

**USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE
ENGLISH TEACHING LEARNING PROCESS AT GRADE IV OF SDN
PUREN IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan degree in English language Education**



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**USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE
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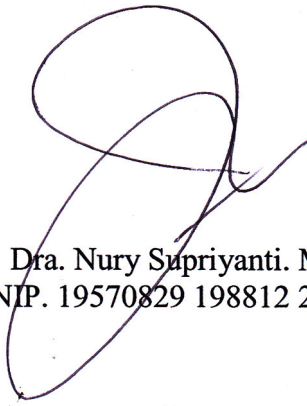
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A THESIS

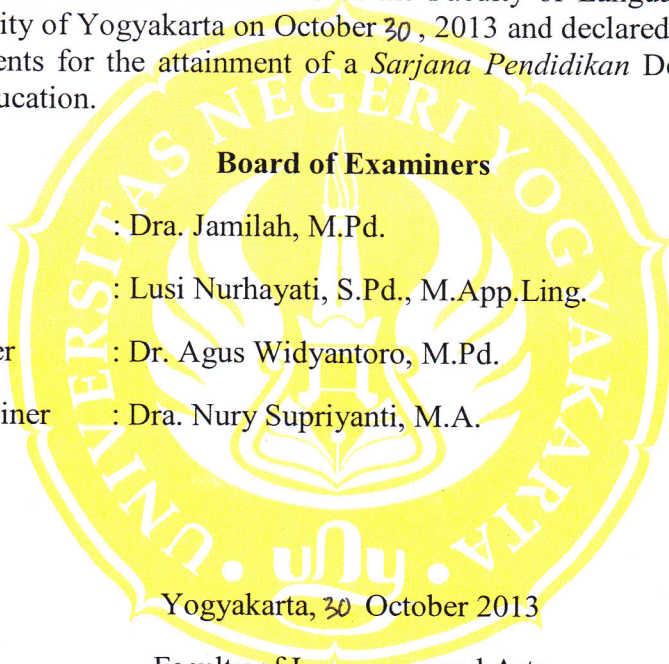
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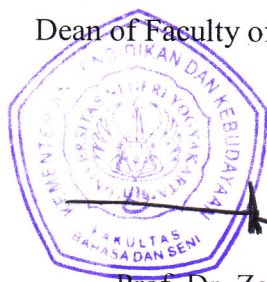


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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian- bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, 20 Oktober 2013

Penulis



Winda Hastuti

MOTTO

Allah mencukupi orang yang bertawakal...
(QS. Ath-Thalaq: 3)

Man Jadda Wajada
“Siapa yang sungguh-sungguh akan berhasil”

Knowing is not enough, we must apply. Willing is not enough, we must do.
(Johann Wolfgang Von Goethe)

DEDICATIONS

This thesis is proudly dedicated to

- ⊕ My beloved mother, father, Bryan, and my grandmother for all of the love, support and prayer

- ⊕ My beloved mama Sri Sudaryatmi, bapak Suharyanto, Norman Aji Putanto, for the support.

- ⊕ All of My beloved Classmates and my friends of Kost Putri Kusuma Prapanca

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6. Those in SD N Puren who have helped me to finish my thesis especially Ibu Sundari, S.Pd as the English teacher and fourth grade students for the cooperation in doing this research.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Criticisms, opinions, and suggestions are expected from the readers for improvement of this thesis.

Yogyakarta, October 2013



Winda Hastuti

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By

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ABSTRACT

The objective of this research was to improve the classroom interaction in the English teaching and learning process at grade IV of SD N Puren in the academic year of 2013/ 2014 using games.

This study was action research study consisting of two cycles and used qualitative methods. There were four steps in this research. They are reconnaissance, planning, implementation, and revision. The data were obtained through observation and interview. The research instruments were observation guides, observation checklist, and interview guidelines. The data were in the form of field notes, interview transcripts, and documentations. The researcher worked collaboratively with the English teacher and the students. The subject of the research was the grade four students of SD N Puren in the academic year of 2013/2014. The data were analyzed qualitatively using data reduction, data display, and conclusion drawings. The games used in the research were Zip Zap game, Fruit salad game, Robot Game, Simon Says game, and Survey game. To fulfill the validity of the research, the researcher followed five criteria. They are democratic, outcome, process, catalytic, and dialogic validities.

The result of the first cycle showed that the implementations of communicative games were successful to improve the classroom interaction. However, the students found difficulty in playing the fruit salad game. Meanwhile the result of the second cycle showed that communicative games could improve the classroom interaction. It could be seen from the success of the implementation. Firstly, all of the students got involved in the teaching and learning process. Second, communication between the students and the teacher improved. Third, the interaction among the students improved.

CHAPTER I INTRODUCTION

A. Background of the Problem

The success of teaching and learning process is very important for both teacher and students. The teacher can teach the material well and the student can absorb the material if the teaching and learning process run in a good way. English learning means learning to communicate. Communication includes interaction with people and text. There are some factors which influence the success of teaching and learning process. One of the important factor is that a quality of classroom interaction. Rivers (1987:4) states that through interaction, students can increase their language store as they listen or read authentic material from the output of their fellow students in discussion, problem solving task or dialogues. High quality of interaction in any teaching and learning process enables the students to develop their language skill mastery to run more effectively and efficiently.

Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning or to get an idea out of one person's head and into the head of another person and vice versa (Brown, 2000: 165). From the statement above, we can say that interaction is very important to negotiate meaning or get an idea from other person. It means that by interacting with others we understand other person's need. Through interaction, we know whether someone is hungry, tired, needs more explanation

about something, etc. Brown (2000: 165) also stated that in the era of communicative language teaching, interaction is heart of communication; it is what communication all about. So, without communication we will never know what's on other person's mind. Classroom interaction deals with the interaction between teacher and students and among the students. A good quality of classroom interaction will make the students participate in the teaching and learning process. It can also make the students communicate with other students. Teacher needs to build communication with the students because by interacting with them, teacher knows about student's problem. Teachers also have to encourage the students to ask or to deliver their opinion. It is important for them to build their self confidence.

A poor quality of classroom interaction can cause unexpected situation and bad effects to the teaching and learning process and to the student's development. Related to the classroom interaction, teaching adults is totally different with teaching children. Children are not yet in control of their lives (Brewster: 2004). They still learn something in their way. They don't think about target, etc. There are some factors that make children different from adult learners. First, they have a lot of physical energy and often need to be physically active. Second, they have wide range of emotional needs. Third, they are emotionally excitable. Fourth, they can concentrate for a surprisingly long time if they are interested, and many other aspects. Because of their uniqueness, we need some practical approaches to teach them. First, children are still in the intellectual development stage (Piaget: 1972) or concrete operations. Children live on the here and now. They still cannot think

abstractly or imagine something which they have never seen before. So, in teaching children, we need fun materials like songs or video to attract them. Second, children have quite short attention spans. Attention span means the length of time that you can keep your thoughts and interest fixed on something. Here, teacher must create interesting activities. Third, teaching children deals with children's sensory input. Children need to have all five senses stimulated. The activities should strive to go well beyond the visual and auditory modes that are sufficient for the class room. Fourth, children's affective factor such as egos is still being shaped. Teacher needs to help them overcome the problem of learning. The last, deals with authenticity and meaningful language. Children are focused on what the new language can be used for here and now. Here, the teaching material have to be authentic and can be applied for their daily life (Brown, 2000:87). So material in teaching children must be enjoyable and fun in order to make them feel that learning English is not difficult.

Based on the observation in class IV of SD N Puren, the researcher found that the students were faced with interactional problem. Student's participation during the teaching and learning process was very low. They are busy talking to each other while teacher explains the material in front of the class. Sometimes they were drawing something on their book. The teacher still kept explaining the material. When the teacher asked something to them, they just kept silent. Some of the student looked bored and some of the felt asleep. Almost all of the tasks were done individually.

Considering to the condition, an effort to improve the quality of classroom interaction needs to be conducted. Systematic and well prepared efforts which involve all the community members to improve the quality of English teaching and Learning process are needed.

B. Identification of the Problem

The quality of the English classroom interaction depends on the quality of the components of interaction including the teacher, students, material, teaching techniques, and learning activities. Based on the observations and interviews English teacher in SD N Puren, the researcher found some problems related to the students, teaching learning materials, teaching techniques, and learning activities.

The first problem is related to the students. Students are the main component of teaching and learning process. It is because they play an important role in maintaining the quality of classroom interaction. If the students can pay attention to the teaching and learning process and give positive response, it means that the classroom interaction is good. However, Class II students in SD N Puren did not show their interest in English classroom activities. The students were busy talking to each other and tend to be passive when the teachers ask them about related materials. Some of the students made disruptive behaviours like shouting, tapping the table and chair, or sometimes running around the class.

The second problem is related to the learning materials. Good learning materials can be used to maintain the classroom interactions. It provides opportunities for the teacher and the students to interact. In class IV, students only have commercial worksheet which the activities are so monotonous. If the

material is aimed for young learners, the commercial worksheet or textbook must be colourful. This will attract the students to open it and do the task happily. The commercial worksheet has too crowded material and the students find it difficult to do the task because the level of difficulty is higher than the students' competency. The teacher asks the students to do the task in the commercial and as a result the students become passive.

The third problem is related to the teaching technique. The monotonous teaching technique by using commercial worksheet was used every meeting. The students worked individually with their commercial worksheet. This kind of teaching techniques does not develop a good interaction in classroom.

The last problem is related to the learning activities. A good teaching and learning activities must encourage the students to participate actively. Communicative games will make the students interact to each other. However the learning activities in SD N Puren class II was so monotonous. The students only did the individual activity so the students rarely interacted with each other.

C. Limitation of the Problem

There are many problems that have been described above. It is impossible for the researcher to conduct research of all the factors influencing the quality of interaction in the classroom. She focused on improving the quality of classroom interaction using games. In this research, she limits the place of the research in IV grade of SD N Puren in the academic year of 2013/2014 because of two reasons. First, there are many interactional problems in the English teaching and learning process in this class. Second, teaching English using games is rarely used in this

school, especially class IV. The time of the research was about 2 weeks and started from the early of September until the early of October. She implemented games to improve classroom interaction because it was impossible to use all methods.

D. Formulation of the Problem

Referred to the background, identification, and limitation of the problems above, the research problem of the study is formulated as follows: How can games used to improve the quality of classroom interaction in English learning at grade IV of SD N Puren in academic year of 2013/2014.

E. Objective of the Study

The objective of the research is to improve the quality of classroom interaction in the learning of English at grade IV of SD N Puren using games.

F. Significance of the Study

It is expected that the result of this study will be useful for related parties such as:

1. The English teacher of SD N Puren; the research is expected to give new information about implementation of games in the English teaching and learning process
2. The material writers; they expected to consider the characteristics of children and suitable material before writing a book or commercial worksheet for them.

3. Other researcher; the study can give information about what should be done in conducting the research
4. English education department

CHAPTER II LITERATURE REVIEW

A. Classroom Interaction

This sub chapter describes important matters concerning classroom interaction in four sub headings. These are interaction, classroom interaction, the quality of classroom interaction and the use of games to improve classroom interaction in the English teaching learning process.

1. Definition of Interaction in English Teaching

According to Brown (2001:165), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effects on each other. In the interactional process, there is a process of transferring thoughts or ideas from one person that is followed by the responses of the other person. The process of transferring and responding gives some information to both of the agent of interaction. When a teacher asks questions to the students, at that time the teacher transfer her idea. The student responds the questions by answering. In this situation, the teacher gets the information from the students' answer.

According to Rivers (1987: 4), interaction involves not only expression of one's own ideas but also comprehension of those of others. There is a listen and response activity in interaction. Through interaction, participants look for interpretation of meaning. The meaning is always understood in a context, physical or experiential with non verbal indication adding aspects of meaning beyond the verbal indications. It can be said that in interaction people share what in their mind to interpret meaning based on the context.

Maalamah (1991: 37) stated that interaction can be seen as a process of mutual accommodation with the addresses acting upon the addressee to cause a reaction which in turn informs an action performed by the previous addressee which causes a reaction in the same way. An example is the interaction between two friends. A friend asks about how to apply a job in a bank, and the other answers the question by explaining the way to apply a job in a bank. In this example of interaction, he/she asks a question on your mind about how to do something and the addressee answers it based on the question.

Interaction is very important for human life. Interaction is what communication is all about (Brown, 2001: 165). Through interaction, people can fulfill their needs, negotiate meaning, transfer their ideas to the other and get someone's idea. In fulfilling their needs, people should interact with other people or sources that match with the needs. For example, if you want to know more about the detail information of banking, you can ask the person who works in the bank.

According to Rivers (1987: 4) through interaction, students can increase their language store as they listen to or read authentic linguistic material from the output of their partner of discussion, problem solving task or dialogues. In an interaction, students can use their knowledge about language usage and all they have learned or absorbed in real life exchanges.

In conclusion, interaction is the process of exchanging information, thoughts, ideas, or feelings between two or more participants in order to fulfill their needs.

2. Definition of classroom interaction

Classroom interaction is the internal process of learning that consist of a sequence of the external interaction between two participants; the teacher and the other side and the learner on the other (Maalamah 1991:vii). By interacting, teacher will know about students' problems. Students can also share their problem with the teacher. In other word, both teacher and students can build communication skills through interaction.

According to Maalamah (1991:69), interaction implies more than one person. There must be someone who transmits a message and someone who receives it. In the classroom, when the teacher explains the material to the students, it means that the teacher is in the process of transmitting. He or she communicates with the whole class, a group of students at different point of teaching and learning process. Another example, when a student comes in front of the class and share the information, automatically, she interacts with the teacher and other students. The action and reaction between the teacher and the students can be described as the form of exchanging thoughts, ideas, or feelings.

In the classroom, the interaction between the teacher and the students involves a chain of acting and reacting. It means that the teacher acts upon the learners to cause an action and the students respond to it by doing some actions. The teacher studies the students' actions and recognizes them as the reaction to her or his own original action. Then the teacher reacts and builds this into her subsequent action on the class (Maalamah, 1991:39).

There are many form of classroom interaction. Rivers (1988: 4) stated that interaction in the classroom could occur in the form of listening to others, talking with others, negotiating meaning in a shared context, etc. Rivers (1988: 5) also said that in a second language situation, interaction becomes essential to survival in the new language and culture and students need help with styles of interaction.

Rivers (1988: 4) states about the process and the product of interaction from students' aspects. He says that students can achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is messages that contain information of interest to speaker and listeners in a situation of importance to both). The statement emphasize on situation and process where the interaction takes place that is the situation when students learn to comprehend his/ her ideas with other's ideas.

Moreover, Rivers (1988: 9) tells that "interaction can be two ways, three ways, but never one way". It means that teacher centered cannot be interactive classrooms. Students need to have more experience in using the language itself. The circumstance where students and teachers have an opportunity to convey and receive ideas can be a stimulant in promoting interaction in the classroom. English teacher need to encourage and build students confidence to create a communicative language teaching.

An example of classroom interaction is a communication between the teacher and the students about the main ideas of an essay. The teacher asks the students about the main idea of an essay and the students respond to the teacher's

question by telling their ideas. Reacting to the students' answer, the teacher gives another question to clarify the answers. The dialogue can be shown below.

T : What is the main idea of this essay?
 S : The United Nation should have move authority.
 T : More authority than what?
 S : Than it right now.
 T : What do you mean?

(Brown, 2001:273)

According to Brown (2001:182) interaction between students in the classroom can occur in the form of pair works. Interactions in pair works can be executed for tasks that are short, linguistically simple, and quite controlled in term of the structure of the task. The task can be in the form of simple question-answer exercises, practicing dialogues, quick brainstorming activities, or checking each others' written work.

Harmer (2001:116) stated that the students can personally share and exchange ideas and help each other in completing the task. Pair works allow students to work and interact independently without the necessary guidance of the teacher. It means that when doing pair works, students can share their opinion with each other so that they can build their own way to do the task. He (2001:117) also stated that interaction among the student in the classroom can also occur in the form of group works. Group works provide a greater chance for different opinions and more varied contribution than pair works. It means that in group work students can interact with different people who have different characteristics and ideas. Students can learn how to communicate or exchange ideas with others. In group work, students can interact with the member of the group and exchange

their ideas independently. They also can learn to make a decision without any intervention from their teacher.

According to Brown, interaction in group work can be in the form of games, role plays, drama, brainstorming, information gap activities, jigsaw or opinion exchange activities. To make the students work in group effectively, teacher can apply some strategies based on the characteristics of the students, material, and also class situation.

3. Quality of Classroom Interaction

The quality of classroom interaction plays an important role in teaching and learning process. There are some indicators that show the high quality of interaction in teaching and learning process. They are good relationship between the teacher and the students, good relationship among the students, active participation of every student in the learning activities, and creative learning activities. All of the characteristics above will be explained below:

a. Teacher-student relationship

According to Rivers (1987: 2), the first indicator of good quality of classroom interaction is a good relationship between the teacher and the students. Good relationship between the teacher and the student will affect on students' high motivation to learn the material. Students will easily share their problem to the teacher, teaching and learning will be more interactive. In the opposite, if the relationship between teacher and student were poor, the teaching and learning process will never run well. The students will feel afraid to ask questions to the teacher. As a result, the teaching and learning process doesn't run well and teacher

doesn't know the students problem. Rivers (1987: 2) stated that the real interaction in the classroom requires the teacher to generate a full role of the students' participation in the learning activities to accept all kinds of opinions and to be tolerant to errors the students make while they attempt to communicate.

Good atmosphere in class must be created in order to make the students feel comfort when the teaching and learning process run. A good atmosphere can be created by some strategies such as by providing an opening song or games which is motivated them, giving rewards, giving attention to the students' feeling, jokes, etc.

b. Student-student Relationship

The second indicator of high quality of classroom interaction is a good relationship among the students. A good relationship will make the students comfortably share their knowledge and help each other in solving problem. A good relationship among the students can improve students' interaction during the teaching and learning process. If the quality of relationship among the students is poor, the classroom interaction will be poor too. For example there are several students who make a group and ignoring others, this condition will disturb the communication among the students.

c. Students' active participation

The third indicator is that pupil actively participates in the teaching and learning process (Brophy and Good, 1980: 333). It means that during the teaching and learning process, students can join each activity in the classroom such as paying attention, answer teacher question, asking question, follow the teacher's

instruction etc. Teacher's role also influenced to students' participation. In each activity, teacher must include the students and provide enjoyable atmosphere.

d. Creative Classroom Activity

The last indicator of high quality classroom interaction in the classroom is a creative classroom activity (Brophy and Good, 1980: 333). It means that the teaching and learning process is designed to be a creative activities rather than just presentation activity. Good teaching and learning process must involve the student to a creative and enjoyable activity; obtain the students to interact with each other.

4. Pattern of Classroom Interaction (Interaction between the teacher and students and or interaction among the students)

The nature of interaction is important. Maalamah-Thomas (1987: 37-39) mentions two forms of interaction, verbal and pedagogical interaction. She defines verbal interaction as continuous, shifting process in which the context and its constituent factors change from second to second. In verbal interaction, the addresser and addressee care constantly changing roles. The addresser of one minute is the addressee of the next minute and vice versa.

Interaction is two-way process. Maalamah-Thomas (1987: 7) states that interaction means acting reciprocally, acting upon each other. Therefore, many classroom interactions center on organization and administration. Maalamah-Thomas (1987: 62-63) proposes the patterns of interaction in the classroom as follows:

- a. the teacher-----→ the whole class
- b. the teacher-----→group of the students

- c. the teacher-----→individual student
- d. the student-----→the teacher
- e. the student-----→another single student
- f. the student-----→group of students

B. Interactive Principles in the Language Classroom for Children

According to Brown (2001: 166), interaction, interaction in the classroom considers some principles. Those principles are as follows:

a. Automaticity

The human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

b. Intrinsic motivation

As students engaged with each other in speech acts as fulfillment and self-actualization, their drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward.

c. Strategic investment

Interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of

interactive discourse requires judicious use of numerous strategies for production and comprehension.

d. Risk – taking

Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course are great and worth the risks.

e. The language-culture connection

The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

f. Interlanguage

The complexity of interaction entails a long development process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process.

g. Communicative competence

All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategies) are involved in human interaction. All aspects must work together for successful communication to take place.

Rivers (1988: 9) also explains that because interactive language teaching means elicitation of willing students' participation and initiative, it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness and

sensitivity to the feelings of others. When a teacher demonstrates these qualities, students lose their fear of embarrassment and willing to try to express themselves. When students feel appreciation from the teacher, they will be motivated in conveying and expressing their ideas. As the result, they will have a willingness to participate in the classroom.

C. Roles of Interactive teacher

Within the classroom, a teacher role may change from one activity to another. If a teacher fluent at making these changes, the effectiveness as a teacher is enhanced. According to Harmer (2001: 57-62) there are several roles of interactive teacher that will be described as follows:




a. Controller

As a controller, a teacher are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own group. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. When announcements need to be made, when order has to be restored, when explanations are given, or when a teacher is leading a question and answer session, the role as the controller make sense.

b. Organizer

Ad an organizer, a teacher have important role in organizing students to do various activities. The roles involve giving information to the students, telling how to do certain activity, grouping the students, close

the activity when the time is up, and giving feedback. The summarize of the teacher's role as a organizer are as follows:

engage  instruct (demonstrate)  initiate 
organize feedback.

c. Assessor

A teacher has to be able to let the students know whether they are getting English right. As an assessor, a teacher is able to give feedback and correction and grading students in various ways. When a teacher announce students score, she or he has to be sensitive with students reaction. Giving support is important to make the students still confident in learning the language.

d. Prompter

A student sometimes loses of the thread of what is going on during the activity. In this case, a teacher has to encourage the students to think creatively rather than have them hang on the teacher's every word.

e. Participant

As a participant, a teacher can involve on the students activity. It is often more enjoyable than acting as a resource. The danger of this role is that the teacher can easily dominate the proceedings.

f. Resource

Students might ask how to say or write something or what a word or phrase means. They might want to know information about the

activity, or where to look for a book or website for example. In this case, the role of the teacher as a resource is needed.

g. Tutor

When students are working on longer projects such as preparations for a talk or debate, a teacher can act as a tutor, working with individuals or small groups. She or he can go round the class and staying briefly with a particular group or individual offer the short of general guidance. The role as a tutor combines the roles of prompter and resource.

h. Observer

When observing students a teacher should be careful not to be too intrusive by hanging on their every word, by getting too close to them. She or he also has to take notes not only for what students get wrong but also what they do right. Teacher does not observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lesson so if necessary they can make changes in the future.

D. Definition of Games

According to Martin (1995: 1) game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way. In doing games, there need only simple preparation. As long as we have common materials which are usually used in playing games, we can do that. Some games may require students to be competitive with team or individuals

working towards being the winner. Other games are cooperative, where teams or pairs to achieve a common goal such as drawing a picture or solving a puzzle.

There are some advantages of using games in relation to teaching and learning process. First, games add variety to the range of learning situations. When the teaching and learning process does not run as what we expect because students feel bored, teacher can use game to attract their attention. Second, games help to keep students' motivation. When commercial worksheet becomes a centre of teaching and learning process, students may think that English lesson is not motivating them to learn more. Teacher must cleverly provide a good solution for them. Teacher can bring games which suitable with the objective of the teaching and learning to the class. Teacher can give rewards for the winner to make other students encouraged to join the next class activities. Third, students are encouraged to participate; shy learners can be motivated to speak. Sometimes teacher face a very terrible problem when the class is passive. Students kept silent all the time or they make a terrible noise. By using games, teacher can encourage students to involve in the activity. To increase the students' involvement, teacher can use competitive games. Fourth, it can increase pupil-pupil communication and improve the students' opportunities to use English. Teacher centred teaching technique does not improve the students' communication skills so that by increasing students-students interaction it is expected the students' communication skills will improve. Fifth, games help to create a fun atmosphere and reduce the distance between teacher and students. While the students actively play a game, teacher can involve themselves in a certain part. Sixth, games can

help to improve attention span, concentration, memory, listening skills and reading skills. When a traditional method of teaching is helpless to prolong students' attention span, a creative game can be good solution to attract the students' attention.

1. What is a language game?

The presence of a visible set of rules which guide the children's actions, and an element of strategy – children must successfully apply their language and other skills differentiate language games from other activities in the EFL classroom (Maley, 2004:5). Using games activity, children can employ their language skill strategically in cooperative games where a group works together to achieve certain goals. Teacher must include certain language function in order to create meaningful so children can get benefits of playing the game.

Maley (2004:6) stated that language games are healthy challenge to a child's analytical thought. The rules of the game are set clear limits within which the children's natural decision making processes must function. For beginners, some games can resemble “fun” drills. He also stated that the key to a successful language game is that these rules are clear and the ultimate goal is well defined. The role of the teacher in explaining the rule and inserting language function to the game is needed. Fun game activity will make children enjoy to learn English. If your material too quickly or if something unexpected happens, games can serve as a valuable backup.

Language games can be used to introduce new material, to practice recently learnt language items, to introduce or practice certain themes or to relax or energize the class.

2. Types of games

There are many kinds of games. Teacher can choose the suitable game according to the kinds of language or learning focus they have and the kinds of resources, classroom management and organization they need. There are some guidelines which can help the teacher to decide which type of game she would like to use (Brewster, 2004:174).

- a) Does this game mostly promote fluency or accuracy?
- b) Does it promote competition or cooperation?
- c) Does it have an educational aim, i.e. developing concepts, themes, cross-curricular topics such as citizenship, learning strategies?
- d) Is it suitable for beginners or higher levels?
- e) Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
- f) What materials, resources and classroom organization are needed?
- g) Does it focus mostly on practising pronunciation, words, grammar, and language functions, language skills or learning to learn skills?

Selecting games is very important for teacher. Teacher should match the game with the objective of the teaching and learning process to maximize the advantage of games. Games for children need to have simple language, easy to explain, to set up and to play. Everyone should be able to participate and it should

be fun. In teaching games for young learners, it will be better for the teacher to invite two or three students in the front of the class to demonstrate the game. It will help the students to be easier to understand the rule of the game.

The table below show examples of game, the aspects of language that being involved (Brewster, 2004:175).

Table 1. The example of game and the aspects of language being involved

Game	Vocabulary	Grammar	Listening	Speaking/ pronunciation	Reading	writing	Fluency/ Accuracy	Competition / cooperation
In my bag	Clothing	Present simple possessive pronoun <i>my</i>	Memory and concentration	Identifying and describing; linking, etc	Can be introduced as prompts	Follow-up packing list	accuracy	competition
Where am I?	Various	Asking and answering questions	Listening for detail	Question intonation, describing location on the right, etc.	Very little		accuracy	competition
Picture dictation	Items needed for the picture, color, size, position, instruction verbs	Preposition	Listening for detail	Describing position, giving instructions		Written instructions for drawing could be follow-up practice	fluency	cooperation
Pin on backs	Animals	Asking and answering yes/no questions	Memory listening for detail	Asking and answering; intonation	Reading words	Pupils can write the cards to be used	accuracy	cooperation
Can you touch	Parts of the body	Using can	Some, not central	Describing ability/inability	Reading words	Pupils can write the cards to be used	accuracy	competition

3. Consideration in Implementing Games

According to Lewis and Bedson (1999), there are some consideration before implementing games in language teaching and learning. Remember that children is very active, teacher have to consider several aspects before choosing and implementing games.

1) Safety

The children must know their boundaries and respect teacher's authority.

2) A game must be more than just fun

It is important to implement fun games but keeping the language component at the forefront of planning is the most important. Keep focus on the objective of learning rather than jumping from theme to theme to introduce popular games.

3) Play different game from lesson to lesson

Don't overdo a game. If a game is over-used on one level, it will be difficult to motivate the children to try it another way.

4) Vary the order in which we play game

We have to avoid the repetitive trap of game. We have to mix things up a bit. We have to surprise children time to time. Insert the game when their energy and understanding at their best.

5) Always end an activity when the fun is still at its peak

Don't play a game for too long children will begin to lose interest and wander off.

6) Making games into parts of the syllabus.

Game creations involve many skills as well as active decision making on the part of the children. It is a rich field in which to practice some Basic English. Creating games is also an excellent craft activity and involve a lot of language use.

E. Teaching Children

1. Characteristics of teaching children

According to Scoot and Ytreberg (2004: 3-4) the general characteristics of students in primary schools are as follows.

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

Harmer (2001: 38) argues that children learn differently from adults in the following ways.

- 1) Children respond to meaning even if they do not understand individual words. Children are active learners. They can respond to the teacher's talk even they do not understand every single word,e.g. they can respond to the teacher's instruction by acting what the teacher asked for.
- 2) They often learn indirectly rather than directly. That is they take information from all sides, learning from everything around them rather

than only focusing on the precise topic they are being taught. Children usually learn something from everything from their environment or from what they have experienced.

- 3) Their understanding comes not just from explanation but also from what they see and hear and crucially have a chance to touch and interact with. Children learn from everything around them and they will learn better when they can explore it.
- 4) They generally display an enthusiasm for learning and a curiosity about the world around them; they have a high curiosity and enthusiasm from something new.
- 5) They have a need for individual attention and approval from the teacher. Children always look attention from the others. As the teacher, he / she has to keep attention to them such as giving attention to their feeling, helping their problem or giving praises.
- 6) They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom. They are interested to talk about what they like such as talk about their family, hobby, favorite food, etc. Selecting appropriate material and topic in the teaching English to children is needed.
- 7) They have limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. Providing and selecting appropriate activities is necessary. a lot of explanation from the teacher should be avoided because it is not

interesting for children. Children like activities that are interesting such as activities that need body movement like games.

From the description above, it can be concluded that children are active learners. They love to play and learn best when they enjoy the situation. They are different from adults and have special characteristics.

2. The importance of Interaction in the English Teaching and Learning for Children

Pinter (2006: 5) stated that children learn through their exploration and play and through opportunity to talk things through with other.

3. Interaction among Children

Children are active learners. Pinter (2006: 5-6) stated that children learn through their explorations and play and through opportunities to talk things with others. It means that children learn and develop something through interaction. By interacting with each other children share information and knowledge.

Social environment play important role in the learning process. Teacher should create an atmosphere in the classroom that can build students' interaction. Scott and Ytreberg (1990: 6) suggest that the teacher should manage children to work together to facilitate interaction among children.

Implementing game is one of the ways to create fun atmosphere and attract students to take turns in the game. Cooperation and competition games are both suitable for children. Games can facilitate children in learning English in fun ways.

F. Conceptual Framework

As stated in the previous chapter, there are problems to be solved, related to the quality of classroom interaction at grade IV of SD N Puren. From the literature review above, it shows that games can solve the problems of interaction.

The quality of classroom interaction of grade IV at SD N Puren could be improved through the communicative games. It was because the advantage of games. First, games add variety to the range of learning situations. Games can be used to attract students' attention when they felt bored about the classroom situation. Second, games help to keep students' motivation. Teacher can increase students' motivation in learning English through games so they do not think that learning English is boring. Third, students are encouraged to participate; shy learners can be motivated to speak. Competitive games can motivate students to participate by joining the game. Fourth, it can increase pupil-pupil communication and improve the students' opportunities to use English. Fifth, games help to create a fun atmosphere and reduce the distance between teacher and students. This advantage is in line with the purpose of the action to improve the classroom interaction. Sixth, games can help to improve attention span, concentration, memory, listening skills and reading skills.

Teaching children is different to teaching adult. So do in choosing games for children, teacher has to know how to choose games for children. There were some considerations before implementing games according to Lewis and Bedson (1999). First, safety is the most important consideration because we deal with children. Second, focus on learning objective rather than jumping from theme to

theme to introduce popular games. Third, play different game from lesson to lesson. Fourth, avoid the repetitive trap of game. We have to mix things up a bit. Fifth, don't play a game for too long because children will begin to lose their interest. Last, make game into parts of the syllabus. Game creations involve many skills as well as active decision making on the part of the children. It is a rich field in which to practice some Basic English. Creating games is also an excellent craft activity and involve a lot of language use.

CHAPTER III RESEARCH METHOD

A. Definition of action research

According to Burns (1999: 30), action research is the application of fact finding to practical problem solving in a social context by involving the collaboration and cooperation of researcher, practitioners, and laymen. Burns (1999: 30) also defines action research as contextual, small scale and localized. It implied that in doing action research, a researcher identified and investigated problem in a specific situation. The purpose of action research was to make changes and improvement.

B. Setting and Participants of the Research

The research was conducted in SD N Puren. It is located in Pringgolayan, Condongcatur, in the east side of Affandi Street. There were six classrooms for students from grade one to six. The condition of each class was quite good and comfortable for teaching and learning process. The facilities included library, mosque, canteen, and health unit which really support the students and the teachers during they were in that school. In general, the condition of the school was quite good. The participants of the research were the fourth grade students, collaborator, the researcher, and the English teacher.

C. Time and Place

The research was conducted in the first semester of academic year 2013/2014. The identification of the problem was done during February 2013 and the actions were done on September until early of October 2013 in the grade four of SD N Puren.

D. Instruments

In conducting the research, the researcher used non-test instrument. They are observation guidelines and interview guidelines.

1. Observation guide

There were two variables were observed in this research; classroom interaction and the use of game in the classroom. She measured the observation guidelines validity using construct validity because it was non-test instrument.

Sugiyono (2009: 125) stated that expert judgment is one of the ways to know the validity of the observation guidelines. Before it was used, the researcher consulted the aspects in the observation guidelines to some expert. They said that the observation guidelines can be used to gather the data. The table below shows the specification of observation guidelines used by the researcher.

Table 2. Specification table of observation guidelines

NO	VARIABLES	INDICATORS	NUMBER OF ITEMS
1.	The classroom interactions	Interaction among the students	10
		Interaction students and teacher	1,2,3,4,5,6
2.	The use of games in teaching learning process	Materials of games	3
		Teacher's role	10,14
		Students response	12, 18

2. Interview guidelines

Interview guidelines were used by the researcher to question the students and teacher after the planned actions done. In this research, interview guidelines involved four variables; the classroom interaction, students behavior, the teaching method, the use of game in the teaching and learning process. To measure the validity of data, the researcher used construct validity using expert judgments.

The researcher consulted the items in the interview guide and some questions involved to some experts (Sugiyono, 2009: 125).

Table 3. The specification of interview guidelines

NO	VARIABLES	INDICATORS	NUMBER OF ITEMS
1.	The classroom interactions	Interactions among the students	6
		Interactions between students and teacher	5
		Problem occurred during initiating interactions	7
2.	Students behavior in the classroom	Students participation	4, 9
		Students habit	8, 10
3.	Teaching media	The use of teaching media	3, 11
		Appropriate facilities to support English teaching and learning	14
4.	The use of games in the teaching and learning process.	Implementation game	12
		Kinds of game	13

E. Data collection technique

The data were a qualitative data in the form of field notes and interview transcripts. The data gathered by observing the English teaching and learning process in grade IV of SD N Puren. The researcher also interviewed the teacher and some students.

a. Observation

The observations were done by looking at the teaching and learning process in grade IV by the researcher, the collaborator. The aspects being observed were the interaction among the students, the interaction between teacher and the students and the quality of classroom interaction.

b. Interview

Interview was used to get information about school condition, English teacher, the students, and English teaching learning process. The interview included teacher and students. From the interview, she knew about the interaction between students during the English lesson, interaction between teacher and students, students' behavior in the classroom, and the quality of teacher before the actions implemented. The results of interview were recorded using tape recorder and then changed into interview transcript.

F. Validity and Reliability

To fulfill the research validity, she used five criteria proposed by Burns (1996:161). They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Democratic validity was related to the stakeholders' chance to give their personal opinion, ideas and comments about the implications of the action research. In this research, the democratic validity was assessed with member of the research (students), the teachers, the principal and observer by having discussion. She gave chances for the member of the research to give their comments, ideas, and suggestion toward the research. Outcome validity is notions actions leading to outcome achieve within the research context. This validity depends on the process validity. Process validity is related to the responds of the stakeholders towards the changes occurring to themselves. The process validity as a reflection of the data collection and modifying the strategies to answer the question occurred during the process. To assess the process validity she examined the data and identified whether the participant were able to go on

learning from the process. Then she modified the strategies when he found the data didn't answer question. She also identified the changes which occur during and after the action done. This is to assess catalytic validity. At last, dialogic validity is the process of peer review which is commonly used in academic research. This validity was assessed by having dialogue with the observer, the teacher and the school principal to review the value of the action. The researcher also had a conversation with other research practitioners about the research findings.

To fulfill the research reliability, she used triangulation technique suggested by Burns (1999:163) to obtain the trustworthiness. Burns (1999:102) states that triangulation is one of the most commonly used and best known ways of checking for validity. It was aimed to gather multiple perspectives on the situation study. In addition, R.B. Burns in Burns (1999:163) states that triangulation is a way of arguing that 'if different methods of investigations produce the same result then the data are likely to be valid'.

In addition, Bell (1999:102) describes the triangulation as "cross checking the extensive of certain phenomena and the veracity of individual accounts by gathering data from a number of informants and a number of source and subsequently comparing and contrasting one account with another in order to produce as full and balanced study as possible."

To fulfill the reliability of the data, she involved more than one source of data. They are the researcher, the English teacher, the principal, the observer, and the students of class IV SD N Puren. The data were triangulated by analyzing

them using field notes of the teaching learning process, the interview transcript, some experts' theories, and other notes that were related to the data such as notes of students' achievements and errors during the process. She took field notes on what she did in the class and kept the supporting documents such as lesson plans, the students' works and some checklists of what she wanted to do in the class. After that, she interviewed the students to know what they felt during the class activities. She also interviewed the teacher to get some comments, perceptions, and suggestions about the actions.

G. Data Analysis

The collected data were analyzed qualitatively from field notes and interview transcript during the research. The qualitative data analysis consisted of three activities. There were data reduction, data display, and conclusion drawing (Miles and Huberman, 1994:10)

The data reduction was done by selecting the data which were appropriate with the formulation of the problem. In data display, she ordered and described in the form of dialogue and narration. The conclusion drawings were made based on the data description.

H. The Procedure of Action Research

a. Reconnaissance

In this step, the researcher observed the place where she conducted the action research. Based on the observation result, she identified the problem occurred during teaching and learning process.

b. Planning

In conducting action research, the researcher made plans. She designed the course grid and the lesson plan. In this step, she decided and considered some activities which seem to be interesting activities to be implemented in improving the English classroom interaction. After that, she chose games as one of the interesting media.

c. Implementing and observing the action

In this step, the researcher implemented the plans that she has made. Then she observed the class to find out the problem and see how effective the action. During the actions she recorded the events happened in the classroom.

d. Reflection

In this step, the researcher evaluated the action. Reflection must be carried out by discussing the problems and the success of the action during the action implementation. She also identified whether the activities were effective or not and to analyze the failure and obstacles that occur during the action by doing the reflection.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Identifying the Field problems

Before conducting the actions, the researcher observed the teaching and learning process in grade IV. The interview with English teacher and also the students was also conducted. The result of the observation could be described as:

When the English teacher entered the class, almost all of the students were very noisy running around the class. The teacher used a blackboard eraser and hit it on the table to get the students' attention. All of the students then sat down. One of them said, "*Gurune teko kae*" (the teacher is coming). They were still noisy talking with each other. The teacher then said, "Open your LKS on page 12, please". All of the students opened the LKS and then several students stated that they didn't bring the LKS. The teacher said that they have to submit the homework in a lose paper.

After all of them submitted the homework, the students are asked to do the next task on the LKS for about twenty minutes. The teacher gave simple explanation about the task. Some of the students looked sleepy. The trouble maker started to move around and disturb other students. The teacher then invited him to come in front of the class and asked him to stand beside the teacher. Some girl students said "finish ma'am". The teacher said, "okay, wait other students." Some of them said, "*susah e bu, capek nulis terus*." (I found it difficult ma'am, and we are very tired of writing.)" The teacher answered, "*Ya, kamu semua mau pandai ya harus ngerjakan to?* (If you want to be clever, you have to finish the task.)"

The teacher then asked the students to submit the LKS when the bell was ringing. She said, "Okay, submit the LKS. See you next meeting ya?". The students submitted the LKS and then they wait for extracurricular outside the class.

Interview 1, appendix 4

From the vignette above, it can be concluded that there are several problems in the teaching and learning of English in grade IV. The students worked with commercial worksheet in every meeting and they should do the task individually. There were no meaningful interactions during the teaching and

learning process. The English teaching and learning process was still teacher centered. Students had little opportunity to speak or interact with friends and also the teacher. Both the teacher and students found difficulties during the teaching and learning process. The teacher did not know exactly how the teaching and learning language should be. The interview below shows some evidence.

Interview 2 with English teacher after the observation.

Researcher	<i>Lalu ibu biasanya menjelaskan dengan bantuan buku paket dan LKS ya? Bagaimana dengan media pembelajaran? (So, you usually explained the materials using commercial worksheet right? How about the use of teaching media?)</i>
English teacher	<i>Ya saya pakai Lks dan Buku paket itu mbak. Untuk media memang belum tersedia disini. kalau harus membuat media ya jujur saya belum punya waktu e mbak. maklum, nyambi di tiga sekolahan to? (Yes, I usually use commercial worksheet. The teaching media was not available here and I did not have enough time to make teaching media.)</i>
Researcher	<i>Ya mungkin bisa juga saya menyumbang beberapa media untuk permainan. Barangkali ada kendala lain? selain media pendukung?(Yeah, maybe I can give some teaching media to this school. How about other problems in teaching?)</i>
English teacher	<i>Anak-anaknya mungkin mbak. Beberapa malas dan seperti tidak niat mau belajar inggris, tidak perhatikan penjelasan guru jugs. Padahal kan penting to?. Mungkin juga anak-anak kadang bosan dengan LKS. Tapi bagaimana lagi. (The other problem is related to the students. They looked lazy and never paid attention to the teacher's explanation. Maybe they were bored of working with commercial worksheet.)</i>

Interview ii, appendix 4

From the result of the interview above, it can be concluded that the teacher faced several problems related to the teaching and learning method, media, and the students. The table below showed the problems in the English teaching and learning process in grade IV of SD N Puren.

Table 4. The problems in the English teaching and learning process in grade IV of SD N Puren

No	Problems	Code
1	The students were noisy in the class	S
2	The interaction in the teaching and learning was low	CI
3	The students easily got bored	S
4	The students did not pay attention to the explanation	S
5	The students had low motivation in learning English	MOT
6	The teacher never used media	MED
7	Uninteresting teaching method	MTD
8	Lack of variation in the teaching and learning process	TLP
9	Students were not ready to study	S
10	The students tend to walk during the teaching and learning process	S
11	The students laughed when one of the students made mistake	S
12	English teaching and learning facilities were still limited	FC

B. Weighing the Identified Field Problems based on the level of urgency

Weighing the field problem is done based on the level of urgency. The categories were the urgent and less urgent problems. The urgent problems were those which should be overcome soon and the less urgent problems were those which do not need to be overcome soon. The researcher and the English teacher chose the most urgent problems which can be seen on the table below.

Table 5 Urgent Problems

No	Problems
1	The students were noisy in the class
2	Interaction during the English teaching and learning process was low
3	Students bored with the activity
4	Students did not pay attention to the teacher's explanation
5	Students had low motivation in learning English
6	The teacher never used media
7	Uninteresting teaching method
8	Lacked variation in the teaching and learning process.

Table 6 Less urgent problem

No	Problems
1	Students were not ready to study
2	Students tend to walk during the teaching and learning process
3	The students laughed when one of the students made mistake
4	English teaching and learning facilities were still limited

C. Selection the Identified Field Problems based on the level of Feasibility

After weighing the identified problem based on the level of urgency, the researcher and the English teacher discussed about the most feasible problem to be solved based on her time and ability to conduct the research. The following table is the most feasible problem.

Table 7 The Most feasible Problem.

No	Problems	Code
1.	The interaction in the teaching learning process was low	TL
2.	The teacher gave a little opportunity for students to participate actively in the learning activities	T
3	The teaching and learning process was uninteresting and lack of media	TL

D. Prerequisite Analysis

After selecting three most feasible problems to be solved, the researcher held a discussion with the English teacher to analyze those problems. Prerequisite analysis was conducted to find the relation of the cause effect among the selected problems. After making the prerequisite analysis, she discussed with the English teacher to get her opinion and comment about the analysis.

The result of the discussion is concluded that the interaction during the teaching and learning was low because the students only worked with commercial worksheet. Consequently, the students do not have sufficient opportunity to interact with each other and have a little chance to interact with the teacher. The

teaching media was rarely used too. Individual work was the main activity in the English teaching and learning process.

E. Determining the actions to overcome the field problems

In the prerequisite analysis, there were some problems that came from the teaching method. The commercial worksheet and textbook-based teaching made the interaction in the teaching and learning process low. Therefore, it needs some actions to improve the classroom interaction in the teaching and learning process of English. The actions were as follows:

- 1) Using communicative games to improve classroom interaction
- 2) Using the classroom English
- 3) Using media in the teaching and learning process
- 4) Conducting question and answer activity
- 5) Giving reward and punishment to motivate students to get actively involved during the teaching and learning process.

Those actions above were done to make the students participate actively in the English teaching and learning process.

F. Report of Cycle 1

1. Planning

After identifying the field problem that was urgent and feasible to be solved, the researcher together with English teacher worked collaboratively to formulate some actions to overcome the problem. Some plans and preparation were made. The English teacher was also asked to give comments and additional activities if needed.

a. Course Grid

The learning activities were described in the form of course grid and lesson plan. There are several components in the course grid such basic competence. The basic competence is derived from the standard of competence. In choosing the basic competence, the researcher followed the teacher's program in a semester. The second component was the indicator. The indicator was a measurement whether the students were able to master certain materials. In the learning activities component, there were three aspects that were shown briefly like the function, grammar, and vocabulary. She also describe the process of teaching and learning briefly. Kinds of game that would be taught also described in the course grid. During the teaching and learning, teaching aids were needed and she also wrote the teaching aids as one of the component in the course grid. The last component is the evaluation. It described how the researcher evaluated the students. She consulted the course grid to the thesis consultant in order to get some advice.

b. Lesson Plan

A lesson plan told the planning of teaching and learning that would be conducted. The lesson plan was more detail than the course grid. In the lesson plan, there were detail explanation about teaching and learning process, the material of teaching and learning, the format of evaluation, and also the indicator. The lesson plan itself was derived from the course grid.

c. Choosing games

Games were believed to be a good solution to solve the problem of interactions between students and teacher. The actions were aimed to improve interaction in the English teaching and learning process. There were four actions that were planned to implement in the English teaching and learning process in grade four of SD N Puren.

Table 8 The actions that used to overcome the field problems that were found in the English teaching and learning process at fourth grade students of SD N Puren.

No	The actions
1	Conducting question and answer activity to encourage the students to participate actively.
2	Using appropriate and interesting media to get students attention during the teaching and learning process.
3	Using classroom English actively to make the students were familiar with simple expression in the classroom
4	Using communicative games that suits with the material to improve the classroom interaction.

To encourage the students to participate actively in the English teaching and learning process, researcher conducted a question and answer activities. Those activities aimed to guide the students into the topic of learning. Through the question and answer activity, the students would know what was taught by the teacher. The question and answer activity was expected to improve the interaction between the teacher and the students.

The use of appropriate and interesting media was aimed to attract the students' interest and motivate them to join the lesson. The media was used to help the researcher in presenting the material in the English teaching and learning process and to make the students easier understand the material. The media could be in the form of video, pictures, flash cards, realia, etc. By using these kinds of

media, students were expected to enjoy the teaching and learning process so that the interaction can be build.

The use of classroom English is very important to familiarize the students with expressions in English. The students have to be able to use daily expression especially in the classroom for example greeting, giving commands, how to say when students wanted to go to toilet, asking question. Those are expected to make students initiate to communicate with the teacher so that the communication between students and teacher could improve.

The last action is implementing communicative games in the English teaching and learning process. Communicative games were expected to vary the activities and make the students interested. The game could be in the form of group game or individual game. The competition game was also implemented to make the students motivated to show their ability in communication. There were several types of game implemented such as Simon says game and Robot game which were aimed to give command to their friends. The Simon says game was applied in a big group. The teacher also joined the game while Robot game was done in pairs. Uniting Family Members was a group game to improve cooperation and communication in group. Competition game like Fruit Salad game was really challenging for the students. The researcher chose the games that were suitable with the topic. The games were expected to increase students' confidence to interact with friends.

In this research, the researcher collaborated with the English teacher. She taught the students and implemented the action planned while the teacher

observed the English teaching and learning process. The English teacher also took notes based on her observation. After the teaching and learning process was done, the teacher and the researcher discussed the data and then evaluated the actions.

The plan included formulating the course grid and the lesson plan. Determining the most feasible problem was included also in the planning of the research. In the process of planning the action to overcome the problem, the researcher worked collaboratively. The students and the English teacher were given opportunities to give their opinion, feelings, and expectation related to English teaching and learning research.

The researcher only chose games which were suitable with the main topic and language focus that were taught. *Zip-Zap* game was the first game which was introduced in the practice stage of first meeting. *Zip-zap* game was used to introduce expression of greeting and introducing in simple way. The next game was *Fruit salad game*. The game was modified to suit the topic of teaching and learning. *Fruit salad game* was aimed to introduce expression of greeting and introducing but each student was given new identity.

Simon says game was a very popular game and it used to teach commands to the students. The students must aware to the teacher's instruction. *The Robot game* was used after *Simon says game*. *Robot game* also used to teach commands. In robot game, the students have to use mask to make them looked like a real robot.

Uniting Family game was aimed to introduce the family members in English. The researcher did simple improvement in this game to suit with the

topic of learning. There were very simple expressions that students need to master to play this game.

The plans discussed were expected to improve classroom interaction especially using games. Students are expected to work cooperatively and confidence during the teaching and learning process.

2. Implementation of the Actions

The first meeting of cycle one was started on September 7th 2013. The second meeting was on September 10th 2013, and the third meeting was on September 17th 2013 with different topic for each meeting. The researcher worked collaboratively with the English teacher. While she implemented the actions, the teacher took notes and observes the change before and after the implementation. The process of implementing game to improve students' classroom interaction can be seen on the description below.

a) First meeting

After the bell rang the researcher entered the class. All of the students were busy playing traditional games outside the class and some of them ran around the class. She and the English teacher asked them to enter the class. She greeted them "Good morning class, how are you today?" then all of the students answered, "Good morning Miss, I'm fine thank you and you?". She answered, "I'm great today" and then introduced herself to all of the students and then called the roll, "Who is absent today?". They kept silent and she repeated the question, "Who is absent today? *Siapa yang tidak masuk?*" .Then they answered "Gilang and Muti". Some of the students still remembered her and she could easily get

their attention by showing a video about greeting and introducing. Several students said, "*itu kan Miss winda yang dulu praktek ngajar disini itu lhoo.*". The students felt happy watching a video. One of the students said, "*itu kan yang mempernalkan diri Miss, pokoknya cara berkenalan gitu*" (The video is about introducing Miss). The students were asked to mention the expression that they found in the video. Ervin said, "*Ini intinya perkenalan Miss, tadi ada yang bilang what is your name dan dijawab my name is....ituu.*" (The video is about introducing oneself. One of them asked about the name and the other answered by mentioning the name.). Aramita raised her hand and said, "*Tadi ada Nice to meet you juga miss*" (One of the said nice to meet you Miss). There were so many students who were still shy to give comments. She asked them to give comments by mentioning the name, but they refused to talk. The interview after the first implementation below shows the evidence.

Researcher	<i>Tadi kenapa waktu disuruh memberi komentar tentang video pada nggak ngomong? malu ya?</i> (Why did you keep silent when I asked you to give comments to the video? Did you embarrassed?)
A group of students	<i>Malu miss, kan biasanya nggak disuruh ngomong miss.</i> (I felt shy. I never asked to give any comments before.)
Researcher	<i>Harus PD ya lain kali, biar tambah pinter bahasa inggrisnya.</i> (You have to be confident to speak English.)
Hana	<i>Kalau salah piye miss? Disoraki temen nanti.</i> (How if we made mistake? Everyone will laugh at me)
Researcher	No problem Hana, <i>nggak apa-apa, nanti dibetulkan kalau salah.</i> (No problem Hana, I will help you correcting the mistake)
A group of students	Ya Miss. (Yes, Miss)

Interview 1, appendix 4

After giving explanation about the expression, she told them to work in pair and practiced the expression. Two students were asked as the role model. Only a half of them paid attention to the role model until she counted one to five and got their attention. The classroom English expressions like “Keep silent please” to calm the students and “Pay attention to....” to get students attention, were used during the teaching and learning process.

After the students got enough practice, the researcher introduced *Zip-Zap game*. “Do you know what is *Zip-Zap game* and how to play it?, *Siapa tau cara bermain Zip-Zap game?*”, she said. They all kept silent then she started to explain how to play *Zip-Zap game*. They paid attention and looked enthusiastically because they had never known about the game. The students are given the explanation twice and asked to make a big circle. Because of the limited space, she divided them into two groups. The first group made a small circle in front of the class and the second group in the back side of the class. The English teacher was asked for help to observe the second group. Although the students can practice the game well but they made a lot of noise. It was normal but the English teacher asked them to lower their voice. The field note and interview below shows that the students enjoy playing *Zip-Zap game*.

..... All of the students were so excited playing this game. They asked additional time for <i>Zip-Zap game</i> when the researcher told that the time was up.
--

Field note 2, 7 September 2013

Researcher	<i>Tadi gimana waktu main Zip-Zap game? Senang?</i> (Did you play the <i>Zip-Zap game</i> happily?)
Aramita	<i>Seneng Miss, kan jadi nggak malu kalau ngomong Inggris sama temen-temen.</i> (Yes, we were happy Miss. We can increase our

	confidence to speak English)
Researcher	<i>Kalau Muti gimana? Belajar apa dari Zip-Zap tadi? (How about you Muti? What did you learn from Zip-Zap game?)</i>
Muti	<i>Ya senang Miss. Tadi disuruh kenalan yang ketunjuk Zip atau zap gitu. My name is Muti, gitu lah pokoknya. (I'm happy Miss. The game is about introducing oneself.)</i>

Interview 2, appendix 4

Researcher	<i>Bagaimana menurut ibu tadi keaktifan anak-anak bu? (What do you think about students active participation?)</i>
Teacher	<i>Kalau pakai game nggak kerasa kalau mereka disuruh praktek ngomong ya mbak. (Using games, they can practice the language freely.)</i>
Researcher	<i>Iya bu, kalau sengaja disuruh maju malah pada nolak. (Without in the context of games, they will refuse to practice the language)</i>
Teacher	<i>Jadi nggak malu lagi mereka, mau ngomong satu sama lain. (They did not shy. They also able to interact with their friends.)</i>

Interview 7, appendix 4

Fruit salad game was used for production stage. The students were still noisy and excited of playing the *Zip Zap game*. She counted one to five to get their attention. They were rather confused when *Fruit salad game* was introduced. The researcher explained it twice. They were given new identity and they have to introduce their new name to their friends. Reynaldi said, "Wahhh, namaku apikk, jadi Billy". (Woaa, I have a nice name, Billy). Many students were so excited of having new identity and wanted to introduce to others. The *fruit salad game* seemed to be confusing but after they played it about five minutes, they could enjoy the game. However there was mispronunciation case like "live" become "life". She corrected it directly. All of the students loved to spell a magic word

“stranger” to make them move and looked for another chair. Overall, they knew what they learned and the English teacher looked happy seeing the students learned English in active way. One of the students said, “*Kalau gini enak, nggak bosan.*”(This is enjoyable and not boring at all.) Some students still made noises and disturb their friends but the researcher still could control them. The interview below shows that the students enjoy the fruit salad game.

Researcher	<i>Fruit salad game susah ya tadi? (Is fruit salad game too difficult for you?)</i>
Adnan	<i>Iya miss, agak kurang paham tadi di awal. agak bingung gimana mainnya. (Yes Miss, in the beginning I found difficulties to play it)</i>
Ervin	<i>Lebih ribet sedikit dari yang Zip-Zap.(A little bit more complicated than Zip zap game)</i>
Zidane	<i>Iya, sama. Tapi lama-lama mudeng. Seruu. (I have the same idea but after played it for a while, I enjoy it. so interesting)</i>
Raynaldi	<i>Aku suka yang teriak “stranger” itu. (I loved to shout “strangeerrr”)</i>
Researcher	<i>Very good, tapi harus tetap focus sama materi. (Very good, but you still have to focus on the material.)</i>

Interview 3, appendix 4

The time was almost up and the researcher asked about their feelings. Aramita said that she was happy playing the game. She asked what they have learned that day and they could mention it. Febri said, “*kita belajar berkenalan nama dan alamat miss.*”(We learned about introducing oneself and mentioning our address). Some students also mentioned what they learned. She then gave simple feedback. For the next meeting, all of the students are asked to bring cartoon paper and scissors. They were excited and asked about what were the cartoon paper and scissor for. They researcher closed the session by praying and singing Good Bye song.

b) Second meeting

Almost all of the students were ready to study when the teacher and the researcher came to the class. They had already brought the cartoon paper and scissors. One of the students asked, “Miss, *ini kertas karton sama gunting untuk apa to?*” (What will we do with the cartoon paper and the scissors Miss?). She asked them to be patients because later they will know about the activity. Then the researcher greeted the students, “Good afternoon students. How are you today?”. They all answered, “Good afternoon Miss. I’m fine thank you and you?”. She answered, “I’m fine, thank you” and then she called the roll. The trouble maker students were noisy and the English teacher asked them to keep silent. Then they did the routine of singing “How are you” song together.

To open the presentation stage, the researcher showed several pictures containing some actions. The students were so enthusiastic and want to see the picture closely. “*Itu gambar apa Miss?*” asked some of the students. Some of students at the back side shouted that they couldn’t see the picture clearly. She then concluded that the pictures were too small. Some students came in front of the class to see the picture and touched them. She asked them to go back to their seat. Hana said, “Miss, aku gak bisa liat dengan jelas” (I couldn’t see the picture clearly miss). To make them clearly see the picture, she moved around the class while explaining it. She said, “what is this”. They answered, “A door, miss”. “How to ask your friend to open the door?”. One of the students answered, “Open the door”. The researcher said, “Very good Ervin, you can also say open the door”.

please.” The teacher then continued to explain other pictures. The pictures were effective to get their attention and encouraged them to speak. The interview below shows the evidence.

Teacher	<i>Anak-anak suka sekali lihat gambar- gambar ya Miss. Tapi sayang kurang besar gambare. (They liked the picture Miss, but the pictures were too small)</i>
Researcher	<i>Iya Bu, pertemuan selanjutnya biar saya print yang besar. (I will provide the bigger picture for the next meeting.)</i>
Teacher	<i>Bener mbak, tadi mereka sudah mau menanggapi, tapi sayang dari belakang nggak jelas gambare.(They want to give comments to the picture but unfortunately the students in the back row could not see it clearly.)</i>
Researcher	<i>Iya bu,dan masih tetap ada yang terlalu berisik dan kurang memperhatikan. (And there were some students who did not pay attention to explanation)</i>
Interview 8, appendix 4	

The students were still enthusiastic asking their friends to open and close the door. Some of them ran to the door and then open and closed it and also did other instruction directly. To make the situation conducive, the researcher told that they were going to play Simon says game. Troublesome students did not pay attention until the researcher shouted, “Pay attention please.” The students understood the rule and they were ready to play Simon says after she divided them into two big groups. Group A had to give the instruction and then Group B did the instruction. She gave example on how to play *Simon Says Game*. Uncontrolled situation made she stopped this game. One of the said, “*Yaah, gimana to Miss malah disuruh berhenti?*.”(Why do you ask me to stop the game?). The researcher said,”*Kalian tidak kompak, dan terlalu berisik. Kita ubah aturan mainnya ya?*”(You are all not unite and too noisy. How about changing the rule of the game?). Adnan shouted,”*Bisa itu, Bisa jadi. Solusi bagus Miss*”(It can be a good

solution Miss). Then she asked three volunteers to come in front of the class as commanders. She gave pictures containing instruction to them, and asked them to command their friend one by one. Adnan shouted, "Simon Says, open your book. Now, close your book." He did pronounce the instruction well. Ervin was very happy to be a commander. He could help the researcher to control the class during Simon Says Game. He said, "*Besok aku mau jadi commander lagi Miss*".(Tomorrow, I want to be a commander too, Miss.).

After they got enough practice of giving command and do the command, she told them to prepare the cartoon paper and scissors and then started to make an attractive mask. "Now, you have to make a good mask for playing Robot game. Do you know what is mask in English?" Some of them answered, "*Masker ya?*". Raynaldi shouted, "*Hmmm, topeng bukan Miss?*"(It is a "topeng", right?) That instruction made them so enthusiastic. Rosita said, "Tapi aku nggak bisa bikin topeng bagus e Miss."(I cannot make a good mask, Miss). "No problem Rosita, as long as you can use it. *Nggak masalah, yang penting bisa dipakai*", answered the researcher. They made the mask very fast and they told her that they were ready to be a robot. She explained the game carefully. They easily knew how to play robot game. In pair, they had to act as a robot and as a n operator and change the role when the instruction done. The operator was the one who gave instructions to the robot. Each pair had to do six different instructions. They made the instruction by themselves based on what they had learned in the previous stage. They could do the game well. That can be seen from the field note below.

Zidane (operator)	Open the door.
Genta (Robot)	(opening the door)
Zidane	Close the door.
Genta	(closing the door)
Field note 3, September 10th 2013	

In this stage, the researcher acted as an observer. She took notes and gave score for each pair. The troublesome students were given opportunity to call each pair one by one to practice robot game. After the *Robot game* had done well, she gave feed back to the students and corrected some mistakes. She asked, “What we have learned today?. *Hari ini kita belajar apa?.*”. Some of them shouted, “*Instruksi Miss.*”. Aramita said, “We learn Close the door, open the door, open the window, *dan lainnya Miss*”. They gave positive responses to the researcher, as stated in the interview result below.

Researcher	<i>Seneng nggak main robot game sama simon says game? (Do you like playing Robot game and Simon says game?)</i>
Students 1	<i>Seneng Miss, udah nggak malu lagi. (Yes Miss. I do not shy anymore)</i>
Students 2	<i>Tapi aku paling seneng robot game. Bisa ngomong gentian didepan. (I like the robot game. We can practice it in front of the class with friends)</i>
Students 1	<i>Tadi pas simon says game si Adnan nyebeli e Miss, ngomonge ra jelas.(Adnan did not speak clearly when he got his turn in Simon says game.)</i>
Researcher	<i>No problem, kan baru belajar. yang penting berani maju sudah hebat. Tapi ngerti kan tadi belajar apa sebenarnya? (No problem. You are still in the process of learning. The most important is your confidence to speak. By the way, do you know what have we learned today?)</i>
Students 3	<i>Ya memberi perintah to Miss, Open your book, Close your book.(How to instruct someone, like open your book and close your book.)</i>
Students 1	<i>Iya, woo, Reynaldi sama Febri seneng banget tadi.(Right, Reynaldi and febri were so excited.)</i>

Interview 8, appendix 4

The time was almost up when the researcher asked them to do listening task related to the topic. The students must hear a command and choose the picture which was suitable with the command. All of the students could do the task well. Then she corrected the task together with the students and continued by giving feedback to them. The time was up and the researcher led them to pray. One of the students said, “*Besok selasa Miss masih disini kan?*”. “Yes, so see you next Tuesday all.” The researcher and the teacher held a discussion related to the second meeting.

c) **Third Meeting**

The students were still noisy having lunch. Almost all of the students were busy having lunch in the schoolyard when the researcher came. The English teacher asked her to wait for about five minutes. The students were in hurry to finish their lunch and entered the class. Then the researcher greeted the students, “Good afternoon class, have you finished your lunch?”. Some of the students answered, “A minute again ya Miss”. After they really finished their lunch, the researcher repeated to greet them and then called the roll. One of them said that Gilang had already moved from that class. Aramita suddenly asked, “*Nanti ada game apalagi Miss? seru e belajar sambil main game.*”(what is the next game Miss? Learning (English) using game is so fun). R answered, “You will get new interesting game to encourage you to speak in front of the class”. Then they sang **how are you** song together.

In the presentation stage, the researcher provided the bigger pictures so all of the students could see the picture clearly. Most of them were happy looking at

several fun pictures. She asked to them to give comments. Khansa said, " *Itu kok ada Roy marten segala Miss, ibu yang itu keriting*". Ervin, " *Yang kakak beradik itu satunya tinggi banget satunya pendek banget*". Aramita, " *Neneknya ada yang slim ada yang gendut, eh fat maksudnya*". She gave response and said, "Good, any other comments?". They kept silent so she explained the picture one by one. She limited the description only on the shape of the body, hair, eyes, and nose. For example, "He is my father. He is fat. He has short hair. He has big eyes and pointed nose." After that, the students have to repeat to the simple description given by the teacher. She used classroom English expression to ask them to repeat. She said, "Repeat after me". Then the students repeated. She wrote the adjective to describe the physical appearance and asked the students to repeat after her. She also wrote the meaning to make the students easier to understand.

To deeper the students' understanding, the researcher showed the picture of physical appearance one by one and asked the students, "How do the eyes look like?" They could answer, "Big eyes Miss". Then she asked, "How about the nose? Is it pointed nose or flat nose?" They answered excitedly, "Flat nose, Miss". Ervin said, "He has curly hair *itu* Miss" They were happy to describe other pictures. It can be seen from the interview transcript below.

Researcher	<i>Gimana tadi pas deskripsikan foto yang miss winda bawa?</i> (What do you feel when I asked you to describe those pictures?)
Students 1	<i>Seneng Miss, gambarnya kan macem-macem, lucu- lucu juga.</i> (I'm happy Miss. There were many fun pictures)
Researcher	<i>Tapi kesulitan nggak tadi</i> (Did you find difficulties?)
Students 2	<i>Nggak Miss, gampang kok.</i> (I did not find any difficulties Miss. It was easy)

Interview 13, appendix 4

A group of students were very enthusiastic and wanted to look at the picture closer but the researcher asked them to sit. Then she introduced Uniting Family game. Lulu said, “*Uniting Family itu apa Miss?*” (What is uniting family game Miss?). “*Uniting family game itu nanti kalian harus menggabungkan keluarga sesuai ciri-cirinya. Nanti ciri-ciri anggota keluarga sudah ada, kalian tinggal mencari gambar yang sesuai.* ”. After made sure that all of the students understood the explanation, she grouped them in group of three. They all wanted to play the game so the situation was rather noisy. She gave them lottery containing certain number and asked them to take one. After they got enough clear explanation about the rule of the game, they played *uniting family* game.



Picture 1. The students play Uniting Family games

Almost all of them were encouraged to speak in front of the class. Some students looked shy when they got their turn to describe a picture in front of the class. Several students refused to speak louder but 90% of students could finish this activity very well. The troublesome students always made jokes while describing a picture but overall they knew the essential purpose of the activity.

In the production stage, the students were asked to describe a friend and they have to work in pair. The troublesome students shouted, “*Aku mau*

deskripsikan Febri ya Miss.” (I want to describe Febri Miss.). After five minutes preparation, they were invited to come in front of the class. Aramita and Rosita was the first group which came in front of the class. Most of them could describe a friend although some students laugh all the time when describing their friends. The example of the activity can be seen in the field note below.

Ervin said , “Mita is fat. She has Long hair and flat nose. hahaha”. Mita said, “Hahahaha, Ervin is too slim, his hair is curly.”

Field Note 3, appendix 3

The time was up but there were four groups left. The researcher decided to close the session and continued the production stage in the next meeting. Some of them refused it and wanted to continue describing their friends. The students said, “*Diteruskan sebentar Miss, nanggung waktunya ee. Lagian sambil nunggu les juga kok.*” (Just continue the lesson Miss. We also have to wait the school course.). After short discussion with English teacher and headmaster, the researcher finally continued the production stage for about fifteen minutes. They all could finish the conversation well. Only some of them which were still confused. The interview below described the students’ condition after the implementation.

The researcher	<i>Kalian kesusahan tidak waktu mendeskripsikan teman sebangku tadi?</i> (Did you find any difficulties in describing your friend?)
Students 1	<i>Nggak Miss, wong Cuma rambutnya, matanya, hidungnya, sama gendut atau nggak.</i> (I did not find difficulties. We just had to describe his eyes, nose, hair, and body)
Students 2	<i>Ya lumayan susah e Miss, kadang lupa kalau mancung itu apa Inggrisnya.</i> (It was rather difficult Miss. Sometimes I forget what is “mancung” in English)
The researcher	<i>Tapi sekarang sudah cukup paham tentang materi mendeskripsikan orang lain?</i> (Now, have you understand on how to describe someone?)

Students 3	<i>Sudah Miss, lumayan. (Yes Miss)</i>
The researcher	<i>Seneng nggak kalau belajar bahasa Inggrisnya bercakap-cakap kaya gini? (Do you like having conversation in learning English?)</i>
Students 2	<i>Yo seneng to Miss, daripada nyatet wae. Tanganku pegel semua. (Yes Miss. I love it better than writing.)</i>
Interview..., appendix 4	

The additional time was up. The teacher asked the students to recall what they have learnt that day. Ricky said, “Deskripsikan *orang Miss*”. (Describing people Miss.). “How to describe a person? *Caranya bagaimana?*” Mutia answered, “*Ya rambutnya apa, misal curly, terus fat atau nggak, matanya, gitu*”. Then Aramita said, “Yes Miss, *misalnya* she has big eyes. She is very fat.” The researcher complimented, “very good, you are all good students.” The researcher then ended the session by saying, “Good bye and see you on Tuesday.”

3. Discussion

Based on the implementation of the actions, the first cycle was focused on conducting question and answer activity, the use of interesting media, the use of classroom English, and applying communicative games. Those activities were seemed to be effective to encourage the students to speak in English so that the classroom interaction could be build. The description of each action that had been implemented is as follows.

a. Implementing Communicative Games Activities

Children love to play game, so the researcher implemented some games to improve the interaction between them. As stated before that the interaction among the students was low and using games they are expected to interact with friends

confidently. The implementation of games in each meeting will be described below.

(a) Meeting 1

There were two games used in the first meeting, *Zip-Zap game* and *Fruit salad game*. Both of them were aimed to introduce greeting and introducing expression. *Zip-zap game* was used in the practice stage to drill the students about greeting and introducing expression. They have to make a big circle but because of the limited space, the researcher divided them into two groups. Group one made a circle in front of the class, and groups two in the back. The English teacher as the collaborator helped the researcher to control the second group. After the researcher explained the rule and gave example how to play *Zip-Zap game*, the students tried to practice it too. They enjoyed the *Zip-Zap game* and they felt happy. The data below shows the effectiveness of *Zip-Zap game*.

The researcher	Gimana tadi main Zip-Zap gamenya? masih malu- malu yaa? (What do you think about Zip-Zap game? Are you still shy?)
Students 1	Seru kok miss, kan nggak tau kita dapet giliran ngomong. Bisa ndadak gitu. (Very interesting Miss. We could not predict our turn.)
Students 2	Ya agak malu, tapi emang harus ngomong kan Miss.(I felt rather shy, but I have to speak right?)
The researcher	Kalian suka sama gamenya? (Did you like game?)
Students 3	Suka kok Miss, nggak bosen nulis terus. (I like it. Writing activity all the time is boring)

Interview4, appendix 4

The second game was *Fruit salad game* for production stage. *Fruit salad game* encouraged the students to ask question about greeting, introducing name and address. The game was rather complicated because they were given new identity and they had to introduce their new identity. The students felt confuse

then the researcher explain the game twice. During the game, some of them still felt confuse but they finally understood and enjoy the game. They can be more confident to interact with friends rather than asking them to memorize the conversation and come in front of the class. The data below shows the effectiveness of *Fruit Salad game*.

Researcher.	<i>Kalian seneng banget tadi main game-nya. (Did you like playing the fruit salad game?)</i>
Student 1	<i>Iya Miss, tapi deg-degan soalnya nggak tau kapan kita disebut. (I like it but I was rather nervous waiting for unpredictable turn.)</i>
Student 2	<i>Aku suka yang teriak “Stranger” itu Miss, kan harus pindah dan rebutan tempat.(I like shouting “Stranger” we have to look for other seat.)</i>
Researcher	<i>Lha tadi kalian nggak malu bercakap-cakap sama temen?Biasanya nggak mau. (You did not shy when you talk to your friend during the game.)</i>
Student 1	<i>Ya tapi kalau disuruh maju aku nggak mau, malu.(But I am still shy if I am asked to speak in front of the class.)</i>
Researcher	<i>Kalau di game tadi kok mau? (But you did well in the game)</i>
Students 2	<i>Lha kan game miss, bareng-bareng gitu.(We played the game together with friends so I did not shy)</i>

Interview 5, appendix 4

Unfortunately there were still some problems occurred during the implementation. The first problem was related to the students. The troublesome students were rather difficult to control. The *Zip-Zap game* was less effective because of the limited space and the researcher could observe the students fully. The researcher had to move from first group to second group and vice versa. In *Zip-Zap game*, there was only one way communication. The students who got the turn only said Zip and Zap to choose the person who will get the next turn. The

Fruit salad game seemed to be more effective than *Zip-Zap game*. The following data shows the evidence.

Researcher	<i>Menurut ibu dari penerapan game tadi ada kekurangan apa? (What are the weaknesses in the implementation of the game?)</i>
Teacher	<i>Yang fruit salad sudah bagus mbak, anak-anak bisa cakap-cakap. nah yang Zip-Zap tadi anak-anak nggak terlalu banyak praktek cakap-cakap.(Both of Fruit salad game and Zip-Zap game improved their confidence to speak, but Fruit salad game worked better.)</i>
Researcher	<i>Iya sih bu, kan anak yang dapat giliran Cuma bilang zip zap saja, nggak bilang apa-apa. nggak latihan nanya nama atau salam. (That's right. During the zip-zap game they only greet and mention his or her name)</i>
Teacher	<i>Mungkin bisa dimodifikasi mbak.(May be you can modify the game Miss.)</i>
Researcher	<i>Iya bu terimakasih sarannya. (Thankyou for the advice ma'am)</i>

interview6, appendix 4

(b) Meeting 2

Simon Says game and *Robot game* were used in the second meeting because both of them were suitable with the topic, giving commands. In the first meeting the researcher had informed the students to bring scissors and cartoon paper. Some of the students asked what the cartoon paper is for. The researcher introduced *Simon says game* for the practice stage. The students loved to play game so they paid a lot of attention to the researcher's explanation. The researcher divides the students into two big groups. The first group had to say the commands and the second group did the commands. The situation was too noisy and it did not work well. The researcher then asked three students to come in front of the class and gave commands to all of friend. Three volunteers could handle the game well. The data shows the effectiveness of *Simon says game*.

The researcher	<i>Simon says game tadi asyik nggak menurut kalian? (What is your opinion about Simon Says game? Is it interesting?)</i>
Student 1	<i>Iya, seru Miss. aku kan tadi yang maju. (Very interesting Miss. I did come in front of the class to instruct my friends.)</i>
The researcher	<i>Ya very good, kamu sudah PD mau maju. Game nya ngajarin apa tadi? (Very good. You are so confident. So what do you learn from the game?)</i>
Student 1	<i>Instruksi ke teman (How to instruct friends)</i>
Students 2	<i>Iya, aku tadi dibelakang praktek gerakan sambil latihan omong perintahnya juga.(I also practiced how to instruct someone and also the movements Miss)</i>

Interview11, appendix 4

Before the *robot game* started, they must make a mask. They created good mask and used it. The students worked in pair. When a student acted as an instructor, the other students acted as a robot. After the instruction done, they changed the role. Before they played the game, the researcher asked two students to give example how to play the game. All of the students could practice the game well although some students made mistake in pronouncing “sweep” in the sentence “Sweep the floor.” The following data showed the evidence

The researcher	<i>Miss Winda mau tanya, ada kesulitan nggak tadi waktu main robot game? (Did you find any difficulties during the Robot game?)</i>
Student 1	<i>Nggak Miss, seru kok game nya. (Not at all Miss. The game was so interesting)</i>
Student 2	<i>Iya Miss, aku suka tadi pas maju praktek robot game. (Yes Miss, I love to practice the simon says game in front of the class.)</i>
The researcher	<i>Kalian paham Robot game mengajarkan tentang apa? (What is the game teach you about?)</i>
Student 2	<i>Tentang instruksi Miss. (how to instruct someone Miss.)</i>

Interview12, appendix 4

(c) Meeting 3

The researcher chose uniting family game for the third meeting. This game was aimed to help the students to describe the family member. Because this game was for practice stage, she helped the students with simple notes. They have to find the member of family based on the physical appearance. Almost all of the students could finish the game and knew the purpose of the game. The following data prove the effectiveness of the game.

The researcher	<i>Menurut ibu siswa kesulitan tidak pas uniting family game tadi bu? (What do you think about uniting family game? Is that difficult for students?)</i>
Teacher	<i>Ya ada sihh mbak. yang nakal-nakal itu tadi kan agak celelekan (tidak serius) jadi ada yang salah kan tadi. (A little bit difficult for those who did not serious in playing the game)</i>
The researcher	Kalau siswa yang lain bu? (How about the other students?)
Teacher	Ya karena mereka lumayan rajin, bisa kok. Bagus untuk latihan mendeskripsikan. (They could describe their family well.)

Interview16, appendix 4

Based on the findings above, the researcher found some improvements and weaknesses during the implementation. Those will become the researcher's consideration whether the actions would be sustained or modified.

b. Conducting Question and Answer activities

In every meeting, the researcher conducted question and answer activities. During the presentation stage, the researcher actively conducted question and answer activities to guide the students about the topic of learning. The question and answer ran effectively because almost all the students could answer the

researcher's question although they mixed Indonesian-English language. The interaction between the researcher as the English teacher and the students was improved by conducting question and answer activities. Students could be more confidence to explore their knowledge and share it to the teacher and also the students. They were encouraged to be more active during the English teaching and learning process. The effectiveness of the activity can be seen in the following data.

The students were still shy when the teacher asked questions related to physical appearance. The researcher asked, "Look at her hair, Is her hair curly or straight?". One of the students answered in low voice, "curly Miss." Then Ervin answered loudly, "She has curly hair Miss."

Field note 3, appendix

Researcher	<i>Tadi anak-anak masih malu pas tanya jawab diawal pelajaran tadi ya bu.</i> (The students were still shy during the question and answer activity)
Teacher	<i>Iya mbak, karena belum terbiasa. Walaupun mereka tau ya diam saja.</i> (Yes, they haven't familiar with the activity. They may know the answer but they kept silent)
Researcher	<i>Tapi tadi sudah banyak siswa yang mau menjawab pertanyaan bu, daripada waktu meeting 1. Sudah lebih PD.</i> (But there were many students who answered the question. They were more confident)
Teacher	<i>Iya benar mbak, sudah banyak kok yang mau jawab pertanyaan.Mbak juga jadi gampang ngarahkan mereka mau belajar apa.</i> (Yes, there were many students who participate by answering to question. You will be easier to guide them to the topic of learning.)

Interview 1, appendix 4

c. Using Media in the English Teaching and Learning Process

The use of media is very important to support the actions when explaining certain materials. In this research, media was used to attract students' attention, interest, and motivation in learning English. When they were so noisy and very difficult to control, showing teaching media could attract their attention. They wanted to know more about the picture or video that was showed by the teacher so students could be enthusiastic to participate in the teaching and learning process.

The media used in the first cycle were video, identity cards and various kinds of pictures. The video was used to introduce expressions of greeting and introducing in the first meeting. The identity cards were used in the first meeting for supporting fruit salad game. Pictures were effective to introduce new vocabulary about things in the classroom and also the expression of commands in the second meeting. For the production stage in second meeting, the researcher used mask. It was property for Robot game activity. Puppets were used in the third meeting to help the researcher to explain about physical appearance. Pictures were also become favorite media for the students. Almost all of the students loved to give comments to new pictures so the researcher tried to find interesting pictures.

All of the teaching media were effective to make the students interested and motivated to participate in the English lesson. Using media could longer the students attention span so that they would not easily bored. They were encouraged

to give comments and paid attention to the explanation. The following data shows the effectiveness of the use of media in the implementation of the actions.

....The students enthusiastically paid attention to the video because they rarely saw a video during the teaching and learning process.

Field note 2, appendix 3

Researcher	<i>Tadi anak-anak seneng liat gambar-gambar yang saya bawa ya bu? walaupun tentang benda-benda yang mereka sudah familiar.</i> (The students were interested on the pictures that I bring, right? Although they were familiar with the picture)
Teacher	<i>Ya karena mereka biasanya Cuma belajar pakai LKS mbak.</i> (That's right. It was because they usually learn using commercial worksheet.)
Researcher	<i>Menurut ibu bagaimana tadi respons anak-anaknya? (What do you think about their reponses?)</i>
Teacher	<i>Lebih semangat, kan mereka itu suka komentar sama hal-hal baru mbak. Jadi lebih gampang ngajar kalau sudah tertarik gitu.</i> (They were very enthusiastic. They also gave comments on new things. You will easier to teach them if they were interested like that.)

Interview2, appendix 4

d. Using Classroom English Effectively during the Teaching and Learning process

The researcher used classroom English expressions in each meeting in order to make the students familiar with English expressions. The expressions were simple and used daily in the classroom. When they are familiar with the expression, they could respond to the teacher's greeting, questions, and instructions well. The use of classroom English included greeting in the beginning of the lesson by saying, "good morning" or "good afternoon" and then followed by asking question, "how are you ?", checking the attendance, "who's absent today?" and asked the students to pray. To check the students' understanding, the

researcher asked questions like, “do you understand?” or “Is it clear?”. To invite students to ask questions, the researcher used, “Any questions”. She sometimes asked for help by saying, “Can you clean the blackboard, please” or “Close the door, please”. Almost all of the students could respond to the teacher’s greeting, questions, and instructions well.

During the teaching and learning process, the researcher sometimes complimented the students by saying, “great”, “and very good”. She also thanked the students after she asked for help by saying, “thank you”. When the students made a lot of noise, she warned them and said, “Keep silent please”. She also asked, “Are you ready to play the game?” to make sure that the students were ready to play certain games.

The use of classroom English was quite effective to make the students familiar with English expressions in the classroom. They responded to the question and instructions quite well. In the first meeting the students looked shy. They were able to respond to the researcher’s greeting and questions but in very low voice. When she showed the video about greeting and introducing and asked them to give comments, they are kept silent. Only about three or four students who answered the teacher’s question. They could give simple comments or mentioning the expression from the video but after the teacher came near their seat. After the teacher motivated them, they were able to answer the question and give simple comments. The researcher repeated the question when the students confused. She used gesture too to make the students easily understand the instruction or question. In the second meeting, they were more confident to speak

and respond to the researcher's questions. In the third meeting, they were more familiar with the expression. They also enjoyed the moment when the teacher asked question and they answered it. The interview with the English teacher below showed the evidence.

The researcher	<i>Menurut ibu, anak-anak sudah terbiasa dengan pertanyaan-pertanyaan saya dan ekspresi yang saya pakai belum? (Do you think that the students have familiar with several expression that I usually used?)</i>
The teacher	<i>Iya sudah lebih baik daripada waktu meeting pertama mbak. Mereka sudah cukup familiar. Kalau mbak bilang apa, mereka harus gimana, nah sudah pada paham. (Yes they are. They knew what should do when you ask something or instruct them to do something)</i>

Interview 24, appendix 4

The improvements and weaknesses of the research in the first cycle are presented as follows. First, action in the cycle 1 improved the interaction between the researcher as the teacher and the students. The students participated actively during the implementation of the actions, for example they answered the researcher's question and able to respond the researcher's instruction. The use of classroom English was also effective to make the students familiar with English expression. Since they were familiar with English expression, the students could respond the researcher's instruction well. Their responses were reflected willingness to follow the process of teaching and learning. Although there were some students who still looked shy in responding to the researcher questions of instruction but overall they were familiar with the expression.

Before implementation of the actions, the classroom interaction between the teacher and the students was low. When the English teacher asked question,

only a very small number of students responded. When the teacher instructed them, they were shy to do the instruction. This can be seen from the following data:

Researcher	<i>Bagaimana respons siswa saat ibu menanyakan hal yang berkaitan dengan materi di kelas? (How the students respond to your question related to the teaching materials?)</i>
English teacher	<i>Paling Mita sama Ervin itu yang berani jawab . Kalau yang lain ya diam saja, kadang jawab tapi lirih mbak.(Only Mita and Ervin who answered my question. Other students always kept silent or sometimes answered my question with low voice.)</i>
Researcher	<i>Lalu apa yang ibu lakukan untuk memancing mereka menjawab pertanyaan ibu? (So what did you do to encourage them to answer your question?)</i>
English teacher	<i>Saya panggil namanya di absensi siswa, tapi ya nggak ngefek mbak. (I called their name, but they still kept silent)</i>

Interview9, appendix 4

The facts show that the students were not encouraged to answer the English teacher's question. Meanwhile in the implementation process, in the second and third meeting the students turned to be more active in the English teaching and learning process. They excitedly answer the researcher's question and instruction. It means that the interaction between the researcher as a teacher and the students improved. The data below shows the evidence.

Researcher	<i>Menurut ibu bagaimana tadi respons anak-anak waktu ada sesi tanya jawab? (What do you think about students' response during the question and answer session?)</i>
English teacher	<i>Sudah baik mbak, mau merespon pertanyaan mbak winda, yang diem-diem itu juga lumayan bisa jawab. tertarik sama media juga mbak. (All of them were able to answer your question. They were interested to the media also.)</i>

Interview10, appendix 4

The improvement of interaction between the researcher and the students was indicated by students' active participation in the teaching and learning

activities. During the implementation of games, the students' participation improved. The students were enthusiastic to participate in the learning process by following the game and gave their contribution when they got their turns. This can be seen from the data below.

Researcher	<i>Tadi kalian nggak sabar ya nunggu giliran memperkenalkan diri pas fruit salad game? (You were not waiting for your turn patiently right?)</i>
Student 1	<i>Iya Miss, kan kita punya nama baru, pengen pamer ceritane. (Yes Miss, because we want to introduce our new name.)</i>
Researcher	<i>Yang lain juga pada semangat ya? (The others were also excited, right?)</i>
Students 2	<i>Iya Miss, tuh si Muti nggak paling ngaak sabaran, tapi seru kok. (Yes Miss. Mukti did not wait her turn patiently.)</i>

Interview11, appendix 4

The English teacher also supported the fact

Researcher	<i>Apakah menurut ibu keaktifan siswa dikelas meningkat? (Do you think that students' active participation increased?)</i>
English teacher	<i>Ya mbak, anak-anak lebih aktif berkomunikasi dengan guru. Waktu main game mereka juga mau ambil peran Miss. (Yes they are.They were actively communicate with the teacher too. They also took turn during the game)</i>

Interview 12, appendix 4

Second, the interaction among the students improved. Before the implementation, the interaction among the students was poor because almost all of the activity were taken from commercial worksheet and done individually. This can be seen from the data below.

Researcher	<i>Lalu ibu biasanya menjelaskan dengan bantuan buku paket dan LKS ya? Bagaimana dengan media pembelajaran? (So you usually explain the materials using textbook or commercial worksheet right? How about the use of media?)</i>
English teacher	<i>Ya saya pakai Lks dan Buku paket itu mbak. Untuk media memang belum tersedia disini. kalau harus membuat media ya jujur saya belum punya waktu e mbak. mklum, nyambi di tiga</i>

	<i>sekolahan to? (Yes, I use both of Commercial worksheet and the textbook. I don't have enough time to make teaching media.)</i>
Researcher	<i>Ya mungkin bisa juga saya menyumbang beberapa media untuk permainan. Barangkali ada kendala lain? selain media pendukung? (May be I can give certain media for game. Do you have other problem?)</i>
English teacher	<i>Anak-anaknya mungkin mbak. Beberapa malas dan seperti tidak niat mau belajar inggris, tidak perhatikan penjelasan guru juga. Padahal kan penting to?. Mungkin juga anak-anak kadang bosan dengan LKS. Tapi bagaimana lagi. (The lazy students seemed uninteresting to join the lesson. They did not pay attention to the teacher. May be they were bored.)</i>

Interview 13, appendix 4

From the data above, it can be concluded that the students only used commercial worksheet for learning English. The students had a little chance to interact with each other during the English teaching and learning process. After the implementation of the game, the interaction improved. The improvements could be seen from some aspects such as they worked happily, they held a simple conversation with the researcher and students. In the Simon says game, there were students who wanted to instruct the entire friend confidently. Fruit salad game allowed them to have a simple conversation among them. The interview below shows the evidence.

Researcher	<i>Terimakasih bu. Nanti akan saya perbaiki lagi. Oh iya bu, waktu game Fruit salad tadi anak-anak bagaimana bu? apakah anak- anak cukup menikmati? (What do you think about students participation in the fruit salad game? Did they enjoy the game?).</i>
English teacher	<i>Iya mbak tadi pada seneng, apalagi ada nama-nama baru untuk mereka. Sudah pada aktif untuk bercakap-cakap. Kalau cakap-cakap didepan kelas malah nggak mau mereka. (Yes they are. They enjoy the game and actively communicate with their friend.)</i>

Interview 14, appendix 4

The researcher	<i>Kalian suka sama gamenya? (Do you like the game?)</i>
Students 3	<i>Suka kok Miss, nggak bosen nulis terus. Besok pakai game lagi ya Miss.(Yes, I like it. We are bored of writing activities every day. Can you apply the game next time Miss?)</i>
Students 2	<i>Iya iya Miss.(Yeas, I agree with him)</i>
The researcher	<i>Oke anak- anak. (Okay)</i>

interview 15, appendix 4

From the data above we can see that the students responded to the game positively. They liked the activity and wanted the researcher to implement games for the next meeting. Games also increased students' interest to participate in the lesson. Games gave opportunities for students to practice English.

Third, the students gave more attention to the lesson. The use of interesting media such as pictures and video could attract the students' attention. The teaching material also designed as interesting as possible to make the students enjoy the teaching and learning process. The use of media gave some advantages in the teaching and learning process. The media could improve the students' motivation to learn English since their curiosity in learning activities improved. The media helped the students easily understand the material.

However, there were some problems appeared in cycle 1. The first problem related to the choice of the game. There is a game which seemed rather difficult for the students. Although they finally enjoy and understand the game but they need longer time to recognize the game they played. The second problem was related to the researcher's voice. She needed to increase the volume of her voice to make the students heard the instruction clearly. The third problem related to the teaching media. Too small pictures were not effective because the students in the back row could not see the picture clearly.

After doing some reflections for the implementation of cycle 1, the researcher and the English teacher evaluated and discussed the solution for the betterment of the second cycle. From the discussion, she had to conduct activities which really improve the students speaking abilities to make them easier to communicate with the teacher and among the students. The activities must encourage the students to interact not only with English teacher but also among the students.

In summary, there were positive results from the first cycle implementations. The results were the students participated actively in the English teaching and learning process. They were interested with teaching activities and media. The interaction among the students and the researcher also improved since the teacher held question and answer activities and actively used classroom English. However, there were some weaknesses. Most of them were about technical problem like in choosing the game, the researcher's unclear voice and the small picture. In order to improve the positive results of the actions implemented in the first cycle and to solve the problems appeared, the researcher conducted another cycle.

Based on the explanation above, it can be concluded that the result in cycle 1 was valid because it was in line with the concept of dialogic, process, and outcome validity. There were some improvement and weaknesses after the implementation of the actions. Those are supported by some data in the forms of field notes and interview transcripts.

The results were reliable because the data from the observation and interviews produced the same results. The results from the observation and interview were synchronous. It was in line with the concept of researcher triangulation. The summary of the changes before the implementation and after the implementations of the first cycle were presented in the following table.

Table 9. The changes before the implementation and after the implementation of cycle One

Before the implementation		During the implementation	Recommendation
Problems	Indicator	Result	
The interaction in the teaching and learning process was low	<ul style="list-style-type: none"> -The students were unwilling to answer the English teacher's questions. -Unwilling to do the English teacher's instructions -afraid and shy to ask questions 	<ul style="list-style-type: none"> -the students answered the questions although still needed the researcher's help. -Students eager to do researcher's instruction -The students' interaction improved since they answered the questions. -some students found difficulty in doing class activity 	<ul style="list-style-type: none"> - The actions implemented would be sustained with some improvements and modifications - The use of media would be used maximally. - The choice of game would be modified to suit the topic to teaching and learning. - maximized the teaching preparation.
The students have low motivation to participate in the class activities.	<ul style="list-style-type: none"> -The students did not pay attention to the lesson - Unwilling to respond the researcher's questions and instructions. 	<ul style="list-style-type: none"> -The students paid attention to the researcher since she used interesting media. - Eager to do class activities since the game implemented and 	<ul style="list-style-type: none"> - The personal approach should be improved - The use of teaching media must be improved.

	- Easily get bored.	created fun learning situation. - Students participated by answering the questions and did the instructions. - some students still shy	
The students get little opportunities to participate in the learning activities.	- Lks based teaching reduced the students opportunities to interact with teacher and the entire students.	-Students answered the researcher's question -Students participated and encouraged to speak since the communicative games implemented	The activities sustained to be used.

G. Report in Cycle 2

As has been mentioned in chapter three, the researcher proceeded through two cycles in order to solve the problem appeared in cycle 1 and to maximize the positive results of the actions. There were some problems in the first cycle such as the unclear voice and instructions of the researcher when explaining the material, the choice of games, and the teaching media. In order to solve the problem, the English teacher and the researcher conducted cycle 2. The process of cycle 2 was described below.

1. Planning

The researcher decided to conduct cycle 2 in two meetings. She chose two topics for cycle 2. As stated before, there were some problems related to the researcher's unclear instructions, she tried to maximize the teaching preparation

and gave clearer instruction. Checking students' understanding more often also applied. For the teaching media, she would improve the media like providing bigger picture to make all of the students easier to see them. She also planned to implement games which encouraged students to participate actively.

Conducting question and answer, using classroom English intensively and using interesting and appropriate media like in cycle 1 were still sustained in cycle two. Those were effective to improve students' participation. Beside, some betterment was needed to give positive result in this cycle. Survey game was implemented in the first meeting of cycle two. The topic was about My favorite things. Survey game seemed effective to increase students-students interaction since they have to ask some friend about their activity. The evaluation would be in the form of listening task to check their understanding in using expression of "Do you like" or "Does she like.....".

The topic for the second meeting was about hobbies. The researcher still implemented Survey game because she tried to focus on how the interaction improved rather than introducing many games.

a) Course grid

The course grid components in the second cycle were the same as the first cycle. The researcher consulted the course grid to get some advice from the consultant. She designed the course grid with some improvements to support the action. She chose the same game for two meetings because the game was suitable for the topic.

b) Lesson Plan

The lesson plan is derived from the course grid. The component of the lesson plan were the standard of competence, basic competence, indicators, teaching materials, the teaching and learning activities, and also the evaluation. The researcher designed the lesson plan and consulted it with the thesis consultant to get some advice. She also used some books about game as the references. Some books related to the material were also used.

2. Implementations

The actions in the cycle 2 were implemented on September 24th, 2013 and October 1st, 2013. Theme for the first meeting was “My favorite things” and for the second meeting was “My hobby”. The descriptions of those actions are presented as follows.

a) Meeting 1

The theme for this meeting was about my favorite things. The researcher greeted the students by saying “Good morning class, how are you today?”. The students answered, “Good morning Miss, I’m fine and you?”. Then she answered, “I’m fine too. Thank you” then continued by saying, “Who is absent today?”. “Gilang Miss. He moves to *SD lain* Miss” answered one of the students. Several pictures were showed to the students and as usual they were interested to the picture. Bigger pictures were provided by the researcher to make the students clearer to see the picture. The researcher the continued by asking, “What is this?”. The students answered, “Hat”. Then she continued asking, “What is the color of the hat?”. They answered, “Blue Miss”. She explained, “Blue hat, this is a blue hat”.

Then she continued to explain four other things. She told them that those are her favorite things and then asked them to mention their favorite things. All of them could mention their favorite things. They wrote their favorite things and stick them on the board.

Classroom English expressions were also used in the meeting, for example when the researcher asked them to close the door. They had already familiar with many expression and instructions. Survey game was introduced after they finished mentioning their favorite things. She explained the rule carefully and gave example how to play the game. Each student would get a worksheet for survey activity. They had to fill the table with at least ten favorite things in the board. After that, they were divided into three big groups and did the survey game activity. The students were able to ask, "Do you like...." and "Does he or she like.....". They enjoyed the game very much. The interview below shows the evidence.

Researcher	<i>Apakah anak-anak menikmati permainan survey game tadi bu? (Do you think that they enjoy palying the game?)</i>
English teacher	<i>Menikmati mbak, dasarnya mereka suka jalan-jalan kan. Di game tadi selain praktek speaking kan juga jalan sana sini. yang begitu mereka suka. (Yes they are. They love walking around and they could play the game while moving around. They love that.)</i>
Researcher	<i>Kalau interaksi antar siswanya bu? (How about the interaction among the students?)</i>
English teacher	<i>Semua berinteraksi mbak, tidak ada yang diam saja. (All of them interacted with each other. No one of them kept silent)</i>

Interview 16 appendix 4

After the survey game, the students did the evaluation. Almost all of them got the perfect score. The score was attached on the appendix. The time was almost up. After giving feedback, the researcher closed the session.

b) Meeting 2

The theme for this meeting was about Hobby. After opening the class, the researcher showed several pictures of hobby and asks the students to guess the picture. Then the students were asked to mention their hobby. They could answer well, for example “Swimming miss” then the teacher corrected by saying, “I like swimming or my hobby is swimming”. Then they were able to answer the question correctly.

In the practice stage, the Survey Game is introduced. They were familiar enough with the game because they had ever played it in the previous meeting. Some of them shouted, “*Survey lagi yookk*” (Let’s do survey game again.). They are asked to make long row and they did that happily. The interview below shows the evidence.

Researcher	<i>Renald tadi suka nggak main survey game-nya? (Did you like playing survey game?)</i>
Renaldi	<i>Iya Miss, tadi seru banget. (Yes, I like it)</i>
Researcher	<i>Kalau teman-teman yang lain menurut Renald gimana? suka juga? (How about the other students? Did they enjoy the game?)</i>
Renaldi	<i>Iya, mereka suka kok Miss. (Yes, they did.)</i>

Interview 17, appendix 4

Some classroom English expressions also used and all of the students had familiar with the expression. For example when the researcher said, “Pay attention please” , “Listen to me” or “Stand up please” and any other expression, they were

able to do the instruction well or answer the question. The interview below shows the fact.

Researcher	<i>Bagaimana reaksi siswa kalau saya menginstruksikan sesuatu bu? (How did the students respond to my instruction or question?)</i>
English teacher	<i>Karena sudah familiar sama ekspresi-ekspresinya, jadi mereka cepat tanggap mbak.(They can do the instruction well since they are familiar with the expression)</i>
Researcher	<i>Kalau respon secara verbal? (How about verbal response?)</i>
English teacher	<i>Hampir semuanya sudah bisa merespon dengan baik mbak. (Almost all of them can do it well)</i>

Interview 18, appendix 4

In playing the *survey game*, all of the students were able to use the expression of asking and giving information about hobby. They use full English when they play the game. The interview below shows the evidence

Researcher	<i>Waktu survey game tadi mereka menggunakan ekspresi dengan baik atau tidak menurut ibu? (Did they use the expression well during the survey game?)</i>
English teacher	<i>Iya mbak, kan tadi kita sama-sama memperhatikan mereka. (yes they did, both of us observed them too.)</i>

Interview 19 appendix 4

In the production stage, students worked in pairs and conducting question and answer activity in front of the class. The topic was related to their hobby. They were all confident enough to speak in front of the class. The interview below shows the evidence.

Researcher	<i>Apakah para siswa sudah cukup percaya diri saat berbicara di depan kelas bu? (Did they speak confidently in front of the class?)</i>
English teacher	<i>Sudah mbak, mereka dapat berinteraksi satu sama lain dengan baik. (Yes, they did. They can interact with each other well.)</i>
Researcher	<i>Apakah interaksi antar siswa sudah bisa dikatakan baik? (can we say that the interaction among the students are</i>

	improved?)
English teacher	<i>Sudah jauh lebih baik mbak.</i> (Yes, the interaction among the students is improved.)

Interview 20, appendix 4

Based on the interview above, it can be concluded that interactions among the students are improved since the implementation of games. They could speak confidently in front of the class. All of the students were encouraged to take turns when the researcher asked them to do something.

When the time was almost up, the researcher gave feedback to the students and made conclusion. The students could conclude what they had learned that day. The fields note below shows the fact.

“Are you happy today?” the researcher asked to the students. “Yes, Miss. Very happy”, said the students. “What have you learned today?” asked the researcher. One of them said, “*Kita belajar apa hari ini kan Miss maksudnya?* (Do you mean, what have we learned today?)”. Then they mention about kinds of hobby and how to ask about hobby. Ervin said, “Swimming, football, climbing, dancing, *dan banyak lagi*”. Khansa added, “What is your hobby, *terus*, I like singing.”

Field notes.... appendix 3

3. Discussion

In cycle 2, the researcher improved several aspects like the use of better media and the choice of game. The instructions were also made as clear as possible. Moreover the researcher still sustained several actions that were success in cycle 1.

a. Implementing Communicative Games Activities

a) Meeting 1

The topic in the first meeting of cycle 2 was about favorite things. The expressions that being taught were asking for like and dislike. Survey game was

chosen as the right game for the topic. In the survey game, all of the students could ask for friends' favorite things by moving around and use the expression, "Do you like....?" or "Does she like....?". All of the students obeyed the rule of the game and they could join the game happily. They had to give mark in the worksheet whether her friends like or dislike something. They did not find any difficulty in doing this activity because they paid attention to the researcher's explanation. In this game, students were able to interact with their friends and sometimes with the English teacher. The interview below shows the evidence.

Researcher	<i>Menurut ibu apakah survey game efektif meningkatkan interaksi antar siswa? (Do you think that survey game is able to improve the interaction among the students?)</i>
English teacher	<i>Sudah bisa memperbaiki interaksi antar siswa mbak. mereka bisa bercakap- cakap satu sama lain. (Yes, it is effective to improve students' interaction. They can easily interact with each other.)</i>

Interview 25, appendix 4

Based on the interview above we can conclude that the Survey game was success to improve the interaction among the students. In the first cycle, several students still looked shy when they play a game. In the second cycle, all of them were encouraged to join the game and practicing the expression.

Researcher	<i>Apakah semua siswa tertarik untuk mengikuti game ini bu? (Did the students interested to join the game?)</i>
English teacher	<i>Iya mbak, mereka sudah lebih percaya diri sekarang. (Yes, they are more confident now.)</i>

Interview 25 appendix 4

b) Meeting 2

Survey game was still used in this meeting. The topic was about hobbies. *Survey game* enabled the students to practice the language use because they are unconsciously drilled to certain expressions while playing the game.

The students still remembered about the game because they had played it before. When the researcher explained the new rule of the game, they could easily understand. All of them could do the instruction fast. One of the students said, “*Saya yang bagi worksheetnya ya Miss.*”(Can I help you to distribute the worksheet?). She answered, “Yes, of course”. After the worksheets were spread, the researcher asked them to start the game. They pronounced the words better. They were also wrote the information in the worksheet well. The interview with the collaborator below shows the evidence.

Researcher	<i>Bagaimana pendapat ibu tentang survey game kali ini? (What do you think about the survey game?)</i>
English teacher	<i>Ada peningkatan mbak, mereka bisa menggunakan ekspresi yang diajarkan dengan lebih lancar. (There were improvement and they were able to use the expression fluently.)</i>
Researcher	<i>Apakah penggunaan game untuk meningkatkan interaksi antar siswa sudah berjalan baik sejauh ini? (According to your observation, how good game is used to improve the quality of classroom interaction?)</i>
English teacher	<i>Hasilnya sudah jelas, memang dapat membantu siswa lebih aktif di kelas, dan mau berinteraksi dengan guru juga sesama teman. (The result is clear, game could help them to be more active in the class. They were also eager to interact with teacher and friends.)</i>

Interview 26, appendix 4

Researcher	<i>Kataya sekarang sudah PeDe ya bicara sama temen-temen pakai bahasa inggris. (You look more confident speaking with your friends using English, right?)</i>
Student	<i>Iya Miss, kalau pakai game soalnya semua dapat giliran. jadi nggak malu. (Yes, everyone got their turn in the game, so I did not shy anymore.)</i>
Researcher	<i>Kalau maju di depan kelas gitu juga sudah berani kan kemarin? (Yesterday, you also practiced speaking in front of the class and you also looked confident.)</i>
Students	<i>Iya lumayan miss. (Yes Miss)</i>

interview 27, appendix 4

b. Question and answer activity

Based on the result of cycle, question and answer activities were effective to increase the students' confidence and to increase the interaction between the researcher and the students. In cycle 2, question and answer activities were sustained. Those activities were also effective to guide the students to the topic of learning. Since the students were familiar with this activity, they were eager to answer each question delivered by the researcher. The effectiveness of the activity can be seen in the following data.

Researcher	<i>Apakah kegiatan tanya jawab masih cukup efektif untuk meningkatkan interaksi antara guru dan siswa bu? (Is question and answer activity effective enough to improve the interaction between students and teacher?)</i>
English teacher	<i>Iya mbak, tadi anak-anak juga antusias menjawab pertanyaan dan kadang bertanya juga. (Yes, of course, they were so enthusiastic answering your question and sometimes they asked something too.)</i>
Researcher	<i>Dan apakah kegiatan ini cukup efektif untuk mengarahkan siswa ke topic pembelajaran? (Is the activity effective enough to guide the students to the topic of learning?)</i>
English teacher	<i>Effektif kok mbak, buktinya siswa jadi mudah ngerti dan tau mau belajar apa. (Yes, the students were easier to understand about what they would learn.)</i>

Interview 21 appendix 4

c. Using Media in the English Teaching and Learning Process

The function of media was to support the teacher's action in explaining the material and make the students easier to understand the material. In the second cycle, the researcher also used pictures as teaching media with some improvements. Based on the conclusion of the implementation in cycle one, there must be a betterment in the use of media in cycle 2. The researcher not only

showed the big picture but she also made long handle behind the picture. It was effective enough to make all of the students clearer to see the picture. They did not need to come in front of the class to see the picture closer. The effectiveness of the media can be seen in the following data.

Researcher	<i>Tadi katya bisa lihat gambarnya nggak? (Could you see the picture clearly Katya?)</i>
Katya	<i>Iya Miss. Walaupun aku duduk dibelakang tetep jelas kok. Ada gagangnya bikin picture bisa diangkat tinggi. (Yes I could Miss. I sat at the back row but I still could see it clearly. The handle enabled you to raise the picture higher)</i>
Researcher	<i>Katya lebih suka kalau ada gambar-gambar atau sama sekali nggak pakai gambar pas belajar? (Do you prefer to use picture during the teaching and learning or not?)</i>
Katya	<i>Suka pakai gambar biar gampang ngerti. (I prefer to use picture to make me easier to understand the material.)</i>
Interview 22 appendix 4	

Researcher	<i>Menurut ibu apakah media yang saya pakai lebih baik daripada sebelumnya? (Do you think that the media were better than the previous meeting?)</i>
English teacher	<i>Sudah lebih jelas mbak, bisa dilihat dengan jelas. Anak-anak tidak perlu maju kedepan beramai-ramai (Yes, all of the students could see the picture clearer and they did not need to come in front of the class.)</i>
Researcher	<i>Menurut ibu medianya cukup membantu siswa dalam memahami materi atau tidak bu? (Do you think that the media is effective to help the students to understand the teaching material?)</i>
English teacher	<i>Ya tentunya membantu, mereka jadi lebih gampang, intinya ada gambaran lah mbak. (Of course, the students would easily understand the material with the help of media.)</i>
Interview 23 appendix 4	

d. Using classroom English Effectively During the Teaching and Learning Process

Since the students were more familiar with English expression, they were able to do the teacher instruction immediately. They did the instruction confidently. After the implementation of the second cycle, the students could also answer the question confidently. Despite one student who still embarrassed but majority of them were encouraged to answer the teacher question and did the teacher's instruction. They were also able to use several classroom English expression for example, "Can you help me to erase the whiteboard?" when a student needed help to erase the whiteboard. The interview below shows the evidence.

Researcher	<i>Menurut ibu, apakah para siswa sudah bisa memakai ekspresi-ekspresi yang biasa dipakai di kelas? (Do you think that students were able to use daily expressions in the class?)</i>
English teacher	<i>Sudah mbak, kebanyakan mereka mau mempraktekkan ekspresi-ekspresi itu saat berbicara dengan teman atau bertanya kepada guru. (Yes they are, almost all of them have practiced the expression to interact with friends and to ask something to the teacher.)</i>

Interview 24, appendix 4

H. General Findings

Based on the observation and interview in the reconnaissance stage, there were several problems related to the classroom interaction. Games were considered to overcome the interaction problem. Communicative games were suitable for children to encourage themselves to participate in the English teaching and learning process.

In the implementation, the games were combined with the use of classroom English, the use of media, and question and answer activity. The use of classroom English was to make the students familiar with English expressions and instructions used in the classroom. Then, the use of media was to attract the students' attention and to support the teacher's action when she explained the materials. The question and answer activity was used to guide the students to the topic of learning. By question and answer activity, the students could build their confidence by asking the teacher's questions.

The research was conducted in two cycles. The result of the first cycle showed that the interaction during the English teaching and learning improved. The students were actively participating in the classroom. They liked learning something using games. The students found difficulty in playing certain games. It was because of the researcher's unclear instruction.

In the second cycle the researcher only used Survey game for two meetings. The game was suitable with the topics for the first and the second meeting. The result of the implementation showed better improvements. All of the students were encouraged to participate actively during the game. The supporting actions like the use of media, and question and answer activities were useful to make them understand the teaching materials.

After the second cycle, the researcher and the English teacher held a discussion. They concluded that the research successfully improved the classroom interaction. It meant that the objective of the research is achieved. Because the research showed good improvements, they decided to stop the cycle. The table

below shows the change of the condition before and after the implementation of cycle 1 and 2.

Table 10. The changes before and after the implementation

Before the implementation	After cycle 1	After cycle 2
The students were unwilling to answer the English teacher's questions.	The interaction between the teacher and students improved since they were eager to involve in question and answer activity.	All of the students were eager to get involved in classroom activity like question and answer or giving comments.
-The students did not pay attention to the lesson	The media could longer their attention.	Not only paid attention, but also give comments to the media.
-afraid and shy to ask questions	Encouraged to ask question to the teacher. the use of classroom English made them familiar with classroom expressions.	Encouraged to ask question when they did not understand the material. The use of <i>Bahasa Indonesia</i> was reduced.
Unwilling to respond the researcher's questions and instructions.	The use of games in learning English material made the students willing to do instruction and respond to the question	Could do the teacher's instruction well.
Easily to get bored	The implementations of games were able to reduce their bore.	They were excited during the English teaching and learning process.
- LKS based-teaching reduced the students opportunities to interact with teacher and the entire students	The students- students' interaction improved through the implementation of games. Some students still shy to interact with friends and teacher	The classroom interaction improved. All of the students were able to interact with each other.

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

It can be concluded that the actions implemented were successful to improve the classroom interaction. The implementations of games supported by other actions; implementation of question and answer activities, the use of classroom English and the use of media that were implemented in the first and second cycle could run effectively. Based on the classroom observation and interview with English teacher and students, the positive results from the actions implemented were obtained. They included the improvement of classroom interaction, the students' participation, cooperation and motivation in the teaching and learning process. Each of improvements is described below.

1. The quality of classroom interaction in the English teaching and learning process improved through question and answer activity, the researcher as the teacher and the students could communicate by asking and answering related to the materials. Through communicative games, the interaction among the students improved. They could interact actively and able to use the language function well.

2. The students' interest and motivation to participate in the English teaching and learning process improved. It indicates by the students' active participation during the teaching and learning process. The uses of media were also effective to attract the students' attention. The students were also eager to answer the teacher's question.

It can be concluded that implementing games could improve the classroom interaction and by the improvement of students' interaction it means that the students' active participation is also improved.

B. Implication

The result of the study firstly indicates that communicative games activities were effective to improve the classroom interaction in the English teaching and learning process. Second, the result indicates that the use of question and answer activity could improve the classroom interaction. It was because two way communications between the teacher and the students and also among the students was built well. It implies that question and answer activity is needed to guide the students into the topic of learning.

Next, it is important to use classroom English in the English teaching and learning process as supporting actions. The students were familiar with English expression since they often heard about the expression. It implies that English should be used regularly or everyday so that the students will be more familiar with English by paying attention and practicing some expression.

At last, the use of media in the English teaching and learning process were effective to attract students' attention. Those media helped the teacher's action when explaining the materials. The teacher has to be selective and appropriate in using media.

C. Suggestions

1. To English teacher

The uses of games were effective to improve classroom interaction. Therefore the English teacher is suggested to use game to vary the activity. There are many games that suit with the topic. The choice of appropriate game, time management, creation of games, and planning are become important consideration in implementing game.

2. To the principal of SD N Puren

To support the English teaching and learning process by sending the English teacher in training program, giving supporting facilities for English teaching and learning process.

3. To other researcher

This research is mainly intended to improve the classroom interaction in the English teaching and learning process. Other researchers are recommended to continue the research to improve the classroom interaction in the English teaching and learning process.

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THE COURSE GRID

USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS AT GRADE IV OF SDN PUREN IN THE ACADEMIC YEAR OF 2013/2014 (CYCLE 1, first meeting)

Basic competency : 2.2 bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, member salam perpisahan

Indicator	Learning Materials			Teaching Learning activities		Games improving interaction	Teaching aid	Evaluation
	Function	Grammar	Vocabulary	Teacher	Students			
1. students are able to greet their friends 2. students are able to introduce their self.	Greeting someone Tom: Good morning Liza. Liza: Good morning Tom. How are you today? Liza: I'm fine Tom and how about you?. Tom: I'm fine too. Good to see you again.	Present tense: S+V+....	Introduce, live, next, tomorrow, again, week, soon, fine, street	Presentation The teacher: - shows video about greeting and introducing -asks the students to mention what expression that they hear from the video -explains the use of each expression. Practice The teacher - asks the students to work in pair. - gives certain situation for each pair and ask them to practice simple conversation based on the	Presentation The students: - pay attention to the video. - students mention the expression they hear from the video Practice - The students do guided practice based on the situation given by the teacher Production The students - pay attention to the explanation. - pay attention on the role model - play Fruit salad game	Fruit Salad Game Aims: vocabulary revision, greeting, and introduction Procedure: 1. Put the cards containing famous people pictures on the box. All of the students must also have the card. 2. Call out one of famous person. The student who have the picture of it must say <i>Hi, I'm Cristiano Ronaldo. How are you?</i>	Pictures, flash cards, video	

				<p>situation</p> <p>Production</p> <p>The teacher :</p> <ul style="list-style-type: none">- explains about Fruit salad game and how to play it.- asks two students as role model of the game- asks the students to start playing the game.- acts as a mistake hearer when the students practising the game.				
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THE COURSE GRID

USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS AT GRADE IV OF SDN PUREN IN THE ACADEMIC YEAR OF 2013/2014 (CYCLE 1 , second meeting)

Basic competency: 1.4 Merespon instruksi sangat sederhana dalam konteks kelas

Indicator	Learning Materials			Teaching Learning activities		Games improving interaction	Teaching aids	Evaluation
	Function	Grammar	Vocabulary	Teacher	Students			
1.Students are able to -respond to certain instructions and followed by actions -respond to certain instruction verbally. -instruct their friends to do something	<p>- . Asking someone to do something</p> <p>1. Mr. Smith: Carla, raise your hand. Carla: Yes sir.</p> <p>2. Mr.Smith: Jadith, close your eyes Jadith: (closing his eyes)</p> <p>3. Mrs. Smith: Dona, Comb your hair. Dona : yes ma'am</p>	V + noun	Open, close, raise, touch, point, brush, head, neck, eyes, nose, face, leg, arm, hair, foot, ears, left, right.	<p>Presentation The teacher shows eight pictures containing actions.</p> <p>- gives example about how to ask someone to do something</p> <p>Practice The teacher : divide the students into Group A and B. Group A says the commands and group B does the actions. Then they change the role.</p> <p>- drills the</p>	<p>Presentation The students: - pay attention to the teacher - answer the teacher's question - repeat the expression how to ask someone to do something using imperative.</p> <p>Practice The students - Practice the instruction. - Do the teachers instruction while repeating the expression. - pay attention on the teacher's explanation about Simon says game</p>	<p>Robot Game Aims: Practicing certain instructions. Procedure: 1. Students have to work in pair; one of them acts as a robot, and the other act as an operator. 2. The robot must to every instruction given by the operator.</p> <p>Simon Says game Aim: practicing certain instruction. Procedure: 1. All of the students have to make a semicircle and face one of the students in the centre. 2. The student in the centre must call out</p>	Pictures, papers, plastic fibre, scissors for making mask.	Listening - Students are asked to work in pair. - One student acts as a robot and another act as an operator. - The operator must instruct the robot on ten instructions.

				<p>expressions to all of the students and ask them to practice it while repeating the instruction</p> <p>explains them about Simon Says game and gave example to do it.</p> <p>Production The teacher : introduces Robot Game to the students and explains the procedure.</p> <p>asks one of the students to come in front of the class as a role model of the game.</p> <p>asks the students to work in pair and make a simple mask using paper.</p>	<p>Production The students</p> <ul style="list-style-type: none"> - pay attention to the teacher. - pay attention to the teacher and the model. - work in pair and make a simple mask. - practice the robot game. 	<p>command such as <i>Simon says touch your head.</i></p> <p>3. All of the students must do what he said</p>		
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				<ul style="list-style-type: none">- asks the students to practice robot game.- do ongoing evaluation about the expression used by the students.				
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THE COURSE GRID

USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS AT GRADE IV OF SDN PUREN IN THE ACADEMIC YEAR OF 2013/2014 (CYCLE 1, third meeting)

Basic competency : 2.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur *introducing others*

Indicator	Learning Materials			Teaching Learning activities		Games improving interaction	Teaching aid	Evaluation
	Function	Grammar	Vocabulary	Teacher	Students			
1. students are able to introduce their family member 2. students are able to mention the physical appearance of their family member	He is my father. He has oval face. My father is very fat and has black eyes.	S + V + O/A	<p>Noun: Father, mother, grandfather, grandmother, sister, brother, my friend</p> <p>Adjective: fat, slim, tall, short, pointed, flat</p> <p>Verb: is, are, has, have</p>	<p>Presentation The teacher: - Chants a “Do You...” and asks the students to follow.</p> <p>- Showing eight pictures to guide them understand about the use of “Do, don’t, does, and doesn’t”</p> <p>Practice The teacher - explains about “ACTIVITY BLAST game”. - divides the students into four big groups. - Ask the first two groups to play the game.</p>	<p>Presentation The students: - pay attention to the chants and then follow it. - Students pay attention to the teacher’s explanation related to the use of “Do. Don’t, Does, and Doesn’t”</p> <p>Practice - The students do guided practice about “ACTIVITY BLAST game” in group</p> <p>Production The students - pay attention to the explanation. - practice conversation in pair in front of the class.</p>	<p>Uniting family game Aims: vocabulary revision, greeting, and introduction</p> <p>Procedure: 3. Put the cards containing famous people pictures on the box. All of the students must also have the card. 4. Call out one of famous person. The student who have the picture of it must say <i>Hi, I’m Christiano Ronaldo. How are you?</i></p>	Pictures, flash cards, video	Listening activity. 1. The students listen to the teacher and think the pictures which is available with the description.

				<p>Production The teacher :</p> <ul style="list-style-type: none">- asks the students to work in pair.- explain them on how to use the picture to create short conversation related to the use of “do. don’t, does, doesn’t”				
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THE COURSE GRID

USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS AT GRADE IV OF SDN PUREN IN THE ACADEMIC YEAR OF 2013/2014 (CYCLE 2, first meeting)

Basic competency : 6.4 Bercakap-cakap untuk meminta /member informasi secara berterima yang melibatkan tindak tutur meminta kejelasan.

Indicator	Learning Materials			Teaching Learning activities		Games improving interaction	Teaching aid	Evaluation
	Function	Grammar	Vocabulary	Teacher	Students			
<p>1. students are able to ask about certain information to their friend</p> <p>2. students are able to give information to their friend</p>	<p>Amira: Do you like green bag? Lina: No, I don't. Rita: Does she like red car? Rika: Yes she likes green car. Relita: Do they like big house? Jean: No they don't Sita : Does he like black shoes? Ratna: Yes, he does. Shara: Does she like blue shirt? Asha: Yes, she does.</p>	Do/Does + S + V + O/A	<p>Noun: I, you, we, they, he, she, it, father, mother, teacher, headmaster, librarian, bag, shoes, T-shirt, shirt, big house.</p> <p>Verb: Do, Does, Doesn't, Don't, like</p>	<p>Presentation The teacher: - Chants a "Do You..." and asks the students to follow.</p> <p>- Showing eight pictures to guide them understand about the use of "Do, don't, does, and doesn't"</p> <p>Practice The teacher - explains about "Things Blast game". - divides the students into four big groups. - Ask the first two groups to play the game.</p> <p>Production The teacher : - asks the students to</p>	<p>Presentation The students: - pay attention to the chants and then follow it. - students pay attention to the teacher's explanation related to the use of "Do. Don't, Does, and Doesn't"</p> <p>Practice - The students do guided practice "things Blast game" in group</p> <p>Production The students - pay attention to the explanation. - do the survey game</p>	<p>Survey game Aim: to improve students vocabulary, to drill students how to ask for certain information</p> <p>Procedure : - The students work in group of five - each students has their own worksheet containing several favourite things. - They have to ask for everyone's favourite things in group after the survey done, they read the information.</p>	Pictures, flash cards,	The students have to work in pair and practice in front of the class based on the picture that given by the teacher. They have to ask about friends favourite things.

				<ul style="list-style-type: none">- work in group of five- explain them how to play survey game.- Spread the worksheet for survey game- asks the students to play survey game.				
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THE COURSE GRID

USING GAMES TO IMPROVE CLASSROOM INTERACTION IN THE ENGLISH TEACHING LEARNING PROCESS AT GRADE IV OF SDN PUREN IN THE ACADEMIC YEAR OF 2013/2014 (CYCLE 2 , second meeting)

Basic competency: 6.4 bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan dalam konteks kelas.

Indicator	Learning Materials			Teaching Learning activities		Games improving interaction	Teaching aids	Evaluation
	Function	Grammar	Vocabulary	Teacher	Students			
1. students are able to mention kinds of hobby 2. students are able to ask for their friend's hobby.	<p>- . Asking for someone's hobby Jean: what is your hobby John? John: I like foot Ball</p> <p>Jean: What is your hobby? John: I like swimming</p> <p>John : What is your hobby? Jean : My hobby is swimming.</p>	<p>What+ be+ S+?</p> <p>S+V+O</p>	<p>Noun: swimming, reading, playing badminton, playing football, singing, dancing My, your, his, her</p> <p>Verb: is,am, are, like, likes,</p>	<p>Presentation The teacher</p> <ul style="list-style-type: none"> - shows eight pictures containing kinds of hobby. - asks to several students about their hobby. <p>Practice The teacher :</p> <ul style="list-style-type: none"> - drills the expressions of asking and giving information about hobbies - explains the survey game, spreads worksheet and ask them to play it. <p>Production The teacher :</p> <ul style="list-style-type: none"> - asks the students to work in pair 	<p>Presentation The students:</p> <ul style="list-style-type: none"> - pay attention to the teacher - answer the teacher's question <p>Practice The students</p> <ul style="list-style-type: none"> - drill the expression of asking and giving information about hobby - play survey game <p>Production The students</p> <ul style="list-style-type: none"> - work in pair and practice asking and giving information about hobby in front of the class 	<p>Survey game Aim: vocabulary mastery, drilling expression of asking and giving information</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students are asked to make a row. 2. The first students starts to move and asks about friends hobby, followed by other students. 	<p>Pictures, dice, permission card, stars</p>	<p>Speaking</p> <ul style="list-style-type: none"> - the students have to practice the conversat ion in pair related to asking and giving informati on about hobby.

LESSON PLAN

School Name : SD Puren
Subject : English
Class/ Semester : 4/1
Meeting : 1
Topic : greeting and introducing oneself
Skill : Listening-speaking
Time Allocation : 2 x 30 minutes

BASIC COMPETENCY : 2.2 bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba.

INDICATOR :

1. Students are able to greet their friends
2. Students are able to introduce their self.
3. Students are able to say good bye

A. LEARNING OBJECTIVE

In the end of the learning process students are expected to be able to greet and introduce their self

B. MATERIALS

Greeting someone

Tom: Good morning. My name is Tom.

Liza: Good morning. I'm Liza.

Tom: Where do you live Liza?

Liza: I live in Oak Street.

Tom. Nice to meet you Liza.

Liza: Nice to meet you too.

GAMES

Zip-Zap game

1. make a big circle
2. the students play their hands by saying zip (pointed friend that stand in the left side) and zap (pointed friend that stand in the right side).
3. A student who is pointed have to mention his or her own name.

Fruit salad game

1. Instructions: Put the cards containing famous people pictures on the box. All of the students must also have the card.
2. Call out one of famous person. The student who has the picture of it must say *Hi, I'm Cristiano Ronaldo. I live in Brown Street Nice to meet you.*
3. The student who stands in the center of the circle must introduce his/her name too.
4. the student in the center of the circle shout "Stranger..." then all of the students must move around to look for another seat.
5. The one who do not get the seat must stand in the center of the circle and starts a new session.

GRAMMAR

Present tense: S+V+....

VOCABULARY

VERB	NOUN	Adverb	ADJECTIVE
Introduce	Week	Next	Fine
Live	Tomorrow	Again	Nice
	Street		good
	Morning		
	Afternoon		
	Evening		
	Night		

C. TEACHING METHOD

PRESENTATION

PRACTICE

PRODUCTION

D. Activities

Opening	<ul style="list-style-type: none">• Greeting• Singing “How are you” song.• Calling the role.
Main activities 1. Presentation	The teacher: <ul style="list-style-type: none">• shows video about greeting and introducing• asks the students to mention what expression that they hear from the video• explains the use of each expression.
2. Practice	The teacher <ul style="list-style-type: none">• asks the students to work in pair.• gives certain situation for each pair and ask them to practice simple conversation based on the situation• The teacher explain how to play zip zap game• The students play zip zap game.
3. Production	The teacher : <ul style="list-style-type: none">• explains about Fruit salad game and how to play it.• asks two students as role model of the game• asks the students to start playing the game.• acts as a mistake hearer when the students practicing the game.
Closing	<ul style="list-style-type: none">• Teacher ask about today’s activities- How do you feel about our discussion today? Is it difficult?

	<ul style="list-style-type: none"> • Making conclusion • Giving feed back • Singing ‘Good Bye’ song. • Greeting
--	---

E. Sources / media :

Google, book / pictures, become a robot game (Lewis and Bedson)

F. Assessing

- a. Technique : observation
- b. Form : performance
- c. Instrument : Assesment chart of Pupils’ Progress (taken from Playway 1998:325 in Cameroon 2001:234)
- d. Rubric:

Students’ name	sari	eka	alvi			
Indicator						
Students are able to greet their friends (hi, good morning, etc)						
Students are able to introduce him/herself (I’m...., my name is...)						
Students are able to end the conversation by saying goodbye (good bye, nice to meet you,etc)						

Yogyakarta, 28 August 2013

Teacher

Winda Hastuti

NIM.09202241047

LESSON PLAN

School Name : SD Puren
Subject : English
Class/ Semester : 4/1
Meeting : 1
Topic : Instructions
Skill : Listening-speaking
Time Allocation : 2 x 30 minutes

BASIC COMPETENCY : 1.4 Merespon instruksi sangat sederhana dalam konteks kelas

INDICATOR :

1. Students are able to identify things in the classroom
2. Students are able to respond to certain instructions and followed by actions
3. Students are able to instruct their friends to do something

A. LEARNING OBJECTIVE

In the end of the learning process students are expected to be able to respond physically to the instructions about things in the class.

B. MATERIALS

Mr. Smith: Carla, close the window please.

Carla: Yes, sir.

Mr. Smith: Jadith, open the door please.

Jadith: Yes, sir.

Mrs. Smith: Dona, clean the blackboard.

Dona : Yes, ma'am

GAMES

ROBOT GAME

SIMON SAYS

GRAMMAR

Instruction = Verb + noun

VOCABULARY

VERB	NOUN
Touch	Book
Open	Table
Close	Blackboard
Turn on	Door
Turn off	Window
Clean	Calendar
Sweep	Paper
Point	Floor

C. TEACHING METHOD

PRESENTATION

PRACTICE

PRODUCTION

D. Activities

Opening	<ul style="list-style-type: none">• Greeting• Singing “How are you” song.• Calling the roll.
Main activities 1. Presentation	Presentation <ul style="list-style-type: none">• The teacher shows eight pictures containing things in the classroom to the students while explaining the name of things.• gives example how to instruct someone related to things in the classroom.• gives the instructions and acts out the actions. The students follow the teacher’s actions.

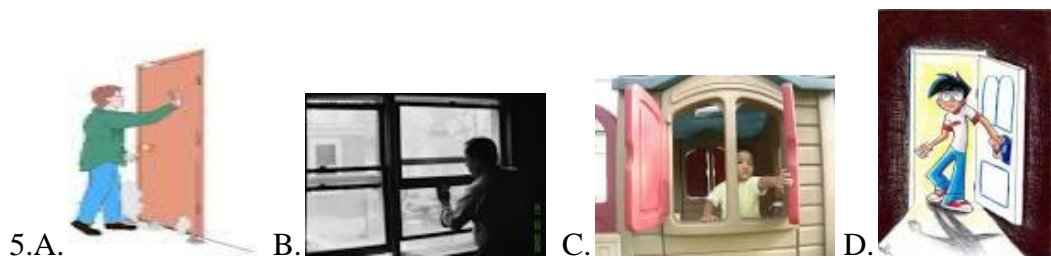
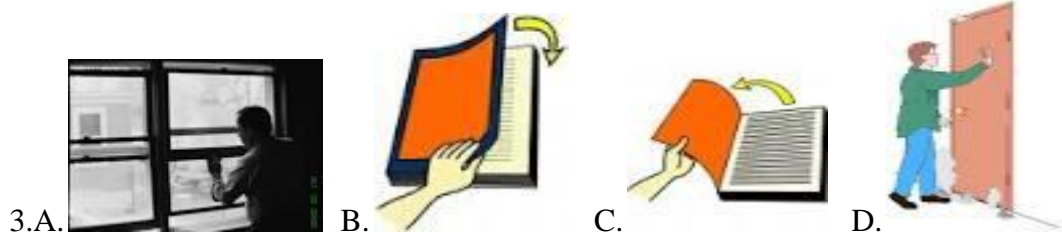
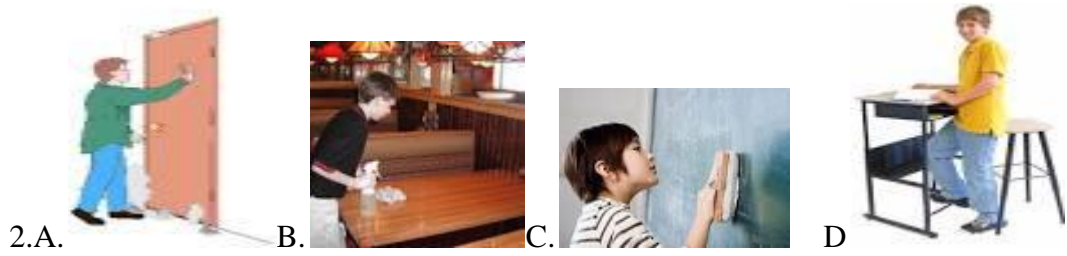
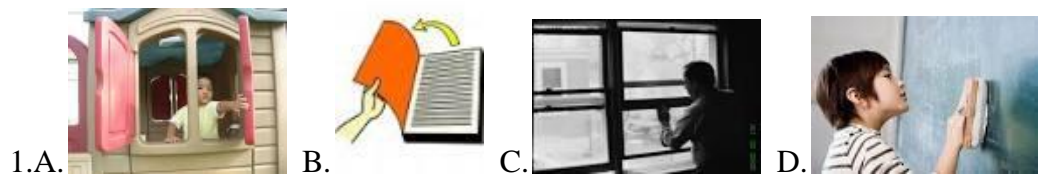
2. Practice	<ul style="list-style-type: none"> • The teacher introduces “Simon says game to the students” • The teacher divides the students in to 2 big groups then gives several cards containing actions to a group which give commands • Group A says the commands and group B does the actions. Then they change the role.
3. Production	<ul style="list-style-type: none"> • Students do ‘a robot’ game (the procedure is added in appendix) • The students have to work in pair. One of them becomes a robot, and the other becomes an operator. The robot must do what the operator say. After the instructions done by the robot, they change the role.
Closing	<ul style="list-style-type: none"> • Teacher asks about today’s activities - How do you feel about our discussion today? Is it difficult? • Making conclusion • Giving feed back • Singing ‘Good Bye’ song. • Greeting

E. Sources / media :

Google, book / pictures, become a robot game (Lewis and Bedson)

F. Assessing

- a. Technique : Performance
- b. Form : saying simple commands of actions in game.
- c. Rubric :



Yogyakarta, 28 August 2013

Teacher

Winda Hastuti

NIM.09202241047

LESSON PLAN

School Name : SD Puren
Subject : English
Class/ Semester : 4/1
Meeting : 1
Topic : My Family
Skill : Listening-speaking
Time Allocation : 2 x 30 minutes

BASIC COMPETENCY : 2.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur *introducing others*

INDICATOR :

1. Students are able to introduce their family members
2. Students are able to mention the physical appearance of their family members

A. LEARNING OBJECTIVE

In the end of the learning process students are expected to be able to mention the family members and their physical appearance in simple way.

B. MATERIALS

C. Jean : “How many members of your family?”

D. Tommy: “Four members. They are my father, my mother, my brother, and me”

E. Jean: “how does your father look like?”

F. Tommy: He has black hair and thin moustache”

GAMES

Uniting Family Members

1. The students have to work in pair or group.
2. One student stands in front of the Family tree and he / she has the identity of his family.
3. The other students have to look for his/her family member on the box.
4. There are many pictures in the box. The student who stands in front of the family tree have to read the description about his family one by one.

5. The other students have to look for the person being described
6. If the clue is right, the one who stand in front of the family tree must stick the picture.

GRAMMAR

Present tense: S+V+....

Asking about preference = Do/Does+ S+V1+O+?

VOCABULARY

VERB	NOUN	ADJECTIVE
is	father	Black
are	mother	tall
	sister	short
	brother	old
	hair	young

G. TEACHING METHOD

PRESENTATION

PRACTICE

PRODUCTION

H. Activities

Opening	<ul style="list-style-type: none"> • Greeting • Singing “How are you” song. • Calling the roll.
Main activities 1. Presentation	<p>The teacher:</p> <ul style="list-style-type: none"> • shows picture about her family members • explains the physical appearance of her family members. For example : He is my father. He has black hair. She is my mother. She is slim and tall and he is my brother. He is very tall.

2. Practice	<p>The teacher</p> <ul style="list-style-type: none"> • asks the students to work in pair. • introduces “Uniting family games” to the students. • explains the rule how to play “Uniting Family games” • asks the students to play “Uniting Family members”
3. Production	<p>The teacher :</p> <ul style="list-style-type: none"> • Asks the students to come in front of the class one by one. • Shows a picture and the student must introduce the picture. <p>For evaluation</p> <ul style="list-style-type: none"> • asks the students to do listening task. • asks the students to hear the description about a family and choose which pictures suitable with the description
Closing	<ul style="list-style-type: none"> • Teacher ask about today’s activities - How do you feel about our discussion today? Is it difficult? • Making conclusion • Giving feed back • Singing ‘Good Bye’ song. • Greeting

I. Sources / media :

Google, book / pictures, uniting family game (Lewis and Bedson)

J. Assessing

- a. Technique : Listening
- b. Form : Listen and thick
- c. Instrument :
- d. Rubric

Yogyakarta, 17 September 2013

Teacher

Winda Hastuti

NIM.09202241047

LESSON PLAN

School Name : SD Puren
Subject : English
Class/ Semester : 4/1
Meeting : 1
Topic : I don't like blue jacket
Skill : Listening-speaking
Time Allocation : 2 x 30 minutes

BASIC COMPETENCY : 6.4 Bercakap-cakap untuk meminta /member informasi secara berterima yang melibatkan tindak tutur meminta kejelasan.

INDICATOR :

1. students are able to ask about certain information to their friend
2. students are able give information to their friend

A. LEARNING OBJECTIVE

In the end of the learning process students are expected to be able to give certain information to their friends.

B. MATERIALS

Amira: Do you like blue jacket?

Lina: No, I don't.

Rita: Do they like pink hat?

Rika: No they don't.

Relita: Do we like orange T-shirt?

Jean: No we don't

Sita : Does he like green coat?

Ratna: No he doesn't.

Shara: Does his mother like white jacket?

Asha: Yes, they do

GAMES

Survey game (adopted from Games for Children by Lewis and Bedson)

Aims: vocabulary revision, the use of do. Don't, does, and doesn't

Procedure:

1. Ask the students to make a group of five or six.
2. Spread the worksheet to them.
3. The worksheet contains pictures of several things and column for the students' name.
4. They have to ask to the students in group about their favorite things using expression that was taught before

GRAMMAR

Asking for information = Do/Does+ S+V1+O+?

giving information: S + Do/Does/Don't/Doesn't + V1 + O/A.

VOCABULARY

VERB	NOUN
Do, Does, Doesn't, Don't, read, go, keep, lead, teach, study	I, you, we, they, he, she, it, father, mother, teacher, headmaster, librarian,

C. TEACHING METHOD

PRESENTATION

PRACTICE

PRODUCTION

D. Activities

Opening	<ul style="list-style-type: none">• Greeting• Singing "How are you" song.• Calling the roll.
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Main activities 1. Presentation	The teacher: <ul style="list-style-type: none"> • Chants “Do You....” and asks the students to follow. • Shows eight pictures about several favorite things.
2. Practice	The teacher <ul style="list-style-type: none"> • drills the students how to ask for someone’s favorite things. • introduces the rule of survey games • asks the students to make a group of five or six • asks the students to play survey game.
3. Production	The teacher : <ul style="list-style-type: none"> • asks the students to pay attention on her explanation about the evaluation. • asks the students to work in pairs and practice the conversation in front of the class.
Closing	<ul style="list-style-type: none"> • Teacher ask about today’s activities - How do you feel about our discussion today? Is it difficult? • Making conclusion • Giving feed back • Singing ‘Good Bye’ song. • Greeting

E. Sources / media :

Google, book / pictures, Activity blast game (Lewis and Bedson)

F. Assessing

a. Technique : observation

b. Form : performance

c. Instrument : Assesment chart of Pupils’ Progress (taken from Playway 1998:325 in Cameroon 2001:234)

d. Rubric:

Students’ name	sari	eka	alvi			
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Indicator						
Students are able to ask for information (Do you like blue hat?, etc)						
Students are able to give information (yes, I do or No I don't)						

Yogyakarta, 24 September 2013

Teacher

Winda Hastuti

NIM.09202241047

LESSON PLAN

School Name : SD Puren
Subject : English
Class/ Semester : 4/1
Meeting : 1
Topic : What is your hobby?
Skill : Listening-speaking
Time Allocation : 2 x 30 minutes

BASIC COMPETENCY : 6.4 bercakap-cakap untuk meminta/ member informasi secara berterima yang melibatkan tindak tutur: meminta ijin dan member ijin secara sederhana dalam konteks kelas.

INDICATOR :

1. students are able to ask for someone's hobby
2. students are able to give information about their own hobby.

A. LEARNING OBJECTIVE

In the end of the learning process students are expected to be able to ask and give information about hobby.

B. MATERIALS

- **Asking about hobby**

Jean: What is your hobby Jean?

John: I like swimming

Jean: What is your hobby John?

John: My hobby is playing football.

GAMES

Survey Games

Procedure:

1. The students are asked to make a long line. All of them bring a worksheet.
2. When the teacher blows the whistle, they have to move and ask for her or his friends' hobby.

GRAMMAR

Wh question:

What+ is+ S+?

Present tense

S + V + O

VOCABULARY

VERB	NOUN
I, you, we, they, he, she, it, teacher, headmaster.	swimming, reading, playing badminton, playing football, singing, dancing My, your, his, her

C. TEACHING METHOD

PRESENTATION

PRACTICE

PRODUCTION

D. Activities

Opening	<ul style="list-style-type: none">• Greeting• Singing “How are you” song.• Calling the roll.
Main activities 1. Presentation	The teacher: <ul style="list-style-type: none">- shows eight pictures containing hobby in the class.- asks the students about hobby
2. Practice	The teacher <ul style="list-style-type: none">- drills the expressions of asking and giving information about hobby- introduces survey games with new rules.- asks the students to make a long line.

	- gives example to the students on how to play the game.
3. Production	The teacher : - . asks the students to work in pair. - asks them to make conversation in front of the class related to hobby.
Closing	<ul style="list-style-type: none"> • Teacher ask about today's activities - How do you feel about our discussion today? Is it difficult? • Making conclusion • Giving feed back • Singing 'Good Bye' song. • Greeting

E. Sources / media :

Google, book / pictures, Cat and Mouse game (Lewis and Bedson)

F. Assessing

a. Technique : observation

b. Form : performance

c. Instrument : Assesment chart of Pupils' Progress (taken from Playway 1998:325 in Cameroon 2001:234)

d. Rubric:

Students' name	sari	eka	alvi			
Indicator						
Students are able to ask for someone's hobby (What is your hobby?)						
Students are able to give information about his or her hobby (My hobby is.... or I like.....)						

Yogyakarta, 28 August 2013

Researcher

Winda Hastuti

NIM.09202241047

WORK SHEET FOR SURVEY GAME

NO	NAME	HOBBY
1	Ahmad	
2	Adi bagus	
3	Haidar	
4	Adi Fir	
5	Aldian	
6	April	
7	Diah	
8	Ervin	
9	Hanna	
10	Kataya	
11	Kalimantun	
12	Khansa	
13	Adnan	
14	Lilies	
15	Luluk	
16	Febri	
17	Fadli	
18	Renaldi	
19	Nadia	
20	Raihan	
21	Ricky	
22	Rifky	
23	Rosita	
24	Syaifudin	
25	Zahra	
26	Zidane	
27	Genta	
28	Tiara	
29	Mutia	
30	Fitri	
31	Aramita	
32	Alisa	
33		

Field Note 1: observation**Date: Saturday, August 31th, 2013**

The researcher conducted an observation in July 24th,2013. She asked to the English teacher that she would come to the class to see the teaching and learning processes. Some students were still noisy running and playing in front of the class when the teacher came. The teacher then asked them to enter the class and started the lesson. After greeted the students and called the role, the teacher asked them to submit homework. Then the teacher asked them to open the LKS. She explained the materials and the students have to do the task after the explanation done. Some of boy students didn't do the task and throwing some paper ball to each other. The teacher count one to five in order to control the students behavior in the class. One of the students said “ *Tiap hari kok ngerjain soal to miss?*”. The teacher answered “ *Ya supaya kalian pandai*”. After the students finished the task, they check the answer to the teacher.

The bell was ringing; the teacher gave home works to the students. She said ‘please open page 10 and do the task, jangan lupa kerjakan halaman 10 ya anak-anak. After asking about students difficulties, she closed the class.

Field note 2: implementation cycle one, the first meeting**Date: Saturday, September 7th, 2013**

PHASE	ACTIVITIES	CLASS SITUATION
Pre-teaching	<ul style="list-style-type: none"> -R greeted the students -R led the students to pray -R asked about students condition -R called the roll -R invited the students to sing <i>how are you</i> song. 	The class was still noisy when R greeted them. R repeated three times then they all answered the greeting. Then R asked “Who’s absent today?. They answered “ Mukti and Gilang miss”. Some of Boys students said,” <i>Iki kan Miss Winda sik biyen kae to?</i> ”(She is Miss winda,right?). R and all of the students sang <i>How are you</i> song. Almost all of them still remember the Song. Some of Boys students didn’t remember the song. R used some class expression to get students’ attention for example “Listen to me”, “Repeat after me”, “Sit down please”.
Presentation	<ul style="list-style-type: none"> -R showed the video about greeting and introducing. -R asked the students to mention the expression in the video. -R played the video once again. -R explained the use of expression in Bilingual. 	The students enthusiastically paid attention to the video because they rarely saw a video during the teaching and learning process. R asked them to mention the expression but only some of them could do that so R played the video once more. Ervin said “ Ini intinya perkenalan Miss, tadi ada yang bilang what is your name dan dijawab my name is bla blab la ituu”. (The video is about introducing oneself. One of them asked What is your name and the other answered My name is blab la bla...). Aramita said “ Tadi ada Nice to meet you juga miss”. After that R explained the expression.
Practice	<ul style="list-style-type: none"> -R asked the students to work in pair. -R asked them to practice 	- The students were very noisy when they were asked to work in pair. Almost all of them move around to look for their favorite friend. R counted

	<p>greeting and introducing by using the expression that they have learned.</p> <p>- R introduced zip zap game and explained the rule twice.</p>	<p>1 to 5 to get their attention. One of the students said “ Gimana to Miss, tadi katanya work in pair?”. R said “You’re right but you don’t have to move around. Just work with a friend beside you.”. After that they could practice the expression although causing too noisy situation. R warned them to lower their voice. They practiced the expression for about five minutes. After they got enough practice, R introduced and explained Zip Zap Game. There was no enough space and R had to divide them into two groups. R asked for help to the English teacher. All of the students were so excited playing this game. They asked additional time for Zip-Zap game when the researcher told that the time was up.</p>
Production	<p>-R introduced Fruit Salad game and also introduced the rule.</p> <p>-R asked three students as the role model of the game.</p> <p>-R asked the students to start playing the game.</p>	<p>Some of students still found difficulties when they played Fruit salad game. R explained the game once more. All of the students were looked happy and they enjoyed having new identity to introduce to others. One of the students said “Hi, my name is Billy, <i>dadi apik namaku saiki</i>”. There was mispronunciation case during the game. Some of them pronounced “Live” become “Life”. The trouble maker students were rather calm during the game. Although sometimes they tend to love the “Stranger “moment in the game. ‘Stranger’ was a magic word to make them move around and found other seat.</p>
Closing	<p>-R asked the students about today’s activity</p> <p>-made conclusion and gave feedback</p> <p>-Singing goodbye song together</p> <p>-R closed the lesson.</p>	<p>R asked about the activity and what they had got that day. Almost all of the students felt happy and they could explain what they had learned. Then R asked them to bring carton paper and scissors for the next meeting. R and all the students sang Good bye song together before closing the session.</p>

Field note 3: Implementation of Cycle one, Second Meeting

Date: Tuesday, September 10th 2013.

PHASE	ACTIVITIES	CLASS SITUATION
Opening	<ul style="list-style-type: none"> -R greeted the students -R led the students to pray -R asked about students condition -R called the roll -R invited the students to sing <i>how are you</i> song. 	<p>Al most all of the students were ready to study when R came to the class. They had prepared the carton paper and also the scissor. One of them said, "<i>Miss ini kertas karton sama gunting untuk bikin apa to?</i>" (What we are going to do with this carton paper and the scissors?). R answered, "Later I will let you know about it.". R greeted the students, "good morning. How are you today?". All of the students answered "I'm fine thank you". After called the roll, they sang <i>How are you</i> song.</p>
Presentation	<ul style="list-style-type: none"> -R showed eight pictures containing things in the classroom. -R gave example on how to instruct someone related to something in the classroom. -R read several instruction and acted out the actions. The students had to follow the actions. 	<p>Some of the students came in front of the class when R started to showed them some pictures. Those students sat at the back and they said that they can't see the picture clearly. R then asked them to go back to their seat and she would move while showing the picture. R showed the picture while saying, "What is this?" and also answered, "This is a door". All of them started to repeat. "How to ask your friend to open the door?", asked R. One of the students answered "Open the door". R said "Very good Ervin, you can add Please to make it more polite". So, if you want to ask someone to open the door, you can say Open the door, please". R continued explaining the entire picture and the students repeated the expression and actions.</p>
Practice	<ul style="list-style-type: none"> -R introduced simon says game. -R acted as the commander and all of the students must do the actions. -R divided the students into two big groups. - A group acted as the commander and B group did the actions. They changed the role. 	<p>The trouble maker students instructed their friend to close and open the door. R warned them. After the class rather quite, R introduced simon says game and explain how to play it. Firstly, R acted out as the commander. Almost all of the students could do the actions.</p> <p>When R tried to divide them into two big groups, they all made noise and it was possible to disturb other classes. R canceled this activity. One of the students said, "Yahh, gagal deh acarane. Mesti dihukum nggarap soal iki" (The activity is failed. We will be punished by doing some task). R explained that she would invite five students to come and acted as the commander.</p>
Production	<ul style="list-style-type: none"> -R introduced robot game to students. -R asked the students to work in pair and acted as a robot. -Evaluation 	<p>All of the students were so enthusiastic when R asked them to make a masker from the carton paper. They creatively copied many characters from cartoon and films. The trouble maker didn't make any trouble again. They said, "Miss winda, we make Iron man mask". R said, "Very good yah?" Some of them colored the masks. They were very happy playing the robot game. To reduce</p>

		noises caused by the trouble maker, R asked the trouble maker to help her inviting the students to practice the game in pair. After all of the students got their turn, R held an evaluation.
Closing	-R asked the students about today's activity -made conclusion and gave feedback -Singing goodbye song together -R closed the lesson.	The students said, "hari ini kita belajar instructions ya?". The trouble students shouted, "Open the door" and ran to the door. R stopped him and ask him to back to his seat. They felt happy and knew what they had learned. All of the students sang good bye song and R closed the session.

Field note 4: Implementation of Cycle one, Third Meeting

Date: Tuesday, September 17th 2013.

PHASE	ACTIVITIES	CLASS SITUATION
Opening	-R greeted the students -R led the students to pray -R asked about students condition -R called the roll -R invited the students to sing <i>how are you</i> song.	Almost all of the students were busy having lunch in the schoolyard when R came. The English teacher asked R to wait for about five minutes. The students were in hurry to finish their lunch and entered the class. R greeted the students, asked their condition, and called the roll. Aramita and Ervin asked " nanti ada game apalagi Miss? seru e belajar sambil main game."(what is the next game Miss? Learning (English) using game is so fun). R answered,"You will get new interesting game to encourage you to speak in front of the class". Then they sang <i>How are you</i> song together.
Presentation	-R showed several pictures about her family and described their physical appearance one by one. -R drill the students about physical appearance.	R provided the bigger pictures so all of the students could see the picture clearly. Most of them were happy looking at several fun pictures. R asked to them to give comments. Khansa said," Itu kok ada Roy marten segala Miss, ibu yang itu keriting". Ervin,"yang kakak beradik itu satunya tingi banget satunya pendek banget". Aramita,"Neneknya ada yang slim ada yang gendut, eh fat maksudnya". R said,"Good, any other comments?". They kept silent so R explained the picture one by one. After that, the students have to repeat to the simple description given by the teacher.
Practice	-R introduced Uniting Family Game -R explained the rule while showing how to play the game.	A group of students were very enthusiastic and wanted to look at the picture closer but R asked them to sit. R introduced Uniting Family game. The students have to group in four or five. They all wanted to play the game so the situation was

	<p>-R divided the students into a group of four students - R asked the</p>	<p>rather noisy. R gave them lottery containing certain number and asked them to take one. After they got enough clear explanation about the rule of the game, they played Uniting family game. Aramita shouted, "I want to speak in front of the class Miss.". Then the researcher said, "Okay, Mita so you are going to describe Rosita, Right?". Then Rosita and Aramita came in front of the class. Aramita:"She is Rosita. She has long hair. She also has flat nose. She has big eyes and she is very slim." The researcher said,"Very good Mita. Then Rosita, you can describe Mita now." Rosita: "she is my friend Aramita. She is very fat. She has long hair and hmmm big eyes Miss." The researcher then invited Mampet and Raynaldi to describe each other.</p> <p>The students were still shy when the teacher asked questions related to physical appearance. The researcher asked, "Look at her hair, Is her hair curly or straight?". One of the students answered in low voice, "curly Miss." Then Ervin answered loudly, "She has curly hair Miss."</p>
<p>Production</p>	<p>-R asked the students to come in front of the class one by one. -R showed a picture and they have to describe the picture in simple way</p>	<p>Almost all of them were encouraged to speak in front of the class. Some students looked shy when they got their turn to describe a picture in front of the class. Several students refused to speak louder but 90% of students could finish this activity very well. The trouble maker always made jokes while describing a picture but overall they knew the essential purpose of the activity.</p>
<p>Closing</p>	<p>-R asked the students about today's activity -made conclusion and gave feedback -Singing goodbye song together -R closed the lesson.</p>	<p>R motivated the students to learn English. Some of the trouble maker said,"tapi kan kita juga nggak punya uang kalau mau ke luar negeri to Miss". R stated that many aspects in our life used English, so they can still get the benefits of English in our country.</p> <p>The students could recall what they have learnt that day. The time was up and R ended the session. All of the students took the media and they all wanted to bring them home.</p>

Field note 5: implementation cycle two, the first meeting

Date: Saturday, September 24th, 2013

PHASE	ACTIVITIES	CLASS SITUATION
Pre-teaching	<p>-R greeted the students</p> <p>-R led the students to pray</p> <p>-R asked about students condition</p> <p>-R called the roll</p> <p>-R invited the students to sing <i>how are you</i> song.</p>	<p>The students were ready to study when the researcher came. She looked all of the students sat in their own seat. Then she greeted the students, "good morning all, how are you today?". All of the students answered loudly, "Good morning Miss. I am fine thankyou and you?". She answered,"I am fine too, thank you. Who is absent today?". Ervin answered, "No one Miss. <i>Masuk semua kecuali Gilang yang udah pindah. Move Miss move</i>". Then they sang <i>how are you</i> song together.</p>
Presentation	<p>-R showed the picture of hat, cloth, shoes, etc</p> <p>-R asked the students to give comments by answering her question</p>	<p>The students enthusiastically paid attention to the big pictures when the researcher showed them. They commented,"Big picture ya Miss.". One of the said, "<i>Iya, yang dulu itu</i> too small. Ini very big". The researcher then asked, "What is this?". they answered, "A hat Miss.". "What is the color of the hat?" asked the researcher. They answered, "Blue Miss." She added, "Yeah, Blue hat. This is a blue hat. Do you like a blue hat?". The students answered ,"Yes Miss". Some of them answered, "No, ugly Miss itu.". Then she continued explaining other pictures and drilled the expressions to the students.</p>
Practice	<p>- R drill the students how to use expression Do or Does.</p> <p>-R introduce survey game and explain the rule</p> <p>-R asked the students to play survey game.</p>	<p>After the students got enough practice, she explained about survey game. They were excited to hear that. One of them shouted, "Survey itu seperti sensus Miss?". Then she answered slowly, "Ya, mirip seperti itu. Almost the same ya?. But here you will do the survey about your friends favorite things". They said, "ooooo, gitu.". The researcher asked them to make group of five or six. they did the instruction fast. Then she spread the worksheet and asked them to start playing the survey game. They practice the expression Do you like.... " well.</p>
Production	<p>R asked the students to do the evaluation</p>	<p>Because of the limited time, the students are asked to do simple evaluation in production stage. They still did the task enthusiastically. They said, "Ini diambil nilainya ya Miss?" Then she answered, "Iya, untuk tambah-tambah nilai kalian. "</p>

Closing	<p>-R asked the students about today's activity</p> <p>-made conclusion and gave feedback</p> <p>-Singing goodbye song together</p> <p>-R closed the lesson.</p>	<p>R asked about the activity and what they had got that day. Almost all of the students felt happy and they could explain what they had learned. Then R asked them to bring carton paper and scissors for the next meeting. R and all the students sang Good bye song together before closing the session.</p>
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Field note 6: implementation cycle two, the first meeting
Date: Saturday, October 1st, 2013

PHASE	ACTIVITIES	CLASS SITUATION
Pre-teaching	<p>-R greeted the students</p> <p>-R led the students to pray</p> <p>-R asked about students condition</p> <p>-R called the roll</p> <p>-R invited the students to sing <i>how are you</i> song.</p>	<p>The students were ready to study when the researcher came. She looked all of the students sat in their own seat. Then she greeted the students, "good morning all, how are you today?". All of the students answered loudly, "Good morning Miss. I am fine thankyou and you?". She answered, "I am fine too, thank you. Who is absent today?". Aramita answered, "No one Miss. <i>Masuk semua</i>". . Then they sang how are you song together.</p>
Presentation	<p>-R showed the picture of kinds of hobby.</p> <p>-R asked the students to give comments by answering her question</p>	<p>The students enthusiastically paid attention to the pictures about hobby. Mukti said, "Miss itu orang lagi panjat tebing. Climbing kan Miss? My brother climbing sukanya.". She answered, "Ya, pay attention please. What does he do?". "playing foot ball Miss." answered the students. The researcher continued to explain other pictures about Hobby.</p>
Practice	<p>- R drill the students how to use expression to ask someone's hobby</p> <p>-R introduce survey game and explain the rule</p>	<p>The researcher asked the students to rpeat after her saying, "What is your hobby?". Do you like swimming?. All of the students repeated after the researcher. Then she also said, "My hobby is..... I like..... " They repeated the expression again. After they got enough drill, she asked them to play the survey game but with new rule and new worksheet</p>

	-R asked the students to play survey game.	format. They enthusiastically paid attention to the researcher's explanation. After she gave example on how to play the game, all of the students asked her to join playing the survey game.
Production	R asked the students to do the evaluation	The evaluation was done in pairs. The students were asked to come in front of the class and have a conversation about hobby. They were able to did it well. Their self confidence also increased because they usually come in front of the class.
Closing	-R asked the students about today's activity -made conclusion and gave feedback -Singing goodbye song together -R closed the lesson.	R asked about the activity and what they had got that day. Almost all of the students felt happy and they could explain what they had learned. Then R asked them to bring carton paper and scissors for the next meeting. R and all the students sang Good bye song together before closing the session.

INTERVIEW 1

Date : September 7th 2013

Place : in the class

R : Researcher

Researcher	Miss winda mau tanya nih,tadi kan lihat- lihat video tuh, bagus nggak videonya?
A group of students	Iya bagus Miss.
Researcher	Tadi kenapa waktu disuruh membri komentar tentang video pada nggak ngomong?malu ya?
A group of students	Malu miss, kan biasanya nggak disuruh ngomong miss.
Researcher	Harus PD ya lain kali, biar tambah pinter bahasa inggrisnya.
Hana	Kalau salah piye miss? Disoraki temen nanti.
Researcher	No problem Hana, nggak apa-apa, nanti dibetulkan kalau salah.
A group of students	Ya Miss.
interview 7 September 2013	

INTERVIEW 2

Date : September 7th 2013

Place : in the class

R : Researcher

Researcher	Tadi gimana waktu main Zip-Zap game? Senang?
Aramita	Seneng Miss, kan jadi nggak malu kalau ngomong Inggris sama temen-temen.
Researcher	Kalau Muti gimana? Belajar apa dari Zip-Zap tadi?
Muti	Ya seneng Miss. Tadi disuruh kenalan yang ketunjuk Zip atau zap gitu. My name is Muti, gitu lah pokoknya.
Researcher	Zip-Zap game susah atau tidak menurut katya?
katya	Nggak Miss, kan tadi udah dikasih tau caranya main.

INTERVIEW 3

Date : September 7th 2013

Place : in the class

R : Researcher

Researcher	Fruit salad game susah ya tadi?
Adnan	Iya miss, agak kurang paham tadi di awal. agak bingung gimana mainnya.
Ervin	Lebih ribet sedikit dari yang Zip-Zap.
Zidane	Iya, sama. Tapi lama-lama mudeng. Seruu..
Raynaldi	Aku suka yang teriak “stranger” itu
Researcher	Very good, tapi harus tetap focus sama materi.

INTERVIEW 4

Date : September 7th 2013

Place : in the class

The researcher	Gimana tadi main Zip-Zap gamenya? masih malu- malu yaa?
Students 1	Seru kok miss, kan nggak tau kita dapet giliran ngomong. Bisa ndadak gitu.
Students 2	Ya agak malu, tapi emang harus ngomong kan Miss.
The researcher	Kalian suka sama gamenya?
Students 3	Suka kok Miss, nggak bosen nulis terus. Besok pakai game lagi ya Miss.
Students 2	Iya iya Miss.
The researcher	Oke anak- anak.

INTERVIEW 5

Date : September 7th 2013

Place : in the class

Researcher.	Kalian seneng banget tadi main game-nya
Student 1	Iya Miss, tapi deg-degan soalnya nggak tau kapan kita disebut.
Student 2	Aku suka yang teriak “Stranger” itu Miss, kan harus pindah dan rebutan tempat.
Researcher	Lha tadi kalian nggak malu bercakap-cakap sama temen?Biasanya nggak mau.
Student 1	Ya tapi kalau disuruh maju aku nggak mau, malu.
Researcher	Kalau di game tadi kok mau?
Students 2	Lha kan game miss, bareng-bareng gitu.

INTERVIEW 6

Date : September 7th 2013

Place : in the class

Researcher	Menurut ibu dari penerapan game tadi ada kekurangan apa?
Teacher	Yang fruit salad sudah bagus mbak, anak-anak bisa cakap-cakap. nah yang Zip-Zap tadi anak-anak nggak praktek cakap-cakap.
Researcher	Iya sih bu, kan anak yang dapat giliran Cuma bilang zip zap saja, nggak bilang apa-apa. nggak latihan nanya nama atau salam.
Teacher	Mungkin bisa dimodifikasi mbak.
Researcher	Iya bu terimakasih sarannya.

INTERVIEW 7

Date : September 7th 2013

Place : in the class

Researcher	Bagaimana menurut ibu tadi keaktifan anak-anak bu?
Teacher	Kalau pakai game nggak kerasa kalau mereka disuruh praktek ngomong ya mbak.
Researcher	Iya bu, kalau sengaja disuruh maju malah pada nolak.
Teacher	Jadi nggak malu lagi mereka, mau ngomong satu sama lain.

INTERVIEW 8

Date : September 10th 2013

Place : in the office

Teacher	Anak-anak suka sekali lihat gambar- gambar ya Miss. Tapi sayang kurang besar gambare.
Researcher	Iya Bu, pertemuan selanjutnya biar saya print yang besar.
Teacher	Bener mbak, tadi mereka sudah mau bicara, tapi sayang dari belakang nggak jelas gambare.
Researcher	Iya bu, dan masih tetap ada yang terlalu berisik dan kurang memperhatikan.

INTERVIEW 8

Date : September 10th 2013

Place : in the school yard

Researcher	Seneng nggak main robot game sama simon says game?
Students 1	Seneng Miss, udah nggak malu lagi.
Students 2	Tapi aku paling seneng robot game. Bisa ngomong gentian didepan
Students 1	Tadi pas simon says game si Adnan nyebeli e Miss, ngomonge ra jelas.
Researcher	No problem, kan baru belajar. yang penting berani maju sudah hebat. Tapi ngerti kan tadi belajar apa sebenarnya?
Students 3	Ya memberi perintah to Miss, Open your book, Close your book.
Students 1	Iya, woo, Raynaldi sama Mampet seneng banget tadi.
Interview 6, September 10 th 2013	

INTERVIEW 9

Date : September 10th 2013

Place : in the school office

Researcher	Tadi anak-anak masih malu pas tanya jawab diawal pelajaran tadi ya bu.
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Teacher	Iya mbak, karena belum terbiasa. Walaupun mereka tau ya diam saja.
Researcher	Tapi tadi sudah banyak siswa yang mau menjawab pertanyaan bu, daripada waktu meeting 1. Sudah lebih PD
Teacher	Mbak juga jadi gampang ngarahkan mereka mau belajar apa.

INTERVIEW 10

Date : September 10th 2013

Place : in the office

Researcher	Tadi anak-anak seneng liat gambar-gambar yang saya bawa ya bu? walaupun tentang benda-benda yang mereka sudah familiar.
Teacher	Ya karena mereka biasanya Cuma belajar pakai LKS mbak.
Researcher	Menurut ibu bagaimana tadi respons anak-anaknya?
Teacher	Lebih semangat, kan mereka itu suka komentar sama hal-hal baru mbak. Jadi lebih gampang ngajar kalau sudah tertarik gitu.

INTERVIEW 11

Date : September 10th 2013

Place : in the class

The researcher	Simon says game tadi asyik nggak menurut kalian?
Student 1	Iya, seru Miss. aku kan tadi yang maju.
The researcher	Ya very good, kamu sudah PD mau maju. Game nya ngajarin apa tadi?
Student 1	Instruksi ke teman
Students 2	Iya, aku tadi dibelakang praktek gerakan sambil latihan omong perintahnya juga.
Interview after meeting 2	

INTERVIEW 12

Date : September 10th 2013

Place : in the schoolyard

The researcher	Miss Winda mau tanya, ada kesulitan nggak tadi waktu main robot game?
Student 1	Nggak Miss, seru kok game nya.
Student 2	Iya Miss, aku suka tadi pas maju praktek robot game.
The researcher	Kalian paham Robot game mengajarkan tentang apa?
Student 2	Tentang instruksi Miss.
Interview with students after the second implementation	

INTERVIEW 13

Date : September 17th 2013

Place : in the schoolyard

Researcher	Gimana tadi pas deskripsikan foto yang miss winda bawa?
Students 1	Seneng Miss, gambarnya kan macem-macem, lucu- lucu juga.
Researcher	Tapi kesulitan nggak tadi
Students 2	Nggak Miss, gampang kok.
Interview meeting 3 cycle 1	

INTERVIEW 14

Date : September 17th 2013

Place : in the schoolyard

The researcher	Kalian kesusahan tidak waktu mendeskripsikan teman sebangku tadi?
Students 1	Nggak Miss, wong Cuma rambutnya, matanya, hidungnya, sama gendut atau nggak.
Students 2	Ya lumayan susah e Miss, kadang lupa kalau mancung itu apa Inggrisnya.
The researcher	Tapi sekarang sudah cukup paham tentang materi mendeskripsikan orang lain?
Students 3	Sudah Miss, lumayan.
The researcher	Seneng nggak kalau belajar bahasa Inggrisnya bercakap-cakap kaya gini?
Students 2	Yo seneng to Miss, daripada nyatet wae. Tanganku pegel semua.

INTERVIEW 15

Date : September 17th 2013

Place : in the office

The researcher	Menurut ibu, anak-anak sudah terbiasa dengan pertanyaan-pertanyaan saya dan ekspresi yang saya pakai belum?
The teacher	Iya sudah lebih baik daripada waktu meeting pertama mbak. Mereka sudah cukup familiar. Kalau mbak bilang apa, mereka harus gimana, nah sudah pada paham.

INTERVIEW 16

Date : September 17th 2013

Place : in the office

The researcher	Menurut ibu siswa kesulitan tidak pas uniting family game tadi bu?
Teacher	Ya ada sih yang nakal-nakal itu tadi kan agak cecekan (tidak serius) jadi ada yang salah kan tadi.
The researcher	Kalau siswa yang lain bu?
Teacher	Ya karena mereka lumayan rajin, bisa kok. Bagus untuk latihan mendeskripsikan.

INTERVIEW 16

Date : September 24th 2013

Place : in the office

Researcher	<i>Apakah anak-anak menikmati permainan survey game tadi bu? (Do you think that they enjoy palying the game?)</i>
English teacher	<i>Menikmati mbak, dasarnya mereka suka jalan-jalan kan. Di game tadi selain praktek speaking kan juga jalan sana sini. yang begitu mereka suka. (Yes they are. They love walking around and they could play the game while moving around. They love that.)</i>
Researcher	<i>Kalau interaksi antar siswanya bu? (How about the interaction among the students?)</i>
English teacher	<i>Semua berinteraksi mbak, tidak ada yang diam saja. (All of them interacted with each other. No one of them kept silent)</i>

INTERVIEW 17

Date : September 24th 2013

Place : in the class

Researcher	<i>Hai renaldi. lagi ngapain?Miss winda boleh nanya sebentar? (Hi Renaldi, what are you doing. Can I ask you something?)</i>
Renaldi	<i>Lagi makan Mie miss. Tanya apa Miss? (I'm eating noodle. What do you want to ask?)</i>
Researcher	<i>Renald tadi suka nggak main survey game-nya? (Did you like playing survey game?)</i>
Renaldi	<i>Iya Miss, tadi seru banget. (Yes, I like it)</i>

Researcher	<i>Kalau teman-teman yang lain menurut Renald gimana? suka juga?</i> (How about the other students? Did they enjoy the game?)
Renaldi	<i>Iya, mereka suka kok Miss.</i> (Yes, they did.)

INTERVIEW 18

Date : September 24th 2013

Place : in the office

Researcher	<i>Maaf ibu mengganggu, mau ngobrol sebentar bisa?</i>
English teacher	<i>Iya mbak, santai saja. gimana mbak?</i>
Researcher	<i>Bagaimana reaksi siswa kalau saya menginstruksikan sesuatu bu?</i> (How did the students respond to my instruction or question?)
English teacher	<i>Karena sudah familiar sama ekspresi-ekspresinya, jadi mereka cepat tanggap mbak.</i> (They can do the instruction well since they are familiar with the expression)
Researcher	<i>Kalau respon secara verbal?</i> (How about verbal response?)
English teacher	<i>Hampir semuanya sudah bisa merespon dengan baik mbak.</i> (Almost all of them can do it well)

INTERVIEW 19

Date : September 24th 2013

Place : in the office

Researcher	<i>Ngomong-ngomong tadi ibu memperhatikan banget selama pelajaran ya?</i>
English teacher	<i>Iya mbak, saya sambil belajar materi game-game tadi mbak.</i>
Researcher	<i>Waktu survey game tadi mereka menggunakan ekspresi dengan baik atau tidak menurut ibu?</i> (Did they use the expression well during the survey game?)
English teacher	<i>Iya mbak, kan tadi kita sama-sama memperhatikan mereka.</i> (yes they did, both of us observed them too.)

INTERVIEW 20

Date : September 24th 2013

Place : in the office

Researcher	<i>Apakah para siswa sudah cukup percaya diri saat berbicara di depan kelas bu?</i> (Did they speak confidently in front of the class?)
English teacher	<i>Sudah mbak, mereka dapat berinteraksi satu sama lain dengan baik.</i> (Yes, they did. They can interact with each other well.)
Researcher	<i>Apakah interaksi antar siswa sudah bisa dikatakan baik?</i> (can we say that the interaction among the students are improved?)
English teacher	<i>Sudah jauh lebih baik mbak.</i> (Yes, the interaction among the students is improved.)

INTERVIEW 21

Date : September 24th 2013

Place : in the office

Researcher	<i>Apakah kegiatan tanya jawab masih cukup efektif untuk meningkatkan interaksi antara guru dan siswa bu? (Is question and answer activity effective enough to improve the interaction between students and teacher?)</i>
English teacher	<i>Iya mbak, tadi anak-anak juga antusias menjawab pertanyaan dan kadang bertanya juga. (Yes, of course, they were so enthusiastic answering your question and sometimes they asked something too.)</i>
Researcher	<i>Dan apakah kegiatan ini cukup efektif untuk mengarahkan siswa ke topic pembelajaran? (Is the activity effective enough to guide the students to the topic of learning?)</i>
English teacher	<i>Effektif kok mbak, buktinya siswa jadi mudah ngerti dan tau mau belajar apa. (Yes, the students were easier to understand about what they would learn.)</i>

INTERVIEW 22

Date : September 24th 2013

Place : in the office

Researcher	<i>Tadi katya bisa lihat gambarnya nggak? (Could you see the picture clearly Katya?)</i>
Katya	<i>Iya Miss. Walaupun aku duduk dibelakang tetep jelas kok. Ada gagangnya bikin picture bisa diangkat tinggi. (Yes I could Miss. I sat at the back row but I still could see it clearly. The handle enabled you to raise the picture higher)</i>
Researcher	<i>Katya lebih suka kalau ada gambar-gambar atau sama sekali nggak pakai gambar pas belajar? (Do you prefer to use picture during the teaching and learning or not?)</i>
Katya	<i>Suka pakai gambar biar gampang ngerti. (I prefer to use picture to make me easier to understand the material.)</i>

INTERVIEW 23

Date : September 24th 2013

Place : in the office

Researcher	<i>Menurut ibu apakah media yang saya pakai lebih baik daripada sebelumnya? (Do you think that the media were better than the previous meeting?)</i>
English teacher	<i>Sudah lebih jelas mbak, bisa dilihat dengan jelas. Anak-anak tidak perlu maju kedepan beramai-ramai (Yes, all of the students could see the picture clearly and they did not need to come in front of the class.)</i>
Researcher	<i>Menurut ibu medianya cukup membantu siswa dalam</i>

	<i>memahami materi atau tidak bu? (Do you think that the media is effective to help the students to understand the teaching material?)</i>
English teacher	<i>Ya tentunya membantu, mereka jadi lebih gampang, intinya ada gambaran lah mbak. (Of course, the students will easier understand the material with the help of media.)</i>

INTERVIEW 24

Date : September 24th 2013

Place : in the office

Researcher	<i>Menurut ibu, apakah para siswa sudah bisa memakai ekspresi-ekspresi yang biasa dipakai di kelas? (Do you think that students were able to use daily expressions in the class?)</i>
English teacher	<i>Sudah mbak, kebanyakan mereka mau mempraktekkan ekspresi-ekspresi itu saat berbicara dengan teman atau bertanya kepada guru. (Yes they are, almost all of them have practiced the expression to interact with friends and to ask something to the teacher.)</i>

INTERVIEW 25

Date : September 24th 2013

Place : in the office

Researcher	<i>Ibu sudah pernah lihat survey game sebelumnya?</i>
English teacher	<i>Sudah di KKG, tapi belum begitu jelas.</i>
Researcher	<i>Menurut ibu apakah survey game efektif meningkatkan interaksi antar siswa? (Do you think that survey game is able to improve the interaction among the students?)</i>
English teacher	<i>Sudah bisa memperbaiki interaksi antar siswa mbak. mereka bisa bercakap- cakap satu sama lain. (Yes, it is effective to improve students' interaction. They can easily interact with each other.)</i>
Researcher	<i>Apakah semua siswa tertarik untuk mengikuti game ini bu? (Did the students interested to join the game?)</i>
English teacher	<i>Iya mbak, mereka sudah lebih percaya diri sekarang. (Yes, they are more confident now.)</i>

INTERVIEW 26

Date : September 24th 2013

Place : in the office

Researcher	<i>Bagaimana pendapat ibu tentang survey game kali</i>
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	<i>ini? (What do you think about the survey game?)</i>
English teacher	<i>Ada peningkatan mbak, mereka bisa menggunakan ekspresi yang diajarkan dengan lebih lancar. (There were improvement and they were able to use the expression fluently.)</i>
Researcher	<i>Apakah penggunaan game untuk meningkatkan interaksi antar siswa sudah berjalan baik sejauh ini? (According to your observation, how good game is used to improve the quality of classroom interaction?)</i>
Englisih teacher	<i>Hasilnya sudah jelas, memang dapat membantu siswa lebih aktif di kelas, dan mau berinteraksi dengan guru juga sesama teman. (The result is clear, game could help them to be more activein the class. They were also eager to interact with teacher and friends.)</i>

INTERVIEW 27

Date : September 24th 2013

Place : in the school canteen

Researcher	<i>Kataya sekarang sudah PeDe ya bicara sama temen-temen pakai bahasa inggris. (You look more confident speaking with your friends using English, right?)</i>
Student	<i>Iya Miss, kalau pakai game soalnya semua dapet giliran. jadi nggak malu.(Yes, everyone got their turn in the game, so I did not shy anymore.)</i>
Researcher	<i>Kalau maju di depan kelas gitu juga sudah berani kan kemarin? (Yesterday, you also practiced speaking in front of the class and you also looked confident.)</i>
Students	<i>Iya lumayan miss.(Yes Miss)</i>

interview 28, appendix 4

Researcher	Bagaimana respons siswa saat ibu menanyakan hal yang berkaitan dengan materi di kelas?
English teacher	Paling Mita sama Ervin itu yang berani jawab . Kalau yang lain ya diam saja, kadang jawab tapi lirik mbak.
Researcher	Lalu apa yang ibu lakukan untuk memancing mereka menjawab pertanyaan ibu?
English teacher	Saya panggil namanya di absensi siswa, tapi ya nggak ngefek mbak.
Interview....appendix....	

Researcher	Tadi kalian nggak sabar ya nunggu giliran memperkenalkan diri pas fruit salad game?
Student 1	Iya Miss, kan kita punya nama baru, pengen pamer ceritane.
Researcher	Yang lain juga pada semangat ya?
Students 2	Iya Miss, tuh si Muti nggak paling nggak sabaran, tapi seru kok.
Interview Appendix....	

INTERVIEW WITH STUDENTS BEFORE THE IMPLEMENTATION

DATE : Friday, 6 September 2013

Researcher	Pagi, masih ingat sama miss winda nggak? Yang dulu praktek ngajar disini? Ini mita ya?
Aramita	Masih ingat miss. Mau ngajar disini lagi to miss?
Researcher	Iya, tapi Cuma beberapa kali. Boleh tanya-tanya sebentar sama mita?
Aramita	Boleh miss.
Researcher	Mita suka pelajaran bahasa Inggris nggak?
Aramita	Suka banget miss, tapi kadang ada yang agak nggak ngerti.
Researcher	Yang nggak ngerti pas materi apa?
Aramita	Ya beberapa miss, kadang ada kata-kata yang nggak ngerti.
Researcher	Mita suka nanyain ke guru nggak kalau kesulitan?
Aramita	Sering miss.
Researcher	Kalau pelajaran bahasa inggris kegiatannya ngapain aja biasanya?
Aramita	Yaa, ngerjain soal-soal di buku paket sama LKS. Bosen miss, capek nulis.
Researcher	Biasanya ibu guru kasih liat video atau gambar-gambar nggak pas pelajaran?
Aramita	Nggak pernah miss. Lebih suka pakai LKS.
Researcher	Kalau main game?

Aramita	Belum pernah. Padahal miss yang dulu suka ngajak main game. nggak ngantuk jadinya.
Researcher	Nah, yang Mita pengen pelajaran bahasa inggris yang kaya apa?
Aramita	Ya jangan soal melulu miss. Ngantuk. Diselingi game malah enak tuh.

INTERVIEW WITH STUDENTS 2 BEFORE THE IMPLEMENTATION

Researcher	Hai, ini dengan dek siapa ya? boleh tanya-tanya sebentar?
Katya	Katya miss. Kaya Aramita tadi ya?
Researcher	Iya, miss Winda mau tanya, Katya suka pelajaran bahasa inggris nggak?
Katya	Ya lumayan suka, tapi aku nggak dong kalau ngerjain soal terus.
Researcher	Emang ngerjain soal terus tiap pelajaran Inggris? Nggak dong-nya sebelah mana?
Katya	Ya itu, apa namanya, kalau baca dulu terus jawab. yang gitu lah pokoknya.
Researcher	Nah, kalau nggak dong, Katya suka nanya ke guru nggak?
Katya	Iya, tapi ya nggak mesti, wong malu e miss.
Researcher	Kenapa malu?
Katya	Ya nggak biasa aja ngomong gitu. nanti ndak diketawain temen.
Researcher	Pas pelajaran biasanya ngerjain soal, atau lihat video dulu, atau apa?
Katya	Soal terus. Nggak ada video. Kan nggak ada yang buat nonton.
Researcher	Kalau game atau permainan?
Katya	Nggak, dibilang soal terus kok miss.
Researcher	Yang Katya pengen pelajaran bahasa inggris yang kaya apa?
Katya	Ya jangan soal terus miss, kadang ada permainan gitu.

INTERVIEW WITH STUDENTS 3 BEFORE THE IMPLEMENTATION

Researcher	Haaii, namanya siapa?
Rafa	Rafa miss, ini miss winda kan?
Researcher	Iya, miss winda mau tanya nih, Rafa suka pelajaran bahasa inggris nggak?
Rafa	Lumayan suka miss. Tapi agak susah e.
Researcher	Susahnya di materi apa? tapi suka tanya ke bu gurunya kan?
Rafa	Ya kalau ngerjain soal-soal ada yang susah. Nggak tanya tapi, malu.
Researcher	Emang kalau pelajaran bahasa inggris Cuma ngerjain soal terus?
Rafa	Iya miss, sama ada PR juga.
Researcher	Udah pernah dikasih liat video atau gambar-gambar blm pas pelajaran?
Rafa	Belum miss. pakai LKS atau paket biasanya.
Researcher	Kalau permainan udah pernah belum?
Rafa	Belum juga miss.
Researcher	Rafa senengnya kalau pelajaran bahasa inggris tuh yang kaya apa?
Rafa	Yang nggak bosan miss.
Researcher	Contohnya?
Rafa	Ya ada game atau nyanyi.
Researcher	Oke, makasih yaa udah mau ngobrol-ngobrol.
Rafa	Iya miss.

INTERVIEW WITH STUDENTS AFTER THE IMPLEMENTATION

DATE: 7 SEPTEMBER 2013

Researcher	Udah selesai makan Mita? Miss Winda mau tanya-tanya lagi. Boleh?
Aramita	Iya miss boleh.
Researcher	Gimana tadi belajar bahasa inggrisnya?
Aramita	Seneng miss. Nggak bosan tapi malu pas tadi robot game di depan kelas.
Researcher	Kenapa malu? kan semuanya maju juga.
Aramita	Nggak biasa miss, takut salah.
Researcher	Tadi ada kesulitan nggak pas permainan?
Aramita	Yang simon game tadi kan kelompokan miss, ada anak yang nggak ngerti malah bikin bingung.
Researcher	Mita suka nggak sama gambar-gambar tadi?
Aramita	Suka miss. Lucu.
Researcher	Kenapa suka?
Aramita	Bagus, buat mengingat pelajarannya.
Researcher	Kalau penjelasan dari miss winda jelas nggak? mita bisa paham?
Aramita	Jelas miss, kan diulang dua kali.
Researcher	Nah, intinya robot game sama Simon game itu belajar tentang apa? mita ngerti nggak?
Aramita	Yaaaa, pokoknya kalau minta tolong teman tutup pintu pakai Close the door, kalau buka open the door. Kalau minta nyapu lantai ya sweep the floor. gitu.
Researcher	Good Mita, thankyou ya...

Researcher	Hai Katya, miss winda mau nanya lagi sama katya. Boleh?
Katya	Iya miss.
Researcher	Tadi gimana pelajarannya? seneng nggak?
Katya	Seneng miss. Ada game gitu bikin nggak ngantuk.
Researcher	Tadi Pas maju jadi Robot gitu gmn? suka nggak?
Katya	Iya sih, malu tapi. takut diketawain temen.
Researcher	Nggak usah malu, kan semuanya mencoba jadi robot. Tapi ada kesulitan nggak tadi pas praktek jadi robot?
Katya	Nggak miss. Biasa aja.
Researcher	Suka nggak liat gambar-gambar yang miss winda bawa.
Katya	Iya, untuk belajar mengingat-ingat pelajaran.
Researcher	Kalau penjelasan dari miss winda susah dipahami nggak?
Katya	Eggak sih miss, tapi suara miss winda kurang keras kadang-kadang.
Researcher	Oke, besok lagi miss lebih keras lagi. terus apa kesulitan yg lain?
Katya	Yaa pas simon game tadi kadang perintah dari grup lain nggak jelas e miss.
Researcher	Katya tapi ngerti nggak tadi itu belajar apa?
Katya	Ya ngerti, minta tolong gitu kan ya miss? open the window kalau minta bukain pintu. ya kaya gitu lah.

INTERVIEW WITH THE ENGLISH TEACHER BEFORE THE IMPLEMENTATION

Date: Friday, September 6th 2013

Researcher	Selamat pagi bu, maaf mengganggu. Saya mau bertanya sedikit kepada ibu tentang pengajaran bahasa inggris.
English teacher	Iya silahkan mbak, pas istirahat kok ini.

Researcher	Ibu sudah sekitar setengah tahun ya mengajar disini? Nyaman atau tidak bu? pembelajaran bahasa inggris disini bagaimana bu?
English teacher	Iya, saya disini sekitar akhir april mbak. Ya menurut saya sih nyaman-nyaman saja. Ya memang fasilitas disini belum mendukung pembelajaran bahasa inggris. Saya biasanya ya pakai buku. Seadanya lah mbak.
Researcher	Lalu ibu biasanya menjelaskan dengan bantuan apa?? Bagaimana dengan media pembelajaran?
English teacher	Ya saya pakai Lks dan Buku paket itu mbak. Untuk media memang belum tersedia disini. kalau harus membuat media ya jujur saya belum punya waktu e mbak. maklum, nyambi di tiga sekolahan to? Atau barangkali mbak mau nyumbang media?(sambil tertawa)
Researcher	Ya mungkin bisa juga saya menyumbang beberapa media untuk permainan. Barangkali ada kendala lain? selain media pendukung?
English teacher	Anak-anaknya mungkin mbak. Beberapa malas dan seperti tidak niat mau belajar inggris. Padahal kan penting to?
Researcher	Cara mengatasi mereka bagaimana bu?
English teacher	Ya paling saya nasehati biar agak mau belajar lahh mbak.
Researcher	Kalau menurut ibu, seberapa besar ketertarikan siswa terhadap pelajaran bahasa inggris?
English teacher	Ya lumayan lah, beberapa tidak terlalu tertarik, malah suka lari-lari di kelas.
Researcher	Berarti siswa masih kurang aktif berpartisipasi ya bu?
English teacher	Ya sangat kurang mbak. kalau missal disuruh maju masih <i>Iren</i> .
Researcher	Ada tidak beberapa siswa yang agak aktif di kelas 4?
English teacher	Ya kalau dihitung-hitung ada lah kalau sekitar sepuluh anak. kebanyakan cewek tapi.
Researcher	Ya, saya cukup mengerti kondisi disini bu. terimalasih ya bu, nanti pendapat ibu bakal cukup membantu saya.
English teacher	Ya mbak, smoga mbak bisa memberi inspirasi. Jadi saya tau harus bagaimana menghadapi anak-anak yang malas dan gampang bosan.

INTERVIEW AFTER THE FIRST IMPLEMENTATION

Date: Saturday, September 7th 2013

Researcher	Terimakasih bu, sudah mendampingi saya di pertemuan pertama ini. Lumayan melelahkan ya mengajar di SD?
English teacher	Iya mbak, tapi menurut saya sudah berjalan dengan baik kok. Ada bantuan video itu juga cukup membantu biar mereka nggak berisik terus.
Researcher	Menurut ibu lumayan efektif tidak game game tadi?
English teacher	Bagus kok mbak. Mereka lebih semangat, nggak bosan. Ya biar ada variasi lahh.
Researcher	Ya lumayan walaupun masih ada beberapa kekurangan disana sini bu. Yang trouble maker itu menurut ibu bagaimana?
English teacher	Mereka lumayan nurut mbak. Biasanya sampai diteriaki juga ngeyel.
Researcher	Menurut ibu bagaimana tadi respons anak-anak waktu ada sesi tanya jawab?
English teacher	Sudah baik mbak, mau merespon pertanyaan mbak winda, yang diem-diem itu juga lumayan bisa jawab. tertarik sama media juga mbak.
Researcher	Kalau siswa yang lain? Interaksi antar siswanya?
English teacher	Mereka jadi mau ngomong ya mbak walaupun malu-malu. tadi yang game yang pertama tadi, mereka mau bicara mengenalkan diri. biasanya kan ngerjakan

	soal aja.
Researcher	Kira-kira apa ya bu yang masih perlu diperbaiki? saya rasa kok masih kurang. Soalnya ada beberapa siswa yang kadang kurang paham.
English teacher	Mbak winda menjelaskannya agak pelan mbak. jangan terlalu cepat dan tolong agak keras sedikit supaya siswa yang duduk di belakang bisa mendengar. Kalau mau ada gambar yang di print itu ya agak besar. Yang belakang kurang bisa melihat dengan jelas.
Researcher	Terimakasih bu. Nanti akan saya perbaiki lagi. Oh iya bu, waktu game Fruit salad tadi anak-anak bagaimana bu? apakah anak- anak cukup menikmati?
English teacher	Iya mbak tadi pada seneng, apalagi ada nama-nama baru untuk mereka. Sudah pada aktif untuk bercakap-cakap. Kalau cakap-cakap didepan kelas malah nggak mau mereka.

INTERVIEW GUIDELINES

1. Sudah berapa lama Ibu mengajar bahasa Inggris?
2. Apakah Ibu menikmati profesi ini dan merasa nyaman mengajar di sini?
3. Apakah Ibu biasa menggunakan media pembelajaran seperti gambar atau video?
4. Apakah anak-anak cukup antusias dalam belajar bahasa Inggris?
5. Apakah komunikasi antar siswa dan guru selama proses pembelajaran sudah cukup baik?
6. Apakah interaksi antar siswa selama proses pembelajaran sudah baik?
7. apakah mengalami kendala dalam berinteraksi dengan siswa? Apa kendalanya?
8. Bagaimana cara mengatasi siswa yang kurang mempunyai semangat belajar?
9. Apakah siswa sudah bisa merespon pertanyaan dan instruksi dengan baik?
10. Apakah siswa selalu mengerjakan tugas dengan baik?
11. Apakah metode yang ibu gunakan dalam mengajar sudah dirasa cukup baik?
12. Apakah Ibu pernah menerapkan pembelajaran menggunakan game?
13. Game seperti apa yang biasa ibu gunakan?
14. Apakah fasilitas di sekolah ini cukup menunjang pembelajaran bahasa Inggris?

Observation Checklist Meeting 1

No	Observation items	Yes	No
A	PRE-TEACHING		
1	The teacher greets the students	V	
2	The students respond to the greeting	V	
3	The teacher asks the students condition	V	
4	The students tell their condition to the teacher	V	
5	The teacher calls the roll	V	
6	The students tell who is absent	V	
7	The teacher outlines the materials	V	
8	The teacher explains the goal of the teaching and learning.	V	
B	WHILST-TEACHING		
1	The students are ready to learn the materials	V	
2	The teacher explains the material	V	
3	The teacher uses media such as cards and pictures	V	
4	The students respond toward the teacher's explanation	V	
5	The teacher uses games	V	
6	The teacher conducted question and answer activity	V	
7	The students asks the question	V	
8	The teacher asks the students to play the game.	V	
9	The teacher explains the rule of the game to the students	V	
10	The students cooperate well during the game.	V	
C	POST TEACHING		
1	The teacher and the students summarize the lesson	V	
2	The teacher gives the topic for the next meeting	V	
3	The teacher closes the session	V	

Observation Checklist Meeting 2

No	Observation items	Yes	No
A	PRE-TEACHING		
1	The teacher greets the students	V	
2	The students respond to the greeting	V	
3	The teacher asks the students condition	V	
4	The students tell their condition to the teacher	V	
5	The teacher calls the roll	V	
6	The students tell who is absent	V	
7	The teacher outlines the materials	V	
8	The teacher explains the goal of the teaching and learning.	V	
B	WHILST-TEACHING		
1	The students are ready to learn the materials	V	
2	The teacher explains the material	V	
3	The teacher uses media such as cards and pictures	V	
4	The students respond toward the teacher's explanation	V	
5	The teacher uses games	V	
6	The teacher conducted question and answer activity	V	
7	The students asks the question	V	
8	The teacher asks the students to play the game.	V	
9	The teacher explains the rule of the game to the students	V	
10	The students cooperate well during the game.	V	
C	POST TEACHING		
1	The teacher and the students summarize the lesson	V	
2	The teacher gives the topic for the next meeting	V	
3	The teacher closes the session	V	

Observation Checklist Meeting 3

No	Observation items	Yes	No
A	PRE-TEACHING		
1	The teacher greets the students	V	
2	The students respond to the greeting	V	
3	The teacher asks the students condition	V	
4	The students tell their condition to the teacher	V	
5	The teacher calls the roll	V	
6	The students tell who is absent	V	
7	The teacher outlines the materials	V	
8	The teacher explains the goal of the teaching and learning.	V	
B	WHILST-TEACHING		
1	The students are ready to learn the materials	V	
2	The teacher explains the material	V	
3	The teacher uses media such as cards and pictures	V	
4	The students respond toward the teacher's explanation	V	
5	The teacher uses games	V	
6	The teacher conducted question and answer activity	V	
7	The students asks the question	V	
8	The teacher asks the students to play the game.	V	
9	The teacher explains the rule of the game to the students	V	
10	The students cooperate well during the game.	V	
C	POST TEACHING		
1	The teacher and the students summarize the lesson	V	
2	The teacher gives the topic for the next meeting	V	
3	The teacher closes the session	V	

Observation Checklist Meeting 4

No	Observation items	Yes	No
A	PRE-TEACHING		
1	The teacher greets the students	V	
2	The students respond to the greeting	V	
3	The teacher asks the students condition	V	
4	The students tell their condition to the teacher	V	
5	The teacher calls the roll	V	
6	The students tell who is absent	V	
7	The teacher outlines the materials	V	
8	The teacher explains the goal of the teaching and learning.	V	
B	WHILST-TEACHING		
1	The students are ready to learn the materials	V	
2	The teacher explains the material	V	
3	The teacher uses media such as cards and pictures	V	
4	The students respond toward the teacher's explanation	V	
5	The teacher uses games	V	
6	The teacher conducted question and answer activity	V	
7	The students asks the question	V	
8	The teacher asks the students to play the game.	V	
9	The teacher explains the rule of the game to the students	V	
10	The students cooperate well during the game.	V	
C	POST TEACHING		
1	The teacher and the students summarize the lesson	V	
2	The teacher gives the topic for the next meeting	V	
3	The teacher closes the session	V	

Observation Checklist Meeting 5

No	Observation items	Yes	No
A	PRE-TEACHING		
1	The teacher greets the students	V	
2	The students respond to the greeting	V	
3	The teacher asks the students condition	V	
4	The students tell their condition to the teacher	V	
5	The teacher calls the roll	V	
6	The students tell who is absent	V	
7	The teacher outlines the materials	V	
8	The teacher explains the goal of the teaching and learning.	V	
B	WHILST-TEACHING		
1	The students are ready to learn the materials	V	
2	The teacher explains the material	V	
3	The teacher uses media such as cards and pictures	V	
4	The students respond toward the teacher's explanation	V	
5	The teacher uses games	V	
6	The teacher conducted question and answer activity	V	
7	The students asks the question	V	
8	The teacher asks the students to play the game.	V	
9	The teacher explains the rule of the game to the students	V	
10	The students cooperate well during the game.	V	
C	POST TEACHING		
1	The teacher and the students summarize the lesson	V	
2	The teacher gives the topic for the next meeting	V	
3	The teacher closes the session	V	



Name:

1. Apakah adik suka belajar bahasa Inggris?
 - Ya
 - Agak suka
 - Tidak

2. Kalau adik menjawab TIDAK, apa alasannya?
 - sulit
 - membosankan
 - lainnya:.....

3. Apakah adik mengalami kesulitan dalam belajar bahasa Inggris?
 - Ya
 - Tidak

4. Kesulitan apa yang biasa dialami adik?
 - bertanya dalam bahasa Inggris
 - menjawab soal-soal
 - membuat kalimat
 - memahami materi
 - membaca kalimat
 - lainnya:.....

5. Apakah adik menanyakan kesulitan itu ke guru?
 - Ya
 - Tidak

6. Kalau adik menjawab TIDAK, apa alasannya?
 - takut
 - malu
 - lainnya:.....

7. Kegiatan apa yang biasa dilakukan kalau pelajaran bahasa Inggris?
 - menjawab soal-soal
 - bermain game
 - menyanyi
 - lainnya:.....

8. Apakah adik pernah belajar bahasa Inggris pakai gambar- gambar atau video ?
- belum pernah
 - kadang-kadang
 - sering
9. Apakah adik-adik pernah belajar bahasa Inggris pakai game?
- belum pernah
 - kadang-kadang
 - sering
10. Adik ingin belajar bahasa Inggris yang seperti apa?
- menjawab soal-soal di LKS
 - kegiatan yang menyenangkan (game, bernyanyi, dll)
 - bercerita
 - lainnya:.....

TERIMAKASIH



STUDENTS PRESENCE LISTS

No	Students' name	Meeting 1 Sept. 7 th 2013	Meeting 2 Sept. 10 th 2013	Meeting 3 Sept. 17 th 2013	Meeting 4 Sept. 24 th 2013	Meeting 5 Oct. 1 st 2013	Notes
1	Ahmad risky	V	V	V	V	V	
2	Adi bagus P.	V	V	-	V	V	
3	Abdurrahman	V	V	V	V	V	
4	Adi Firman	V	V	V	V	V	
5	Aldian Makata	V	V	V	V	V	
6	Aprillia A.	V	V	V	V	V	
7	Diah Mukti	V	V	V	V	V	
8	Ervin Nur Rizal	V	V	V	V	V	
9	Hanna Chory	V	V	V	V	V	
10	Katayya R. D.	V	V	-	V	V	
11	Kalimantun S.	V	V	V	V	V	
12	Khansa Elvia	V	V	V	V	V	
13	Khoiril Adnan	V	V	V	V	V	
14	Lilis Kurnia	V	V	V	V	V	
15	Lulu Nabila	V	V	V	V	V	
16	Mampet Nur	V	V	V	V	V	
17	Muh. fadli	V	V	V	V	V	
18	Muh. Raynaldi	V	V	V	V	V	
19	Nadia Ardiana	V	V	V	V	V	
20	Raihan Aria	V	V	V	V	V	
21	Ricky Lufki	V	V	V	V	V	
22	Rifky Pratama	V	V	V	V	V	
23	Rosita Eka	V	V	V	V	V	
24	Syaifuddin Arbi	V	V	V	V	V	
25	Zahra Putri	V	V	V	V	V	
26	Zidane Kresna	V	V	V	V	V	
27	Genta Wiharja	V	V	V	V	V	
28	Mutiara Syah	V	V	V	V	V	
29	Fitri Annisa	V	V	V	V	V	
30	Aramita Sekar	V	V	V	V	V	
31	Alisa Nurwi	V	V	V	V	V	
32	Mutia	V	V	V	V	V	



