

**THE USE OF “KOMUNIKATA GAME’ TO IMPROVE SPEAKING SKILL OF THE  
SECOND GRADE STUDENTS OF SMA MUHAMMADYAH 3 SURAKARTA YEARS  
2014/2015**

**THESIS**

Presented as Partial Requirements for Getting The Undergraduate Degree in English Education



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ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY  
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**2017**

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*Assalamu'alaikumWr. Wb.*

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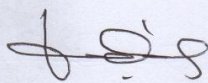
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*Wassalamu'alaikumWr. Wb.*

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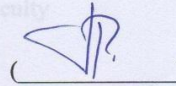
## RATIFICATION

This is to certify the *Under Graduate* thesis entitled "The Use of "Komunikata Game" to Improve Speaking Skill The Second Grade Students of SMA Muhammadiyah3 Surakarta Years 2014/2015" by Citra Wengku Arumsari has been approved by board of examiners as the requirement for the degree of *Under Graduate* Islamic Education and Teacher Training Faculty.

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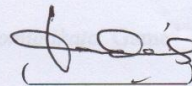
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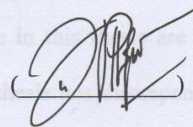
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## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Use of “*Komunikata* Game” to Improve Speaking Skill The Second Grade Students of SMA Muhammdyahn3 Surakarta Years 2014/2015” is my real masterpiece. This thing out of masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 23 January 2017

Stated by,

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## DEDICATION

In the name of Alloh SWT, the Almighty God, I dedicated this thesis to:

Alloh SWT and Prophet Muhammad

Beloved parentss (Tintin Sri Moerni and Mursid Sumadyo)

Rifa Inmardonta Sugiarto

Evi Irnawati

All my friends in English Education Department 2010

## **MOTTO**

**Allah does not charge a soul except [with that within] its capacity.**

**(Al-Baqarah: 286)**

**Always believe that result never betray the effort**

**(anonymous)**

## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah who has given his blessing to the researcher so that she can complete the writing of this thesis under the title “The Use of “*Komunikata Game*” to Improve Speaking Skill The Second Grade Students of SMA Muhammdyahn3 Surakarta Years 2014/2015”. *Sholawat* and *salam* for the prophet Muhammad SAW, the great leader and inspiration of revolution.

The researcher realizes that she cannot complete this thesis without the help of others during the process of writing this thesis. Therefore, in this occasion she would like to express her deepest thanks to all of those who helped, supported, and suggested to the following:

1. Dr. Mudofir, M.Pd as the Rector of State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Solikhah, M.Pd as Head of English Education Department.
4. Budiasih M.Pd, M.Hum as the first advisor who has given her time to guide the researcher in finishing this thesis. Thanks for the advice, suggestion and guidance.
5. Hj. Suprpti, M.Pd., as the researcher second advisor. Thanks for the precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.
6. Drs. Amir Fattah as Head master of SMA Muhammdyah 3 Surakarta. Thanks for giving permission to do this research.
7. Awik S, S.Pd as the English Teacher of SMA Muhammadiyah 3 Surakarta. Thanks for helping the researcher to do this research.
8. Her beloved father and mother who always give their love, support, and prayer.
9. Her beloved friends who always give her love, support, motivation and prayer.

10. Her beloved friend in B class for the friendship and for the togetherness.

11. All the researcher's friends in English department that the researcher cannot mention all.

The researcher realizes that this thesis is still far from being perfect. Therefore, the researcher accepts gratefully every suggestion and comments to correct it. Hopefully, this research will be able to give contribution and be useful for all readers in general.

Surakarta, 23 January 2017

Citra wengku Arumsari

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## ABSTRACT

Citra Wengku Arumsari.2015. The Use of “*Komunikata Game*” to Improve Speaking Skill The Second Grade Students of SMA Muhammdyahn3 Surakarta Years 2014/2015

Thesis.English Education, Islamic Education and Teacher Training Faculty.

First Advisor : Budiasih, Mpd, M.Hum

Second Advisor : Hj. Suprapti, M.Pda

Keywords : *Komunikata Game*, speaking.

This research is a classroom action research. It is aimed at describing implementation of *Komunikata game* to teach speaking skill and at finding out how *Komunikata Game* improves students' speaking skill in the second grade students of SMA Muhammadiyah Surakarta in academic year of 2014/2015.

This classroom action research was conducted in two cycles. Each cycle consisted of four steps: plan, action, observation, and reflection. The data were taken from the test conducted before and after the actions, the result of observation was done by the researcher while the actions were being carried out, and the result of interview. In this research, the researcher used *Komunikata* to improve students' speaking skill in narrative text.

From the result of the research, the researcher found that *Komunikata Game* improves students' speaking skill. Through *Komunikata Game*, students became more active and all students were involved in teaching learning process. Students were more enthusiastic and enjoy in joining the lesson, and the class became more alive. The students could get more understanding about descriptive text by discussing in group. Their mean score of the pre-test was 2.87 increased to 4.25 in post-test 1, and 7.25 in post-test 2. The improvements of the mean scores showed that there was an improvement on the students' speaking skill.

## ABSTRAK

Citra Wengku Arumsari.2015. Penggunaan "Permainan Komunikata" Meningkatkan Keterampilan Berbicara Siswa Kelas II SMA Muhammadiyah3 Surakarta Tahun 2014/2015 Thesis.English Pendidikan, Pendidikan Islam dan Pelatihan Fakultas Guru.

Penasihat pertama: Budiasih, MPd, M.Hum

Kedua Advisor: Hj. Suprpti, M.Pd

Kata kunci: Komunikata permainan, berbicara.

Penelitian ini merupakan penelitian tindakan kelas. Hal ini bertujuan untuk mendeskripsikan penerapan permainan Komunikata untuk mengajar keterampilan berbicara dan untuk mengetahui bagaimana Komunikata permainan meningkatkan keterampilan berbicara siswa dalam siswa kelas II SMA Muhammadiyah Surakarta pada tahun akademik 2014/2015.

Penelitian tindakan kelas ini dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah: rencana, tindakan, observasi, dan refleksi. Data diambil dari tes yang dilakukan sebelum dan sesudah tindakan, hasil observasi yang dilakukan oleh peneliti sedangkan tindakan sedang dilakukan, dan hasil wawancara. Dalam penelitian ini, peneliti menggunakan Komunikata untuk meningkatkan keterampilan berbicara siswa dalam teks naratif.

Dari hasil penelitian, peneliti menemukan bahwa Komunikata permainan meningkatkan keterampilan berbicara siswa. Melalui Komunikata permainan, siswa menjadi lebih aktif dan semua siswa terlibat dalam proses belajar mengajar. Siswa lebih antusias dan menikmati bergabung pelajaran, dan kelas menjadi lebih hidup. Para siswa bisa lebih memahami tentang teks deskriptif dengan membahas dalam kelompok. skor rata-rata mereka dari pre-test adalah 2,87 meningkat menjadi 4,25 di pos-test 1, dan 7,25 di post-test 2. perbaikan dari nilai rata-rata menunjukkan bahwa ada perbaikan pada keterampilan berbicara siswa.

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# CHAPTER I

## INTRODUCTION

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

Speaking is a productive ability, the ability of human to speak, such as delivery the message by using the speech organ or expressing something. Speaking is one of four language skills needed for junior high school students to communicate opinion, feelings, and ideas by talking. It implies that speaking means to communicate with other orally.

Based on Fulcer (2003: 23) speaking is the verbal use of language to communicate with others. The word “verbal“means spoken not written. Brown (2004: 140) defines speaking as productive skill that can be directly and empirically observed; those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Based on the statement above, it means that speaking is needed for students to communicate opinion, feelings and ideas by talking. Student can express their idea by speaking. So it is important for students to speak fluently.

Although speaking needed for students to communicate opinion, feelings and ideas by talking but there are still many students of junior high school who get difficulty in speaking English fluently. The same problem is faced by

the students of SMA Muhammadiyah 3 Surakarta, most of the students assumed that learning speaking is difficult. There are some students said that they can't speak English fluently and difficult to pronounce the words. Especially students in SMA Muhammadiyah 3 Surakarta at the second grades, they do not understand how to speak well. The students said that they are rare in speaking English because they are lack in their English vocabulary skill in speaking English. The researcher asked some of the students of SMA Muhammadiyah 3 Surakarta about speaking skill. They said that they are afraid of getting mistake in speaking English, they get difficulty to speak with the correct pronunciation.

The researcher interviewed the English teacher of SMA Muhammadiyah 3 Surakarta, the researcher could identify the real problem faced by the students in learning and the teacher in teaching speaking skill. The most obvious problems are students have no interest in enjoying the English teaching and learning process especially in speaking skill. They get difficulty to speak English with the correct pronunciation, grammar, vocabulary, and fluency. It causes by the teacher still uses traditional method to teach the students. He usually explained the material in front of class. He seldom asks the students to discuss the material. It makes the students feel bored when they receive the material.

Based on the condition explained above the students of SMA Muhammadiyah 3 Surakarta especially in the second grade students have low achievement in speaking skill. The researcher interviewed the students of SMA Muhammadiyah 3 Surakarta about the condition in class when learning English.



They said that in speaking class, students only do what the teacher command rather actively in learning process. Students only do exercise in the classroom and do exercise at home. Based on the problem arising on the classroom, the researcher wants to solve the problem by using *Komunikata* Game to improve the speaking skill of the second grade students of SMA Muhammdyah 3 Surakarta.

*Komunikata* game is one of the language games that focus on improving students' vocabulary. The game is a *Komunikata* Game guessing that create the conditions in which the target language is necessary so that players can guess correctly. Furthermore, after which the student may apply in writing after successful keywords predictable. The author chose this vocabulary enhancement game with reason, that a student should be able understand sufficient vocabulary before he started writing.

*Komunikata* Game helps the students to increase their vocabulary and writing in a fun way. It is a game which helps the teacher to create contexts in which language is useful and meaningful. Phillips (1997, 85) stated that games in the language classroom will help children to experience learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. The students are involved in something active, be cooperative and compete without having the intention to outsmart their friends just like the spirit of any games. Thus, the teacher can implement the game in the class. It makes students to learn easier, to understand and to remember vocabularies in particular topics more enjoyable. Games have a lot of advantages and effectiveness in learning

vocabulary and writing. As Rixon stated (1992:12) that games help students to revise vocabulary and to recall something that happens during a game. It may help a student to remember the language that connects with it. In addition, vocabulary games provide a good chance for students to learn something from one another.

*Komunikata* game is a brain teaser which rely on the power of listening, remembering, and speaking. *Komunikata* itself is not a foreign game in life of us. How to play easy and fun make this game very suitable for use as a medium to improve student interest, particularly in learning speaking, as an example of play below:

The first the teacher explains the rules of play to the students. Then, students are asked to line up on the sidelines of the bench in order of their seats, forming a line straight to back facing forward (toward the blackboard). For the next step, the teacher instructed the students to cover both ears of each tightly and honest. Next, the teacher whispered a short sentence to students who stood at the back, and then whispered to a friend who was in front of him. After hearing the cue from the teacher, the students then patted the shoulder 2x friends on row say "*komunikata*" and whispered the key phrase you have heard before (every student is given the opportunity to mention the 2x key sentence). And so on until the front ends students. From which teachers can assess how students say the sentence is the correct pronunciation. Based on the explanation above, the researcher is interested in applying *Komunikata* Game as media to improve the students speaking skill.

From this idea, the researcher wants to conduct a research entitled “The Use of “*Komunikata* Game” to Improve Speaking Skill The Second Grade Students of SMA Muhammdyah<sup>3</sup> Surakarta Years 2014/2015

## **B. Identification of The Problems**

Researchers identified several problems that might be solved by a method of playing *komunikata*, including:

1. The low level of interest of students to make into sentences with the correct vocabulary in English
2. Teachers have not found an easier way to increase interest in learning to speak English.
3. Through *Komunikata* Game, which is generally known students through television programs, aims to increase student interest in a more pleasant way.

## **C. Problem Statement**

In relation to the issues as process of problem identification, the researcher formulates the research question as follows:

1. How is the implementation of *Komunikata* Game in the students English speaking skill in second Grade students of SMA Muhammadiyah 3 Surakarta academic years 2014/2015 ?
2. How is the improvement of the students English speaking skill after using *Komunikata* Game technique in the second grade students of SMA Muhammdyah 3 Surakarta academic years 2014/2015 ?

#### **D. Objective of the Research**

The objective of this study is to investigate *komunikata* game is able :

1. To know how the implementation of *Komunikata* Game in the students English speaking skill in the second grade students of SMA Muhammdyah 3 Surakarta years 2014/2015
2. To know how the improvement of the students English speaking skill after implementing *Komunikata* Games in the second grade students of SMA Muhammdyah 3 Surakarta years 2014/2015.

#### **E. Limitation of the study**

The study limits the problem on the applying this technique to improve speaking skill especially in accuracy and fluency aspects. The material also limits on descriptive text.

The research is conducted at the second grade students of SMA Muhammdyah 3 Surakarta especially at second grade student XII IPA I, because this class needs speaking skill more for their provision when they have graduated from their school, but according to the observation the students' speaking is still low. Then the researcher decides to conduct the research in this class in order to improve their speaking skill through *Komunikata* Game technique, because by using this technique the student can learn interactively and more fun with their friends.

#### **F. Benefit of the Research**

The result of the study can be useful for English teachers as contribution for better teaching and learning process, especially to the second grade

students of SMA Muhammdyah 3 Surakarta. There some expected benefits of the study :

1. Theoretical Benefit

To become references in the school, for the English teachers and for the students.

2. Practical Benefits

a. For the English Teacher

*Komunikata* Games can be teacher's alternative way to solve the problem arising in teaching speaking.

b. For the students

The implementation of *Komunikata* Games in learning speaking can be the new technique wich either effective, interesting, and fun. *Komunikata* Game can be one of the media to practice their speaking skill. Hopefully, students are more comfortable to learn speaking in English.

### **G. The Definition of Key Terms**

1. Speaking skill is the ability to manipulate grammar and vocabulary, and pronounce it correctly. Speech involves the use of production skills, notably facilitation and compensation device. It also involves the skill of resolving specific kinds of communication problem (Bygate, 1987:49).
2. *Komunikata* Game helps the students to increase their vocabulary in a fun way. It is a game which helps theteacher to create contexts in which language is useful andmeaningful. Phillips (1997, p. 85) stated that games

in the language classroom will help children to experience learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. The students are involved in something active, be cooperative and compete without having the intention to outsmart their friends just like the spirit of any games. Thus, the teacher can implement the game in the class. It makes students to learn easier, to understand and to remember vocabularies in particular topics more enjoyable.

### 3. Classroom Action Research (CAR)

Based on Kemmis and McTaggart in Joy M. Reid (1993:265) state that action research or classroom action research is define as trying out ideas in practice as a means improvement and increased knowledge.

## H. Previous Study

The second research by Gwenny Ainnun Nur (2013) entitled The use of “Komunikata Game to Increase Vocabulary of The Seventh Grade in SMP Negeri 23 Surabaya belongs to descriptive qualitative research. Instruments applied here were observation, interview and documentation. Seventh grade students A and B in SMP Negeri Surabaya, as a pilot test to see how the guided writing conducted. The findings explained that the implementation of guided writing in seventh grade students A and b in that school was effective. It helped the students achievement in terms of academic up to 9.8. Basically, it is simmiliar on the use of improve writing skill in teaching, but there is a different in the research design. The previous study

focused on descriptive qualitative research, while this research focuses on Classroom action research.

The researcher presents the previous study dealing with the topic. The first title is “Improving Student Speaking Skill Using Komunikata Game” (*A Classroom action research at The Eight Grade of SMP N 16 Surakarta in Academic Year 2010/2011*). She finds many problems faced by teacher and students. The problem are students have low motivation in following the lessons and they are oassive participants during the lesson. The researcher used Numbered Heads Together technique in speaking class. The students are more motivated when Numbered Heads Together technique is applied in teaching learning process. The result is that students become more active in speaking class.





## CHAPTER II

### LITERARY REVIEW

#### A. Speaking

##### 1. The Nature of Speaking

Speaking is “the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts” (Chaney, 1998: 13).

According to Hornby (1974: 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing one-self in words, and making speech. On the other hand, Mead and Rubin (1985: 19) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener and which includes both verbal and non verbal component.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feeling to others by using words or sounds of articulation in order to inform, to persuade and to entertain that can be learned by using some teaching learning methodologist.

##### 2. The Definition of Speaking Skill

According to Byrne (1997: 8) states that oral communication is two ways process between speaker and listener (or listeners) and it involves the productive skill of speaking and receptive skill of understanding (or listening with understanding). This is in line with Widdowson (1996: 59) who declares that the skill of speaking is the skill which is conventionally referred to as “listening”. While, productive aspect of speaking referred to as “saying”. It can be said that

speaking has a productive part when one participant in an interaction assumes the active role of speaker.

Harmer, (1997: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Based on definition above, it can be concluded that skill of speaking is oral communication which has a productive part between speaker and listener (or listeners) and it involves the productive skill of speaking and receptive skill of understanding.

### **3. The Element of Speaking Skill**

According to Syakur (1987: 5), speaking ability is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency.

#### **a. Pronunciation**

Pronunciation is the students' way to utter English well. When teacher teach English, they need to be sure that their students can be understood when they speak. Students need to be able to say what they want to say.

#### **b. Vocabulary**

Vocabulary means the appropriate diction which used in conversation. Language students need to learn the lexis of the language.

#### **c. Grammar**

It concerns with how to arrange a correct sentence in conversation.

d. Fluency

It can be defined as the ability to speak fluently.

#### **4. Speaking Accuracy and Speaking Fluency**

Speaking ability covers two components such as: accuracy and fluency. According to Byrne (1997: 5) states that accuracy is the use of language which depends on mastery of the language system. Accuracy focuses on the correct use of grammar, vocabulary, and other skill. Byrne (1997: 9) states that speaking fluency is the ability to express oneself intelligibility reasonably accurately and without too much hesitation. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and fillers.

Brown (1994: 254) defines between accuracy and fluency. Accuracy means clear, articulate, grammatically, and phonologically correct. While fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

Accuracy concerns the ability to produce grammatically correct sentence. In other words, accuracy in language accuracy means grammatical accuracy only (Richards, 2002: 3). Nevertheless, in Thornbury (2005) the term accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale of assessment of accuracy:

- a. Grammar: students use correct words order, tenses, tenses agreement, etc. students do not leave our articles, preposition, or difficult tenses.

b. Vocabulary: students have a range of vocabulary that corresponds to the syllabus year list and uses words which have been taught.

c. Pronunciation: students speak and more people understand.

Event broader than that, Lim (1994: 23) defined accuracy as “the ability to use correct form in which utterances do not contain errors affecting phonological, syntactic, semantic, and discourse features of the language”.

Richards (2002: 141) defined fluency as the features which gave speech the qualities of being natural and normal.

More specifically, Thornbury (2005) pointed out the criteria for assessing fluency:

a. Lack of hesitation: students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

b. Length: students can put ideas together to form a message or an argument. They can make not only the simplest of sentence patterns but also complex ones to complete the task.

c. Independence: students are able to express their idea in a number of ways, keep talking and ask questions, etc. to keep the conversation going.

From the definition above, it can be concluded that speaking accuracy is the use of language by controlling the language focusing on their pronunciation, phonology and grammar. While speaking fluency refers to the use of language by talking less in pause or significant pauses.

## **B. Teaching Speaking**

### **1. The Definition of Teaching speaking**

According to Rebecca Hughes (2011: 6) in Solcova, stated that teaching speaking is concerned one needs to distinguish between teaching the spoken form of a language and teaching a language through speaking. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in another language than our own is anything but simple, Bailey (2001: 48).

Based on the statements above, it can be concluded that teaching speaking is a process to distinguish between teaching the spoken form of a language and teaching a language through speaking.

## **2. The Types of Classroom Speaking Performance**

Brown (2001: 271) recommends the six types speaking performance that students are expected to carry out in the classroom; they are:

- a. *Imitative*. Imitating human tape recorder speech is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- b. *Intensive*. After listening and imitating the tape recorder, students practice some phonological or grammatical aspect of language.
- c. *Responsive*. A good deal of student speech in the classroom is responsive. Students give short response of their teacher's (or may be their friends') questions or comments.
- d. *Transactional (dialogue)*. The purpose of the transactional dialogue is to convey or exchange the specific information
- e. *Interpersonal (dialogue)*. The purpose of the interpersonal dialogue is to maintain social relationship.

- f. *Extensive (monologue)*. These kinds of activities can only be conducted by students at intermediate to advanced levels in which students give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

In this research, the researcher applied extensive (monologue) to speaking test which the students to describing a picture in the front of class.

### **3. Teacher Roles**

According to Byrne (1997: 2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follow:

- a. The presenting stages (when the teachers introduce something new to be learned), the teachers play a role as informant.
- b. The practice stage (when the teachers allow learners to work under their direction), the teachers have a role as conductor and monitor
- c. The production stage (when the teachers give the learners opportunity to work on their own)

Beside these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teacher must be able to motivate their student in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skill, the selection and presentation of topics and activities, the teachers' personality).

### **4. Problem in Speaking Activity**

According to Ur (1996: 20) there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be

spoken, the low participation, and the use of mother tongue. Those problems can be explained as follows:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b. The lack of theme to be spoken

Some learners get difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while other speak very little or not at all

d. The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

The entire problem in speaking activity was faced in students of XI IPA 1 SMA Mhammadiyah 3 Surakarta. The students were afraid to speak English in front of the class. Students are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

## **5. The Problem Solution in Speaking Activity**

Some suggestion proposed by Ur (1996: 121) in order to overcome the problem in the speaking class. The strategies are explained in the following term:

a. Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time

b. Base the activity on easy language

It is better to review the essential vocabulary before the activities sets.

c. Make a careful choice of topic and task to stimulate

Give the clear purpose of discussion will make the students more motivated in doing task.

d. Give some instruction or training in discussion

The participants should give the contribution to the discussion; appoint a leader to each group who will regulate the participants

Based on the explanation above, the researcher uses Two Stay Two Stray technique. This technique used work group. The students work in group, two move to another group in order to get information. By using Two Stay Two Stray technique, the use of oral practice is the students more fun and more active.

## **6. Characteristic of Successful Speaking Activity**



In teaching learning process, the teacher should know the characteristic of successful speaking activity. Ur (1996: 120) states that there are four characteristic of successful speaking activities as follows:

a. The students talk a lot

As much as possible of the period of the time allotted to the activity is in fact occupied by learners talk. This may seem obvious but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed

c. The motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances which are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

From the definition above, it can be concluded that students could express themselves in utterances which are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

## **7. The Assessment of speaking**

The assessment of speaking is to asses, oral language on systematic and have procedures or reassessment activities that can seedily be incorporated into plans

by making assessment reflecting to instruction it will increase the validity and reliability of assessment approaches.

According to Ur (1996: 39-41) suggest that the techniques of speaking test to test oral proficiency are as follow:

a. Questions and answer

In this test, the teacher and the students are involved in question answer using the target language. The answer can be in short or long answer based on the question asked.

b. Monologue

In this type of test, students are required to perform a speaking performance at a topic given.

c. Making dialogue

A pair of students is given a topic and then they are expected to perform a speaking performance at a topic given.

d. Role plays

Teacher hands out a card role to the students. Each student gets a particular role to perform in pair or group to conduct the speaking.

e. Debate

Some students are divided into two groups pro and contra. They are given a topic and then asked each group to give their opinion about the topic based on their group role.

In this study, the researcher uses monologue technique to test speaking. according to Nakamura and Valens (2001: 53) monologue speaking test is also called the presentation. In this type, students were asked to perform some tasks

such as; show and tell where they talk about anything they choose. This is considered a chance to give an opportunity to make small presentation.

The rating scale ranged between poor until good with the symbols from 1 to 5 which adapted from Beresova (2007) can be seen in table below:

Table 1 The Scale of Speaking Test Score

	ACCURACY		FLUENCY
1.	Quite a few mistakes in grammar, some errors cause confusion, quite a few mistakes in vocabulary which sometimes interfere with communication, limited expression and a few pronunciation errors.	1.	Basic communication, short conversation, seeking and conveying information in simple terms, unnaturally long pauses.
2.	Generally good usage in grammar, generally good usage of vocabulary, searches for words, good pronunciation and information.	2.	Competent communication making them understood with little difficulty, using the for information and explanation, some interruptions necessary, longer pauses to search word or meaning.
3.	A high degree of accuracy, a few grammatical errors but must sentence correct,	3.	Clear and effective communication, a few unnatural pauses, few

	appropriate use of vocabulary, sometimes searching for words, speaking confidently with good pronunciation and intonation,		interruptions usually necessary but intention is clear.
4.	Accurate mastery of grammar, minor mistake precision in well structure language, accurate mastery of vocabulary, not much searching for words, consistently accurate pronunciation, possibility to vary information.	4.	Fluent mastery of the language, very long pauses, general meaning clear, very few interruption necessary.
5.	Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5.	Easy and effective communication uses long turns.

The researcher uses the scale range of score above to conduct the speaking test for the students. The researcher gives the result for the students based on the given criteria. The accuracy and the fluency scores will be

accumulated for each students when they do speaking test, and the total score from accuracy and fluency accumulation is 10.

Students are expected to be able to do the simple monolog in the form of recount, descriptive and narrative text. From this activities the students must pay attention to the speaking aspect, they are accuracy and fluency. Accuracy includes pronunciation, vocabulary and grammar. So the students have to focus in pronunciation, vocabulary and grammar of the words and then speak fluently.

### **C. Review of *Komunikata* Games**

#### **1. Definition of *Komunikata* Games**

*Komunikata* Game is one of language game which focuses on improving the students vocabulary. It is a guessing game that creates conditions in which the use of the target language is necessary for leading players to the correct guess. but in addition to improve students 'vocabulary, in this study, the researchers also use this game as a new way to improve students' writing. Because, after students master a lot of vocabulary automatically by itself it can make students more pour these words in a sentence intact which then can be used as a paragraph and by itself anyway, the students' ability to write well is getting increase.

*Komunikata* first was coined by Robert Noah, Isam Surentu (September '00 - Jun '05), which then be a quiz Indonesia Hot Streaks license owned by FremantleMedia since September 25, 2000 to 30 September 2005 in TPI (now MNCTV). In the development *komunikata* be playing on a very popular because of the rule play that simple but still fun.

Then written in a book written by Aphids Baharuddin (2010: 23), who wrote how proedur that can be applied to the student learning through games *komunikata*, in the following manner:

- a. The teacher explains the rules of play to the students.
- b. Students are asked to line up on the sidelines of the bench in order of their seats, forming a line straight facing forward (toward the blackboard)
- c. The teacher instructed the students to cover both ears of each tightly and honest.
- d. The teacher whispered a short sentence to students who stood at the back, and then whispered to a friend who was in front of him.
- e. After hearing the cue from the teacher, the students then patted the shoulder 2x friends on row front of her with say "*komunikata*" and whispered the key phrase you have heard before (every student is given the opportunity to mention the 2x key sentence). And so on until the front ends dibarisan students.
- f. From which teachers can assess how students say the sentence is the correct pronunciation. Based on the explanation above, the researcher is interested in applying *Komunikata* Game as media to improve the students writing skill. From this idea, the writer wants to conduct a research entitled "The Use of "*Komunikata* Game" to Improve Writing Skill The Second Grade Students of SMA Muhammdyahn3 Surakarta Years 2014/2015

Playing game in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. The students are involved in something active, be cooperative and compete without having the intention to outsmart their friends just like the spirit of any games. Thus, the teacher can implement the game in the class. It makes students to learn easier, to understand and to remember vocabularies then write that what they want to write, in particular topics more enjoyable. Game has a lot of advantages and effectiveness in learning. As Rixon stated (1992) that game help students to revise vocabulary and to recall something that happens during a game. It may help a student to remember the language that connects

with it. In addition, vocabulary games provide a good chance for students to learn something from one another.

So, with this game, researcher then used as a medium to attract student interest in writing, in particular an increase in their ability to write. so in the learning process, students have a new way to pour all their ideas in writing, in ways that fun, exciting, relaxed but still serious.

## 2. The Principle and the Procedures of *Komunikata* Game

In principle, *Komunikata* game (Afid Burhanuddin, 2014:15) is a game made by a team, or in other words, this game is done individually or in a group. But conjunction with this study, the researcher then combin *ekomunikata* game that can be a medium to improve students' speaking individually

In conjunction with an increase in the skill of students' writing, the following procedures are applied Bruce Forsyth's Hot Streak game in this study:

- a. The teacher explains the rules of play to the students.
- b. Students are asked to line up on the sidelines of the bench in order of their seats, forming a line straight berbanja kebelakan facing forward (toward the blackboard)
- c. The teacher instructed the students to cover both ears of each tightly and honest.
- d. The teacher whispered a short sentence to students who stood at the back, and then whispered to a friend who was in front of him.
- e. After hearing the cue from the teacher, the students then patted the shoulder 2x friends on row depannyasambil say "komunikata" and whispered the key phrase you have heard before (every student is given the opportunity to mention the 2x key sentence). And so onuntil the front ends dibarisan students.
- f. From which teachers can assess how students say the sentence is the correct pronunciation. Based on the explanation above, the researcher is interested in

applying *Komunikata* Game as media to improve the students writing skill. From this idea, the writer wants to conduct a research entitles “The Use of “*Komunikata* Game” to Improve Writing Skill The Second Grade Students of SMA Muhammdyahn3 Surakarta Years 2014/2015

#### **D. Action Hypothesis**

The action hypoteshis of this research is, “By implementating the teaching writing using *Komunikata* Game, the students speaking ability can be improved or better, especially of the second grade students of SMA Muhammadiyah 3 Surakarta.”





## CHAPTER III

### RESEARCH METODOLOGY

#### A. Research Design

In this research, the researcher uses classroom action research (CAR). In the CAR there are two important things : The first is action efforts to dig up the ways to act (action) in the best class that can generate a situation is better fo our students. The second is research with a way to do systematic investigation activities through the collection and analysis of data carefully, accurate, objective evidence obtained so that effective action we do. (Mettetal, 2002-2003).

Research is the process of finding out new data based on facts collected in ways that minimize observer prejudice. Research project comprises a great variety of method that can be used in order to achieve goals (Dobson, 1989:67).

There are a number of definitions available in literatures. The following are three definitions of action research which the rsearcher quotes from Hopkins (1993: 44-45). The first definition is given by Stephen Kemmis, who says that: There are a number of definitions of action research quoted from Hopkins (1993: 44-45). The first definition is given by Stephen Kemmis (1993: 44), who says that :

Action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively,

though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'.

From the definitions above the researcher concluded that action research is systematic study to get the good result be better than before or do something to make change o problems in education to improvement. The goal classroom action research is to improve rhe teaching and students skill during the teaching and learning process in the class. It is an approach to improve education through change, by encouraging teachers to be aware of their o be critical to their own practice, to be critical of that practice, and to be prepared to change it. It is participatory, in that it involves other people as part of a shared enquiry and collaborative, in that it involves other people as part of a shared enquiry. It is research *with*, rather than research *on*. It is a powerful method of bridging the gap between the theory and practice and practice of education: for here teachers are encouraged to develop their own personal theories o education from their own class practice (McNif, 1992)

Action research in this classroom action research uses the model which is developed by Kemmis and McTaggart in Hopkins (2008: 92) who stated that there are four steps in classroom action research; they are plan, action, observation and reflection. It can bee illustrated as follow:

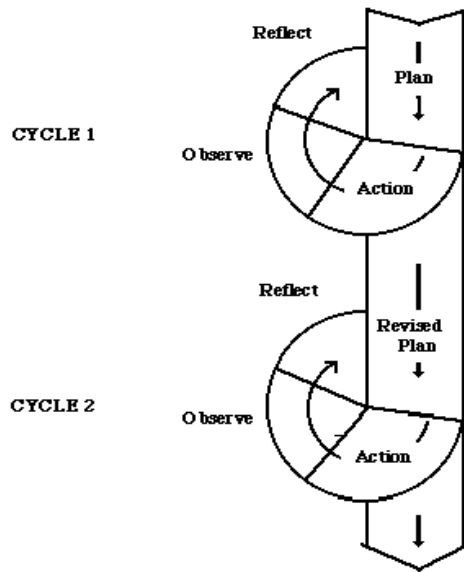


Figure 3.2: The Research Design

## B. Place and Time of study

This research was conducted at SMA Muhammadiyah 3 Surakarta, in academic year 2014/2015. The school located at *Jebres*, Surakarta. The school has three grades of classes, which are first grade, second grade and third grade. In current curriculum, each grade is named with class 10 for the first grade, class 11 for the second grade, and for the third grade is class 12. Each grade is divided into 3 class, which named with clas 10.1 , 10.2 , 10.3 for the first grade. Then, 11IPA 1, 11 IPS 1, and 11 IPS 2 for the second grade. The last, 12 IPA 1, 12 IPS 1 , and 12.IPS 2 for the third grade. The classroom is characterized by standart classroom that has class size about thirty students. This study is carried out from 29 April 2015, until 6 Mei 2015

## C. Subject of The Research

This research is about improving speaking skill by using *komunikata* game. It is conducted in SMA Muhammdyah 3 Surakarta. There are many senior high schools in

Surakarta. It is impossible to do research in all senior high school in Surakarta. Then researcher chooses to do research only in SMA Muhammadiyah 3 Surakarta. Apart from the obvious strategic location, SMA Muhammadiyah 3 Surakarta is researcher school when the school was still in senior high school level. This studies then carried out at the 11. IPA 1 SMA Muhammadiyah 3 Surakarta (or aligned with the needs of the study researcher, the second grade students). That is located at Jebres, Surakarta. The participants are the students in class 11. IPA 1. It consist of 16 students, they are 5 male and 11 female.

This class, in general, already have an interest in learning the English language. But then, if mentioned about speaking material, they pointed out that there is no motivation to speak. Although some students were good in English skill, they had low motivation in English class. The students afraid to make the mistakes in expressing their ideas through speaking. The teacher get some difficulties of this class when teaching-learning speaking process. They are also difficult to study more fun, easy, but still seriously.

#### **D. The Procedure of Action Research**

On the basis of the models the procedure of classroom action research adapted from Kemmis and Mc. Taggart. Kemmis (1983) in Hopkins (2008: 92) states that action research is a form of self-reflection enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding or their practices; and (c) the situation in which these practices are carried out.

There are four steps in action research; they are planning, action, observation, and reflection. The procedures of the action research in this research are as follows:

##### **1. planning**

Planning is a process to develop a plan action in the context in which it occurs. In this step, the researcher prepared all of the needed when conduct lesson in the class such

as: lesson plan, material, media, schedule, attendance list and instrument of observation.

## 2. Action

Action is an act to implement the plan. In this step, the researcher implements what written lesson plan is.

## 3. Observation

Observation is a process of observing the effect of the action in the context in which it occurs. In this steps, the researcher records the important occurrence during teaching learning process. In this step, the researcher took some advice or suggestion when *Komunikata* is applied. Besides, the researcher can indentify the strength and weaknesses of the lesson plan implementation using *komunikata* Game, especially at the second grade students of XI-IPA 1 SMA Muhammadiyah 3 Surakarta.

## 4. Reflection

Reflection is reflecting process on these effects as the basic for further planning; subsequent action and so on, trough success of stages. In this step, the researcher makes an evaluation after *Komunikata* Game is applied in the class.

Based on the illustration above, the step can be extended into six steps namely:

### 1. Identifying the problem

The researcher identifies the problem by doing pre-observation in the class. In the pre-observation the researcher interviewed the English teacher and some of the students of XII IPA I. Besides, the researcher conduct pre-test for the students in the class.

### 2. Planning the action

The researcher prepared all of the need when conduct lesson plan in the class such as: lesson plan, material, media, schedule, absent and instrument. In this moment, the researcher discusses the planning with English teacher.

3. Implementation the action

The researcher implements the *Komunikata* Game in teaching speaking for the students. In this research, she takes two cycles in the implementation of *Komunikata* Game.

4. Monitoring the action

The researcher observes all the activities in the teaching learning process. She identifies the strength and weakness of the implementation lesson plan by using *Komunikata* Game.

5. Reflecting the result

The researcher makes an evaluation to know the result and the students' progress during teaching learning process by using Two Stay Two Stray technique. She is helped by English teacher to solve the students' weakness in speaking.

6. Revising the plan

Based on the implementation, observation result and reflection, the researcher revises the plan for next cycle.

## **E. Technique of Collecting the Data**

The data used in this research consist of quantitative and qualitative data. The techniques used to collect the data are follows:

1. The Quantitative Data

a. Pre-test

Pre-test is taken before the treatment in the action is given. Pre-test is given at once in the step of identifying the problem. Before planning the action the researcher does a pre test to know the students speaking skill. It is aimed at

knowing their problem and giving guidance to the researcher in planning action.

b. Test-cycle 1 and Test-cycle 2

The test-cycle 1 and test-cycle 2 are given twice as this research will done in two cycles. The test-cycle 1 is given after implementing the action in the first cycle. The second post-test is given after implementing the action from cycle one to cycle two. The speaking test will cover various kinds of skills: accuracy and fluency. The validity of the text was seen from the extent to which a test measures and what is intended to measure. Test used in test-cycle 1 and test cycle 2 are monologue. In this type of test, students are required to perform a speaking performance at a topic given.

Table3. The Scale of Speaking Test Score

	ACCURACY		FLUENCY
1.	Quite a few mistakes in grammar, some errors cause confusion, quite a few mistakes in vocabulary which sometimes interfere with communication, limited expression and a few pronunciation errors.	1.	Basic communication, short conversation, seeking and conveying information in simple terms, unnaturally long pauses.
2.	Generally good usage in grammar, generally good usage of vocabulary, searches for words, good pronunciation and	2.	Competent communication making them understood with little difficulty, using the for information and explanation,



	information.		some interruptions necessary, longer pauses to search word or meaning.
3.	A high degree of accuracy, a few grammatical errors but must sentence correct, appropriate use of vocabulary, sometimes searching for words, speaking confidently with good pronunciation and intonation,	3.	Clear and effective communication, a few unnatural pauses, few interruptions usually necessary but intention is clear.
4.	Accurate mastery of grammar, minor mistake precision in well structure language, accurate mastery of vocabulary, not much searching for words, consistently accurate pronunciation, possibility to vary information.	4.	Fluent mastery of the language, very long pauses, general meaning clear, very few interruption necessary.
5.	Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5.	Easy and effective communication uses long turns.

## 2. The Qualitative Data

Observation according to Burn (1999: 80) observation is taking regular conscious notice of classroom and occurrences which are particularly relevant to the issues or topics being investigated. The observation is done along with the learning process.

The researcher observes the students' attitude, their behavior about the material, and the atmosphere of the class along with the learning process. In this observation, the researcher observed the students' activities in class XII IPA I. Observation was way of finding out more about the student's response and student's behaviors during the learning process dealing with student's speaking skill. In this research, all activities in the process of teaching and learning speaking by using *Komunikata* Game technique be observed by the collaborator.

### 3. Test Technique

Linn and Gronlound in Aftari (2008: 26) state that a test is a particular type of assessment that typically consist of a set of question administered during affixed period of time under reasonably comparable conditions for all students. In this study, the researcher uses a speaking test to measure the students' achievement in speaking skill. The researcher gave a pre-test and a post test in order to know the students' speaking ability before and after being taught using *Komunikata* Game technique. In this research, the researcher uses monologue test type for both the per-test and the post-test. The result of the test will be analyzed to know the students' achievement in speaking skill.

## **F. Technique of Analyzing the Data**

1. The qualitative data were presented in words and sentences form to get the conclusion after the data have been analyzed. To analyzes the qualitative data which consist of

observation, interview, field notes and documentation, the researcher uses some steps below which adapted from Burn (1999: 156-160):

a. Assembling the Data

The first step is to assemble the data that researcher has collected over the period of the research: field notes, interview and student worksheet and so on,

b. Coding the Data

In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically.

c. Comparing the Data

At this stage, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. It should be noticed sequence of data of identify relationship and connection between different sources of data. At this stage, the researcher should be able to map frequencies of occurrences, behavior or responses.

d. Building Interpretation

This point where moving beyond describing, categorizing, coding and comparing to make some senses of the meaning of the data. This stage demand a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns or behaviors, interaction, or attitudes have emerged.

e. Reporting the Outcomes

The final stage involves presenting account of the research for others. A major consideration is to ensure that the report sets out the major process of the research, and that the findings and outcomes are well supported with examples

from the data. The data in the action research have been systematically collected and analyzed.

2. Quantitative will support the data from qualitative method. The data are presented in the form mean score and the result used to analyze the teaching and learning process. It compared the students' speaking skill before and after each cycle or the result from pre-test and post-test to know whether there is an improvement in speaking skill or not when using *Komunikata* Game. Based on Suparno (2008: 81) the formula is state as follow:

$$\frac{X = \sum X}{N} \quad \frac{Y = \sum Y}{N}$$

In whisch

X = mean of the pretest score

Y = mean of post test score

N = number of subject

$\sum X$  = the sum of pretest score

$\sum Y$  = the sum of post test score

Finnally, by analyzing the observation result, interview result and test result, it can be concluded whether *Komunikata* Game can improve students' speaking or not.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

This chapter presents the result of the classroom action research which was conducted in the second grade students of SMA Muhammadiyah 3 Surakarta by using *Komunikata* game. This chapter covers the result of research implementation which could obtain the goals of research, whether the use of *Komunikata* Game could improve the students' speaking skill at the second grade students of SMA Muhammadiyah 3 Surakarta. The results of research implementation are included into section: research finding and discussion. The teaching and learning process was based on the lesson plan. The researcher made the classroom activities into two cycles.

Before the implementation study, the pre-research was conducted. The purpose of pre-research is to identify the real problems happening during the teaching learning process especially in the speaking skill. The real problems were identified through interview with the teacher and the students of class XII IPA I. The researcher gave pre-test in the first test to students. In this research, the researcher became a teacher in teaching learning process from beginning until the end of the research. The schedule before and after implementing the research can be seen in the table below.

Table 5: Schedule Classroom Action Research

No.	Activities	Date	Purpose
1.	Pre-research a. Interview  b. Pre-test	a. April 29, 2014  b. April 29, 2014	a. -Ask permission with the head master to do action research -Identified teacher's and student's problem in the teaching learning, ask the schedule and the materials b. Identified the student's score before implementing the action.
2.	Cycle 1 a. Meeting 1 <sup>st</sup> b. Meeting 2 <sup>nd</sup> c. Meeting 3 <sup>rd</sup>	a. May3, 2014 b. May 6, 2014 c. May 10, 2014	a. Implementing <i>Komunikata</i> Game b. Implementing <i>Komunikata</i> Game c. Post-test 1
3.	Cycle 2 a. Meeting 1 <sup>st</sup> b. Meeting 2 <sup>nd</sup> c. Meeting 3 <sup>rd</sup>	a. May 14, 2014 b. May17, 2014 c. May21, 2014	a. Implementing <i>Komunikata</i> Game b. Implementing <i>Komunikata</i> Game c. Post-test 2
4.	Post-research	May 24, 2014	Collected data source about student's score and lesson plan

### 1. Preliminary Research Finding

The researcher gave pre-test to students in order to measure the students' skill in speaking. The test is describing people appearances. The pre-test was held in class XII IPA ISMA Muhammadiyah 3 Surakarta in academic year of 2014/2015 which consists of 16 students. The pre-test was done on 29<sup>th</sup> April 2014. The result of pre-test score was under the standard minimal criteria (KKM). The result of mean score pre-test was 2.87. It indicated that they low in pronunciation and fluently. The more detail result of pre-test can be seen from the table bellow.

Table 6: The students' score in Pre-Test

No.	Students' name	Accuracy score	Fluency Score	Total Score
1	Anin Wulandari	1	1	2
2	Anisa	1	1	2
3	Herman Jensen S	1	1	2
4	Imanda Ukhti	4	3	7
5	Karina	1	1	2
6	Lastri Widyanti	1	1	2
7	Meyke Dwi Maharini	2	2	4
8	Novia Nur R	2	2	4
9	Oektari H	1	1	2
10	Putri Ayu Listari	1	1	2
11	Rahmawati Dwi W	1	1	2
12	Rosyana Indriyani	1	1	2
13	Sarah Claudia Auliana	3	3	6
14	Ridho	1	1	2
15	Wahyu Riadhinata	2	1	3
16	Iqbal M B	1	1	2
	<b>Total</b>	24	21	46

In which

$$\sum x = 46$$

$$N = 16$$

So, the students' mean score was:

$$X = \frac{\sum x}{N}$$

$$= \frac{46}{16}$$

$$= 2.87 \quad \text{The students mean score in pre test was 2,8}$$

## 2. Research Implementation

The research finding was obtained from the beginning until the last teaching learning process. In chapter 3, the researcher has been stated that she conducted 2 cycles and each cycle consist of three meetings. The detail explanations are as follows:

**a. Cycle 1**

There are four steps in conducting this research they are planning, action, observing and reflection in each cycle. In this first cycle the researcher designed three meetings.

**1) Planning**

According to the problem which was faced in teaching speaking skill the researcher made a preparation to conduct the research. Based on pre-research and pre-test, the researcher arranged the plan for the first treatment. The researcher prepared everything needed in the treatment and post test in the first cycles such as lesson plan, teaching material, post test, and etc. The researcher used *Komunikata* Game to teach narrative in speaking class. The researcher used three-phase technique, such as opening, main activity and closing. In the main activity consist of exploration, elaboration, and confirmation.

**2) Implementation of the Action**

In implementation the action, the researcher played a role as a teacher. The teacher did teaching learning process in three phases; pre-activity (opening), main-activity and post-activity (closing). The opening phase covered all the thing done as the opening the class such as the opening the class such as greeting, checking the students attendance, and giving motivation for students to learn English and practice more. Than the researcher did the



brainstorming or gave some question to simulate their participation in lesson. The description of implemented the action.

a) First Meeting

(1) Opening

The first meeting was conducted on May 3<sup>th</sup>, 2014 at 12.15 - 13.30 pm. The researcher opened the class by saying “*Assalamualaikum*” and check the students’ attendance. There was no student who did not come to the school. In the class there were 16 students. The researcher told them that they would have a speaking class. The researcher began the lesson by explaining what they would do that day in speaking class and told the material that would be learn.

(2) Main Activity

(a) Exploration

The researcher started the class by giving brainstorming to the students. She gave some questions that related to the narrative text. Before explaining the material to the students, the researcher asked question to students dealing with the material about narrative text. Some students were silent they did not answer anything but some students answer the question. One of students Imanda Ukhti answers the question”narrative text is the text that have purpose to entertaint the reader or

listener". Good answer from Imanda and the other student give the same answer. Basically, the students understand about the narrative text text. It would be seen from how the students answer the question.

(b) Elaboration

In main activity, the researcher gave explanation about narrative text. Firstly, the researcher explained about the definition of narrative text then continued explaining about the purpose of narrative text and then people appearances. Therefore, there were students who did not pay attention and the researcher asked students to be silent and paid attention. After the students paid attention and listened seriously, the researcher continued explaining the generic structure of narrative text

Next, the Next, researchers gave an example of a complete text of the section part narrative structure of the text, so that students can better understand how the narrative text.

After skimming through the example of narrative text, researchers asked students if they understand the intent of the narrative text, and all the students answered "yes" together. Because, it is considered quite familiar with narrative text explanation, researchers asked students to

write short essays profit structure narrative text, the background stories of their personal experiences.

all students then work on tasks assigned by investigators with calm. Occasionally they turned to each other and ask the meaning of a word that they do not know. There was a 20-minute given by the researchers have been exhausted. Students collect duties they have done with sheets that had been given earlier researchers.

Task completed to coincide with the second recess bell, which means English class hours to 7 has been completed. Researchers then smoothed all the tasks that have students collect and to allow students to leave the classroom, rest and do prayers dhuhur.

During school hours to 8, the students returned to class on time. Then they went back to prepare them to continue learning English. Researchers then invited one of the students to read the results of their work on their personal experiences to the class. Students are ImandaUkhti.

Once finished telling his personal experience in front of the class, the students applauded as a form of tribute to Imanda. Researchers also corrects together Imanda task results, showing together the parts in narrative text.

of the results of joint discussions, it appears that all students of class XI IPA 1 is able to absorb properly, an explanation of the narrative text and how to expressed it in a sentence.

There is still time remaining, the researcher continue the lesson by explaining the core material is talk with komunikata playing techniques. Initially, the researchers, explained what komunikata game and how it is applied in English class times in .. Until this point, all students can understand the lessons given by the researchers to easily and quickly. All students also seemed enthusiastic and interested in new methods given by the researchers.

Given the time is getting short, researchers and invited all the students to practice with a simple how to play komunikata with media that has been provided by the researchers. All students seemed very excited with this method, remember that hour English class that day is the last hour. Obstacles faced in the first trial komunikata this game there are a few, just as the students seemed still crowded and noisy, difficult to abide by the rules that have been given at the beginning of the game.

### (3) Closing

In this activity, the researcher gave conclusion all about the material that have been learned that day. The researcher gave positive feed back concerning students' success in learning process. Before times up, the researcher asked students about the difficulties faced in learning speaking, especially in narrative text. Some students said that they still got trouble in pronunciation the words in right pronunciation and communicate what they read to some word, they were difficult in pronunciation. Then, the researcher gave motivation to students to practice speaking in home. When the bell rang, the researcher asked to the students to say "*Hamdallah*" together before they ended the lesson. After that, the researcher closed the class by said "*Salam*".

### b) Second Meeting

#### (1) Opening

The second meeting was conducted on May 3<sup>th</sup>, 2014 at 08.30-10.00am. At that day, the researcher entered the classroom and greeted all the students by saying "*Assalamualaikum*". Afterward, the researcher asked who did not come that day in English lesson. The researcher started the lesson by explaining what they would do that day.

## (2) Main Activity

### (a) Exploration

Before the main activity the researcher tried to remind the students about *komunikata* game have been given in the first meeting. Fortunately, they have known the materials that have learned. The researcher asked students to stay at their own group, like yesterday.

### (b) Elaboration

The researcher delivered the material about narrative and *Komunikata* game. By giving them some notes, the students wrote and tried to understand material about narrative and *Komunikata* game.

In the second meeting the researcher gave assignment to the students. The researcher gave the students two narrative examples of text and repeated explanation of *komunikata* already discussed at previous meetings.

After completing the explanation, the researchers then gave the question of narrative games and *komunikata* game, knowing remedy students' understanding of the material provided. And from the second meeting this time, we can see the students a better understanding of the material given by the researchers of the narrative text and *komunikata* game.

Researchers then proceeded to divide students into four groups just as the previous meeting. Then the researchers gave the same method to practice *komunikata* game. In practice this time, students begin to appear calm and conducive to implementing the practice. Although there is a little noise, but not too intrusive course of practice.

Appropriate steps in the game *komunikata*, researchers then gave clue sentence on students who stood at the rear of each group. Furthermore, most students behind him whisper the sentence that has been read to students arriving in front of him, and so on until the students who were at the very front of the line. After coming to a student who was in the front of the line, the researchers then asked one by one student from each group to repeat by way of voicing aloud the sentence that has him hear. Of the four groups, there has been no reply can be said with complete and correct sentence that he was listening. However, they then could have guessed that a sentence that is not fully predictable is a song sung by someone like Adele. With the complete sentence "never mind I find someone like you, I wish nothing but the best for you". After repeating together all students correct sentences,

the researchers then asked the students some students to tell a bit of the content of the song in front of the class in a few sentences using their own words. There were three students who want to progress and communicating the content of the songs they had guessed, though only 3 to 4 sentences present, but they seemed enthusiastic about the opportunity retelling. And then student explained the generic structure of narrative text.

(3) closing

In this session, the researcher concluded the material and asked the student whether they understood the material or not. The researcher also gave a homework to the students. The researcher asked the students to say "*Hamdallah*" together before the researcher closed the lesson. Then the researcher closed the lesson and said "*Salam*".

c) Third Meeting

(1) Opening

The third meeting was conducted on May 10, 2014 08.30-10.00 a.m. The researcher greeted and checked the students' attendance. The researcher informed the students if that day the researcher gave them tests namely post-test to know the improvement of students' speaking skill. The researcher gave score for post test by used students homework.



## (2) Main Activity

### (a) Exploration

Before beginning the lesson the researcher asked the students to submit their home work. After all of the students had submitted their work, the researcher asked to present their written one by one in front of the class. The researcher called the students randomly. The students were little bit crowded at that time, but when the researcher began to call the first student, the other students kept quiet and paid attention to their friend who talked in front of the class.

### (b) Elaboration

The researcher gave the mark of each student. The researcher noticed the incorrect words which pronounced by the students and wrote them down on the white board. And the researcher spelt them and the students repeat after her.

### (c) Confirmation

The researcher also wrote the incorrect sentences and discussed it with the students. Here the result of post-test 1:

Table 7 The Result of Students' Post-Test 1

No.	Students' name	Accuracy score	Fluency Score	Total Score
1	Anin Wulandari	1	2	3
2	Anisa	2	1	3
3	Herman Jensen S	1	2	3
4	Imanda Ukhti	4	4	8
5	Karina	2	2	4
6	Lastri Widyanti	2	2	4
7	Meyke Dwi Maharini	3	2	5
8	Novia Nur R	3	3	6
9	Ocktari H	2	1	3
10	Putri Ayu Listari	1	2	3
11	Rahmawati Dwi W	2	2	4
12	Rosyana Indriyani	2	1	3
13	Sarah Claudia Auliana	4	3	7
14	Ridho	2	2	4
15	Wahyu Riadhinata	2	2	4
16	Iqbal M B	1	2	3
	<b>Total</b>	34	33	68

in which

$$\sum x = 68$$

$$N = 16$$

So, the students' mean score was:

$$X = \frac{\sum x}{N}$$

$$= \frac{68}{16}$$

$$= 4.25$$

The students mean score in post-test 1 was 4.25

### (3) Closing

The teacher asked the students about their performance. Then the teacher gave some advice and motivation to be better in the next practice. Third meeting was closed by “*Assalamu’alaikum*”.

### 3) Observing the Action

Observing was an aspect which could help the researcher to understand the research. The researcher observed all activities that happen during teaching learning process when implemented the action in class X1 IPA 1. The objective of observation was to know all students’ activities in the class and the condition of class during teaching learning process. The following is the detail explanation about the result of observation.

#### a) First meeting

The students look very enthusiastic when they know that the researcher would teach them in several times. This time, the researcher clarified that the researcher would learn together with them. The first meeting, the researcher gave material about narrative text. The researcher explained about the definition of narrative text, the generic structure and the language features of narrative text. When the researcher gave explanation about the material of narrative text, some students talk with each other and some students paid attention to the explanation. When the researcher gave some question some

students did not paid attention. The researcher explained about Komunikata Game to the students. At the first, the students seemed little bit confused. Some of them asked to explain more. The researcher gave an illustration about Komunikata Game.

**b) Second meeting**

In this meeting, when the researcher made group and divided students into 4 groups the condition of class rather crowded and the students look did not satisfy. But after the researcher gave assignment to the group the condition began little bit quiet. The students worked in groups to do the given material. The students' response was good, they enjoyed interacting and discussing with their peers.

**c) Third meeting**

The researcher gave post-test 1 to the students in order to know the students' improvement in speaking skill especially in narrative text trough Komunikata Game. The result of the post-test 1 showed the students mean score was increased from 2.87 in the pre-test to 4,25 in the post test 1.

**4) Reflecting**

After analyzing the result of the observation in cycle 1, the researcher made reflection in order to evaluate the teaching and learning process she did so far. There are some strength and

weakness from the observation which could be use to guide the reflection.

a) The Strength

Based on the observation and evaluation from students' improvement, the researcher and the teacher found some straight. They are as follow:

- (1) The students were divided into some groups, so they could discuss and share their idea into their classmate. The students more active in teaching and learning process because they were enjoy. They paid more attention to the teacher's explanation and appreciated their friends who told in front of the class.
- (2) Komunikata Game could build students interest and motivation in learning English specially in speaking skill. It also helped the students to learn by interacting with their friends.
- (3) There was improvement of the students speaking skill which could be seen from the mean score of post-test 1 that was 4.25 and it was higher that the mean score of pre-test that was 2.87.

b) The Weakness

Based on the observation above, the researcher also found the weakness. They are as follows:

- (1) Some students still need guidance in their speaking dealing with grammar and pronunciation.
- (2) Some students look ashamed to come forward in front of the class.
- (3) Although the students were active, but there were some students still passive. Some students were not taking a good part in their group discussion.

Therefore the researcher decided to take the second cycle in order to make better improvement to students speaking skill.

#### **b. Cycle 2**

First cycle had been done, so the researcher was continued to the second cycle because there were some weaknesses occurred in the cycle one. The researcher made some revising planning in the second cycle in order to improve the result of cycle two.

##### **1) Planning**

Based on the first cycle, some students look ashamed to come forward in front of the class. The researcher was necessary to make approaches to the students who were still ashamed. Then the researcher also planned to paid more attention to the pronunciation and grammar of the students.

## 2) Implementation the Action

### a) First Meeting

#### (1) Opening

The first meeting on cycle 2 was conducted on May 14<sup>th</sup>, 2014 at 12.15 - 13.30 pm. The researcher opened the lesson by greeted and checked the students attendance. The researcher started the lesson by reviewing the last discussion and gave some question dealing with the topics as brainstorming.

#### (2) Main Activity

##### (a) Exploration

Before the main activity the researcher tried to remind the students about narrative text.

##### (b) Elaboration

The researcher ask student join with their own group, and gave assignment then students begun the Komunikata Game. Appropriate steps in the game komunikata, researchers then gave clue sentence on students who stood at the rear of each group. Furthermore, most students behind him whisper the sentence that has been read to students arriving in front of him, and so on until the students who were at the very front of the line. After coming to a student who was in the front of the line, the researchers then asked one

by one student from each group to repeat by way of voicing aloud the sentence that has him hear. Of the four groups, there has been no reply can be said with complete and correct sentence that he was listening. However, they then could have guessed that a sentence that is not fully predictable is a song I'm not the only one sung by Sam Smith. With the complete sentence "You say I'm crazy cause you don't think I know what you've done. But when you call me baby I know I'm not the only one". After repeating together all students correct sentences, the researchers then asked the students some students to tell a bit of the content of the song in front of the class in a few sentences using their own words..

(c) Confirmation

After presented their assignment the researcher gave some advised that students have to be better that before.

(3) Closing

Before closing the meeting, the researcher asked the students whether they had difficulty or not and summed up the today's lesson. The lesson closed by praying together and the researcher gave little motivation to the students, greeted them, then leaved the class.



b) Second Meeting

(1) Opening

The second meeting of cycle 2 was conducted on May 17<sup>th</sup>, 2014 at 08.30-10.00 pm. In the opening, the researcher greeted all students by saying “*Assalamualaikum*”. Then the researcher asked their readiness and checked the students’ attendance. There were 16 students that learn that day. It means there were no absent students. Before started the material the researcher asked students to say “*Basmallah*”

(2) Main Activity

(a) Exploration

In that day, the researcher asked them about their vocabulary. Mostly they had difficulties and lack of vocabulary. They admitted that vocabulary was the one of their lack.

(b) Elaboration

In that meeting, the researcher had prepared the text of “Don’t You Remember” song that want to give them. The material was aimed in order to make their vocabulary was getting better. And they were asked to pronoun the clue of the song.

The students stood with their own group to told the sentecne of komunikata game. The sentence is “You

Left With No Good Bye Not A Single Word Was Said". After finished told their sentence, the researcher asking who was sang of class one by one the song?. Rini answer that the singer of Don't You Remember is Adele. The researcher sang Don't You Remember, and ask the students to told about that song in the front of class one by one.

(c) Confirmation

After presented their assignment the researcher gave some advised that students have to be better that before.

(3) Closing

The researcher gave conclusion of the material to the students. The researcher also gave them suggestion to practice speaking more every time, because it would be make them more fluent and gave them good score in speaking. The time was at 09.30a.m. the researcher asked students to say "*Hamdallah*" together and closed the lesson by say "*Salam*".

c) Third meeting

(1) Opening

The third meeting was held on Thursday, May24<sup>th</sup> 2014 at 08.30-10.00am and the allocated time was 90 minutes. At that day, the researcher entered the classroom and greeted all the students by saying "*Assalamualaikum*". Afterward,

the researcher asked who did not come that day in English lesson. The researcher started the lesson by explaining what they would do that day.

(2) Main activity

(a) Exploration

Before beginning the lesson the researcher gave the students part of song “Wish You Were Here. After all of the students had the part of the song, the researcher asked to started *komunikata* game.

(b) Elaboration

In this meeting, the researcher gave students post-test 2 in order to know the improvement of students’ speaking skill especially in descriptive text.

(c) Confirmation

The researcher gave conclusion of the material. the researcher also reminded them to study more diligent.

(3) Closing

Before closing the lesson, the researcher summed up the today’s material. The researcher gave some motivations to the students to enjoy in studying English and not to be ashamed in speak English. The result of post-test 2 showed that the students mean score increase from 6.15 in post-test 1 to 7.92in the post-test 2.

Table 8 The Result of Students' Post-Test 2

No.	Students' name	Accuracy score	Fluency Score	Total Score
1	Anin Wulandari	3	3	6
2	Anisa	3	4	7
3	Herman Jensen S	3	4	7
4	Imanda Ukhti	4	4	8
5	Karina	4	4	8
6	Lastri Widyanti	3	4	7
7	Meyke Dwi Maharini	4	4	8
8	Novia Nur R	3	4	7
9	Oektari H	3	3	6
10	Putri Ayu Listari	3	4	7
11	Rahmawati Dwi W	4	3	7
12	Rosyana Indriyani	4	4	8
13	Sarah Claudia Auliana	4	4	8
14	Ridho	3	4	7
15	Wahyu Riadhinata	4	4	8
16	Iqbal M B	3	4	7
	<b>Total</b>	55	61	116

In which

$$\sum x = 116$$

$$N = 16$$

So, the students' mean score was:

$$X = \frac{\sum x}{N}$$

$$= \frac{116}{16}$$

$$= 7.25$$

The students mean score in post-test 2 was 7.25

### 3) Observing

Observing was an aspect which could help the researcher to understand the research. The researcher observed all activities that

happen during teaching learning process when implemented the action in class XI IPA 1. The objective of observation was to know all students' activities in the class and the condition of class during teaching learning process. The following is the detail explanation about the result of observation.

The observation was conducted by the researcher and the collaborator Miss Awik. The observation held during teaching learning process. The observation could be used as indicator of knowing the progress during the research.

**a) First meeting**

The first meeting the students seemed has better understood about material narrative text. The condition in class different from the situation before, the students paid more attention to listen the explanation. The researcher explained about song I'm Not The Only One, and gave more vocabulary to the students. When the researcher gave task to them, they discuss with their group seriously and the discussion could run well. The students could understand the materials that have given by the researcher.

**b) Second meeting**

In second meeting in cycle two, the researcher asked students to join their groups and do komunikata game with the song Don't You Remember. The condition in class did not crowd as made groups before. The role of presentation was like

before. the information. The condition during discussion in second meeting in the cycle two run well. The researcher could control the condition in the class. The students understood the material well, it was showed by all them could presented the text well.

**c) Third meeting**

In the third meeting in cycle two, the researcher conducted post-test 2 to the students. The students looked ready when doing the test. They did the test seriously and finished the test completely. The researcher expected the students that their result should better that the test before.

**4) Reflecting**

After observing and evaluating the action in cycle two, there were positive results in cycle two. The result showed differences between cycle one and cycle two. The positive results that have been found by researcher could be seen as follows: many students become brave to speak among others and to perform in front of the class, the students gave the good response during the meeting, all the students were active enough since the researcher did better class control. the students enjoy and enthusiasts with the teaching learning process, the mean score of the result of the test at the end of the section showed that there was satisfying improvement of the students' speaking skill.

Based on the result of post-test 2, it could be seen that there were improvement of the mean score of post-test 1 and post-test 2. The mean score of pre-test was 2.85, the mean score of post-test 1 was 4.25 and the mean score of post-test 2 was 7.25. The result score of post-test 2 higher than post-test 1. It could be said that the improvement score was significant.

The implementation Komunikata Game helped students to share their ideas to their classmate. There were some of students became more active in teaching learning process because they was enjoy the situation in class. The students also easier to understand the material because they done a discussion to the material together with their classmate, it could build their understanding and the students could improve their speaking skillby using Komunikata Game particularly in pronounce the words, made narative text with correct grammar, increase vocabulary, and speak fluently.

From the explanation above, the students speaking skill in the descriptive text could improve by using Komunikata Game. Especially in pronounce the words, made descriptive text with correct grammar, increase vocabulary, and speak fluently. Students also showed more positive attitude toward speaking skill.

## **B. Discussion**

After analyzing the result of observation and doing the action on cycle one and two, the researcher found some research finding to answer the research questions stated in chapter 1. The research finding included the improvement of students speaking skill by using Komunikata game and the implementation of this technique. The researcher collected the data from the

result of pos-test 1 and post-test 2 in order to find the research finding. Those findings were discussed as follow:

### 1. **Komunikata Game can improve students speaking skill**

Komunikata game gave significant contribution towards the students speaking skill. After applying this technique in class XI IPA 1, there was improvement of students speaking skill. The students were able to speak in correct pronunciation, little pauses and fluently.

From the result of every cycle, it showed the good improvement. The result of the test in research finding included the improvement of students' speaking skill. The result of the test (Pre-test, Post-test 1 and Post-test 2) in the cycle one and two showed the improvement that could be seen from the increase mean score of speaking in descriptive text. The result of the test could be seen from the table below:

Table 6: The result of the test (Pre-test, Post-test 1 and Post-test 2)

No.	Students' name	Pre-Test	Fluency Score	Total Score
1	Anin Wulandari	2	3	6
2	Anisa	2	3	7
3	Herman Jensen S	2	3	7
4	Imanda Ukhti	7	8	8
5	Karina	2	4	8
6	Lastri Widyanti	2	4	7
7	Meyke Dwi Maharini	4	5	8
8	Novia Nur R	4	6	7
9	Ocktari H	2	3	6
10	Putri Ayu Listari	2	3	7
11	Rahmawati Dwi W	2	4	7
12	Rosyana Indriyani	2	3	8
13	Sarah Claudia Auliana	6	7	8
14	Ridho	2	4	7
15	Wahyu Riadhinata	3	4	8
16	Iqbal M B	2	3	7
	<b>Total score</b>	55	68	116
	<b>Mean score</b>	2.80	4.25	7.25



From the table above showed that teaching learning process by using Komunikata Game could improve the students' speaking skill. Especially in accuracy and fluently. Besides, there were some of students became more active in teaching learning process. The students understood the material by learning in groups. Students also showed more positive attitude toward speaking skill.

## **2. Implementation of Komunikata Game**

Secondly, it is about the implementation of Komunikata gameto improve students speaking skill at SMA Muhammadiyah 3 Surakarta. The process of implementation Komunikata Game technique at XI IPA 1 so simple and easy. In the action research, the researcher divided 4group. One group consists of 4 students. Then the researcher gave them some text of popular song to practice Komunikata Game with their own group. Then the researchers gave the same method to practice komunikata game. In practice this time, students begun to appear calm and conducive to implementing the practice. Although there is a little noise, but not too intrusive course of practice. Appropriate steps in the game komunikata, researchers then gave klu sentence on students who stood at the rear of each group. Furthermore, most students behind him whisper the sentence that has been read to students arriving in front of him, and so on until the students who were at the very front of the line. After coming to a student who was in the front of the line, the researchers then asked one by one student from each group to repeat by way of voicing aloud the sentence that has him hear. Of the four groups, there has been no reply can be said with complete and correct sentence that he was listening. After answer the sentence, the researcher sang the song and the students told the song aout one by one in the front of class.

In the initial meeting, the students were not active and shy to present their presentation. They had lack of vocabularies. The class condition was crowded because they were undiscipline and they were prefer joke to their classmates. The implementation of Komunikata Game generally ran well, but there were some weakness that faced by students. Afterwards the students learned the technique, they joined the speaking lesson discipline and they look enthusiastic joining the Komunikata Game. The students were more active in teaching learning process and the students were more interested in the lesson. The students could pay attention to the explanation. They became brave and confident to compete in class activity especially when they did presentation in front of the class. Students also showed more positive attitude toward speaking skill.

During the implementation of Komunikata Game, the researcher focused on material narrative text by song. The students implemented the material by using Komunikata Game. Komunikata game made the classroom situation more comfortable. It also triggered the positive interdependence among the students.

The researcher summarized the comparation before Komunikata Game was implemented and after Komunikata Game was implemented. There were improving results of TSTS technique learning. The result could be seen as follow;

a. Before Komunikata Game technique

The researcher found the result of pre research toward XI IPA 1 class such as the students passive during teaching learning process, the students' often bored in the middle of teaching learning process, the students were afraid of speaking English in from of the class. One

of the evidence is the presence of less confident to speak because the students lack of vocabulary.

b. After using Komunikata Game

The researcher found the result of implementation Komunikata Game such as Komunikata Game attracted the students interest to join the speaking lesson and they looked enthusiastic joining the Komunikata Game. Komunikata Game provided cooperative atmosphere and team work was needed in order to accomplish the goal. The students could speak with the correct grammar and pronunciation, they had large number of vocabulary, the students tended to be more active during teaching learning process.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

This chapter presents the conclusion, implication, and recommendation of the study about improving students speaking skill by using *Komunikata* Game

#### A. Conclusion

In this research, the researcher conducts classroom action research (CAR) to improve students speaking skill by using *Komunikata* game. This technique is applied well in English teaching and learning process of SMA Muhammadiyah 3 Surakarta. These are the conclusions of the results of the implementation of *Komunikata* Game in class XII-IPA 1 of SMA Muhammadiyah 3 Surakarta. The explanation as follows:

The first is about the implementation of *Komunikata* Game to improve students speaking skill. Based on the data analysis in the previous chapter, which cover research finding and discussion, the researcher draw the conclusion that *Komunikata* Game can improve students speaking skill at the second grade students of SMA Muhammdyah 3 Surakarta. The implementation of *Komunikata* Game in teaching speaking skill in classroom action research includes two cycles. Every cycle consist of three meeting. The implementation of *Komunikata* Game in teaching speaking can help the students to practice their speaking more. The students felt easier to understand the material because they did discussion in group during teaching learning The implementation *Komunikata* Game in teaching speaking skill, the students gave good response. The students were more active in teaching

learning process and the students were more interested in the lesson. The students could pay attention to the explanation. They became brave and confident to compete in class activity especially when they did presentation in front of the class. Students also showed more positive attitude toward speaking skill.

The second is about improvement of students speaking skill by using Komunikata Game. When Komunikata Game was implemented in teaching speaking, it could improve students fluency and accuracy which covered grammar, pronunciation and vocabulary. It could be seen from the result of students pre-test and post-test mean score, the mean score in pre-test was 2.87. While the score after implementing the action increased. The mean score in post-test one was 4.25 and the mean score in post-test two was 7.25. The mean score in post-test two was better than the mean score in post-test one.

## **B. Recommendation**

### **1. Implication**

The conclusions above imply that in teaching speaking the teacher should make the students to speaking English as their habits in the class. Komunikata Game is one of the ways of accustoming students to speak.

### **2. Recommendation**

In this part, the researcher give some recommendations related to the research. The researcher hopes that the recommendation will be useful for English teacher, students and other researchers.

a. For the Teacher

Teaching speaking is not an easy work since a lot of students think that speaking is the most difficult skill to be learned. Consequently, teachers will face many obstacles during the teaching learning process. Therefore, they should be creative and innovative in choosing an appropriate technique and material for the students. The teacher should make the situation in class more comfortable by developing a good atmosphere in class activity. The teacher should give brain storming first to the students before giving the material by asking question related to the material. This is aimed to stimulate the students' ideas. Teacher should pay attention in speaking skill therefore the students feel that speaking is very useful in daily life.

b. For the students

The students should be more active and built up their confidence try to speak. To improve their speaking, all the students have to do is practicing speaking as much as possible. Besides, the students should encourage themselves to learn more, to ask more, and to know more about English. Thus, the students would easier to understand and they will more interest in English.

c. For Other Researchers

This study discusses the implementation of Komunikata Game as a means of improving students speaking skill in Senior High School. This study is just one effort to improve students' concentration and

achievement in learning English. It is hoped that the result of the study could be used as the additional reference in other research.

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## **APPENDIX 1**

### The List of Questions in Pre- Research for Teacher

1. Bagaimana kelas speaking English di kelas Ibu terutama kelas XI?
2. Bagaimana suasana siswa dikelas sewaktu pelajaran Ibu?
3. Bagaimana cara Ibu untuk menanamkan keberanian maju ke depan kelas sewaktu materi speaking diberikan?
4. Adakah kendala yang Ibu rasakan selama mengajar Bahasa Inggris?
5. Metode apa saja yang Ibu berikan dalam mengajar bahasa Inggris khususnya di kelas XI?
6. Untuk materi, bagaimana cara Ibu menyampaikan kepada siswa?
7. Bagaimana nilai speaking untuk kelas XI?
8. Adakah metode pengajaran lainnya untuk menunjang siswa agar lebih aktif dalam belajar speaking di pelajaran Bahasa Inggris?

## **APPENDIX 2**

### The List of Questions in Pre-Research fo The Students

1. Dari 4 skill dalam bahasa Inggris, termasuk 4 skill speaking, reading, writing, dan listening, manakah yang kamu anggap paling susah?
2. Apa motivasi kamu dalam mempelajari Bahasa Inggris?
3. Bagaimana pendapat kamu tentang pelajaran bahasa Inggris, susah atau mudah?
4. Apa motivasi kamu dalam mempelajari Bahasa Inggris?
5. Di dalam kelas speaking, senangkah kamu jika ditunjuk oleh bapak atau Ibu Guru untuk maju ke depan kelas?
6. Jika ditanya dengan Bahasa Inggris, bisakah kamu menjawab dengan Bahasa Inggris juga?
7. Jika disuruh untuk maju ke depan kelas, kamu lebih suka sendiri atau kelompok?
8. Apakah kegiatan speaking di kelas menyenangkan?
9. Bagaimana usaha kamu dalam menghadapi speaking?

### APPENDIX 3

#### Interview Pre-Research Guru dan Peneliti

Waktu :

Researcher “Sebelumnya terimakasih atas waktu Ibu Guru untuk menjawab pertanyaan dalam wawancara ini.”

Teacher “Iya mbak, ini juga sedang longgar pas jam istirahat jadi santai saja”

Researcher “langsung saja ya Bu, Bagaimana kelas speaking English di kelas Ibu terutama kelas XI?”

Teacher “Ya sejauh ini sih biasa mbak, antusiasnya masih cukup, apalagi khususnya kelas XI IPA 1 yang dipaki mbak Citra untuk penelitian ini kelas favorit mbak”

Researcher “Oh begitu, kalau untuk suasana kelasnya, bagaimana suasana siswa dikelas sewaktu pelajaran Ibu?”

Teacher “lumayan tenang sih mbak, mungkin antara paham tidak paham, tapi kelas XI IPA 1 lumayan kondusif dalam pembelajaran”

Researcher “kan kadang dalam pelajaran, Guru meminta siswa untuk maju ke depan ya bu, Bagaimana cara Ibu untuk menanamkan keberanian maju ke depan kelas sewaktu materi speaking diberikan?”

Teacher “Kalau itu sih kembali ke faktor kebiasaan mbak, kalau dari siswanya mungkin masih agak takut dalam suasana kelas speaking, takut dilihatin temen-temannya jugak, tp yang penting saya sebagai Guru berusaha untuk menciptakan budaya berani berbicara di dalam kelas dulu dari awal.”

Researcher “berarti masih ada beberapa kendala Ya bu, Adakah kendala yang Ibu rasakan selama mengajar Bahasa Inggris?”

Teacher “Ya paling kadang siswa susah kalo disuruh maju ke depan, mungkin ya karna malu sama teman-teman tadi, atau mungkin mereka takut salah dalam pengucapan, maklum kan bahasa Inggris bukan bahasa sehari-hari”

Researcher “Kalau dalam metode penyampaian, Metode apa saja yang Ibu berikan dalam mengajar bahasa Inggris khususnya di kelas XI?”

Teacher “Kalo metode, setiap ganti kurikulum, ganti tahun juga otomatis ganti metode mbak. Kalau saya memakai cara yang sama terus nanti tidak ada pembaharuan metode. Kan setiap tahun kemampuan penyerapan materi setiap siswa beda-beda”

Researcher “Untuk materi, bagaimana cara Ibu menyampaikan kepada siswa?”

Teacher “tergantung bahan materinya mbak, tapi kalau untuk speaking sih standart, paling saya kasih tugas lalu untuk hasilnya nanti dibacakan satu persatu di depan kelas”

Researcher “Bagaimana nilai speaking untuk kelas XI?”

Teacher “Sejauh ini sih lumayan mbak, apalagi untuk kelas XI IPA 1 yang mau mbak jadikan sebagai objek penelitian. Nilainya sih stabil mbak, seluruh siswa bisa mengikuti metode pembelajaran dan materi pelajaran dengan baik”

Researcher “Adakah ada metode pengajaran lainnya untuk menunjang siswa agar lebih aktif dalam belajar speaking di pelajaran Bahasa Inggris?”

Teacher “sejauh ini sih masih sama mbak, memberikan materi dan percakapan diberikan secara tertulis, kemudian kita suruh untuk presentasi”

Researcher “Baiklah kalau begitu Bu, terimakasih atas waktunya dan informasinya mengenai suasana belajar mengajar di kelas XI bu, mohon maaf mengganggu waktunya”

Teacher “Iya mbak Citra, tidak apa-apa. Sama-sama ya, semoga sukses penelitiannya”

## **APPENDIX 4**

### The Script of Interview in Pre Research

#### **Student 1**

Student                    “My name is

Researcher    “jadi gini, saya akan memberikan kamu beberapa pertanyaan, nanti tolong dijawab kalo perlu disertai alasan ya dek”

Dari semua pelajaran yang 4 skill, kan ada reading, speaking, writing sama listening, menurut kamu manakah yang paling sulit untuk kamu pahami?”

Student                    “speaking mbak”

Researcher                “kenapa speaking itu sulit menurut kamu”

Student                    “Ya susah mbak, tidak tau kata-katanya. Kalau mau mengartikan dari bahasa Indonesia ke bahasa Inggris itu susah ngomongnya”

Teacher                    “Kalau bahasa Inggris secara umum, menurut kamu susah atau mudah?”

Student                    “Ya susah susah gampang mbak, kalau pas gampang ya gampang, apalagi kalo boleh liat kamus gitu kan jadi sedikit terbantu”

Teacher                    “Kalau untuk speaking, kalau misal kamu ditunjuk untuk maju ke depan, kamu senang atau tidak?”

Student                    “senang sih mbak, kalau bener ngomongnya. Kalau pas salah sih malu, soalnya pasti ditertawakan teman-teman”

Researcher    “apa motivasi kamu mempelajari bahasa Inggris?”



Student “Apa ya, mungkin ya biar bisa lancar bicara bahasa Inggris mbak.  
Soalnya cita-citanya mau kerja di pariwisata, jadi biar bisa lancar kalau bicara sama turis”

Researcher “berart pelajaran speaking itu menyenangkan ya menurut kamu?”

Student “Lumayan mbak, soalnya Bu Awik orangnya enak kalau ngajar di  
dalam kelas”

Researcher “Bagaimana usaha kamu dalam menghadapi speaking?”

Student “kalau saya sering dengerin lagu bahasa Inggris mbak, atau perbanyak  
lihat film bahasa Inggris jadi sekalian belajar cara bacanya biar bener”

Researcher “Wah, pintarnya. Terimakasih ya dek waktunya”

Researcher “Sama-sama mbak citra”

## **Student 2**

Student “My name is .....”

Researcher “Pertanyaannya sama dengan temanmu tadi ya, nanti tolong dijawab  
dan diberi alasan ya bila diperlukan”

Student “Iya mbak”

Researcher “Dari semua pelajaran yang 4 skill, kan ada reading, speaking, writing  
sama listening, menurut kamu manakah yang paling sulit untuk kamu pahami?”

Student “Speaking mbak, karena harus tau arti-arti dari setiap kata yang  
diucapkan”

Researcher “Kalau bahasa Inggris secara umum sendiri, menurut kamu susah atau gampang?”

Student “sebenarnya seru sih mbak, kalau paham artinya pasti lebih keren. Jadi pas belajar bahasa Inggris bisa timbal balik dengan bahasa Inggris gitu”

Researcher “Nah, kalau misal di dalam kelas sewaktu pelajaran speaking, kamu senang atau tidak kalau ada kesempatan kamu ditunjuk untuk maju ke depan?”

Student “Senang mbak, karena kita bisa belajar berani bicara di depan kelas meskipun banyak yang salah”

Researcher “Apa motivasi kamu mempelajari bahasa Inggris?”

Student “motivasi saya ya biar bisa lancar bicara bahasa Inggris mbak, jadi nanti kalau kemana mana ketemu sama orang yang bicara bahasa Inggris, saya paham”

Researcher “Kalau ditunjuk atau diajak berbicara bahasa Inggris, kamu bisa menjawab dengan bahasa Inggris juga atau tidak?”

Student “Ya bisa dikit-dikit mbak, kadang saya tu tau artinya sama maksudnya, tapi kalau mau membalas dengan bahasa Inggris juga saya agak belibet lidahnya”

Researcher “menurut kamu, sejauh ini belajar speaking di dalam kelas apakah menyenangkan?”

Student “Sangat menyenangkan mbak, karena saya sangat ingin bisa berbahasa Inggris dengan benar.

Researcher “bagaimana usaha kamu dalam menghadapi speaking?”

Student “Ya belajar dengan sungguh-sungguh dari setiap materi yang diberikan bu guru mbak. Biar cepat bisa”

Researcher “Thankyou waktunya”

Student “You’re welcome mbak”

### **Student 3**

Student “my name is.....”

Researcher “seperti teman kamu sebelumnya, nanti kalau mbak tanya, berikan jawaban beserta alasan jika diperlukan ya. Dari semua pelajaran yang 4 skill, kan ada reading, speaking, writing sama listening, menurut kamu manakah yang paling sulit untuk kamu pahami?”

Student “Menurut saya writing mbak, karena dalam menulis kita harus tahu apa saja yang mau ditulis, kata-katanya juga harus benar. Kan kalau di Inggris kan beda tulisan beda arti ya mbak”

Researcher “Kalau untuk speaking, menurut kamu bagaimana?”

Student “Kalau speaking sebenarnya agak sulit juga mbak, tapi lebih sulit yang writing”

Researcher “gitu ya, nah kalau bahasa Inggris secara umum menurut kamu gimana?”

Student “Ya, sebenarnya sedikit sulit mbak, tapi untung bu guru bahasa Inggrisnya enak dalam mengajar pelajaran bahasa Inggris mbak”

Researcher “ kalau misalkan di dalam kelas bahasa Inggris, kamu ditunjuk untuk maju ke depan, bagaimana tanggapan kamu?”

Student “Ya senang mbak, karena bisa melatih keberanian untuk berbicara di depan kelas. Meskipun salah-salah sedikit tapi tidak apa-apa”

Researcher “Ya bagus, lalu apa motivasi kamu dalam belajar bahasa Inggris?”

Student “Ya biar tambah bisa berbahasa Inggris yang benar mbak. Memotivasi diri sendiri biar kalau disuruh maju ya tambah bisa sedikit demi sedikit”

Researcher “Pintar. Nah kalau Ibu guru menanyai kamu dengan bahasa Inggris. Apakah kamu bisa menjawab dengan bahasa Inggris juga?”

Student “belum terlalu bisa mbak, hehe. Baru bisa yes no yes no aja”

Researcher “Kalau Ibu guru meminta kamu utruk maju ke depan kelas untuk mempresentasikan sesuatu, kamu lebih suka maju sendiri atau dengan kelompok?”

Student “Lebih senang sendiri mbak, karena kalau sendiri kalau misalkan salah bisa langsung dibenarkan sama Ibu Guru, kalau majunya kelompokan kan jadi tidak tau salahnya dimana”

Researcher “Apa usaha kamu supaya bisa lancar speaking?”

Student “Rajin belajar dan ikut les.”

Researcher “Oke Terimakasih waktunya , dek.”

Student “Sama-sama mbak”

#### **Student 4**

- Researcher                    “Perkenalkan nama kamu dulu ya”
- Student                        “My Name is”
- Researcher                    “Dari semua pelajaran yang 4 skill, kan ada reading, speaking, writing sama listening, menurut kamu manakah yang paling sulit untuk kamu pahami?”
- Student                        “Speaking mbak”
- Researcher                    “Kenapa speaking sulit kalau menurut kamu?”
- Student                        “Ya karena tidak bisa kata-katanya. Cara mengartikan dari Bahasa Indonesia ke Bahasa Inggris sedikit sulit.”
- Researcher                    “Menurut kamu bahasa inggris itu susah atau mudah ?”
- Student                        “Ya agak susah mbak, tapi yang penting semangat dulu aja, pasti jadi mudah.”
- Researcher                    “Memang apa motivasi kamu belajar bahasa inggris?”
- Student                        “Biar bisa menjawab dengan lancar menggunakan bahasa inggris jika ditanya ibu guru”
- Researcher                    “Kalau sudah bisa menjawab dengan lancar, jika kamu disuruh Bu guru untuk maju ke depan kelas untuk mempresentasikan sesuatu dengan bahasa Inggris apakah kamu siap?”
- Student                        “ya siap tidak siap mbak. Kalau diharuskan, apalagi kalau dinilai ya pasti harus maju”

Researcher “kamu lebih senang maju sendiri atau maju bersama teman-teman secara berkelompok?”

Student “kelompokan aja mbak, kan kalau salah nanti bisa dibenarkan bersama-sama”

Researcher “Apa usaha kamu supaya bisa lancar speaking secara aktif maupun pasif?”

Student “banyak mendengarkan lagu bahasa Inggris atau melihat film yang bahasa Inggris mbak. Tapi tetap ada artinya supaya bisa sekaligus belajar artinya dalam bahasa Indonesia”

Researcher “bagus, tingkatkan lagi ya. Terimakasih”

Student “siap mbak, sama-sama”

### **Student 5**

Student “my name is.....”

Researcher “Langsung ya dek, masih seputar pertanyaan yang sama dengan teman-temanmu tadi, dari semua pelajaran yang 4 skill, kan ada reading, speaking, writing sama listening, menurut kamu manakah yang paling sulit untuk kamu pahami?”

Student “Listening mbak kalau saya, soalnya di sekolah jarang ada pembelajaran dan materi lebih lanjutnya, sekalinya ada jadi kadang masih belum terbiasa”

Researcher “Kalau materi speaking, menurut pendapat kamu bagaimana?”

Student “ya susah juga sih mbak, tapi kalau saya sendiri masih bisa mengikuti materi speaking”

Researcher “Kalau diajak Bu guru berbicara menggunakan bahasa Inggris aktif, apakah kamu bisa menjawab dengan bahasa Inggris juga?”

Student “sedikit sedikit bisa mbak, tapi mungkin struktur kalimatnya belum bisa benar semua. Kata-katanya juga masih banyak yang saya belum tahu artinya dalam bahasa Inggris.”

Researcher “Kalau disuruh Bu Guru untuk maju kedepan kelas tapi menggunakan baha Inggris, bagaimana tanggapan kamu?”

Student “Tidak papa sih mbak, sekali-sekali untuk melatih keberanian dan nambah kosakata dalam bahasa Inggris”

Researcher “Kalau maju untuk mempresentasikan sesuatu kamu lebih senang berkelompok atau maju secara individu?”

Student “Kelompok mbak, hehe. Kan kalau seumpama ada yang salah jadi tidak terlalu kelihatan, bisa dibantu juga sedikit-sedikit sama teman sekelompoknya”

Researcher “apa usaha kamu untuk belajar bahasa Inggris?”

Student “kadang iseng mbak, kalau pas lagi sms an sama teman begitu, kadang pakai bahasa Inggris, meskipun belepotan, tapi sedikit-sediit malah menambah kosakata mbak. Jadi tertarik juga buka-buka kamus biar tahu arti dalam bahasa Inggris”

Researcher “kreatif sekali. Tingkatkan ya. Terimakasih waktunya”

Student “sama-sama

## APPENDIX 5

### The List of Question Between The Observer and The Students

1. Bagaimana pendapat kamu mengenai pelajaran speaking?
2. Pernahkah kamu mendapatkan pelajaran mengenai Narrative teks sebelumnya? Kalau sudah, menurut kamu susah atau mudah?
3. Pernahkah kamu mendengar tentang permainan komunikata? Jika sudah, bagaimana pendapat kamu mengenai permainan tersebut?
4. Manakah yang lebih kamu sukai, belajar speaking menggunakan media permainan tertentu atau tidak menggunakan media permainan apapun?
5. Apakah kamu tertarik dan senang saat mendapatkan materi speaking mengenai narrative teks?
6. Menurut kamu, metode bermain komunikata dalam pelajaran speaking itu mudah dipahami atau tidak?
7. Menurut kamu, apakah permainan komunikata tersebut dapat meningkatkan kemampuan belajar siswa khususnya dalam speaking di kelas?
8. Setelah mendapatkan pelajaran speaking dengan metode bermain komunikata, apakah yang kamu rasakan? Belajar speaking di kelas menjadi lebih menyenangkan atau tidak?
9. Selama mendapatkan pelajaran speaking dengan metode permainan komunikata, adakah kesulitan yang kamu hadapi?
10. Kesan apa yang kamu rasakan mengenai permainan komunikata game dalam pelajaran speaking sendiri?



APPENDIX 6

<b>No.</b>	<b>Students' name</b>
1	Anin Wulandari
2	Anisa
3	Herman Jensen S
4	Imanda Ukhti
5	Karina
6	Latri Widyanti
7	Meyke Dwi Maharini
8	Novia Nur R
9	Oektari H
10	Putri Ayu Listari
11	Rahmawati Dwi W
12	Rosyana Indriyani
13	Sarah Claudia Auliana
14	Ridho
15	Wahyu Riadhinata
16	Iqbal M B

## APPENDIX 7

### LESSON PLAN CYCLE 1

Name of School : SMA Muhammadiyah 3 Surakarta

Subject : English

Class/Semester : XI IPA 1/1

Theme : Narrative Text and Komunikata Game

Aspect : Speaking

Time allotment : 2 x 45 menit

#### A. Standart Coompetency

Understanding the meaning of simple functional text in the form of narrative text to interact in daily contact.

#### B. Basic Competency

Responding the meaning of narrative text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure.

#### C. Indicator

- 1) Identifying main idea
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

#### D. Instructional objective

In the end of the lesson the students are able to analyze a narrative text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure.

#### E. Material

- 1) Theme : Narrative text
- 2) The generic structure, purpose, and the main of narrative text.
- 3) Sources :
  - Minukarto, et al. English on Sky Book 3. 2004. Jakarta. Penerbit Erlangga
  - [www.wikipedia-freeencyclopedia.htm](http://www.wikipedia-freeencyclopedia.htm)

#### F. Method

Giving question and answer between the researcher and the students. Giving notes material about narrative text to the students.

#### G. Teaching Procedures

The first meeting (cycle 1)

##### 1. Opening

- a. Praying
- b. Greeting
- c. Checking students attendance
- d. Starting new topic
- e. Explaining learning objectives

##### 2. Main Activity

- a. Teacher stimulated the students by asking and answering question before go to the new topic.

A : Who is absent today?

B : .....

A : What is the problem with her?

B : She has a terrible stomachache.

A : Really? Oh, that is terrible.

### **b. Speaking activity 1**

1) Teacher conduct the pre-tes 1

2) Teacher prepare the students name, fom of scoring, and notes about theme that must prsenting by students today.

3) Teacher make a short explanation about narrative text today.

4) Teacher ask the students their knowledge about narrative text.

4) Teacher ask the students to practice how telling story with narrative structure, in front of the class about their self experience.

5) Teacher gives them few minutes to prepare their first speaking perform.

\*the first student tell her/his experience in front of the class, then the second student in the list attendance prepare hi/her own to telling experience in front of the class.

### **3. Final activiy**

a. Teacher gives opportunity to the students to ask something

b. Teacher summarizes the lesson and gives evaluation.

c. Teacher gives the parting.

### **4. Closing**

a. Teacher and students review the lessons.

b. The teacher gives homework to the students, to materi next meeting.

c. Teacher say goodbye.

## **Second Meeting (cycle 1)**

### **1. Opening**

- a. Praying
- b. Greeting
- c. Checking students attendance
- d. Stating new topic
- e. Explaining learning objectives

### **2. Main Activity**

#### **a. Pre- task**

- 1) The teacher introduces the topic to the students
- 2) The teacher gives the students the copy of material. The students read the material carefully.
- 3) Some students read the material one by one.
- 4) Teacher divides the class into groups.
- 5) Teacher explained about Komunikata Game and how to playing the games, then the students can applied to the speaking.
- 6) Teacher prepared the keyword that must played by the students.

#### **b. The Task cycle**

- 1) The teacher divides the class into groups
- 2) The students have to prepare their self to do komunikata game started by the first student that standing in back of them.

- 3) Teacher gave the keyword to the first student, then started say one, two, three, as the time to students to started the komunikata game.
- 4) Students finished the game until the last students, then they make conclusion to answer what the keyword that teacher means.
- 5) Students telling the keyword in front of the class, one by one with their own sentences.

**c. Language Focus**

1. Teacher explain the generic structure of narrative text.
2. The students identify the generic structure of the text have been discussed,
3. Teacher explain the rule of komunikata game.

**d. Speaking Activity 2**

- 1) Teacher conduct the post-test 1.
- 2) Teacher prepare the students name, form of scoring.
- 3) Teacher prepared the lottery that contents the number to determine the serial number of the students to presentation in front of the class, that will telling their answer about result after do komunikata game, minimal 5 sentences.
- 4) Teacher asks the students to move in front of the class one by one and take lottery.
- 5) Teacher gives them few minutes to prepared their answer.
- 6) The first students presented her/his answer while the next students prepared their self to telling their answer in frint of the class.

**3, Closing**

- 1) Teacher and students review the lesson.
- 2) Teacher gives homework to the students.

## **The Third Meeting (Cycle 1)**

### **1. Opening**

- 1) Teacher greets and checks students attendance.
- 2) Reviewing the last meeting.

### **2. Main Activity**

#### **a. Pre-task**

- 1) Teacher introduces the topic to the students.
- 2) Teacher give some questions to the students related to the topic.
- 3) Students answer the question.
- 4) Teacher divides the class into groups.
- 5) Teacher explained how to do the task and the objectives of the task
- 6) Teacher delivers the text to the students.
- 7) Teacher distributes dictionaries to each group.
- 8) Teacher explain what the function of the dictionary in the case to increase the vocabularry in speakin English.

#### **b. The task cycle**

- 1) Students prepared their own self to do the task liked tomorrow.
- 2) The students have to prepare their self to do komunikata game started by the first student that standing in back of them.
- 3) Teacher gived the keyword to the first student, then started say one, two, three, as the time to students to started the komunikata game.
- 4) Students finished the game until the last students, then they make conclusion to answer what the keyword that teacher means.
- 5) Students telling the keyword in front of the class, one by one with their own sentences.

6) Teacher guides the students to review the correct answer.

**c. Language Focus**

- 1) Teacher explain the generic structure of narrative text.
- 2) The students identify the generic structure of the text have been discussed,
- 3) Teacher explain the rule of komunikata game.

**H. Learning Media**

- 1) Paper sheet
- 2) White board
- 3) Song text

**I. Assesment**

Speaking test

Aspect	Score
Pronunciation	10
Intonasi	10
Grammar	20
Vocabulary	30
Fluency	30

Surakarta,

Guru Pamong

Guru Praktik



## LESSON PLAN CYCLE 2

Name of School : SMA Muhammadiyah 3 Surakarta

Subject : English

Class/Semester : XI IPA 1/1

Theme : Komunikata Game

Aspect : Speaking

Time allotment : 2 x 45 menit

### A. Standart Coompetency

Students can played Komunikata in the correct procedure, then implementing it fo the speaking in English.

### B. Basic Competency

Responding how to applied komunikata game in speaking English, after played the game, students can increase their vocabulary, pronunciation, and other standart competency in speaking.

### C. Indicator

- 1) Identifying Komunikata game
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

### D. Instructional objective

In the end of the lesson the students are able to played komunikata game in the correct procedures then analyze a narrative text, which is includes its main idea, its detail and

implied information, its vocabulary, and its generic structure. After that, students can applied in speakin nglish, with their own sentences.

#### E. Maeterial

1) Theme : Komunikata game

2) Sources :

- Minukarto, et al. English on Sky Book 3. 2004. Jakarta. Penerbit Erlangga
- [www.wikipedia-freeencyclopedia.htm](http://www.wikipedia-freeencyclopedia.htm)

#### F. Method

Played the komunikata game, the students can speak the answer in front of the class, with their own sentences one by one.

#### G. Teaching Procedures

The first meeting (cycle 2)

3. Opening

- f. Praying
- g. Greeting
- h. Checking students attendance
- i. Starting new topic
- j. Explaining learning objectives

4. Main Activity

b. Teacher stimulated the students by asking and answering question befere go to the new topic.

A : Who is absent today?

B : .....

A : What is the problem with her?

B : She has a terrible stomachache.

A : Really? Oh, that is terrible.

### **b. Speaking activity 1**

1) Teacher prepare the students name, fom of scoring, and notes about theme that must prsenting by students today.

2) Teacher make a short explanation about Komunikata game today.

4) Teacher ask the students their knowledge about komunikata game.

4) Teacher divides the students into group, then they starting to played komunikata game, the tell their answer in front of the class, with their own sentences, one by one.

5) Teacher gives them few minutes to prepare their first speaking perform.

6) The first student tell her/his answer about the game that was he/she played before..

### **3. Final activiy**

a. Teacher gives opportunity to the students to ask something

b. Teacher summarizes the lesson and gives evaluation.

c. Teacher gives the parting.

### **4. Closing**

a. Teacher and students review the lessons.

b. Theacher gives homework to the students, to materi next meeting.

c. Teacher say goodbye.

## **Second Meeting (cycle 2)**

### **3. Opening**

- 1) Praying
- 2) Greeting
- 3) Checking students attendance
- 4) Stating new topic
- 5) Explaining learning objectives

### **4. Main Activity**

#### **a. Pre- task**

- 1) The teacher introduces the topic to the students
- 2) The teacher divides the students into group
- 3) Students playing the game in the correct procedures like before
- 4) Teacher give a few minutes to the students to prepared their self..
- 5) Teacher started the games.

#### **b. The Task cycle**

- 1) The teacher divides the class into groups
- 2) The students have to prepare their self to do komunikata game started by the first student that standing in back of them.
- 3) Teacher gived the keyword to the first student, then started say one, two, three, as the time to students to started the komunikata game.
- 4) Students finished the game until the last students, then they make conclusion to answer what the keyword that teacher means.
- 5) Students telling the keyword in front of the class, one by one with their own sentences.

### **c. Language Focus**

- 1) Teacher explain ho to play komunikata game in the correct procedures.
- 2) The students identify the answer of the game that was they played before, then tell the answer in front of the class with their own sentences.
- 3) Teacher explain the rule of komunikata game.

### **d. Speaking Activity 2**

- 1) eacher conduct the post-test 2.
- 2) Teacher preapare the students name, form of scoring.
- 3) Teacher prepared the lottery that contents the number to determine the serial number of the students to presentation in front of the class, that will telling their answer about result after do komunikata game, minimal 5 sentences.
- 4) Teacher asks the students to move in front of the class one by one and take lottery.
- 5) Teacher gives them few minutes to prepared their answer.
- 6) The first students presented her/his answer while the next students prepared their self to telling their answer in frint of the class.

### **3, Closing**

- 1) Teacher and students review the lesson.
- 2) Teacher gives homework to the students.

## **The Third Meeting (Cycle 2)**

### **3. Opening**

- 1) Teacher greets and cheks students attendance.
- 2) Reviewing the last meeting.

#### **4. Main Activity**

##### **d. Pre-task**

- 1) Teacher introduces the topic to the students.
- 2) Teacher give some questions to the students related to the topic.
- 3) Students answer the question.
- 4) Teacher divides the class into groups.
- 5) Teacher explained how to do the task and the objectives of the task
- 6) Teacher delivers the text to the students.
- 7) Teacher distributes dictionaries to each group.
- 8) Teacher explain what the function of the dictionary in the case to increase the vocabularry in speakin English.

##### **e. The task cycle**

- 1) Students prepared their own self to do the task liked tomorrow.
- 2) The students have to prepare their self to do komunikata game started by the first student that standing in back of them.
- 3) Teacher gived the keyword to the first student, then started say one, two, three, as the time to students to started the komunikata game.
- 4) Students finished the game until the last students, then they make conclusion to answer what the keyword that teacher means.
- 5) Students telling the keyword in front of the class, one by one with their own sentences.
- 6) Teacher guides the students to review the correct answer.

##### **f. Language Focus**

- 1) Teacher explain the generic structure of narrative text.
- 2) The students identify the generic structure of the text have been discussed,

3) Teacher explain the rule of komunikata game.

## H. Learning Media

- 1) Paper sheet
- 2) White board
- 3) Song text

## I. Assesment

Speaking test

Aspect	Score
Pronunciation	10
Intonasi	10
Grammar	20
Vocabulary	30
Fluency	30

Surakarta,

Guru Pamong

Guru Praktik

## APPENDIX 8

### FIELD NOTE OF THE OBSERVATION RESULT

Number : 01  
Time : April 29, 2014  
Place : Class XI-IPA 1 of SMA Muhammadiyah 3 Surakarta  
Object : Teaching and learning process lead by Teacher A  
Observer : The researcher C

#### The Setting Description

The observation is carried out in the eleven class of SMA Muhammadiyah 3, Surakarta. The class is 7,5 meter long and 7 meter wide. On the ceiling of the class there are two 60-centimeter lamps, and also a fan between those lamps.

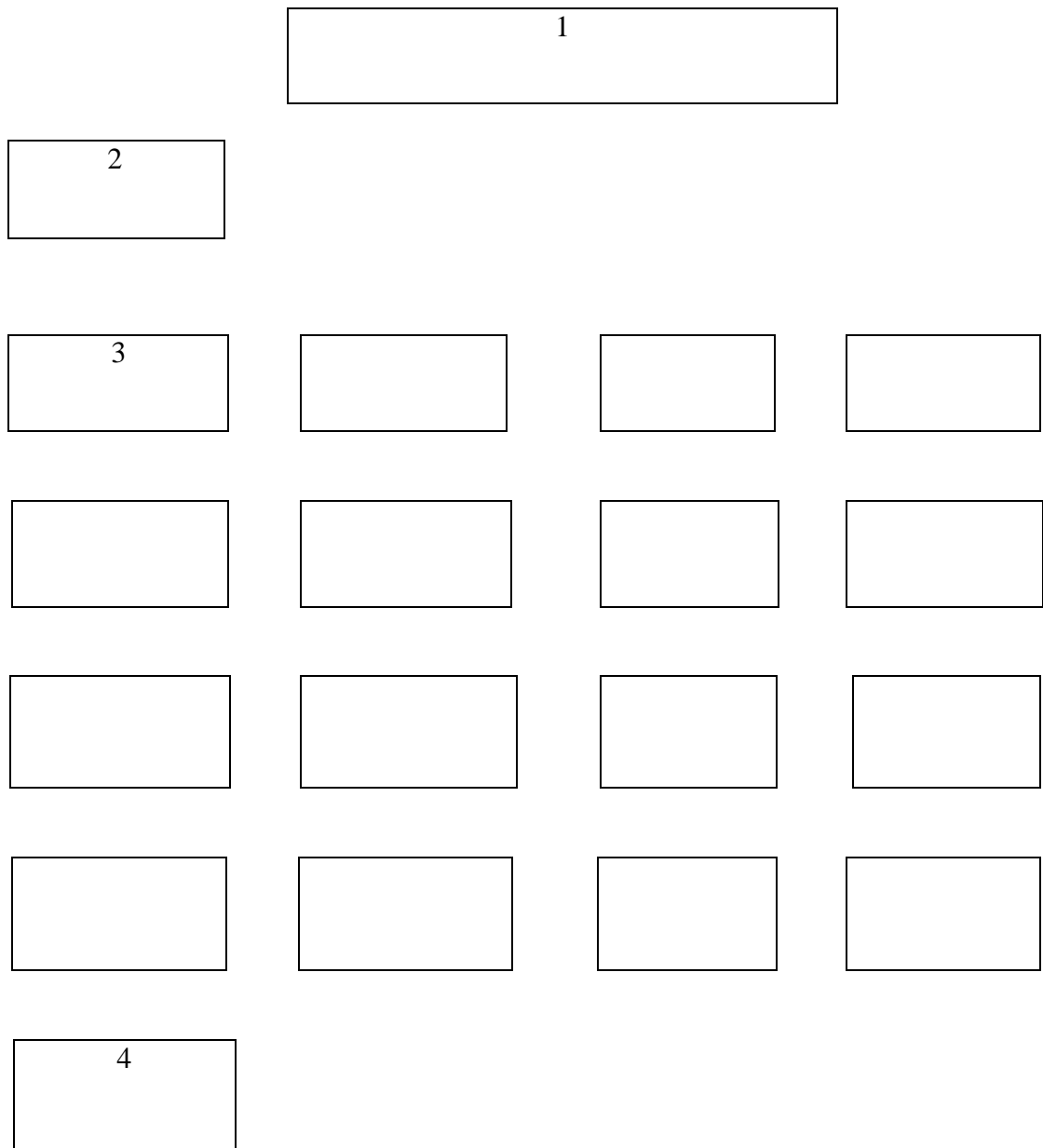
The chairs and the desks are arranged face the blackboard. There are 17 desk and 17 chairs for students. It can be said that the capacity of the class are 16 students. For that capacity, that class can be classified into small class.

In the front of the class, there is a big whiteboard with the picture of Presiden, Burung Garuda, and Vice Presiden on the top of it and a calendar, schadule of subject matters and schadule for final examination hanging on the right and left sides of it. Besides the board, there is a chair and a desk for the teacher. While, the brooms and dusters hang on the wall closes to the door. They are not too high to reach in order to enavle the students to clean the classroom.

Today, all of the students are present. They wear batik cloth and also white skirt for the girls, and white short for the boys. When I do the observation, I am sitting on a chair located in the backside of the class.



The Pictures of class XI IPA 1



Notes :

1. Whiteboard
2. A desk and a chair of teacher
3. Desks and chairs of the students
4. The Observerr

## The Teacher and Learning Process

### 08.30 a.m

(01) The electric bell is ringing. The teacher EG and I walk together from the teacher office to the class. We walk about one minute. Arriving the class, the teacher sits on the chair and I go to the back of the class to find out an empty chair. The teacher greets and checks the students' attendance.

### 08.40 a.m

(02) The teacher asked some students' worksheet on page 20 and asks them to read the dialogue. The teacher says "*Ayo sekarang dibuka LKS nya halaman 20 di bagian speaking yang A. Sekarang dibaca dulu dialog di bagian A.*"

### 08.55 a.m

(03) The teacher asked the student whether or not they have finished their reading. "*Sudah selesai belum membacanya?*". Then the students say "Sudah bu". After that, the teacher continues the activity by reading the dialogue. Students imitate what the teacher does.

### 09.15 a.m

(04) The teacher asks the students to practice speaking by reading the dialogue in pairs. Then she says "kalau ada yang lupa bagaimana ejaan membacanya, bisa tanya Bu Awik ya". The class becomes noisy after the teacher asks the students to practice speaking by reading the dialogue. Suddenly, the electric bell was ringing. It is as the mark for the rest time in that school. The teacher then finished the first hours, and will be continued after the break.

**09.45 a.m**

(05) The electric bell is ringing again. The teacher EG and I walk together from the teacher office to the class to continued the second hours of the English. I looked the students entered the classroom. Then I sit in the back of the class likes before. The teacher then continued the learning process. The teacher call two students who disturb other students to read the dialogue in front of the class. “Coba wahyu dan Wulan sudah selesai belum membacanya? Sekarang maju ke depan kelas dan baca doalognya dengan keras”. After that, Wahyu dan Wulan finished reading the dialogue, the teacher asks the next student to do the same. The activity by reading the dialogue is still going until all of students in the class XI-IPA 1 finished read the dialogue one by one.

**10.30 a.m**

(06) Times up. However, the speaking activity still remains three pairs who have not got the turn to read the dialogue in front of the class. Therefore, this pair must perform the speaking activity in the next meeting.

## FIELD NOTES OF THE OBSERVATION RESULT

Number : 02

Time : May 3, 2014

08.00

Place : Class XI-IPA 1, SMA Muhammadiyah 3 Surakarta

Object : Teaching and Learning Process lead by the researcher Citra Wegku

Observer : Mrs. Awik

### The Setting Description

Today the teaching and learning process will be lead by the researcher and the teacher A becomes the observer. The students wear uniform of motif cloth and dark blue skirt for the girls and dark blue short for the boys.

### The teaching and lesrning process

08.00 a.m

(1) The teacher and the researcher are walked to the class when the lectric bell was rang. The teacher A gived information to the students that for today they will be taught by the researcher CW. The researcher greets and checked the attendance. The students are rather noisy. Then, the researcher tries to control the class by asking them to keep silent. Then she explained the topic of the lesson today. “ Today, we will discuss about narrative text. The meaning, purpose and can telling story about narrative text in front of the class, with your own sntences”, then students gived answer together “yes miss”. Teacher also explain that today, class XI-IPA 1 will be teach by tehe researcher CW.

08.15 a.m

(2) The researcher then started introduction herself to the students. That for a few minutes, she will teach the students about speaking used the *komunikata* game as the media. This is, do to full fill the last task of her collage. All of the students seemed to pay attention with a good explanation of the researchers. They also seemed enthusiastic. After completion acquainted with all students, researchers prepare all the material that will be presented at today's meeting. First of all the researchers recorded a "narrative text" on the board. He asked whether there *pseluruh* students who already know the sense and purpose of the narrative text. Then, the first student named Imanda Ukhti answered. "narrative text is to entertain, to gain and hold a reader's interest; however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea." Researchers then replied: "Yes, that's right. In textbooks Look ahead already exists yes. It can be read again later, on the understanding, *tujan* and generic structure." all students then answered in unison "Yes miss". Researchers asked students to cite examples of narrative text is a short story about their own personal experiences. Furthermore, students are asked to *menceritak* they experience it in their own language.

08.30 a.m

(3) Researchers prepare a list of names to be called one by one. Researchers then began to call one by one the students to recount their personal experiences in front of the class with their own language.

09.30 a.m

After all students briefly recount their personal experiences in the classroom *deepan*. Researcher gives little evaluation. Once is enough, researchers then explained the game *komunikata* to students. "Yes of course, already have heard about the game *kmunikata*. Never

was also shown on television". All students answered "Never bu" .Researcher then explained the relationship game komunikata relation to speaking lessons to be taught. To find out if the game komunikata can improve students' skills in language lessons Ingris especially in the matter of speaking.

## FIELD NOTES OF THE OBSERVATION RESULT

Number : 03

Time :

Place : Class XI-IPA 1, SMA Muhammadiyah 3 Surakarta

Object : Teaching and Learning process lead by the researcher CW

Observer : The teacher A

### The Setting Description

Today the teaching and learning process will be lead by the researcher and the teacher A becomes the observer. The students wear uniform of motif cloth and dark blue skirt for the girls and dark blue short for the boys.

### The teaching and learning process

08.00

- (1) The teacher and researcher are walking to the class when the lectric bell is ringing. The researcher greets the students and checks the students attendance. Researchers began to explain about the topic of discussion will be learned on this day. Namely regarding komunikata game. Fewer repeat the discussion in the previous lesson, that may komunikata game had been heard by all students in grade XI IPA 1.

08.15

(2) Furthermore, the researchers explain the komunikata game. About who is the creator of the puz, and several rules that must be obeyed when playing komunikata gmae. Not to forget the researchers also write and explain how to play komunika. All students seemed enthusiastic and excited when the researchers said that today there would be little practice playing komunikata in the classroom. One of the students named Wahyu asked, "Mom, may choose a group of friends?:", Researchers answered" No, I'll sit you lined up in the order yes. It's class there are 16 students, so fitting later a group consisting of 4 students. "All participants start rowdy, but researchers then asked all the students to quiet down in the further study.

09.00

(3) In the next stage, researchers began to explain the rules to all students. Researchers will give some clue words that will be used as the bait first. The song will they play that day was "I'm not the only one" from Sam Smith. Before it researcher have prepared a small paper containing a fragment of one part of the song, into 4 paper. Which is then distributed to each of the students who sat the rear. After being given the paper, researchers again reminded all students that permainnya rule is not to be cheated, talking loud, or speak the leapfrog sequence group.

09.15

(4) The researchers then gave a downbeat sign game will begin. The count of three, students who sit rearmost started whispering the sentence on the second, limited in time 5 hitngan. And so next to the



student who stood at the front as well as the last. Classroom atmosphere seemed good. Some students are still there who do not understand the rules of the game. There are also students who still seem fraudulent, by skipping rows, or whisper aloud a sentence that is part of the game. After all the game is completed, the researchers then gave a little evaluation on the game that was run just now. Researchers also discuss together what the contents of songs they already guessed in the game were. And for subsequent researchers asked some students to talk about the content of the song in front of the class to use their own language. Some students seem to tell with enthusiasm, although with a limited vocabulary, students occasionally also ask the meaning in English that maybe they did not understand. Researchers also help the student with difficulties.

## FIELD NOTES OF THE OBSERVATION RESULT

Number : 04

Time : 10 May

Place : Class XI-IPA 1, SMA Muhammadiyah 3 Surakarta

Object : Teaching and Learning process lead by the researcher CW

Observer : The teacher A

### The Setting Description

Today the teaching and learning process will be lead by the researcher and the teacher A becomes the observer. The students wear uniform of motif cloth and dark blue skirt for the girls and dark blue short for the boys.

### The teaching and learning process

08.00

The teacher and researcher are walking to the class when the lectric bell is ringing. The researcher greets the students and checks the students attendance. Researchers began to explain about the topic of discussion will be learned on this day. Namely regarding komunikata game. Fewer repeat the discussion in the previous lesson.

## APPENDIX 9

### Teaching Materiala

#### Cycle 1

Meeting 1 and 2

What is Narrative Text?

Purpose :

To amuse or to entertain the reader with a story

Text Organization :

- Orientation

Set the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story,

- Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

- Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

## Meeting 3 and 4

### What is komunikata Game

*Komunikata* game is one of the language games that focus on improving students' vocabulary. The game is a Komunikata Game guessing that create the conditions in which the target language is necessary so that players can guess correctly.

### The Manner of Komunikata Game

Then written in a book written by Aphids Baharuddin (2010: 23), who wrote how proedur that can be applied to the student learning through games komunikata, in the following manner:

- a. The teacher explains the rules of play to the students.
- b. Students are asked to line up on the sidelines of the bench in order of their seats, forming a line straight berbanja kebelakan facing forward (toward the blackboard)
- c. The teacher instructed the students to cover both ears of each tightly and honest.
- d. The teacher whispered a short sentence to students who stood at the back, and then whispered to a friend who was in front of him.
- e. After hearing the cue from the teacher, the students then patted the shoulder 2x friends on row front of her with say "*komunikata*" and whispered the key phrase you have heard before (every student is given the opportunity to mention the 2x key sentence). And so on until the front ends of the students.

## APPENDIX 10

### Identitas Sekolah

Nama Sekolah : SMA Muhammadiyah 3 Surakarta

Alamat : Jl. Kol. Sutarto No. 62 Jebres

No. Telp. : (0271) 648515

NPSN/NSS : 20327982/304036104046

Status Sekolah : Swasta

Jenjang Akreditasi : Terakreditasi "A"

Status Akreditasi : Disamakan

Tahun Didirikan : 1981

Badan Hukum : SK. Kanwil Dekdipbud Nomor : 446/i. 3/I-83

Kepemilikan Tanah/Bangunan: Yayasan

Luas Tanah : 230 m<sup>2</sup>

Luas Seluruh Bangunan : 1969 m<sup>2</sup>

Visi dan Misi : 1. terwujudnya warga sekolah yang berkepribadian

Muslim, Berakhlak mulia, cerdas, serta unggul dalam prestasi.

2. Menyelenggarakan kegiatan Al-Islam yang memotivasi ajaran Islam dalam kehidupan serta meningkatkan budaya

kearifan guna membentuk insan dengan berkarakter dan bermartabat.

3. Membekali materi keilmuan secara mantap ditingkat pendidikan dasar untuk melanjutkan ke jenjang yang lebih tinggi.

## APPENDIX 11

### LIRIK LAGU

#### I'm Not The Only One

You and me, we made a vow  
For better or for worse  
I can't believe you let me down  
But the proof's in the way it hurts

For months on end I've had my doubts  
Denying every tear  
I wish this would be over now  
But I know that I still need you here

*[Chorus:]*

You say I'm crazy  
'Cause you don't think I know what you've done  
But when you call me baby  
I know I'm not the only one

You've been so unavailable  
Now sadly I know why  
Your heart is unobtainable  
Even though Lord knows you kept mine

*[Chorus:]*

You say I'm crazy  
'Cause you don't think I know what you've done  
But when you call me baby  
I know I'm not the only one

I have loved you for many years  
Maybe I am just not enough  
You've made me realize my deepest fear  
By lying and tearing us up

*[Chorus x2:]*

You say I'm crazy  
'Cause you don't think I know what you've done  
But when you call me baby  
I know I'm not the only one

I know I'm not the only one





## LIRIK LAGU

### Someone Like You

I heard That you're settled down

That you Found a girl And you're Married now  
I heard That your dreams came true.

Guess she gave you things

I didn't give to you  
Old friend

Why are you so shy?

Ain't like you to hold back Or hide from the light  
I hate to turn up out of the blue uninvited

But I couldn't stay away, I couldn't fight it.

I had hoped you'd see my face and that you'd be reminded

That for me it isn't over

Never mind I'll find someone like you

I wish nothing but the best for you too

"Don't forget me," I begged "I'll remember," you said"

Sometimes it lasts in love

But sometimes it hurts instead.

"Sometimes it lasts in love But sometimes it hurts instead, Yeah.

You know how the time flies

Only yesterday It was the time of our lives

We were born and raised In a summer haze

Bound by the surprise

Of our glory days  
I hate to turn up out of the blue uninvited

But I couldn't stay away, I couldn't fight it.

I had hoped you'd see my face and that you'd be reminded

That for me it isn't over.  
Never mind I'll find someone like you  
I wish nothing but the best for you too  
"Don't forget me," I begged "I'll remember," you said  
"Sometimes it lasts in love  
But sometimes it hurts instead."

Nothing compares  
No worries or cares  
Regrets and mistakes  
They are memories made.  
Who would have known  
How bittersweet this would taste?

Never mind I'll find someone like you  
I wish nothing but the best for you too  
"Don't forget me," I begged "I'll remember," you said  
"Sometimes it lasts in love But sometimes it hurts instead"  
Never mind I'll find someone like you  
I wish nothing but the best for you too  
"Don't forget me," I begged "I'll remember," you said  
"Sometimes it lasts in love But sometimes it hurts instead"  
Sometimes it lasts in love But sometimes it hurts instead

## LIRIK LAGU

### Dont You Remember

When will I see you again?

You left with no goodbye, not a single word was said,

No final kiss to seal any seams,

I had no idea of the state we were in,  
I know I have a fickle heart and bitterness,

And a wandering eye, and a heaviness in my head,  
But don't you remember?

Don't you remember?

The reason you loved me before,

Baby, please remember me once more,

When was the last time you thought of me?

Or have you completely erased me from your memory?

I often think about where I went wrong,

The more I do, the less I know,  
But I know I have a fickle heart and bitterness,

And a wandering eye, and a heaviness in my head,  
But don't you remember? Don't you remember? The reason you loved me before,

Baby, please remember me once more,

Gave you the space so you could breathe,

I kept my distance so you would be free,

And hope that you find the missing piece, To bring you back to me,

Why don't you remember?

Don't you remember?

The reason you loved me before,

Baby, please remember me once more,  
When will I see you again?

## **DEFINITION, STRUCTURE,**

## **AND LANGUAGE FEATURES DESCRIPTIVE, NARRATIVE, PROCEDURE, REPORT, AND RECOUNT**

### Descriptive Text

#### 1. Definition

descriptive text is a text that describes what kind of person or an object described, good shape, properties, and other numbers. Goal (purpose) of the descriptive text was clear, namely to explain, DESCRIBE or disclose an individual or an object.

#### 2. Structure

When writing descriptive text, there are several sets of common / generic structure (actually not mandatory) that our writing is considered correct. The order is:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

#### 3. Language Features

- The use of adjectives and compound adjectives.
- Using the simple present tense.

### Narrative Text

#### 1. Definition

A Narrative text is a text that Tells a story. (A Narrative text is a text that tells a story)  
The purpose of this text is to amuse, entertain and to deal with actual or various experience in different ways. (The purpose of this text is to entertain)

Narrative always deal with some problems roomates leads to the climax and then turn into a solution to the problem. (Narrative always deals with some of the problems that led to the climax and then turn into a solution for this problem.)

#### 2. Structure

- Orientation: (in this section is the introduction of the characters, the story takes place or time.)
- Complication: (at this stage the problem started to appear.)
- Resolution: (at this stage of resolution, is the final stage in which the story will be completed).

#### 3. Language Features

- Using the simple past tense, past perfect, past continuous, past perfect continuous & past future continuous.

### PROCEDURE TEXT

#### 1. Definition

procedure text are (1) Text that explains how something bekerja atau text that explains how to use instruction guide / usage. example: how to use video, computers, copiers, fax etc.. (2) The text shows how to perform certain activities. eg recipes, rules, play games, scientific experiments, road safety rules. (3) Text-related behavior manusia. contoh: Courant way of

life, how to be successful. Procedure text etc. .. The purpose is to tell the reader how to do / 'These events are usually divided into several steps langkahterpisah. This text is usually written using the present tense. Palingumum example procedure text is recipes.

## 2. STRUCTURE

As with any procedure definition text above, the generic structure procedure also text was threefold:

- 1 Goal (purpose or goal)
- 2 Material Needed (material / equipment / materials required)
- 3 Methods or Steps (Method / steps) Note: In the procedure text in the form of How-to ("Anyway titled howto"), sometimes the material needed (materials needed) not included

## 3. Language Features

- Use of imperatives (cut, don't mix)
- Use of action Verbs (turn, put, mix)
- Use of connectives (first, then, finally)
- Use of adverbial phrases (for five minutes, 2 centimeters from the top)

## Report Text

### 1. Definition

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

### 2. Structure

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials

### 3. Language Feature

- Introducing group or general aspect
- Using conditional logical connection; when, so, etc
- Using simple present tense

## Recount Text

### 1. Definition

textet text recounts are usually recounted an incident that had occurred in the past. Usually textet recounts drawn from personal experience then written into essays that form the text itself.

### 2. structure:

- Orientation (Orientation): Provides an introduction to the events experienced, a figure that is in the event, where the event occurred, and the time when the incident / event occurred.
- Events: Contains tangle of events / events in the story experience. This section usually consists of several Events / Events
- Re-orientation: Contains summary / cover story.

### 3. Language Features

- Using the simple past tense

