

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH *SPEAKING*
BOARD GAMES OF GRADE VIII OF SMP N 13 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2013/2014**

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



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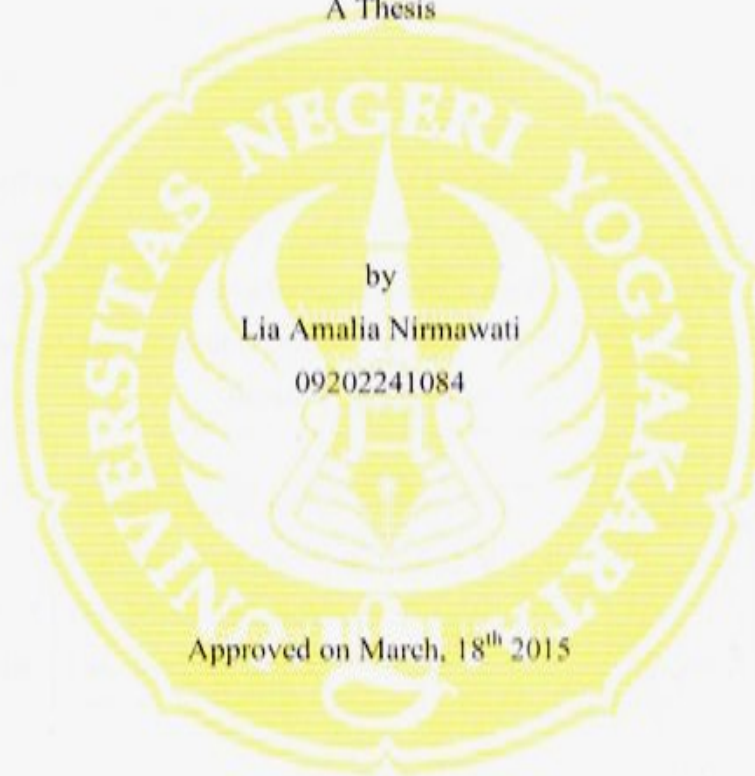
**ENGLISH EDUCATION STUDY PROGRAM
ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2015

APPROVAL SHEET

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH *SPEAKING*
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A Thesis



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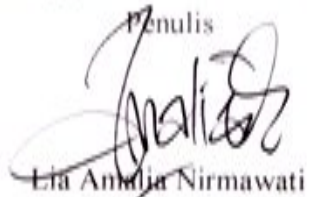
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

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MOTTO

When the time gets hard, there's no way to turn, as Allah promises He will always be there. (Writer)

ACKNOWLEDGEMENTS

All praise is to Allah *subhanahu wa ta'aala* who has blessed me with the best things in my life. His blessing has empowered me to finish this thesis. Peace be upon Muhammad *salallahu 'alaihi wa alihi wa salam*, the last messenger of the only greatest teaching.

I would like to express my gratitude to:

1. My thesis consultant, Mrs. Dra. Jamilah, M.Pd. who has guided me during the process of the thesis writing. I thank her for all her advice, directions, understanding, and encouragements.
2. Head of SMP N 13 Yogyakarta Mr. Suramanto, S.Pd. for giving me permission to conduct the research at the school.
3. The English teacher, Mr. Kantet Wiwoho, S.Pd. and my research collaborator, Neni Oktaviani, S.Pd. for their cooperation and help during the research.
4. All students of Class VIII A SMP N 13 Yogyakarta for being cooperative to be my correspondents.
5. My beloved mother and father, Mrs. Kartinah and Mr. Ami Gunadi, S.Pd., M.Eng. who never stop praying for me and inspiring me to do the best, my beloved sisters, Luly Nutfahuli Megawati, S.P. and Lina Titiana Rinawati, S.E., who always encourage and support me.
6. Mr. Didik Kusmiyanto, S.Pd. for supports and prayers.
7. My friends in *ex-PBI E* and *PBI D* class: Mbak Tyo, Ken, Neni, Aprida, Ve, Fira, Mbak Risa, Viko, Ferdy, Renyta, Iqlima, Melisa, Izma, Rindy, Silvi, Dwi, Saila, Windy, Gallis, Zeny, Sevy, Aji, Thomas, Kidjing, Dzaky, Jo, Fathoni, Afi for the beautiful friendship and togetherness.
8. My friends in "RISMA Nur Sidik" and "IKMS" who always encourage me to do the best in every situation.

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

Yogyakarta, 21 Maret 2015



Lia Amalia Nirmawati

LIST OF CONTENTS

TITLE.....	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
<i>HALAMAN PERNYATAAN</i>	iv
DEDICATION	v
MOTTO.....	vi
ACKNOWLEDGEMENTS	vii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF APENDICES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	1
A. Background to the Study	1
B. Identification of Problems	3
C. Problem Limitation	5
D. Problem Formulation.....	5
E. The Objective of the Study.....	5
F. The Significances of the Study.....	6
1. Practical Significances	6
2. Theoretical Significance.....	7
CHAPTER II LITERATURE REVIEW, RELEVANT RESEARCH STUDIES, AND CONCEPTUAL FRAMEWORK	8
A. Literature Review	8
1. Speaking	8
2. Teaching Speaking	15
3. Games	24
4. Board Games	31
B. Relevant Research Studies	35
C. Conceptual Framework	36
CHAPTER III RESEARCH METHODS	38
A. The Type of the Research.....	38
B. The Setting of the Research.....	38
C. The Subject of the Research.....	39
D. The Types of Data	40
E. Data Collecting Techniques and the Instruments.....	40
F. Data Analysis Techniques	42
G. Validity and Reliability	43
H. Research Procedure	45

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	48
A. Reconnaissance	48
1. Identification of the Field Problems.....	48
2. Problems Selection Based on the Urgency Level	55
3. The Most Feasible Problems to Solve.....	56
4. Determining Actions to Solve the Problems	57
B. The Implementation of Cycle I	60
1. Planning.....	60
2. Actions and Observations.....	63
3. Reflections.....	72
C. The Implementation of Cycle II.....	84
1. Planning.....	84
2. Actions and Observations.....	89
3. Reflections.....	95
D. General Findings and Discussion.....	105
 CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS.....	 110
A. Conclusions	110
B. Implications.....	112
C. Suggestions.....	114
 REFERENCES.....	 116
APENDICES	119

LIST OF TABLES

Table 1: Standard of Competency and Basic Competency for Grade VII, Second Semester	23
Table 2: The Average Score of Pre-Test in Each Aspect by The Three Raters	53
Table 3: The Field Problems	54
Table 4: The Most Urgent Problems	55
Table 5: The Most Feasible Problems to Solve	56
Table 6: Indicators of Succes Formulations	57
Table 7: The Conclusions of the Change of Condition Before and After Cycle I and The Recommendation for Cycle II	83
Table 8: The Existing Problems	84
Table 9: The Comparison Between the Actions in Cycle I and Cycle II....	87
Table 10: The Improvement of Students' Fluency Score	97
Table 11: The Improvement of Students' Use of Grammar Score	99
Table 12: The Improvement of Students' Pronunciation Score.....	100
Table 13: The Improvement of Students' Vocabulary Score.....	101
Table 14: The Change Result of the Implementation of Cycle II and the Conclusion	104

LIST OF FIGURES

Figure 1: Types of Spoken Language	9
Figure 2: Standard snake track on board games	34
Figure 3: 'Never-ending' track on board games	34
Figure 4: Multi-route track on board games	34
Figure 5: Action Research Cycles.....	47

LIST OF APPENDICES

Appendix 1: Vignette	119
Appendix 2: Interview Transcripts	130
Appendix 3: Students' Score.....	146
Appendix 4: Documentation	153
Appendix 5: Observation Checklist	157
Appendix 6: Interview Guidelines	188
Appendix 7: Speaking Rubric	191
Appendix 8: Pre-Test and Post-Test	193
Appendix 9: Course Grid	196
Appendix 10: Lesson Plans	208
Appendix 11: Tasks	233
Appendix 12: Board Games	255
Appendix 13: Students Attendance List.....	266
Appendix 14: Permit Letters	268

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Abstract

The objective of this study is to improve speaking skills through *speaking board games of Grade VIII Students of SMP N 13 Yogyakarta* in the academic year of 2013/2014.

This study was categorized into Action Research (AR). The subjects of the study were the VIII A students of SMP N 13 Yogyakarta in the academic year of 2013/2014. The main data of this study which are in the form of vignettes – collected by conducting classroom observation and transcripts – collected by conducting interview were analyzed qualitatively and supported by other data such as photographs and videos which were also analyzed qualitatively and students' scores which were analyzed quantitatively using descriptive statistics. To fulfill the validity of this study the researcher used some types of validity (democratic validity, outcome validity, process validity, catalytic validity and dialogic validity), while to fulfill the reliability the researcher used time triangulation and investigator triangulation for the qualitative data and inter-rater reliability for quantitative data. The steps of the study were planning, implementation, observations, and reflections. The actions were conducted during April-May 2014 in two cycles.

The finding of this study is that the use of speaking board games to teach speaking improved the students' speaking skills at SMP N 13 Yogyakarta. The results of the research show that there was improvement of the students' speaking skills in some aspects, such as pronunciation, vocabulary, accuracy and fluency. By implementing the speaking board games the students became more confident to speak English. It also made the students participated more in the speaking activities and got more chances to speak. They could make conversations using the expressions they learnt during the implementation in joyful way. The improvement was also supported by the students' average score which increased 2.29 from the average score of pre-test which is 10.11.

CHAPTER I INTRODUCTION

A. Background to the Study

Language is a means of communication. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication. CLT (Communicative Language Teaching) approach provides various communicative activities in English language teaching. In reality, however, the activities of learning are the traditional models, such as reading aloud the dialogues/monologues from a written transcript, reciting texts, or doing some written exercises.

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. As a global language, English is used in many things we find in our daily life and in many kinds of modern technology, such as mobilephones, computers, social media/networks, electronic machines, transportation, banking, even used in many labels of typical substance or materials, such as, chemicals, medicine, cosmetics, foods and beverage, etc. Other impact of English as a global language is the English mastery in new employess recruitment. English mastery in any kinds of language skills is very important consideration for companies in the recruitment of new employees. High level of English mastery means more easily and widely high access of information. As a result, many students join an English

course which is usually held by private institution, because they feel that their learning English in the formal school is not adequate to achieve a higher level of English mastery.

In formal education, listening and speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading-writing test. There is rarely speaking test or oral production test. Consequently the students assume that listening and speaking are not very important to study.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach speaking. The researcher tried to use *speaking board games* as a kind of techniques in teaching speaking. Therefore, the researcher would implement *speaking board games* in order to improve the students speaking skills, as an effort to make the students able to use English to communicate.

B. Identification of Problem

By conducting classroom observation and interview with the teacher and also the students, the researcher found some problems in teaching and learning process of Grade VIII students of SMP N 13 Yogyakarta in class VIII A.

Firstly, the teacher hardly gave the students varied activities, such as games, students project, delivering speech, presentation, discussing some issues, outside classroom activities, even listening activities which are actually expected by the students. The activities were, for example, reading some texts from a worksheet and then answering some questions related to the content of the text. Students were also asked to do the tasks from the students' worksheet ("LKS"). However, the teacher selected the material in the worksheet and gave the materials from the text book. The students were also asked to copy or to take notes of the materials given by the teacher. Sometimes, the teacher also asked the students to repeat some English expressions.

Secondly, the students had less English materials because the students depended on the materials given by the teacher. In addition, the students did not try to find materials by themselves to suffice or to accommodate their own needs in learning English. The teacher also did not encourage the students to find another material from other sources, such as, books, newspaper, internet, and so on.

Thirdly, the teacher hardly taught speaking, so that the students had fewer s of speaking. Even, the teacher taught the students the materials for national examination. The teacher said that he had an obligation to make the students pass the national examination successfully, when they are already in Grade IX. Consequently, the teacher gave the students materials for national examination which actually ought to be given in the next grade (Grade IX). Although the teacher believed that English is learnt as a means of communication, but in fact, he hardly taught speaking. In addition, speaking is productive language skill that has to be learnt by the students. Therefore, the teacher should give activities and material that encourage and support the students to speak using appropriate English expressions in order to make the students able to communicate in English.

Fourthly, once the teacher gave the students speaking activity, the students did not want to speak or to express their ideas in their mind. Therefore, to make them speak, they had to be invited, supported, encouraged, and asked first. The teacher also did not provide models for the students in speaking activities. It caused the students unable to express their ideas in their mind using appropriate language expressions. On the other hand, the activities which encourage and

support the students to speak were very limited and hardly given by the teacher. In addition, in speaking activities, the teacher gave many interruptions and did not let the students speak in their ways.

C. Problem Limitation

There are many problems found related to speaking skills in the teaching learning process, but it is impossible to solve all the problems. Therefore, the researcher limited the problems. It would be focused on the technique to teach speaking. The researcher believed that by using *speaking board* games in the teaching and learning process the students' speaking skills would be improved.

The problem that would be solved by conducting this research is the students' lack of speaking skills, because speaking is an important skill of language learning that the students have to learn.

D. Problem Formulation

How can speaking skills of grade VIII students of SMP N 13 Yogyakarta in the academic year of 2013/2014 be improved through speaking board games?

E. The Objective of the Study

The objective of the study is to improve students' speaking skills through speaking board games in teaching speaking.

F. The Significances of the Study

This research has some types of significance. The first is the practical significance, and the second is the theoretical significance.

a. Practical Significances

1. For the students

Students can improve their speaking skill in teaching learning English through speaking board games.

2. For the teachers

Teachers can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students.

3. For researcher

The researcher can use the used techniques/media to teach in the future teaching-learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

4. For other researchers

Especially for language researchers, they can adapt the techniques/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example, the field note) as a source to make a consideration for the next teaching-learning.

b. Theoretical Significance

This study will give more understanding about using speaking board games in teaching and learning process, the importance, and the applications of related theories.

CHAPTER II

LITERATURE REVIEW, RELEVANT RESEARCH STUDIES, AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Speaking

a. The Nature of Speaking

Johnson and Morrow (1981: 70) say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 006: 139). In brief, learners need to know how to use the language in context.

Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

b. Types of Spoken Language

Nunan in Brown (2001: 251) suggests types of spoken language shown in the following figure:

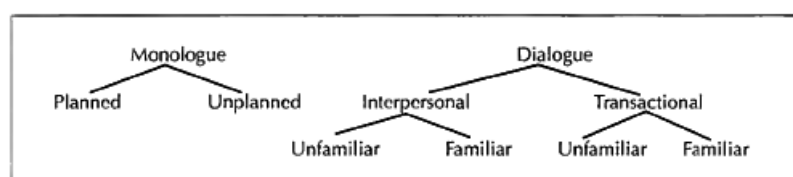


Figure 1: Types of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned

monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (**interpersonal**) and those for whose purpose is to convey propositional or factual information (**transactional**). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an “eavesdropper”. In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of

possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarity, “familiar” participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between.

c. Micro Skills of Oral Communication

Richards in Brown (2001: 272) suggests some micro skills of oral communication, they are:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

d. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation

Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

e. Problems in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

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

2. Teaching Speaking

According to Harmer (2007: 345), it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the

organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

a. Principles for Designing Speaking Techniques

Brown (2001: 275-276) suggests some principles for designing speaking techniques as follows:

- 1) Use techniques that cover 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 contexts.
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies.

b. Types of Classroom Speaking Performance

Brown (2001: 271-274) suggests some types of classroom speaking performance as follows:

- 1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an

intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect 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 student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advance 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.

c. Types of Classroom Speaking Activities

Harmer (2002: 271-274) explains a number of classroom speaking activities as follows:

1) Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity.

2) Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

3) Discussions

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

4) Prepared talk

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speaker and listener if properly organized.

5) Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results obtained from questionnaire can form the basic of written work, discussions, or prepared talks.

6) Simulation and role play

This type of activities can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. They are suitable for students of English for Specific Purposes (ESP). It has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for about they are saying. Third, they allow the students to use a much wide range of language.

d. The Roles of Teacher

During speaking activities, the teachers need to play a number of different roles. Harmer (2007: 347-348) points out three roles of teachers in teaching speaking.

1) Prompter

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a prompter has a role to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

2) Participant

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students' engagement or maintain creative atmosphere.

3) Feedback provider

It is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that overcorrection may inhibit the students in the middle of a speaking activity.

e. Assessing Speaking

Brown (2003: 167-176) suggests assessment tasks for interactive speaking (interpersonal and transactional):

1) Interview

When “oral production assessment” is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

2) Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

3) Discussion and Conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as *informal* techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.

4) Games

Among informal assessment devices are a variety of games that directly involve language production.

f. How to Give Feedback in Speaking

Harmer (2001: 104-109) says when the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

- a) Repeating the errors or mistakes made,
- b) echoing like a precise way of pin-pointing error,
- c) making statement or question for example "That's not quite right" and so forth,
- d) hinting which is a quick way of helping students to activate rules they already know,
- e) giving a facial expression or gesture indicating there is something wrong with the performance,
- f) reformulating the sentence.

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication break down during a fluency activity. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

g. Teaching Speaking in Junior High School

According to *Peraturan Menteri Pendidikan Nasional* number 23 year of 2006 (*Permendiknas*), *KTSP (Kurikulum Tingkat Satuan Pendidikan)* is the curriculum used in the school. Therefore, the teaching English as a foreign language for junior high school students must be referred to the Standard of Competency and the Basic Competency – which are the content of the curriculum as follows:

Table 1: Standard of Competency and Basic Competency for Grade VIII, Second Semester

Standard of Competency	Basic Competency
<p>Speaking</p> <p>9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life</p>	<p>9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for/giving/denying information, asking for/giving/refusing a favor and offering/accepting/refusing something accurately, fluently and acceptably.</p> <p>9.2 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for/giving opinion, agreeing and disagreeing accurately, fluently and acceptably.</p>

3. Games

a. Definition of Games

Hadfield (1990: v) says: a game is an activity with rules, a goal and element of fun. Furthermore, Martin (1995) in Brewster and Ellis (2002: 172) explains a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.

b. Who are Games for?

Wright, et al (1994: 2) states that enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less fond of games than others. But so much depends on the appropriateness of the games and the role of the player.

It is generally accepted that young learners and adults are very willing to play games. This partly depends on the learners' socio-cultural background. Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them. Games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' responses. Wright et al have observed games and materials normally used in primary schools being accepted by businessmen owing to the conviction of the teacher.

c. Advantages of Using Games

Wright, et al (1994: 1) state that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Moreover Wright et al state that many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice. Games can also be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Games are motivating and challenging (Kim, 1995: 35). Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bored, because games are a welcome break from the usual routine of the language class. According to Ersoz (2000) games are highly motivating because they are amusing and motivating. In line with the theory, Lewis (1999) in Mei and Yu-jing (2000): games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

Moreover Lewis states that games can create a meaningful context in which language use. According to Hadfield (1990: vii), games offer a context in which language is used meaningfully as a tool to reach a particular goal. Games bring real world context into the classroom, and enhance student's use of English in a flexible communicative way (Huyen and Thu Nga, 2003).

Huyen and Thu Nga (2003): games usually involve friendly competition and they keep learners interested and participate actively in the learning activities. Games provide language practice in the four language skills (Kim, 1995: 35). Furthermore, Kim: games encourage students to interact and communicate. They can be used to give practice in all language skills and be used to practice many types of communication.

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily (Sugar and Sugar, 2002: 5). In addition, games can be applied as a tool for the teacher to find out the area of difficulties (Hadfield, 1990: vii).

d. Types of Games

Teachers should know kinds of language games before deciding which games are suitable with the lessons. It is important to know the types of games that are available in order to plan a lesson with a balanced pace. It will help

teachers to choose the right games. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need (Brewster and Ellis, 2002: 174).

However, Brewster and Ellis (2002: 175) classify many different games into two main types: accuracy-focused games and fluency-focused games. Accuracy-focused or language control games aim to score more points than others, usually to find a winner. This kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing).

Brewster and Ellis (2002: 179-180) categorize games by the resources required to play them. There are eight types of games under this categorization no resources e.g. guessing games and listening games, simple pencil & paper/blackboard games (spelling games, consequences), picture games, word cards, game using sentence cards, dice games, board games, and games using chart or matrices.

Toth (1995) divides games into two kinds. The first one is competitive games, in which players or teams race to be first to reach the goal. The second one is cooperative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language.

Hadfield (1999) explains two ways of classifying language games. She divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct production of a structure. On the other hand, communicative games focus on

successful exchange of information and ideas. In communicative games correct language use is secondary to achieving goal.

In the second categorization, Hadfield differentiates language games based on the techniques used in the games. As with the classification of games as linguistic games as communicative games, some games will contain elements of more than one type:

- 1) Sorting, ordering or arranging games, for example, students have a set of cards with different topics and they sort the cards based on the topics.
- 2) Information gap games where one or more people have information and other people need to complete a task.
- 3) Guessing games that are a variation on information gap games, for example, “20 Questions Game”.
- 4) Search games which are the other variant on two way info gap games, with everyone giving and seeking information.
- 5) Matching games where the participants need to find a match for a word, picture, or card.
- 6) Labeling games which are form of matching, in that participants match labels and pictures.
- 7) Exchanging games where students barter cards, other objects or ideas.
- 8) Role-play games that involve students playing roles that they do not play on real life, such as dentist.
- 9) Board games that are mainly involve moving markers along a path.

Those types of games will help teachers in selecting which ones are appropriate with the lessons. Selecting and setting up games is easier when they are classified into categories (Brewster and Ellis, 2002: 183). When the teacher knows the classification of games, he or she can properly decide the suitable games for a certain learning objective.

e. Principles of Using Games in Teaching and Learning Activities

In implementing games into the teaching and learning activities, teachers should consider some principles in order to make the games effective. Brown (2000: 90): games involved in language teaching should be designed appropriately based on the class level and considered the learners' interests.

1) Selecting games

Choosing the right game for language lessons is an important step for a successful game experience. Tyson in Mei and Yu-jing (2000) proposes some points that should be considered in choosing games. He explains that a game must be more than just fun and able to encourage students to focus on the use of language rather than on the language itself. A game also should involve friendly competition so all of the students keep involved and interested. A game should give students a chance to learn, practice, or review specific language material.

Brewster and Ellis (2002: 174) suggest guidelines to help teachers to decide the type of game they like to use:

- a) A game can mostly promote fluency/accuracy.
- b) A game can promote either competition or cooperation.

- c) A game should have an educational aim, i.e. developing concepts, themes, cross-curricular topics, such as citizenship, learning strategies.
 - d) Games should be chosen based on the level. Some games are suitable for beginners and the others are for higher level.
 - e) Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
 - f) What materials resources and classroom organization are needed?
 - g) Does it focus mostly on practicing pronunciation, words grammar and language functions, language skills or learning to learn skills?
- 2) Introducing new games

Many teachers assume a game should be explained clearly to the children before playing it. This opinion is not exactly correct since children will be generally involved in a game if they understand it clearly after being attracted toward it (Paul, 2003: 55). It means that when a teacher introduces a game, she should attract the children's mind towards it first. This can be done, for example, by simply putting an attractive board game on the table and looking at it curiously. It can make the children feel more attracted.

Introducing game procedure to children is not merely explaining the rules. The teacher should explain by showing and doing, using gesture and mime, using the boards, pictures, flashcards or other materials to demonstrate the procedure (Brewster and Ellis, 2002: 184). It is also useful to invite some students to help demonstrating the game.

3) Playing the game

Brewster and Ellis (2002) give suggestion on how to play games. It includes giving instruction, organizing the class, playing the game, and the teacher's role. Giving instruction is an important stage in playing a game. Instructions in games should be short, clear, and simple. It is better to use a limited number of key phrases. A game should be organized well, since some games are played individually, but the others may requires teams, groups or pairs. Students must be taught the language they need to play each game, including language to organize themselves while playing the game (Brewster and Ellis, 20002: 183-184).

Teachers can use the guidelines above to decide what type of games will be appropriate for the lessons, to achieve the learning objects. Sugar and Sugar (2002: 12-14) write that games need to be the materials, the complexity of rules and the playing time. They add that number of players and the size of the class are also required to be considered.

4. Board Games

1) The definition of board games

Board games are familiar game types for children. This type of games mainly involves moving markers along a path (Lewis and Bedson, 1999). *Monopoly*, *Snake and Ladders*, and *Ludo* are the examples of popular board games. Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic fact and information about the world in which they live. (Provenzo, 1981: 2)

2) The Benefits of Board Games in Language Teaching

Board games can be used in language classrooms to teach the learners to speak. One of the main goals of language teaching is to equip the students with the ability to communicate in the target language. According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

Using board games in language learning gives a lot of benefits. One of them is that board games are flexible. Chang and Cogswell (2008) state that board games are adaptable asset in the classroom because board games can be used as intended for native speakers, adapted to teach specific language forms and functions, adapted for various ESL/EFL contexts, age groups, proficiency levels, and content and adapted as communicative in the classroom. The games can also be adapted as a concept for making their own educational board game.

The other benefit is that board games can promote language learning through tasks. The tasks are defined here as activities in which:

- a) Meaning is primary
- b) There is a communication problem of some type to solve
- c) The activity has some relationship to real-world activities
- d) Task completion is usually required and
- e) Task performance can be assessed in terms of the outcome (Skehan in Chang and Cogswell, 2008)

According to Hadfield (1990: vi), board games have particular aim, such as to be first round the board or to collect the most things. Board games may have any aims but in English lessons for children, the squares on the board are used as stimuli to provoke a communication exchange. By playing board games, context and situation for real communication can be provided.

When using board games, it should be kept in mind how these five characteristics are exemplified in student interaction. Furthermore, it is important that lessons that implement board games should be composed of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities that integrate all language skills to provide learners with a holistic language learning experience (Chang and Cogswell, 2008).

3) The Materials in Playing Board Games

In board games, there are some materials needed by the players. At least, there should be counters, dice, game board and, for some board games, cards (Provenzo, 1981). The counters or playing pieces are used as markers to be put on the spaces on the board. The pieces can be stones, seeds, buttons, plastic counters or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The game board is where the players move the counters. Lewis and Bedson (1999: 10) propose three kinds of tracks on board games, standard snake tracks, never ending track and multi-route track as presented below.

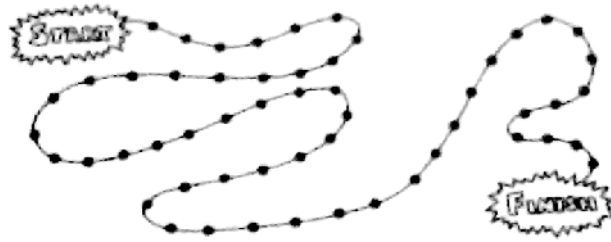


Figure 2: Standard snake track on board games



Figure 3: 'Never-ending' track on board games

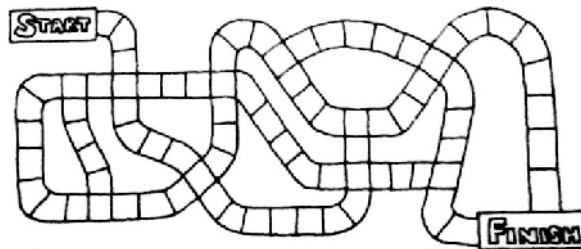


Figure 4: Multi-route track on board games

4) Preparing Board Games for Speaking Activities

Many commercial board games are sold in the market, but teachers need to adapt the games so that they fit the needs of the learning activities. Teachers can also make board games of certain topics to be used in the classroom. Buchanan et

al (2001) proposes some steps to make board games: 1) preparing the materials, 2) planning the trip of the game, 3) determining the beginning and the end of the game, 4) designing the route, 5) designing complication on the game, 6) creating the game board based on the design, and 7) writing down the rules. Board games can be made based on stories or any topics that are appropriate with the lessons.

The following are the guidelines on creating board games to enhance classroom learning adapted from the tips proposed by Chang and Cogswell (2008).

- 1) The board games can be made based on the existing games. The game components from one or several games can be used, but it is not just to copy the games. The teacher should make the game fun to play.
- 2) The board games should look interesting and professional. Appropriate materials and techniques are used to give a quality look.
- 3) The game rules should be made complete and easy to understand so that the students can get the idea of the game in five minutes. How to set up, play and win the game should be clear.
- 4) The games should be a learning tool. The students are expected to be able to learn by playing the games. The time for playing the games needs to be adjusted. Different options of difficulty can be applied.

B. Relevant Research Studies

Rahmawati (2012) finds that the implementation of using board games improves the students' speaking skills. She used the kind of the game as a media

in teaching and learning process to improve the students' speaking skills. The research findings show that there are improvements of students' speaking skills after using board games.

Warastuti (2013) finds the improvement of senior high students' speaking skills through communication games. There are significant differences before and after using communication games in the teaching and learning process.

Klafrina (2013) also finds some significant differences before and after using communicative games in a vocational school to improve the students' speaking skills. She used communicative games as a technique to teach speaking. And finally, she found improvement of students' speaking skills after using communicative games.

Based on her research, Chen (2005) finds that the students found their ways to express themselves in the speaking activities. They went all out with their English in the game that used as a technique in the research to improve the students' speaking skills. In other words, games encourage students to speak English.

C. Conceptual Framework

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking skills. Therefore, the researcher had to improve the students' speaking skills.

The researcher tried to use speaking board games to teach speaking. The researcher would implement the use of speaking board games in the teaching and learning process at the stage of production.

Using speaking board games in teaching speaking provides some activities that encourage and support the students to speak and to express their ideas. The researcher would also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions.

By implementing the action, that is using speaking board games to teach speaking, the researcher hopes that there are some improvements of the students' speaking skills. The researcher would give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication.

CHAPTER III RESEARCH METHODS

A. The Type of the Research

The research is Classroom Action Research, as Burns (2010:2) argues that action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same members of the research community, which aims to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices.

This research would be conducted in some cycles to solve the problems discovered in the teaching and learning process based on the observation and interview.

B. The Setting of the Research

1. Setting of Place

The researcher conducted the research in SMP N 13 Yogyakarta which is located in Minggiran (suburban area). The school has some classrooms, an office, a library, a headmaster room, a counseling room, a basket ball court, a science laboratory, a multi purpose hall, a school organization office, a clinic room, storage, a praying room, a canteen, toilets and a multimedia room. There were also parking areas, for teachers and students.

The school has 12 classrooms which are 4 classrooms for grade VII, 4 classrooms for grade VIII, and 4 classrooms for grade IX. Every classroom has a

white board, a cupboard, some fans, some lamps, some windows, a door, and some tables and chairs based on the number of the students.

This research was designed for class VIII A in which there are 28 students. Class VIII A has eleven male students and seventeen female students. They are in various level of economy, but most of them are in medium level of economy. In the English lesson, many students kept silent. They were reluctant to speak or to answer the teacher's question. There was no student who was hyperactive or trouble maker or disturbing others, but sometimes there were some students who did not pay attention to the teacher very well.

1. Setting of Time

The time to conduct the research would be in the effective time of teaching and learning in school. It would be in the academic year of 2013/2014 in the second semester.

C. The Subjects of the Research

The research would be participated by the English teachers, the students, the researcher, and the research collaborator. The English teacher, the researcher and the research collaborator worked collaboratively to overcome the problems related to speaking skill. They worked together in identifying the problems of the English teaching and learning process related to the teaching speaking, collecting data, planning the solution, conducting the action in the class, evaluating and reflecting the use of action done.

D. The Types of Data

This research has two types of data; qualitative data and quantitative data.

a. Quantitative Data

The researcher collected the quantitative data in the form of students' score during the pre-test and the post-test.

b. Qualitative Data

The researcher collected the qualitative data through the observation and interviews in the form of vignette and interview transcript to describe the implementation of the action process and the changes/the improvement after implementing the action. The qualitative data were also in the form of observation checklists which would be fulfilled by the English teacher and the research collaborator.

E. Data Collecting Techniques and the Instruments

The research has some techniques and some instruments to gain both qualitative and quantitative data. The techniques are; a. observation, b. interview, c. testing, and d. documenting study.

a. Observations

The observation was conducted to monitor the teaching-learning process before, during, and after the actions were implemented. By using this kind of technique, the researcher observed the teaching-learning process directly. The instrument to collect the data by using this techniques is observation checklists. The result of the observations is in the form of vignette.

b. Interview

By this technique the researcher asked the participants of the research by an in-depth interview which aimed to find out the data that cannot be collected by the observation before, during, and after the implementation. The interviews were guided, but the researcher was allowed to ask further questions to get more data from the responses. The instrument to collect the data by using this kind of technique is interview guidelines. The result of the interviews is in the form of transcript.

c. Testing

This technique provides two kinds of test which are pre-test and post-test. Pre-test was conducted before the implementation of the actions and the post-test was conducted after the implementation of the actions. The pre-test and the post-test were in the form of performance tests. They were used to measure the students' speaking skills on the topics taught. Then the researcher and the raters assessed the students speaking performances using speaking rubric. The data of the pre-test and the post-test were collected in the form of students' score. The result of the post-test were calculated and compared with the result of the pre-test.

d. Documenting Study

This technique provides data in the form of photographs and videos. The photographs and the videos were collected by using a digital camera as the instrument. They support the main data of this study.

F. Data Analysis Techniques

The data analysis techniques of the research is based on Burns' theory. She suggests (2010: 104-105) some techniques of data analysis as follows:

a. Assembling the data

The researcher collected all the data as well as any on-going reflections the researcher has made about them. Then the researcher reviewed the initial and/or the researcher's revised questions. Next, the researcher started going through the data and looking for broad patterns, ideas or trends that seem to answer the questions.

b. Coding the data

The researcher started coding the data into more specific patterns or categories. Then, the researcher identified which of the data sources which the researcher could code qualitatively and which the researcher could code quantitatively.

c. Comparing the data

The researcher compared the categories or patterns across the researcher's different sets of data to see whether they say the same thing or whether there are contradictions that the researcher can highlight.

d. Building Meanings and Interpretations

The researcher thinks deeply about what the data are saying by reflecting beyond the immediate surface details. Then, started posing questions, identifying connections, and developing explanations about what the research means at the

broadest level. Next, the researcher refined the researcher's own 'personal theories' about the meanings of this research.

e. Reporting the outcomes

The researcher thinks about how the researcher could present the research and what the researcher had found to tell others. Then, the researcher considered how the researcher would organise the whole 'story of the research' from beginning to end and not just the analysis and findings.

G. Validity and Reliability

1. Validity

The validity of this research will be demonstrated by some types of validity proposed by Burns (1999: 61) as follow:

a) Democratic Validity

The research is a collaborative research. It involves the other participants or stakeholders, such as, the teachers, the students, the principle, and the other researchers. All the actions, solutions and the conclusion are going to be made to meet benefits for all the participants involved in this action research.

b) Outcome Validity

The outcomes of the study are to improve students' speaking skills in English teaching-learning process.

c) Process Validity

Behaviors and actions in the research will be seen from different perspectives from the researcher, the teacher, and the students.

d) Catalytic Validity

The research will allow all the participants to deepen their understanding of the social relatives of the context.

e) Dialogic Validity

The result of the study will be monitored by peer review in academic discussion.

2. Reliability

a. For the qualitative data

The research would use triangulation to check the trustworthiness of the research. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. (Cohen, 2005: 112).

The types of triangulation that would be used in the research are time triangulation and investigator triangulation. Time triangulation is to include *diachronic reliability*—stability over time—and *synchronic reliability*—similarity of data gathered at the same time). Investigator triangulation is using more than one observer (Denzin 1970 in Cohen, 2005: 113). The participants that would observe the process of the research were the English teacher and the research collaborator.

b. For the quantitative data

The research also used inter-rater reliability in assessing the students' production of speaking. *Inter-rater reliability* whether another observer with the same theoretical framework and observing the same phenomena would have interpreted them in the same way (Cohen, 2005: 119). The researcher would use

more than one rater to assess the students' speaking performances. There would be three raters (the researcher, the English teacher and the research collaborator).

H. Research Procedure

The research would be conducted in more than one cycle which consists of four broad phases as suggested by Kemmis and Mc Taggart in Burns (2010: 8-9).

The phases are:

1. Reconnaissance

It is the first step of conducting this research in which the researcher determined the thematic concern of the research. The researcher directly observed the teaching-learning process in the classroom. Then, the researcher also had some interviews with the participants (the English teacher, the students) about the existing problems in the teaching-learning process. Based on the result of the observation and interview, the researcher classified the existing problems.

2. Action

a. Planning

The researcher planned to have the action research in VIII grade students of SMP N 13 Yogyakarta in several cycles. The researcher discussed with the English teacher and the research collaborator to determine the actions to solve the existing problems. Before implementing the actions the researcher would give the students pre-test, then the next meetings would be the implementation of the action, and the last would be the post test. The action research would be conducted through the process below.

b. Implementation

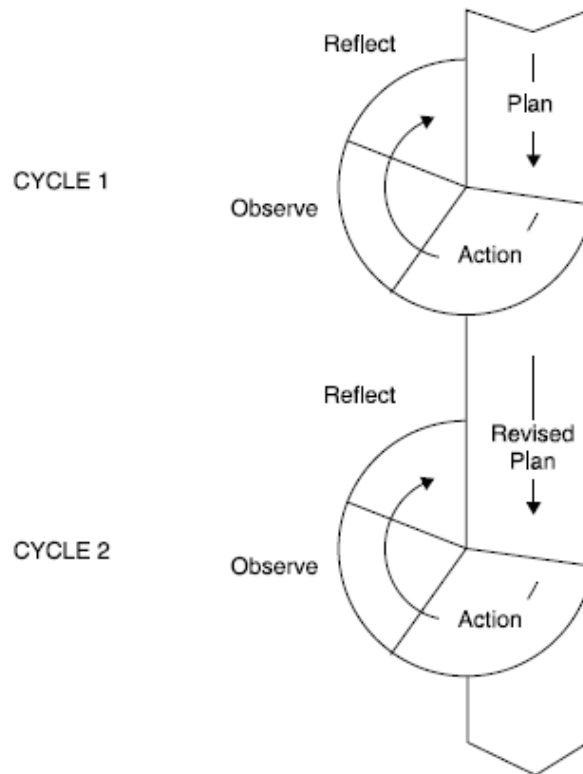
Before the implementation of the action, there would be a pre-test. In the next meeting the researcher would teach the students using speaking board games (implementation). Then, in the last, the researcher would give the students post-test.

c. Observation

The researcher would observe the steps of this classroom action research by direct observation in the classroom using observation checklists and also record the lesson by making vignette. The researcher would make a vignette of every meeting and attach some pictures taken in the classroom. The researcher would also interview the English teacher, the students, and the research collaborator.

d. Reflection

The researcher would analyze the data and make the reflection of the actions. If the result of the actions were not significant yet, the researcher would do the next cycle and might give some changes to the actions.



The Action Research Cycles by Kemmis and Mc Taggart 1998 in Burns 2010: 9

Figure 5: Action Research Cycles

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter contains the process of the research, the findings of the research, and the interpretations. There are three sections in this chapter. The first section presents the reconnaissance steps. The second one presents the implementations of the actions and discussions. The third section presents the findings of the research.

A. Reconnaissance

In this step, research team found the field problems through some activities. First, some observations concerning the English teaching and learning process of class VIII A in SMP N 13 Yogyakarta were conducted. Second, the English teacher and students were interviewed to get the data about the weaknesses related to the English teaching and learning process.

1. Identification of the Field Problems

To find the problems related to the teaching and learning process of class VIII A in SMP N 13 Yogyakarta, the researcher conducted observation and interviews. The observation was conducted on December 10th 2013 and the result is presented in the vignette below.

The teacher came to the classroom and asked the students to rearrange the students' seats and tables. Then the students arranged their tables and seats. It took about five minutes. After that, he greeted the students. "*Good afternoon, students.*" "*Good afternoon, Sir.*" "*How are you today?*" the teacher greeted. "*I'm fine.*" The students gave response, but seemed languid. Then, he greeted the

know the meaning of the expression. “*How’s life* itu sama seperti *how are you*.” said the teacher. “*Oooooh.....*” the students understood. He also gave the other expressions of greeting, such as *how are you doing*, etc. and explained them one by one.

Then, the teacher checked the students’ attendance, by calling them one by one using attendance list. There were 34 students in class VIII A, but two of them were absent. Next, he asked the students why Nuzul and Reihan didn’t attend the class at the day. “*Do you know why Nuzul and Reihan are absent today?*” They gave response in English. “*Nooo....*” In the teaching learning process the teacher used 45 % English, however **the students were reluctant to speak English. They seemed shy and didn’t know the right expressions to say/to express their ideas. They often used Bahasa Indonesia to speak and to answer the teacher’s questions. They also often asked their friends to help them answer the teacher’s questions.** Then, the teacher asked a question to Praba: “*Is Bella beautiful for you?*”. Then Praba seemed shy to answer the question. Some other students laughed. Then, he also gave other expression about describing person: “*Praba is handsome, fat, and clever.*” **Praba just smiled. He was still silent.** In this speaking activity, **the teacher did not use method that engaged the students to speak up. It also gave the students less chance to speak.**

Then he asked the other student by saying *What do you think about Vitus?*. The student said “*Vitus is....ummmmm.....opo yo....ummmmm.....good*”. **The student responded in English, but still had mispronunciation. He also had less varied vocabulary.** In the speaking activities, **the students did not fully participate and looked passive.** In addition, **they were not given a model in the speaking activities.**

The teacher asked the students to open their handouts he gave in the previous meeting. **The handouts were taken from students’ worksheet (LKS).** The teacher often asked the students to copy the materials. He asked the students to discuss the material from the handouts. Most of the students gave their attention to him explaining the material. **Sometimes there were some students who talked each other.** At the day, he explained the materials which are related to the next final examinations and discussed them with the students.

The teacher explained about degrees of comparison. He asked the students some questions related to the material about degrees of comparison. There were few students answered the questions, because the students were still not sure about their ideas. **They also didn’t know how to express their ideas using the right expressions.**

Then the teacher asked the students to answer a number of questions in the handouts by writing down the answer on the white board. Most students were reluctant to do this.

After discussing the students’ answers on the white board, the teacher asked the students to study hard and to make a good preparation to pass the examination. Then he ended the lesson by asking the students to say a prayer and leave taking. **He did not take a conclusion in the end of the lesson.**

(Vignette 1)

After conducting the observation, the researcher interviewed the English teacher and some students. The interviews were about the condition of the teaching and learning process and the problems faced by the teacher and the students.

Based on the interview, the researcher found some problems related to the teaching and learning process from the teacher's point of view. The teacher told he had an obligation to facilitate and to prepare the students to pass the national examination. Therefore, he had to teach the materials for national examination since the students were in grade VIII. Consequently, he rarely taught speaking. He had to prepare everything needed (media, equipment, etc.), so that it took much more time. In addition, the school facilities did not support it. He also rarely used media to teach the students and preferred using materials from books and students' worksheet.

The teacher also told the problems related to the teaching and learning process faced by the students. In speaking activities the students had difficulties in grammar, vocabulary, pronunciation and fluency. They were less active and still shy. The classroom activities that the students usually did are practising a conversation and discussion. Here are some quotations of the interview transcripts.

ET : *Biasanya saya ajarkan reading, itu yang paling sering. Karena begini Mbak, guru itu punya kewajiban untuk mempersiapkan siswa supaya mereka siap menghadapi ujian nasional. Jadi perlu diajarkan materi-materi yang ada di ujian nasional ketika mereka masih di kelas 8 ini. Sedangkan di ujian nasional nanti kan banyak sekali jenis-jenis teks yang keluar, jadi saya ajarkan reading supaya mereka familiar dengan teks-teks itu dari sekarang.* (Usually I teach reading. That's the skill that I teach most,

because teacher has an obligation to make preparation for the students in order to make them ready to pass the final examination when they are already in the 9 grade. Thus, I need to teach the materials for the national examination when they are still in the 8 grade. While in the national examination the students will find many kinds of text, so I teach reading to make them familiar with the kinds of the text from now.)

ET : *Karena kurang memungkinkan, di sini lab.bahasa-nya tidak bisa dipakai...banyak alat yang rusak. Kemudian kalau di kelas itu kadang speakernya kurang jelas. Apalagi harus menyiapkan peralatan-peralatan dulu....itu bisa memakan waktu juga.* (Because it's less possible to do it. The language laboratory cannot be used. There are many broken equipments. Then, when I teach in the classroom, sometimes the audio speaker did not produce clear sounds. In addition, I have to prepare many equipments first. That would spend much time.)

ET : *speaking....biasanya di grammar itu mbak....he-eh....* (Speaking...they usually have difficulties in using grammar.)

ET : *Iya...Sebenarnya kalo saya lihat mereka itu cerdas mbak, ketika diuji...ujian semester begitu nilainya bagus-bagus...Cuma untuk berbicara dalam bahasa Inggris memang agak susah. Mereka masih malu, masih takut, begitu.* (Yes. Actually, they are clever. When they have an exam, their score is high, but they have difficulties in speaking. They are still shy, afraid...)

ET : *Ya.....vocab saya rasa juga perlu ditingkatkan itu mbak, pelafalan juga,....ya begitu kalo speaking memang kurang aktif mereka, masih harus ditingkatkan.* (Um...I think vocab also needs to be improved, then pronunciation. They are less active. It needs to improve their skills.)

ET : *Biasanya percakapan mbak...kalo ndak ya....diskusi.* (conversation, as usual, or discussion)

R : *kalo media gitu, Pak?* (How about teaching media?)

ET : *jarang juga saya mbak...saya lebih sering ambil materi dari buku, kemudian LKS...atau dari materi lain yang saya punya...* (I also rarely use media. I prefer taking the materials from books, students' worksheet, or other materials I have...)

(Transcript 2)

Then, the researcher also interviewed some students related to the difficulties in learning English, the activities they usually did in the class and their preferences in learning English. Based on the interviews, the reseracher found that in the speaking activities the students had difficulties in grammar and vocabulary.

The students told that they do not know how to say something in English correctly. They were shy and not confident to speak up. They also told that they were often asked to make a conversation and practice it in front of the class. The other classroom activities were reading a text and answering some questions related to the text. The students were also asked to repeat some expressions after the teacher. The student said that the teacher rarely taught speaking and often left the class, because he had a lot of things to do. The teacher also rarely used classroom English to teach them. Here are some quotations of the interview transcripts.

-
- R : *sulitnya di mana?* (What are they?)
 S1 : *nggak tau artinya mbak....banyak kata-kata yang susah gitu...* (I couldn't comprehend some sentences. There are many unfamiliar words.)
 S2 : *Iya mbak, sama...terus kalo misal mau nulis apa ngomong gitu suka nggak tau caranya...bahasa Inggrisnya gimana gitu nggak tau...* (Me, too. Then, I don't know how to say or to write something in English.)
 S1 : *Malu mbak.....takut salah....* (I'm shy. I'm afraid to make mistake.)
 R : *Hehe...biasanya ngapain kalo speaking emang?* (What do usually do in the speaking activities?)
 S2 : *Suruh niruin Bapaknya* (Repeating after the teacher.)
 (Transcript 3)
- S2 : *Ya....bingung gitu lho mbak....mau ngomong apa tu bingung...nggak tau bahasa Inggrisnya...* (I'm confused to say something. I don't know how to say in English.)
 S1 : *ya...grogi juga sih mbak....kurang pede...* (I'm nervous and not confident.)
 (Transcript 4)
- S : *Bapaknya bacain apa gitu trus suruh niruin....* (The teacher reads some sentences and asks the students to repeat.)
 R : *Bapaknya kalo ngajar sering pake bahasa Inggris apa nggak?* (Does he use English to teach you?)
 S : *Emmm...jarang sih mbak, kalo baru jelasin pake bahasa Indonesia...* (He rarely uses English to teach. He uses Bahasa Indonesia to explain the materials.)
 (Transcript 5)
- S : *Nyatet, baca teks trus njawab pertanyaan gitu biasanya mbak...* (Taking notes, reading a text and answering some questions related to the text.)

- S : *Kayaknya malah belum pernah speaking tu mbak...paling kalo speaking niruin Bapaknya gitu....* (I think the teacher never teaches speaking. It is only repeating some sentences after him.)
- S : *Iya....Bapaknya tu sibuk mbak....sering ditinggal gitu jadinya.* (Yes. He is very busy, thus he often leaves the class.)

(Transcript 6)

After observing the classroom activity and interviewing the English teacher and some students, the researcher conducted the pre-test. The result of the pre-test was in the form of score which supports the main data in this study. When the researcher conducted the pre-test, there were three participants who assessed the students' speaking performances. The aspects which were assessed are vocabulary, pronunciation, grammar and fluency. The maximum score for an aspect was 4 and the minimum score was 1. The average score of pre-test are presented below.

Table 2: The Average Score of Pre-Test in Each Aspect

Aspects	Mean (x)
Fluency	2.66
Pronunciation	2.41
Vocabulary	2.51
Grammar	2.53

From the table and above, the researcher concluded that the students' scores of each aspect are low. The average score of each aspect was approximately 2. Based on the scoring rubric, this number implies that; 1) The students spoke less fluidly and had few long breaks., 2) The students' speech was comprehensible,

but there were some mispronunciations., 3) The students used limited vocabularies., and 4) The students had many grammatical mistakes.

After discussing the result of the observation, the interviews and the students' scores of pre-test the researcher had identified the field problems found in the teaching and learning process. The field problems which occurred in the teaching and learning process are presented in the following table.

Table 3: The Field Problems

No.	Field Problems	Code
1	The students were not confident to speak English.	S
2	The students were silent and reluctant to speak.	S
3	The students did not speak fluently.	S
4	The students had difficulties in using grammar.	S
5	The students found difficulties in pronouncing some English words.	S
6	The students lacked vocabulary.	S
7	The students were afraid of making mistakes when they are speaking in English.	S
8	The students did not know how to say something using the English expressions correctly.	S
9	The students not fully participated in speaking activities.	S
10	The students often used Bahasa Indonesia to speak, especially to answer the teacher's questions.	S
11	Some students asked other students to answer the teachers' questions.	S
12	The students depended on the materials given by the teacher and did not initiate to suffice their needs of materials.	S
13	The students had fewer practices of speaking.	S
14	The students got fewer chances to speak.	S
15	Some students tended to talk with their friend in the teaching and learning process.	S
16	The students were not give a model of language.	S
17	The teacher rarely included speaking skill.	T
18	The teacher did not make a comfortable atmosphere in the teaching-learning process especially when the students were asked to give their opinion.	T
19	The teacher did not give conclusion at the end of the	T

	class.	
20	The teacher often leaves the class to do the other work.	T
21	The method used by teacher did not engage the students to speak up.	Mtd
22	The classroom activities are mostly <i>LKS</i> -based.	Mtd
23	The students are often asked to copy materials from the teacher or to take notes.	Mtd
24	The language expressions are showed mostly in a written form.	Mtrl
25	The materials which are taught most focused on the national examination.	Mtrl
26	The teacher did not develop media to teach speaking. (lack of media)	Md

S: Students, T: Teacher, Mtd: Method, Md: Media, Mtrl: Material

2. Problem Selection Based on the Urgency Level

As stated in the beginning of Chapter I, the research only focused on improving the students' speaking skills. Therefore, after identifying the field problems, the researcher decided to weigh the field problems based on the urgency level. The researcher weighed the problems by having discussion with the research team. The urgent problems are presented in the following table.

Table 4: The Most Urgent Problems

No.	Field Problems	Code
1	The students were not confident to speak English.	S
2	The students were silent and reluctant to speak.	S
3	The students did not speak fluently.	S
4	The students had difficulties in using grammar.	S
5	The students found difficulties in pronouncing some English words.	S
6	The students lacked vocabulary.	S
7	The students were afraid of making mistakes when they are speaking in English.	S
8	The students did not know how to say something using the English expressions correctly.	S
9	The students not fully participated in speaking activities.	S

10	The students often used Bahasa Indonesia to speak, especially to answer the teacher's questions.	S
11	The students got fewer chances to speak.	S
12	The students had fewer practices.	S
13	The students were not give a model of language.	S
14	The teacher rarely included speaking skill.	T
15	The method used by the teacher did not engage the students to speak up.	Mtd
16	The language expressions are showed mostly in a written form.	Mtrl
17	The teacher did not develop media to teach speaking. (lack of media)	Md

S: Students, T: Teacher, Mtd: Method, Md: Media, Mtrl: Material

3. The Most Feasible Problems to Solve

After weighing the field problems based on the urgency level, the research team selected the most feasible problems to solve. In this research, there were thirteen most feasible problems as showed in the following table.

Table 5: The Most Feasible Problems to Solve

No.	Field Problems	Code
1	The students were not confident to speak English.	S
2	The students were silent and reluctant to speak.	S
3	The students did not speak fluently.	S
4	The students had difficulties in using grammar.	S
5	The students found difficulties in pronouncing some English words.	S
6	The students lacked vocabulary.	S
7	The students were afraid of making mistakes when they are speaking in English.	S
8	The students did not know how to say something using the English expressions correctly.	S
9	The students not fully participated in speaking activities.	S
10	The students got fewer chances to speak.	S
11	The students had fewer practice.	S
12	The students were not given a model of language.	S
13	The method used by teacher did not engage the students to speak up.	Mtd

S: Students, Mtd: Method

4. Determining Actions to Solve the Problems

The research team designed the actions to solve the problems. Before designing the actions, the research team formulated the indicators of success that refer to the most feasible problems to solve. These indicators led the research team to design the actions.

Table 6: Indicators of Success Formulations

No.	Indicators of Success
1	The students become more confident and more active to speak English.
2	The students speak more fluently.
3	The students use grammar correctly. (speak more accurately)
4	The students pronounce the words correctly.
5	The students had varied vocabularies.
6	The students are able to use expressions correctly.
7	The students fully participate in speaking activities and get more chance to speak.

After formulating the indicators above, the research team designed the actions to achieve the indicators. First, to make the students more confident and more active to speak English needs a friendly atmosphere in the speaking activities. Using games to teach speaking provides a friendly atmosphere for the students rather than asking them to deliver a speech in front of the class. The students would become more confident to speak English through the games, because they did not feel supervised, as long as their friends did not stare at them.

Games also provide a joyful way for the students to speak English. Playing board game could be an appropriate activity for the students in which they could work in group. This kind of group activity gives the students advantages, because the high-level of proficiency students can help the low-level of proficiency

students. Besides, the students also needed to do some practices to make them more confident, because doing some practices would give the students chance to gather vocabularies, to learn pronunciation, to improve their accuracy and to learn new expressions.

Second, to make the students speak more fluently requires more practices, so that the students could learn how to use new expressions using the right intonation and accurate pronunciation. Another way to help the students improve their fluency is using board games in the speaking activity. Playing board games, which is fluency focus, is a joyful way for the students to learn to speak using the new expressions.

Third, to make the students speak more accurately requires practices. By doing practices the students could learn how to speak accurately and fluently. The other way to improve the students' accuracy is giving them feedback. By giving them feedback, they would know the correct one and they could correct their mistake. This would help them improve their accuracy.

There are some ways to make the students have accurate pronunciation. The researcher could provide them model in the listening activities. The students needed to listen directly to the model of English pronunciation. The other way is giving them feedback. When the students had mispronunciations, the researcher could give them feedback to make them improve their pronunciation.

Then, to make the students have more vocabularies needs some actions. The researcher could give some activities in which they find new vocabularies, such as completing a dialogue. The researcher also could give them listening activities in

which the students find new vocabularies in the spoken text. In designing board games the researcher needed to choose some different topics, so the students could find new vocabularies related to the topics.

Next, to make the students able to use expressions the researcher could provide activities in which they learn how to use the expressions after presenting them at the stage of presentation. The students need practices to make them able to use the expressions. At the final stage the students could learn how to use the expressions in a joyful way through playing board games.

Last, the students also have to participate more in the speaking activities. Thus, it needed to provide activities which engage the students' participation. Board games would engage the students to speak up and participate more in speaking activities. They would also get more chance to speak in playing the games. The other way is using classroom English, because it would make them give responses in English as well. They would also get more chances to speak English, for example, when they greeted the teacher, when they answered the teacher's questions, etc.

After designing the actions referred to the indicators, the researcher summarized the actions that would be implemented to solve the problems, as follow:

- a. Applying speaking board games
- b. Giving listening activities to provide the model of expressions
- c. Giving the students some practices
- d. Giving feedback and prompt if necessary

- e. Using classroom English during the teaching and learning process

B. The Implementation of Cycle I

1. Planning

The researcher team planned to conduct the Cycle 1 in three meetings. Based on the results of the discussion of the research team, the action plans of Cycle I that would be performed are presented on the following page.

a. Applying speaking board games

The speaking board games technique was applied at the stage of production. By applying speaking board games in speaking activity the students would use the expressions they had learnt in a short conversation through a joyful way. When they were playing the speaking board games, they would not be reluctant or shy to speak English using the expressions. This would also make the students to participate more in the speaking activities.

b. Giving listening activities to provide the model of expressions

The students need a model in the speaking activities, so that they can produce the expressions based on the model that had been given. The researcher would give the students listening activities at the stage of presentation. In this stage, the students would be given the model as the input of speaking in the spoken form. The students also would identify the expressions involved in the recording/video. The listening activities would also be in the form of

pronunciation practice. In this activity, the students could listen directly to the model of English pronunciation.

c. Giving the students some practices

Before the students go to the production stage, they have to do some practices first. The researcher planned to provide them some activities to practice. In this stage, the students would practice pronunciation, grammar and the expressions that they have to acquire.

d. Giving feedback and prompt if necessary

The researcher planned to encourage all students to be aware of their performance. The researcher would give signals when they made mistakes and gave some examples with the right ones so that they realized their mistakes or just showing their mistake and how to correct it. The researcher would also prompt the students if necessary, when they found difficulties to say something.

e. Using classroom English during the teaching and learning process

The researcher acted as a teacher in the class. During the English teaching and learning process, the researcher planned to use classroom English in order to make the students more familiar with English expressions and they could have their opportunity to speak English. The researcher planned to use English at class for several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give the instruction of the tasks or activities, to give

feedback, and to end the lesson. However, during this cycle, the researcher also spoke English using other words to make it simpler, or translated into Bahasa Indonesia, even used Bahasa Indonesia, especially when they did not understand what the researcher said.

The researcher also planned the activities that the students are going to do in the first cycle as follow. (the more complete form is attached in the course grid and lesson plans)

1) Meeting 1

Topic: 'About Me'

Material: asking for information, giving information, denying information

Activities:

- Introducing the topic of the material
- Presenting the materials
- Doing some practices
- Playing speaking board games
- Concluding

2) Meeting 2

Topic: 'Entertainment'

Material: asking for an opinion, giving an opinion

Activities:

- Introducing the topic of the material
- Presenting the materials
- Doing some practices

- Playing speaking board games
- Concluding

3) Meeting 3

Topic: 'Hot Issues'

Material: agreeing and disagreeing

Activities:

- Introducing the topic of the material
- Presenting the materials
- Doing some practices
- Playing speaking board games
- Concluding

2. Actions and Observation

The implementation of Cycle 1 were on April 15th, 22nd and 28th 2014. The English teacher, the students and the research collaborator participated in the research study to collect the data.

a. Applying speaking board games

The speaking board games were implemented during the teaching learning process in the production stage. After the students had done the practice, then they would come to the production stage. The implementation of the speaking board games would help the students to speak using the expressions they had learnt.

In the first meeting, the researcher used speaking board games to teach the students how to ask for information, how to give information and how to deny information. First of all, the researcher explained the rules of the game. Sometimes she used Bahasa Indonesia to explain the rules so that the students understand it easily.

After giving the students the board games kit, the researcher allowed the students to start playing the game. The students could ask her first if they find some difficulties. Then all groups played the game. When they were playing the game, the researcher moved around and went to the groups to monitor them playing the game. They enjoyed playing the speaking board games very much. That was the first time they played this kind of game.

Then, the students started playing the game. Suddenly, the class became very noisy, because the students talked each other and they seemed excited in enjoying the game. Most students were not anxious to speak English in playing the game.

(Vignette 4)

In the first meeting, the students needed more time to play board games. They competed each other to be the winner of the game. When the other groups were still playing the game, there was a group which had finished the game. However, the researcher did not permit them to go outside or to disturb other groups. The researcher asked them to discuss how they play the game and how they feel about the game.

Then the bell rang, but the other groups had not finished yet. They needed more time to finish the game, but the researcher had to end the lesson, because the

teacher who would teach the next lesson had already come. The researcher ended the lesson and had no time to take a conclusion in the end of the lesson.

In the second meeting the students used speaking board games to learn the expressions of how to ask someone's opinion and how to give an opinion. As she did in the last meeting, she explained the rules of the game and the topic of the board game in this meeting. Then, she allowed the students to start playing the game. In this meeting, the activity made the class noisy, because the students were very enthusiastic to play the game. They were actively participated in the game.

The students enjoyed the games very much. Sometimes they laughed, because their friend got such a punishment in playing the game.

(Vignette 5)

When the students were playing the game, the researcher moved around the class to monitor them. The researcher took notes when the students did some mistakes. Then, she would give the students the feedback in the end of the lesson.

In the third meeting the researcher still used speaking board games for the students' production. Through that kind of games she taught about agreeing and disagreeing in English. The students played the games in different topics. The topic of the day was 'hot issues'.

Before the students played the game, the researcher explained the rules first, then allowed the students to play the game. At the day the students were interested to playing board games. This made the class noisy, because they talked each other. They had done very well. They played the game enthusiastically.

However, the students played the games very well. They followed the rules and participated in the speaking activities. They spoke using the right expressions.

(Vignette 7)

b. Giving listening activities to provide the model of expressions

After the researcher introduced the topic of the material, she presented the expressions in a spoken form by playing a recording. She also asked the students to listen carefully and identify the expressions of asking for information, giving information and denying information in the recording. In the recording there were some short conversations. The researcher played the recording once only. Then she invited the students to do a task. It consists of some questions related to the recording.

The students also had another listening activity. Here the researcher presented the model of pronunciation in the spoken form using an electronic dictionary. The students were asked to listen to the pronunciation and repeat it. It aimed to make the students to have accurate pronunciation. By using the electronic dictionary provided with the sounds of the pronunciation, the students learnt how to pronounce some English words accurately. Although their printed-dictionary provides the phonetic transcription, some students still had difficulties to pronounce the English words. To minimize the students' mispronunciations, the researcher used the electronic dictionary, so that they could listen directly to the model of pronunciation then repeated it.

In the second meeting, after the researcher introduced the topic of the material that the students were going to learn at the day she gave them listening activities at the stage of presentation. In this meeting the students were going to

learn how to ask someone's opinion and how to give an opinion. The students then were asked to watch video containing a conversation. The researcher played the recording once only and asked the students to listen carefully to the conversations. Then, the researcher invited the students to discuss the expressions in the video. The video showed a conversation between two people who are talking about a movie. Then the students were given some questions that they had to answer based on the video.

Afterwards, the students were given another listening activity. The researcher presented the model of pronunciation in the spoken form using the electronic dictionary. Here the students learnt how to pronounce some English words accurately. The students were asked to listen to the pronunciation and repeat it. It aimed to make the students to have accurate pronunciation.

In the third meeting, the researcher taught how to agree and how to disagree someone's opinion. After she introduced the topic of the material, she gave the students listening activity. She presented the model of the language as the input of speaking. She played a recording containing a conversation between two people. In the conversation there were some expressions of agreeing and disagreeing that the students had to identify. After listening to the recording, the students were asked to answer some questions related to the conversation in the recording. After they finished, they discussed it with the researcher.

The next activity was also listening activity. Here the researcher presented the model of pronunciation in the spoken form using electronic dictionary. The

students were asked to listen to the pronunciation and repeat it. They learnt to pronounce some English words, so they could have accurate pronunciation.

c. Giving the students some practices

The students had a discussion with the researcher. They discussed the Indonesian equivalent of some English words. This aimed to make the students gather new vocabularies. The next activity was answering some questions using the expressions of asking for information, giving information and denying information. The students did this tasks orally and reciprocally with their partners.

Next, the students were asked to complete a dialogue by filling in the blank spaces using the expressions they had learnt and discussed it with the researcher. The last practice was making a short conversation based on the situation given to the students using the expressions they had learnt. They did this task orally .

In the next meeting, the students also had some practices before playing board games. First of all, the students were asked to find the antonyms of some words. The students were allowed to use their dictionaries to do this task.

The next activity was giving a short form of opinion orally. Here the researcher used a slide presentation to show some pictures about some phenomena that the students had to give their opinion orally and spontaneously. The students did this activity very well.

Next, the students did some other tasks. The next task was completing a dialogue using the expressions they had learnt. Here the students were given a dialogue with some blank spaces that they had to fill using the expressions of

asking for opinion and giving opinion and discussed it with the researcher. The last practice was making a short conversation based on the situation given to the students using the expressions they had learnt.

In the third meeting, the students were also given some practices. First of all they had to find the closest meaning of some English words. Here they could use their dictionaries to do this task. After they finished their work, they had a discussion with the researcher. Then, the students were given a task in which they had to show their agreement or disagreement about something in the short form orally. Then, they also had to complete a dialogue using the expressions of agreeing and disagreeing. Afterwards, they discussed it with the researcher. Some students were asked to perform the dialogue. The last activity before playing board games was practicing the use of expressions by making a short conversation based on the situation given to the students in pairs. This task was done orally.

d. Giving feedback and prompt if necessary

When the students were playing board games, the researcher moved around to monitor the students. When she moved to the students' group playing board games, she found some students did some mistakes. Then, she took notes, so that the researcher could give feedback and give explanation to all students in the end of the lesson.

The researcher also gave the students prompt. In the beginning of the lesson, the researcher checked the students' attendance by saying *Who is absent today?*.

Then the students answered in Bahasa Indonesia. Then the researcher prompted the students to answer in English.

Then she checked the students' attendance. "Who is absent today?" . The students replied "*Nihil*, Miss". "*Nihil?* Nobody?" she asked. "Yes...." they answered.

(Vignette 4)

The researcher also prompted the students when they were speaking. It aimed to give the students clue or to remind them especially when they have difficulties to say something, like when the researcher invited the students to take a conclusion in the end of the lesson. Sometimes she asked some students to answer her question using the expressions they had learnt at the day.

Cindy, What do you think about Mr. Joko Widodo?" Cindy looked puzzle, but started to answer the question. "Ummm...He is...a good.....umm.... a good....." "Leader?" the researcher prompted.

(Vignette 5)

e. Using classroom English during the teaching and learning process

In this cycle the researcher implemented the use of classroom English in the teaching and learning process. It is used when the researcher was opening the class, leading to say a prayer, or the other classroom routines, introducing the materials, giving instructions, giving feedback or prompting, explaining the rules of the game and etc. The researcher did not use full English (100 % English) during the teaching learning process, she also gave Indonesian translation or used Bahasa Indonesia especially in some difficult sections. When the researcher was

speaking in English the students gave response correctly, but sometimes they answered in Bahasa Indonesia.

The researcher came into the classroom and started the lesson. “*Assalamu ‘alaikum warrahmatullahi wabarakatuh*. Good morning everybody. How are you doing?” “Fine.....”. Some students gave response, but seemed not sure whether their respond is correct or not.

(Vignette 4)

The researcher greeted the students by saying *How are you doing?*. There were only some students gave response by saying *Fine*. The other students were silent. The students seemed not sure with their respond, because they usually use *How are you today* to greet someone, and at the day they heard *How are you doing?*. However, their respond is correct.

Sometimes the students did not know how to say something in English. Therefore, they used Bahasa Indonesia to say something. It can be seen when the researcher checked the students attendance in the extract below.

Then she checked the students’ attendance. Who is absent today?” . The students replied “*Nihil, Miss*”. “*Nihil? Nobody?*“ she asked. “Yes....” they answered.

(Vignette 4)

The researcher said *Who is absent today?*. Then some students gave response, but they used Bahasa Indonesia, because they did not know how to say in English that nobody was absent. They said “*Nihil, Miss*”. Then the researcher replied to prompt the students by saying *Nihil? Nobody?*. Then the students said

yes. Here the use of classroom English in the teaching and learning process made them give response in English.

3. Reflections

The researcher team reflected the implementation of the actions that had been done in order to evaluate the actions after implementing them based on the indicators of success. The discussion was based on the observations during the implementation and the opinion given by the students, the collaborator and the English teacher. The following are the reflections of the implementation of the actions in Cycle I.

- a. The students became more confident and more active to speak English.

As the researcher found in the reconnaissance, before the implementation of the actions, the students were passive and reluctant to speak. The students were not confident to speak English. They were also afraid of making mistakes. Therefore, they became reluctant to answer or to give responses to the teacher's questions. Besides, in the speaking activities, the students did not get a friendly atmosphere in which they could speak English joyfully, because they do not want to feel supervised when they were speaking.

After the implementation of the actions the students got more confident, especially when they were playing board games. The students felt comfortable when they were playing the games, because it provided a friendly atmosphere for

the students. They did not feel supervised, so that they were not reluctant to speak up.

ET : *Kemudian...dalam speaking itu mereka cukup percaya diri, beda kalau mereka disuruh speaking di depan kelas, tentu akan grogi, dan sebagainya, tetapi kalau menggunakan permainan-permainan seperti itu...wah, mereka nggak grogi sama sekali....* (Then...they became confident in speaking activities. It is different when they were asked to speak in front of the class. They must be nervous and so on, but when they do speaking activities using that kind of the games, they were not nervous at all.)

(Transcript 19)

R : *Trus kamu ngerasa jadi lebih 'pe-de' nggak sih waktu kamu ngomong pake bahasa Inggris di games tadi?* (Do you think you become more confident to speak English when you were playing the games?)

S1 & S2 : *Iya Miss...lebih 'pe-de'* (Yes...I became more confident.)

(Transcript 14)

R : *Kalo pake board games trus nggak grogi gitu?* (When you are speaking through playing board games, you will not be nervous, will you?)

S : *Iya...soalnya kan seru Miss...* (Yes, because it is exciting.)

(Transcript 15)

Using classroom English also made the students not reluctant to give response in English, for example when the researcher greeted the students, checked the students' attendance, or asking the students' comprehension. This engaged the students to speak English. The students used English to give the response, but sometimes they used Bahasa Indonesia, especially when they did not know how to say in English. This action also successfully made the students more familiar with English expressions.

“Good morning, students. How’s life?” “Fine.....Miss.” they replied. “Realy fine? Have you got breakfast?” she asked. “Not yet.....not yet....” they replied. “Well, is there anybody absent today?” “Adis, Miss....”. “anyone else?”. “Alfa...”.

(Vignette 6)

R : *Miss Lia kan ngomong pake bahasa Inggris to, ada manfaat buat kamu nggak? Atau malah nggak ngaruh sama sekali? (I used English to teach you. Did you get any advantages? Or it did not give any effects?)*

S : *Ya...ngaruh Miss, kan kita jadi lebih tau tentang bahasa Inggris gitu. (It give some effects. I could know more about English.)*

R : *Lebih taunya gimana? (Like what?)*

S : *Emmm....cara ngomongnya Miss...kita jadi tau juga kalo Miss Lia ngomong apa gitu...lebih paham (Umm....the way how to say in English. I could understand when you were speaking in English.)*

(Transcript 12)

b. The students spoke more fluently.

Before the implementation, the students did not speak fluently. When they were speaking English, there were frequent long breaks. They did not spoke fluidly and automatically.

During the implementation the students learn much how to speak English using the language expressions they learnt in a joyful way through playing board games. In addition, the researcher did not interrupt the students to give correction or feedback when they were speaking. Thus, their speech was flowing. This helped them improve their fluency. After the implementation they spoke more fluently. The students could minimize long breaks when they were speaking.

ET : *Dalam kelancaran tentu saja meningkat. Mereka berbicaranya mengalir. Sudah tidak begitu plegak-pleguk, terutama ketika bermain games. Mereka terlihat lancar waktu membuat percakapan. (Of course, there is improvement of their fluency. They did not speak fragmently, especially*

when they were playing the games. They seemed more fluent when they were making conversation.)

(Transcript 19)

R : *Ngerasa...lebih lancar nggak ngomongnya??* (Do you think you become more fluent in speaking?)

S1: *Kalau pas maen games tadi iya...*(Yes, especially when I am playing board games.)

S2: *Iya lebih lancar... tapi ya nggak terus lancar banget, Miss...* (Yes. I become more fluent, but not very fluent.)

(Transcript 14)

R : *Board games itu membantu nggak buat kelancaranmu?* (Do you think board games help you improve fluency?)

S : *Membantu.* (Yes.)

(Transcript 16)

c. The students spoke more accurately, but still had grammatical mistakes.

Before the implementation, the students had difficulties in using grammar.

There were many grammatical mistakes, when they were speaking. They also did not aware of their mistakes. They spoke less accurately.

During the implementation the students also learn to use grammar. The students got feedback from the researcher at the end of the lesson, so they became aware of their mistake and could correct their mistake.

After the implementation, there was improvement of the students' accuracy. They used grammar better than before. They also became more aware of their grammatical mistakes.

ET : *Kalau untuk grammar, itu juga ada peningkatan, ya meskipun nggak langsung jadi bagus semua grammarnya seperti bule, tetapi mereka sudah banyak memperhatikan grammar. Karena dalam kegiatan pembelajaran kan sudah disampaikan to...pola-polanya....ya tinggal mereka mengikuti polanya....* (There is improvement of the use of grammar, although it was not like native, but they had been aware of grammar. The sentence pattern

had been presented in the teaching and learning process, right? They just had to follow the pattern...)

(Transcript 19)

However, there were still grammatical mistakes when the students were speaking English. Sometimes, the students had some grammatical mistakes. Their grammar usage needed to be improved in the next cycle.

ET :*Kemudian grammar, lebih ditingkatkan lagi. Biar lebih bagus lagi. Kadang mereka masih salah dalam penggunaan grammar.* (.....Then, grammar should be improved to make it better. Sometimes they (students) had some mistakes in using grammar.)

(Transcript 19)

d. The students improved their pronunciation, but still had some mispronunciations.

Before the implementation, the students had many mispronunciations. The students could not pronounce English words correctly, because they were given model of pronunciation.

The implementation of giving the students listening activities helped the students improved their pronunciation. The use of Cambridge electronic dictionary provided with the sounds of English pronunciation by the native speaker helped them to learn how to get accurate pronunciation.

After the implementation, there was some improvement of the students' pronunciation. When they were speaking, they attempted to pronounce words accurately. Their speech was also comprehensible.

ET : *Oiya, di pronunciation...ya, mereka sebelumnya memang kesulitan dalam mengucapkan kata-kata dalam bahasa Inggris. Pronunciationnya masih salah-salah. Kemaren saya lihat, cukup bagus....menurut saya. Mereka menirukan pronunciation secara langsung itu sangat membantu sekali....* (They had difficulties in pronouncing English words before. The pronunciation was still incorrect. Last meetings I saw the pronunciation is quite good. It is very helpful when they imitated the pronunciation directly.)
(Transcript 19)

R : *Tadi Miss kasih latihan pronunciation pake kamus Cambridge, menurut kalian ada manfaatnya nggak?* (I gave you pronunciation practice using Cambridge dictionary. Did you get any advantages?)

S : *Ada* (Yes.)

R : *Manfaatnya apa...?* (What are the advantages?)

S : *Kalo pake kaya gitu kan lebih jelas, kan langsung bisa dengerin trus bisa tau caranya ngucapinnya.* (When I used that way, it was clear and I could listen directly and know how to pronounce it.)

(Transcript 9)

However, there were some mispronunciations, especially when the students were making a conversation using the expressions they had learnt. The students also attempted to get accurate speech, including the use of grammar. Sometimes, they forget to aware of their pronunciation.

ET : *Yang perlu ditingkatkan saya rasa dalam hal pronunciation, mereka masih suka lupa, walaupun pada saat latihan mereka sudah tau dan betul pronunciationnya, tetapi pada saat yang lain itu kadang-kadang lupa.* (The aspect that have to be improved is pronunciation. They sometimes forgot to pronounce the words correctly. Although they had some pronunciation practices and they know the pronunciation very well, but sometimes they had some mispronunciations.)

(Transcript 19)

e. The students had more vocabularies.

Before the implementation the students had limited vocabularies when they were speaking. They used basic vocabularies. Because of their limited

vocabularies, they had difficulties to say something or did not appropriately use some vocabularies.

After the implementation the students had more vocabularies, because they had gathered new vocabularies during the implementation. They also made the using of some new vocabularies.

ET :*Kemudian.....kalau untuk vocab itu jelas ada peningkatan....kenapa? karena siswa setiap hari tentunya mendapat kosakata baru, kan tiap hari temanya berbeda to, nah...itu menambah vocab juga...ditambah dengan kegiatan-kegiatan latihan itu juga bisa meningkatkan vocab-nya....* (Then, of course, there is improvement of the vocabulary. Why? Because every meeting they gather new vocabularies. The topics are different in every meeting, right? That makes them gathered new vocabularies. In addition, the practices had also improved their vocabulary.)

(Transcript 19)

R : *Kamu ngerasa ada sesuatu yang nambah atau meningkat nggak setelah ngerjain latihan-latihan kaya gitu?* (Do you think there is something improved after doing some practices?)

S : *Emmmm....kalo yang meningkat tu menurutku kosakata Miss...kan tadi banyak kata-kata sulit gitu...* (Ummm....In my opinion, it is vocabulary, because I had found some unfamiliar words.)

(Transcript 11)

When the researcher spoke using classroom English during the teaching and learning process, the students also got new vocabularies. It helped the students become more familiar with some new vocabularies, for example, when the researcher greeted the students, checked the students attendance, leaded the prayer, she used certain expressions that the students could find in every meetings. Therefore, they became more familiar with some new vocabularies.

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- R : *Jadi kalau Miss Lia ngomong pake bahasa Inggris itu bisa nambah vocab, gitu?* (Thus, do you think when I use English to speak in the class, you could gather new vocabularies?)
- S : *Iya...trus tau cara ngomong pake bahasa Inggris juga Miss.* (Yes. I also know how to speak English.)

(Transcript 12)

- f. The students were able to use the expressions correctly.

Before the implementation the students were just silent and reluctant to speak. They had many ideas in their mind, but they did not know how to express them. The students did not know the expressions to say something. Therefore, they decided to use Bahasa Indonesia to speak.

After the implementation the students had learnt how to use English expressions. Through playing board games the students learnt to use expressions correctly and appropriately using the right pronunciation and intonation. The students could be able to use some English expressions, such as asking for information, denying information, asking for someone's opinion, giving an opinion, requesting, offering, etc.

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- ET : *Kalau untuk penggunaannya sudah betul. Sudah sesuai dengan fungsi dari ekspresinya.* (Yes. They used it correctly. It's appropriate to the functions of the expressions.)

(Transcript 19)

- R : *Kamu jadi paham nggak sama materinya? Ngaruh nggak sama pemahaman materinya?* (Does it (video/recording) make you comprehend the materials? Does it have some effects toward the comprehension of the materials?)
- S : *Lumayan Miss...lebih paham.* (Yes. I could comprehend the materials.)

(Transcript 16)

The students were also given model of language as the input in the speaking activities in the form of spoken text. This helped them to be more familiar with English expressions they could listen directly. They also could learn how to use them.

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- R : *Tadi kan Miss Lia nunjukin video, itu ada manfaatnya nggak buat kamu? Kalau ada, apa?* (I showed you the video in the class. Does it give you advantages? What are they?)
- S : *Emm...manfaatnya tu...apa ya...emm...kita dikasih tau kalimatnya gitu lho, maksudnya...aduh gimana ya...dikasih contohnya gitu lho Miss...* (Ummm...umm...it showed the expressions, I mean...ummm...it gave the model of the expressions.)
- R : *trus kamu jadi tau nggak 'Oh...jadi kalau mau nanya ini tu...bilangnyanya gini...nanya itu bilangnyanya gitu...nggak?* (Then, Now you know that... 'Oh...If I want to ask something, I have to say bla bla bla...?')
- S : *Iya...jadi tau.* (Yes.)

(Transcript 8)

The use of classroom English the students also got advantages. They became more familiar with some English expressions that the researcher used during the teaching and learning process, for example, when the researcher greeted the students, checked their attendance, or asked them to do something.

-
- R : *Mudheng nggak sama apa yang Miss Lia katakan selama di kelas tadi?* (Is what I said in the class clear?)
- S : *Ya mudheng.* (Yes.)

(Transcript 13)

- g. The students participated more in the speaking activities and got more chance to speak.

Before the implementation, the students did not fully participate in speaking activities. They also did not get more chance to speak. The factor that caused them was the method used by the teacher which did not give them more chance to speak.

Through playing the games, the students got more chance to speak. It also successfully made them pay more participation in the speaking activities. All the students had the same proportion in speaking activities. It means that there were not any students who had more proportion or became dominant in speaking activities. The students get their own rights to speak through this game. This game also engaged the students to speak up.

Using board games also successfully attracted the students. They were interested to play the games. The students were pleased and entertained through playing the games. Their attention to the lesson also increased, so that they became enthusiastic to join the lesson.

ET : *Kalo saya lihat, pertama, dari segi antusias saja mereka sangat tinggi... Apalagi mbak Lia ngajar pake media seperti ini, sangat tertarik mereka. Jangankan pake apa itu....board games ya, itu waktu menyampaikan materi dengan video, LCD, itu sangat menarik bagi mereka.* (First, I found they had high enthusiasm. In addition, you taught them using that kind of media, they became interested. Even, when you presented the materials using video, LCD, they were very interested.)

(Transcript 19)

R : *Menurut kalian gimana kalo belajar bahasa Inggris pake board games kaya tadi?* (What do you think when you learn English using board games?)

S1 : *Seru banget, Miss....asik.....* (It was very exciting and enjoyable.)

(Transcript 14)

- R : *Kamu lebih suka kalo belajarnya pake games nggak?* (Do you prefer using games to learn?)
 S : *Ya jelas lah...* (Of course.)
 R : *Efektif nggak?* (Is that effective?)
 S : *Efektif. Lebih enak pake kaya gitu Miss, nggak bosenin, asik juga.* (Yes. It is easier using that way to learn. It is not boring and very enjoyable.)

(Transcript 16)

However, the researcher needed to manage the time to get effective and efficient teaching. In the first meeting, the students did not get chance to take a conclusion at the end of the lesson, because they did not have enough time to take a conclusion. The bell rang meant that the time of English lesson was over, but the researcher could not invite the students to take a conclusion of what they learnt at the day, because the teacher of the next class already came to give the lesson. Therefore, it needed to manage the time for the whole process of teaching, from opening to closing. Here is the capture of observation checklist which was filled by the English teacher as the observer.

No.	Aspects	Yes	No	Description (If Necessary)
19	The teacher invites the students to take a conclusion.		✓	It needs to manage the time.

(Observation checklist 1)

After the researcher had reflected the actions of cycle I, she concluded the implementation of the actions in Cycle I provided with the recommendation for the next cycle, as shown in the following table.

Table 7: The Conclusions of the Change of Condition Before and After Cycle I and the Recommendation for Cycle II

Condition Before the Implementation	Condition After the Implementation	Recommendation
The students were not confident and not active to speak English. They were reluctant to give response or to answer the teacher's question.	The students became more confident and more active to speak English. When the researcher asked some questions in English, they could give responses in English as well. They were making conversation using the expressions in a joyful way through playing board games.	The use of classroom English should be sustained in the next cycle. It needed to reduce the use of Bahasa Indonesia or Indonesian translation. The use of speaking board games should be sustained in the next cycle, to provide speaking activities with a friendly-atmosphere to improve their confidence.
The students did not speak fluently. They spoke fragmently. There were frequent long breaks.	The students spoke more fluently. They could minimize long breaks and speak fluidly.	The use of speaking board games should be sustained in the next cycle to help the students improve their fluency. The researcher needs to reduce prompt to avoid the students' dependence.
The students did not use grammar correctly. (did not speak accurately)	The students spoke more accurately. They became more aware of their use of grammar. However, there were still some grammatical mistakes.	To make the students more aware and speak more accurately, the researcher needs to give the students chance to give correction when they and their friends had grammatical mistake. However, the researcher will give feedback, if necessary.
The students did not pronounce the words correctly.	The students improved their pronunciation. They attempted to have accurate pronunciation and their speech was comprehensible, but sometimes they still had some mispronunciations.	The researcher needs to give the students chance to give correction when they and their friends had mispronunciation. However, the researcher will give feedback, if necessary.

The students lacked vocabularies.	The students had more vocabularies. They could gather new vocabularies in the classroom activities.	The board games should have different topics, so the students could get new vocabularies.
The students did not know how to say using the expressions correctly.	The students are able to use the expressions correctly. They know how to use expressions to speak based on the functions of each expressions.	Giving the students model of the expressions should be sustained in the next cycle. Board games should be sustained in the next cycle to help the students learn to use expressions.
The students did not fully participate in speaking activities and did not get more chance to speak.	The students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games.	The use of board games to improve the students' participation and enthusiasm should be sustained in the next cycle. The researcher needed to manage the time, so that the students got more chance to take a conclusion at the end of the lesson.

C. The Implementation of Cycle II

1. Planning

The research team planned to conduct this cycle in two meetings, because the research team found that there were existing problems after the implementation of Cycle I that had to solve in this cycle. The existing problems are presented in the following table.

Table 8: The Existing Problems

No.	The Existing Problems
1	The students still had some mispronunciations.
2	The students still had some grammatical mistakes.

To solve the existing problems needed action. The research team discussed the action which would be implemented to solve these existing problems. The research team decided to give the students chance to give correction when they or their friends had mispronunciation and grammatical mistake. This would help the students to be more aware of their use of grammar and their pronunciation, so the students' mispronunciations and grammatical mistakes could be minimized.

The research team had decided that there would be an additional action to solve the existing problems. The action was giving the students chance to correct their own and their friends' mistake. The research team, then, concluded the actions that would be implemented in this cycle were a) applying speaking board games, b) giving listening activities to provide the model of expressions, c) giving the students practices, d) giving feedback and prompting if necessary, e) Using classroom English during the teaching and learning process, f) giving the students chance to correct their own and their friends' mistake.

a. Applying speaking board games

The speaking board games would still be implemented in this cycle to improve the students' speaking ability. It also aimed to show the consistency that the action can improve the students' speaking skills. It was the same with the previous cycle that the researcher would implemented this action at the production stage. The researcher would also remind the students to be aware of their performances when they were playing board games, especially pronunciation, intonation and grammar. It was important to pay more attention to the time

management in the next meetings. It also needed to explain the rules clearly and not too fast.

b. Giving listening activities to provide the model of expressions

The students always need the model of the expressions in the speaking activities. Therefore, in this cycle this action would be implemented. In delivering the model of the expressions, the researcher would still use spoken form to provide the model of language such as videos or recordings. To make the students more understood and identified the expressions easier, the video or the recording would be played more than once if necessary.

c. Giving the students some practices

The students need to do some practices before they go to the production stage. Thus, this action would still be implemented in this cycle. The students would be given some activities before playing board games, such as completing some sentences to make expressions of requesting or offering, completing a dialogue using the expressions they learnt and making a short conversation orally.

d. Giving feedback and prompt if necessary

This action would still be implemented in this cycle to improve the students' performances and to make them aware of their mistakes. The researcher would give the students feedback at the end of the lesson before taking a conclusion of what they had learnt at the day. However, the researcher would decrease giving

prompt, because she wanted to give the students more chance to think and to improve their own speaking performances.

e. Using classroom English during the teaching and learning process

In this cycle, the researcher would keep using classroom English during the lesson. It was different with the implementation of this action in the previous cycle. In this cycle the use of Indonesian translation would be decreased. The researcher would use paraphrasing or make the use of synonyms, gesture and facial expressions to make the students understood what the researcher said. To avoid the use of Bahasa Indonesia when the students gave response, the researcher would keep use English to speak and ask them to speak English as well.

f. Giving the students chance to correct their own and their friends' mistake

In the previous cycle the students still had some mispronunciations and several grammatical mistakes. Therefore, it was necessary to give the students chance to give correction when they and their friends had mispronunciation or grammatical mistakes. It also aimed to make the students to be more aware of their pronunciation and their use of grammar, so they could speak more accurately.

Table 9: The Comparison Between the Actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English during the teaching and learning process	Using classroom English during the teaching and learning process

Giving listening activities to provide the model of expressions	Giving listening activities to provide the model of expressions
Giving the students some practices	Giving the students some practices
Applying speaking board games	Applying speaking board games
Giving feedback and prompt if necessary	Giving feedback and prompt if necessary
-	Giving the students chance to correct their friends and their own mistake

The researcher also had planned the activities that the students were going to do during the teaching and learning process. The activities are presented below.

1) Meeting 4

Topic: At Home

Material: making a request

Activities:

- Introducing the topic of the material
- Presenting the materials
- Doing some practices
- Playing speaking board games
- Concluding

2) Meeting 5

Topic: Me and Friends

Material: offering

Activities:

- Introducing the topic of the material
- Presenting the materials
- Doing some practices

- Playing speaking board games
- Concluding

2. Actions and Observations

The implementation of Cycle II were on May 5th, 6th 2014. The English teacher, the students and the research collaborator participated in the research study to collect the data.

a. Applying speaking board games

During this cycle the students played speaking board games at the production stage. In the fourth meeting the students played board games using the expressions of requesting and how to respond it (accepting and refusing) and the topic was 'At Home'. In the fifth meeting the students played board games using the expressions of offering and how to respond it (accepting and refusing) and the topic was 'Me and Friends'.

First of all the researcher explained the rules of the games briefly and clearly, because the students used to play the same games in the previous cycle and it avoided the students' misunderstanding.

When the students were playing the board games, the class became noisy and crowded. The students looked more serious in playing the game. The researcher moved around the class, from one group to another to monitor and to observe them. She also took some notes, when the students did mistakes.

In the fourth meeting the students still played the games very well. After the researcher distributed the game kits and explained the rules, the students started playing the game. The class became noisy, because all students were speaking using the expressions they learnt. This game engaged the students to speak up.

In the fifth meeting the students also played the game very well, even it was the fifth time they played board games in English lessons. After the students got the game kits and the explanation of the rules by the researcher, they started playing the games and started talking each other.

In this cycle the researcher found that the students paid more attention and were more aware of their pronunciation, intonation and grammar when they were playing board games. Some students even could correct their own mistake. They also tried to correct their friend's mistake when she/he was speaking. They played the games better and improved their speaking performances.

b. Giving listening activities to provide the model of expressions

The researcher gave the students the model of the expressions by showing a video containing a conversation between two people. After the researcher introduced the topic of the material that the students were going to learn, she played the video and asked the students to identify the expressions mentioned in the conversation.

Next, the researcher showed some videos containing the expressions of requesting. The students were asked to pay attention to the video and to identify the expressions.

(Vignette 8)

After the students watched the video, the researcher asked them to answer some questions based on the video. Then the researcher and the students discussed it together.

Next, the researcher presenting the model of pronunciation by using a electronic English dictionary to teach pronunciation. The students practiced pronunciation by listening to the sound of English pronunciation and imitate it directly. The researcher also reminded the students to be aware of their pronunciation. She told that in the previous cycle they had some mispronunciation, especially when they were playing the board games. Therefore, the students had to be aware of the pronunciation so that it could improve their speaking performances. The researcher also told the students that all students had to pay more attention to the way the native speaker pronounce words. She would help the students if they found difficulties in pronouncing some words.

In the next meeting, the students were also given model of expressions which is shown in the spoken form. After introducing the topic of the material, the researcher showed a video. The students were asked to pay attention to the conversation held in the video and to identify the expressions.

After the students watched the video, the researcher asked them to answer some questions related to the video. Here the students were given some questions based on the video. After discussing it, the researcher presented the other way to make an offer and how to respond an offer.

Afterwards, the students were given a task. Here they had to answer some questions related to the video then discussed it with the researcher. After the

students had a discussion, the researcher presented the other ways to make an offer and they way to respond it.

(Vignette 8)

After discussing it, the students were given another task. The researcher presenting the model of English pronunciation using a electronic English dictionary to teach pronunciation as she did in the previous meetings. The students practiced pronunciation by listening to the sound of English pronunciation and imitate it directly.

c. Giving the students some practices

In the fourth meeting, the students had some practices after they were given the model of the expression and the materials. First, the students were asked to complete sentences based on the pictures. They were asked to make a request based on the picture by completing the sentences. Then, they discussed it with the researcher. The students were also asked to complete the sentences to make a good dialogue using the expressions of request and how to respond a request, then discussed it together. The last practice was done orally. The students were asked to make a short conversation with their partner using the expressions they had learnt. The students were given the situations to make short conversation. The researcher also reminded them to be more aware of their performance. She also invited them and allowed to correct their own mistakes or their friends' mistakes.

In the fifth meeting, the students also had some practices as they did in the fourth meeting. First of all, the students were asked to complete some sentences based on the pictures. They were asked to make an offer based on the pictures by

completing the sentences. After the students finished their work, they discussed it with the researcher. Then, the students were also asked to complete sentences to make a good dialogue. After they discussed it together, they had to do such an interview. The students were asked to interview their friends randomly. The interview is about offering something to their friends. They could use the table provided to help them to make the report of the interview. When the students were interviewing each other they had to use the expressions of offering and how to give the respond correctly. This made the class noisy, because all of them were talking each other.

d. Giving feedback and prompt if necessary

During this cycle, the researcher took some notes when the students had some mistakes in their speaking performances. When the students were practicing some expressions, the researcher did not interrupt them to give feedback or correction. She also gave more chance to the students to correct their own and their friends' mistakes.

When the students were playing board games, the researcher moved around to monitor them. Then, she made some notes when the students had mistakes so that she could tell all students and gave correction in the end of the lesson.

e. Using classroom English during the teaching and learning process

The researcher used classroom English to open the meeting, to greet the students, to give instruction, etc. In the fourth meeting, the researcher greeted the

students in English. The students gave response comprehensively and appropriately. Then the researcher checked the students' attendance.

The researcher also checked whether the students still remember with the material in the last meetings or not. Here the students answered the researcher's question comprehensively and appropriately. They also used English to give their responds.

In the fifth meeting the researcher also used English to start the lesson. The researcher also used classroom English to introduce the material that the students were going to learn at the day. When the researcher asked the students some questions, they could give the responds comprehensively.

f. Giving the students chance to correct their friends and their own mistake

During the implementation of this cycle the researcher told the students that she would give them chance to give correction to their own or their friends' mistakes. Consequently, the students paid more attention thoroughly to their own and their friend's performances.

During this cycle the researcher found that the students became more aware of their speaking performances. They also tried to give correction to their own mistake and tried to speak more accurately.

In the stage of practice, especially when the students were practicing how to use the language expressions, they attempted to speak accurately. They also attempted to pay more attention to their own and their friend's performances. They were motivated to be able to give correction to mispronunciation and grammatical mistake.

(Vignette 7)

3. Reflections

The research team reflected the implementation of the actions that had been done to make decision after the implementation of this cycle based on the indicators of success. The discussion was based on the observations during the implementation, the opinion given by the students, the collaborator and the English teacher and the students' score. The following are the reflections of the implementation of the actions in Cycle II

- a. The students became more confident and more active to speak English.

During the implementation of this cycle, the researcher found that the students became more confident to speak English. They became accustomed to do the speaking activities, especially when they were playing board games. The students were not reluctant to speak. There was not any students who did not want to speak. In this cycle board games successfully improved their confidence to speak.

S : *Emm...nggak begitu grogi sih sekarang...* (Umm...I didn't feel so nervous anymore.)

R : *Kenapa soalnya?* (Why)

S : *Soalnya kita sambil maen games....jadi nggak ngerasa grogi...* (Because I learnt speaking through playing board games, so I didn't feel nervous.)

(Transcript 21)

R : *Siiiiip.... kalau dibandingin sebelumnya sama sekarang, kalau speaking lebih pede mana?* (Good job. If you compare before and after you learnt English through board games, which one shows that you are more confident to speak?)

S : *Lebih pede sekarang...* (After I learnt English through board games.)

(Transcript 24)

The use of board games in speaking activities also successfully made the students more active to speak. When the students started playing board games, the class always became noisy, because all students spoke actively and lively. They did not need to be asked to speak up. The games automatically made the students spoke more actively.

C :*Kalau pas main board games juga mereka aktif banget. Keliatan kalo mereka lebih pede buat ngomong. (.....They played board games actively. It means that they became more confident to speak.)*

(Transcript 25)

The use of classroom English also successfully made the students more active to speak. During this cycle the researcher reduced the use of Bahasa Indonesia and the Indonesian translation in the teaching and learning process. The use of classroom English also made the students give their responds in English as well. It made them more active to speak English in the teaching and learning process.

C : *Menurutku di keaktifan siswanya. Misal kamu ngomong atau nanya pake bahasa Inggris gitu mereka bisa jawab...mereka ngerti apa yang kamu omongin, walaupun nggak kamu jelasin pake bahasa Indonesia..... (I think the students became more active. When you were speaking in English, they could give responses well. They comprehend what you said, although you did not translate it into Bahasa Indonesia.....)*

(Transcript 25)

b. The students spoke more fluently.

The use of board games helped the students improved their fluency. The could speak fluidly and automatically. The researcher had interviewed the student

and also the research collaborator about the students' improvement of their fluency. The transcripts are presented below.

R : *Oke...terus, kalau pas maen board games kamu jadi lebih lancar nggak ngomongnya?* (Well. Then, when you were playing board games, do you think you spoke more fluently?)

S : *Iya jadi lebih lancar kalo dibandingin sebelumnya...* (Yes, I became more fluent in speaking than before.

(Transcript 23)

R : *Lebih lancar nggak sih mereka ngomongnya?* (Did they speak more fluently?)

C : *Menurutku lancar kok.* (I think so.)

(Transcript 25)

The other proof which shows that the students spoke more fluently is the improvement of the students' fluency score in the post-test.

Table 10: The Improvement of Students' Fluency Score

Aspect	Average Score of Pre-Test	Average Score of Post-Test
Fluency	2.66	3.13

- c. The students spoke more accurately and became aware of their grammatical mistakes.

Before the implementation of this cycle, the students' use of grammar improved, but there was an existing problem. The problem was that the students still had grammatical mistakes, when they were speaking. Therefore, in this cycle,

the students were allowed and encouraged to correct their own or their friend's mistakes.

During the implementation of this cycle, the students were more aware that they had mistake when they were speaking. This helped the students to speak more accurately. This also minimized grammatical mistakes. The researcher interviewed the student, the research collaborator and the English teacher related the improvement of the students' accuracy.

R : *Trus selama ini kan Miss Lia kasih kesempatan buat betulin kesalahan teman, nah... kalo pas kamu ngomong, trus pronunciationnya ada yang salah, atau kalimatnya salah....trus temenmu betulin gitu ada manfaatnya buat kamu nggak? (Then, so far I gave you chance to correct your friends' mistakes. When you were speaking you had mispronunciation or mistakes, then your friends gave correction, did it give you advantages?)*

S : *Ya ada lah Miss. (Yes, Miss.)*

R : *Soale...? (Why?)*

S : *Ya biar tau kalo salah, biar paham juga. (Thus, I knew that I had mistake and became more aware.)*

(Transcript 23)

R : *Kalau penggunaan grammar sama pronunciation? (How about their use of grammar and the pronunciation?)*

C : *Overall, OK. Udah bisa meminimalisir kesalahan. (Overall, it's Okay. They could minimize mistakes.)*

(Transcript 25)

ET : *Untuk cycle II ini, saya lihat ada siswa yang bisa membetulkan temannya, misal pengucapannya salah, atau keliru tobe-nya. Itu bisa diambil kesimpulan bahwa mereka lebih paham tentang grammarnya dan juga pronunciationnya. (In Cycle II, I saw that the students could corret their friends' mistake, for example, they had mispronunciation or the use of tobe was not correct. I can conclude that they were more aware of grammar and pronunciation as well.*

(Transcript 26)

The improvement of the students' score of grammar also proved that the students spoke more accurately and minimized the grammatical mistake.

Table 11: The Improvement of Students' Use of Grammar Score

Aspect	Average Score of Pre-Test	Average Score of Post-Test
Grammar	2.65	3.00

d. The students improved their pronunciation.

Before the implementation of this cycle, the researcher found that there was an existing problem related to the students' pronunciation. The students' pronunciation had improved, but they sometimes had some mispronunciation, for example, when they were practicing or making the conversation using the expressions they had learnt.

During the implementation of this cycle the researcher gave the students chance to give correction when they or their friends had mispronunciation. This reminded the students that they had mispronunciation, so they became more aware of their pronunciation. This helped them get more accurate pronunciation. The researcher interviewed the student, the research collaborator and the English teacher related the students' improvement of their pronunciation. The transcripts are presented below.

R : *Trus selama ini kan Miss Lia kasih kesempatan buat betulin kesalahan teman, nah... kalo pas kamu ngomong, trus pronunciation-nya ada yang salah, atau kalimatnya salah....trus temenmu betulin gitu ada manfaatnya*

buat kamu nggak? (Then, so far I gave you chance to correct your friends' mistakes. When you were speaking you had mispronunciation or mistakes, then your friends gave correction, did it give you advantages?)

S : *Ya ada lah Miss.* (Yes, Miss.)

R : *Soale...?* (Why?)

S : *Ya biar tau kalo salah, biar paham juga.* (Thus, I knew that I had mistake and became more aware.)

(Transcript 23)

R : *Kalau penggunaan grammar sama pronunciation?* (How about their use of grammar and the pronunciation?)

C : Overall, OK. *Udah bisa meminimalisir kesalahan.* (Overall, it's Okay. They could minimize mistakes.)

(Transcript 25)

ET : *Untuk cycle II ini, saya lihat ada siswa yang bisa membetulkan temannya, misal pengucapannya salah, atau keliru tobe-nya. Itu bisa diambil kesimpulan bahwa mereka lebih paham tentang grammarnya dan juga pronunciationnya.* (In Cycle II, I saw that the students could correct their friends' mistake, for example, they had mispronunciation or the use of tobe was not correct. I can conclude that they were more aware of grammar and pronunciation as well.

(Transcript 26)

The improvement of the pronunciation score also proves that the students' pronunciation improved. The score is presented below.

Table 12: The Improvement of Students' Pronunciation Score

Aspect	Average Score of Pre-Test	Average Score of Post-Test
Pronunciation	2.41	3.16

e. The students had more vocabularies.

During the implementation of this cycle the students had found some new vocabularies at the presentation stage and the practice stage. The students were

given the materials and the practices in different cycles. This help the students got more vocabularies.

R : *Kemampuan kamu buat speaking nambah nggak?* (Do you think your speaking skills improved?)

S : *Ya nambah sih.* (Yes.)

R : *Dalam hal apa?* (In what aspect?)

S : *Itu Miss....kosakata.* (Vocabulary.)

(Transcript 21)

R : *Kamu dapet vocab-vocab baru nggak selama ini?* (Did you get new vocabularies?)

S : *Iya...*(Yes.)

(Transcript 24)

The improvement of the students' vocabularies is also proved by the improvement of the students' score of vocabulary. The score is presented in the following table.

Table 13: The Improvement of Students' Vocabulary Score

Aspect	Average Score of Pre-Test	Average Score of Post-Test
Vocabulary	2.51	3.11

f. The students were able to use the expressions correctly.

During the implementation of this cycle the students learnt other language expressions in different topics. At the practice stage the students learnt how to use the expressions by doing semi-guided task of speaking performance. Then, at the production stage, the students made the use of the language expressions in a short conversation through playing board games. These actions helped the students

comprehend the use of the expressions and able to use them correctly. The researcher interviewed the student and the English teacher related to the students' comprehension about the material (the use of language expressions). The transcript are presented below.

-
- R : *Lebih gampang nggak kalo pake games sama video gitu?* (Do you think it's easier if you learn English using games and videos?)
 S : *Lebih gampang.* (Yes. It's easier.)
 R : *Misal kamu mau minta tolong atau minta sesuatu sama temen pake bahasa Inggris gitu tau nggak caranya?* (Do you know the way to ask for someone's help or ask for something?)
 S : *Tau Miss.* (Yes, Miss.)
- (Transcript 22)

- R : *Apakah penggunaan expressions sudah betul dan sesuai dengan fungsinya Pak?* (Did they use the expressions correctly and appropriately?)
 ET : *Penggunaan expressions sudah betul, sudah sesuai.* (Their use of the expressions was correct and appropriate.)
- (Transcript 26)
-

- g. The students participated more in the speaking activities and got more chance to speak.

The implementation of board games in the speaking activities engaged the students to speak up. All students participated more in the speaking activities. The implementation of board games demanded the students' participation. They were interested to play the games, so they had to take a part in this activity. In other words, this activity gave the students more chance to speak. The researcher interviewed some students related their participation in the English lesson.

R : *Pertama, Miss mau tanya manfaat yang bisa kamu ambil dari kegiatan bermain board games selama ini apa?* (First, I want to know what are the advantages that you get from playing board games?)

S : *Emmm....bikin semangat, soalnya gamesnya seru, nggak bikin bosan....terus bisa buat belajar bahasa Inggris juga...*(Umm....it made me enthusiastic to learn, because the games were exciting. I also learnt English through playing games.)

(Transcript 23)

R : *Kenapa nggak bosenin?* (Why it didn't get you bored?)

S : *Soalnya tu menarik, Miss...liat video-video gitu, sama main games itu aku suka, cara Miss Lia ngajar juga beda...* (Because, it's interesting, Miss. I like learning through watching videos and playing games. The way you taught us was also different.)

(Transcript 24)

Based on the transcript above, it can conclude that the students were attracted by the lesson, especially the games, so they joined the lesson very well and took more participation in the speaking activities.

After the implementation of this cycle the researcher also interviewed the research collaborator and the English teacher as the observer of this study. The transcripts are presented below.

C : *.....Kalau pas main board games juga mereka aktif banget.* (.....when they were playing board game, they were so active.)

(Transcript 25)

ET : *Secara keseluruhan lebih bagus daripada cycle I kemarin. Inilah yang dinamakan proses. Sebelumnya di cycle I memang mereka terlihat lebih aktif dalam berbicara. Di cycle II ini juga aktif.* (Generally, it's better than Cycle I. That's what we called process. In Cycle I, they were more active to speak. In Cycle II, they were also active.)

(Transcript 26)

Since the actions successfully improved the students' speaking skills and the success of the research was achieved based on the indicators, the researcher team agreed to end the research in this cycle. The change results of teaching and learning process during Cycle I and Cycle II are summarized in the following table.

Table 14: The Change Result of the Implementation of Cycle II and the Conclusion

Condition before the implementation of Cycle II	Condition after the implementation of Cycle II	Conclusion
The students became more confident and more active to speak English. When the researcher asked some questions in English, they could give responses in English as well. However, they sometimes still used Bahasa Indonesia to give their responds. They were making conversation using the expressions in a joyful way.	The students became more confident and more active to speak English. The students could give reponds comprehensively and they attempted to use English accurately, even the researcher reduced the use of Bahasa Indonesia in the teaching and learning process.	The students became more confident and more active to speak English.
The students spoke more fluently and automatically and had less frequent long breaks.	The students spoke more fluently. They could minimize long breaks and speak fluidly.	The students spoke more fluently.
The students spoke more accurately. However, there were still some grammatical mistakes.	The students spoke more accurately. They could minimize mistakes. They got more chance to correct their own or their friend's grammatical mistakes and became more aware of their use of grammar.	The students spoke more accurately.
The students improved their pronunciation. They attempted to have accurate pronunciation and their	The students improved their pronunciation. They attempted to have accurate pronunciation and their speech was	The students improved their pronunciation.

speech was comprehensible, but sometimes they still had some mispronunciations.	comprehensible. They got more chance to correct their own or their friend's mispronunciations and became aware of their pronunciation.	
The students had more vocabularies. They could gather new vocabularies in the classroom activities.	The students had more vocabularies. They could gather new vocabularies in the classroom activities. They attempted to use new vocabularies.	The students had more vocabularies.
The students were able to use the expressions correctly. They knew how to use expressions to speak based on the functions of each expressions.	The students were able to use the expressions correctly. They knew how to use expressions to speak based on the functions of each expressions. They could speak using the expressions comprehensively.	The students were able to use the expressions correctly.
The students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games. However, they seemed bored playing the same games in every lesson.	The students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games.	The students participated more in the speaking activities and got more chance to speak.

D. General Findings and Discussion

The research found the field problems at the reconnaissance step. The problems were related to the students' speaking skills. The researcher concluded that the students' speaking skills were low. The main factors that caused this problem were related to the method which did not engage the students to speak up. In addition, the teacher rarely included speaking skills. The classroom activities were only focused on reading and writing. The students were not given a

model of language and the language expressions were mostly presented in a written form. The students were also not given practices.

To solve the field problems required some actions. The researcher implemented the use of speaking board games as the main action to solve the problems. The implementation of speaking board games was combined with other actions; giving listening activities to provide the model of expressions, giving the students practices, giving feedback and prompt if necessary, using classroom English during the teaching and learning process.

In the implementation of the first cycle the researcher found that; 1) The students became more confident and more active to speak English., 2) The students spoke more fluently., 3) The students spoke more accurately, but sometimes still had grammatical mistakes, 4) The students improved their pronunciation, but sometimes still had mispronunciations., 5) The students had more vocabularies., 6) The students were able to use the expressions correctly., 7) The students participated more in the speaking activities and got more chance to speak.

The researcher reflected the implementation of the actions in the first cycle and found the existing problems to be solved in the next cycle. The existing problems were; 1) The students had still some mispronunciation., 2) The students had still some grammatical mistakes. Therefore, it required additional action that would be implemented in the next cycle to solve the existing problems. The additional action to solve the existing problems was giving the students chance to correct their friends' and their own mistake.

The researcher implemented some actions to solve the existing problems. The researcher sustained the action of using board games to teach speaking as the main action. The main action was combined with other actions, they are; giving listening activities to provide the model of expressions, giving the students practices, giving feedback and prompting if necessary, using classroom English during the teaching and learning process and giving the students chance to correct their friends' and their own mistake.

In the implementation of the second cycle the researcher found that there is improvement of the students' speaking skills. First, the students became more confident to speak English. They were not reluctant to give responses to the teacher's questions. Second, the students spoke more fluently. They had less long break, when they were speaking. Third, the students spoke more accurately. They could minimize mistakes. They got more chance to correct their own or their friend's grammatical mistakes and became more aware of their use of grammar.

Fourth, the students also improved their pronunciation. They attempted to have accurate pronunciation and their speech was comprehensible. They got more chance to correct their own or their friend's mispronunciations and became aware of their pronunciation. Fifth, the students also improve their vocabularies. Sixth, the students were able to use the language expressions they learnt to express their ideas. Seventh, the students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games.

The improvement of the students' speaking skills was also supported by the students' score. The scores were collected by conducting pre-test and post-test. The students' average score of pre-test is 10.11, while the average score of post-test is 12.4. Therefore, the students' average score increased 2.29.

After reflecting the implementation of the actions the researcher concluded the findings of the research. By conducting this research, it was found that board games improved the students' confidence and made the students more active to speak, because board games provided a comfortable atmosphere and promoted the students to be more confident. It is in line with the theory proposed by Harmer (2007: 345) that it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level.

The researcher also found that the implementation of board games which was combined with other actions improved the students' fluency. In the implementation of the actions the students did some activities, such as role play and simulations to use language expressions they had learnt. It is in line with Harmer's theory (2002: 271-274) that simulation and role play can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world.

Moreover, it is found that board games encourage the students able to use the expressions correctly, lively and communicatively. The games helped the students comprehend the materials they were learning easily. It is in line with the theory proposed by Sugar and Sugar (2002: 5) that games have an ability to

introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily. Besides helping the students comprehend the materials, games offer a context in which language is used meaningfully as a tool to reach a particular goal, as states by Hadfield (1990: vii). Moreover, Kim (1995: 35) states that games can be used to give practice in all language skills and be used to practice many types of communication.

It is also found that board games gave the students more chance to speak and improved the students' participation in the speaking activities. It is in line with the theory about the advantages of using games proposed by Wright et al (1994: 1) that games help and encourage many learners to sustain their interest and work. Furthermore, Huyen and Thu Nga (2003) states that games keep learners interested and participate actively in the learning activities. Kim (Kim, 1995: 35) also states that games encourage students to interact and communicate.

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. CONCLUSIONS

The research was conducted to solve the problems related to speaking skills through speaking board games. The research consists of some steps. They are reconnaissance, actions which consist of planning, implementations and reflections. By conducting this research, it was found that:

1. The use of speaking board games to teach speaking which was combined with other actions improved the students' confidence and made the student more active to speak, because the games provided a friendly atmosphere in which the students could learn to use language expressions in a joyful way.
2. The use of speaking board games to teach speaking which was combined with other actions improved the students' fluency. Through playing speaking board games the students could learn how to use the language expressions effectively and communicatively. When the students were playing board games they were not interrupted by the researcher. Before playing board games the students were given some activities to improve their fluency.
3. The use of speaking board games to teach speaking which was combined with other actions improved the students' accuracy. Before playing board games, the students did some activities in which they could improve their accuracy. When they were playing the games, they learn how to use the language expressions and learn how to speak communicatively using the language expressions with correct grammar. In this group activity, the students also

could give correction to the grammatical mistakes each other. After the students playing board games, they got feedback which also helped them improve their accuracy.

4. The use of speaking board games to teach speaking which was combined with other actions improved the students' pronunciation. Before playing board games the students did some activities in which they could improve their pronunciation. They also got the model of language in the spoken form, so they could get accurate pronunciation. When they were playing board games, they learnt how to use the language expressions and learnt how to speak communicatively using the language expressions with the right intonation and pronunciation. The students also got feedback which also improved their pronunciation.
5. The use of speaking board games to teach speaking which was combined with other actions improved the students' vocabulary. The implementation of the speaking board games engaged the students to learn the language expressions in different topics. Thus, they could learn and gather new vocabularies. Besides, the students also did some tasks in which they could gather new vocabularies.
6. The use of speaking board games to teach speaking which was combined with other actions made the students able to use the expressions correctly. Before playing board games the students had some activities in which they got the model of language expressions in the form of spoken text and learn how to use them. Board games helped the students comprehend the materials about

the use of language expressions they were learning easily. They also could learn how to use the language expressions orally, joyfully and communicatively.

7. The use of speaking board games to teach speaking which was combined with other actions gave the students more chance to speak and improved the students' participation. Before playing board games the students did some activities, such as making a short conversation using the expressions they had learnt, interviewing, etc. Playing board games engaged the students to speak up. When the students were playing the games, all of them had the same proportion to speak. In addition, in the implementation of board games to teach speaking, the teacher was not dominant to speak.

B. IMPLICATIONS

There are some implications due to the result of this research. The implications of the actions are presented below.

1. It is found that board games could create a friendly atmosphere and encouraged the students to get more confidence. Therefore, it is important to create a friendly atmosphere in speaking activities to make the students more confident to speak up. As the students with the low speaking skills usually do not feel confident and want to feel comfort when they are speaking.
2. That board games could improve the students' fluency implies that it is important to give the students activities which can improve their fluency, as it is one of criteria of good speaking skills. It is also important to letting the

students speaking without interrupting even giving them direct feedback, because it will disturb them to speak fluently.

3. It is found that board games could improve the students' accuracy. Thus, it is important to give the students activities which improve the students' accuracy. It is also useful to give the students chance to correct their own and their friend' mistakes to make them more aware of their accuracy.
4. It is found that board games could improve the students' pronunciation. It implies that it is important to give activities which improve the students' pronunciation, such as giving the students the model of pronunciation which is in the spoken form, so the students can listen directly and attempt to have accurate pronunciation. It is also useful to give the students chance to correct their own and their friends' mispronunciation to make them more aware of their pronunciation.
5. It is found that board games could improve the students' vocabulary. Therefore, it is important to provide activities or texts in different topics in which the students can gather new vocabularies.
6. It is found that board games could help the students to learn how to use language expressions easily, joyfully and communicatively. Thus, it is important to give the students activities, especially oral activities in which they can learn how to use language expressions communicatively in easy and joyful way. Board games can be an appropriate oral production activity for the students to use the language expressions effectively.

7. It is found that board games could improve the students' participation. Therefore, it is important to provide activities which engage the students' participation in the speaking activities and give them more chance to speak, such as playing board games which attracts the students' attention and make them enthusiastic to join the lesson.

C. SUGGESTIONS

After conducting the research, the researcher gives several recommendations for the English teacher, the students, and other researchers.

1. For The English Teacher

It is suggested to English teacher, especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students speaking even they have mistakes without any interruption (i.e. giving feedback or correction). While in the activities which work on accuracy, teacher may give feedback or correction to the students' mistakes directly or indirectly. In the speaking activities teacher should properly give the students model of language as the input, which was in the spoken form. After presenting the model of language teacher should also provide adequate practices before going to the production stage. In applying speaking activities teacher should consider which activities that engage the students' participation and give the students more chance to speak.

Games are the example of activities which attract the students and engage them to speak up.

2. For The Students

In English lessons, it is suggested that students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their performance, so they can speak more accurately.

3. For Other Researchers

It is suggested for other researchers who will conduct the similar research to improve and explore other kinds of teaching speaking techniques. If they will use board games to improve speaking skills, it is suggested to vary the topics and make the board games in more professional and sophisticated form, for example making them in 3D version with complicated routes to make them more attracting and challenging. To conduct research which focused on other language skills, board games can be adapted to other English teaching materials (not only language expressions, but also functional texts or genre texts).

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VIGNETTE

Vignette 1

Activity	: Conducting classroom observation
Date	: Tuesday, 10 th December, 2013
Time	: 09.50-11.20 am
Participants	: English teacher, students of VIII A, researcher

The teacher came to the classroom and asked the students to rearrange the students' seats and tables. Then the students arranged their tables and seats. It took about five minutes. After that, he greeted the students. "*Good afternoon, students.*" "*Good afternoon, Sir.*" "*How are you today?*" the teacher greeted. "*I'm fine.*" The students gave response, but seemed languid. Then, he greeted the students using another expression of greeting. "*How's life?*" The students did not know the meaning of the expression. "*How's life itu sama seperti how are you.*" said the teacher. "*Oooooh.....*" the students understood. He also gave the other expressions of greeting, such as *how are you doing*, etc. and explained them one by one.

Then, the teacher checked the students' attendance, by calling them one by one using attendance list. There are 34 students in class VIII A, but two of them were absent. Next, he asked the students why Nuzul and Reihan didn't attend the class at the day. "*Do you know why Nuzul and Reihan are absent today?*" They gave response in English. "*Nooo....*" In the teaching learning process the teacher used 45 % English, however the students are reluctant to speak English. They seemed shy and didn't know the right expressions to say/to express their ideas. They often used Bahasa Indonesia to speak and to answer the teacher's questions. They also often asked their friends to help them answer the teacher's questions. Then, the teacher asked a question to Praba: "*Is Bella beautiful for you?*". Then Praba seemed shy to answer the question. Some other students laughed. Then, he also gave other expression about describing person: "*Praba is handsome, fat, and clever.*" Praba just smiled and silent. Then he asked the other student by saying "*What do you think about Nuzul?*". The student said "Nuzul is....very good person". The student responded in English, but still had mispronunciation. He also had less varied vocabulary. In the speaking activities, the students did not fully participate and looked passive. There were only few students who brought an English dictionary. Consequently, they had difficulties in finding the meaning of English words. They were not given a model in the speaking activities.

The teacher asked the students to open their handouts he gave in the previous meeting. The teacher often asked the students to copy the materials. He asked the students to discuss about the material from the handouts. Most of the students gave their attention to him explaining the material. Sometimes there were some students who talked each other. At the day, he explained the materials which are related to the next final examinations and discussed them with the students.

The teacher explained about degrees of comparison. He asked the students some questions related to the material about degrees of comparison. There were few students answered the questions, because the students were still not sure

about their ideas. They also didn't know how to express their ideas using the right expressions.

Then the teacher asked the students to answer a number of questions in the handouts by writing down the answer on the white board. Most students were reluctant to do this, so that the teacher had to invite, to support, and to encourage them first.

After discussing the students' answers on the white board, the teacher asked the students to study hard and to make a good preparation to pass the examination. Then he ended the lesson by asking the students to say a prayer and leave taking.

Vignette 2

Activity	: Conducting pre-test
Date	: April 14 th , 2014
Time	: 08.50-10.20 am
Participants	: English teacher, students of VIII A, researche, research collaborator

The researcher, the teacher, and the research collaborator came in the class VIII A. Then, the researcher and the collaborator prepared everything needed to conduct the pre-test. The researcher started the lesson by greeting and introducing herself to the students. She also explained what she and the students were going to do at the day and the next meetings.

Before the researcher started the lesson, there was a destructor from outside the classroom. There was another teacher from another class who wanted to take a table in class VIII A, because in her classroom there was a student who didn't have any table to study in the class. So, the students if VIIIA, the English teacher, the researcher, and the collaborator had to help her by giving what she needed. Some students had to rearrange the table in class A and the other two students took the table outside the classroom and laid it to her classroom.

Then the researcher started the pre-test. The researcher has determined the technique for the oral production assessment that is guided interview. The interview was about the topic of asking for, giving and denying information; asking for and giving opinion; agreeing and disagreeing; requesting; and offering. The researcher asked the students to choose their partner. Then she asked some questions to the students in pairs. The assessors of this oral production were the researcher (rater 1), the English teacher (rater 2), and the research collaborator (rater 3).

When the researcher was interviewing the students, there were many students who didn't comprehend the question, so they gave the wrong responds. Sometimes the researcher had to explain it first or to translate it into Bahasa Indonesia. In giving the responds or answering the questions the students frequently had mispronunciation, less vocabularies, and sentences which were not grammatically correct. When the researcher was interviewing some students, the other students talked each other, so that the class was very noisy. It disturbed the interview.

After all the students were already interviewed, the researcher explained something related to what she and the students were going to do in the next meetings. Then she ended the lesson by leave taking.

Vignette 3

Activity : Conducting Cycle 1-Meeting I
 Date : April 15th, 2014
 Time : 09.50-11.20 am
 Participants : English teacher, students of VIII A, researcher, research collaborator

The researcher came into the classroom and started the lesson. “*Assalamu ‘alaikum warrahmatullahi wabarakatuh*. Good morning everybody. How are you doing?” “Fine.....”. Some students gave response, but seemed not sure whether their respond is correct or not. Then she checked the students’ attendance. “Who is absent today?” . The students replied “*Nihil*, Miss”. “*Nihil*? Nobody?” she asked. “Yes....” they answered. “Okay. Before we start our lesson today, let’s pray together, shall we?”

After doing the classroom routines, she told the students what she and they were going to do at the day. She also introduced the topic of the day and invited the students to discuss something related to the topic before they go to the next classroom activities. “Well. When you want to know your friend’s name, what will you do?” “*Nanya* Miss...” a student answered. “Very Good. You have to ask his/her name. It means that you ask an information, right?” “Yes.....” they answered. “That’s what we are going to learn today.

Then, she presenting the expressions of asking for/giving/denying information by playing the recording. It contained some short conversations. Then she asked the students to listen carefully to the conversation. After that, the students were asked to identify the expressions. The researcher gave them a task. It consisted of some questions related to the recording that the students had to answer. The questions aimed to asked the students to identify the expressions of asking for information, giving information and denying information. After identifying the expressions the students were given the other expressions asking for information, giving information, and denying information.

The next activities presenting the model of pronunciation in the spoken form, then the students repeated it. The researcher used Cambridge Electronic Advanced Learners English Dictionary available in her laptop. Then she played the sounds of pronunciation of some English words one by one, then asked the students to repeat. Afterwards, the students were asked to find the Indonesian equivalent of the words. The researcher allowed the students to use their dictionary. Afterwards, the students were asked to answer some questions orally and did this reciprocally with their partners. Then, the students were asked to complete the sentences to make a good dialogue. Then, they discussed it with the researcher. The students were also asked to make interview their friends using a table to help them doing this. The class became noisy, because all students were talking each other.

After doing the tasks, the students are invited to play speaking board games. First of all, the researcher had to explain it first. She explain the rules of the game,

the feature of the game, etc. She also invited the students to ask a question if they did not know something related to the rules of the game. After that the researcher divided the students into some groups and distributed the game kit to the groups. Then, the students started playing the game. Suddenly, the class became very noisy, because the students talked each other and they seemed excited in enjoying the game. Most students were not reluctant to speak English in playing the game, however there were few students who seemed still shy to speak. The researcher moved to one group to another to monitor and to observe them playing the game and also to explain something when the group asked a question or found some difficulties. She moved to one group to another. They were playing the game enthusiastically. She also noted the students' mistakes so that she could explain to the students and give feedback in the end of the class.

When the other groups were still playing the game, there was a group who had finished the game, because all of the player succeed to achieve the goal. However, the researcher did not permit them to go outside or to disturb other groups. The researcher asked them to discuss about how they played the game and how they felt about the game. The bell rang. It means that the lesson came to the end. There were some groups who had not finished the game yet. The researcher asked them to submit the game kit and end the lesson, because the teacher of the next class was waiting for the end of the English class. However, the researcher invited the students to play the game next time. Then, she ended the lesson and left the classroom.

Vignette 4

Activity : Conducting Cycle 1-Meeting II

Date : April 22th, 2014

Time : 09.50-10.35 am

Participants : English teacher, students of VIII A, researcher

The researcher came to the class and started the lesson. *Assalamu 'alaikum warrahmatullaahi wabarakaatuh*. Good morning students, how are you?" "I'm fine..." the students answered. "I'm glad to see you again. Is everybody here?" the researcher asked. The students were silent. "Is everybody here? *hampir sama seperti* who is absent today. Is everybody here?" the researcher repeated. "Yes.....". "Okay, students. Do you still remember what we learnt last meeting?. *Ada yang masih ingat?*" "asking for information...." a student said. "Right. What's the other?" "giving information.....denying information...." the students answered. "You all are excellent. It's easy right?" "Sometimes easy, Miss." a student replied.

Then the researcher introduced the topic of the material of what the students were going to learn at the day. Then, the researcher played a video containing the expressions of asking for an opinion and giving an opinion. She asked the students to listen carefully and identify the expressions of asking for opinion and giving opinion in the video.

After the the students watched the video, the students were given some questions related to the video, then discussed it with the researcher. Next, the

researcher presented the other ways to ask for an opinion and to give an opinion in the form of written text. Then she explained the materials.

The next activities presenting the model of pronunciation in the spoken form, then the students repeated it. The researcher used Cambridge Electronic Advanced Learners English Dictionary available in her laptop. Then she played the sounds of pronunciation of some English words one by one, then asked the students to repeat. After that, the researcher asked the students to find the antonyms of some words. The students were allowed to use dictionary.

The next task is completing some sentences with an adjective or adjective phrase. This task was done individually. Then, they discussed it with the researcher. The next activity was done orally. The researcher showed some pictures in the form of slide presentation. The pictures are about some phenomena. The students were asked to spontaneously say what on their mind was when they saw the pictures. They did this activity very well. Afterwards, the students were asked to complete a dialogue using the expressions they had learnt and discussed it with the researcher. After doing the task, the students were given the other task. In this task, the students were asked to make a short conversation using the expressions of asking for and giving opinion based on the pictures. They did this task with their partners. They could do the task reciprocally with their partners. The class became noisy, because all students were talking each other.

Afterwards, the researcher invited them to play the speaking board games. At the day, the students played speaking board games in the different topic, however the games generally has the same rules. The students enjoyed the games very much and made the class very noisy. Sometimes they laughed, because their friend got such a punishment in playing the game.

After they had finished playing the game, the researcher asked them to collect and submit the game kit. In the end of the lesson the researcher invited the students to make a conclusion of what they have learnt at the day and gave them feedback of their mistakes they had done when they were playing board games. Before the researcher ended the lesson, the researcher asked a question to one of the students. "Okay. I will ask Cindy's opinion. Cindy, What do you think about Mr. Joko Widodo?" Cindy looked puzzle, but started to answer the question. "Ummm...He is...a good.....umm.... a good....." "Leader?" the researcher prompted. "Yes..." she replied. "Okay, once more please, Cindy. *Coba diulangi*" "He is a good leader." she answered. "Good job, Cindy." said the researcher. She also reminded them to study at home. Then, she ended the lesson and left the class.

Vignette 5

Activity	: Conducting Cycle 1-Meeting III
Date	: April 28 th , 2014
Time	: 08.50-10.20 am
Participants	: English teacher, students of VIII A, researcher, research collaborator

The researcher came to the classroom and greeted the students. “Good morning, students. How’s life?” “Fine.....Miss.” they replied. “Really fine? Have you got breakfast?” she asked. “Not yet.....not yet....” they replied. “Well, is there anybody absent today?” “Adis, Miss....”. “anyone else?”. “Alfa...”. “Okay. Why they didn’t come to the class today?”. “*Itu lho Miss....persiapan buat latihan tingkat Miss...*” a student replied. “Oh...I see. Okay, everybody let’s start our lesson today. Are you ready?”. “Yes.....”.

The students were going to learn about agreeing and disagreeing at they day. The researcher invited the students to discuss about the material. The researcher gave them an example of a context in which they have to agree or disagree with something. “What’s the meaning of agree?” the researcher asked. “*Setuju....*” some students replied. “Right. How about “disagree”?” “*Tidak setuju.....*” the students replied. “Okay students, for example, in this globalization era children have to learn how to use internet. Do you agree with this?” “Yess....”. “No.....” The students had different answers. “Okay, class. Today, we are going to learn how to agree or to disagree in English. I’ll play a recording. Please, listen carefully and find the expressions of agreeing and disagreeing. Let’s see.” Then the researcher played the recording. Then, the students were given some questions that they had to answer based on the video. Then they discussed it together.

After the researcher and the students had a discussion about the expressions of agreeing and disagreeing in the video, the researcher present the oher ways to agree and to disagree with someone’s opinion. The researcher gave them the materials in the form of written text.

The next activities presenting the model of pronunciation in the spoken form, then the students repeated it. As she did in the previous meetings, the researcher used a electronic English dictionary provided the sounds of the pronunciation of the words then asked the students to repeat. After that, the researcher asked the students to find the antonyms of some words. The students were allowed to use dictionary.

Then, the researcher showed some pictures related to some issues. The students were asked whether they agree or disagree with the opinions. The students had to say spontaneously. The next task was completing some sentences to make a good dialogue. Then, they had a classroom discussion with the researcher. Then the researcher asked some students to perform the dialogue. Next, the students were given an individual task. In this task, the students were asked to give response whether they agree or disagree with the opinions provided and give the reason. After they had finnished it, they had a discussion with the researcher. Then, they were asked to make a conversation using the expressions they had learnt. The students had to interview their friends randomly. They could use the table available to make the report of their interviews. Suddenly, the class became noisy, because all students moved around and interviewed each other.

Then, the students are asked to play speaking board games. At the day, the students played speaking board games in the different topic. The topic is about hot issues. They talked based on the topic using the expressions of agreeing and disagreeing which they had learnt. Some students thought that some punishment such as “back to start” was so terrific. However, the students played the games

very well. They followed the rules and participated in the speaking activities. They spoke using the right expressions. After they had finished playing the game, the researcher asked them to collect and submit the game kit. Then she invited the students to take a conclusion. She also gave them feedback of their mistakes they had done when they were playing board games. Then she ended the lesson.

Vignette 6

Activity : Conducting Cycle 2-Meeting IV
 Date : May 5th, 2014
 Time : 08.50-10.20 am
 Participants : English teacher, students of VIII A, researcher, research collaborator

The researcher came to the classroom and started the lesson. She greeted the students. “Good morning, everyone.....” the researcher greeted. “Good morning, Miss.” they replied. “Well. Before we start our lesson today, I will checked the attendance first. Is everybody here?”. “Yes.....” they replied. “Great. Um.....do you still remember what we have learnt in the last three meetings?”. “Yes.....”. “What we have learnt?” asked the researcher. The students gave the answer very well.

After the researcher and the students had a discussion about the materials they had learn in the last three meetings, the researcher introduced the material that the students were going to learn. At the day they were going to learn how to make a request and how to respond it. The researcher gave an example by asking one student to do something.

Next, the researcher showed some videos containing the expressions of request. The students were asked to pay attention to the video and to identify the expressions. Afterwards, the students were given a task. Here they had to answer some questions related to the video then discussed it with the researcher. After the students had a discussion, the researcher presented the other ways to make a request and the other ways to respond it. She gave the materials in the form of written text.

The next activities presenting the model of pronunciation in the spoken form, then the students repeated it. The researcher used Cambridge Electronic Advanced Learners English Dictionary available in her laptop. Then she played the sounds of pronunciation of some English words one by one, then asked the students to repeat. She also told the students that it is very important to be aware of the pronunciation. Therefore, she asked the students to be more aware and pay more attention to their pronunciation. She also helped the students when they found difficulties in pronouncing some English words, eventhough they had listened directly to the way the native speaker pronounces the words. After that, the researcher asked the students to find the Indonesian equivalent of some words. The students were allowed to use dictionary.

Afterwards, the students were given some activities. The next activity was completing sentences based on the pictures. Then, they discussed it with the

researcher. The students were also asked to complete the sentences to make a good dialogue and discussed it together. The last practice was also done orally. The students were asked to make a short conversation with their partner using the expressions they had learnt. The students were given the situations to make short conversation. The researcher also reminded them to be more aware of their performance. She also invited them and allowed to correct their own mistakes or their friends' mistakes.

After the students finished doing the practices, then the researcher invited them to play speaking board games. The students played the game very enthusiastically and lively, although that was the fourth time they played board games. Consequently, the class became noisy and crowded. After all groups had finished the game, the researcher asked the students to submit the game kit.

Before the researcher ended the lesson, she invited the students to make a conclusion of what they had learnt at the day and gave them feedback of their mistakes they had when they were playing board games. Then, she ended the lesson and left the class.

Vignette 7

Activity : Conducting Cycle 2-Meeting V
 Date : May 6th, 2014
 Time : 09.50-11.20 am
 Participants : English teacher, students of VIII A, researcher, research collaborator

The researcher started the lesson by *salam* and greeting. “*Assalamu ‘alaikum warrahmatullaahi wabarakaatuh*. Hi everybody.....How are you today?”. “I’m fine.....” said the students. “Just so so, Miss....” a student shouted. “Well. Today we are going to play board games again, but before we start playing the game, I will introduced the material first.” Said the researcher. The students looked so happy, because at the day they would play board games again.

Then the researcher introduced the material that they were going to learn at the day. The students and the researcher had a small discussion related to the topic of the material. Then, the researcher showed a video containing the expressions that the students were going to learn. The students watched the video and identified the expression of offering. Afterwards, the students had a discussion with the researcher. The researcher also presenting the other ways to make an offer and how to respond to an offer in the form of written text.

The next activities presenting the model of pronunciation in the spoken form, then the students repeated it. The researcher used Cambridge Electronic Advanced Learners English Dictionary available in her laptop. Then she played the sounds of pronunciation of some English words one by one, then asked the students to repeat. After that, the researcher asked the students to find the Indonesian equivalent of some words. The students were allowed to use dictionary.

After presenting the material, the the students had some activities. First of all, the students were asked to complete some sentences based on the pictures.

After the students finished their work, they discussed it with the researcher. Then, the students were also asked to complete sentences to make a good dialogue. After they discussed it together, they had to do such an interview. The students were asked to interview their friends randomly. They could use the table provided to help them to make the report of the interview. When the students were interviewing each other they had to use the expressions of offering and how to give the respond correctly. This made the class noisy, because all of them were talking each other.

Then, the students were invited to play speaking board games. After the researcher explained the rules briefly, the students were allowed to start playing the games. The researcher moved around to the groups when they were playing the game to monitor and to observe them playing the games. The students played the games enthusiastically although it was the fifth time they play that kind of the game. They played the games very well. They also used the expressions correctly. At the day they could minimized mistakes. The students also tried to correct their own mistakes and their friends' mistakes.

Then, before the researcher left the class, she invited the students to take a conclusion of what they had learnt at the day and gave them feedback of their mistakes they had done when they were playing board games. She also reminded them to study and study. then the researcher ended the lesson and left the class.

Vignette 8

Activity	: Conducting post-test
Date	: May 12 nd , 2014
Time	: 08.50-10.20 am
Participants	: English teacher, students of VIII A, researche, research collaborator

The researcher, the teacher, and the research collaborator came in the classroom. Then, the researcher and the collaborator prepared everything needed to conduct the pre-test. The researcher started the lesson by greeting and led the prayer. Then, she explained briefly what they had to do in the post-test. She also asked the students whether they were ready or not to perform their conversation. The students and the researcher had drawn the turn for each groups.

The students were ready to join the post-test and show their performance. They would show their conversations in different topics. They had to use language expressions they had learnt. The assessors of this oral production were the researcher (rater 1), the English teacher (rater 2), and the research collaborator (rater 3).

When the first group were showing their performance, the three raters paid attention to the group's performance and started assessing. The other students sometimes talked each other. Therefore, the researcher asked the other students to be quiet and pay attention to the group's performance.

All groups had shown their performance very well. Some groups were very entertaining and well-prepared. They also used properties to support their groups' performance.

After all groups had already shown their performance, the researcher gave some feedback related to their mistakes they had when they were showing their performances. Then, the researcher announce the group which had the highest score of the performance. She gave a reward to the group. She also gave some gifts for all students of VIII A. Because of that was the last meeting, the researcher took leave. She did not forget to thank them for being cooperative in this study and suggest all the students to study hard and never give up. She ended the lesson by leading a prayer. Then, the researcher, the research collaborator and the English teacher leave the class.

INTERVIEW TRANSCRIPTS

Interview 1

Date : 6th December, 2013

Time : 09.45

Place : Outside IX classroom

Participants : Researcher (R), English Teacher (ET)

Transcript :

R : *Permisi Pak, saya Lia mahasiswa PBI UNY, saya mau penelitian di kelas Bapak. Tadi saya sudah menemui bapak kepala sekolah, suratnya sudah masuk ke TU, Pak.*

ET : *Oya...temennya mbak Agatha ya? gimana?*

R : *Oh...mungkin beda kelas atau angkatan mungkin...Gini Pak, saya kan mau bikin PTK di kelas dua, saya mau observasi dulu ke kelas Bapak, kan buat nyari problems-nya dulu gitu maksudnya, Pak.*

ET : *Oh ya...saya kelas dua ngajarnya di kelas 8A, sama 8D, selain itu saya ngajar kelas 9 semua. Besok Selasa saya di 8A mbak.*

R : *Oh,,,ya kalo gitu saya besok observe dulu di kelas 8 A kalo gitu, Pak?*

ET : *Oh ya ya bisa...besok langsung masuk kelas saja. Baru observasi dulu to?*

R : *Iya, Pak....observasi dulu.*

ET : *Oh....ya ya...*

R : *Ya sudah, kalo gitu saya pamit dulu, Pak...maaf jadi ganggu kelas Bapak...terimakasih banyak ya Pak, sudah dibolehin penelitian di sini.*

ET : *Iya....mbak, sama-sama.*

Interview 2

Date : 10th December, 2013

Time : 09.55

Place : Teachers' office

Participants : Researcher (R), English Teacher (ET)

Transcript :

R : *Permisi, Pak...mau tanya-tanya sama Bapak terkait kegiatan pembelajaran di kelas Bapak. Tadi kan saya sudah observasi...tapi saya mau tanya ke Bapak supaya dapat informasi yang lebih detail gitu Pak...*

ET : *Gimana.....gimana...?*

R : *Skill apa yang sering Bapak ajarkan di kelas?*

ET : *Biasanya saya ajarkan reading, itu yang paling sering. Karena begini Mbak, guru itu punya kewajiban untuk mempersiapkan siswa supaya mereka siap menghadapi ujian nasional. Jadi perlu diajarkan materi-materi yang ada di ujian nasional ketika mereka masih di kelas 8 ini. Sedangkan di ujian nasional nanti kan banyak sekali jenis-jenis teks yang keluar, jadi saya ajarkan reading supaya mereka familiar dengan teks-teks itu dari sekarang.*

R : *Emm....gitu ya, Pak....kalau skill yang lain, Pak?*

ET : *Skill yang lain biasanya writing, kalau listening sama speaking saya jarang ajarkan.*

R : *Soalnya kenapa, Pak?*

ET : *Karena kurang memungkinkan, di sini lab.bahasa-nya tidak bisa dipakai...banyak alat yang rusak. Kemudian kalau di kelas itu kadang*

- speakernya kurang jelas. Apalagi harus menyiapkan peralatan-peralatan dulu....itu bisa memakan waktu juga.*
- R : *Kalau skill yang paling lemah apa, Pak?*
- ET : *Paling lemah...speaking menurut saya. Kalau reading, listening, writing itu kalau dites kemampuannya cukup bagus.*
- R : *Menurut Bapak, kalo speaking anak-anak itu...kesulitannya di mana, Pak?*
- ET : *speaking.....biasanya di grammar itu Mbak....he-eh....*
- R : *Oh...grammar. Apakah anak-anak susah mau mengatakan sesuatu dalam bahasa Inggris, Pak?*
- ET : *Iya...iya. susunannya juga masih belum betul, verb-nya...kemudian subject itu harusnya bagaimana...seperti itu.*
- R : *Emm....terus siswa kalau misalnya mau ngomong ini...tapi nggak tau bahasa Inggrisnya gitu ya, Pak?*
- ET : *Iya...Sebenarnya kalo saya lihat mereka itu cerdas mbak, ketika diuji...ujian semester begitu nilainya bagus-bagus...Cuma untuk berbicara dalam bahasa Inggris memang agak susah. Mereka masih malu, masih takut, begitu.*
- R : *Betul Pak...tadi juga saya lihat mereka masih malu, takut, masih harus dipancing-pancing dulu gitu... itu pun juga nggak semua siswa langsung bisa ngomong walaupun dipancing ya Pak? Jadi kurang aktif ya Pak?*
- ET : *Iya betul kurang aktif..*
- R : *Emmm....terus selain itu, apalagi Pak, kesulitan yang sering dialami anak-anak?*
- ET : *Ya.....vocab saya rasa juga perlu ditingkatkan itu mbak, pelafalan juga,...ya begitu kalo speaking memang kurang aktif mereka, masih harus ditingkatkan.*
- R : *Oh...kalo Bapak sendiri, sebelumnya kalo ngajar speaking kegiatannya seperti apa?*
- ET : *Biasanya percakapan mbak...kalo ndak ya....diskusi.*
- R : *Oh....dialog ya, Pak? Dipraktikin gitu ya?*
- ET : *Iya....tadi kan saya tanya-tanya juga gitu to, saya ajak diskusi...kalo dialog biasanya saya suruh buat dulu mereka...terus ditampilkan di depan kelas...*
- R : *Lancar gitu nggak Pak ngomongnya?*
- ET : *Kurang lancar...masih plegak-pleguk kalo istilah Jawa-nya.*
- R : *Bapak sering pake LCD buat ngajar gitu Pak, khususnya speaking ?*
- ET : *Jarang saya pake mbak...*
- R : *Kalo media gitu, Pak?*
- ET : *Jarang juga saya mbak...saya lebih sering ambil materi dari buku, kemudian LKS...atau dari materi lain yang saya punya...*
- R : *Oh....gitu, ya sudah Pak, mungkin itu dulu, maaf saya jadi lama ngobrolnya... terimakasih banyak ya Pak.*
- ET : *Ya mbak Lia....nggih, sama-sama...*

Interview 3

Date : 10th December, 2013

Time : 12.15

Place : Outside the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Permisi, dek... ini dengan dek...siapa? siapa namanya?*S1 : *Cindy...*R : *Oh...Cindy, satunya...?*S2 : *Tita....*R : *Gini, mbak mau tanya nih... kalian suka nggak sama bahasa Inggris?*S1 : *Emm.....ya lumayan mbak, hehe...*R : *Kalo Tita....gimana?*S2 : *Sama mbak, hehe...*R : *Merasa kesulitan nggak waktu belajar bahasa Inggris?*S1 : *Ya sulit mbak....*R : *Sulitnya di mana?*S1 : *Nggak tau artinya mbak....banyak kata-kata yang susah gitu...*R : *Oh....kalo Tita apa?*S2 : *Iya mbak, sama...terus kalo misal mau nulis apa ngomong gitu suka nggak tau caranya...bahasa Inggrisnya gimana gitu nggak tau...*R : *Oh...gitu...kalo disuruh ngomong gitu gimana?*S1 : *Malu mbak...takut salah....*R : *Hehe...biasanya ngapain kalo speaking emang?*S2 : *Suruh niruin Bapaknya*R : *Emm....oke oke....ya udah kalo gitu makasih ya...*

Interview 4

Date : 10th December, 2013

Time : 12.20

Place : Outside the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Misi...mbak mau wawancara kalian sebentar, boleh ya...*S1 : *Lama juga nggak papa mbak...hahaha*R : *Hehe...gini, mbak mau tanya, kalo belajar bahasa Inggris sulitnya di mana?*S1 : *Grammar.....*R : *Grammar....ya, selain itu?*S1 : *Opo fal....? hehehe*S2 : *Kalo....aku....banyak kosakata yang nggak ngerti mbak...*R : *Kalo waktu speaking....sulitnya di mana?*S2 : *Ya....bingung gitu lho mbak....mau ngomong apa tu bingung...nggak tau bahasa Inggrisnya...*R : *Kalo disuruh ngomong pake bahasa Inggris gitu gimana?*S1 : *Ya...grogi juga sih mbak....kurang pede...*

Interview 5

Date : 10th December, 2013

Time : 12.23

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Permisi, Praba...*

S : *Iya...*

R : *Praba, tadi kan di kelas Pak Kantet tanya sama kamu pake bahasa Inggris gitu...*

S : *He-em...*

R : *Tadi mbak liat kok kaya ragu-ragu apa malu gitu kenapa?*

S : *Habis bingung mbak...mau bilang apa, ditanyain gitu...*

R : *Groggi? Nggak pede?*

S : *Ya...bisa dibilang gitu.*

R : *kalo di kelas biasanya kegiatannya ngapain sama Pak Kantet?*

S : *Nyatet. Paling sering tu nyatet.*

R : *Trus apa lagi selain nyatet? Kalo speaking gitu misalnya...*

S : *Bapaknya bacain apa gitu trus suruh niruin....*

R : *Bapaknya kalo ngajar sering pake bahasa Inggris apa nggak?*

S : *Emmm...jarang sih mbak, kalo baru jelasin pake bahasa Indonesia...*

R : *Oh....ya udah, gitu aja. Makasih banyak ya, Praba....*

Interview 6

Date : 10th December, 2013

Time : 13.45

Place : Outside the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Dek, kalo di kelas tu kegiatannya ngapain biasanya?*

S : *Nyatet, baca teks trus njawab pertanyaan gitu biasanya mbak...*

R : *Oh....speaking gitu, ngapain biasanya?*

S : *Kayaknya malah belum pernah speaking tu mbak...paling kalo speaking niruin Bapaknya gitu....*

R : *Emm...jarang ya...*

S : *Iya....Bapaknya tu sibuk mbak....sering ditinggal gitu jadinya.*

Interview 7

Date : April 15th, 2014

Time : 10.30

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Tadi kan Miss Lia memutar percakapan to di awal-awal tadi? Itu membantu nggak?*

- S : *Membantu Miss.*
 R : *Membantunya gimana?*
 S : *Nambah kosakata, trus....bisa belajar cara ngucapinnya gimana*

Interview 8

Date : April 15th, 2014
 Time : 10.50
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Tadi kan Miss Lia nunjukin video, itu ada manfaatnya nggak buat kamu? Kalau ada, apa?*
 S : *Emm...manfaatnya tu...apa ya...emm...kita dikasih tau kalimatnya gitu lho, maksudnya...aduh gimana ya...dikasih contohnya gitu lho Miss...*
 R : *Trus kamu jadi tau nggak 'Oh...jadi kalau mau nanya ini tu...bilangnyanya gini...nanya itu bilangnyanya gitu...nggak?*
 S : *Iya...jadi tau.*
 R : *Kalau misalnya nggak pake video gimana? Miss Lia langsung kasih tau di kertas...gini lho kalimat-kalimatnya kalau mau tanya pendapat....kaya gitu? Lebih...lebih baik denger langsung lewat video atau cuma ditunjukin aja gitu?*
 S : *Lebih enak pake video.*
 R : *Oya...? soalnya?*
 S : *Soalnya ya...bisa denger langsung, terus bisa lebih ngedong kalo pake video*

Interview 9

Date : April 15th, 2014
 Time : 10.58
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Tadi Miss kasih latihan pronunciation pake kamus Cambridge, menurut kalian ada manfaatnya nggak?*
 S : *Ada*
 R : *Manfaatnya apa...?*
 S : *Kalo pake kaya gitu kan lebih jelas, kan langsung bisa dengerin trus bisa tau caranya ngucapinnya.*

Interview 10

Date : April 15th, 2014
 Time : 11.04
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Kalau kalian latihan pronunciation pake kamus Cambridge tadi gimana? Lebih gampang nggak?*

- S : *Lebih gampang Miss.*
 R : *Kenapa kok lebih gampang?*
 S : *Soalnya bisa denger langsung, jadi lebih jelas.*

Interview 11

Date : April 15th, 2014
 Time : 11.08
 Place : outside the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Waktu latihan vocab tadi susah nggak?*
 S : *Nggak Miss...malah gampang kok.*
 R : *Kamu ngerasa ada sesuatu yang nambah atau meningkat nggak setelah nerjain latihan-latihan kaya gitu?*
 S : *Emmmm....kalo yang meningkat tu menurutku kosakata Miss...kan tadi banyak kata-kata sulit gitu...*
 R : *Selain itu?*
 S : *Tau cara ngucapin kata-kata...*
 R : *Oh...pronunciation ya??*
 S : *Iya...terus...lebih...tau tentang cara ngomong sesuatu gitu Miss...*
 R : *Maksudnya...kamu jadi bisa belajar expressions buat tanya ini, caranya gimana....gitu?*
 S : *Nah...iya itu Miss*

Interview 12

Date : April 22th, 2014
 Time : 10.40
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Kalo Miss Lia ngajar pake bahasa Inggris gitu, mudeng nggak?*
 S : *Mudeng sih....yang penting ngomongnya nggak cepet-cepet aja Miss...*
 R : *Kamu ngerasa ada manfaat yang bisa kamu ambil nggak dari itu?*
 S : *Dari apa Miss?*
 R : *Miss Lia kan ngomong pake bahasa Inggris to, ada manfaat buat kamu nggak? Atau malah nggak ngaruh sama sekali?*
 S : *Ya...ngaruh Miss, kan kita jadi lebih tau tentang bahasa Inggris gitu.*
 R : *Lebih taunya gimana?*
 S : *Emmm....cara ngomongnya Miss...kita jadi tau juga kalo Miss Lia ngomong apa gitu...lebih paham*
 R : *Vocab-nya nambah nggak?*
 S : *Ya nambah.*
 R : *Jadi kalau Miss Lia ngomong pake bahasa Inggris itu bisa nambah vocab, gitu?*
 S : *Iya...trus tau cara ngomong pake bahasa Inggris juga Miss*

Interview 13

Date : April 22th, 2014

Time : 10.45

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Kalo Miss Lia ngajarnya pake bahasa Inggris tadi paham nggak?*S : *Lumayan...*R : *Mudheng nggak sama apa yang Miss Lia katakan selama di kelas tadi?*S : *Ya mudheng.*

Interview 14

Date : April 22th, 2014

Time : 10.48

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Menurut kalian gimana kalo belajar bahasa Inggris pake board games kaya tadi?*S1 : *Seru banget, Miss....asik....*R : *Pernah kaya gini sebelumnya...belajar pake board games ?*S2 : *Nggak pernah Miss...baru kali ini maen kaya gini*R : *Di mata pelajaran lain gitu?*S2 : *Nggak pernah...sama sekali*R : *Membantu buat kemampuan speaking kamu nggak?*S2 : *Membantu...*R : *Membantunya itu di mana sih...? Bisa jelasin ke Miss Lia nggak, manfaat yang kamu dapet dari games itu apa aja?*S2 : *Apa ya...bingung Miss jelasinnya...*R : *Oke...kalo bingung, gini...Emm...kamu jadi lebih paham sama apa yang kamu pelajari nggak dengan games itu?*S2 : *Lebih paham...*R : *Nuzul?*S1 : *Sama...lebih paham juga.*R : *Mending belajar pake games kaya gitu atau nggak usah pake games, tapi langsung dikasih tau materinya di kertas, trus siswa disuruh belajar sendiri?*S1 & S2 : *Ya pake games lah Miss...*R : *Kamu jadi tau nggak sekarang...kalau mau tanya pendapat tu caranya gini....ngomongnya gini, dan sebagainya....*S1 & S2 : *Iya Miss...*R : *Sip...berarti besok kalo ujian pasti bisa...*S1 & S2 : *Aamiin....aamiin...aamiin...*R : *Oke. Trus kamu ngerasa jadi lebih pede nggak sih waktu kamu ngomong pake bahasa Inggris di games tadi?*S1 & S2 : *Iya Miss...lebih pede*

- R : *Ngerasa...lebih lancar nggak ngomongnya??*
 S1 : *Kalau pas maen games tadi iya...*
 S2 : *Iya lebih lancar...tapi ya nggak terus lancar banget Miss...*

Interview 15

Date : April 28th, 2014
 Time : 10.23
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Nek aku liat, biasanya di kelas tu Alif jaraang banget mau ngomong pake bahasa Inggris....misal disuruh gitu biasanya malu-malu....hehe*
 S : (just smiled)
 R : *Tapi kalo pas maen board games kok nggak ya? Hehe*
 S : *Kan nggak diliatin Miss...*
 R : *Kalo ngomong di depan kelas emangnya gimana?*
 S : *Grogi Miss...*
 R : *Kalo pake board games trus nggak grogi gitu?*
 S : *Iya...soalnya kan seru Miss...*
 R : *Mendapat kesempatan banyak buat berbicara nggak dengan main board games?*
 S : *Iya Miss...*
 R : *Kalau sebelumnya gimana? Lebih banyak kesempatan ngomong buat gurunya atau siswanya waktu speaking?*
 S : *Gurunya.*

Interview 16

Date : April 28th, 2014
 Time : 10.25
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :

- R : *Tadi menemukan kesulitan nggak pas maen board games ?*
 S : *Nggak sih....*
 R : *Seru nggak tadi?*
 S : *Seru...bikin ngakak tadi Miss...*
 R : *Kamu lebih suka kalo belajarnya pake games nggak?*
 S : *Ya jelas lah...*
 R : *Kamu mendapat banyak kesempatan buat berbicara nggak kalo kegiatannya pake games?*
 S : *He.em*
 R : *Efektif nggak?*
 S : *Efektif. Lebih enak pake kaya gitu Miss, nggak bosenin, asik juga.*
 R : *Kamu jadi paham nggak sama materinya? Ngaruh nggak sama pemahaman materinya?*
 S : *Lumayan Miss...lebih paham.*

- R : *Grogi nggak pas percakapannya tadi?*
 S : *Nggak grogi.*
 R : *Kok biasanya nek sama Pak Kantet itu pada nggak mau ngomong, kok tadi nggak?*
 S : *Ya...kan beda Miss...cara ngajarnya...kalo pake games gini enak...*
 R : *Kalau waktu speaking tadi, kamu ngerasa lebih lancar dari sebelumnya nggak? Maksudnya lancar tu ya....udah nggak banyak bilang 'emm...emm....', terus mau bilang apa tu otomatis gitu...*
 S : *Iya sih lebih lancar kalo aku.*
 R : *Soalnya kenapa kok jadi lebih lancar?*
 S : *Ya...gimana ya....kan sebelumnya udah diajarin cara-caranya jadi lebih enak aja Miss ngomongnya.*
 R : *Board games itu membantu nggak buat kelancaranmu?*
 S : *Membantu.*

Interview 17

- Date : April 28th, 2014
 Time : 10.27
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :
 R : *Dea tadi waktu maen board games kan ada salah-salah dikit tadi....trus Miss Lia kasih feedback, dikasih tau betulnya seperti apa....menurutmu itu membantu nggak?*
 S : *Membantu.*
 R : *Membantunya gimana?*
 S : *Ya...biar tau yang betul tu...kaya apa.*

Interview 18

- Date : April 28th, 2014
 Time : 10.33
 Place : in the classroom
 Participants : Researcher (R), Student (S)
 Transcript :
 R : *Cindy, tadi kan Miss Lia tanya pendapatmu tentang pak Jokowi kan...trus Miss Lia juga bantu kamu nyampein pendapat....itu lho tadi kan Miss bilang "Leader?" gitu....*
 S : *He.em...sebenarnya tau mau bilang apa, cuma nggak tau bahasa Inggrisnya Miss...*
 R : *Lha menurutmu itu membantu kamu waktu ngomong nggak?*
 S : *Membantu Miss...*
 R : *Alesannya?*
 S : *Ya...jadi tau mau ngomong apa gitu Miss...*

Interview 19

Date : April 28th, 2014

Time : 11.30

Place : Teacher's office

Participants : Researcher (R), English Teacher (ET)

Transcript :

R : *Bagaimana menurut Bapak, setelah implementasi Cycle 1 ini, apakah ada peningkatan keterampilan speaking anak-anak?*

ET : *Kalo saya lihat, pertama, dari segi antusias saja mereka sangat tinggi... Apalagi mbak Lia ngajar pake media seperti ini, sangat tertarik mereka. Jangankan pake apa itu....board games ya, itu waktu menyampaikan materi dengan video, LCD, itu sangat menarik bagi mereka. Kemudian....dalam speaking itu mereka cukup percaya diri, beda kalau mereka disuruh speaking di depan kelas, tentu akan grogi, dan sebagainya, tetapi kalau menggunakan permainan-permainan seperti itu...wah, mereka nggak grogi sama sekali....*

R : *Kalau dalam hal kelancaran berbicara mereka ada peningkatan nggak, Pak?*

ET : *Dalam kelancaran tentu saja meningkat. Mereka berbicaranya mengalir. Sudah tidak begitu plegak-pleguk, terutama ketika bermain games. Mereka terlihat lancar waktu membuat percakapan.*

R : *Apakah mereka jadi lebih aktif berbicara dalam bahasa Inggris, Pak?*

ET : *Ya. Lebih aktif.*

R : *Enjoy nggak Pak mereka dengan kegiatannya?*

ET : *Selama mereka tetap mengikuti, tetap menyimak dan ikut berpartisipasi dalam kegiatan itu bisa dikatakan kalau mereka sangat enjoy...*

R : *Menurut Bapak, apakah sekarang mereka tau dan paham penggunaan language expressionsnya? Khususnya expressions seperti asking for information, giving information, denying information, lalu asking for someone's opinion, giving opinion, sama satu lagi agreeing-disagreeing..?*

ET : *Ya sebenarnya itu tergantung siswanya.*

R : *Hehe. Iya sih Pak....tapi ketika mereka melakukan conversation, dalam bermain board games itu penggunaan expressions-nya sudah betul belum, Pak?*

ET : *Kalau penggunaannya sudah betul. Sudah sesuai dengan fungsi dari ekspresinya.*

R : *Kalau untuk vocabulary dan pronunciation, Pak? Apakah sudah ada peningkatan?*

ET : *Oiya, di pronunciation...ya, mereka sebelumnya memang kesulitan dalam mengucapkan kata-kata dalam bahasa Inggris. Pronunciation-nya masih salah-salah. Kemaren saya lihat, cukup bagus....menurut saya. Mereka menirukan pronunciation secara langsung itu sangat membantu sekali. Kemudian.....kalau untuk vocab itu jelas sekali ada peningkatan....kenapa? karena siswa setiap hari tentunya mendapat kosakata baru, kan tiap hari temanya berbeda to, nah...itu menambah vocab juga...ditambah dengan kegiatan-kegiatan latihan itu juga bisa meningkatkan vocab-nya....*

- R : *Kalau grammar-nya ada peningkatan nggak Pak?*
- ET : *Kalau untuk grammar, itu juga ada peningkatan, ya meskipun nggak langsung jadi bagus semua grammarnya seperti bule, tetapi mereka sudah banyak memperhatikan grammar. Karena dalam kegiatan pembelajaran kan sudah disampaikan to...pola-polanya....ya tinggal mereka mengikuti polanya....*
- R : *Kalau di Cycle 1 ini, apakah Bapak melihat ada hal yang harus dibenahi atau ada yang kurang begitu...*
- ET : *Yang perlu ditingkatkan saya rasa dalam hal pronunciation, mereka masih suka lupa, walaupun pada saat latihan mereka sudah tau dan betul pronunciation-nya, tetapi pada saat yang lain itu kadang-kadang lupa. Kemudian grammar, lebih ditingkatkan lagi. Biar lebih bagus lagi. Kadang mereka masih salah dalam penggunaan grammar. Tapi secara keseluruhan cukup bagus....ngajarnya sudah betul, sesuai dengan metodenya....apalagi mbak Lia waktu ngajar nggak grogi, sudah terbiasa....lancar, kan kelihatan kalau yang nggak kulino ngajar bisa jadi acak-acakan juga di kelas....*
- R : *Oh....ya. Ada lagi Pak yang kurang...?*
- ET : *Untuk materinya...anak-anak diberi copy-annya ndak?*
- R : *Iya Pak, saya kasih setiap pertemuan...*
- ET : *Nah...itu jangan sampai ndak dikasih karena anak-anak sangat membutuhkan itu, apalagi kalau mau ujian, itu bisa mereka gunakan sebagai bahan belajar.*
- R : *Ya...pak*
- ET : *Oiya....itu nanti barangkali kalau ada....itu anak-anak bisa diberi jajanan...'b*ng-b*ng' atau apa itu kalau yang dulu pernah penelitian di sini juga diberi seperti itu...ya biar anak-anak lebih termotivasi saja...*
- R : *Oh...ada Pak, itu sudah saya siapkan...nanti di akhir pertemuan saya kasih kenang-kenangan. Kalau untuk reward saya juga rencananya mau kasih, soalnya biar anak-anak nggak bosan juga Pak....Ya sudah kalau gitu, Pak, wawancaranya. Makasih banyak, Pak.....atas masukan-masukannya.*
- ET : *Iya, Mbak Lia...sama-sama...*

Interview 20

Date : April 28th, 2014

Time : 12.45

Place : School yard

Participants : Researcher (R), Collaborator (C)

Transcript :

- R : *Gimana menurutmu Cycle 1-nya? Udah kelihatan belum peningkatannya....*
- C : *Secara keseluruhan sih kalo menurutku hampir sama kaya yang Bapaknya bilang tadi. Cuma....di cycle berikutnya kamu harus mastiin murid-muridnya paham betul nggak sama materinya....jadi in the end of the lesson, kamu kasih kesimpulan ke muridnya, biar makin jelas.*
- R : *Oke. Makasih ya, Neni. Trus kalo buat yg masih salah-salah pronunciation sama grammar gitu, buat meminimalisir kasih action apa ya? Kalo misal ngasih kesempatan mereka buat mbetulan kesalahan gitu gimana Nen?*

C : *Emmmm.....ya nggak apa-apa sih. Kaya gitu aja, biar mereka juga belajar trus lebih ati-ati lagi.*

Interview 21

Date : May 6th, 2014

Time : 09.25

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Dek, kamu masih ngerasa grogi nggak waktu ngomong pake bahasa Inggris?*

S : *Emm...nggak begitu grogi sih sekarang...*

R : *Kenapa soalnya?*

S : *Soalnya kita sambil maen games...jadi nggak ngerasa grogi...*

R : *Kalo pas latihan bikin percakapan sama temen itu grogi nggak...?*

S : *Nggak.*

R : *Kemampuan kamu buat speaking nambah nggak?*

S : *Ya nambah sih*

R : *Dalam hal apa?*

S : *Itu Miss....kosakata.*

R : *Pronunciation masih bingung nggak?*

S : *Enggak juga Miss.*

Interview 22

Date : May 6th, 2014

Time : 10.35

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Selama dua pertemuan terakhir ini, kegiatan apa aja yang kamu suka?*

S : *Emm...yang jelas main games, terus....pas liat video itu juga suka....*

R : *Manfaat yang bisa kamu ambil dari kegiatan itu tadi apa?*

S : *Manfaatnya....ya nambah pengetahuan, terus bisa belajar bahasa Inggris yang menyenangkan*

R : *Kamu selama ini mudeng nggak sama materi yang diajarkan?*

S : *Mudeng Miss..*

R : *Lebih gampang nggak kalo pake games sama video gitu?*

S : *Lebih gampang.*

R : *Misal kamu mau minta tolong atau minta sesuatu sama temen pake bahasa Inggris gitu tau nggak caranya?*

S : *Tau Miss.*

R : *Trus kamu lebih pede nggak sekarang kalau ngomong pake bahasa Inggris?*

S : *He-em.*

Interview 23

Date : May 6th, 2014

Time : 10.38

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Pertama, Miss mau tanya manfaat yang bisa kamu ambil dari kegiatan bermain board games selama ini apa?*

S : *Emmm....bikin semangat, soalnya gamesnya seru, nggak bikin bosan....terus bisa buat belajar bahasa Inggris juga...*

R : *Kamu belajar bahasa Inggris tentang apa?*

S : *Ya tentang itu... cara minta tolong, minta....barang... Pokoknya kalimat-kalimat bahasa Inggris semacam itu lah Miss...*

R : *Oke...terus, kalau pas maen board games kamu jadi lebih lancar nggak ngomongnya?*

S : *Iya jadi lebih lancar kalo dibandingin sebelumnya...*

R : *Kamu ngerasa grogi nggak kalau ngomong pake bahasa Inggris pas maen board games?*

S : *Enggak.*

R : *Apakah maen board games itu menyenangkan?*

S : *Ya jelas lah.....coba tiap hari kaya gitu, nggak bakalan ngantuk Miss.*

R : *Tenane....? Hehe... Trus selama ini terutama pas maen board games ya, guru lebih mendominasi buat ngomong apa nggak? Apa siswanya yang lebih banyak ngomong?*

S : *Siswanya lah...*

R : *Jadi kamu lebih punya banyak kesempatan buat ngomong donk kalo gitu?*

S : *Hm.em...*

R : *Trus selama ini kan Miss Lia kasih kesempatan buat betulin kesalahan teman, nah... kalo pas kamu ngomong, trus pronunciationnya ada yang salah, atau kalimatnya salah....trus temenmu betulin gitu ada manfaatnya buat kamu nggak?*

S : *Ya ada lah Miss.*

R : *Soale...?*

S : *Ya biar tau kalo salah, biar paham juga.*

Interview 24

Date : May 6th, 2014

Time : 10.39

Place : in the classroom

Participants : Researcher (R), Student (S)

Transcript :

R : *Miss mau tanya nih...jawabnya jangan sembrono lho ya...*

S : *Nggak wes Miss...*

R : *Selama Miss Lia masuk di kelas 8 A, manfaat apa aja yang kamu dapet?*

S : *Emmm....apa ya...*

R : *Kaitannya dengan belajar bahasa Inggris...*

- S : *Aku bisa belajar banyak sih sama Miss Lia...*
 R : *Nah...itu, apa aja...?*
 S : *Belajar materinya itu aku lebih paham, terus nggak bosenin selama pelajaran...*
 R : *Kenapa nggak bosenin?*
 S : *Soalnya tu menarik, Miss...liat video-video gitu, sama main games itu aku suka, cara Miss Lia ngajar juga beda...*
 R : *Kalau latihan-latihannya gampang nggak?*
 S : *Lumayan gampang, Miss...*
 R : *Bisa nggak ngerjainnya?*
 S : *Bisa dong...*
 R : *Siiiiip.... kalau dibandingin sebelumnya sama sekarang, kalau speaking lebih pede mana?*
 S : *Lebih pede sekarang...*
 R : *Kamu dapet vocab-vocab baru nggak selama ini?*
 S : *Iya...*

Interview 25

- Date : May 6th, 2014
 Time : 11.15
 Place : outside the classroom
 Participants : Researcher (R), Collaborator (C)
 Transcript :

- R : *Menurutmu ada peningkatan apa aja di Cycle 2?*
 C : *Menurutku di keaktifan siswanya. Misal kamu ngomong atau nanya pake bahasa Inggris gitu mereka bisa jawab...mereka ngerti apa yang kamu omongin, walaupun nggak kamu jelasin pake bahasa Indonesia. Terus, pas mereka bikin percakapan sebelum main games-nya itu bagus. Kalau pas main board games juga mereka aktif banget. Keliatan kalo mereka lebih pede buat ngomong.*
 R : *Lebih lancar nggak sih mereka ngomongnya?*
 C : *Menurutku lancar kok.*
 R : *Penggunaan expressions-nya udah bener belum mereka?*
 C : *Udah kok, udah bener.*
 R : *Kalau penggunaan grammar sama pronunciation?*
 C : *Overall, OK. Udah bisa meminimalisir kesalahan.*
 R : *Mereka lebih aware sama kesalahan mereka nggak sih?*
 C : *Iya...kaya waktu ada siswa yang salah ngomong, trus ada siswa yang ngebetulin. Berarti dia paham kan...?*
 R : *masih ada yang harus diperbaiki nggak?*
 C : *menurutku dah cukup kok, udah keliatan peningkatannya.*

Interview 26

- Date : May 6th, 2014
 Time : 11.30
 Place : Teachers' office

Participants : Researcher (R), Student (S)

Transcript :

R : *Berdasarkan apa yang Bapak amati di cycle II ini, ada peningkatan dalam hal apa saja, Pak?*

ET : *Secara keseluruhan lebih bagus daripada Cycle I kemarin. Inilah yang dinamakan proses. Sebelumnya di Cycle I memang mereka terlihat lebih aktif dalam berbicara. Di Cycle II ini juga aktif. Tingkat kepercayaan diri mereka juga tinggi. Mereka seperti sudah terbiasa begitu. Kalau sebelumnya mungkin mereka masih adaptasi dengan cara mengajar yang berbeda, dengan guru yang berbeda, kebiasaan yang berbeda, tetapi setelah Cycle II seperti lebih teratur. Ibaratnya kalau dilihat itu lebih enak.*

R : *Apakah penggunaan expressions sudah betul dan sesuai dengan fungsinya Pak?*

ET : *Penggunaan expressions sudah betul, sudah sesuai.*

R : *Kemarin di cycle I kan pronunciation sama grammar masih ada yang salah-salah gitu ya, Pak jadi harus diperbaiki di Cycle II..Nah, kalau di Cycle II ini gimana menurut Bapak?*

ET : *Untuk Cycle II ini, saya lihat ada siswa yang bisa membetulkan temannya, misal pengucapannya salah, atau keliru tobe-nya. Itu bisa diambil kesimpulan bahwa mereka lebih paham tentang grammar-nya dan juga pronunciation-nya.*

R : *Ada lagi yang lain, Pak?*

ET : *Ya....sudah bagus, Mbak Lia. Saya rasa sudah cukup bagus...*

R : *Secara keseluruhan, skill mereka meningkat nggak, Pak?*

ET : *Skill-nya meningkat.*

R : *Oiya Pak, saya masih minta bantuan untuk post-test-nya ya, Pak. Sama seperti kemarin waktu pre-test. Cuma bedanya besok mereka membuat percakapan dalam bentuk kelompok.*

ET : *Berarti tinggal besok sudah selesai ya...?*

R : *Iya, Pak. Minggu depan. Hari senin saya terakhir masuk di 8A.*

ET : *O...ya...ya....Oke.*

R : *Ya sudah, kami pamit dulu, Pak. Terimakasih banyak saran-sarannya.*

STUDENTS' SCORE

Students' Speaking Production Assessment in Pre-Test

Rater 1: Researcher

No.	Name	Aspects				Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	
01	Ika	2	2	2	2	8
02	Dhea	2	2	3	2	9
03	Evit	2	2	3	3	10
04	Sinta	2	2	1	2	7
05	Sari	2	2	2	2	8
06	Adis	2	3	3	3	11
07	Defina	4	3	3	3	13
08	Alif	2	2	2	2	8
09	Elina	2	2	3	3	10
10	Vesnio	4	3	1	2	10
11	Dinda	3	2	2	2	9
12	Desy	2	2	2	2	8
13	Alfa	3	2	1	3	9
14	Ahmad	2	2	2	2	8
15	Rizky	2	2	3	2	9
16	Luqman	3	2	2	2	9
17	Adi	1	2	1	2	6
18	Naufal	3	3	2	3	11
19	Praba	3	3	1	2	9
20	Jody	2	3	3	3	11
21	Arief	3	2	3	2	10
22	Nuzul	3	2	3	3	11
23	Azan	3	2	2	2	9
24	Alvin	1	2	1	2	6
25	Raihan	3	2	2	2	9
26	Vitus	3	2	2	1	8
27	Nico	3	2	3	3	11
28	Agit	3	2	2	1	8
29	Yolanda	2	2	2	3	9
30	Tely	1	2	2	2	7
31	Ria	2	2	2	2	8
32	Rosy	2	2	2	2	8
33	Tita	2	3	3	3	11
34	Cindy	2	2	3	3	10
		$\Sigma=81$	$\Sigma=75$	$\Sigma=74$	$\Sigma=78$	$\Sigma=308$

Students' Speaking Production Assessment in Pre-Test

Rater 2: English Teacher

No.	Name	Aspects				Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	
01	Ika	2	2	2	2	8
02	Dhea	2	2	2	2	8
03	Evit	4	3	4	3	14
04	Sinta	3	2	3	3	11
05	Sari	4	3	4	3	14
06	Adis	2	2	2	2	8
07	Defina	4	4	4	4	16
08	Alif	2	2	2	2	8
09	Elina	3	2	2	2	9
10	Vesnio	3	3	4	3	13
11	Dinda	3	3	3	3	12
12	Desy	2	2	3	3	10
13	Alfa	3	3	3	3	12
14	Ahmad	3	2	3	2	10
15	Rizky	3	3	4	3	13
16	Luqman	3	2	3	3	11
17	Adi	2	2	2	2	8
18	Naufal	3	4	4	3	14
19	Praba	4	4	4	4	16
20	Jody	3	3	3	3	12
21	Arief	3	2	3	3	11
22	Nuzul	3	3	3	3	12
23	Azan	3	2	3	3	11
24	Alvin	2	2	2	2	8
25	Raihan	3	3	3	3	12
26	Vitus	2	2	2	2	8
27	Nico	3	2	3	3	11
28	Agit	2	2	2	2	8
29	Yolanda	2	2	2	2	8
30	Tely	2	2	2	2	8
31	Ria	2	2	3	3	10
32	Rosy	2	2	3	3	10
33	Tita	3	2	2	3	10
34	Cindy	2	2	3	3	10
		$\Sigma=92$	$\Sigma=83$	$\Sigma=97$	$\Sigma=92$	$\Sigma=364$

Students' Speaking Production Assessment in Pre-Test

Rater 3: Research Collaborator

No.	Name	Aspects				Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	
01	Ika	1	2	1	2	6
02	Dhea	2	2	2	2	8
03	Evit	4	3	3	4	14
04	Sinta	3	3	2	2	10
05	Sari	3	2	3	4	12
06	Adis	3	3	3	4	13
07	Defina	4	3	4	4	15
08	Alif	2	2	3	3	10
09	Elina	3	2	2	2	9
10	Vesnio	4	3	2	2	11
11	Dinda	2	2	3	3	10
12	Desy	2	2	2	2	8
13	Alfa	4	3	2	2	11
14	Ahmad	3	2	3	2	10
15	Rizky	4	3	3	3	13
16	Luqman	4	3	3	3	13
17	Adi	3	3	2	3	10
18	Naufal	4	4	4	3	15
19	Praba	4	4	3	3	14
20	Jody	4	3	4	4	15
21	Arief	4	3	3	3	13
22	Nuzul	4	3	4	4	15
23	Azan	3	3	2	2	10
24	Alvin	2	2	2	2	8
25	Raihan	2	3	2	2	9
26	Vitus	2	2	2	2	8
27	Nico	2	2	2	2	8
28	Agit	2	2	2	2	8
29	Yolanda	2	2	2	2	8
30	Tely	3	3	2	2	10
31	Ria	2	2	2	2	8
32	Rosy	4	3	3	3	13
33	Tita	2	3	2	2	9
34	Cindy	2	2	2	2	8
		$\Sigma=99$	$\Sigma=89$	$\Sigma=86$	$\Sigma=89$	$\Sigma=362$

Students' Speaking Production Assessment in Post-Test

Rater 1: Researcher

No.	Name	Aspects				Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	
01	Ika	3	2	3	3	11
02	Dhea	3	2	3	3	11
03	Evit	4	3	3	3	13
04	Sinta	3	3	3	3	12
05	Sari	3	3	2	3	11
06	Adis	4	4	3	4	15
07	Defina	4	4	4	4	16
08	Alif	2	3	3	3	11
09	Elina	3	3	3	3	12
10	Vesnio	4	3	3	3	13
11	Dinda	3	3	3	3	12
12	Desy	3	3	3	3	12
13	Alfa	3	2	3	2	10
14	Ahmad	3	3	3	3	12
15	Rizky	2	3	2	2	9
16	Luqman	3	4	3	3	13
17	Adi	3	3	2	2	10
18	Naufal	4	4	3	4	15
19	Praba	4	4	4	4	16
20	Jody	4	4	4	4	16
21	Arief	4	4	3	3	14
22	Nuzul	4	4	4	4	16
23	Azan	2	3	2	2	9
24	Alvin	3	3	3	2	11
25	Raihan	4	4	3	4	15
26	Vitus	3	3	3	3	12
27	Nico	2	3	2	2	9
28	Agit	2	3	2	2	9
29	Yolanda	2	3	3	3	11
30	Tely	3	3	3	3	12
31	Ria	2	3	3	3	11
32	Rosy	2	3	3	3	11
33	Tita	3	3	3	2	11
34	Cindy	3	3	3	3	12
		$\Sigma=104$	$\Sigma=108$	$\Sigma=100$	$\Sigma=101$	$\Sigma=413$

Students' Speaking Production Assessment in Post-Test

Rater 2: English Teacher

No.	Name	Aspects				Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	
01	Ika	3	3	3	3	12
02	Dhea	3	3	3	3	12
03	Evit	4	4	3	3	14
04	Sinta	3	3	3	3	12
05	Sari	3	3	3	3	12
06	Adis	4	4	4	4	16
07	Defina	4	4	4	4	16
08	Alif	3	3	3	3	12
09	Elina	4	3	3	3	13
10	Vesnio	4	4	3	4	15
11	Dinda	4	3	3	3	13
12	Desy	4	3	3	3	13
13	Alfa	3	3	2	3	11
14	Ahmad	3	3	3	3	12
15	Rizky	3	3	3	3	12
16	Luqman	3	3	3	3	12
17	Adi	3	2	3	3	11
18	Naufal	4	4	4	4	16
19	Praba	4	4	4	4	16
20	Jody	4	4	4	4	16
21	Arief	4	4	4	3	15
22	Nuzul	4	4	4	4	16
23	Azan	3	3	3	3	12
24	Alvin	3	2	3	3	11
25	Raihan	4	4	4	3	15
26	Vitus	3	3	3	3	12
27	Nico	3	3	3	3	12
28	Agit	3	2	3	3	11
29	Yolanda	3	2	3	3	11
30	Tely	3	3	3	3	12
31	Ria	3	3	3	3	12
32	Rosy	3	2	3	3	11
33	Tita	3	3	3	3	12
34	Cindy	3	3	3	3	12
		$\Sigma=115$	$\Sigma=107$	$\Sigma=109$	$\Sigma=109$	$\Sigma=440$

Students' Speaking Production Assessment in Post-Test

Rater 3: Research Collaborator

No.	Name	Aspects				Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	
01	Ika	3	3	2	2	10
02	Dhea	3	3	3	2	11
03	Evit	3	3	4	4	14
04	Sinta	4	3	4	4	15
05	Sari	4	3	3	4	14
06	Adis	4	4	4	4	16
07	Defina	4	4	4	4	16
08	Alif	4	3	4	3	14
09	Elina	2	3	3	3	11
10	Vesnio	3	4	4	3	14
11	Dinda	3	4	3	4	14
12	Desy	3	4	4	3	14
13	Alfa	3	3	3	2	11
14	Ahmad	3	3	3	2	11
15	Rizky	2	3	3	2	10
16	Luqman	3	3	2	3	11
17	Adi	3	3	3	3	12
18	Naufal	3	4	4	3	14
19	Praba	4	4	4	4	16
20	Jody	4	4	4	3	15
21	Arief	4	4	4	3	15
22	Nuzul	4	4	4	4	16
23	Azan	2	3	2	2	9
24	Alvin	2	3	2	2	9
25	Raihan	3	3	3	2	11
26	Vitus	2	2	3	3	10
27	Nico	2	3	2	2	9
28	Agit	2	2	2	2	8
29	Yolanda	2	2	3	2	9
30	Tely	3	3	3	3	12
31	Ria	2	2	3	2	9
32	Rosy	2	3	3	2	10
33	Tita	3	3	3	3	12
34	Cindy	3	3	3	3	12
		$\Sigma= 101$	$\Sigma=108$	$\Sigma=108$	$\Sigma=97$	$\Sigma=414$

DOCUMENTATION



The researcher is observing the English teacher teaching the students.



The teacher is observing the researcher teaching the students.



The students are listening to the conversation and answering some questions.



The researcher is explaining the materials.



The students are interviewing each other.



The students are listening to the researcher's explanation.



The students are practicing the conversation in pairs.



The students are playing board games.



The students are playing board games.



The researcher was observing the students playing board games.



The researcher and the students are taking a conclusion in the end of the lesson.



The students are doing a group performance.



The students are doing a group performance.



The researcher is giving reward.

OBSERVATION CHECKLISTS

Observation Checklist (-1)

Observer : English teacher
 Cycle : I
 Meeting : 1
 Date : April 15th, 2014
 Topic : asking for information, giving information and denying information

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to ask for information, to give information and to deny information.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
10	The teacher asks the students to find the Indonesian equivalent of some words.	✓		
11	The teacher asks the students to answer some questions using the expressions orally.	✓		
12	The teacher asks the students to complete a dialogue using the expressions.	✓		
13	The teacher asks the students to practice	✓		

	the use of expressions by making a short conversation based on the situation.			
14	The teacher gives the students opportunity to ask questions.	✓		
Production				
15	The teacher introduces the board game and explains the rules.	✓		
16	The teacher asks the students to play the board game.	✓		
17	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
18	The teacher gives feedback.	✓		
19	The teacher invites the students to take a conclusion.		✓	It needs to manage the time.
20	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get the other ways to ask for information, to give information and to deny information.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the Indonesian equivalent of some words.	✓		
10	The students answer some questions using	✓		

	the expressions orally.			
11	The students complete a dialogue using the expressions.	✓		
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.		✓	There is not enough time to take a conclusion.

Observation Checklist (-2)

Observer : English teacher
 Cycle : I
 Meeting : 2
 Topic : asking for opinion and giving opinion
 Date : April 22th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to ask for opinion and to give opinion.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the antonyms of some words.	✓		
12	The teacher asks the students to give a short form of opinion orally.	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		

15	The teacher gives the students opportunity to ask questions.	✓		
Production				
16	The teacher introduces the board game and explains the rules.	✓		
17	The teacher asks the students to play the board game.	✓		
18	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to ask for opinion and to give opinion.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the antonyms of some words.	✓		
10	The students give a short form of opinion orally.	✓		
11	The students complete a dialogue using the expressions.	✓		

12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

Observation Checklist (-3)

Observer : English teacher
 Cycle : I
 Meeting : 3
 Topic : agreeing and disagreeing
 Date : 2013 April 28th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to show agreement and disagreement.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the closest meaning of some words.	✓		
12	The teacher asks the students to give a short form of agreement or disagreement about something orally	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short	✓		

	conversation based on the situation.			
15	The teacher gives the students opportunity to ask questions.	✓		
Production				
16	The teacher introduces the board game and explains the rules.	✓		
17	The teacher asks the students to play the board game.	✓		
18	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
20	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to show agreement and disagreement	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the closest meaning of some words.	✓		
10	The students give a short form of agreement or disagreement about something orally.	✓		

11	The students complete a dialogue using the expressions.	✓		
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.			
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

Observation Checklist (-4)

Observer : English teacher
 Cycle : II
 Meeting : 4
 Topic : requesting
 Date : May 5th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher asks the students to complete sentences to make expressions of request and give the best responds. (listening)	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to make a request	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the Indonesian equivalent of some words.	✓		
12	The teacher asks the students to make a request based on the picture.	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		

15	The teacher gives the students opportunity to ask questions.	✓		
Production				
16	The teacher introduces the board game and explains the rules.	✓		
17	The teacher asks the students to play the board game.	✓		
18	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students complete the sentences related to the conversation in the recording (listening).	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to make a request.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the Indonesian equivalent of some words.	✓		
10	The students make requests based on the pictures.	✓		
11	The students complete a dialogue using	✓		

	the expressions.			
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

Observation Checklist (-5)

Observer : English teacher
 Cycle : II
 Meeting : 5
 Topic : offering
 Date : May 6th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to make an offer.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the Indonesian equivalent of some words.	✓		
12	The teacher asks the students to make offers based on the pictures.	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		

15	The teacher gives the students opportunity to ask questions.	✓		
Production				
15	The teacher introduces the board game and explains the rules.	✓		
16	The teacher asks the students to play the board game.	✓		
17	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
18	The teacher gives feedback.	✓		
19	The teacher invites the students to take a conclusion.	✓		
20	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to make an offer.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the Indonesian equivalent of some words.	✓		
10	The students make offers based on the pictures.	✓		
11	The students complete a dialogue using the expressions.	✓		

12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
16	The students get feedback from the teacher.	✓		
17	The students and the teacher take a conclusion.	✓		

Observation Checklist (-1)

Observer : research collaborator
 Cycle : I
 Meeting : 1
 Date : April 15th, 2014
 Topic : asking for information, giving information and denying information

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		The environment are too crowded. Students of other classroom had joined a physical exercise.
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to ask for information, to give information and to deny information.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
10	The teacher asks the students to find the Indonesian equivalent of some words.	✓		
11	The teacher asks the students to answer	✓		

	some questions using the expressions orally.			
12	The teacher asks the students to complete a dialogue using the expressions.	✓		
13	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		
14	The teacher gives the students opportunity to ask questions.	✓		
Production				
15	The teacher introduces the board game and explains the rules.	✓		
16	The teacher asks the students to play the board game.	✓		
17	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
18	The teacher gives feedback.	✓		
19	The teacher invites the students to take a conclusion.		✓	It needs to manage the time.
20	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get the other ways to ask for information, to give information and to deny information.	✓		
8	The students are given the model of pronunciation in the spoken form and	✓		

	repeat it.			
Practice				
9	The students find the Indonesian equivalent of some words.	✓		
10	The students answer some questions using the expressions orally.	✓		
11	The students complete a dialogue using the expressions.	✓		
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.		✓	There is not enough time to take a conclusion.

Observation Checklist (-2)

Observer : reseach collaborator
 Cycle : I
 Meeting : 2
 Topic : asking for opinion and giving opinion
 Date : April 22th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to ask for opinion and to give opinion.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the antonyms of some words.	✓		
12	The teacher asks the students to give a short form of opinion orally.	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		

15	The teacher gives the students opportunity to ask questions.	✓		
Production				
16	The teacher introduces the board game and explains the rules.	✓		
17	The teacher asks the students to play the board game.	✓		
18	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to ask for opinion and to give opinion.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the antonyms of some words.	✓		
10	The students give a short form of opinion orally.	✓		
11	The students complete a dialogue using the expressions.	✓		

12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

Observation Checklist (-3)

Observer : research collaborator
 Cycle : I
 Meeting : 3
 Topic : agreeing and disagreeing
 Date : 2013 April 28th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to show agreement and disagreement.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the closest meaning of some words.	✓		
12	The teacher asks the students to give a short form of agreement or disagreement about something orally	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short	✓		

	conversation based on the situation.			
15	The teacher gives the students opportunity to ask questions.	✓		
Production				
16	The teacher introduces the board game and explains the rules.	✓		
17	The teacher asks the students to play the board game.	✓		
18	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
20	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to show agreement and disagreement	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the closest meaning of some words.	✓		
10	The students give a short form of agreement or disagreement about something orally.	✓		

11	The students complete a dialogue using the expressions.	✓		
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.			
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

Observation Checklist (-4)

Observer : research collaborator
 Cycle : II
 Meeting : 4
 Topic : requesting
 Date : May 5th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher asks the students to complete sentences to make expressions of request and give the best responds. (listening)	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to make a request	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the Indonesian equivalent of some words.	✓		
12	The teacher asks the students to make a request based on the picture.	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		

15	The teacher gives the students opportunity to ask questions.	✓		
Production				
16	The teacher introduces the board game and explains the rules.	✓		
17	The teacher asks the students to play the board game.	✓		
18	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students complete the sentences related to the conversation in the recording (listening).	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to make a request.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the Indonesian equivalent of some words.	✓		
10	The students make requests based on the pictures.	✓		
11	The students complete a dialogue using	✓		

	the expressions.			
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

Observation Checklist (-5)

Observer : research collaborator
 Cycle : II
 Meeting : 5
 Topic : offering
 Date : May 6th, 2014

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, gesture.	✓		
4	The teacher checks the students' attendance.	✓		
WHILST TEACHING				
Presentation				
5	The teacher introduces the topic of what they are going to learn today.	✓		
6	The teacher plays a recording to give model of expressions.	✓		
7	The teacher gives the students some questions related to the conversation in the recording.	✓		
8	The teacher invites the students to discuss together.	✓		
9	The teacher gives other ways to make an offer.	✓		
10	The teacher presents the model of pronunciation in the spoken form using digital dictionary.	✓		
Practice				
11	The teacher asks the students to find the Indonesian equivalent of some words.	✓		
12	The teacher asks the students to make offers based on the pictures.	✓		
13	The teacher asks the students to complete a dialogue using the expressions.	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation.	✓		

15	The teacher gives the students opportunity to ask questions.	✓		
Production				
15	The teacher introduces the board game and explains the rules.	✓		
16	The teacher asks the students to play the board game.	✓		
17	The teacher moves around the class to monitor the students playing board games.	✓		
POST-TEACHING				
18	The teacher gives feedback.	✓		
19	The teacher invites the students to take a conclusion.	✓		
20	The teacher ends the lesson.	✓		

STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right responds.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students listen to a recording to get model of expressions.	✓		
5	The students answer the questions related to the conversation in the recording.	✓		
6	The students discuss it with the teacher.	✓		
7	The students get other ways to make an offer.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
Practice				
9	The students find the Indonesian equivalent of some words.	✓		
10	The students make offers based on the pictures.	✓		
11	The students complete a dialogue using the expressions.	✓		

12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask questions.	✓		
Production				
14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
POST-TEACHING				
16	The students get feedback from the teacher.	✓		
17	The students and the teacher take a conclusion.	✓		

INTERVIEW GUIDELINES

BEFORE IMPLEMENTATION

A. For The Teacher

- 1) *Teknik apa yang Bapak pakai untuk mengajar speaking?*
- 2) *Apakah Bapak menggunakan media pembelajaran untuk mengajar speaking? Media apa yang digunakan?*
- 3) *Bagaimana kondisi kegiatan belajar speaking siswa di kelas Bapak? Apakah kendala atau masalah yang Bapak hadapi ketika mengajar speaking? Apakah kesulitan yang dihadapi oleh siswa dalam belajar speaking?*

B. For The Students

- 1) *Apakah Adik suka dengan bahasa Inggris?*
- 2) *Apa kesulitan yang Adik alami ketika belajar bahasa Inggris?*
- 3) *Kegiatan apa yang Adik sukai dalam belajar bahasa Inggris?*
- 4) *Kegiatan speaking apa yang biasanya kalian lakukan di kelas?*

AFTER IMPLEMENTATION

A. For The Teacher

- 1) *Bagaimana pendapat Bapak tentang implementasi board games ini?*
- 2) *Bagaimana keterampilan berbicara siswa setelah implementasi? Aspek apa saja yang mengalami perubahan?*
- 3) *Adakah yang masih harus diperbaiki?*

B. For The Students

- 1) *Bagaimana pendapat kalian tentang kegiatan pembelajaran bahasa Inggris hari ini?*
- 2) *Apakah Adik senang belajar bahasa Inggris dengan board games?*
- 3) *Apakah keterampilan berbicara Adik meningkat setelah belajar bahasa Inggris dengan menggunakan board games?*
- 4) *Apa kesulitan yang Adik alami selama mengikuti kegiatan belajar mengajar?*

SPEAKING RUBRIC

SPEAKING RUBRIC

Score	Aspects			
	Fluency	Pronunciation	Vocabulary	Grammar
4	Speaks fluidly, few or no breaks	Speaks clearly, accurate pronunciation	Varied old and new vocabulary	Strong grammar and very limited mistakes acceptable
3	Speaks mostly fluidly, a few long breaks	Speaks clearly, attempts accurate pronunciation.	Varied old vocabulary, but limited new vocabulary	Moderately strong grammar and several mistakes
2	Speaks less fluidly, a few long breaks	Speech is comprehensible, but have some mispronunciations	Basic vocabulary	Basic grammar and several mistakes
1	Does not speak fluidly, many long breaks	Mispronunciations impede comprehensibility	Limited vocabulary	Poor grammar and many significant mistakes

**PRE-TEST
AND
POST-TEST**

PRE-TEST

Student 1	Student 2
<ol style="list-style-type: none"> 1. What is your favorite TV program? What is your favourite subject? What is your hobby? When do you get up? 2. You study in SMP N 5 Yogyakarta. You wake up late everyday. You never study at home. 3. What do you think about K-pop? What do you think about Harry Potter? What do you think about Afgan? 4. You want to ask your friend to turn on TV. What do you say? You want to ask your friend to turn off the light. What do you say? You want to ask your friend to be quiet. What do you say? 5. You want to offer some candies to your friend. What do you say? You want to carry your mother's suitcase. What do you say? You want to offer some newspaper to someone. What do you say? 	<ol style="list-style-type: none"> 1. When do you get up? What is your favourite singer? What is your ideal? What do you do at the weekend? 2. You are a senior high school student. You never go to mosque/church. You never help your parents at home. 3. What do you think about Malioboro? What do you think about JKT 48? What do you think about Chelsea fc? 4. You want to ask your friend to get you a cup of tea. What do you say? You want to ask your friend to turn off the radio. What do you say? You want to ask your friend to close the window. What do you say? 5. You want to offer some books to read to your friend. What do you say? You want to offer some chocolate to your friend. What do you say? You want to help your friend to repair his/her bicycle. What do you say?

POST-TEST

Do in group.

1. Choose one of the topics below. (one topic for one group only)
 - a. Examination
 - b. Tourism
 - c. Social Media
 - d. Globalization
 - e. Junk Food
 - f. K-Pop
 - g. Infotainment
2. You have to make a conversation based on the topic you have chosen.
3. The conversation must include asking for/giving/denying information, asking for/giving an opinion, agreeing and disagreeing, requesting, and offering.
4. You may use property and accessories to make your conversation more alive and attractive.
5. The time duration of your conversation must be \pm 5 minutes (including opening, main topic, and closing).

COURSE GRID

COURSE GRID

Standard of competency: Expressing meaning in a transactional and interpersonal dialogue in the context of daily life								
Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Expressing in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for information, giving information and denying information accurately,	By the end of the lesson the students are able to use the expressions of asking for information, giving information, giving information and denying information in spoken language in the context of daily and involving expressions of asking for information, giving information and denying information accurately, fluently and acceptably.	Students are able to: 1. Identify the expressions of asking for information ; giving information and denying information . 2. Have accurate pronunciation in using the expressions of asking for information ; giving information	'About Me'	Input Text Spoken text in the form of recording which contains the expressions of asking for information, giving information and denying information Language functions asking for information: • Excuse me. Could you tell me where Mr. Johnson's office?	Presentation 1. Listening to the model of expressions by playing a recording 2. Identifying the expressions by answering some questions related to the conversatio in the recording 3. Identifying other ways to ask for/give/deny information 4. Listening to the model of	recordin g, digital dictionary, board games, LCD projector	Form: oral production Technique: role play Assessment speaking rubric (attached)	2 x 40 minutes

fluently and acceptably.		<p>and denying information</p> <p>3. Have accurate intonation in using the expressions of asking for information, giving information and denying information</p> <p>4. Complete a dialogue using the expressions of asking for information, giving information and denying information</p>		<ul style="list-style-type: none"> Do you see my new purple diary? giving information: <ul style="list-style-type: none"> • Sure. His office is near to the stairs. • She is my mother denying information: <ul style="list-style-type: none"> • I'm really sorry, but... • No, I don't go anywhere last holiday. <p>Vocabulary live, occupation, spend, preference, access, favourite, purchase, change.</p>	<p>pronunciation and repeating</p> <p>Practice</p> <p>1. Finding the closest meaning of some words</p> <p>2. Answering some questions using the expressions orally</p> <p>3. Completing a dialogue using the expressions</p> <p>4. Practicing the use of expressions by making a short conversation based on the situation</p>		
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	<p>5. Do a semi-guided speaking task in the form of pair work.</p> <p>6. Use of the expressions of asking for information, giving information and denying information based on the situation.</p>		<p>Evroundiation /iv/ /ɑ. kje 'peɪʃən/ /spend/ /ə 'sɔ:ʃi: əɪ'ʃən/ /preɪ'fɛ:ənts/ /'æks.ɪs/</p>	<p>Evroduction Using the expressions through playing board games</p>		
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Standard of competency: Expressing meaning in a transactional and interpersonal dialogue in the context of daily life

Basic Competence	Learning Objectives	Indicator	Topics	Materials	Activities	Media	Assessment	Time Allocation
Expressing in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for opinion and giving opinion accurately, fluently and acceptably.	By the end of lesson the students are able to use the expressions of asking for opinion and giving opinion accurately, fluently and acceptably.	Students are able to: 1. Identify the expressions of asking for opinion and giving opinion. 2. Have accurate pronunciation in using the expressions of asking for opinion and giving opinion. 3. Have accurate intonation in using the expressions of asking for opinion and giving opinion.	'Entarta inminent'	Input Text Spoken text in the form of recording which contains the expressions of asking for opinion and giving opinion Language Functions asking for opinion: • <i>Would you give me your opinion on.....?</i> • <i>What do you think about.....?</i> giving opinion: • <i>In my opinion I would</i>	1. Listening to the model of expressions by playing a video 2. Identifying the expressions by answering some questions related to the conversatio in the video 3. Identifying other ways to ask for/give opinion 4. Listening to the model of pronunciation and repeating	video, digital dictionary, board games, LCD projector	Form oral production Techniques: role play Assessment: speaking rubric (attached)	2 x 40 minutes

Standard of competency: Expressing meaning in a transactional and interpersonal dialogue in the context of daily life

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Expressing in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of agreeing and disagreeing accurately, fluently and acceptably.	By the end of the lesson the students are able to use the expressions of agreeing and disagreeing accurately, fluently and acceptably.	Students are able to: 1. Identify the expressions of agreeing and disagreeing. 2. Have accurate pronunciation on in using the expressions of agreeing and disagreeing. 3. Have accurate intonation in using the expressions of agreeing and disagreeing. 4. Complete a	'Hot Issues'	Input Text Spoken text in the form of recording which contains the expressions of agreeing and disagreeing Language Functions agreeing: • <i>I do agree with you.</i> • <i>Absolutely!</i> disagreeing: • <i>I beg to differ.</i> • <i>I don't think so.</i> Vocabulary <i>cease, limit, safe, prohibited, appropriate.</i>	Presentation 1. Listening to the model of expressions by playing a recording 2. Identifying the expressions by answering some questions related to the conversatio in the recording 3. Identifying other ways to show agreement and disagreement 4. Listening to the model of pronunciation	recordin g, digital dictionary, board games, LCD projector	Form: oral production Technique: role play Assessment speaking rubric (attached)	2 x 40 minutes

Standard of competency: Expressing meaning in a transactional and interpersonal dialogue in the context of daily life

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Expressing in meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of offering accurately, fluently and acceptably.	By the end of the lesson the students are able to use the expressions of offering accurately, fluently and acceptably.	Students are able to: 1. Identify the expressions of offering. 2. Have accurate pronunciation in using the expressions of offering. 3. Have accurate intonation in using the expressions of offering. 4. Complete a dialogue using the expressions of offering. 5. Do a semi-	Me and Friends	Input Text Spoken text in the form of recording which contains the expressions of offering Language Functions: offering: <ul style="list-style-type: none"> • <i>Do you want a cup of coffee?</i> • <i>Would you like a cup of coffee?</i> accepting an offer. <ul style="list-style-type: none"> • <i>Yes, please.</i> • <i>I'd love one.</i> refusing an offer. <ul style="list-style-type: none"> • <i>No, thank you.</i> 	1. Listening to the model of expressions by playing a video 2. Identifying the expressions by answering some questions related to the conversatio in the video 3. Identifying other ways to make an offer 4. Listening to the model of pronunciation and repeating	video, digital dictionary, board games, LCD projector	Form: oral production Technique: role play Assessment speaking rubric (attached)	2 x 40 minutes

		<p>Guided speaking task in the form of pair work.</p> <p>6. Use of the expressions of offering based on the situation.</p>		<p>• No.</p> <p>Vocabulary <i>repair, sweet plug, heat carry to well, tear wrap</i></p> <p>Pronunciation <i>/hit/ /ke.ɪ/ /aʊəl/ /aʊst/ /rɛp/ /ɪ. jɜː/ /swɪp/</i></p>	<p>Practice</p> <p>1. Finding the Indonesian equivalent of some words</p> <p>2. Making offers based on the pictures</p> <p>3. Completing a dialogue using the expressions</p> <p>4. Practicing the use of expressions by making a short conversation based on the situation</p> <p>Production Using the expressions through playing board games</p>		
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