
3. ....																				
4. ....																				
5. ....																				

Information: a: Very good  
b: Good  
c: Quite good  
d: Not quite good  
e: Bad

Yogyakarta, December..... 2010

English teacher

Researcher

(Tutik Mayasari, S. Pd)

(Supriyadi)

NIM: 04202241042

### A. Clock race

Game type : Movement and team game.

Aims : Language: Telling the time, careful listening

Other : Understanding clocks

Age : 6+

Group size : 8-20

Time : 10 Minutes

Materials : 2 big clocks with a set of large number (1-12), a set of word cards of time.

Description : This is a simple physical response team game. The object is to understand the time and reproduce it by standing on the right number of the clock.

Procedure :

1. Ask the children to make 2 groups of 8-9, ask them to move to the school yard. Lay two big clocks pictures on the ground with a wide space between them, one big clock picture for one team. The big clocks should be approximately the same size. The teams should or sit at an equal distance away from their biog clock.
2. The teacher asked a child from each team to go to the front or stand near the two big clocks. The teacher then asked one of the children to choose one card contains clock pictures with written sentence of the time in it. One child says, "What time is it?" while the child who brings the card answer the question based on the card he/she brought, for example, "It is seven o'clock" and show the card to the teams. Then two children of each team run to their own big clock and stand on the numbers 7 and 12 to represent the time based on the card shown to them. The first team to represent the time correctly gets the point on the score board.
3. The children go back to their teams and the teacher call out another child from each team to ask and answer the time based on the card they choose. Two new children from each team run to the big clock. The game continues until one team has five or ten points.

### **B. Big Clock game (Snake and Ladder game)**

Game type	: Movement or board game.
Aims	: Language: Present continuous, telling the time
Age	: 7+
Group size	: 6-10
Time	: 30-45 minutes
Materials	: 20 colorful squares with eight cardboard clocks with varying times (Snake and ladder board), a big dice, a set of word cards of daily activities.

#### Procedure:

1. Clear a large space in the classroom. Distribute the cardboard squares and the clocks around the room, making a winding snake. This is the track of the life-sized board game. Place a pile of about ten cards by each clock, the cards shows pictures of activities and its name that familiar to children. Make a group of 8-9 children.
2. Child one rolls the dice and moves forward.
3. If child one lands on a clock, for example: “Three o’clock”, he/she takes a card (for example: skiing), then another children of the groups say, “What are you doing at three o’clock?” He/she must say what he/she is doing at that time, for example: “I am watching TV at three o’clock”
4. If the answer is correct, the child moves two spaces forward. If the answer is wrong, the child stays still. In turn, the other children of another may answer the question. If they give grammatically correct, plausible answer, they may move forward one space.
5. Child 2 now rolls the dice.
6. The first player to reach ‘finish’ wins.

## 1. Pronounce the sentences correctly.

### Time



(07:00) = It is seven o'clock / it is 'sevn e'klɒk /



(07:15) = It is a quarter past seven / it is ə 'kwɔ:tə(r) pɑ:st 'sevn /

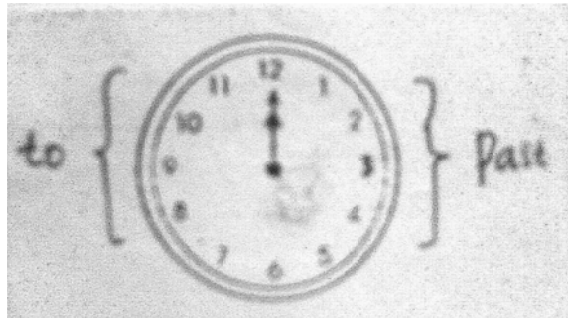


(08:30) = It is a half past nine / it is ə ha:f pɑ:st nain /



(09.45) = It is quarter to ten / it is ə 'kwɔ:tə(r) tə ten /

## 2. Pay attention to this time pattern.



- ...: 05 = five past .... / faiv pɑ:st ... /
- ...: 10 = ten past .... / ten pɑ:st ... /
- ...: 20 = twenty past .... / 'twenti pɑ:st ... /
- ...: 35 = twenty five to .... / 'twenti faiv tu ... /
- ...: 55 = five to .... / faiv tu ... /
- ...: 50 = ten to .... / ten tu ... /
- ...: 40 = twenty to .... / 'twenti tu ... /
- ... : 25 = twenty five past ... / 'twenti faiv pɑ:st ... /

### 3. Pronounce the sentences correctly.

#### Daily activities.

- |                                          |                         |
|------------------------------------------|-------------------------|
| a. Get up / getʌp /                      | = bangun tidur          |
| b. Take a bath / 'teikə ba:ts /          | = mandi                 |
| c. Have a breakfast / hæv ə 'brek fəst / | = Sarapan / makan pagi  |
| d. Go to school / gow tə skuwl /         | = Pergi ke sekolah      |
| e. Have a lunch / hæv ə lʌnc /           | = Makan siang           |
| f. Play with friends / plei with frens / | = Bermain bersama teman |
| g. Take a nap / teikə næp /              | = Tidur siang           |
| h. Study / 'stʌdi /                      | = Belajar               |
| i. Go to bed / gow tə bed /              | = Tidur (malam)         |

### 4. Pay attention to this sentence patterns.

- To explain personal daily activity, use the following pattern.  
I + (activity) + at ... (time).  
Example: I get up at five o'clock
- To ask others' daily activities use the following sentences:
  - What are you doing ... (time)?
  - What time do you get up?
  - What do you do at .... (time)?

## LESSON PLAN II

**Grade** : V / Semester I

**Date** : November 22<sup>nd</sup> 2010

**Duration** : 2 x 35 minutes

**Theme** : Days in a week

**Skill** : Speaking

**Standard competence** : Giving very simple instruction and information related to school contexts.

**Basic competence** : Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity.

**Indicators** : 1. Students identify the name of days in a week.  
2. Students are able to give information about the name of days in a week correctly.

**A. Objective** : Students are understand the name of days in a week and able to pronounce them correctly through communicative games.

**B. Language Focus** :

### Vocabulary

Days in a week: Sunday	[ 'sʌndeɪ ]	: Minggu
Monday	[ 'mʌndeɪ ]	: Senin
Tuesday	[ 'tju:z deɪ ]	: Selasa
Wednesday	[ 'wenzdeɪ ]	: Rabu
Thursday	[ 'θɜ:z deɪ ]	: Kamis
Friday	[ 'fraɪ deɪ ]	: Jum'at
Saturday	[ 'sæ tə deɪ ]	: Sabtu

**C. Resource** : Games for children – Lewis and Bedson, Cambridge.

Let's make friends with English, Esis

**D. Teaching technique:** Presentation, Practice, Production.

**E. Media** : A paperboard contains a list of days in a week, wordcards of days in a week, and a sticking board.

## **F. Procedures**

### **1. Warming up**

- The teacher greets the students.
- The teacher attracts students' attention by asking about days in a week and write it down on the blackboard.

### **2. Main activities**

#### a. Presentation activities

- The teacher introduces/explains about the name of days in a week using a paperboard contains a list of days in a week.
- The students are asked to pronounce the names of days in a week by imitating the teacher.

#### b. Practice activities

- The teacher asks the students to practice of telling the name of days in a week correctly by playing "whisper race game".
- The teacher asks the students to make two groups. He explains the rule of the game and give examples of how to play the game.
- The teacher calls a student of each group and whisper them a word. After that, they are asked to stand far behind their own team.
- The teacher calls *go!* And the race begins. The first child, who stands far behind the team, run toward the second child in front of him/her and whisper the word to him/her which continued to the next child. The first child then stands in a place of second child. The last child, who heard the word, runs to the front of the class and tries to take the right wordcard under the blackboard. Whoever takes the correct card can read it aloud then stick it on the blackboard. The team with the most correct cards wins.

#### c. Production activity

- The teacher then explains about how to ask the name of days by writing down the expression on the blackboard.
- The students are asked to express of asking the name of days in a week by imitating the teacher.

### 3. Clossing activity

- Evaluate the materials have been given.
- The teacher greets the students and say goodbye.

#### Assessment :

- a. Technique: Pratical test
- b. Form: A test on pronouncing vocabularies and expression of asking and giving information related to the topic learnt through games.

#### Performance assessment guidance

No.	Aspects	Scores
1	Intonation : Clear	4
	Quite clear	3
	Not quite clear	2
	Keep silent	1
2	Pronunciation: Very good	4
	Good enough	3
	Not good enough	2
	Bad	1
3	Fluency: Fluent	3
	Fluent enough	2
	Not fluent enough	1

Mark/Grade: 

Achieved scores _____ X 100 Maximum scores
--------------------------------------------------

#### Personality Assessment Guidance

Student's name	Modesty					Attention					Cooperation					Logical and criticism				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
1. ....																				

2. ....																				
3. ....																				
4. ....																				
5. ....																				

Information: a: Very good  
b: Good  
c: Quite good  
d: Not quite good  
e: Bad

Yogyakarta, December .... 2010

English Teacher

Reasearcher

(Tutik Mayasari, S. Pd)

(Supriyadi)

NIM: 04202241042

### Whisper race

Game type : Team game

Aims : Language: Vocabulary revision (+ any phrase which need practice)

Listening carefully and speak clearly.

Group size : 10-15

Time : 15 minutes

Materials : Wordcards of days in a week.

Procedure :

1. Split the class into four teams. Put a set of wordcards under the blackboard in front of the class. The teams sit in two lines, with about two meters between each child.
2. The teacher stands behind the class, calling a child from each team and whisper a word to them for example "Sunday". After that they are asked to stand a few meters away behind their own team.
3. Call *go!* And the race begins. The first child from each team turns run toward the next child in front of him/her and whisper the word "Sunday"
4. The first child then stands in the place of the second child, who runs toward the next child.
5. This continues until the last child in the line has heard the word. That child runs to the front of the class and tries to take "Sunday" card from the set of wordcard under the blackboard, before the other team reaches it. Whoever takes the correct card can read it aloud then sticks it on the blackboard.
6. The game continues until all the cards have been used. The team with the most cards wins. Referee the game strictly, making sure the children whisper!

**1. Pronounce this name of days in a week correctly!**

1. Sunday /'sʌndeɪ / : Minggu
2. Monday /'mʌndeɪ / : Senin
3. Tuesday /'tju:z deɪ / : Selasa
4. Wednesday /'wenzdeɪ / : Rabu
5. Thursday /'θɜ:e:z deɪ / : Kamis
6. Friday /'fraɪ deɪ / : Jum'at
7. Saturday /'sæ tə deɪ / : Sabtu

**1. To ask and give information about the name of days in a week, use these following sentences.**

- What day is it today? Today is Saturday.
- What day was it yesterday? Yesterday was Friday.
- What day is it tomorrow? Tomorrow is Sunday.
- What day was the day before today? The day before today was Monday.
- What day is the day after today? The day after today is Thursday.

- Note :
1. Today /tə'deɪ /: hari ini
  2. Yesterday /'jestədeɪ /: kemarin
  3. Tomorrow /tə 'mɒrəu/ : besok
  4. Before /bi 'fɔ:(r) / : sebelum
  5. After /'ɑ:ftə(r) / : setelah

### LESSON PLAN III

- Grade** : V / Semester I
- Date** : November 27<sup>th</sup> 2010
- Duration** : 2 x 35 minutes
- Theme** : Days in a week
- Skill** : Speaking
- Standard competence** : Giving very simple instruction and information related to school contexts.
- Basic competence** : Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity.
- Indicators** : 1. Students identify the name of days in a week.  
2. Students are able to use the name of days in a week in a simple conversation.
- A. Objective** : Students are able to pronounce the name of days in a week correctly and use it in a simple conversation through communicative games.

**B. Language Focus** :

<b>Vocabulary:</b> Days in a week:	Sunday	/ˈsʌndeɪ/	:	Minggu
	Monday	/ˈmʌndeɪ/	:	Senin
	Tuesday	/ˈtjuːzdeɪ/	:	Selasa
	Wednesday	/ˈwenzdeɪ/	:	Rabu
	Thursday	/ˈθɜːzdeɪ/	:	Kamis
	Friday	/ˈfraɪdeɪ/	:	Jum'at
	Saturday	/ˈsæ t̩eɪ/	:	Sabtu

- Adverb of time : 1. Today /təˈdeɪ /: hari ini
2. Yesterday /ˈjestədeɪ /: kemarin
3. Tomorrow /təˈmɒrəʊ /: besok
4. Before /biˈfɔː(r) /: sebelum

## 5. After /'ɑ:ftə(r) / : setelah

**Expressions**

Asking information	Giving information
What day <u>is</u> it <u>today</u> ?	Today <u>is</u> Saturday.
What day <u>was</u> it <u>yesterday</u> ?	Yesterday <u>was</u> Friday.
What day <u>is</u> it <u>tomorrow</u> ?	Tomorrow <u>is</u> Sunday.

**C. Resource** : Games for children – Lewis and Bedson, Cambridge.

Let's make friends with English, Esis

**D. Teaching technique:** Presentation, Practice, Production.

**E. Media** : A paperboard contains a list of days in a week, a box and a set of envelopes contains questions about days in a week.

**F. Procedures****1. Warming up**

- The teacher greets the students.
- The students are asked to pronounce the names of days in a week by imitating the teacher.

**2. Main activities**

## a. Presentation activities

- The teacher then explains about how to ask and answer about the name of days by writing down the expression on the blackboard.

## b. Practice activities

- The students are asked to express of asking the name of days in a week by imitating the teacher's pronunciation.

## c. Production activity

- The teacher asks the students to have simple conversation on asking and answer the name of days in a week by playing "Magic Box" game.
- The teacher asks the students to make 4 groups. He then explains the rule and give examples of how to play the game.

- One student of any group is asked to go in front of the class, stand behind a box, that contains envelopes, on a chair. The teacher asks the students to do some action by saying, "Pick up the box! Shake it! Take the envelope, open it and read the question!" The students then read the question taken from the envelope, for example "Today is Sunday. What day is it tomorrow?"
- The teacher points a student of the first group to guess the name of the day asked by saying, "Is it Saturday? Is it Monday?". If the pointed student guesses correctly, the students who read the question can say, "Yes, tomorrow is Monday". If the answer is wrong, he/she can just say "No. It is not".

### 3. Closing activity

- Evaluate the materials that have been given.
- The teacher greets the students and says goodbye.

#### Assessment :

- a. Technique: Practical test
- b. Form: A test on pronouncing the vocabularies and expression of asking and giving information related to the topic learnt through games.

#### Performance assessment guidance

No.	Aspects	Scores
1	Intonation : Clear	4
	Quite clear	3
	Not quite clear	2
	Keep silent	1
2	Pronunciation: Very good	4
	Good enough	3
	Not good enough	2
	Bad	1
3	Fluency: Fluent	3
	Fluent enough	2
	Not fluent enough	1

Mark/Grade:

Achieved scores	_____ X 100
Maximum scores	

## Personality Assessment Guidance

Student's name	Modesty					Attention					Cooperation					Logical and criticism				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
1. ....																				
2. ....																				
3. ....																				
4. ....																				
5. ....																				

Information: a: Very good  
 b: Good  
 c: Quite good  
 d: Not quite good  
 e: Bad

Yogyakarta, December .... 2010

English Teacher

Reasearcher

(Tutik Mayasari, S. Pd)

(Supriyadi)

NIM: 04202241042

### **Magic Box (Modified from Magic Match Box)**

- Game type : Guessing game
- Aims : Language: What day was it yesterday?
- Yes, yesterday was ....
  - No, you are wrong.
- Age : 4+ / 6+
- Group size : 4-5
- Time : 5 – 10 minutes
- Materials : A box, envelopes, papers contain questions about name of days in a week.
- Procedure :
1. Students are asked to make 4 groups. Put a box in front of the class.
  2. One students of any group is asked to go in front of the class, stands behind a box, that contains envelopes, on a chair. The teacher asked the students to do some action by saying, “Pick up the box! Shake it! Take the envelope, open it and read the question!” The students then read the question taken from the envelope, for example “Today is Sunday. What day ist it tomorrow?”
  3. The teacher points a students of first group to guess the name of the day asked by saying, “Is it Saturday? Is it Monday?”. If the pointed student guesses correctly, the students who read the question can say, “Yes, tomorrow is Monday”. If the answer is wrong, he/she can just say “No. It is not”. The students with correct answer get a point for his/her group.
  4. The game continuous until all the envelopes have been won. The group which can naswer the most question in the envelope at the end of the game wins.



## LESSON PLAN IV

**Grade** : V / Semester I

**Date** : December 9<sup>th</sup> 2010

**Duration** : 2 x 35 minutes

**Theme** : Daily activities.

**Skill** : Speaking

**Standard competence** : Giving very simple instruction and information related to school contexts.

**Basic competence** : Doing conversation to give and take Information with action involved; giving information, giving opinion, and asking clarity.

**Indicators** : 1. Students identify about kinds of daily activities in English.  
2. Students are able to share information about their daily activities with their friends.

**A. Objective** : Students are able to pronounce kinds of daily activities correctly and share information about it through communicative games.

### **B. Language Focus :**

#### **Vocabulary:**

#### Daily activities.

- |                                          |                         |
|------------------------------------------|-------------------------|
| a. Get up / getʌp /                      | = Bangun tidur          |
| b. Take a bath / 'teikə bæts /           | = Mandi                 |
| c. Have a breakfast / hæv ə 'brek fəst / | = Sarapan / makan pagi  |
| d. Go to school / gow tə skuwl /         | = Pergi ke sekolah      |
| e. Have a lunch / hæv ə lʌnc /           | = Makan siang           |
| f. Do homework / du: 'həʊmwɜ:k/          | = Mengerjakan PR        |
| g. Play with friends / plei with frens / | = Bermain bersama teman |

- h. Take a nap / teikə nəp / = Tidur siang  
 i. Watch TV / wɒtʃ ti:’vi:/ = Menonton TV  
 j. Have a dinner / hæv ə ‘dinə(r)/ = Makan malam  
 k. Study / ‘stʌdi / = Belajar  
 l. Go to bed / gow tə bed / = Tidur (malam)

### Expressions

Asking information	Giving information
<ul style="list-style-type: none"> <li>• What do you do at five o'clock?</li> <li>• What does he/she do at half past six?</li> </ul>	<ul style="list-style-type: none"> <li>• I get up at five o'clock.</li> <li>• He/she goes to school at half past six.</li> </ul>

**C. Resource** : Games for children – Lewis and Bedson, Cambridge.

Let's make friends with English, Esis

**D. Teaching technique:** Presentation, Practice, Production.

**E. Media** : Flashcard of daily activities, a set of replica of daily activities' accessories, blank papers for column sheets.

### F. Procedures

#### 1. Warming up

- The teacher greets the students.
- The teacher ask/remains about students daily activities and writes down them on the blackboard.

#### 2. Main activities

##### a. Presentation activities

- The teachers explains about kinds of daily activities by showing some pictures of daily activities.
- The students are asked to tell the names of daily activities by imitating the teacher.
- The teacher then explains about how to ask people's daily activities and how to answer it.

- The students are asked to tell the expression of asking people's daily activities and how to answer it and report it.

#### **b. Practice activities**

- The teacher asked to practice of telling the name of daily activities and memorize it by playing "action guessing game".
- The teacher asked the students to make four group. He explains the rules and gives the example of how to play the game.
- One student from any group is asked to go to front of the class and then the teacher shows him/her flashcard of certain activity which he/she has to do. After doing the activity, he/she says "What do I do at five o'clock?" If there are two actors, one of the actor may say, "What do we do at five o'clock?" or "What does he/she do at five o'clock?"
- Other students in each group then guess the name of activities shown to them. The first students of any group who raise his or her hand get the right to answer it. Students or group with most correct answer is the winner.

#### **c. Production activity**

- The teacher ask the students to express of asking people's daily activity and how to answer it and report it by playing survey games.
- The teacher ask the students to make four groups. He explains the rules and give the example of how to play the game.
- A students of each group has to ask a question related to the daily activities to another students in other groups. The answer that he/she get then to be fulfilled in a table that made by his/her own group, after that, he/she goes back to his/her group to discuss and write the report to be reported in front of the class.
- The group which able to be the first on reporting thir survey will get the most point.

### **3. Closing activity**

- The teacher reviews the material have been learnt.

- The teacher greets to students and say good bye.

**Assessment :**

- a. Technique: Pratical test
- b. Form: A test on pronouncing vocabularies and expression of asking and giving information related to the topic learnt through games.

**Performance assessment guidance**

No.	Aspects	Scores
1	Intonation : Clear	4
	Quite clear	3
	Not quite clear	2
	Keep silent	1
2	Pronunciation: Very good	4
	Good enough	3
	Not good enough	2
	Bad	1
3	Fluency: Fluent	3
	Fluent enough	2
	Not fluent enough	1

Mark/Grade:

Achieved scores
_____ X 100
Maximum scores

**Personality Assessment Guidance**

Student's name	Modesty					Attention					Cooperation					Logical and criticism				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
1. ....																				
2. ....																				
3. ....																				

4. ....																				
5. ....																				

Information: a: Very good  
b: Good  
c: Quite good  
d: Not quite good  
e: Bad

Yogyakarta, December .... 2010

English Teacher

Reasearcher

(Tutik Mayasari, S. Pd)

(Supriyadi)

NIM: 04202241042

### A. Action Guessing game

Game type	: Movement and guessing game
Aims	: Telling the names of daily activities
Group size	: 4 – 5
Time	: 10 – 20 minutes
Materials	: Flashcards of daily activities, replica of daily activities' accessories.
Description	: The students have to guess the name of certain daily activities after looking at the illustration of certain activities acted by some volunteers.
Procedure	: <ol style="list-style-type: none"> <li>1. The students are asked to make a group of 4-5.</li> <li>2. One or two students from any groups are asked to go to the front of the class to act an activities after he/she or they to be shown a by teacher a card contains a picture of a certain activities in a certain time with a written instruction of the action he/she or they should do. After doing the action the actor says, "What do I do at Five o'clock?". If there are two actors, one of them says, "What do we do at Five o'clock?" or "What does he/she do at five o'clock?"</li> <li>3. Other students in each group have to guess the activity based on the action illustrated in front of them. Before they answer or mention the name of the activity, they should rise their hand at first and mention their groups's name as fast as possible. The fastest student of any group raising the hand get the right to answer by saying, "You get up at Five o'clock" or "They get up at Five o'clock" or "He/she gets up at Five o'clock"</li> <li>4. If the student answers correctly, his/her group get a point. If the students answer incorrectly, they don't get a point and other students of other groups have the right to answer.</li> <li>5. The group which able to get the most point is the winner.</li> </ol>

## B. Survey games

Game type : Movement and team game.

Aims : Language: “What time do you usually get up?”  
 “ What do you do at Nine a’clock?”

Age : -

Group size : 4-5

Time : 15 minutes

Materials : Column sheets

Procedure :

1. Students are asked to make a group of 4-5. Each group has an interviewer, a secretary, and a reporter.
2. Each group is given a paper that they have to make a column on it. The column is fulfilled with the answer of question about students’ activities at a certain time.
3. The interviewer of each group asks 3 students of another group about their name and their activities at three certain times by saying, “What is your name?” and “What do you do at six o’clock/seven o’clock/three o’clock?”. The answer are put in the column of his/her column.
4. After the interviewer has got the column fulfilled, he or she goes back to his/her group to discuss the answer in the column for a report. The secretary then writes down the report to be reported in front of the class by the reporter.
5. The group which able to be the first in reporting their survey will get the most point.

**1. Pronounce these name of daily activities correctly!**



- Get up / getʌp / : Bangun tidur



- Take a bath / 'teikə bæts / : Mandi



- Have a breakfast / hæv ə 'brek fəst/ : sarapan



- Go to school / gow tə sku:l/ : pergi sekolah



- Have lunch / hæv ə lʌns / : makan siang



- Do homework / du: 'həʊmwɜ:k / : mengerjakan PR



- Take a nap / teikə næp / : tidur siang



- Watch TV / wɒtʃ ti:'vi:/ : Nonton TV



- Play with friends / plei with frens/ : main dengan teman



- Have dinner / hæv ə 'dinə(r)/ : makan malam



- Study / 'stʌdi / : belajar



- Go to bed / gow tə bed / : tidur (malam)

**2. To ask and give information of others' daily activities, use these following patterns.**

- What do you do at five o'clock?
  - I get up at five o'clock.
- What does he/she do at half past six?
  - He/she goes to school at half past six.

**APPENDIX**

**C**

**TABLE OF  
OBSERVATION AND  
INTERVIEW GUIDES**

**1a. Observation Guide in the English Teaching and Learning Process at Grade 5 of SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Variables	Indicators	Number of Item	Total
1.	Physical Environment	<ul style="list-style-type: none"> <li>- The location of the school</li> <li>- The physical condition of the classroom</li> <li>- The location of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> </ul>	3
2.	Media and Facilities	<ul style="list-style-type: none"> <li>- Facilities available in the school</li> <li>- Media available in the school</li> <li>- The uses of media in the teaching and learning process</li> </ul>	<ul style="list-style-type: none"> <li>4</li> <li>5</li> <li>6</li> </ul>	3
3.	The English Teaching and Learning Process	<ul style="list-style-type: none"> <li>a. Teaching Material               <ul style="list-style-type: none"> <li>- The material used by the teacher</li> <li>- The syllabus and lesson plan</li> <li>- The English course book</li> </ul> </li> <li>b. Teaching Techniques               <ul style="list-style-type: none"> <li>- The technique used by the teacher in English generally</li> <li>- The teacher used by the teacher in speaking learning process</li> <li>- The classroom activities</li> </ul> </li> <li>c. Time Management               <ul style="list-style-type: none"> <li>- The teacher starts the class</li> <li>- The teacher presents the material</li> <li>- The teacher gives exercises to the students</li> </ul> </li> <li>d. Students' Acceptance               <ul style="list-style-type: none"> <li>- Understand about the topic learnt</li> <li>- Mastered the topic</li> <li>- Actively participate the classroom activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>7</li> <li>8</li> <li>9</li> <li>10</li> <li>11</li> <li>12</li> <li>13</li> <li>14</li> <li>15</li> <li>16</li> <li>17</li> <li>18</li> </ul>	12
4.	Students' Behavior	<ul style="list-style-type: none"> <li>a. Students' Response               <ul style="list-style-type: none"> <li>- Response to the teacher's greeting</li> <li>- Response to the teacher's instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>19</li> <li>20</li> </ul>	7

		- Pay attention to the lesson	21	
		b. Students' Positive Emotion		
		- Show enthusiasm during the lesson	22	
		- Interest with learning activities	23	
		c. Students' habit		
		- Make some noise in the class	24	
		- Do the task given by the teacher	25	
				25

**1b. Observation Guide of Improving Speaking Learning Process Using Communicative Games at Grade 5SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Variables	Indicators	Number of Item	Total
1.	The Classroom Management	- Grouping the students during the game implementation - The indoor and outdoor classroom activities	1 2	2
2.	The Presentation of the Learning Material	- The presentation of the learning material - The learning material presented to the class - The students' responses during the presentation	3 4 5	3
3.	The Use of Communicative Games in Speaking Learning Process	- Attract the students' attention - The implementation of the games - The students' involvement and responses in playing the games - The students' efforts to do the task of the game - Monitoring students' activity and students' works - The teacher's ability to handle the students' disruptive behavior	6 7 8 9 11 12	6
4.	The Use of Classroom	- The classroom English used by the teacher	13	3

	English in Teaching Learning Process	<ul style="list-style-type: none"> <li>- The implementation of classroom English</li> <li>- The students' responses to teacher greeting, questions, instructions, and leave taking</li> </ul>	14 15	
5.	Utilization of Media in the Teaching and Learning	<ul style="list-style-type: none"> <li>- Kinds of media used in the teaching learning process</li> <li>- The use of media in the teaching and learning process</li> <li>- The effects of media used in the teaching learning process</li> </ul>	16 17 18	3
6.	The Use of Star Stamps as Scores for the Students	<ul style="list-style-type: none"> <li>- The use star stamps as scores for the students</li> <li>- The implementation of star stamps as scores</li> <li>- The effect of star stamps to the students</li> </ul>	19 20 21	3
				21

**2a. Interview Guide in Observing the English Teaching and Learning Process at  
Grade 5 of SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Variables	Indicators	Number of Item	Total
1.	English Teacher Background	<ul style="list-style-type: none"> <li>- Educational background</li> <li>- Periods of teaching English in the school</li> <li>- Teaching experiences</li> </ul>	<p>1</p> <p>2</p> <p>3</p>	3
2.	English Teaching and Learning Process	<ul style="list-style-type: none"> <li>a. Teaching material               <ul style="list-style-type: none"> <li>- The syllabus and lesson plan</li> <li>- The English course book</li> </ul> </li> <li>b. Teaching techniques               <ul style="list-style-type: none"> <li>- Techniques used in English teaching</li> <li>- Classroom activities in English teaching and learning process</li> </ul> </li> <li>c. Students' acceptance               <ul style="list-style-type: none"> <li>- Students' understanding on the topic/material</li> <li>- Students' mastery to the topic/material</li> <li>- Response in the classroom activities</li> </ul> </li> <li>d. Time management               <ul style="list-style-type: none"> <li>- Presenting the material</li> <li>- Giving exercises to the students</li> </ul> </li> </ul>	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p>	9
3.	Speaking Learning Process	<ul style="list-style-type: none"> <li>- Material presented in speaking learning process</li> <li>- Techniques used in presenting the material</li> <li>- Classroom activities in speaking learning process</li> </ul>	<p>13</p> <p>14</p> <p>15</p>	3
4	Classroom management	<ul style="list-style-type: none"> <li>- Handling the classroom activities</li> <li>- Handling the disruptive attitude of the students</li> </ul>	<p>16</p> <p>17</p>	2
5.	Students' condition and characteristics	<ul style="list-style-type: none"> <li>- Students' interest in English teaching and speaking learning process</li> <li>- Students' difficulty in English teaching and learning process</li> </ul>	<p>18</p> <p>19</p>	6

		- Students' difficulty in speaking learning process	20	
		- Students' response to the learning process	21	
		- Students' attitude and acceptance in English teaching and learning process	22	
		- Students' attitude and acceptance in speaking learning process	23	
				23

**2b. Interview Guide in Observing the English Teaching and Learning Process at Grade 5 of SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Variables	Indicators	Number of Item	Total
1.	Students' background	- Students' name - Students hobby	1 2	2
2.	English Teaching and Learning Process	- Students' interest to English lesson - Students' activity in English lesson - Students' feeling in English feeling - Classroom activity in English lesson	3 4 5 6	4
3.	Speaking Learning Process	- Classroom activity in speaking learning process - Students feeling in speaking learning process - Teaching technique used by the teacher in speaking learning process	7 8 9	3
				9

**2c. Interview Guide in Improving Speaking Learning Process Using Communicative Games at Grade 5 of SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Variables	Indicators	Number of Item	Total
1.	The Presentation of Learning Material to the Students	<ul style="list-style-type: none"> <li>- The Process of learning material presentation</li> <li>- The students' responses to the presentation of learning material</li> </ul>	1 2	2
2.	The Use of Communicative Games in Speaking Learning Process	<ul style="list-style-type: none"> <li>- The Implementation of the games</li> <li>- The effectiveness of the games used</li> <li>- The students' response and involvement in the teaching and learning process</li> </ul>	3 4 5	3
3.	The Use of Classroom English	<ul style="list-style-type: none"> <li>- The implementation of classroom English in teaching and learning process</li> <li>- Kinds of classroom English used</li> </ul>	6 7	2
4.	The use of Media	<ul style="list-style-type: none"> <li>- The effectiveness of the media used</li> </ul>	8	1
5.	The use of star stamps for the students	<ul style="list-style-type: none"> <li>- The effectiveness of star stamps as scores for the students</li> </ul>	9	1
				9

**2d. Interview Guide in Improving Speaking Learning Process Using Communicative Games at Grade 5 of SD Muhammadiyah Plembon in the Academic Year of 2010/2011**

No.	Variables	Indicators	Number of Item	Total
1.	The Material Learnt by The Students	<ul style="list-style-type: none"> <li>- The learning material</li> <li>- The students' understanding to the learning material</li> </ul>	1 2	2
2.	The use of Communicative Games in Speaking Learning Process	<ul style="list-style-type: none"> <li>- The games played</li> <li>- The students' improvement and response in playing the games</li> <li>- The students' interest of the games played</li> </ul>	3 4 5	3
3.	The Media Used in Teaching and Learning Process	<ul style="list-style-type: none"> <li>- The students' interest to the media used</li> <li>- The students' opinion on the media used</li> </ul>	6 7	2
				7

**APPENDIX**  
**D**  
**FIELD NOTES**

### Field note 1

**Observasi SD Muhammadiyah Plembon**

**Kelas 4, 20 November 2009, pukul: 08.10**

**Kegiatan kelas: mencocokkan soal mid semester**

**Siswa: 10 Putra, 5 putri**

Begitu guru masuk kelas, siswa langsung ke tempat duduk masing-masing. Pelajaran dimulai dengan greeting dan salam. Saat guru memberikan greeting, “*Good morning, Children...*”, “*How are you today?*”, siswa hanya menjawab, “*Good morning, I’m fine..*” tanpa diselesaikan dengan “... thank you, and you?”

Langsung menuju materi, guru kemudian membacakan soal tentang warna dan siswa menuliskannya di buku catatan (soal tersebut merupakan pemanasan bagi siswa untuk masuk dalam pelajaran). Saat siswa ramai sewaktu soal dibacakan, guru memanggil nama siswa yang ramai tersebut dengan keras agar siswa tersebut tenang dan memperhatikan pelajaran kembali. Siswa-siswa mengerjakan pekerjaan masing-masing sambil tetap bercakap-cakap dan bercanda satu sama lain.

Sambil menunggu siswa-siswa selesai mengerjakan pekerjaannya, guru mengerjakan pekerjaannya yang lain di mejanya.

Saat soal dikoreksi bersama dengan guru menuliskan soal dan jawabannya di papan tulis, siswa antusias membacakan jawaban masing-masing dengan pronunciation yang lumayan benar semisal: Green, Pink, dan Black.

Guru kemudian mengecek catatan siswa, ternyata ada PR dari minggu kemarin. Siswa ramai sendiri-sendiri khususnya siswa putra. Beberapa siswa putra ternyata ada yang tidak mengerjakan PR tersebut. (PR tersebut merupakan bagian dari soal-soal mid semester yang akan dicocokkan bersama-sama).

Guru kemudian memerintahkan siswa, yang tidak mengerjakan PR, untuk meminjam catatan temannya bila tidak punya dengan mengucapkan, “*Borrow your friend..*”

Saat mencocokkan jawaban PR (tentang angka) siswa antusias dalam membacakan jawabannya sementara guru menuliskannya di papan tulis. Beberapa kata angka diucapkan dengan benar oleh siswa seperti: *twenty, eighteen, dll.*

Berlanjut pada PR selanjutnya tentang nama-nama barang (Noun Phrase). Siswa banyak yang salah dalam mengucapkan: *Cupboard (cup board), Table (table), Skirt (se kiret)*, dan lain-lain. Saat mencocokkan jawaban sebagian besar siswa memperhatikan penjelasan guru, namun ada pula beberapa siswa yang ramai sendiri.

Saat proses mengoreksi PR siswa selesai, guru memerintahkan siswa yang piket untuk menghapus papan tulis dengan mengucapkan, “*Clean the blackboard, please!*” Saat menghapus papan tulis, beberapa siswa ramai/bercanda sendiri dengan temannya sebangkunya.

Berlanjut ke PR selanjutnya, guru menuliskan soalnya di papan tulis. Setelah siswa membacakannya (tentang jumlah dan nama bendanya/noun phrase). Beberapa

siswa dalam 1 blok tempat duduk ramai sendiri, guru memerintahkan untuk diam dengan mengucapkan, “*Silent, please! Can you hear me? Look at the blackboard!*”

Saat membahas jawabannya, guru sambil menuliskannya di papan tulis. Siswa kebanyakan ramai sendiri, sibuk sendiri hingga guru harus memperingatkannya berkali-kali, bahkan ternyata ada siswa yang mengeluarkan buku catatannya/mencatat. Selesai jawabannya tertulis dan terjawab siswa kemudian guru memerintahkan siswa mencatatnya dengan harus menenangkan keramaian siswa terlebih dahulu. Walaupun sudah disuruh mencatat jawaban yang ada di papan tulis, tidak semua siswa mau mencatat. Mereka tidak mengacuhkannya. Setelah guru mendatangi siswa-siswa yang malas mencatat, akhirnya beberapa siswa menuliskannya dengan beberapa siswa masih tidak peduli.

Masuk ke pekerjaan selanjutnya tentang perkenalan dan greeting, masih ada beberapa siswa yang tidak mau memperhatikan. Ada beberapa siswa putra yang ramai. Sedangkan siswa putri duduk bosan dan ada yang bercakap-cakap dengan teman sebangkunya. Selesai semua, siswa diperintahkan untuk mencatat namun tak semua siswa melakukannya.

## **Field note 2**

### **Observasi SD Muhammadiyah Plembon**

**Kelas 5, 2 September 2010**

Guru masuk ke kelas terlambat 30 menit, kemudian memberi salam, “*Good morning ...*” “*Assalamu’alaikum warrohmatullohi wabarokatuh.*” Seluruh siswa menjawabnya dengan lengkap. Guru langsung menanyakan apakah ada PR, dan ternyata tidak ada.

Langsung berdasar LKS, guru memerintahkan siswa untuk bersama-sama mengeja kalimat-kalimat tentang ‘Daily activity’ dengan menirukan ucapan guru. Kemudian guru mengartikan kalimat-kalimat tersebut sambil menuliskannya di papan tulis dengan 1 kalimat sebagai contoh. Siswa diminta menuliskan artinya di LKS masing-masing dengan penekanan pembelajaran pada kata kerja seperti: get up, breakfast, dll, dan juga identitas waktu (am, pm). Terdengar seorang siswa mengucapkan kata kerja dalam bahasa Inggris “Play” dengan pronunciation yang salah /plai/. Beberapa siswa malah menyanyikan lagu yang pernah diajarkan pada kelas sebelumnya.

Selama kegiatan penerjemahan beberapa siswa saling bercakap-cakap satu sama lain dan ada juga yang main pukul meja. Guru kemudian menenangkannya.

Kemudian guru meminta siswa membuka halaman selanjutnya di LKS masing-masing. Ada siswa yang meminta izin ke belakang, guru memandunya minta izin dalam bahasa Inggris, “*I’m sorry miss, I want to go to the toilet.*”

Guru kemudian menuliskan beberapa kata ‘personal pronoun’ dan beberapa kata kerja seputar “daily activities” dan mememinta siswa mencatat dalam buku

catatan masing-masing. Siswa pun mencatatnya dengan tenang walau masih ada beberapa siswa yang ramai dan bicara sendiri. Sementara itu guru menyempatkan untuk membalas SMS setelah selesai menulis di papan tulis. Terdengar bunyi bel istirahat berbunyi, siswa-siswa berlarian keluar kelas.

**Field note 3**  
**Observasi SD Muhammadiyah Plembon**  
**Kelas 5, 23 September 2010**  
 (Semua siswa masuk)

Guru seperti biasa terlambat 30 menit masuk kelas. Pelajaran langsung dimulai dengan guru memiliki nama-nama hari dalam bahasa Inggris beserta artinya dalam bahasa Indonesia. Siswa kemudian diminta mencatatnya, dan kemudian guru meminta siswa membuka LKS masing-masing.

Siswa diminta mengeja nama-nama hari dalam bahasa Inggris dengan menirukan apa yang diucapkan guru. Kemudian guru memerintahkan siswa-siswa untuk melafalkan tanpa bantuan guru. Siswa-siswa putra mulai main-main/ramai dengan melafalkan nama-nama hari dalam bahasa Inggris tersebut dengan suara keras. Pelafalan masih pada salah, misalnya: Sunday /sun dɔi/ atau Friday /fri dɔi/.

Guru kemudian menuliskan materi tambahan seputar ungkapan menanyakan hari-hari dalam bahasa Inggris di papan tulis. Siswa diminta mencatatnya karena nanti akan dijelaskan oleh guru, namun siswa justru mulai ramai sendiri dengan bercakap-cakap satu sama lain dengan suara keras.

Guru kemudian menjelaskan materi yang dituliskan tadi. Beberapa siswa putra kurang memperhatikan, mereka lebih tertarik untuk sibuk sendiri. Dari luar ada seorang siswa TK bermain sendiri di depan pintu kelas 5, beberapa siswa membicarakannya. Guru menanggapi dengan menanyakan kepada siswa seputar tokoh-tokoh dalam serial kartun “Upin Ipin”. Saat guru belum selesai menjelaskan materi, bel istirahat berbunyi. Guru kemudian memberikan PR dari LKS.

**Field Note 4**  
**Action 1 Cycle 1**  
**Kelas 5**  
**11 November 2010**

Peneliti masuk ke kelas, beberapa anak yang sudah kenal dengan dan akrab dengan peneliti tampak tertawa-tawa senang/gembira, menaruh peralatan mengajar di meja. Setelah itu mengucapkan salam kepada anak-anak, “Assalamu’alaikum warrohmatullohi wabarokatuh”. “Wa’alaikumsalam warrohmatullohi wabarokatuh,” jawab siswa. Peneliti kemudian menyambung dengan greeting, “Good morning,

everyone?”. Siswa menjawab, “Good morning, Miss”. Karena sang peneliti adalah seorang laki-laki dan tidak mau dipanggil “Miss”, maka dia meminta siswa untuk mengulangi jawaban greeting mereka dengan melengkapi nama panggilan ke peneliti menjadi “Mister”. Akhirnya siswa pun mengulang kembali jawaban greeting mereka, “Good morning, Mister” sambil beberapa anak tertawa-tawa. Peneliti kemudian melengkapi greetingnya dengan berkata, “How are you today?”. Siswa pun menjawab, “I’m fine. Thank you. And you?”. Peneliti menjawab, “I’m fine too, thank you”.

Peneliti kemudian bertanya kepada siswa, “ Anak-anak, masih ingat dengan saya?”. Siswa pun menjawab, “masiih..he.” Peneliti bertanya kembali kepada siswa tentang identitasnya, “ Masih ingat nama saya?” Siswa tampak berpikir mengingat-ingat nama peneliti, seorang siswa berkata, “Wah lupa namanya e.. Mister..haha”. Kemudian peneliti memperkenalkan diri serta memperkenalkan rekannya yang bertugas sebagai collaborator dokumentasi kegiatan pembelajaran, “Oke, perkenalkan my name is Mr. Supri dan teman mister di belakang itu namanya Mr. Rahmat. Nanti dia bertugas mengambil foto kalian waktu pelajaran berlangsung. Jadi kalian tolong jangan banyak ramai ya.. Oke, sekarang say hi to Mr. Rahmat..hehe”. Siswa kemudian memberi salam kepada collaborator, “Hi, Mr.Rahmat”, “Good!”, kata peneliti kepada siswa.

Peneliti kemudian menjelaskan tujuannya masuk ke kelas 5 ini, yaitu sedang melaksanakan penelitian dan akan menggantikan guru bahasa Inggris yang biasa mengajar untuk beberapa kali pertemuan. Peneliti juga menjelaskan bahwa kegiatan belajar yang akan ada adalah lebih banyak permainan. “Oke, anak-anak. Hari ini sampai beberapa hari ke depan saya akan menggantikan miss Maya mengajar bahasa Inggris di kelas lima ini. Seperti yang saya bilang beberapa waktu yang lalu saya mengajar di sini untuk meneliti kegiatan belajar kalian. Pelajaran bahasa Inggris ini akan diisi dengan berbagai permainan untuk kegiatan belajarnya, jadi mohon kerjasamanya ya anak-anak.” Mendengar itu, beberapa siswa berteriak gembira, “Horee.. main-main..”, peneliti kemudian menenangkan siswa-siswa tersebut agar mereka kembali memperhatikan penjelasan lebih lanjut dari peneliti.

Sebelum menjelaskan topik pelajaran hari ini, peneliti bertanya apakah ada siswa yang tidak masuk hari ini, “Who’s absent today? Siapa yang tidak masuk sekolah hari ini?” dan ternyata ada satu siswa yang tidak masuk sekolah. Kemudian peneliti menunjuk kan lembar nilai kepada siswa, sambil menjelaskan fungsinya untuk merekam nilai tiap siswa saat kegiatan permainan berlangsung selama pelajaran bahasa Inggris. “Oke, anak-anak. Sebelum pelajaran kita mulai, saya ingin kalian mengisi lembar nilai yang saya bawa ini. Tiap siswa dapat satu lembar nilai. Nah, lembar nilai ini fungsinya untuk tempat nilai kalian waktu pelajaran bahasa Inggris nanti. Oke, saya bagikan dulu segera isi nama dan nomer absennya ya..” Peneliti kemudian membagikan lembar nilai tersebut ke siswa sambil menyuruh mereka untuk mencantumkan nama mereka di kolom yang telah tersedia.

Setelah pembagian lembar nilai selesai dan siswa sudah mengisi nama masing-masing, peneliti kemudian menjelaskan topik pelajaran hari ini yaitu tentang

waktu atau 'Time'. Peneliti bertanya pada siswa apakah mereka masih ingat dengan topik tentang waktu ini. Beberapa siswa ada yang mengatakan sudah lupa dan beberapa lagi mengatakan masih ingat. Guna membuat siswa kembali mengingat tentang waktu/time tersebut, peneliti kemudian menuliskan beberapa bunyi waktu dalam bahasa Inggris. Peneliti menuliskan "07:00" dan bertanya, "ini gimana bunyinya dalam bahasa Inggris?", beberapa siswa menjawabnya, "It is seven o'clock!", peneliti membalasnya dengan mengatakan "Good!". Kemudian peneliti menuliskan "07:30", siswa mulai terlihat bingung lupa bagaimana bunyinya. Seorang siswa putra membuka buku catatannya dan mengucapkan dengan lantang namun masih agak terbata-bata dan tidak sesuai pengucapannya dalam bahasa Inggris, "It is ...eeeh ...a half past... eehh ... seven!", peneliti kemudian mengatakan "Good!" pada siswa tersebut.

Peneliti kemudian melanjutkan bertanya sambil menuliskan di papan tulis bunyi waktu dalam bahasa Inggris selanjutnya. Peneliti menuliskan waktu serta bunyinya dalam bahasa Inggris secara berurutan. Beberapa siswa yang berusaha menyebutkan bunyi waktu dalam bahasa Inggris sesuai angka waktu yang dituliskan peneliti di papan tulis, tapi masih salah sering salah dalam penyebutannya, misalnya 09.45 yang dibaca siswa "It is a quarter past nine". Peneliti memberi sedikit petunjuk agar siswa mengoreksi bunyinya, setelah paham siswa pun mampu menyebutkan bunyi waktu tersebut dengan benar yaitu "It is a quarter to ten".

Setelah semua waktu tertulis cara bacanya atau bunyinya dalam bahasa Inggris di papan tulis, peneliti mengajak siswa untuk melafalkannya bersama-sama dengan menirukan ucapan peneliti, "Oke semua.. repeat after me! Ikuti ucapan saya ya..!". Kemudian peneliti meminta mereka membacanya sendiri. Karena siswa telah hafal bunyi angka dalam bahasa Inggris, maka sebagian besar siswa mampu mengucapkan bunyi waktu dalam bahasa Inggris dengan pelafalan yang benar.

Guna menguji kemampuan siswa dalam menghafal/mengingat dengan benar nama-nama waktu beserta pengucapannya dalam bahasa Inggris dengan benar, peneliti kemudian menunjukkan sebuah replika jam dinding kepada siswa. Siswa nampak penasaran. Peneliti kemudian berkata, "Oke, sekarang coba kalian sebutkan waktu dalam bahasa Inggris yang benar yang ditunjukkan oleh jam dinding ini. Kita mulai dari sekarang, ya!". Peneliti mengarahkan jarum pada replika jam dinding tersebut pada waktu-waktu tertentu sesuai dengan yang telah peneliti ajarkan sebelumnya pada siswa. Sebagian besar siswa mampu menyebutkan dengan benar waktu dalam bahasa Inggris, sesuai yang ditunjukkan peneliti pada replika jam dinding tersebut. Beberapa siswa masih salah dalam pelafalannya.

Setelah siswa berlatih mengucapkan/melafalkan bunyi waktu dalam bahasa Inggris, peneliti kemudian menerangkan siswa tentang jenis kegiatan harian (daily activities) dengan menanyakan arti kegiatan-kegiatan harian pada jam tertentu dari bahasa Indonesia ke dalam bahasa Inggris. Peneliti mengajak siswa mengingat kembali nama-nama aktivitas harian yang telah siswa pelajari beberapa waktu sebelumnya. "Kalau tadi kita belajar tentang bunyi waktu dalam bahasa Inggris,

sekarang kita pelajari kembali nama-nama aktivitas harian dalam bahasa Inggris. Oke, sebelumnya ada yang masih ingat bahasa Inggrisnya aktivitas harian?"

S : "Eh..lupa mister.." (jawab seorang siswa).

S : " Opo tho..?" (tanya seorang siswa pada temannya).

P : "Oke.. aktivitas harian dalam bahasa Inggris adalah 'daily activities'." (sambil menuliskannya di papan tulis).

Peneliti memancing siswa untuk menyebutkan nama-nama aktivitas harian dengan menanyakan hal yang biasa siswa lakukan pada jam tertentu.

P : "Oke, biasanya jam 05.00 pagi apa yang kalian lakukan?"

S : "Bangun tidur..!!" (jawab siswa dengan sedikit berteriak).

P : "Oke, bahasa Inggrisnya bangun tidur apa hayo?"

S : "Ehm apa ya..?" (Beberapa siswa bingung dan saling bertanya).

P : "Get.."(Peneliti berusaha memberi petunjuk).

S : "Get up!" (Beberapa siswa mengucapkan dengan keras dan lafal yang benar).

P : "Oke, good."(Puji peneliti sambil menuliskan kata get up di papan tulis).

Peneliti melanjutkan menanyakan nama-nama aktivitas harian kepada siswa dengan cara yang sama seperti take a bath, have a breakfast, get dressed dan sebagainya. Ternyata siswa belum mengetahui nama-nama aktivitas harian seperti "have a lunch", "do homework", "play with friends", dan "take a nap" karenanya peneliti langsung menyebutkannya sambil menuliskan di papan tulis begitu siswa nampak bingung.

Setelah selesai nama-nama kegiatan harian tertulis di papan tulis, peneliti mengajak siswa untuk belajar melafalkannya dengan benar. Dimulai secara bersama-sama menirukan ucapan peneliti dan kemudian siswa secara sendiri-sendiri ditunjuk peneliti untuk melafalkan nama-nama kegiatan harian dengan benar. Saat diminta melafalkan sendiri nama-nama aktivitas harian setelah sebelumnya siswa diminta menirukan pengucapan peneliti, siswa banyak melakukan kesalahan pengucapan. "Get dressed" dibaca /get dresed/, "have a lunch" dibaca /hev a lunc/, "play with friends" dibaca /plAi wit friens/, dan "take a nap" dibaca /takenap/. Kemudian peneliti mengoreksi dan meminta siswa melafalkan beberapa kali sampai benar.

Setelah dirasa cukup benar pelafalan siswa dalam mengucap waktu dalam bahasa Inggris, peneliti mengajak siswa untuk bermain "clock race game" yaitu 2 pasang siswa harus berlomba menunjukkan posisi jarum jam yang benar setelah seorang siswa melafalkan bunyi waktu tertentu. Sebelum permainan dimulai, peneliti bertanya kepada siswa apakah ingin bermain di kelas atau halaman sekolah, siswa memilih untuk bermain di halaman sekolah.

Peneliti kemudian mengarahkannya, membaginya dalam 2 kelompok dan menerangkan peraturan permainannya. Dalam pembentukan kelompok pada permainan ini, peneliti mencoba menyerahkan pada siswa untuk membentuk kelompoknya sendiri dengan memilih atau mengajak teman untuk bergabung dengan kelompoknya. 1 kelompoknya harus terdiri atas 8 orang siswa. Ternyata dengan cara ini pembentukan kelompok cenderung lama karena siswa pilih-pilih dalam

membentuk kelompoknya, sedangkan siswa putri lebih memilih menjadi satu dengan jumlah 5 orang. Akhirnya siswa putra mampu membentuk kelompok dengan anggota 8 orang dan tersisa 3 siswa yang tidak mendapat kelompok. Kemudian peneliti memutuskan 3 orang siswa putra tadi untuk bergabung dengan 5 orang siswa putri sehingga jumlahnya genap 8 orang. Awalnya 3 orang siswa putra tadi enggan bergabung, namun akhirnya mereka bersedia setelah peneliti membujuk mereka.

P : “Kalian bertiga gabung sama siswa putri biar jumlahnya pas ya..”

S : “Ah gak mau mister..” (jawab seorang siswa).

P : “Lah ini gak maunya kenapa? Kalian kan bertiga, enggak sendiri-sendiri. kok enggak mau? Enggak apa-apa wis. Cuma bentar kok. Nanti mainnya dijamin asik deh..oke? ayo.. biar waktu mainnya lebih lama dan kalian bisa dapat nilai lebih banyak.. oke?”

S : “Oke, mister..” (jawab ketiga siswa tadi).

Kemudian peneliti membawa dua gulung kertas karton yang berisi angka-angka 1 sampai 12 melingkar membentuk jam dinding besar, lalu menggelnarnya di depan barisan 2 kelompok siswa tadi. Siswa terlihat penasaran. Peneliti kemudian menjelaskan fungsi 2 tiruan jam dinding besar tadi, lalu menjelaskan peraturan permainan ‘clock race’ yang akan dimainkan. Karena siswa malah asyik saling mengobrol dengan teman sekelompoknya, peneliti harus berulang kali meminta siswa untuk memperhatikan dan menerangkan peraturan permainan beberapa kali. Meskipun begitu masih saja ada beberapa anak belum paham karena tidak mendengarkan penjelasan.

Permainan dimulai dengan satu kali latihan agar siswa lebih jelas dan paham dengan bentuk permainannya. Selanjutnya permainan berlangsung selama beberapa putaran. 2 orang siswa dari kelompok yang berbeda maju ke depan, 1 orang mengambil kartu berisi waktu tertentu dan cara bacanya. Siswa yang lain bertanya, “What time is it?”. Siswa yang membawa kartu tadi kemudian membaca bunyi waktu dalam kartunya dengan keras sebagai contoh “08:30: it is half pas nine” dan menunjukkannya kepada siswa lain di kedua kelompok. Setelah mendengar dan melihat waktu yang tertera dalam kartu tadi 2 orang dari masing-masing kelompok kemudian beradu kecepatan dalam menunjukkan posisi jarum jam pada replika jam besar di atas tanah dengan menaruh salah satu kaki mereka pada angka-angka tertentu. yaitu satu siswa menginjak angka 6 dan siswa yang lain menginjakkan kakinya di antara angka 8 dan 9.

Dari beberapa putaran permainan, sebagian besar siswa mampu mengucapkan dengan benar bunyi waktu dalam bahasa Inggris dengan sedikit panduan dari peneliti, hanya ada satu siswa yang cenderung malas-malasan dalam mengucapkan kalimat tanya “What time is it?”. Siswa tersebut melafalkan /watamijit/ berulang kali walau peneliti memintanya mengulang pengucapan sambil memberi contoh pengucapan yang benar. Kelompok yang mampu menunjukkan posisi jarum jam lebih dulu dengan tepat mendapat stempel “star” di kartu/lembar nilai mereka sebagai poin atas jawaban mereka yang benar. Walau permainan hanya berlangsung beberapa putaran

karena keterbatasan waktu, dan hanya beberapa anak saja yang dapat kesempatan bermain, sebagian besar siswa terlihat antusias.

Peneliti kemudian menghentikan permainan setelah dirasa cukup dan memerintahkan siswa untuk kembali ke kelas. Selanjutnya peneliti melanjutkan kegiatan kelas dengan permainan “big clock game” yang merupakan permainan ular tangga. “Oke, anak-anak. Kalau tadi kalian sudah bermain ‘clock race’ dan sudah paham tentang ‘time’ atau waktu dalam bahasa Inggris, sekarang kita akan mencoba bermain ‘big clock game’. Melalui permainan ‘big clock’ kalian akan belajar mengungkapkan kegiatan harian atau daily activities yang telah kita pelajari tadi. Saya siapkan dulu alatnya..”

Peneliti mengeluarkan lipatan kertas karton besar yang berisi kotak warna-warni membentuk papan ular tangga dari dalam tas lalu menggelarnya di depan kelas. Siswa kembali penasaran dengan benda yang ada di depan mereka.

P : “Yah seperti yang kalian lihat, permainan ‘big clock’ ini mirip permainan ular tangga. Jadi dadu besar juga sudah saya siapkan untuk melengkapi permainannya”

S : “Wah haha.. dadune gedhe banget!” (komentar seorang siswa yang kagum melihat dadu yang ukurannya besar).

P : “Kalian suka?”

S : “Suka mister..hehe..bagus.”

Siswa kemudian diminta membentuk 2 kelompok dan menunjuk seorang siswa dari tiap kelompok sebagai wakil dalam permainan. dalam permainan ‘big clock’ ini, siswa tetap dibagi menjadi 2 kelompok. Namun karena waktu yang semakin sempit hanya beberapa anak saja yang dapat kesempatan bermain, itu pun cenderung siswa yang terlihat aktif dalam permainan ‘clock race’ sebelumnya. Sedangkan siswa lain hanya menonton permainan dengan melingkari area permainan.

Setelah peneliti menerangkan peraturan permainan. Kemudian permainan dimulai dengan satu kali latihan dan berjalan selama 3 kali putaran. 1 siswa dari kelompok pertama melempar dadu besar, kemudian dia melangkah beberapa kotak di papan ular tangga berukuran besar sesuai jumlah yang ditunjukkan oleh dadu tadi. Apabila siswa tadi sampai/menginjakkan kakinya di kotak yang terdapat gambar jam dengan waktu tertentu dan ada tumpukan kartu yang berisi nama-nama kegiatan harian, siswa harus memilih 1 kartu diantara tumpukan kartu yang berisi nama kegiatan harian tertentu untuk kemudian membuat kalimat sesuai dengan waktu yang tertera pada gambar jam seperti “I am studying at seven o’clock”, yang sebelumnya secara bersama-sama dari siswa-siswa dari kedua kelompok yang melingkari area permainan bertanya, “What are doing at ... (sesuai waktu yang dalam kotak tempat siswa tersebut berdiri)?”. Bila siswa tersebut mampu menjawab dengan benar, dia berhak maju 1 langkah, bila jawaban salah maka dia tetap diam di tempat dan siswa dari kelompok lain berhak untuk melempar dadu besar dan melangkah beberapa kotak sesuai angka yang ditunjukkan dadu tersebut.

Siswa dari kelompok pertama maju. “sekarang lempar dadunya!” kata peneliti. Siswa tersebut melempar dadu dan muncul angka tertentu. “sekarang ambil

langkah sesuai angka di dadu!”. Begitu siswa tersebut menginjakkan langkah terakhirnya di kotak yang terdapat jam dan tumpukan kartu, peneliti memberi instruksi, “ Oke, sekarang pilih kartu yang ada dan buat kalimat sesuai nama daily activities yang ada di kartu dalam waktu yang ditunjukkan kotak tempat kamu berdiri!”.Demikian seterusnya berlanjut dengan siswa yang sampai finish terlebih dahulu sebagai pemenang.

Sayangnya permainan kurang lancar karena siswa kurang bisa membuat kalimat berdasar kartu kata yang mereka pilih dikarenakan peneliti lupa menjelaskannya terlebih dahulu tentang ekspresi cara memberi tahu kegiatan harian dalam bahasa Inggris, sehingga selama permainan peneliti harus lebih banyak memandu siswa dalam membuat kalimat dengan menuliskan kalimat sesuai kartu berisi nama kegiatan harian dalam kartu di papan tulis dan kemudian membantu siswa melafalkannya. Akan tetapi siswa cukup antusias dan berani mengucapkan kalimat bahasa Inggris secara individu walau masih banyak kesalahan. Permainan berlanjut sampai jam istirahat dan akhirnya ditutup tanpa sempat peneliti menerangkan kembali materi pelajaran karena beberapa siswa telah keluar kelas untuk istirahat.

### **Field Note 5**

#### **Action 2 Cycle 1**

#### **Kelas 5**

**22 November 2010**

Berhubung hari Kamis tanggal 25 November 2010 adalah hari Guru Nasional dan di sekolah kegiatan belajarnya ditiadakan, maka pelajaran bahasa Inggris oleh peneliti dilaksanakan pada hari Senin tanggal 22 November pukul 10.45.

Peneliti masuk ke ruang kelas, mengatur anak-anak yang masih berlarian di dalam dan di luar kelas. Setelah semua siswa duduk rapi, peneliti kemudian mengucapkan salam dan greeting kepada siswa dan siswa menjawabnya dengan lengkap. Sebelum menjelaskan kegiatan yang akan dilaksanakan pada hari ini, peneliti terlebih dahulu membagikan kartu nilai sebagai tempat nilai siswa selama permainan nanti, kemudian peneliti menjelaskan topik yang akan dipelajari pada hari ini yaitu tentang “Days in a week” yang sebelumnya telah diajarkan.

Peneliti kemudian bertanya kepada siswa tentang nama-nama hari dalam bahasa Inggris, “Hari Minggu dalam bahasa Inggris namanya apa? Hayo!”. Sebagian besar siswa nampak bingung dan berpikir, sampai akhirnya ada satu anak yang menjawab dengan suara keras, “Monday” dengan pelafalan yang salah yaitu /Mon dai/. Karena jawabannya salah, peneliti mencoba menanyakan ulang, “Ah masa..? ayo coba dicari lagi namanya apa..?” Akhirnya ada satu anak putra yang menjawab, “Sunday!” masih dengan pelafalan yang salah yaitu /Sun dai/ diikuti teman-temannya mengucapkan kata yang sama. Karena jawabannya benar, peneliti memberi pujian “Good!”.

Selanjutnya, peneliti mencoba menanyakan nama hari yang lain dalam bahasa Inggris. Sebagian besar siswa nampak bingung karena lupa, beberapa siswa di kursi belakang justru nampak tidak peduli. Akhirnya, peneliti mengeluarkan sebuah media belajar berupa selembur kertas besar berisi urutan nama-nama hari dalam bahasa Indonesia dengan artinya dalam bahasa Inggris yang ditutupi kertas sehingga siswa sedikit ingat nama-nama hari dalam bahasa Inggris dengan menebak nama hari dalam bahasa Inggris yang ditutupi kertas tadi. “Oke, anak-anak. Biar kalian lebih mudah mengingat nama-nama hari dalam bahasa Inggris, ini saya bawakan daftar nama-nama hari dalam bahasa Inggris ‘Days in a week’ atau hari-hari dalam seminggu. Perhatikan semua ya..” Siswa-siswa mulai terlihat antusias dan memperhatikan pelajaran kembali.

Satu persatu nama hari dalam bahasa Inggris ditebak siswa dengan benar, setelah peneliti membuka satu persatu penutupnya. “Sekarang kita ulangi lagi. What is ‘minggu’ in English, apa nama hari minggu dalam bahasa Inggris?” tanya peneliti.

S : “Sunday!” (jawab beberapa siswa dengan lantang tapi pronunciation yang salah).

P : “Oke, coba kita cek.”(sambil membuka kertas penutup kata ‘Sunday’)

“ Oke, Sunday. Benar .. Good!”

“Sekarang Senin. What is ‘Senin’ in English, apa nama hari senin dalam bahasa Inggris?”

S : “Monday..!”(jawab beberapa siswa dengan pronunciation yang salah).

P : “Oke, coba kita lihat..” (sambil membuka kertas penutup kata ‘Monday’)

“Oke, Monday.. correct.. kalian benar. Good!”

Beberapa siswa menebak nama hari dalam bahasa Inggris selanjutnya sebelum peneliti menanyakannya.

S : “ Eh.. Selasa..Wednesday!”

P : “ Oke, coba kita cek..” (sambil melepas kertas penutup kata ‘Wednesday’).

“Oke, good. Tebakannya benar..”

Karena kertas penutup nama-nama hari dalam bahasa Inggris agak tipis sehingga tulisan nama-nama hari tersebut agak terlihat oleh siswa. Beberapa siswa berkomentar sekaligus menyebut nama hari dalam bahasa Inggris selanjutnya yang terlihat oleh mereka.

S1 : “Eh.. wah kertas e tipis..galo tulisane ketok hehe..”

S2 : “Weh..ho o e..Eh.. Rabu Wednesday.”

Peneliti tetap meneruskan menanggapi jawaban-jawaban siswa sampai semua kertas penutup nama-nama hari dalam bahasa Inggris terbuka.

Setelah semua penutup dibuka dan semua nama hari dalam bahasa Inggris terbaca dengan jelas oleh siswa, peneliti mengajak siswa untuk melafalkan dengan benar nama-nama hari dalam bahasa Inggris dengan terlebih dahulu mereka menirukan ucapan peneliti, kemudian semua siswa membaca bersama-sama tanpa panduan peneliti. Pada bagian ini, siswa sering mengalami kesalahan pengucapan beberapa nama hari dalam bahasa Inggris antara lain ‘Tuesday’, ‘Thursday’, ‘Friday’ dan ‘Saturday’ yang oleh siswa-siswa dibaca /tuwes dAi/, /turs dAi/, /fri dAi/ dan

/satur dAi/. Peneliti kemudian mengoreksi beberapa kali pengucapan yang benar dan meminta siswa-siswa menirukannya sampai mereka mampu mengucapkan nama-nama hari dalam bahasa Inggris tersebut dengan pronunciation yang benar.

Setelah itu beberapa siswa diminta membaca/melafalkan secara individu dengan maju ke depan kelas namun karena sebagian besar siswa yang tidak diminta maju justru ramai sendiri dan bahkan ada beberapa siswa putra menyebut nama-nama hari dalam bahasa Inggris dengan suara keras tanpa diminta terlebih dahulu oleh peneliti sehingga beberapa siswa putri yang diminta melafalkan nama-nama hari dalam bahasa Inggris secara individu di depan kelas menjadi kurang terdengar jelas suaranya didengar peneliti, peneliti pun berusaha menenangkan siswa yang ramai tadi, “Oke, semuanya attention please”, “Everybody, silent please! Tolong jangan rame ya..”.

Setelah dirasa cukup benar dan lancar dalam pengucapannya, siswa diajak peneliti untuk mempraktekkan pengucapan nama-nama hari dalam bahasa Inggris melalui permainan. Peneliti mengajak siswa untuk bermain “whisper race game”. Karena ruangan kelas dirasa kurang kodusif dan nyaman dipakai untuk bermain, peneliti menawarkan kepada siswa apakah ingin bermain di dalam kelas atau di halaman sekolah, dan ternyata siswa lebih memilih bermain di halaman kelas.

P : “Oke, anak-anak . saya rasa kalian sudah mampu mengucapkan nama-nama hari dalam bahasa Inggris dengan benar. Tapi saya mau menguji kalian dalam mengucapkan nama-nama hari dalam bahasa Inggris dengan benar lewat permainan, kita akan memainkan permainan “whisper race” atau bisik berantai. Tapi sebelumnya saya mau tanya, kalian mau mainnya di dalam kelas atau di dalam halaman sekolah?”

S1 : “Di luar kelas aja, mister..”

S2 : “Ya, mister. Di luar saja..”

P : “Oke, sekarang silahkan kalian keluar kelas menuju halaman sekolah. Jangan lari ke mana-mana ya..”

Kemudian siswa pun segera keluar berlarian menuju halaman sekolah.

Sebelum permainan dimulai, peneliti terlebih dahulu mengatur beberapa siswa yang malah berlarian kesana kemari agar membentuk barisan berbanjar. Setelah siswa berbaris rapi, kemudian peneliti membagi mereka menjadi 4 kelompok, saat pembentukan kelompok, peneliti menyesuaikan jumlah anggota kelompok sesuai jumlah keseluruhan siswa yang ada.

Siswi putri cenderung ingin membentuk kelompok sendiri tapi jumlahnya ganjil yaitu 5, sehingga diputuskan untuk mencampurnya dengan siswa putra lain dalam 4 kelompok. Sebelumnya peneliti harus membujuk seorang siswa putri terlebih dahulu karena dia enggan berbaur menjadi 1 kelompok dengan siswa putra.

P : “Hayo Wulan sendirian enggak apa-apa ya.. ntar cuma bisik-bisik aja kok.. Gimana kalo saya kasih bonus nilai kalo mau gabung sama temen putra? Cuma bentar aja kok..”

S : “Oke deh mister..” (sambil mengangguk sedikit tersenyum).

P : “Oke, good.. sekarang segera gabung sama kelompok 2.. biar bisa segera main.”

Peneliti kemudian menerangkan peraturan permainannya. Satu siswa paling belakang ditiap kelompok mundur ke belakang menghadap peneliti untuk dibisiki satu kata nama hari dalam bahasa Inggris. Selanjutnya mereka diminta tetap berdiri di belakang menjauh dari kelompok mereka masing-masing. Setelah peneliti berteriak “Go!”, siswa yang berdiri jauh dari kelompoknya masing-masing tadi segera lari ke depan menuju kelompoknya dan membisikkan kata ke siswa di depannya beranting sampai ke siswa paling depan. Siswa paling depan yang lebih dulu tahu kata yang dibisikkan temannya tadi segera berlomba dengan siswa dari kelompok yang lain mengucapkan “Bingo!” sebelum kemudian berlari ke depan menuju tumpukan wordcard di depan. Siswa yang menemukan kata yang tepat sesuai yang dibisikkan teman sekelompoknya tadi kemudian membacanya keras-keras lalu menempelkannya di papan tempel yang tersedia. Siswa yang mampu menjawab dengan tepat, kelompoknya berhak mendapat 1 poin berupa stempel “star” di lembar nilai masing-masing.

Permainan dimulai dengan satu kali ujicoba terlebih dahulu agar siswa lebih paham dengan bentuk permainannya. Kemudian permainan berjalan selama beberapa putaran. Beberapa putaran pertama berjalan dengan lancar, peneliti berdiri jauh di belakang 4 kelompok siswa bersama 4 orang siswa dari masing-masing kelompok yang akan bertugas sebagai pembisik pertama dari masing-masing kelompok. Peneliti menunjukkan kata “Sunday” yang harus dibisikkan 4 orang siswa tadi ke masing-masing kelompoknya, namun sebelum mereka membisikkan kata tersebut peneliti meminta mereka untuk berlatih mengucapkan dengan benar. Setelah dirasa benar pengucapannya, peneliti meminta mereka bersiap dan menunggu aba-aba darinya. Kemudian peneliti mengucapkan aba-aba “One..Two.. Three..and Go!”. Keempat siswa yang bertugas membisikkan kata “Sunday” tadi ke teman di depannya seterusnya sampai ke siswa paling depan di masing-masing kelompok. Seorang siswa paling depan dari grup 2 berteriak “Bingo!” dan langsung ke depan dan memilah-milah kartu kata nama-nama hari mencari kata ‘Sunday’ di ikuti siswa dari kelompok lainnya. Setelah menemukannya peneliti meminta siswa tersebut membacanya keras kemudian menempelkannya di papan tempel. Karena jawabannya benar, kelompok dari siswa tersebut mendapat reward berupa stempel bintang.

Sedikit gangguan terjadi saat peneliti akan memberikan stempel “star” sebagai poin untuk sebuah kelompok, kelompok yang lain berusaha menyusup supaya mereka juga mendapat stempel. Saat peneliti sedang memberikan reward dengan membubuhkan stempel bintang di lembar nilai siswa dari grup 2, tanpa diduga siswa-siswa dari kelompok lain yang tidak berhak memperoleh reward ikut berbaur dengan grup 2 untuk mendapatkan stempel bintang juga tanpa diketahui oleh peneliti.

P : “Lho?!..ini kelompok 2 kok anggotanya dari 4 orang jadi 8 orang?.. Dari kelompok berapa kamu kamu ini? Hayo jangan curang..”

S : “Wah..iyo kie..! weh ojo urik!! (Protes siswa dari grup 2).

S : “Wah iya mister.. itu dari kelompok 4..!! Hooe!! Ojo urik woee!!”

P : “Hayo jangan curang.. kalo curang, nanti kelompok kalian yang berbuat curang enggak akan dapat nilai kalau bisa temukan jawabannya..!”

S : “He he.. sorry mister..”(seorang siswa dari grup 4 meminta maaf sambil senyum-senyum).

P : “ Baik, sekarang kalian kembali ke barisan masing-masing. Kita lanjutkan permainan kembali sebelum waktunya habis.”

Semua siswa termasuk kelompok 4 kembali berbaris untuk melanjutkan permainan.

Pada putaran terakhir, atas masukan dari kolaborator/juru kamera, peraturan diubah.

C : “Bos, aku ana ide.. nek peraturane permainan diubah piye? Gini, nama hari ne yang dibisikkan pertama kali nganggo bahasa Indonesia wae.. trus anak terakhir paling depan harus menerjemahkannya dalam bahasa Inggris gitu.. dadi luwih menantang dan sulit.”

P : “Kayake cocok kuwi.. jal dicoba sik yoh.”

C : “Yow mari..”

Anak yang paling belakang dibisiki nama hari dalam bahasa Indonesia, selanjutnya anak yang paling depan tiap kelompok menerjemahkannya. Namun ternyata sebelum sampai ke siswa paling depan, siswa di dalam barisan tengah kebanyakan sudah menerjemahkannya dalam bahasa Inggris sehingga siswa terdepan langsung tahu jawabannya dan segera mencari kartu kata nama hari yang tepat, kemudian membacakannya keras-keras baru kemudian ditempel di papan tempel, sehingga kesulitan yang ada masih tidak ada bedanya dengan peraturan permainan sebelumnya. namun karena hari semakin siang, terasa makin panas dan waktu pelajaran hampir habis, permainan dengan cara baru ini hanya berlangsung satu putaran saja.

Permainan pun berakhir setelah hari dirasa semakin siang dan semakin panas. Anak-anak pun kembali ke kelasnya. Karena pelajaran bahasa Inggris yang diampu peneliti berada pada jam terakhir dan waktunya pun sudah habis, maka siswa lebih memilih pulang daripada meneruskan ke permainan ke dua yang peneliti tawarkan sebelumnya. Akhirnya siswa dipulangkan dan untuk permainan ke dua dilanjutkan pada hari sabtu tanggal 27 November 2010. Setelah semua siswa selesai membaca doa, peneliti menutup pelajaran, “Ok, class. That’s all for today. Cukup sekian untuk hari ini. See you next week and good bye..class.” Beberapa siswa menjawab, “Good bye, Mister” sambil yang lain beranjak dari kursi untuk menyalami peneliti sebelum keluar kelas.

**Field Note 6**  
**Action 1 Cycle 2**  
**Kelas 5**  
**27 November 2010**

Peneliti masuk ke ruang kelas, ternyata ruang kelas 5 berpindah tempat ke ruang kelas 4 karena ruang kelas 5 dipakai siswa kelas 6 yang biasanya bertempat di lantai atas. Hal ini dilakukan karena guru yang sering mengajar sedang hamil sehingga kesulitan bila harus naik tangga menuju lantai 2. Setelah menenangkan siswa yang masih ramai, peneliti membuka pelajaran dengan mengucapkan salam dan greeting seperti biasa. Selanjutnya peneliti menjelaskan kegiatan belajar pada hari ini yaitu melanjutkan topik sebelumnya tentang “Days in a week”.

Sebelum memasuki pelajaran inti, peneliti mengajak siswa untuk berlatih lagi melafalkan nama-nama hari dalam bahasa Inggris. Peneliti kemudian memasang daftar nama-nama hari dalam bahasa Inggris di papan tulis. Siswa bersama-sama melafalkan nama-nama hari dalam bahasa Inggris dengan menirukan ucapan peneliti dan dengan melafalkan sendiri tanpa panduan peneliti dalam melafalkannya. Pada sesi ini, siswa dapat mengucapkan dengan benar nama-nama hari dalam bahasa Inggris, namun pada saat siswa diminta melafalkan sendiri tanpa panduan peneliti mereka masih sering melakukan kesalahan pelafalan pada kata ‘Tuesday’, ‘Thursday’, ‘Friday’ dan ‘Saturday’ yang oleh siswa-siswa dibaca /tuwes dΛi/, /turs dΛi/, /fri dΛi/ dan /satur dΛi/. Peneliti pun mengoreksi kesalahan tersebut dengan meminta mereka menirukan segera berulang-ulang pengucapan yang benar.

Selanjutnya peneliti menjelaskan cara menurutkan hari-hari dalam bahasa Inggris dengan terlebih dahulu menjelaskan dan menuliskan di papan tulis beberapa kata penting antara lain: *Today, Yesterday, Before, After* beserta artinya dalam bahasa Indonesia.

P : “Oke, anak-anak. Kalo tadi kalian sudah hafal nama-nama hari dalam bahasa Inggris sekarang kita akan belajar cara mengungkapkan atau menanyakan urutan atau letak hari dalam bahasa Inggris.”

“Nah, biasanya untuk menerangkan urutan hari kita gunakan kata ‘hari ini’, ‘besok’, ‘kemarin’, ‘(hari) sebelumnya’, ‘(hari) sesudahnya’ “(sambil menuliskannya di papan tulis).

“Oke, dari semua kata ini ada yang tahu bahasa Inggrisnya? Misalnya ‘hari ini’ ada yang tahu bahasa Inggrisnya?”

S : (Terdiam semua karena tidak tahu).

P : “Tentang nama-nama hari dalam bahasa Inggris kan sudah diajarkan sama miss Maya tho..? masa dah lupa.. hayo.. coba diingat lagi.”

“Ayo sekali lagi.. ‘hari ini’ bahasa Inggrisnya apa?”

“To ... “ (Pancing peneliti ke siswa untuk kata ‘Today’)

S : “To.. To.. Today!” (jawab seorang siswa setelah berusaha mengingat).

P : “Oke, Good! ‘Hari ini’ bahasa Inggrisnya adalah ‘Today’ “ (Sambil menuliskannya di papan tulis, di samping kata ‘hari ini’)

“Selanjutnya .. ‘besok’ bahasa Inggrisnya apa?”

S : (Kembali terdiam karena tidak tahu).

Demi memaksimalkan waktu yang ada karena semakin berkurang, peneliti memutuskan untuk langsung menyebutkan arti masing-masing kata tersebut dalam bahasa Inggris sambil menuliskannya di papan tulis. Seorang siswa bertanya pada peneliti apakah kata-kata tersebut perlu dicatat, peneliti mempersilakannya untuk mencatat agar lebih mudah diingat. Akhirnya semua siswa mencatatnya.

Setelah semua kata beserta artinya dalam bahasa Inggris tersebut tercatat, peneliti mengajak siswa untuk melafalkannya dengan terlebih dahulu mereka menirukan ucapan peneliti, siswa mampu melafalkan dengan benar sesuai dengan yang peneliti ucapkan. Kemudian siswa diminta melafalkan sendiri kata-kata tersebut tanpa panduan peneliti. Pada sesi ini kebanyakan siswa salah pada pronunciation mereka dalam membaca kata ‘today’, ‘tomorrow’ dan ‘before’. Mereka membacanya menjadi /to dAi/, /tomorow/ dan /be for/. Peneliti kemudian mengoreksinya dengan meminta mereka menirukan ucapan peneliti berulang-ulang yaitu /cu ‘dei/, /te’morou/ dan /bi’fo/.

Kemudian peneliti menerangkan ekspresi cara menanyakan urutan hari dengan menggunakan kata-kata penunjuk waktu tadi antara lain “Today is Sunday”, “Tomorrow is Monday” dan sebagainya berikut artinya dalam bahasa Indonesia serta menuliskannya di papan tulis.

Kemudian guna melatih daya ingat siswa, peneliti memberi sedikit latihan berupa tugas mengurutkan hari-hari dalam bahasa Inggris dengan menggunakan beberapa kata penting tadi. “Oke, supaya kalian lebih paham tentang penggunaan kata-kata tadi.. saya beri kalian sedikit latihan tentang cara menunjukkan urutan hari menggunakan kata ‘Today’, ‘tomorrow’ dan sebagainya tadi.”

(Peneliti menuliskan beberapa soal di papan tulis).

- |                                                                  |                                                                 |
|------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. Today is Sunday.<br>Yesterday was ....<br>Tomorrow ....       | 4. Today is ....<br>Yesterday was ....<br>Tomorrow is Thursday. |
| 2. Today is ....<br>Yesterday was Friday.<br>Tomorrow is ....    | 5. Today is ....<br>Yesterday was Tuesday.<br>Tomorrow is ....  |
| 3. Today is Wednesday.<br>Yesterday was ....<br>Tomorrow is .... |                                                                 |

Setelah semua soal tertulis di papan tulis, peneliti mengajak siswa mengerjakan soal tadi secara bersama-sama, siswa dipersilahkan untuk melihat contoh kalimat tentang penggunaan kata penunjuk waktu tadi untuk memahami pertanyaan yang ada. Peneliti membacakan soalnya dan siswa yang menyebutkan jawabannya. Terkadang siswa diminta peneliti untuk membaca kalimat soalnya sekaligus menjawabnya. Peneliti menuliskan jawaban siswa yang tepat yaitu nama

hari dalam bahasa Inggris di bagian kolom jawaban pada soal latihan tersebut, apabila jawaban tidak tepat peneliti tidak tepat peneliti tidak menuliskannya dan meminta siswa mengoreksi jawabannya.

Selama siswa mengerjakan soal latihan tadi, tiba-tiba seorang siswa maju ke depan meminta izin kepada peneliti untuk pergi ke belakang, “Mr, I want to go to the toilet?”. Peneliti pun mengijinkannya, “Yes, you may go.”

Setelah dirasa cukup paham akan urutan/letak hari-hari dalam bahasa Inggris, peneliti menjelaskan cara menanyakan hari atau urutan hari dalam bahasa Inggris dengan menuliskan contoh kalimatnya dipapan tulis. “ Anak-anak, itu tadi cara menunjukkan urutan atau letak hari dalam bahasa Inggris. Sekarang kita akan belajar cara mengungkapkan pertanyaan atau menanyakan letak hari dalam bahasa Inggris. Oke, sekarang perhatikan semua ya..” Peneliti menuliskan beberapa contoh kalimat ekspresi menanyakan hari-hari dalam bahasa Inggris.

- What day is it today? Today is Saturday.
- What day was it yesterday? Yesterday was Friday.
- What day is it tomorrow? Tomorrow is Sunday.
- What day was the day before today? The day before today was Monday.
- What day is the day after today? The day after today is Thursday.

Setelah semua contoh kalimat tertulis di papan tulis, peneliti menjelaskan contoh kalimat-kalimat tanya tadi. Peneliti membacakan dan menunjukkan arti dari kalimat tanya beserta kalimat jawabannya tadi dalam bahasa Indonesia serta menuliskannya di papan tulis.

Kemudian siswa diminta melafalkan contoh kalimat-kalimat tadi dengan terlebih dahulu menirukan ucapan peneliti. pada sesi ini, siswa kebanyakan kesulitan mengucapkan kalimat tersebut secara penuh. Karenanya peneliti mencoba mempermudah dengan membuat jeda dalam membaca kalimat tersebut, yaitu “What day \_\_ was the day \_\_ before today?”.

Kemudian siswa diminta bersama-sama melafalkan contoh kalimat tersebut tanpa panduan peneliti. Pada sesi ini muncul masalah dari siswa di mana mereka kebanyakan masih kesulitan membaca dan melakukan kesalahan pelafalan walaupun mereka sebelumnya telah peneliti ajak untuk berlatih melafalkan kalimat tersebut secara berulang-ulang. Siswa kebanyakan membaca kalimat “What day was it yesterday” menjadi /wʌt\_ dʌi\_ was it\_ yester dʌi/ atau kalimat “what day was the day before today?” dibaca menjadi /wʌt\_ dʌi\_ was dzə dʌi\_ be for to dʌi/. Untuk mengatasi masalah ini peneliti harus mengoreksi sekaligus memandu siswa melafalkan kalimat tadi sampai mereka mampu melafalkan dengan benar menjadi /wot ‘dei woz it yeste‘dei/ dan /wot ‘dei woz dzə ‘dei bi’fo cu’dai/.

Terakhir, beberapa siswa di tunjuk untuk mengucapkan kalimat tersebut secara individu. pada sesi inipun kondisinya tidak jauh beda dengan sebelumnya, siswa yang diminta untuk membaca kalimat tanya tersebut secara individu masih mengalami kesulitan yang sama dengan sesi sebelumnya yaitu kesulitan membaca dan melafalkan dengan pronounciation yang benar. Untuk mengatasi masalah inipun

peneliti harus mengoreksi dan memandu siswa tersebut sampai dia lancar membaca dan melafalkan kalimat tersebut dengan benar.

Setelah siswa dirasa cukup mampu melafalkan kalimat/ungkapan menanyakan urutan/letak hari dalam bahasa Inggris, kemudian peneliti mengajak siswa untuk bermain permainan “magic box” yaitu permainan tebak nama hari sesuai urutannya. Sebelum memulai permainan, peneliti menaruh sebuah kotak, yang berisi kumpulan amplop, ke atas kursi di depan kelas lalu membagi siswa menjadi beberapa kelompok. demi memaksimalkan waktu yang ada, dalam pembentukan kelompok pada permainan ini peneliti langsung mengunpulkan siswa menjadi kelompok yang berisi 4 orang. Siswa putra terbagi menjadi 3 kelompok, sedang siswi putri menjadi 1 kelompok karena jumlahnya ada 5 anak.

Setelah kelompok siswa terbentuk, peneliti kemudian menerangkan peraturan permainannya yaitu satu siswa dari sembarang kelompok di minta untuk maju ke depan kelas menuju kotak berisi amplop yang ditaruh di atas kursi. Permainan dibuka dengan satu kali latihan. Peneliti kemudian berkata pada siswa tersebut “pick up the box!” yang mana siswa harus mengangkat kotak tersebut, lalu “shake the box!” di mana siswa harus menggoyang-goyangkan kotak tersebut kemudian menaruhnya kembali di kursi, kemudian “take the anvelope, open it and read the question” di mana siswa harus mengambil sebuah amplop dari kotak, membukanya lalu membaca pertanyaan tentang urutan hari di lembar kertas di dalamnya, seperti “Today is Sunday. What day ist tomorrow?”. Siswa dari sembarang kelompok yang tahu jawaban dari pertanyaan tersebut segera mengacungkan jari secepatnya, siswa dari sembarang kelompok yang paling cepat/lebih dulu mengacungkan jari berhak untuk menjawab. Apabila jawabannya benar, “Monday”, maka siswa yang tadi membacakan pertanyaan berkata, “Yes, tomorrow is Monday”. Namun apabila jawabannya salah, maka siswa tadi cukup berkata, “No, it is not.” Dan kelompok lain berhak untuk menjawabnya dengan terlebih dahulu mengacungkan jari. Siswa yang mampu menjawab dengan benar, maka kelompoknya berhak mendapat stempel “star” sebagai poin.

Permainan pun dimulai, Peneliti menunjuk seorang siswa yang namanya dipanggil-panggil oleh temannya. Awalnya siswa tersebut enggan untuk maju ke depan kelas, tapi kemudian dia bersedia maju ke depan.

P : “Ayo, Irul.. silahkan maju ke depan.”

S : (Siswa/Irul pun maju ke depan menuju kotak di atas kursi di depan kelas).

P : “Oke, sekarang ikuti instruksi saya ya..”

S : “Oke, mister..”

Karena siswa tadi telah melihat contoh permainan yang dilakukan temannya, instruksi dalam bahasa Inggris dari peneliti dapat dia pahami dengan baik.

P : “Now.. pick up the box!”

S : (Mengangkat kotak dari kursi).

P : “Shake the box!”

S : (Menggoyangkan kotak yang dipegangnya).

P : “Then take the anvelope, open it and read the question!”

S : (Menaruh kembali kotak ke kursi, mengambil amplop dari dalam kotak dan membuka kertas yang ada di dalamnya kemudian membaca tulisan yang ada di dalamnya)

“To dΛi is tuwes dΛi. wΛt dΛi is it to mo row ?”

Karena pronunciation siswa tadi banyak kesalahan dan siswa-siswa yang lain tidak paham apa yang dibacakan tadi, peneliti mengoreksi sekaligus memandunya agar membaca kalimat tadi dengan pelafalan yang benar.

P : “Oke, Irul.. dengerin lalu tirukan saya, ya.”

“cu ‘dei is cu:z ‘dei..”

S : “cu ‘dei is cu:z ‘dei..”

P : “wot ‘dei..”

S : “wot ‘dei..”

P : “..is it te ‘morou?”

S : “..is it te ‘morou?”

Sebelum peneliti menanyakan pada siswa-siswa lain, apakah ada yang tahu jawabannya, beberapa siswa sudah mengacungkan jari mereka. Peneliti menunjuk salah satu kelompok yang anggotanya paling cepat mengacungkan jari.

P : “Oke, Group one!”

S : “Wednesday!”(seorang siswa dari kelompok 1 menjawab dengan lantang).

P : “Oke, Irul gimana jawaban temanmu tadi?”

S : “Betul..”

P : “Coba baca kalimat jawaban lengkapnya.”

S : “Yes, tomorrow is Wednesday.”

Peneliti kemudian meminta kelompok 1 maju ke meja guru untuk diberi nilai masing-masing anggotanya atas jawaban mereka yang benar.

P : “Ok, group one.. please come here.. silakan ke sini untuk saya kasih nilai..”

S : “ Horee..” (sorak beberapa siswa kelompok 1 saat maju ke meja guru untuk diberi nilai).

Siswa yang di tunjuk untuk membacakan pertanyaan masih dominan salah pada pronunciationnya yang cenderung membaca sesuai dengan tulisannya, seperti, “to dΛi is sun dΛi. WΛt dΛi is it tomorrow?” Akhirnya peneliti memandunya agar membacanya dengan pronunciation yang benar. Selama permainan peneliti harus sering memandu siswa yang bertugas membaca pertanyaan dari amplop yang mereka ambil agar mampu melafalkan kalimatnya dengan benar dan jelas. Karena begitu antusiasnya, banyak siswa yang menawarkan diri tanpa terlebih dahulu peneliti memintanya untuk maju ke depan kelas membacakan pertanyaan dari amplop yang mereka ambil dari kotak di atas kursi tadi. Permainan pun berjalan sesuai peraturan selama beberapa putaran sampai bel tanda pelajaran usai berbunyi.

Setelah selesai membaca do’a, peneliti menutup pelajaran, “Ok, class. That’s all for today. See you next week and good bye..”. “Good bye, Mister”, jawab siswa beramai-ramai sambil beranjak dari bangku masing-masing yang kemudian peneliti meminta untuk siswa tidak pulang dulu karena akan ada pelajaran ekstrakurikuler

berupa kepanduan dari HW. Siswa sempat protes tapi tetap mengikuti kepanduan tersebut.

### **Field Note 7**

#### **Action 2 Cycle 2**

#### **Kelas 5**

**9 Desember 2010**

Peneliti terlambat 30 menit masuk kelas, siswa kelas 5 sedang berada di mushola mengerjakan tugas agama. Setelah meminta ijin kepada guru agama, peneliti mengajak siswa masuk ke kelas. Setelah siswa masuk ke kelas, peneliti meminta maaf atas keterlambatannya. Setelah menaruh beberapa barang untuk media mengajar di dekat meja guru, peneliti kemudian menyampaikan permintaan maaf kepada siswa di kelas.

P : “Oke, sebelumnya saya mohon maaf atas keterlambatan saya masuk ke kelas. Enggak apa-apa kan? Hehe.. Oh ya, tadi sama pak guru agama disuruh ngapain di mushola?”

S : “di suruh mengerjakan tugas agama, mister..”

P : “Ooh..baguslah kalo begitu. Berarti kalian masih tetap belajar selama jam kosong tadi..he.”

“ Oke, sekarang kita segera mulai pelajaran pada hari ini, ya..”

Melihat peneliti membawa banyak barang-barang untuk media mengajar yaitu kotak berisi tiruan barang-barang yang biasa digunakan aktivitas sehari-hari, beberapa siswa bertanya kepada peneliti, “Main ya mister?” dan peneliti pun menjawab, “Ya, tapi nanti setelah kita belajar dulu sebentar.” Beberapa siswa berteriak gembira, “Hore!”, bahkan ada beberapa siswa yang bersiap maju ke depan kelas untuk memulai permainan tanpa tahu apa yang akan dimainkan dan siswa lainnya mulai ramai.

P : “Lho?! Kalian maju ke depan mau ngapain?”

S : “He he.. mau main, mister. Katanya hari permainan..”

P : “Haduh.. nanti dulu anak-anak. Kita belajar dulu sebentar sebelum permainan, emang kalian sudah tahu kita mau main apa, kok belum belajar sudah pengen permainan..?”

S : He he..enggak tahu..”

P : Tuh.. belum tahu kan. Ayo sekarang kalian kembali ke kursi masing-masing. Kita belajar dulu..”

Siswa-siswa tadi pun kembali ke bangku mereka masing-masing.

Setelah peneliti menenangkannya di bantu sang kolaborator/juru foto, peneliti mulai menjelaskan kegiatan belajar pada hari ini. Tema yang dipelajari adalah tentang aktivitas harian atau “Daily activities”. Terlebih dahulu peneliti mencoba mereview ingatan siswa tentang “Daily activities” yang dulu pernah diajarkan pada tema “Time”. Peneliti menanyakan kegiatan harian siswa terlebih dahulu dengan menanyakan arti beberapa nama kegiatan harian dalam bahasa Inggris. Beberapa

siswa mampu mengingat nama aktivitas-aktivitas tersebut dalam bahasa Inggris dan mengucapkannya dengan keras walau masih sedikit salah pelafalannya dan peneliti kemudian menuliskannya di papan tulis. Peneliti kemudian memfokuskan pelajaran pada rutinitas harian yang tertera dalam buku paket dan LKS yang siswa miliki.

P : “Oke, anak-anak. Kita lanjutkan lagi pelajaran pada hari ini. Kali ini kita akan belajar tentang aktivitas harian. “(sambil menuliskannya di papan tulis)

“sebelumnya saya tanya dulu, aktivitas harian bahasa Inggrisnya apa? Dulu pernah kita pelajari pas pelajaran tentang waktu atau ‘time’ itu lho.. ada yang ingat?”

S : “da..dAili..aktiviti:..!”(jawab seorang siswa dengan agak terbata-bata dan pronounciation yang kurang sempurna).

P : “Oke, good.. Daily Activities..” (jawab peneliti dengan pelafalan yang benar sambil menuliskannya di papan tulis)

“Ok, class.. masih ingat ‘daily activities’ ada apa aja aktivitasnya?”

“Misalnya jam 5 pagi, ngapain?”

S : “Get up!”(jawab seorang siswa paling depan).

P : “Ok, good.. get up atau bangun tidur.”(sambil menuliskannya di papan tulis)

“habis itu ngapain? Hayo..”

S : “Take a bath!”(jawab siswa yang lain dengan pronounciation yang agak salah).

P : “Ok, good..take a bath atau mandi.”(jawab peneliti dengan pelafalan yang benar sambil menuliskannya di papan tulis).

“Oke, selanjutnya apa aktivitasnya?”

Siswa mulai kurang antusias. Ada yang asyik ngobrol dengan temannya).

P : “Baiklah sekarang, coba yang punya LKS. Please, open your LKS at page 28. Di situ ada nama-nama kegiatan harian atau ‘daily activities’.”

Siswa yang mempunyai LKS segera membuka LKSnya.

P : “Kita lanjutkan lagi.. aktivitas selanjutnya apa? Setelah “get up” dan “take a bath” tadi?”

S : “Get dres.. dresed!”(jawab seorang siswa dengan terbata-bata)

P : “Good..get dressed atau berpakaian.” (sambil menuliskannya di papan tulis)

“Ok, selanjutnya?”

Siswa tidak memperhatikan lagi karena merasa bosan, mereka lebih banyak mengobrol dan bermain dengan teman sebangku atau pindah duduk di bangku yang lain.

Saat melihat sebagian besar siswa mulai kurang antusias, peneliti akhirnya menjelaskan nama-nama kegiatan harian dalam bahasa Inggris dengan menunjukkan gambar ilustrasinya. Peneliti kemudian mengambil beberapa lembar flashcard berisi gambar aktivitas harian dari dalam tas. Di gambar tersebut terdapat nama-nama kegiatan harian yang ditutupi kertas sehingga siswa tidak langsung tahu nama-nama

kegiatan harian tersebut. Beberapa siswa penasaran dan memperhatikan apa yang akan dilakukan peneliti. Siswa pun kembali antusias sambil menebak aktivitas sesuai gambar yang ditunjukkan, bahkan ada beberapa siswa menyatakan suka pada beberapa gambar ilustrasi tertentu.

S : “Mau main ya mister? Hehe..”

P : “Belum.. ini kita masih belajar dulu.. ayo duduk yang rapi..”

S : “Aseek.. engko dolanan..”

P : “OK, class.. everybody keep silence please.. Now, please pay attention..mohon perhatian semuanya. Karena rasanya sepertinya kalian sudah mulai bosan, saya bawa beberapa gambar aktivitas harian atau ‘daily activities’. Coba kalian tebak nama-nama aktivitas harian yang ada di gambar ini..”

S : “Eh.. apa kae?” (tanya beberapa siswa karena merasa penasaran).

P : “Oke, sekarang ini gambar orang lagi ngapain.. pada jam 5 pagi.”(sambil menunjukkan orang sedang bangun tidur, nama aktivitasnya ditutup).

S : “Get up..get up!”(jawab beberapa siswa beramai-ramai).

P : “Coba kita cek..”(sambil membuka penutup nama aktivitas yang ada di gambar).

“Yak, betul..get up!”(Peneliti kemudian menempelkannya di papan tulis).

P : (Mengambil gambar selanjutnya lalu menunjukkannya sambil bertanya ke siswa).

“Ok, now.. sekarang.. jam setengah enam pagi..half past five. Sedang apakah orang di gambar ini?”

S : “Take..take a bath!”(jawab beberapa siswa sambil berdiri di samping bangku masing-masing).

P : “Ok, let we see.. coba kita lihat.”(membuka penutup nama aktivitas yang ada pada gambar).

“Yes, correct.. jawaban benar.. take a bath” (kemudian menempelkannya di papan tulis).

Peneliti menunjukkan gambar ‘daily activities’ seterusnya, meminta siswa menebak dan menyebut dengan benar nama aktivitasnya, lalu menempelkan gambarnya di papan tulis. Karena nama-nama aktivitas harian pada pertemuan hari ini berbeda dengan yang ada tema pelajaran ‘time’ yaitu ada tambahan aktivitas baru yang siswa kurang mengetahui walau sudah disebutkan di LKS mereka, peneliti kemudian menyebutkan nama-nama aktivitas harian tersebut dalam bahasa Indonesia lalu menyebutkan namanya dalam bahasa Inggris.

Selama kegiatan tersebut, terdengar beberapa siswa putra yang menyatakan suka pada gambar yang ditunjukkan peneliti.

S1: “Eh gambare sing gek nganggo klambi kae apik..aku seneng sing kae.”

S2 : “Nek aku seneng gambar sing gek bal-balan kae..apik e..”

S1 :”Ho o e.. eh gambar sing lagi ndelok tivi kae yo apik e.. di pek jaluk oleh ra yo? Hehe..”

S2 : “Yo engko tekon mister wae.. oleh po ora yo..?”

S1 : “Weh iyo yo.. engko jajal tekoni wae yo..”

S2 : “Ho o..yo”

Setelah semua nama kegiatan harian terjelaskan dan gambar ilustrasi tertempel di papan tulis, peneliti mengajak siswa untuk berlatih mengeja/melafalkan nama-nama kegiatan harian tersebut bersama-sama dengan menirukan ucapan peneliti. Pada sesi ini semua siswa mampu menyebut dengan pronunciation yang benar nama-nama aktivitas harian dalam bahasa Inggris. Kemudian siswa diminta menyebutkan atau melafalkan nama-nama aktivitas harian tersebut secara bersama-sama tanpa panduan peneliti. Pada bagian ini siswa banyak mengalami kesalahan pronunciation pada kata “have a breakfast”, “have a lunch”, “take a nap”, “watch TV”, “play with friends” dan “study”. Siswa cenderung melafalkan kata-kata tadi menjadi /hav e brekfas/, /hav a lunc/, /tek a nap/, /wac tivi/, /plai wit friens/ dan /studi/. Peneliti mengoreksi dan meminta siswa menirukan ucapan peneliti nama-nama aktivitas tadi dengan pelafalan yang benar yaitu /hæv e brekfest/, /hæv e la:nc/, /teike næp/, /woc ti: vi:/, /plei wits friens/ dan /sta:di/.

Setelah belajar mengeja/melafalkan nama-nama kegiatan harian tadi, peneliti kemudian menjelaskan cara menanyakan kegiatan harian serta cara menjawabnya. Terlebih dahulu peneliti mencoba menjelaskan kalimat ungkapan menanyakan kegiatan harian dalam bahasa Indonesia kemudian menjelaskan bentuk kalimatnya dalam bahasa Inggris sambil menuliskannya di papan tulis yang kemudian dilanjutkan dengan menjelaskan kalimat jawabannya.

P : “Oke, anak-anak.. tadi kita sudah belajar tentang nama-nama akktivitas harian atau daily activities. Sekarang kita akan belajar cara menanyakan jenis aktivitas harian sekaligus cara menjawabnya.”

“sebelumnya saya mau tanya. Ada yang tahu cara menanyakan aktivitas orang lain dalam bahasa Indonesia?”

Siswa terdiam, beberapa siswa di bagian belakang sibuk membuka-buka buku.

P : “Enggak ada yang tahu?”

“Oke, saya jelaskan..biasanya kalo menanyakan apa yang orang lakukan kita biasanya bilang ‘Apa yang kamu lakukan?’ atau ‘Apa yang dia lakukan?’ dalam bahasa Indonesia. Kalau dalam bahasa Inggrisnya ada yang pernah tahu kalimatnya gimana?”

Siswa tetap terdiam, beberapa siswa menggelengkan kepalanya.

P : “Sama miss Maya dulu pernah diajarin kan?”

S : “Pernah..tapi sudah lupa mister.”(jawab beberapa siswa).

P : “Hmm.. pasti karena kalian jarang belajar di rumah. Okelah kalo begitu. Everybody now please pay attention.. mohon perhatian semua. Saya akan kasih tahu kalian cara menanyakan aktivitas orang lain dalam bahasa Inggris dan cara menjawabnya.”

“Ok, berikut ini contoh kalimatnya.”

Peneliti kemudian menuliskan beberapa kalimat tanya dan kalimat jawaban seputar aktivitas harian di papan tulis.

- What do you do at five o'clock?

- I get up at five o'clock.
- What does he/she do at half past six?
- He/she goes to school at half past six.

Setelah semua contoh kalimat tertulis, peneliti kemudian menjelaskannya dengan mencoba membuat siswa lebih memperhatikan penggunaan personal pronoun (I, He, She, It) dengan bentuk kata kerjanya (V+s/es) dan bentuk negatif kalimatnya.

Peneliti kemudian mengajak siswa untuk berlatih melafalkan kalimat tanya tentang kegiatan harian tersebut beserta jawabannya secara bersama-sama kemudian secara individu. Pada kegiatan ini siswa kesulitan untuk membaca kalimat-kalimat tersebut secara penuh. Sama seperti pada pertemuan sebelumnya, peneliti mencoba mempermudah siswa untuk membaca dengan membuat jeda pada kalimat-tersebut, seperti "What do you do\_\_at five o'clock?" atau "I get up\_\_at five o'clock." Pada kegiatan latihan membaca atau melafalkan kalimat –kalimat tersebut secara individu, hampir semua siswa masih tetap kesulitan membaca secara penuh sehingga peneliti harus banyak memandunya. Siswa putra cenderung mampu mengucapkannya dengan suara keras walau masih salah pengucapannya seperti /wAt du yu du et fif o'klok/. Sedangkan siswa putri cenderung pelan pengucapannya dan tidak begitu terdengar suaranya karena beberapa siswa putra ikut-ikutan mengucapkan/melafalkan kalimat tersebut walau tanpa diminta oleh peneliti. Sehingga peneliti harus memperingatkan siswa putra berulang-kali agar tidak berisik supaya suara siswi putri bisa terdengar jelas.

Akhirnya setelah semua materi tentang "Daily activities" tersampaikan, peneliti mengajak siswa untuk mempraktekkan penggunaan nama-nama aktivitas harian tersebut. Peneliti mengajak siswa bermain "Action guessing game" atau permainan tebak gaya, di mana seorang siswa memperagakan suatu aktivitas di depan kelas sedang siswa lainnya berusaha menebak nama aktivitas yang diperagakan tersebut. "Ok, class. Waktunya kalian berlatih menggunakan nama-nama aktivitas harian tadi. Sekarang kita akan bermain 'action guessing game' atau tebak gaya untuk menguji seberapa hafal kalian dengan nama-nama aktivitas harian dalam bahasa Inggris. Nah, dalam 'action guessing game' atau tebak gaya ini, tugas kalian adalah menebak nama aktivitas harian dalam bahasa Inggris yang diperagakan oleh salah seorang teman kalian."

Sebelum permainan dimulai, terlebih dahulu peneliti membagi siswa menjadi beberapa kelompok dan menjelaskan peraturan permainannya. demi memaksimalkan waktu yang ada, peneliti langsung mengumpulkan siswa menjadi kelompok berisi 4 orang. Siswa putra terbagi menjadi 3 kelompok, sedangkan siswi putri menjadi 1 kelompok karena jumlahnya ada 5 anak.

Sesi permainan terbagi menjadi dua. Pada sesi pertama peraturannya adalah seorang siswa diminta maju ke depan kelas untuk memperagakan suatu aktivitas harian pada jam tertentu dengan terlebih dahulu peneliti memperlihatkan contoh gambar yang harus ia peragakan. Siswa bisa menggunakan beberapa alat yang telah peneliti siapkan sebelumnya untuk memperjelas aktivitas yang ia peragakan. Setelah

siswa selesai memperagakan, peneliti kemudian bertanya "What does he do at ... ?". Siswa dari sembarang kelompok yang tahu jawabannya harus mengacungkan jari secepatnya untuk menjawab. Kelompok yang anggotanya lebih dulu mengacungkan jari berhak untuk menebak nama aktivitas yang baru saja diperagakan dengan mengatakan "He/she gets up at ... "

Setelah menerangkan peraturannya dan mempersiapkan media kelengkapan peraganya yaitu tiruan benda-benda yang digunakan dalam aktivitas harian, permainan pun dimulai. Peneliti menunjuk seorang siswa yang namanya disebut-sebut oleh temannya untuk maju ke depan kelas.

P : "Ayo.. kamu, segera maju ke depan."

(Siswa tersebut maju dan berdiri di depan kelas.)

P : "Oke, sekarang peragakan yang ada digambar ini.."(peneliti menunjukkan gambar orang sedang tidur).

"Oke, siap.. action!!"

(siswa tersebut memperagakan orang sedang tidur)

Siswa-siswa di kelompok masing-masing langsung bersiap menjawab nama aktivitas yang diperagakan tersebut dengan berusaha mengacungkan jari secepatnya. Peneliti berusaha mengucapkan kalimat tanya terlebih dahulu, "Nanti dulu anak-anak, dengarkan pertanyaan saya dulu "what does he do at two o'clock?" "(sambil menuliskan jam 02:00 di papan tulis).

Pada saat siswa menjawab, mereka cenderung hanya menyebutkan nama aktivitas yang diperagakan. Peneliti kemudian meminta siswa mengucapkan jawaban lengkapnya dengan melihat contoh kalimatnya di papan tulis.

P : "Yes, group one."(peneliti menunjuk kelompok 1 untuk menjawab setelah mengacung pertama kali).

S : "Go to sleep!"(jawab seorang siswa dari kelompok 1).

P : "Is it correct? Ini waktunya jam 2 siang lho.. bukan malam hari."

"Sorry group one.. jawabannya bukan 'go to sleep'."

"Ok, sekarang group lain silakan menebak.."

Siswa-siswa dari ketiga kelompok lainnya berusaha berlomba mengacungkan jari lebih dulu.

P : "Yes..group three.."(sambil menunjuk kelompok 3 untuk menjawab setelah mengacungkan jari paling cepat).

S : "Take a nap?"(jawab seorang siswa dari kelompok 3).

P : "Ok, that's correct.. jawabannya benar.. 'take a nap' atau tidur siang."

S : "Horee betuuuull..." (sorak siswa-siswa kelompok 3).

P : "Sekarang tolong jawab lengkap jawaban yang kamu sebutkan tadi. Kalian bisa lihat contoh kalimat di papan tulis sebagai panduan..jangan lupa sebutkan waktunya.."

Peneliti kemudian memandu siswa membuat kalimat lengkap jawabannya dan memandu mereka untuk melafalkannya. Dengan pelan dan terbata-bata siswa dari kelompok 3 tadi menjawab lengkap tebakan mereka tadi.

S : "He takes \_\_ a nap \_\_ at two o'clock."

P : “Ok, good.. sekarang silakan kalian maju ke depan untuk saya kasih nilai.”  
(Siswa kelompok 3 maju menuju meja guru untuk menerima reward stempel bintang di lembar nilai mereka).

Selama permainan sesi pertama ini kebanyakan siswa sangat antusias menawarkan diri untuk memperagakan aktivitas harian dan juga menebak namanya. Permainan berlangsung sampai bel istirahat berbunyi, namun permainan tetap berlangsung selama beberapa saat. Peneliti memberikan bonus bagi kelompok yang mampu menjawab dengan benar dan lengkap nama aktivitas yang diperagakan berupa kesempatan menikmati jam istirahat lebih dulu.

Karena jam pelajaran bahasa Inggris hanya sampai jam istirahat pertama, permainan selanjutnya direncanakan dilanjutkan pada pertemuan berikutnya. Peneliti dan collaborator menuju ruang guru untuk bertemu dengan guru bahasa Inggris membicarakan kegiatan belajar tadi dan merencanakan kegiatan untuk minggu depan. Guru bahasa Inggris memberi tahu peneliti bahwa pelajaran bahasa Indonesia kosong karena guru yang biasanya mengajar sedang berhalangan hadir di sekolah dan menyarankan untuk meneruskan kegiatan pelajaran bahasa Inggris sampai tuntas. Guru bahasa Inggris juga menawarkan peneliti untuk meneruskan mengajarkan materi yang belum sempat diajarkan ke siswa yaitu tentang ‘hobbies’ dan ‘public places’ bila ada sisa waktu.

Mengetahui hal itu, beberapa siswa kelas 5 meminta peneliti untuk melanjutkan pelajaran bahasa Inggris saja sampai selesai.

S1 : “Mister, pelajaran bahasa Indonesia kosong nieh pak gurunya enggak datang.. bahasa Inggris aja ya..”

S2 : “Ho o, mister..main-main e tadi terusin aja.. kan luwih asik daripada jam kosong.. ayo mister pelajaran bahasa Inggris aja..”

P : “Woke, anak-anak..saya diskusikan dulu dengan mister Rahmat dulu ya..nati pasti saya isi kok..”

S1 : “Bener ya mister..?”

P : “Insya Allah deh..”

S1, S2: “Aseek..main meneh.”(kembali melanjutkan jam istirahatnya).

Peneliti pun berembug dengan collaborator.

P : “Hehe..penake piye kie, Bos?”

C : “Yo nek siap lanjutke wae..”

P : “Tapi untuk permainan ke dua engko sih rung begitu jelas je..arep kepiye gitu..”

C : “Yo nek ra siap yo minggu depan wae no.., tapi po ra eman-eman iki? Bocah-bocah we do njaluk diisi bahasa Inggris.. we wektune yo ana tho.”

P : “Mmm.. berarti tetep lanjutke wae yo.. jalanke wae semua sing direncanakan.. engko iso improvisasi di tengah jalan gitu..”

C : “Ho o ngono wae.”

P : “Wokelah.. kalo begitu.. kita lanjutkan.”

Setelah meminta ijin kepada guru bahasa Inggris, akhirnya peneliti mengiyakan permintaan beberapa siswa tersebut. Pelajaran bahasa Inggris dilanjutkan kembali dengan kegiatan permainan “Action guessing game” sesi ke dua. Setelah bel tanda istirahat selesai berbunyi, peneliti meminta anak-anak yang masih berada di luar kelas untuk segera masuk ke ruang kelas. Peneliti kemudian mengajak siswa untuk fokus kembali ke pelajaran.

P : “Oke, anak-anak.. ternyata pelajaran bahasa Indonesia sekarang kosong.. nah..sesuai permintaan beberapa teman kalian tadi, maka pelajaran bahasa Inggris kita teruskan sampai nanti jam pelajaran usai alias waktu pulang sekolah tiba.”

S : “Aseeekk..”(beberapa anak bersorak gembira).

P : “Baiklah..karena permainan “action guessing game” tadi belum tuntas, kita teruskan lagi ya.. kita lanjut untuk bagian ke dua. Sekarang semua bersiap di kelompok yang sama seperti tadi..”

Pada permainan sesi ke dua ini, peraturan permainan dirubah. 2 orang siswa maju ke depan, 1 siswa memperagakan suatu aktivitas harian, sedang siswa yang lain menanyakan nama aktivitas tersebut ke siswa lain dengan membaca kalimat tanyanya di papan tulis, “What does he/she do at .....?”. Siswa yang mengacungkan jari lebih cepat/duluan berhak untuk menjawab, dan peneliti meminta siswa tersebut menjawab lengkap dengan mencontoh kalimat di papan tulis. Peneliti sedikit memandu siswa selama permainan ini. Permainan “action guessing game” mulai di lanjutkan kembali. Peneliti memanggil 2 orang siswa yang sedariu tadi menawarkan diri.

P : “Oke, sekarang kalian berdua silakan maju ke depan, kamu (S1) bersiap meragain sesuai gambar yang mister tunjukkan ya.. trus kamu (S2) segera tanya teman-temanmu di depan setelah temanmu ini (S1) selesai meragain, buat pertanyaannya silahkan baca kalimatnya di papan tulis.. Ok, are you ready? Kamu siap?”

S : “Siap..”

P : “Ok, sekarang kamu (S1) peragakan ini ya..”( peneliti menunjukkan gambar orang sedang mandi).

“Oke, sudah tahu harus meragain apa?”

S1: “Sudah..”

P : “Ada alat yang perlu dipake?”

S1: “Mmm.. ada.”

P : “Oke, silakan ambil alat yang dibutuhkan di tumpukan barang itu.”

(Peneliti menunjuk kotak berisi tiruan barang-barang yang digunakan pada aktivitas harian).

S1: (Siswa mengambil tiruan gayung).

P : “Ok, are you ready.. siap..Action!”

S1: (memperagakan orang yang sedang mandi.)

P : (Menuliskan pukul 05.30 di papan tulis).

S2: (Dengan terbata-bata membaca kalimat tanya di papan tulis).

“What does..he do..at..?”(agak bingung saat mau menyebut bunyi waktu).

P : “Jam 05.30 dalam bahasa Inggris bunyinya apa?”

S2: “It is half past five..”

P : “Ok, good.. coba ulangi lagi kalimat tanya tadi serta sebutkan bunyi waktu tadi tanpa nyebut kata ‘it is..!’”

S2: “What does..he do... at.. half past five?”(terbata-bata membaca sambil dipandu oleh peneliti).

Siswa-siswa lain di kelompok masing-masing berlomba mengacungkan jari lebih dulu untuk menyebut nama aktivitasnya.

P : “Oke. Group one!”

S : “Take a bath!”(jawab seorang siswa dari kelompok 1)

P : “Oke, good..correct..coba jawab lebih lengkap..silahkan lihat contoh kalimat di papan tulis.”

S : “He..takes..a..bath....?”(bingung saat akan menyebut waktunya)

P : “At...”(peneliti memberi petunjuk)

S : “at half past five.. He takes..a bath at half past five.”

P : “Oke, good..group one..very good. Silakan maju ke depan untuk saya kasih nilai.”

S : “yes hehe..”(sambil bersorak gembira siswa kelompok 1 maju ke meja guru untuk memperoleh nilai di lembar nilai mereka).

Permainan “action guessing game” berlanjut sampai beberapa putaran. Siswa sangat antusias dalam permainan ini dengan beramai-ramai mengacungkan jari sambil berdiri di samping bangku paling depan untuk menjadi peraga atau menebak nama aktivitas harian yang diperagakan. Kebanyakan siswa sangat suka menjadi peraga karena mereka bisa memegang tiruan barang-barang yang digunakan pada aktivitas harian dan memainkannya.

Setelah beberapa putaran, peneliti kemudian mengajak siswa untuk berganti permainan. Peneliti mengajak siswa untuk mempraktekkan cara menanyakan kegiatan harian ke siswa lain dan melaporkannya ke depan kelas dengan permainan ‘Survey game’. Peneliti menjelaskan pada siswa-siswa, “Oke, class.. tadi kita sudah berlatih mengingat nama-nama aktivitas harian dalam bahasa Inggris melalui permainan “action guessing game.” Nah..sekarang kalian akan praktek bertanya jawab tentang aktivitas harian dengan teman kalian sendiri..masih dengan cara permainan. Kita akan bermain permainan “survey game”, yaitu kalian harus menanyakan aktivitas harian teman kalian sendiri lalu melaporkannya di depan kelas. Oke, semuanya dah paham?”

Sebelum permainan di mulai, peneliti membagi siswa menjadi kelompok yang berisi 4 orang. Akhirnya setelah siswa terbagi menjadi 4 kelompok di mana 1 kelompok di antaranya berisi 5 orang siswa. Dalam prosesnya peneliti juga harus membujuk 2 siswi putri supaya mereka bersedia bergabung dengan siswa putra menjadi 1 kelompok. 1 kelompok terdiri atas penanya (interviewee), pelapor (reporter), dan anggota (member) di dalamnya.

Peneliti lalu membagi selembar kertas ke tiap kelompok. Peneliti meminta siswa untuk membuat tabel di kertas masing-masing kelompok berisi kolom untuk “name”, “time” dan “activity”, kemudian menjelaskan aturan permainan. yaitu siswa yang bertugas sebagai interviewer ada setiap kelompok harus mewawancarai 3 orang temannya, yang masing-masing berasal dari kelompok yang berbeda, tentang aktivitas harian mereka. Interviewer harus menanyakan nama teman yang ia wawancarai dengan berkata “What is your name?”, lalu menanyakan aktivitas hariannya dengan mengucapkan kalimat “What do you do at ....?” dan mengacu pada waktu tertentu yang tertera pada tabel mereka, misalnya “What do you do at seven o’clock?”

Siswa yang ditanya atau diwawancarai harus menjawab pertanyaan tersebut dengan menyebutkan secara lengkap aktivitas harian mereka pada jam yang disebutkan si penanya, yaitu “I go to school at seven o’clock.” Siswa dapat memilih aktivitas harian yang harus mereka sebutkan membaca daftar aktivitas harian yang tertulis di papan tulis.

Begitu interviewer/penanya memperoleh jawaban, dia harus pada tabel yang dibawanya pada kolom “name” untuk nama teman yang diwawancarai, dan “activity” untuk nama aktivitas harian yang disebutkan teman yang diwawancarainya tadi.

Setelah tabel yang interviewer bawa tadi terisi penuh 3 nama teman berikut aktivitas harian mereka, bersama kelompoknya dia harus membuat laporan hasil wawancaranya tadi dengan membentuknya menjadi kalimat, misalnya “Budi goes to school at seven o’clock.” Lalu membacakannya di depan kelas. Kelompok yang paling cepat menyusun laporan, berhak untuk membacakan laporannya pertama kali di depan kelas dan juga berhak mendapat nilai dobel di lembar nilai mereka. dan memberi contoh cara pelaksanaan permainannya.

Permainan dibuka dengan satu kali latihan simulasi. Setelah siswa paham permainan pun dimulai. Siswa-siswa di tiap grup yang bertugas sebagai “interviewee” mulai sibuk bertanya tentang aktivitas harian teman mereka yang berada di lain grup dengan mengucapkan kalimat tanya, “What do you do at ....?” dengan sedikit terbata-bata tapi cenderung lancar, seperti yang peneliti amati saat kelompok 2 berjalan permainan. Siswa yang bertugas sebagai interviewer dari kelompok 2 bertanya ke seorang siswa dari kelompok 1. Peneliti memandunya.

P : “Tanya nama dulu.. bilang “what is your name?”..”

S1: “What..is..your name?”

S2: “My name is Reni.”

P : ”Ok, good. Sekarang kamu (S1) catat namanya di kolom ‘name’.”

S1: ( menuliskan nama ‘Reni’ di kolom name pada tabelnya).

P : “Sekarang tanya aktivitasnya pada jam berapa tuh.. 03.00, kalimat tanyanya gimana?”

S1: (Sambil melihat papan tulis) “wAt du yu du et...”

P : “Jam 03:00, bunyinya..”

S1: “Three o’clock.”

P : “Good.. sekarang ulangi lagi pertanyaan tadi lebih lengkap../wot du..!”

S1: “what do you at three o’clock?” (wot du: yu: du: et tri o klok).

P : “Aktivitasnya apa hayo..jawab lengkap. Nama aktivitasnya coba dilihat di papan tulis.”

S2: (sambil melihat papan tulis). “I watch TV at three o’clock.”

P : “Sekarang kamu (S1) catat aktivitas yang dia sebut tadi di kolom ‘activity’.”

S1: (Menuliskan kata ‘watch TV’ di kolom ‘activity’).

P : “Sekarang lanjutkan tanya ke temanmu yang lain..dengan cara yang tadi.”

S1: (Beranjak ke kelompok lain untuk mewawancarai anggotanya.)

Selesai bertanya mereka kembali ke grupnya masing-masing untuk membuat laporan, terlebih dahulu peneliti menerangkan cara menyusun kalimatnya dan memberi contohnya. Setelah siswa paham, kemudian tiap grup membuat laporan dari hasil wawancara mereka masing-masing. Peneliti mengecek dari kelompok ke kelompok dan membantu kesulitan yang dihadapi siswa dalam membuat kalimat. Grup yang paling cepat menyusun laporan berhak untuk membacakan laporannya pertama kali di depan kelas dan juga berhak mendapat poin double di lembar nilai tiap anggotanya.

Saat peneliti menunggu siswa di meja guru, seorang siswa yang bertugas sebagai reporter maju ke meja guru melaporkan tugas sudah selesai. Peneliti kemudian menyuruhnya membacakan laporannya di depan kelas.

P : “Ok, class. Attention please.. seperti yang tadi saya terangkan, bagi yang paling cepat membuat laporan berhak untuk membacakan laporannya pertama kali di depan kelas dan juga berhak mendapat nilai double..dan ternyata group 3 adalah yang paling cepat. Ok, group three, please read your report..silakan baca laporannya.”

Siswa lain memperhatikan reporter kelompok 3 membacakan laporannya.

S : “Irul goes to school at seven o’clock.”

“Safni goes to school at half past one.”

“Yulia goes home at three o’clock.”

P : “Oke, good group three.. silakan maju ke depan untuk saya kasih nilai double.”

S : (Siswa dari kelompok 3 maju ke meja guru dengan bersemangat.)

P : “Ok, class.. masih ada satu kali lagi nilai double untuk yang kelompok paling cepat tahap ke dua.”

Siswa dari kelompok yang tersisa segera bergegas menyelesaikan laporannya dan segera mengutus anggotanya yang bertugas sebagai “reporter” untuk melaporkan hasil wawancara grup mereka masing-masing ke depan kelas setelah grup pertama selesai melaporkan hasil wawancaranya. Setelah dirasa cukup, permainan dihentikan . waktu yang tersisa digunakan peneliti untuk melanjutkan topik pelajaran yang lain yaitu tentang ‘hobbies’, peneliti mengenalkan nama-nama hobi, dan mengajak siswa belajar melafalkannya setelah mereka mencatatnya. Sampai kemudian bel jam pelajaran usai berbunyi dan siswa bersiap untuk pulang. Selesai berdoa guru

mengucap salam penutup dan leave taking, “Ok, Class. That’s all for today. Hampir 1 hari penuh pelajaran bahasa Inggris. See you next meeting and good bye..”. “Good bye, Mister..”, jawab siswa sambil beranjak dari tempat duduk dan menyalami peneliti sebelum keluar kelas.

**APPENDIX**  
**E**  
**INTERVIEW**  
**TRANSCRIPTS**

### **Interview 1**

**Wawancara siswa kelas 4 SD Muhammadiyah Plembon**

**23 November 2009**

**R : Researcher**

**S : Student**

R : Nama kalian siapa?

S1 : Retno Wulandari

S2 : Yulian Nur Astuti

S3 : Yuli Eka Lestari

S4 : Khoirul Darmawanto

S5 : Andri Hermanto

S6 : Fauzan Faisal Zumna

R : Hobi kalian apa?

S1, S2, S3 : Membaca

S4 : Sepak bola.

S5, S6 : Memancing

R : Kalau jam kosong terus ngapain?

S2 : Bermain..

S4 : Lari-larian..hehe.

R : Kalian suka dengan bahasa Inggris tidak?

S1 : Tidak..

S4, S6 : Tidak..

R : Kenapa enggak suka?

S1 : Enggak bisa..

S2 : Susah membaca..

S4, S5 : Membaca dan menulisnya susah

R : Menurut kalian bahasa Inggris itu susah atau mudah?

S1, S2, S3 : Susah...

S4, S5, S6 : Susah ..

R : Susahnya pas ngapain?

S1, S2, S3 : Pas membacanya.

S4, S5, S6 : Membaca dan menulis

R : Susahnya kenapa kok enggak bisa baca?

S1, S4 : Bingung karena tulisannya beda dengan bunyi membacanya.

R : Pelajaran bahasa Inggris itu biasanya ngapain aja?

S4, S5 : Menulis

S3 : membaca, mengerjakan tugas, soal-soal latihan.

S6 : Ribut..hehe

R : Membaca keras pernah?

S6 : Belum..

- R : Gimana rasanya waktu pelajaran bahasa Inggris?  
 S6 : Laper..  
 S4 : Bingung..  
 S5 : Pusing..  
 R : Miss Maya mengajarnya enak enggak?  
 S1, S2, S3 : Enggak..  
 S4, S5 : Enggak..  
 S6 : Sama..  
 R : Wah.. enggak enakunya karena apa?  
 S5 : Sulit pelajarane..  
 S1, S2 : Sulit...  
 R : Sulitnya kenapa?  
 S4, S5 : Karena bingung..  
 R : Kok dulu saya lihat Miss Maya pernah marah sama kalian. Nah tuh kira-kira Miss Maya pernah apa malah sering marah?  
 S4 : Sering..  
 R : Wah.. kok sering marah, tuh karena apa? Sering rame ya kalian?  
 S4, S5, S6 : Iya.. hehe..  
 R : Wah kalian ini..  
 R : Oke sekarang saya mau tanya, yang paling disukai di pelajaran bahasa Inggris ada enggak?  
 S1, S3, S4, S5: Enggak ada..  
 R : Berarti cuma nyatet dan nulis aja kalian?  
 S1, S2, S3 : Iya..  
 R : Pernah ada permainan?  
 S4, S5, S6 : Pernah..  
 R : Kapan?  
 S5 : Waktu kelas 3..  
 R : Apa saja permainannya?  
 S1, S2, S3 : Bekel.. empyeng..hehe  
 R : Lho? Itu pas pelajaran apa kalian lagi rame?  
 S1, S2, S4: Hehe.. pas rame waktu pelajaran.  
 R : Waduuuhh...  
 R : Oke, kalo tadi permainan, menyanyi pernah enggak?  
 S4, S5, S6 : Pernah..  
 R : Nyanyi lagu apa?  
 S5 : ABC...  
 R : Lainnya?  
 S4 : Tentang nama-nama hewan...  
 R : Oo gitu..  
 R : Sering enggak ngomong pake bahasa Inggris di kelas?

- S3, S4, S5 : Enggak pernah..
- R : Kok jarang ngomong bahasa Inggris kenapa?
- S3, S4: Karena takut salah.
- S5, S6 : Ruwet di mulut..
- R : Tapi kira-kira ada enggak, kata-kata yang kalian mudah ucapkan?
- S4 : Cat, Lion, Rabbit..
- S6 : Dog..
- R : Kalau angka?
- S3 : One , two.
- S2 : Ten..
- R : Kalau nama makanan?
- S2 : Kalau nama makanan belum pernah diajarkan.
- R : Tadi bisa ngomong bahasa Inggris, berarti berani ngomong pake bahasa Inggris dikit aja tho, kalian?
- S1, S3, S4 : Enggak..
- R : Kenapa enggak berani?
- S3 : Takut salah..
- S1 : Malu..hehe.
- S5 : Ribet...
- R : Cara mengajar Miss Maya biar kalian bisa ngomong bahasa Inggris tahu enggak?
- S1, S2, S4: Enggak tahu..
- R : Misal membaca keras, pernah enggak?
- S1, S3, S4: Enggak..
- R : Miss Maya ngomong bahasa Inggris di kelas apa di luar?
- S4, S5 : Di kelas..
- R : Kemarin ujian mid semester kan? Susah enggak?
- S2, S3, S4, S5: Susah..
- R : Yang menurut kalian sulit apanya? Yang milih jawaban apa ngisi titik-titik?
- S4, S5: Yang ngisi titik-titik..
- R : Itu kenapa?
- S6 : Enggak tahu artinya..
- R : Selain yang tadi, yang susah apalagi?
- S5 : membacanya..
- S6 : Bagian nulisnya..
- R : Jadi kalian ngisinya gimana?
- S6 : Asal ngisi aja... hehe.
- R : Misal kalo kalian bisa bahasa Inggris, kalian mau apa besok cita-citanya?
- S4, S5 : Pengin ngomong sama bule... hehe.
- S6 : Sama..
- R : Pernah enggak merasa bosan selama pelajaran bahasa Inggris?

- S5, S6 : Sering..  
 R : Kenapa tuh?  
 S4 : Karena stress..hehe.  
 S5 : Pusing...  
 S6 : Karena bingung dengan pelajarannya.  
 R : Penginnya pelajaran bahasa Inggris itu ada apanya?  
 S5 : Ada main.. hehe.  
 R : Ada nyanyinya?  
 S6 : Iya.. hehe.  
 R : Kemarin pelajaran bahasa Inggris itu ngapain aja tho?  
 S4 : Kalo dulu ada menulis, membaca, maju ke depan kelas..  
 S3 : Main sama teman..  
 R : Kalian suka rame tu biasanya pas ngapain?  
 S3 : Pas Miss Maya pergi keluar kelas..hehe.  
 R : Misal pelajaran bahasa Inggris besok ada permainan, permainannya mau yang gimana?  
 S4 : Main di luar..  
 S1 : Lompat tali.. hehe  
 R : Lho?! Oke kita lihat besok. Oke, cukup ini dulu yang saya tanyain ke kalian. Sekarang waktunya jam istirahat, nih ada bingkisan buat kalian yang tadi bersedia diwawancarai. Hayo bilangnyanya apa?  
 Thank...?  
 S3 : Thank you...hehe  
 R : Oke, You are welcome.

## **Interview 2**

**Wawancara guru bahasa Inggris, kelas 4, pukul 09.00, 9 April 2010.**

**R : Peneliti**

**ET : Guru Bahasa Inggris**

- R : Nama lengkap Ibu siapa?  
 ET : Tutik Mayasari, S. Pd.  
 R : Riwayat pendidikan ibu dulu di mana?  
 ET : Pernah menempuh kuliah S1 di UAD.  
 R : Sudah berapa lamakah Ibu mengajar di SD ini?  
 ET : Sudah 5 tahun, selain mengajar di sini saya juga mengajar di SD Godean 2 dan SD Ngijon 1.  
 R : Apakah ada kebijakan-kebijakan tertentu dari sekolah tentang pelajaran bahasa Inggris?

- ET : Sebelum 2006 bahasa Inggris sudah diajarkan. Sebelumnya pernah ada les bahasa Inggris, tapi akhirnya ditiadakan untuk les mata pelajaran lain
- R : Apakah ada fasilitas penunjang untuk pengajaran pelajaran bahasa Inggris? Apa kesulitan yang dihadapi? Bagaimana antisipasinya?
- ET : Tak ada fasilitas untuk pelajaran bahasa Inggris sama sekali. Solusinya guru membawa gambar atau benda-benda contoh ke dalam pelajaran di kelas dari rumah. Memakai ruang kelas. Media berupa benda-benda yang ada di kelas. Mengajak anak untuk focus. Mengulang-ulang sampai bisa.
- R : Berapa jam pelajaran bahasa Inggris di tiap kelas dalam seminggu?
- ET : 2x 35 menit.
- R : Berapa jumlah siswa tiap kelas?
- ET : Kelas I: 18 siswa, kelas II: 24 siswa, kelas III: 18 siswa, kelas IV: 17 siswa, kelas V: 16 siswa, kelas VI: 20 siswa.
- R : Dalam pengajaran bahasa Inggris di sekolah, anda menekankan pada struktur atau keterampilan bahasa?
- ET : Masih pada pengenalan vocabulary dan bentuk tulisannya. Untuk keterampilan seperti speaking berupa ekspresi minta ijin, introduction, greeting. Speaking masih sulit, writing/reading juga
- R : Apakah pengajaran bahasa Inggris di sekolah menekankan pada suatu keterampilan berbahasa tertentu? Jika iya, apa alasannya?
- ET : Writing, karena paling sulit.
- R : Dalam mempresentasikan pelajaran, teknik –teknik apa saja yang anda gunakan?
- ET : Lebih banyak menerangkan terus latihan.
- R : Apa saja kegiatan dalam pelajaran sehari-hari?  
Apa saja media yang digunakan?
- ET : Meliputi keterampilan bahasa. Benda-benda di kelas dan gambar.
- R : Kesulitan-kesulitan apa saja yang dihadapi dalam mengajar bahasa Inggris?
- ET : Anak-anak susah diatur
- R : Buku apa yang anda pakai dalam mengajar?  
Kenapa memakai buku tersebut?
- ET : Grow with English dan Speed up, karena banyak gambarnya. Kelas 4 sebagian besar punya.
- R : Bagaimana anda memilih tema untuk materi mengajar?  
Mengapa?
- ET : Menyesuaikan syllabus dari dinas untuk kelas 4, 5, dan 6. Kelas 1, 2, dan 3 menyesuaikan guru kelas karena tematik.
- R : Bagaimana usaha anda dalam mengatur kelas dan kegiatannya?  
Bagaimana respon siswa? Kesulitan apa yang dihadapi? Bagaimana solusinya?
- ET : Biasanya guru hanya memberi soal latihan dari forum guru bahasa Inggris.

Bikin lesson plan dulu, pelaksanaannya berupa menerangkan materi lebih dulu baru diberi latihan.

Kesulitannya siswa susah untuk disuruh memperhatikan dan ramai sendiri-sendiri, solusinya siswa diberi tugas individu dan seluruh kelas, mengulang pelajaran kemarin yang belum selesai.

Siswa lebih suka berkelompok, berdiskusi, kerjasama. Kurang percaya diri.

R : Apa kelemahan siswa pada umumnya?

ET : Sulit untuk menerima pelajaran, 1 tema berisi vocab tertentu membutuhkan 5 kali pertemuan untuk mendapat hasil maksimal. Siswa mudah lupa. Siswa sangat suka ramai. Daya ingat lemah, pengen main.

R : Bagaimana bentuk keterlibatan siswa dalam pembelajaran bahasa Inggris di kelas? Aktif atau pasif? Bila aktif/pasif, kenapa?

ET : Tergantung sikon, cenderung pasif, karena mereka malas dan merasa tidak butuh dengan pelajaran bahasa Inggris.

R : Biasanya siswa sangat aktif pada kegiatan apa, saat pelajaran berlangsung?

ET : Aktif pada saat kegiatan permainan, lebih suka pada kegiatan menyanyi. Menirukan dan mengulangi, tebak kata.

R : Biasanya siswa mulai ramai dan tidak memperhatikan pelajaran pada saat apa? Apa solusi yang diambil?

ET : Mulai ramai saat disuruh mengerjakan latihan. Dibiarkan tanpa control/tugas.

Memberi tugas dengan materi yang pernah diberikan.

R : Biasanya siswa unggul di skill apa?

ET : Hanya ada 2 siswa pintar di kelas. Sebagian besar siswa masih lemah di semua skill misalnya writing, menyalin tulisan masih sering salah. Pada sesi listening guru menyebutkan kata dan siswa menuliskannya tapi sering salah penulisannya, solusinya siswa diberi lembar jawaban opsional sehingga tinggal memilih jawaban yang benar setelah mendengar suatu kata.

R : Berapa nilai yang diperoleh siswa setiap ulangan? (terendah, rata-rata, tertinggi)

ET : Tertinggi 9 dari 2 orang anak, rata-rata 5, paling rendah 3.

Pada hari ini ada 2 anak tidak masuk kelas karena takut pelajaran bahasa Inggris dan bahasa Jawa.

Siswa kelas 4 saat ini baru menerima pelajaran bahasa Inggris sekitar 1-2 tahun yang lalu sehingga mereka masih belum siap. Beginner not intermediate.

R : Apa kelemahan siswa pada keterampilan speaking?

ET : Pronunciation. Tidak berani dan malu untuk bicara.

Malu mengucapkan kata-kata dalam bahasa Inggris.

R : Apa saja usaha untuk mengatasi kelemahan tersebut? Bagaimana hasilnya?

- ET : Biasanya dengan menirukan ucapan guru tapi tetap saja pada salah pengucapannya.
- R : Apa saja teknik dalam menyampaikan materi speaking? Bagaimana hasilnya? Apa saja kesulitannya?
- ET : Biasanya dengan membiasakan untuk mengucapkan beberapa ungkapan sehari-hari semisal jika ingin ke WC, tegur sapa dan sebagainya. Tidak semua siswa mau bicara dan guru harus tetap membimbingnya Lesan, Tanya jawab, diulang-ulang. Siswa kurang antusias. Daya tangkap siswa.
- R : Apa saja kegiatannya dalam pembelajaran speaking di kelas? Bagaimana respon siswa? Apa saja kesulitannya?
- ET : Menuliskan kata yang diucapkan guru tapi masih salah penulisannya. Mengucapkan dialog dari buku antar deret meja satu dengan yang lain bergantian. Menyanyi bila sempat. Kesulitannya siswa-siswa sangat susah untuk diarahkan, mudah lupa pada apa yang baru saja diajarkan Menirukan percakapan. Kurang. Konsentrasi dan fokus kurang karena siswa kurang berminat.
- R : Apa saja kegiatan-kegiatan pembelajaran yang diaplikasikan di kelas untuk merangsang siswa berbicara dalam bahasa Inggris? Apa saja kesulitannya? Bagaimana hasilnya?
- ET : Sedikit permainan dan bernyanyi.  
Minta ijin (ke belakang, pinjam buku), kalimat perintah di kelas.
- R : Pernahkah anda menerapkan kegiatan permainan dan bernyanyi dalam pengajaran bahasa Inggris umumnya dan speaking pada khususnya? Bila sudah, apa saja permainannya kompetitif atau kooperatif? Apa saja lagu yang pernah dinyanyikan? Bagaimana hasilnya?
- ET : Ya. Permainannya berupa bisik berantai, tebak-tebakan, teka-teka silang. Terus lagu yang pernah dinyanyikan itu *My nose my eye, Twinkle little star, My bonnie, One and one, ABC, Row your body, Are you sleepy.*
- R : Kesulitan dalam menciptakan permainan yang bervariasi apa saja? Solusinya bagaimana? Bagaimana langkah-langkah dalam pelaksanaan permainan tersebut?
- ET : Kesulitannya adalah mengembangkan permainan karena minimnya waktu yang dimiliki.  
Langkah-langkahnya biasanya berupa instruksi, pelaksanaan sportif, disampaikan pada sebelum akhir pelajaran, 15 menit sebelumnya.  
Permainan biasa diadakan setelah semua materi diajarkan.
- R : Bagaimana tingkat produktivitas speaking skill siswa? Pasif atau aktif? Bila aktif/pasif kenapa?
- ET : Produktivitas speaking siswa rendah karena malas dan takut untuk bicara. Masih sangat rendah.

- R : Bagaimana biasanya penilaian speaking siswa? Bagaimana cara mengoreksi kesalahan speaking siswa?
- ET : Dengan menirukan kata yang diucapkan guru dan membaca kata atau dialog dalam buku atau yang tertulis di papan tulis. Mengoreksi kesalahan dengan menyuruh siswa mengulangnya.  
Langsung diajari dan menirukan guru.
- R : Pernahkah anda melakukan penilaian kuantitatif (scoring) pada kemampuan speaking siswa? Bila sudah, bagaimana caranya? Bila belum, kenapa?
- ET : Penilaian kuantitatif dengan skor belum pernah dan belum berani karena dari siswanya sendiri sangat tidak siap.

### **Interview 3**

#### **Wawancara Kepala Sekolah Dasar Muhammadiyah Plembon**

**12 April 2010**

**R : Peneliti**

**KP : Kepala Sekolah**

- R : Sejak kapan bahasa Inggris mulai diajarkan di SD ini?
- KP : Wah kurang tahu je, Mas.. Saya di sisni sejak 2007 dan bahasa Inggris sudah diajarkan dari kelas 1 sampai 6. Mungkin bisa ditanyakan saja ke mbak Maya tentang hal ini.
- R : Bagaimana kondisi awal ketika bahasa Inggris mulai diajarkan di SD ini?
- KP : Yang jelas karena bahasa Inggris masih berupa pelajaran baru, anak masih pada bingung, anak masih awam sekali.
- R : Menurut bapak, bagaimana proses belajar mengajar bahasa Inggris di SD ini pada tahun pelajaran ini?
- KP : Karena kurikulum selalu direvisi, maka dari tahun ke tahun selalu ada perubahan.
- R : Latar belakang orang tua siswa di SD ini rata-rata apa?
- KP : Sebagian besar petani mendong, ada PNS, beberapa juga pegawai kantor.
- R : Kesulitan apa yang dihadapi dalam pembelajaran bahasa Inggris di SD ini?
- KP : Biasanya buku pegangan, karena daya beli rendah.  
Buku pegangan pengadaannya mengandalkan dana BOS yang terbatas dan juga harus dibagi-bagi
- R : Menurut bapak, bagaimana kondisi situasi belajar mengajar bahasa Inggris oleh guru yang ada?
- KP : Sudah berjalan dengan baik.
- R : Apakah ada kebijakan-kebijakan tertentu dari sekolah tentang pembelajaran bahasa Inggris di SD ini?

- KP : Dulu pernah ada les bahasa Inggris, kemudian dihentikan karena bahasa Inggris merupakan sebatas mulok yang bukan merupakan unsur utama dalam kelulusan. Mulok kan seharusnya mengacunya pada lingkungan sehari-hari di mana bahasa Inggris bisa digunakan . tapi sekarang cenderung untuk mempersiapkan pendidikan lebih lanjut, karena lingkungan SD jarang ada yang menggunakan bahasa Inggris maka tujuan pembelajaran bahasa Inggris jadi kurang tercapai. Dari dinas sebenarnya sudah tahu masalah tersebut, jadi akhirnya mulok ditujukan untuk mempersiapkan siswa ke jenjang lebih lanjut. Kalau misalnya di lingkungan SD ada tempat wisata yang dikunjungi wisatawan asing tentunya tujuan mulok bisa tercapai karena bahasa Inggris bisa diterapkan.
- R : Menurut bapak, apa yang kira-kira bermasalah dan perlu dibenahi khususnya dalam pembelajaran bahasa Inggris di SD ini?
- KP : Karena waktu yang tersedia hanya 2 jam pelajaran masih tergolong kurang. Mau menambah waktu susah karena harus menyesuaikan waktu di luar waktu jam pelajaran semisal les tapi tergantung kesediaan anak-anak.
- R : Tahun ajaran baru kira-kira dimulai tanggal berapa? Agenda-agenda apa saja yang akan ada pada bulan Juli-Agustus (menganingat sudah tiba bulan puasa)?
- KP : Oh biasanya bulan puasa itu ada pemotongan jam pelajaran 10 menit. Jadi 1 jam pelajaran benar-benar 60 menit.
- R : Apa harapan bapak ke depan untuk pembelajaran bahasa Inggris saat ini?
- KP : Harapan ke depan, bahasa Inggris sesungguhnya itu segala-galanya karena merupakan bahasa pergaulan dunia. Penggunaan computer dan internet saja menggunakan bahasa Inggris. Apalagi tantangan global dalam era persaingan bebas saat ini, sehingga pengajaran bahasa Inggris harus selalu ditingkatkan.
- R : Saya kira ini saja pak yang saya perlu tanyakan, terimakasih atas kesediaannya diwawancarai.
- KP : iya sama-sama.. senang bisa membantu.

#### **Interview 4**

##### **Wawancara wali kelas 4 SD Muhammadiyah Plembon**

**12 April 2010**

**R : Peneliti**

**T : Wali kelas**

- R : Menurut ibu, apa kelemahan dan keunggulan siswa kelas 4 pada proses belajar mengajar di semua mata pelajaran?

- T : Bidang Matematika, IPA, Bahasa Indonesia. Mereka menonjol di bidang IPA 90 %. Kelemahannya itu kalau diterangkan suka ngomong sendiri dan lari keliling kelas, setelah dimarahi biar diam tapi cuma sebentar terus ramai lagi. Perhatian mereka juga mudah teraihkan. Di semua mata pelajaran tetap sama saja.
- R : Bagaimana karakter siswa kelas 4 pada umumnya?
- T : Kelas 4 cenderung lebih banyak ramainya, kata guru-guru lain juga begitu. Sampai guru senior saja susah menangani saking bandelnya.
- R : Pada kegiatan apakah biasanya siswa kelas 4 sangat aktif dalam pelajaran (di semua mata pelajaran)?
- T : KTK atau keterampilan mereka sangat suka. Tugas membuat wayang saja hasilnya sangat bagus. Daya seni siswa kelas 4 sangat bagus terutama menyanyi.
- R : Menurut ibu, sesuai karakternya, siswa kelas 4 harus diajar dengan cara yang bagaimana?
- T : Dibuat guyon dan santai karena anaknya cepat jenuh bila diajar dengan serius, mungkin karena rata-rata latar belakang keluarga petani di mana pergi meladang pagi-pagi pulangny malam sehingga jarang komunikasi dengan anak-anak
- R : Cara mengajar ibu bagaimana?
- T : Saya bikin santai dan banyak melucu, jadi anak-anak lebih lama memperhatikan guru.
- R : Harapan ibu ke depan untuk proses mengajar bagi siswa kelas 4 di kelas 5 tahun depan apa?
- T : Proses belajar dibuat santai saja gitu, mas.
- R : Kira-kira adakah perubahan sifat dari siswa setelah mereka naik kelas?
- T : Tentunya ada. Biasanya begitu mereka naik kelas, mereka berubah sifat dengan sendirinya. Lebih dewasa gitu, mas. Kalau siswa kelas 4 beajar di luar kelas itu cenderung sangat mengena dan mudah paham terutama waktu pelajaran IPA, mempelajari jenis-jenis tumbuhan di dekat sawah. Dan anak-anaknya selalu tertib setelah saya beri pelajaran terlebih dahulu.

### **Interview 5**

**Wawancara Guru Bahasa Inggris di kelas 5 SD Muhammadiyah Plembon,  
23 September 2010**

**R : Peneliti**

**ET : Guru Bahasa Inggris**

R : Apa yang anda tekankan pada pembelajaran bahasa Inggris di kelas 5 ini?  
Apa alasannya? Apa saja kesulitan yang ada?

ET : vocabulary dan pronunciation  
Kesulitannya itu siswa sulit konsentrasi

R : Apa saja teknik yang ada digunakan dalam mempresentasikan pelajaran bahasa Inggris di kelas 5 ini?

ET : Tekniknya berupa speaking, reading, writing, listening.

R : Kesulitan apa saja yang anda hadapi dalam mengajar bahasa Inggris di kelas 5 ini? Dilihat dari segi waktu, fasilitas atau media dan siswa.

ET : Media kurang banyak karena buku terbatas selain itu bahasa Inggris hanya dipelajari di sekolah

R : Pernahkan anda menggunakan media pembelajaran dalam menyampaikan materi pelajaran bahasa Inggris di kelas 5 ini?

Apa saja medianya?

Bila belum pernah menggunakan media pembelajaran, apa alasannya?

ET : Media yang digunakan berupa benda-benda yang ada di dalam kelas/realia

R : Skill apa anda tekankan dalam pembelajaran bahasa Inggris di kelas 5 ini?  
Apa alasannya?

ET : Listening dan Writing.

R : Bagaimana usaha anda dalam mengatur kelas dan kegiatannya di kelas 5 ini?  
Bagaimana respon siswa?

Apa kesulitan yang dihadapi? Apa solusinya?

ET : Dengan tugas individu dan kelompok.

R : Buku apa yang anda pakai dalam mengajar bahasa Inggris di kelas 5 ini?

Apa alasan yang mendasari penggunaan buku tersebut?

ET : Let's make friend with English terbitan Erlangga atau Ersis dan LKS Larasukma

R : Apa kelemahan siswa pada umumnya di kelas 5 ini?

ET : Rasa malu dari siswa, bertemu dengan kesulitan mereka lari dan tidak mencoba mencari pemecahannya.

R : Apa usaha anda untuk mengatasi kelemahan siswa tersebut khususnya di kelas 5 ini?

ET : Banyak-banyak member tugas untuk membaca/menirukan bacaan.. atau memberi penjelasan tentang kesulitan mereka, memberi pemecahannya.

- R : Bagaimana bentuk keterlibatan siswa kelas 5 dalam pembelajarn bahasa Inggris di kelas? Aktif atau pasif? Bila aktif/pasif kenapa?
- ET : Kelas 5 aktif dalam menirukan ucapan/ bacaan (imitate).
- R : Biasanya siswa di kelas 5 ini sangat aktif pada kegiatan apa saat pelajaran bahasa Inggris berlangsung?
- ET : Menjawab dengan lisan.
- R : Biasanya siswa di kelas 5 ini mulai ramai dan tidak memperhatikan pelajaran bahasa Inggris pada saat kegiatan apa? Apa solusi untuk mengatasinya?
- ET : Ramai saat tidak bisa mengerjakan atau jika soal mudah dikerjakan. Cara mengatasinya: jika tidak bisa mengerjakan, menanyakan kesulitan, menerangkan lagi dan member contoh bila diperlukan. Bila terlalu mudah dan cepat selesai, materi ditambah lagi dan soal juga ditambah.
- R : Adakah keunggulan siswa pada salah satu skill bahasa?
- ET : Belum kelihatan.
- R : Berapa nilai yang diperoleh sisa setiap ulangan pada saat ini? Terendah, rata-rata, dan tertinggi?
- ET : Saat ini belum ada ulangan .  
Terendah: 50, rata-rata: 60, tertinggi: 70.
- R : Apa kelemahan siswa di kelas 5 ini pada skill speaking?  
Apa penyebab dari kelemahan tersebut?  
Apa solusi yang anda gunakan untuk mengatasi kelemahan tersebut?  
Bagaimana hasilnya?
- ET : Kelemahan siswa di pronunciation, penyebabnya: kurang latihan.
- R : Bagaimana tingkat produktivitas siswa pada pengucapan kata dalam bahasa Inggris di kelas 5 ini?  
Bila produktif/kurang produktif, apa sebabnya?
- ET : Kurang produktif karena belajar bahasa Inggris hanya sewaktu di sekolah.
- R : Apa saja teknik yang anda gunakan dalam menyampaikan materi speaking di kelas 5 ini? Bagaimana hasilnya? Apa kesulitannya?
- ET : Teknik speaking: penyampaian dengan disertai translate dan membutuhkan pengulangan.
- R : Apa saja kegiatan pembelajaran yang diaplikasikan di kelas 5 ini untuk merangsang siswa berbicara dalam bahasa Inggris?  
Bagaimana hasilnya? Apa saja kesulitannya?
- ET : Kegiatan untuk merangsang: menggunakan tegur sapa, meminta ijin, meminta tolong menggunakan bahasa Inggris yang sederhana dan tidak terlalu panjang.  
Hasilnya sebagian besar anak mau merespon dan menggunakannya.  
Kesulitannya: kemauan anak didik yang kurang karena rasa malu.
- R : Pernahkah anda menerapkan permainan selama kegiatan pembelajaran speaking? Bila belum kenapa? Bila pernah, apa saja permainannya?

Bagaimana langkah-langkahnya? Bagaimana hasilnya? Apa kesulitannya yang ditemui?

ET : Belum, karena waktu belum memungkinkan.

Permainan diberikan di sela-sela pemberian materi.

R : Bagaimana cara mengoreksi kesalahan siswa saat praktek speaking di kelas 5 ini?

ET : Diberi contoh kemudian siswa menirukan dengan berulang-ulang.

R : Apa saja kesulitannya yang anda temui selama pembelajaran speaking di kelas 5 ini? Secara teknis dan non-teknis.

ET : Secara teknis kemauan dari siswa masih rendah.

R : Apa bahasa dominan yang dipakai ketika mengajar speaking?

ET : Campuran bahasa Indonesia dan bahasa Inggris.

Inggris dahulu baru kemudian ditranslate ke bahasa Indonesia.

#### **Interview 6**

#### **Wawancara siswa kelas 5 SD Muhammadiyah Plembon**

**2 September 2010.**

**R : Peneliti**

**S : Siswa**

R : Oke kita ngobrol dulu ya. Saya tanya nama kalian dulu.

S1 : Safni Rahman.

S2 : Satria Fajar Nusantara.

S3 : Arif Budi Setiawan.

R : Oke, tadi udah nama. Sekarang hobi kalian apa?

S1 : Hmmm.. banyak e..

R : Coba satu aja yang paling disukai.

S1 : Mmm.. bulu tangkis.

R : Oke bagus, itu yang di luar sekolah. Kalo pas di kelas hobinya ngapain?

S1 : Di kelas ya.. mmm.. ya bermain..hehe.

Menggambar.

R : Kalo yang ini?

S2 : Mmm... hehe.

R : Ayo jangan bingung..hehe.

S2 : Hobine..ki..memancing.

R : Kalo di kelas ngapain? Masak mancing juga...

S2 : Menggambar..

R : Kalo yang ini?

S3 : Memancing.

R : Memancing juga di kelas?

- S3 : Ya enggak hehe..di kelas itu..mmm..menulis.  
 R : Berarti suka mengarang ya?  
 S3 : Iya.. haha kalo pas lagi ujian tu mengarangnya.  
 R : Oke selanjutnya. Kalian itu suka dengan bahasa Inggris enggak?  
 S1 : Eee.. agak.  
 R : Itu kenapa?  
 S1 : Susah..  
 R : Susahnya kenapa?  
 S1 : Hurufnya tidak sama dengan kata-katanya..(pengucapannya).  
 R : Jadi bacanya susah, gitu?  
 S1 : Hu um..  
 R : Kalo yang ini?  
 S2 : Susah..  
 R : Susahnya kenapa?  
 S2 : Karena... tidak bisa membaca bahasa Inggris e..hehe.  
 R : Kok tidak bisa membaca kenapa?  
 S2 : Ya.. karena tidak bisa membacanya..  
 R : Kalo yang ini?  
 S3 : Susah.. hehe.. karena tidak bisa membacanya.  
 R : Tulisannya beda dengan bacanya, ya?  
 S3 : Iya...  
 R : Pertanyaan selanjutnya. Mmm.. biasanya pelajaran bahasa Inggris itu ngapain aja kegiatannya?  
 S1 : Menghafal..  
 R : Menghafal apa?  
 S1 : Eee..nyanyi... nyanyi nganu... tentang nama-nama hewan.  
 R : Oo..gitu. Nyanyinya gimana  
 S1 : Anjing dog  
       Kucing cat  
       Kupu-kupu butterfly  
       Ular snake  
       Gajah Elephant  
 R : Waah..bagus. Kalo yang ini, biasanya ngapain pelajaran bahasa Inggris itu?  
 S2 : Mengerjakan soal.  
 R : Bisa ngerjain soalnya?  
 S2 : Enggak  
 R : Kenapa?  
 S2 : Karena enggak bisa membacanya.  
 R : Enggak tahu artinya juga?  
 S2 : Hehe..iya.  
 R : Kalo yang ini?

- R : Pernah ada permainan belum tho?  
 S3 : Belum..  
 Menulis..  
 R : Suruh menulis atau mencatat, gitu?  
 S3 : Iya..  
 R : Itu rasanya gimana? Yang nyanyi tadi?  
 S1 : Menyenangkan?  
 R : Menyenangkannya kenapa?  
 S1 : Itu.. karena bisa menghafal sambil nyanyi.  
 R : Oke. Kalo yang ini, mengerjakan soal rasanya gimana?  
 S2 : Sulit..  
 R : Trus rasanya gimana?  
 S2 : Jadi malas..  
 R : Kalau mencatat?  
 S3 : Enak..e.  
 R : Kenapa kok enak?  
 S3 : Eee.. karena tinggal menulis aja.. hehe.  
 R : Oke, sekarang tentang bu guru (Miss Maya). Menurut kalian miss Maya ngajarnya gimana?  
 S1 : Eee.. ini ya..agaknya baik.  
 R : Orangnya baik. Trus ngajarnya gimana?  
 S1 : Biasa aja..  
 R : Kalo biasa aja kenapa tuh?  
 S1 : Jarang ada yang menyenangkan.  
 R : Kalo dimarahi?  
 S1 : Ya..kadang.  
 R : Kalo yang ini, gimana?  
 S2 : Enggak enak..  
 R : Enggak enaknya kenapa?  
 S2 : Sering dikasi PR..  
 R : Hmm.. itu kan biar kalian belajar di rumah.  
 S2 : Hehe..  
 R : Kalo yang ini? Miss Maya ngajarnya enak enggak?  
 S3 : Enggak..  
 R : Kenapa? Atau karena Miss Maya sering telat terus.. telat setengah jam ya?  
 S3 : Iya..  
 R : Oke, kalo Miss Maya sering telat, trus kalian rasanya gimana?  
 S3 : Senang..  
 R : Kenapa?  
 S3 : Bisa rame..hehe.

R : Wah kalian ini.. eh kalian di suruh kumpul tuh.. oke kalo begitu makasih ya sebelumnya..

S1,2,3 : Sama-sama mister...

### **Interview 7**

**Wawancara siswa kelas 5 SD Muhammadiyah Plembon,  
23 September 2010.**

**R : Peneliti**

**S : Siswa**

R : Good morning, everyone..?

S : Good morning, miss.. hehe.

R : Mister! Ulangi lagi.. Good morning, everyone..?

S : Good morning, Mister... hahaha..

R : How are you, today?

S : I'm fine, and you?

R : I'm fine too, thank you..

Oke, kayak kemarin ketemuan terakhir kita sebelum terpotong harei libur lebaran, saya ke sini lagi untuk minta bantuan kalian untuk mencari tahu keadaan di sekolah ini. Oke, 4 orang ya. Oke, sebelumnya saya mau tanya nama masing-masing dulu. Yang pertama namanya siapa?

S1 : Arif Budi Setiawan

S2 : Satria Fajar Nusantara

S3 : Safni Rahman

S4 : Fajar Faisal Zumna

R : Oke..sekarang saya mau tanya masing-masing hobinya apa waktu di kelas? Ngapain aja?

S1 : PS! Hahaha..

S2 : Bermain!

S3 : Menggambar..

S4 : Bermain..hehe.

R : Kemudian untuk bahasa Inggris, kalian itu suka tidak dengan bahasa Inggris?

S2 : Tidak..

S4 : Tidak..

R : Tidaknya kenapa?

S2 : Karena sulit..

S4 : Karena tidak bisa menjawab..

S5 : Karena gurunya terlalu galak..

R : Sulitnya di bagian apa?

- S1 : Di bagian membaca..  
 R : Yang ini?  
 S2: Tidak..  
 R : Karena?  
 S2 : Tidak bisa membaca..  
 R : Yang ini?  
 S3 : Tidak  
 R : Karena?  
 S3 : Katanya sama tulisannya beda..  
 R : Ehm.. kalo yang ini?  
 S4 : Tidak..  
 R ; Karena apa/  
 S4 : Gurunya terlalu galak..haha..  
 R : Oke, kalo tadi kalian bilang enggak suka dengan bahasa Inggris dengan macam-macam alasan, trus menurut kalian bahasa Inggris itu mudah atau susah?  
 S1, 2, 3 : Susah..  
 R : Susahnya pas ngapain?  
 S4 : Pas membaca..  
 R : Kalo misalnya ngerjain soal?  
 S4 : Susah..  
 S1, 2, 3: Susah..  
 R : Susahnya pas apa? Selain pas membaca..  
 S4 : Mengerjakan soalnya..  
 R : Yang ini?  
 S3 : Susah...  
 R : Bagian apa?  
 S3 : Membaca  
 R : Karena apa?  
 S3 : Susah..  
 R : Yang ini?  
 S4 : Susah..  
 R : Karena?  
 S4 : Mengerjakan soalnya tidak bisa..  
 R : Pelajaran bahasa Inggris itu biasanya di hari-hari biasa sebelum ulangan apa saja kegiatannya?  
 S1 : Main...  
 R : Bukan itu, maksudnya pas waktu Miss Maya ngajar itu ngapain aja?  
 S1 : Mendengarkan dan mencatat penjelasan Miss Maya..  
 R : Kalau kamu?  
 S2 : Menyanyi...

R : Nyanyi sendiri atau gimana?  
 S2 : Hehe.. sendiri..  
 R : Enggak apa-apa..hehe  
     Kalo kamu?  
 S3 : Mendengarkan penjelasan guru..  
 R : Kalo kamu?  
 S5 : Main..hehe.  
 R : Menurut kalian selama pelajaran biasa, rasanya gimana?  
 S5 : Pusing  
 S1 : Males..  
 R : Karena apa?  
 S1 : Karena sulit..  
 R : Kalo yang ini?  
 S2 : Males..  
 R : Karena apa?  
 S2 : Tidak bisa..  
 R : Berarti menyenangkan tidak?  
 S2 : Tidak..  
 R : Kalo yang ini?  
 S3 : Males..  
 R : Karena?  
 S3 : Susah..  
 R : Yang ini?  
 S4 : Males..  
 R : Karena?  
 S4 : Tidak suka..  
 R : Wah..  
     Menurut kalian, sama Miss Maya suka apa enggak?  
 S1 : Enggak..  
 R : Karena?  
 S1 : Suka marah..hehe  
 R : Yang ini?  
 S2 : Tidak..  
 R : Karena?  
 S2 : Karena..tidak enak ngajarnya.. hehe  
 R : Yang ini?  
 S3 : Tidak..  
 R : Kenapa?  
 S3 : Karena susah.. hehe.  
 R : Kalo yang ini?  
 S4 : Tidak..

- R : Kenapa tuh?
- R : Kalo boleh tahu, Miss Maya suka marah-marah pas pelajaran itu kenapa?
- S1 : Karena ada yang rame..haha.
- R : Haduh.. siapa yang paling suka rame? Haha..
- S4 : Saya.. haha.
- R : Kalo rame itu karena apa?
- S2 : Karena bosan..hehe.
- R : Kalo yang ini, kenapa Miss Maya suka marah?
- S3 : Tidak mengerjakan PR..
- R : Kenapa tidak mengerjakan PR?
- S3 : Lupa..hehe.
- R : Lupa karena apa?
- S3 : Bermain..haha.
- R : Kalo yang ini, Miss Maya suka marah kenapa?
- S4 : Karena.. kaloo.. sudah teng-teng (bel masuk sudah berbunyi) tidak segera masuk..haha..
- R : Woo..gitu..berarti sekarang ini juga dong? Kalian enggak segera masuk.. waduh maaf yaa..
- S : Hehe...
- R : Oke, selama pelajaran yang paling disukai selama pelajaran bahasa Inggris ada enggak?
- S1 : Enggak..
- R : Karena apa?
- S1 : Karena enggak ada yang menyenangkan..
- R : Yang ini?
- S2,3,4 : Enggak..
- R : Aduh kasihan..
- S1,2,3,4 : Hehe..
- R : Kemudian, seberapa sering kalian bicara dalam bahasa Inggris di kelas? Seperti waktu kalian disuruh ngeja tadi tu.. sering atau jarang?
- S4 : Sering..
- S1,2,3 : Sering..
- R : Seringnya pas apa?
- S1,2,3 : Pas latihan mengeja..
- R : Kalo begitu. Kalian berani tidak ngomong pake bahasa Inggris? Dikit aja..
- S1 : Tidak..
- R : Kenapa..
- S1 : Karena susah..hehe
- R : Yang ini?
- S2 : Tidak..
- R : Karena?

S2 : Tidak bisa..hehe.  
 R : Yang ini?  
 S3 : Enggak..  
 R : Kenapa?  
 S3 : Karena susah..  
 S4 : Sama.. hehe.  
 R : Tapi ada enggak satu atau dua kata dalam bahasa Inggris yang kalian tahu?  
 S1 : Enggak..  
 R : Masa enggak ada sih? Nama binatang coba..  
 S1 : Kucing Cat.. babi pink..eh pig..  
 R : Sekarang coba nama angka..  
 Satu bahasa Inggrisnya apa?  
 S1 : One..  
 R : Sepuluh?  
 S2 : Ten..  
 R : Sekarang coba nama makanan..  
 S3 : Wah.. belum pernah diajarkan e..hehe.  
 R : Wah belum tho.. Coba nama-nama hari..  
 S1 : Tuesday..  
 R : Thursday.. coba Rabu..  
 S1 : Wed day..  
 R : Wednesday..  
 S1 : Wednesday..hehe.  
 R : Menurut kalian, cara ngajar Miss Maya itu kalian paham tidak?  
 S1 : Tidak..  
 S2,3 : Tidak..  
 R : Karena?  
 S1 : Karena tidak jelas..  
 R : Kalo kamu?  
 S2 : Tidak jelas..  
 R : Kalo kamu?  
 S4 : Tidak jelas karena suka marah..haha.  
 R : Jadi karena kalian kurang jelas dan kurang paham, gitu...  
 S1,2,3 : Iya..haha.  
 R : Selama pelajaran bahasa Inggris, bagaimana perasaan kalian?  
 S1 : Bosan..  
 R : Karena?  
 S1 : Enggak ada yang menyenangkan..  
 R : Kalo kamu?  
 S2 : Bosan karena enggak ada yang mnyenangkan..  
 R : Kalo kamu?

S3 : Males karena bosan..  
 R : Kalo kamu?  
 S4 : Males karena gurunya suka marah... haha.  
 R : Penginnya besok pelajaran bahasa Inggris, gimana?  
 S1,2,3,4 : Bermain..haha.  
 R : Selain itu?  
 S4 : Membaca..  
 S3 : Menyanyi ... hehe.  
 R : Hmm.. Oke, misalnya kalian disuruh bicara dalam bahasa Inggris, pengen sendirian atau bareng-bareng?  
 S2 : Bareng..  
 S1 : Bareng-bareng..  
 S5 : Engko nek ra muni men ra ketara.. haha.  
 R : Kalo kamu?  
 S2 : Pengin bareng..  
 R : Kenapa?  
 S2 : Karena tidak bisa..  
 R : Kalo kamu?  
 S3 : Bareng..  
 R : Kenapa?  
 S3 : Karena kalo salah tidak ketara.. haha.  
 R : Enggak kelihatan salahnya gitu..  
 S3 : Hiya..haha.  
 R : Kamu?  
 S4 : Bareng..  
 R : Karena apa?  
 S4 : Kalo sendiri sulit..  
 R : Kira-kira waktu dulu kelas 4 dengan kelas 5 sekarang, lebih banyak permainan yang mana?  
 S1 : Enggak ada..  
 S2 : Belum pernah..  
 S4 : Belum belum belum..  
 R : Tapi kira-kira tetap pernah ada permainan kan?  
 S1,2,3,4 : Tidak ada..  
 R : Oke, misalnya pas Miss Maya sedang menjelaskan sesuatu pernah menggunakan media? Itu lho misalnya sedang menjelaskan tentang mobil kasih gambar mobil, gambar bis..  
 S1,2 : Belum..  
 S3 : Pake jam sudah pernah..  
 R : Oo.. gitu..

Oke, saya kira cukup sekian yang saya tanyakan, besok ketemu lagi ya..silahkan istirahat..

S1,2,3,4 : Iyaaa...

### **Interview 8**

**11 November 2010**

**R: Researcher**

**S: Student**

R : Namanya siapa?

S1 : Fauzan Faisal Zumna

S2 : Arif Budi Setiawan.

R : Tadi kan pelajaran di isi dengan permainan, rasanya gimana?

S1 : Senang.

R : karena bisa apa? Senangnya kenapa?

S1 : Main.

R : Yang ini (S2)?

S2 : Sama, karena bisa main.

R : Kalo tadi waktu permainan, kalian saya suruh ngomong dikit-dikit kalian lebih berani gak?

S1 : Berani.

R : Kamu?

S2 : Lebih berani.

R : Beraninya karena apa?

S1 : Karena senang.

S2 : Karena seru. . .hehe.

R : Kira-kira tadi ada yang masih membingungkan tidak permainannya?

S1 : Ada.

R : Yang mana? Tentang apa? Kira-kira permainan yang ke berapa gitu?

S1 : Yang pertama, yang injak jam besar tadi..

R : Tapi masih lumayan paham?

S1 : Paham.

R : Kalo yang ini?

S2 : Yang ke dua.

R : He he maaf ya anak-anak, yang tadi tu permainan ular tangga (big clock game), Cuma karena waktunya kurang jadi mainnya kurang jelas.

R : Oke, untuk besok ingin permainan yang gimana?

S1 : Main di luar kelas.

S2 : Sama . . . main di luar kelas.

R : Trus, menurut kalian tadi gimana alat-alat yang di gunakan selama permainan?

S1 : Jelas.

S2 : Jelas dan enak dilihat hehe.

R : Penginnya besok alatnya diperbanyak apanya?

S1 : Gambarnya.

S2 : Ya. Diperbanyak gambarnya.

R : Oke. Saya kira itu saja. Terima Kasih. Selamat beristirahat ya.

### **Interview 9**

**11 November 2010**

**R: Researcher: Supriyadi**

**C: Collaborator: Rahmat Nugroho.**

R : Jadi gimana menurutmu tadi, Mat?

C : Yah, so far lumayan bagus kok. Wis koyo guru-guru biasa nek ngajar kae.

R : Tapi mesti sih akeh kurang tho?

C : Ho o.. Sih akeh yang kurang sana-sini.

R : Pancen.. Pas aku ngajar alias jelasin materi ke siswa tadi gimana?

C : Mmm.. Itu.. Pas tadi memberi penjelasan materi ke siswa sama pas pelaksanaan game, kalo bisa penggunaan kata-kata bahasa Inggris diperbanyak biar siswa cepat terbiasa dengan istilah bahasa Inggris. Minimal paham trus bisa meresponnya. Soale tadi selama pelajaran , siswa kurang menerima ‘English exposure’-nya. Menurut pengamatanku tadi masih banyak menggunakan perintah-perintah dalam bahasa Indonesia gitu.

R : Mm.. gitu ya? Malah gak nyadar aku. He.. soale yang penting anak-anak bisa terarah je menurutku. Trus apike gimana tuh? Soal ‘English exposure’ tadi.

C : Ya itu tadi.. Penggunaan istilah-istilah atau kata-kata dalam bahasa Inggris selain yang ada di dalam materi yang diajarkan, diperbanyak aja. Biar siswa banyak menerima input vocab baru selain yang sedang dipelajari. Jadi, kalo sudah terbiasa trus paham mereka bisa langsung merespon.

R : Itu disampaikan lewat penjelasan materi atau gimana?

C : Ya bisa dilakukan terutama waktu ngasi instruksi-instruksi pendek atau short function selama pelajaran berlangsung di kelas atau pas ngasi aba-aba waktu permainan itu misale.

R : Hmm.. Bisa-bisa-bisa. Trus kira-kira apa lagi yang perlu dibenahi?

C : Apa ya? Hmm.. Oh iyo.. Kui.. Proses pembentukan kelompok siswa. Pas bikin kelompok ke siswa tadi terlalu banyak menyita waktu karena siswa terlalu bebas dalam membuat kelompok. Mereka jadi pilih-pilih pas nyari

temene buat jadi anggota kelompoknya. Siswa putri jadi agak tersisih, jumlah mereka kan dikit dan gitu susah buat suruh mereka gabung ma yang putra.

- R : Mmm.. gitu. Pantasan susah amat tadi. Ada solusi? Buat pembentukan kelompok e itu.
- C : Coba kelompokin siswa misale pake metode hitungan gitu. Suruh siswa berhitung 1 sampe 3 ato 4 misale. Siswa-siswa yang dapat nomer hitungan 1 suruh kumpul jadi satu dan begitu juga yang lain. Jadi pembagian kelompok bisa merata, adil dan efisien buat siswa.
- R : Oke-oke. Cocok banget kui. Nah sekarang buat permainan e. Menurutmu tadi gimana?
- C : wah.. Permainan tadi dah bagus kok. Ketok meriah banget. Anak-anak we ya antusias. Permainan dah cukup terarah alias terkendali dengan efektif dan efisien apalagi tadi ada latihan simulasi sebelum permainan dimulai, jadi siswa paham betul dengan ‘how to play the game’ trus jadi lebih antusias waktu mengikuti permainan.
- R : Berarti bisa terus lanjut kie. Trus tadi ka nada dua permainan. Permainan ‘clock race’ sama ‘big clock game’. Menurutmu tadi gimana waktu dua permainan tadi berlangsung?
- C : Kalo tadi menurut pengamatanku dalam permainan “clock race, siswa terlihat antusias waktu bermain sama tadi pas yang kejatah praktik berbicara. Mereka enggak malu atau takut salah waktu bicara membacakan bunyi jamnya dalam bahasa Inggris. Cuma ya itu.. buat siswa yang main tadi.. pembagian peserta yang mendapat giliran dalam permainan kurang merata gitu. Yang dapat jatah buat main kebanyakan siswa yang aktif-aktif saja. Jadi siswa yang kebanyakan diam jadi cenderung tertutup gitu.
- R : Iya.. tadi benere tu maunya semua siswa dapat giliran main, cuma waktune mepet je. Trus tadi aku coba ngasi giliran main anak yang sukanya rame di kelas tapi kalo disuruh ngomong susah. Pas tadi dia main kamu liat sendiri tho.. susah banget disuruh ngomong wlo dah tak bombing. Dia males banget buat ngomong. Malah akhire ngomonge enggak jelas gitu. Ada saran buat permainan ke depan gitu?
- C : Haha.. Iyo. Aku lihat.. ngomong apa tadi dia aku enggak denger malahan. Ya kalo bisa ke depan mungkin lebih ditata manajemen waktunya dan coba lebih tegas gitu biar siswa yang jarang ngomong alias pendiam bisa bersedia buat maju main dan aktif berbicara.
- R : Oke-oke..sip. Trus tadi pas permainan ‘big clock’ piye menurutmu?
- C : Sama kayak permainan yang pertama. Siswa yang main terlihat senang, antusias dan bersemangat waktu bermain. Cuma tadi aku lihat kok kelihatan ribet banget. Siswa harus lebih banyak dipandu gitu.. terutama yang nyusun kalimat tadi. Tapi walopun gitu tadi cukup meriah kok. Apalagi media yang

digunakan warna-warni, sama tadi ada anak yang komentar “ wah dadune gedhe banget!”. Siswa tambah senang karena media mainnya menarik.

R : Hoho..sip berarti.. he.. Iya e tadi terpaksa aku banyak manduin siswa buat bikin kalimat waktu permainan. Lha wong pas sesi njelasin materi malah aku lupa enggak jelasin cara menyusun kalimat yang mengungkapkan kegiatan harian gitu.. hehe.. jadine ribet.

C : Woo lha pantesan.

R : Ada saran buat yang ini?

C : Ya itu.. Kalo ngajar ya kalo bisa lebih “well prepared” gitu. Kudu siap dengan perencanaan-perencanaan yang ada sesuai RPP. Paling penting ya kudu bisa berimprovisasi.

R : Wah pasti itu. Ke depan insyaAlloh pasti lebih baik dah..

C : Amin.

R : Wah ya.. Satu lagi nih. Tadi yang stempel bintang tadi, buat yang bisa jawab benar tadi. Menurutmu gimana?

C : Stempel bintang? Woah.. smiley maksud e..

R : Ho o.. Pengine sih kasi stiker temple aja gitu, tapir a sempat bikin. Jadine ya stempel bintang wae gitu. Menurutmu gimana tadi?

C : Woo.. Penggunaan stempel bintang alias smiley tadi dah jelas terbukti bikin siswa lebih antusias dalam ngikutin any activities. Intine anak-anak jadi semangat dalam permainan karena ada semacam reward buat pemenangnya.

R : Ya gitu tujuannya. Bisa diterusin berarti. Okelah kalo begitu. Nuwun banget bantuane ya, bos.

C : Sami-sami.

### **Interview 10**

**22 November 2010.**

**R: Researcher**

**S : Student**

R : Oke, kenalan dulu. Namanya siapa?

S1 : Retno Wulandari.

S2 : Yuni Ika Lestari.

S3 : Puji Rahmawati.

S4 : Rina Puji Utami.

S5 : Rani Solikhah.

R : Oke, tadi kita sudah ada satu permainan Cuma agak bikin capek. Menurut kalian kegiatan tadi gimana? Menyenangkan, bikin capek atau malah lebih seger? Hehe.

S1 : Menyenangkan.

- R : Yang ini?  
 S2 : Menyenangkan.  
 R : Menyenangkannya tadi karena apa?  
 S2 : Karena bisa lari-lari hehe.  
 R : Kalo yang ini?  
 S4,S5: Sama. Bisa lari-lari.  
 R : Jadi kalo senang sukanya lari-lari ya?  
 S1, S2, S3: Iya hehe.  
 R : Intinya karena bisa bermain ya?  
 S3, S4, S5: Iya hehe.  
 R : Masih ingat tadi belajar apa?  
 S1 : Nama-nama hari.  
 R : Kira-kira dari permainan tadi, kalian jadi berani enggak kalo disuruh ngomong pake bahasa Inggris?  
 S1 : Berani.  
 S2 : Berani.  
 S3 : Berani.  
 R : Beraninya karena apa? Bisa lewat permainan?  
 S2, S3, S4: Karena bisa lewat permainan.  
 R : Ada kesulitannya enggak?  
 S1 : Ada.  
 R : Apa kesulitannya?  
 S1 : Menginggriskannya.  
 R : Mencari artinya gitu?  
 S1 : Iya.  
 R : Kalo kamu?  
 S2 : Mengucapkan kata Inggrisnya.  
 R : Yang ini?  
 S3 : Mencari kartu katanya.  
 R : Yang lain?  
 S4, S5: Sama.  
 R : Menurut kalian lebih enak belajar bahasa Inggris lewat permainan atau yang seperti biasa aja, duduk diam di kelas?  
 S1, S2: Permainan.  
 R : Dibandingkan dengan duduk diam di kelas, kalian suka dengan kegiatan belajar berupa permainan karena apa?  
 S1 : Karena bisa bermain di luar.  
 S3 : Karena bisa berlari-lari hehe.  
 R : Bisa ketawa-ketawa juga ya?  
 S3 : Iya. Hehe  
 R : Permainan tadi bisa ngikutin tidak?

S1, S2, S3, S4, S5: Bisa.

R : Dibanding yang kemarin, enak yang mana?

S2 : Yang sekarang.

S3, S4: Yang sekarang.

R : Menurut kalian media atau alat yang dipakai tadi gimana?

S1, S3: Jelas.

R : Kira-kira jelasnya kenapa?

S2 : Enak dilihat.

S4 : Sama.

R : Pelajaran besok kalian mau permainan yang gimana?

S3 : Sama seperti yang sekarang.

S5 : Sama, yang bisa lari-lari hehe.

### **Interview 11**

**22 November 2010.**

**R: Researcher: Supriyadi.**

**C: Collaborator: Rahmat Nugroho.**

R : Yah.. Akhire action ke dua harusnya ketemuan sekali, terpaksa jadi dua ketemuan deh. Lha.. hari ini waktune pendek banget. Moga aja besok enggak ada halangan-halangan lagi.

C : Tetep terlaksana tho.. kan tadi dah diobrolin ma bu wali kelas 5. Sabtu siang bisa buat ambil data.

R : Iya sih.. tapi waktunya tetep sama kayak sekarang. Jam-jam terakhir. Dah siang. Anak-anak mungkin dah pada capek.. makin siang kan makin panas sekarang. Kasihan anak-anak gitu..

C : Emang sih.

R : Tapi ya sudahlah. Kayake besok walopun dapat jam siang, buat permainan kayake tetep di kelas aja dah.. aku lihat cocoknya sih mainnya di dalam ruangan gitu.

C : Wo ya udah klo gitu.. manut wae aku klo itu.

R : Ho o. Tapi daripada besok ketemuane hasile biasa aja, buat ketemuan hari ini sekalian dievaluasi aja deh. Tema buat besok kan enggak jauh beda karena merupakan lanjutan yang sekarang.

C : Betul itu.

R : Woke. Menurutmu buat ketemuan alias kegiatan hari ini gimana, Mat? Dibanding yang kemarin.

C : Yah.. dah lumayan lebih baik kok. Aku lihat tadi dah ada kemajuan dalam pemberian 'English exposure', jadi siswa lebih banyak dapat pengalaman

dalam mendengar kata-kata baru bahasa Inggris kayak itu pas nanya nama hari dalam bahasa Inggris, “What is ‘Senin’ in English?” walo harus diiringi terjemahane kalimat dalam bahasa Indonesia karena anak-anak mungkin belum tentu paham kalo cuma ngomong dalam bahasa Inggris.

R : Ho o gitu. Emang gitu juga menurutku. Yah seperti biasa karena waktunya sempit, ngomong ke siswa dalam bahasa Inggris harus juga ada artine dalam bahasa Indonesia biar siswa cepat tahu maksudnya.

C : Emang. Tapi ke depane sih kalo bisa tetep ngomong dalam bahasa Inggris aja. Artine dalam bahasa Indonesia jangan terlalu sering dikasih tahu. Kalo udah sering dengar kan lama-lama mereka paham sendiri.

R : Ho o. Tapi ya lihat waktu yang ada aja. Waktu yang ada sekarang mepet-mepet je.

C : Woke. Yang penting usaha dulu aja.

R : Yok. Ada yang lain, Mat?

C : Apa ya mau kie? Mmm.. kui.. itu.. pas ngasi materi. Nyampein materi baru..eh vocab baru. Hampir sama kayak masalah ‘English exposure’ yang diiringi bentuk kalimatnya dalam bahasa Indonesia tadi. Untuk penyampaian materi baru kalo bisa sih jangan langsung dikasi tahu artinya.. atau istilahe metode “direct-translation”. Kalau bisa siswa itu menemukan sendiri artinya. Pake cara dikasih gambar, kasih pancingan atau ‘clues’ diselingi ‘gesture’ misale.. jadi siswa bisa lebih ‘actively involved’ dalam pelajaran terutama dalam menebak arti kata baru yang walo kayak tadi itu siswa sudah dapat atau udah diajarin sebelum-sebelumnya. Kalo dah gitu kan vocab-vocab baru yang mereka temukan sendiri artinya bisa masuk dalam “meta-linguistics” mereka melalui proses “long-term memory”.

R : Hmm.. gitu ya.. iya juga sih. Hebat.. bisa njelasin panjang lebar..

C : Wah ngece..he

R : Haha.. enggak maksud ngece aku. Lha mang panjang lebar kok penjelasanmu haha.. Tapi nuwun banget aku jadi lebih paham. Tapi media yang aku pake tadi, daftar nama hari dalam bahasa Inggris, dah cukup bisa membantu siswa cari tahu artine sendiri tho? Buat vocab baru maksudnya.

C : Sudah bagus kok. Siswa jadi lebih memperhatikan tadi kulihat.. Cuma ya itu..penyampaian e ato..presentasinya tadi kalo bisa dibenahi dikit.. English exposure-nya misale.

R : Woke..nuwun nuwun.. aku benahi buat ketemuan besok. Trus pas permainan gimana menurutmu? Tadi kan baru dapat permainan ‘whisper race’. Hari keburu siang trus panas, anak-anak aku pulangin aja.. sesuai permintaan mereka, lagian waktunya juga dah habis.

C : Bagus kok tadi. Tetep rame walo hari mulai panas dan anak-anak sendiri sebenere sudah mulai kepanasan. Buat pembentukan kelompok siswa juga

dah lebih baik dari kemarin. Sudah ada ketegasan gitu. Jadi dah enggak begitu ada kesenjangan walau tadi siswa masih ada yang pilih-pilih.

R : Woke..sip-sip. Berarti bisa diterusin nie, buat masalah pembentukan kelompok siswa.

C : Ho o. Oh ya, dalam permainan ‘whisper race’ tadi dah cukup merata kok pergiliran pesertanya. Hampir semua siswa dapat giliran buat main. Ya walau masih sedikit kayak kemarin, siswa yang aktif-aktif itu yang lebih banyak mengisi permainan. Sedikit saran, klo bisa ya kayak tadi tu, ada variasi bentuk dalam permainan..untuk ‘whisper race’, kata yang dibisikkan bisa pake bahasa Indonesia biar siswa yang paling depan menerjemahkannya dalam bahasa Inggris. Jadi lebih meningkat kesulitannya dan tantangannya.

R : Buat penggunaan smiley gimana?

C : Bagus dan efektif kok. Siswa jadi lebih aktif dan termotivasi untuk bermain, terutama itu buat siswa-siswa yang cenderung pendiam. Mereka jadi aktif untuk ‘bersuara’.

R : Okelah kalo gitu bisa dipake terustuh.. kayake itu dulu wae, Mat. Madang-madang sik yo..

C : Yoo..

## **Interview 12**

**27 November 2010.**

**R: Researcher: Supriyadi.**

**C: Collaborator: Rahmat Nugroho.**

C : Janjane kepanduane HW diisi apa ya? Biasane kan kegiatane latihan-latihan nang halaman sekolah tapi kok iki kegiatane di dalam kelas ya?

R : Jal tak tekone bocah-bocah.

C : Apa?

R : Who.. jebul ro kakak peminane diberi tugas. Ya seputar pramuka. Masalah tali temali.

C : Woo gitu..

R : Wah.. daripada kesuwen nunggu siswa sing arep diwawancarai ming tenguk nganggur ngene, bahas kegiatane mau wae kie, ndak selak lali. Kira-kira gimana tadi permainannya?

C : Cukup meriah kok.

R : Ho o, tadi lumayan walau jan belepotan sana-sini anak-anak pada ngomongnya.

C : Pancen. Tapi tadi pas permainan ‘English-exposure’nya jauh lebih baik dari yang kemarin kok malahan. Instruksine jauh lebih baru, lebih panjang trus anak-anak sendiri juga baru denger kayake, tapi langsung paham, langsung

ingat walo cuma dikasih satu kali latihan. Siswa langsung paham dengan respon yang harus dilakukan setelah mendengar instruksine walo dalam bahasa Inggris.

- R : Ho o.. betul tadi. Baru nyadar kalo bisa gitu tadi.
- C : Instruksine tadi gimana? Lali aku..
- R : Ngene kie.. ‘Pick up the box’; ‘shake the box’; trus ‘take the envelope, open it and read the question’. Oh ya ding.. mereka langsung paham sama itu instruksi kan karena waktu latihan main, mereka lihat respon gerakan yang dilakukan temannya setelah denger instruksine gitu.
- C : Woo.. ya cukup berpengaruh berarti. Kayak pertemuan dulu yang pertama itu kalo enggak salah.. eh.. yang kemarin ding. Kita kan pernah mbahasa masalah pengenalan vocab baru, yang siswa bisa tahu artinya atau maksudnya dengan sendirinya dengan cara diiringi gesture itu lho. Instruksi yang kamu pake tadi kan tergolong vocab baru trus ada contoh gerakan sebagai respon instruksi yang dilakukan temannya. Jadi ya otomatis siswa-siswa yang ‘enggateke’ bisa langsung paham arti atau maksud dari vocab atau instruksi tadi.
- R : Betul.. emang gitu setelah aku pikir-pikir tadi. Trus di permainan tadi gimana e? menurutmu gitu.. fakta menyatakan nek tadi positif belepotan tho bocah-bocah waktu pada ngomong.. haha.. was jan waton tak teruske wae mau. Sing penting maine jalan.. lha wektune ndak selak entek.
- C : Ha yo kui.. Permainan berjalan lancar, meriah tapi sayangnya siswa belepotan tadi lho. Beberapa siswa yang main tadi banyak salah di pronunciation. Kayak kata ‘day’ dibaca /dΛi/, ‘what’ dibaca /wΛt/. Kayake tadi kurang diperhatikan. Kurang terurus gitu ‘mispronounced’-nya. Jadinya ya siswa walo dah berganti giliran pas tugas baca isi amplopnya tetep masih salah di pronunciation-nya.
- R : Ya.. emang gitu bentuk belepotane.
- C : Kalo bisa sih siswa diperkuat dulu ‘the right spelling’ atau ‘pronunciation’nya sebelum bermain. Kan ‘pronunciation’ bagiann vital dari ‘speaking’, kalo missal anak salah dalam ‘pronunciation’ harus segera dikoreksi, jadi siswa tahu car abaca atau pronounce yang benar gitu sebelum permainan atau ya baiknya kalo pas siswa dalam proses permainan itu masih juga melakukan kesalahan pronunciation, harus semaksimal mungkin dikoreksi atau dibenarkan bacaannya.
- R : Wah kalo itu tadi sudah tak lakuin pas permainan, koreksi pronunciation siswa. Jadinya selama permainan yang harapane siswa langsung main sendiri karena sudah paham bentuk permainannya ternyata malah ada problem di pronunciation. Bacaane enggak jelas, patah-patah lagi. Kayak ‘wΛt dΛi is it tomorrow?’, selain dibaca datar juga tanpa ada intonasi seperti sedang bertanya gitu. Aku jadi lebih banyak memandu mereka gitu, khusus buat bacaane alias pronunciation-nya.

- C : Tapi kok masih enggak karuan gitu ya walo dah diajari cara bacane atau dikoreksi pronounciation-nya selama permainan?
- R : Ya itu.. setelah tak pikir barusan, kondisi siswa emang susah kok buat hafal pronounciation kata atau kalimat bahasa Inggris dengan cepat. Sesuai kata miss Maya, guru bahasa Inggris di sekolah ini, siswa kelas 5 ini perlu atau harus diajari minimal satu materi secara berulang-ulang sampai benar-benar bisa gitu. Menurut pengamatanku sendiri, siswa kelas 5 ini mudah untuk memahami pengucapan kata atau kalimat pendek. Kalau dah panjang-panjang kayak tadi, mereka dah kelihatan belibet. Ya kayak tadi enggak jelas trus patah-patah pas mereka membaca atau mem-pronounce kalimat.
- C : Woho.. pantes.. mau enggak mau yang penting permainan jalan gitu ya.. maksimalin waktu kayak katamu tadi.
- R : Yaa gitu deh..
- C : Tapi walo tahu atau mungkin malah enggak tahu kalo pronounciation mereka salah, siswa tetep membaca atau ngomong dalam bahasa Inggris lho tadi malahan. Kayaknya pada cuek alias enggak takut atau malu kalo bacaane pada salah gitu.
- R : Woho.. iyo yo.. Berarti ada perubahan dari siswa kie. Mereka jadi berani bicara dalam bahasa Inggris walau masih salah-salah gitu. Dulu kan pas tak tanyain mereka cenderung merasa takut atau malu kalo ngomong dalam bahasa Inggris, terutama kalo ngomong sendiri gitu..
- C : Berarti metode permainan berhasil.
- R : Ho o berarti he.. wo iya.. Selain yang itu tadi, yang lain gimana menurutmu? Ya pembentukan kelompok atau smiley-nya gitu.
- C : Sudah lebih bagus dari kemarin-kemarin kok. Pembentukan kelompok lebih tegas. Smiley-nya terbukti menambah motivasi siswa untuk mengikuti pelajaran. Trus ya kayaknya smiley-nya itu yang justru bikin siswa jadi berani ngoming dalam bahasa Inggris walau salah-salah.
- R : Sip-sip berarti. Ada saran buat minggu depan?
- C : Hmm apa yo? Itu.. Jaremu tadi siswa cenderung kesulitan kalo kalimat yang harus mereka ucapkan bentuke panjang-panjang, kalo bisa besok ya kasi yang pendek-pendek alias enggak panjang-panjang.. trus itu dulu aja kayake.
- R : Woke. Nuwun-nuwun buat masukan dan bantuane. Iki kok le do kepanduan suwi banget yo.. malah do mlayu-mlayu kae bocah-bocah.. culik dua or tiga siswa wae yo.. diwawancarai sak entuke trus bali.
- C : Wayo.. wetengku ngelih kie..

**Interview 13****27 November 2010****R: Researcher****S: Student**

R : Namanya siapa?

S1 : Agus Wijanarko.

S2 : Fauzan Faisal Zumna.

R : Masih ingat tadi kegiatannya ngapain?

S1 : Mengeja.

R : Masih ingat tadi belajar apa?

S1 : Tentang hari-hari.

R : Bahasa Inggrisnya apa?

S1 : Days.

R : Bagus. Trus, masih ingat tidak kegiatannya apa saja?

S1 : Membaca keras, mengeja.

R : Permainannya tadi gimana?

S1 : Gak enak.

R : Gak enakya kenapa?

S1 : Gak dapat bintang (nilai).

R : Lha, itu karena kalian enggak bisa jawab cepat.

S1 : Harusnya yang jawab satu grup tadi.

S2 : Grupnya maju aja, gak usah ditunjuk gitu, mister.

R : Oo...gitu. Oke-oke besok dicoba.

R : Ada kesulitan di permainannya tidak?

S2 : Membaca.

S1 : Memikir kata hari.

R : Maksudnya?

S1 : Memikirkan cara menjawabnya hehe.

R : Bisa ngikutin permainannya?

S1 : Bisa.

S2 : Bisa hehe.

R : Sama yang kemarin, menyenangkan yang mana permainannya?

S2 : Yang kemarin.

S1 : Yang ular tangga itu lho (big clock game).

R : Itu kenapa?

S1 : Bisa loncat-loncat hehe.

R : Yang bikin kalian kurang suka permainan tadi kenapa?

S2 : Karena mainnya di dalam kelas.

R : Penginnya mainnya di luar gitu?

S1 : Iya. Biar bisa lari-lari haha.

R : Lewat permainan tadi kalian bisa ngomong bahasa Inggris?  
 S1, S2: Agak bisa.  
 R : Itu kenapa?  
 S1, S2: Karena susah dan rasanya agak malas hehe.  
 R : Oke, kalo gitu terima kasih ya atas waktunya.  
 S1, S2: Sama-sama... haha.

#### **Interview 14**

**29 November 2010**

**R: Researcher**

**S: Student**

R : Oke, namanya siapa?  
 S1 : Retno Wulandari.  
 S2 : Yulian Astuti  
 R : Masih ingat permainan kemarin?  
 S1 : Mmm... tentang hari.  
 R : Bahasa Inggrisnya apa?  
 S1 : Days.  
 R : Good. Masih ingat kegiatannya apa aja?  
 S1 : Mmm... dah lupa e hehe.  
 S2 : Eh.. mengeja.  
 R : Masih ingat permainannya?  
 S1 : Masih ingat.  
 S2 : Tebak-tebakan, baca..  
 R : Gimana permainannya?  
 S1, S2: Menyenangkan.  
 R : Dibandingkan dengan yang kemarin-kemarin, lebih asik yang mana permainannya?  
 S1, S2: Yang kemarin-kemarin (sebelum-sebelumnya).  
 R : Lebih suka di mana kalo main?  
 S1, S2: Di luar.  
 R : Karena apa?  
 S1 : Menyenangkan.  
 S3 : Lebih luas tempatnya... (seorang anak datang dan menimpali).  
 S2 : Lebih bebas.  
 R : Dengan pelajaran biasa, enak mana kalo dengan permainan?  
 S1 : Lebih menyenangkan lewat permainan.  
 R : Kalian lebih berani bicara lewat pelajaran biasa atau lewat permainan?  
 S2 : Lewat permainan.. hehe.

R : Permainan hari sabtu kemarin, apa kesulitannya?  
 S1 : Susah ngomong pake bahasa Inggrisnya.  
 S2 : Mencari jawabannya.  
 R : Besok, mau permainan yang gimana?  
 S1 : Yang ular tangga itu hehe.  
 R : Kamu?  
 S2 : Sama hehe.  
 R : Oke, saya itu aja, terima kasih waktunya ya.  
 S1, S2: Iya.

**Interview 15**  
**9 Desember 2010.**  
**R: Researcher**  
**S: Student**

R : Oke, namanya siapa?  
 S1 : Fajar Inung Sholihin.  
 S2 : Safni Rahman.  
 S3 : Fauzan Faisal Zumna.  
 R : Tadi kalian masih ingat belajar apa?  
 S3 : Nama-nama hari.  
 R : Tadi enggak nyebutin nama-nama hari lho selama pelajaran..  
 S2 : Eh.. kegiatan sehari-hari.  
 R : Bahasa Inggrisnya apa?  
 S1 : Eh.. Daily activities..hehe.  
 R : Oke. Coba diingat tadi nama-nama aktivitas sehari-hari apa saja?  
 S3 : Get up  
 S1 : Go to school  
 S1 : Go hop  
 R : Go home!  
 S1 : Go home!  
 S2 : Take a bath.  
 R : Menurut kalian permainan tadi gimana?  
 S1 : Seru.  
 R : Kenapa?  
 S1 : Ada tantangannya.  
 S2 : Sama.  
 R : Yang ini?  
 S3 : Menyenangkan.

- R : Kenapa?  
 S3 : Ada permainannya.  
 R : Menurut kalian permainan yang dimainkan asyik yang sekarang atau yang kemarin-kemarin?  
 S3 : Asyik yang kemarin-kemarin.  
 R : Permainan mana yang asyik?  
 S2 : Yang ular tangga itu lho mister.  
 R : Kira-kira dengan permainan, kalian lebih berani bicara bahasa Inggris sendiri atau berkelompok?  
 S3 : Berkelompok.  
 R : Menurut kalian media yang dipake sekarang gimana?  
 S3 : Menyenangkan.  
 R : Menyenangkannya kenapa?  
 S3 : Karena bisa buat bermain.  
 R : Oke, itu saja dulu. Thank you, ya.  
 S1, S2, S3: Oke, mister.

### **Interview 16**

**9 Desember 2010.**

**R: Researcher**

**S: Student**

- R : Oke, namanya siapa?  
 S1 : Yuni Ika Lestari.  
 S2 : Retno Wulandari.  
 S3 : Yulian Astuti.  
 R : Menurut kalian, tadi permainannya yang baru saja tadi gimana?  
 S1 : Enggak sulit enggak pusing.  
 R : Menyenangkan tidak?  
 S1 : Menyenangkan.  
 R : Kalo kalian?  
 S2 : Pusing..hehe.  
 S3 : Sama.. hehe.  
 R : Itu kenapa?  
 S1 : Ruwet.  
 R : Tapi intinya kalian tahu enggak dari permainan tadi?  
 S2 : Tahu.  
 S3 : Paham.  
 R : Kalo misalnya permainannya kalian tahu cara main dan maksud mainnya, kalian senang enggak?

- S3 : Senang.  
 S2 : Senang.  
 R : Tadi kan ada dua permainan, suka yang pertama atau yang ke dua?  
 S1 : Suka yang pertama.  
 S2 : Yang pertama.  
 S3 : Sama.  
 R : Itu kenapa sukanya?  
 S3 : Menyenangkan.  
 R : Menyenangkannya kenapa?  
 S2 : Karena ada media buat main hehehe  
 R : Dibandingkan yang ada media sama yang tidak ada medianya, suka yang mana permainannya?  
 S3 : Suka yang ada medianya.  
 R : Itu kenapa?  
 S2 : Lebih menyenangkan.  
 R : Dengan permainan tadi kalian sekarang lebih berani ngomong sendiri atau masih takut?  
 S2 : Masih takut.  
 R : Kalo cuma baca keras aja?  
 S2 : Berani.  
 S3, S1: Sama.  
 R : Buat besok, permainannya mau yang gimana?  
 S1 : Yang seperti ini aja.  
 S3 : Sama.  
 R : Sama permainan yang kemarin-kemarin suka yang mana?  
 S1 : Suka yang main diluar kelas.. hehe.  
 R : Pengin bisa banget bahasa Inggris ato cuma begini aja?  
 S2 : Pengin bisa bahasa Inggris.  
 R : Pengin bisa ngomong bahasa Inggris?  
 S2 : Pengin.. hehe.  
 R : Oke, tadi masih ingat belajar apa?  
 S3 : Aktivitas sehari-hari.  
 R : Bahasa Inggrisnya apa?  
 S1 : Eh.. Daily.. activities.. hehe.  
 R : Oke, good Bisa contohkan nama aktivitasnya yang masih diingat?  
 S1 : Take a bath.  
 S3 : Play with friends, get dressed.  
 R : Oke, good. Terima kasih atas waktunya, silahkan pulang ke rumah. Hati-hati di jalan ya.

**Interview 17****9 Desember 2010.****R: Researcher: Supriyadi.****C: Collaborator: Rahmat Nugroho.**

R : Wah elok baru kali ini ngajar sampai tiga jam.

C : Yang penting semua kegiatan di RPP terlaksana semua.

R : Ho o.. berkah guru bahasa Indonesia enggak rawuh, padahal tadi kita telat hamper 30 menit, kirain bakalan kayak ketemuan kemarin, target semua kegiatan selesai dalam satu ketemuan malah terlaksana dalam dua ketemuan.

C : Hya betul.

R : Moga minggu depan pelajaran bahasa Indonesia kosong lagi haha..

C : Wah nek kui entahlah..aku enggak yakin haha..

R :Emang.. moga wae waktu buat meeting terakhir besok masih adsa cukup waktu tuntasin semua planning RPP..

C : Moga-moga wae..

R : Langsung bahas yang tadi aja yo.. menurutmu tadi gimana? Ketemuan yang ini kan buat siklus yang ke dua. Harus lebih maju dari siklus pertama.

C : Secara keseluruhan bagus kok tadi. Walau anak-anak agak rame tapi tetep bisa diatur.

R : Kalo dibanding yang kemarin gimana? Terutama prose ngajare. Sudah lebih baikkah?

C : Sudah lebih baik kok tadi. English exposure-nya sudah lebih banyak diberikan ke siswa kayak '*Open your book*', '*attention please*', '*silent please*'. Siswa jadi lebih mengenal dan lterbiasa dengan beberapa instruksi dalam bahasa Inggris tadi.

R : Ya.. mungkin itu karena instruksiku tadi juga sudah sering diucapkan sama guru bahasa Inggrisnya di ketemuan-ketemuan sebelumnya. Jadi siswa sudah familia dan paham .

C : Ho o, betul. Trus buat pronunciation siswa tadi juga dah lebih banyak koreksi begitu siswa melakukan kesalahan, jadi siswa lebih jarang melakukan kesalahan di pronunciation.

R : Oke kalo gitu.. berarti sudah lebih maju dari yang kemarin. Trus ada lagi enggak yang perlu dibenahi?

C : Mmm.. masalah grammar. Tadi kan siswa kelihatan enggak begitu mudheng masalah 'he, she, it + V s/es' sama 'does', 'does not'. Kalo bisa buat ke depanm itu enggak perlu diterangkan secara gamblang. Bisa aja diterangkan pake flashcard yang udah ada pola bakunya, misale 'I drink tea', 'she drinks coffee' tanpa harus ada penjelasan tentang 'V s/es' gitu.

- R : Wo. Iya ding. Lha masalahe aku takutnya siswa emggak juga paham kalo enggak aku jelasin secara gamblang. Lha aku njelasinnya juga dah sesimple mungkin, sukur-sukur ada beberapa atau malah semua siswa bisa paham. Bisa dicoba itu buat besok. Trus game-nya gimana? Yang pertama tadi kan yang ‘action guessing game’ atau tebak gaya, trus yang kedua ‘survey game’.
- C : Kalo yang ‘action guessing game’ tadi secara keseluruhan sukses dan meriah kok. Siswa kebanyakan terlihat sangat antusias terutama buat yang meragain tadi. Itu juga karena dalam permainan tadi kan juga ada media berupa tiruan benda-benda atau perabot yang sering dipake di keseharian siswa. Jadi pas meragain akativitas keseharian tadi siswa yang meragain cukup terbantu trus siswa yang nebak nama aktivitase juga mudah mengerti atau paham sama maksud dari peragaan di depan kelas tadi.
- R : He he.. kalo yang itu emang dah tak perhitungkan sebelumnya kok, alhamdulillah bisa lancar dan sesukses ini.. yang ‘survey game’ piye?
- C : Bagus itu. Kalo perencanaan sudah matang trus persiapane sudah cukup, otomatis kan bisa jadi sesukses kayak gini. Kalo yang ‘survey game’ tadi, maksudnya siswa dalam kelompoknya dibagi-bagi berdasar peran atau tugasnya secara individu ya?
- R : Ho o. Ada yang jadi pewawancara alias interviewer, trus ada yan jadi penulis laporan hasil wawancara, trus yang terakhir jadi pelapor atau reporter buat laporan hasil wawancaranya gitu.. emang piye?
- C : Mmm.. itu tadi kayaknya bikin tidak semua siswa dapat kesempatan sama buat bicara..speak in English gitu. Setahuku kan ‘purpose’dari ‘survey game’ kan biar siswa jadi lebih aktif berbicara dalam bahasa Inggris, jadi enggak ada yang diam gitu.
- R : Ya.. aku sih maunya satu kelompok isinya dua anak gitu. Jadi semua dapat giliran bicara. Satu anak wawancara temannya, satu anak lagi laporin hasil wawancaranya di depan kelas gitu. Cuma setelah aku lihat keadaan yang ada itu waktu yang ada sudah mepet , trus siswa sendiri agak susah kalo disuruh berpasang-pasangan. Siswa putri juga jumlahnya ganjil jadi ntar turah satu anak enggak dapat pasangan. Mereka cenderung suka dalam kelompok yang isine lebih dari dua orang siswa je.
- C : Mmm gitu.. Sebenere tadi aturan permainannya juga agak ruwet tho jadine? Agak susah njelasine..
- R : Emang je.. aku kira selama permainan tadi siswa masih bingung harus gimana gitu sama peran masing-masing karena penjelasanku yang lumayan agak rumit tadi. Eh enggak tahunya siswa kangsung main setelah tak suruh mulai permainan.. siswa langsung berjalan sendiri-sendiri sesuai tugasnya, yang tugas wawancara langsung cari teman buat diwawancarai gitu, trus tanyane juga pake kalimat Tanya yang udah aku terangin tadi di papan tulis. Emang sih ada yang harus aku bantuin dikit-dikit, tapi ada juga lho siswa yang

langsung tanya temennya pake kalimat tanya “what do you do at three o'clock?” misale tadi tanpa panduanku. Kalo enggak salah siswa putri yang anaknya paling kecil itu tadi. Kamu lihat juga tho pas ambil gambar tadi?

C : Mmm.. eh ho o ada itu tadi.

R : siswa yang kejatah baca laporan di depan kelas juga lumayan lebih berani buat ngomong sendiri, walo cuma baca teks laporan kelompok masing-masing tapi at least mereka enggak takut baca, enggak malu bikin salah waktu ngomong bahasa Inggris via baca teks.

C : Emang.. tapi ya kayak tadi, enggak semua siswa dapat jatah bicara. Cuma pewawancara sama pelapor atau reporter yang berkesempatan bicara. Yang tugas nulis laporane enggak bicara jadine.

R : Ho o sih.. so, ada saran buat itu enggak?

C : Ya kalo bisa sih, missal besok mainin game ini lagi ya harus lebih baik persiapane, usahakan siswa kelompoknya isine dua anak. Kalo masalah turah satu anak tadi ya disiasatin dikit gitu. Kalo kelompoknya simple kan otomatis peraturan mainnya juga simple, njelasinnya juga simple. Enggak lama dan panjang lebar kayak tadi.

R : Woke lah.. moga bisa kelaksana buat besok. Moga masih ada cukup waktu.. Wo iya. Smiley-nya piye?

C : Ya sama kayak yang kemarin-kemarin, lebih membuat siswa termotivasi dalam bermain walo tadi tergolong ruwet hehe..

R : Woya.. betul juga. Mudah atau susahnya permainannya, siswa bakal tetap main kalo ada rewardnya.

### **Interview 18**

**27 Desember 2010.**

**R: Researcher: Supriyadi**

**ET: English Teacher: Tutik Mayasari, S.Pd.**

R : Waduh, mbak.. dari rencana empat kali action ternyata cuma terlaksana tiga kali action. Beberapa materi yang belum sempat diajarkan jadi tidak sempat dikasihkan ke siswa deh. Sudah keburu ujian semester je, enggak ada waktu kosong buat ngejar kekurangannya. Mohon maaf sekali ya, mbak.

ET : Udah.. enggak apa-apa. Yang penting sebagian besar rencana pengambilan data sudah terlaksana dengna tuntas. Soal materi yang belum sempat diajarkan ke siswa, masnya tenang saja. Itu bisa saya ajarkan di semester ke dua kok. Yang penting materi di tahun ajaran ini tersampaikan semua ke siswa. Tahun ajaran yang kemarin aja juga gitu kok, jadi enggak masalah. Santai saja mas.

R : Baiklah kalo gitu, mbak. Terima kasih banyak, mbak.

ET : Iya, sama-sama.

R : Jadi menurut mbak, gimana action saya kemarin?

ET : Sebelumnya saya mohon maaf, selama action kemarin dari pertama sampai yang terakhir saya belum pernah masuk kelas mendampingi atau mengawasi selama masnya mengajar.. maklum, saya lagi sibuk mengerjakan tugas untuk sekolah yang lain, jadi mumpung masnya yang ngajar kelas 5, saya manfaatkan waktu buat mengerjakan yang lain gitu. Yah karena itu pula, jadi saya tidak bisa memberikan banyak komentar, tapi menurut pengamatan saya kemarin-kemarin, walau Cuma sekilas, sudah tergolong bagus kok, soalnya saya lihat murid-murid jadi lebih bersemangat dalam mengikuti pelajaran. Bahkan waktu ada jam kosong, seperti waktu pelajaran bahasa Indonesia kemarin yang kosong karena guru yang mengajar berhalangan hadir, anak-anak justru lebih memilih untuk diisi pelajaran bahasa Inggris saja. Biasanya kan mereka lebih senang kalau jam kosong itu enggak ada kegiatan belajarnya.

R : Iya, mbak. Betul, emang gitu kemarin. Jadi menurut mbak apakah siswa mengalami peningkatan?

ET : Iya.. ada peningkatan, terutama dalam motivasi dan perhatian dalam belajar.

R : Bagaimana dengan speaking learning process-nya, apakah menurut mbak mengalami peningkatan?

ET : Yah, berhubung saya belum pernah masuk kelas selama masnya ngajar. Seperti saya katakan tadi, untuk hal ini saya juga tidak bisa memberikan banyak komentar. Cuma, berdasarkan pengamatan sekilas saya kemarin waktu mau memastikan apakah kelas lima sudah mas isi apa belum, saya lihat anak-anak sangat aktif waktu pelajaran berlangsung. Misalnya pas anak ditunjuk untuk maju ke depan kelas dan berbicara di depan teman-temannya, mereka nampak lebih berani dan tidak malu-malu, bahkan kalau tidak salah ada siswa yang tidak ditunjuk langsung menawarkan diri untuk maju ke depan kelas dan berbicara dalam bahasa Inggris di depan teman-temannya.

R : Kalau untuk masalah cara mengajar saya, apakah masih ada yang harus saya perbaiki?

ET : Secara keseluruhan sudah bagus kok, cukup terorganisir dengan baik, termasuk waktu murid-murid diajak bermain di luar kelas. Pengendalian siswa supaya tertib sudah bagus kok. Kalo dibanding dengan saya, mungkin masnya jauh lebih banyak waktu untuk persiapan mengajar. Media yang digunakan juga variatif, enggak cuma gambar saja tapi ada yang lain juga. Berhubung saya juga mengajar di sekolah lain yang letaknya lumayan jauh, tidak ada cukup waktu bagi saya untuk lebih mempersiapkan materi lebih baik, termasuk mempersiapkan media waktu mengajar. Jadi, saya cenderung menyampaikan semua materi ke siswa sampai tuntas, kalau masih ada waktu

saya gunakan untuk mengulang materi sampai siswa paham. Sedang media yang saya gunakan, saya memanfaatkan benda-benda yang ada di kelas saja, namun kadang saya juga bawa gambar dari rumah gitu..

R : Baiklah, mbak. Saya kira itu saja yang bisa saya tanyakan. Semoga besok siswa kelas lima jadi semakin rajin belajarnya. Terima kasih banyak atas bantuannya ya,mbak?

ET : Iya, amin, sama-sama.

### **Interview 19**

**28 Desember 2010**

**R : Peneliti**

**KS : Kepala Sekolah**

R : Apa pendapat Bapak mengenai penelitian saya di sini? Penelitian yang saya lakukan beberapa hari kemarin itu adalah mengenai peningkatan proses belajar speaking dengan menggunakan metode Games atau permainan, Pak.

KS : Yah, saya lihat kemarin sudah bagus sekali kok,Mas. Anak-anak kelihatan aktif waktu pelajaran bahasa Inggris kemarin.

R : Iya, Pak. Kemarin saya menerapkan belajar bahasa Inggris dengan cara permainan, jadi sesuai dengan karakter siswa-siswa SD yang rata-rata masih suka bermain, mereka bisa belajar sambil bermain. Begitu pak.

KS : Yah, itu bagus. Kalau tidak salah kemarin siswa diajak keluar kelas juga ya?

R : Iya, Pak. Yah buat variasi suasana saja pak, kemain itu juga karena untuk beberapa permainan membutuhkan tempat yang luas sementara untuk ruang kelas 5 kurang memadai, jadinya biar permainan berjalan lancar dan siswa-siswabisa belajar efektif saya laksanakan di luar kelas saja, Pak.

KS : Bagus itu, Mas. Memang seharusnya siswa belajar tidak harus selalu di dalam kelas, adakalanya juga siswa sebaiknya diajak belajar di luar kelas, sehingga siswa istilahnya itu setelah mendapat teori di kelas mereka bisa praktek di luar kelas, gitu..

R : Betul pak, saya setuju dengan itu. Oh iya, Pak. Dalam penelitian saya sesuai dengan observasi saya sebelumnya, saya mencoba untuk merubah siswa yang tadinya takut untuk bicara dalam bahasa Inggris menjadi berani dan percaya diri untuk bicara dalam bahasa Inggris dengan metode permainan tadi, Pak. Alhamdulillah hasilnya efektif, siswa sudah mulai berani bicara dalam bahasa Inggris, begitu pak..

KS : Ya.. memang tepatnya harus begitu, Mas. Karena bahasa Inggris di sini baru sebatas di sekolah saja, jadinya mereka jarang praktek bicara . tapi saya

lihat kemarin siswa bisa praktek bicara dengan permainan yang mas berikan, sangat bagus mas. Tentunya itu mungkin bisa diterapkan di pelajaran-pelajaran yang lain.

- R : Kalau misalnya untuk alokasi waktu pelajaran bahasa Inggris ditambah, bagaimana Pak? Biar lebih efektif begitu, Pak.
- KS : Wah sulit e.. mas, karena waktu jam pelajaran sudah dibagi merata untuk semua pelajaran.
- R : Oh..begitu ya, Pak. Kalau untu media bagaimana, Pak? Bisa ditambah tidak gitu,Pak? Soalnya media yang digunakan untuk kelas 4, 5, dan 6 berbeda dengan kelas 1, 2, dan 3.
- KS : Wah.. sama saja..e mas. Dana sekolah sendiri juga terbatas. Kecuali kalau dari dana BOS ada alokasi khusus untuk itu baru media bisa ditambah.
- R : Oh..gitu ya, Pak. Oh iya, Pak. Saya rasa ini dulu yang bisa saya tanyakan. Terima kasih banyak ya, Pak.
- KS : Sama-sama, Mas.

**APPENDIX**

**F**

**PHOTOGRAPHS**



The researcher gave the score cards



The researcher explained about telling the time



The researcher explained the rule of Clock Race game



The students played the Clock Race game



The students played the Clock Race game



The students played the Clock Race game



The researcher explained about the use of time



The students played the Big Clock Game.



The students played Big Clock game



The researcher explained about the days in a week



The researcher asked students to pronounce the words together



The researcher asked a student to the words individually



The students played the Whisper Race



The students played the Whisper Race



The students tried to tell the correct word in Whisper Race



The researcher explained the expression of asking and giving information about days in a week.



The student played Magic Box game



The student played Magic Box game



The researcher showed flashcard of daily activities



A student played Action Guessing game



A student played Action Guessing game



A student played Action Guessing game



Students tried to guess the activities



The students given star stamps as scores



A student tried to answer question in Survey Game



A student tried to ask questions in Survey Game



The male students tried to make a report



A female student tried to make a report



The male students tried to report their survey in Survey Games



The female students tried to report their survey in Survey Games

**APPENDIX**

**G**

**MEDIA**



Replica of wall clock



2 Replicas of big clock to play Clock Race game



Word card of time for playing Clock Race game



Snake and ladder board for playing the Big Clock game



A big dice for playing 'Big Clock' game



A paper board contains list of days in a week



Sticking board for playing Whisper Race



The word cards of days in a week.



A box and a pile of envelopes for playing Magic Box



Flashcard of daily activities



A ball



a water dipper



A plate, a spoon, and a glass



A bag, a cap, and a tie



TV box



A book and a pen



A desk lamp

**A set of daily activities' accessories**

**APPENDIX**  
**H**  
**PERMISSION**  
**LETTERS**



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/33-01  
10 Jan 2011

Nomor : 1987/H.34.12/PP/X/2011  
Lampiran : --  
Hal : **Permohonan Izin Penelitian**

5 Oktober 2011

Kepada Yth.

Kepala Sekolah  
SD Muhammadiyah Plembon  
di Sleman

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

*Efforts to Improve The Speaking Learning Process using Communicative Games at Grade 5 of SD Muhammadiyah Plembon, Sendangsari, Minggir, Sleman, Yogyakarta*

Mahasiswa dimaksud adalah :

Nama : SUPRIYADI  
NIM : 04202241042  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Bulan Oktober 2011

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

Atas izin dan kerjasamanya disampaikan terima kasih.



Dekan  
Wakil Dekan I,

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



DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA  
KABUPATEN SLEMAN  
UPT PELAYANAN PENDIDIKAN KECAMATAN MINGGIR  
**SEKOLAH DASAR MUHAMMADIYAH  
PLEMBON**

Alamat: Plembon, Sendangsari, Minggir, Sleman, Yogyakarta.

**KETERANGAN PENELITIAN**

No. 011/SDM/Plm/X/2011

Yang bertanda tangan di bawah ini, Kepala Sekolah Sekolah Dasar Muhammadiyah Plembon menerangkan dengan sesungguhnya, bahwa:

Nama : Supriyadi  
NIM : 04202241042  
Instansi : Universitas Negeri Yogyakarta  
Alamat Mahasiswa : Parakan Kulon, Sendangsari, Minggir, Sleman,  
Yogyakarta.

Benar-benar telah melaksanakan penelitian di Sekolah Dasar Muhammadiyah Plembon dengan judul penelitian:

EFFORTS TO IMPROVE THE SPEAKING LEARNING PROCESS USING COMMUNICATIVE GAMES AT GRADE 5 OF SD MUHAMMADIYAH PLEMBON, SENDANGSARI, MINGGIR, SLEMAN, YOGYAKARTA.

Penelitian tersebut dilaksanakan pada tanggal 5 November – 9 Desember 2010. Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sekian dan terima kasih.

Dikeluarkan di : Minggir

Tanggal : 14 Oktober 2011

Kepala Sekolah,



Pardiyono, S. Pd

NIP: 19600320 197912 1002