

**IMPROVING THE SPEAKING SKILLS THROUGH GUESSING GAMES OF THE
SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 1 SEYEGAN
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

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



by

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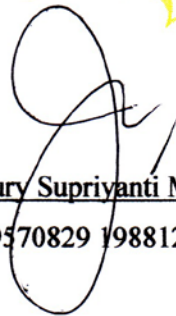
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SEYEGAN YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

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

Yogyakarta, December 2012

Penulis,



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DEDICATION

This thesis is dedicated to :

- ❖ My beloved parents. Thank you for giving me love, support and prayers for me continuously.
- ❖ My beloved grandmother and grandfather, for their love and support.
- ❖ My beloved sister and brother, for their supports and thank you for your deepest care.
- ❖ My boyfriends, Rayi Wisnu Wibowo, thanks for always supporting, caring and praying for me.
- ❖ My friends Restyana lazuardy ,Tri cahya ningrum, Trias Restiningrum, Thanks for supporting me.

MOTTOS

*Truly, my prayer and my sacrifice, my life and my death, are
(all) for Allah, the cherisher of the world
(Al-An'am: 162)*

*"Each morning when I open my eyes I say to myself: I, not
events, have the power to make me happy or unhappy today. I
can choose which it shall be. Yesterday is dead, tomorrow
hasn't arrived yet. I have just one day, today, and I'm going to
be happy in it."*

~ Groucho Marx

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Realizing this thesis is still far from being perfect, I would like to welcome suggestions from the readers. However, I expect that this thesis will give contributions to all readers.

Yogyakarta, December 2012

Dian Fitriana

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ABSTRACT

IMPROVING THE SPEAKING SKILLS THROUGH GUESSING GAMES OF THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 1 SEYEGAN YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

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The objective of the research was to improve the English speaking skills of VII A grade students of SMP Muhammadiyah 1 Seyegan. This research categorized as action research. The guessing games were applied to improve the students' skills in learning speaking English.

The research was carried out on the first semester. It started from 4th September to 26th September 2012 in SMP Muhammadiyah 1 Seyegan. The members consisted of the researcher, the principal, the English Teacher, and the students of grade VII A. The research steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of grade VII A, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, photo camera, interview guidelines, and questionnaire. The data were in the forms of interview transcripts, field notes, photos and questionnaire scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result of this study showed that the implementation of guessing games in the speaking class is believed effective to improve students' skills to learn speaking English, maximizes students' participation during the speaking activities, and reduces the students' boredom on learning. This implies that the implementation of guessing games gives the positive effects on improving students' skills in speaking English.

CHAPTER 1

INTRODUCTION

In this chapter the researcher presents the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, and the significance of the research.

A. Background of the Study

Speaking a second language or foreign language is far from simple. In fact, speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Recently, people has come to a conclusion that humans do not learn the elements of language and then put them together in conversation. Instead, children who acquire the second languages learn the element by interacting with people.

This realization has interesting implications. If teachers believe that people learn languages by interacting, learners should interact during lessons. Since students learn through interacting, lessons should consist of opportunities to communicate in the target language. In this case, teachers have to emphasize how students communicate when they speak in English language.

The fact is that the teaching and learning of English at schools has not achieved the goal yet. Many schools tend to give more attention on teaching reading or vocabulary. Besides, the teacher still uses dialogues in which the

students only read and then practice the dialogues with their friends at teaching speaking in the school. Quite a few teachers teach using games or other interesting activities during the lesson. Because of those facts, it is obvious that the teaching and learning of English have failed to make students have good speaking ability. The students are often confused and do not know what to say when someone speaks in English to them.

Everyone knows that most people like playing games because it is an interesting activity for people, both children and adult. These problems above show that any teaching technique using any form of games might be very interesting for students. That is why it is the requirement for educators, especially teachers to be skilful in choosing and applying an appropriate technique. It is a really important thing in achieving the instructional objectives in the teaching and learning process. According to Brewster and Ellis (2002:27), games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom. Games is one of the techniques that can be applied in teaching speaking because games is one potential activity that gives to students' feeling of freedom to express themselves. Games are also potentially useful to encourage students to interact and communicate with other students orally. In this research, the researcher focuses on the guessing games. The reason for using guessing games in speaking activity is to give more opportunities for students to practice in speaking during the times allocated. The researcher assumes that guessing games are the combination of language practice and fun activity. This research is an

attempt to find out whether there is a significant difference between students' speaking ability of grade VII who are taught by using guessing games and those who are taught without using guessing games at SMP Muhammadiyah 1 Sayegan in the academic year of 2012/ 2013.

B. Identification of the Problem

There are some problems affecting the students' speaking performance in the class. The researcher found some conditions which inhibit the teaching learning process of speaking after observing the teaching and learning process of speaking in seventh grade of SMP Muhammadiyah 1 Sayegan, in the Academic Year of 2012/2013.

- a. The students lack pronunciation and vocabulary.

Pronunciation and vocabulary are factors that can support someone in order to be able to speak fluently. The spelling and pronunciation are different in English, so that is why students have some difficulties in pronouncing English words. In order to have good pronunciation students must often practice and check the correct pronunciation in the dictionary. However, based on the observation, the researcher found that the students were reluctant to do it and even not all students in the class brought dictionary during the English lesson. Moreover, vocabulary also became the problem of the students in that school. When the students started to speak in English suddenly they put long pauses because they did not know the English words that they want to say. Finally, they continued their speaking by using Indonesian or Javanese language.

- b. The students lack motivation to speak in English.

The students were look passive during the English teaching and learning process. Speaking interaction almost did not happen in the classroom activities. Students will start to speak in English if only when the teacher asked them to read text or transcripts of conversation loudly. Students seemed shy and did not have enough self confident when they were asked to speak in English. They were afraid that they word incorrectly or make mistake in their speaking. Therefore, students tended to be silent and only become the passive participants in the teaching and learning process.

- c. The lack of media and monotonous activities during the teaching and learning process.

In the English teaching learning process, media and activities are factors needed to support learning process. The teacher of SMP Muhammadiyah 1 Seyegan only used course books lent by the school and worksheet. Thus, the students were bored because the students' worksheet contained monotonous tasks and the teaching method used by the teacher is teacher centre. The teacher was more active than the students. She mostly used individual practices, so that the interaction between the students was limited. Moreover, the teacher seldom used interesting media, such as pictures, cards, games or other media that can be used as additional teaching resources in the class. The use of media in the English teaching learning process is so helpful to make the process can run effectively and efficiently. However, there are many teachers who do not use them. Some schools are still facing difficulties to provide facilities that can support the English

teaching learning process. One of the media that can be used in the English teaching learning process is games. The use of games influences the students' interest and motivation. Of course, this condition will effect students' achievement.

Relating to the problems explained above, it can be seen that there are many problems occur in the teaching and learning processes. Considering those factors, the researcher assumes that there are no varied activities and this only makes them bored. Moreover, this condition just makes them unable to learn the language well.

One of the ways that can cover the problem is by using Guessing games in the teaching and learning process. This game will put the learners as center. It means the students have a high opportunity to practice their speaking skill. Improving the frequency of practicing speaking skill when they are playing the game is expected to be able in increasing quality of the learners' output commanding the English language skills.

C. Limitation of the Problem

From the problems found in the field, it can be seen that there are many factors which cause the problems of the teaching and learning of English speaking. So, it was impossible to do research to solve all those problems. This research only focuses on the activities used in the teaching and learning of speaking. This problem is chosen because fun, interesting, and challenging activities are very important to make speaking learning process more effective and

interesting. This research used guessing games to improve the speaking skills of the seven grade students of SMP Muhammadiyah 1 Sayegan.

D. Formulation of the Problem

Based on the background and the limitation of the problems presented above, the research problem is formulated as follows:” How can guessing games improve the speaking skills of class A students of SMP Muhammadiyah 1 Sayegan?

E. The Objectives of the Research

In relation to the formulation of the problem, the objectives of the research are:

- (1) To introduce the guessing games as one of the media in the teaching and learning process of speaking.
- (2) To discuss the effectiveness of using guessing games to improve speaking skills of class VII A students of SMP Muhammadiyah 1 Sayegan.

F. The significance of the Research

There are some expected benefits to achieve from this study. The result of this study is expected to give contribution to the researcher, the English teacher of grade VII and the headmaster of SMP Muhammadiyah 1 Seyegan and future researchers. They can be described as follows:

1. For the researcher, the result of this study can give the researcher useful knowledge of the use of guessing games in teaching speaking skills.
2. For the English teacher, this study will provide useful activities to improve students' speaking skills.
3. For the students, this study can make them to become more active and creative in the speaking teaching and learning process.
4. For the future researchers, this study can be a source to conduct further research relevant to the problem.

CHAPTER II

LITERATURE REVIEW

The success of learning a foreign language is measured in terms of the ability to carry out meaningful conversations in the language. This chapter presents some definitions or theories related to this research. A conceptual framework that shows the importance of the study is also presented here.

A. Literature Review

1. Improving Speaking Skill

a. The Nature of Speaking

Speaking is one of the four language skills that is taught in the teaching of English. Many experts have their own ideas in defining the meaning of speaking. Speaking is perhaps the most demanding skill for the teacher to teach (Scott and Ytreberg, 2004 : 125). Speakers talk in order to have some effect on their listeners. When speaking to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. In speaking, communication between two people should happen.

Thornburry (2001) states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for the detailed planning. Further, he adds the nature of speaking process means that the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

The standard of the successful language acquisition is the learners' ability to interact with others. Brown (2001) cites that when someone speak a language, it means that he/she can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

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

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

b. Speaking Ability

Speaking ability is the ability to express oneself in a life situation, or the ability to report act or situation in precise words to express a sequence of ideas fluently. According to Harmer (1991:46), speaking happens when two people are engaged in talking to each other. It involves using speech to express meanings to

other people. It means that speaking is one of crucial abilities to use a language. A successful teaching speaking depends on interactive discourse within the speakers that is the communication between teachers and students or students with other in the classroom.

According to Brown (2001 : 272) there are some micro skills of oral communication that should be mastered in order to have good speaking ability. The first micro skill is students know how to produce chunks of language of different lengths. Second, the students can orally produce differences among the English phonemes and allophonic variants. Third, the students are able to produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonate contours. Fourth, the students are able to produce reduced forms of words and phrase. Fifth, the students can use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. Sixth, the students are able to produce fluent speech at different rates of delivery. Seventh, the students can monitor their own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message. Eighth, the students know how to use grammatical words classes, systems, word order, pattern, rules and elliptical forms. Ninth, students can produce speech in natural constituents in appropriate phrases, pause groups, breath groups and sentences. Tenth, the students are able to express particular meaning in different grammatical forms. Eleventh, the students are able to use cohesive devices in spoken discourse. Twelfth, the students can accomplish appropriately communicative functions according to situations, participants, and

goals. Thirteenth, the students know how to use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations. Fourteenth, the students know how to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Fifteenth, the students are able to use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings. Sixteenth, the students are capable of developing and using a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Nunan in Brown (2001 : 251) divides the spoken language into two types: monologue and dialogue. According to Brown (2001;251), in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption. The stream of speech will go on whether or not the hearer comprehends. In dialogues, two or more speakers can share those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportions or factual information (transactional). In accordance with the definition above, it can be said that both dialogues and monologue are two types of speaking learning activities.

c. Classroom Speaking Activities

An interesting classroom teaching activity has a contribution to create an enjoyable atmosphere and to relax the speaking teaching learning process. The following activities are more classroom speaking activities suggested by Harmer (2001:271-275). They are most widely used by English teachers.

1) Acting From a Script

There are two kinds of acting scripts that should be considered by the teacher those are play scripts and acting out the dialogues. On the playing scripts, it is important for the students to treat it as a 'real' acting. The role of the teacher on this activity is becoming as if theatre directors, drawing attention to appropriate stress, intonation and speed. On acting the dialogue, rehearsing dialogues before the performance facilitates students to improve their speaking ability. In other words, the students gain much more from the experience on the process of rehearsal.

2) Communication Games

Game is the most effective and interesting activity to teach language to students. Game is also an activity with role. Thus, teachers should be careful in choosing the game. They have to choose the game which is appropriate to practice speaking. It should depend on an information gap. According to Bailey (2003:56), "Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information". It means that in information gap exercise, one student must be in the position of telling another something that the second student does not know yet. The concept of

information gap has become one of the most fundamental in the whole area of communicative language teaching.

3) Discussion

Discussion is also one of good activities for teaching speaking. Bukart (1998), suggests some ways for the teacher to succeed in the discussion done by their students. They are preparing the students, offering choices, setting a goal or outcome, using small groups instead of whole class discussions, limiting discussion's time, allowing students to participate in their own way, doing topical follow-up and giving feedback on their grammar or pronunciation problems.

4) Prepared-talks

Prepared-talk is an activity where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared. However, if possible, students should speak from notes rather than from a script. Prepared-talk represents a defined and useful speaking genre, and if properly organized, can be interesting for both speakers and listeners.

5) Questionnaires

Another activity is questionnaires. It is useful because they ensure that both the questioner and the respondent have something to say to each other. Students can design questionnaires on any topics that are appropriate for them so that the teachers can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

6) Simulation and Role-play

Riddell (2003) states that this activity is the most often use in the class of speaking because it can be organized to any levels. Role-playing is a process-oriented group technique in which students acts out or simulates a real-life situation. It is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like (Celce-Murcia, 2002). Students derive great benefits from role-play since simulating the real life encounter as if they were in the real world. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings.

According to these theories, the classroom speaking activities proposed by some experts are almost the same. Teachers can choose an activity that is related to the topic and objective of the lesson. Every activity has its own advantages and disadvantages. If teachers want to use one of the activities, they have to consider the situation, condition of their students and the material that will be taught.

d. Teaching Speaking

Speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics. That requires the teacher to give guidance for the learners' needs. Freeman (2000 : 128) states that the goal of Communicative Language Teaching (CLT) is to enable students to communicate in the target language. To do this, the students

need the knowledge of the linguistic forms, meanings and function. They need to know that many different forms can be used to perform a function and that a single form can often serve a variety of functions. They must be able to choose among the most appropriate form, give the social context and the roles of the interlocutors. They also must be able to manage the process of negotiating meaning with their interlocutors.

Brown (2001 :269) argues that in planning and implementing techniques in the interactive classroom, teachers need to make sure that their students can deal with types of spoken language. Moreover, Nunan in Brown (2001:250) states that much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course. In teaching oral communication, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language.

Some important points are applied in teaching speaking process. They are :

1. The Elements of Speaking

Harmer (2001: 269-271) mentions some elements of speaking, that is language feature and mental/ social processing.

a. Language Features

There are four elements applied in the language features. The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English.

The second element is expressive devices. A speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and use paralinguistic features to show what they are feeling.

The third element is lexis and grammar. A speaker can make spontaneous speech by using a number of common lexical phrases, especially in the performance of certain language functions.

The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

b. Mental/ social Processing

There are three components in mental/ social processing. The first component is language processing. A speaker needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meanings that are intended.

The second component is interacting with others. Speaking involves a good deal of listening to other participants, understanding or how they are feeling, and also the ability on how to take turns or allow to do so. The third component is information processing.

2. Types of Classroom Speaking Performance

According to Brown (2001:271-274) there are six similar categories which are applied to oral production that students are expected to carry out in the classroom. They are:

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

The second is intensive. Intensive speaking is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity.

The third is responsive. Responsive is a good deal of students' speech in the classroom, short replies to teacher or students initiated questions or comments.

The fourth is transactional (dialogue). Transactional dialogue is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

The fifth is interpersonal (dialogue). Interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

The sixth is extensive (monologue). Extensive monologue is given to students at intermediate to advanced levels in the form of oral reports summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

3. Key Concept of Teaching Speaking in the Classroom

Spartt, Pulverness and Williams (2005:157) say that the key concepts of teaching speaking in the classroom are:

- 1) Teachers can develop learners' speaking skills by focusing regularly on particular aspects of speaking : those are fluency, pronunciation, grammatical accuracy, body language.
- 2) Learners do controlled practice activities in which they only can use the language that has just been taught.
- 3) Tasks and less controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency.
- 4) Sometimes learners speak more in class when they have a reason for communicating, to solve a problem or to give other classmates some information they need.
- 5) As speaking is such a complex skill, learners may need a lot of help to prepare for speaking, practice of necessary vocabulary, time to recognize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely.
- 6) Learners, especially beginners and children, need much time to process all the new language they hear before they produce it in speaking.
- 7) The activities in a speaking lesson often follow this pattern :
 - a. Lead-in : an introduction to the topic of the lesson.
 - b. Practice activities or tasks in which learners have opportunities to use the new language.

- c. Post-task activities: activities in which learners discuss the topic freely and ask the teacher about the language used.

4. Principles for designing Speaking Technique

In relation to the teaching of speaking, Brown (2001: 275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

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

5. Stages in Teaching Speaking

According to Harmer (1991:46) there are three stages in teaching speaking. They are introducing the new language, practice, and communicative activities.

The first is introducing the new language. English is the new language for the students: they should be introduced to its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.

The second is practice. Practicing a new language is not just once. A teacher should reinforce again and again so that students become familiar and automatic in producing the language. Teachers can create an atmosphere in which the students are able to find the words to express themselves in a real situation.

The third is communicative activities. Communicative activities should be aimed to practice the communication that happens daily. Students are prepared to learn speaking within the text available in the students' book. These models of dialogues are limited because students do not have a chance to express their own ideas, and to create new situations.

6. Assessing Student's Performance

Harmer (2001:100-102) states that assessments of students' performance can come from teacher or from students themselves.

a.) Teachers assessing students

Teachers can assess their students' performances by giving some ways. The first way is by giving comments. Commenting on students' performance happens at various stages both in and outside the class. Thus teachers may say *well*, and these comments are a clear sign of a positive assessment.

The second is by giving marks and grades. When students are graded on their work, they are always keen to know what grades they have achieved. Awarding a mark of 9/10 for a piece writing or giving B+ assessment for speaking activity is the clear indicators that students have done well.

The third is giving report. At the end of term of the year, some teachers write reports on their students' performance either for the students, the school or the parents of those students. Such report should give a clear indication of how well students have done in the recent past and a reasonable assessment of their future prospects.

According to Sugeng (1997: 14), what the teacher does in the teaching-learning process is teaching. The most effective teachers are those who can vary their styles, are so flexible that they include a great number of strategies and tactics, and are therefore readily adaptable to the different sorts of the teaching-learning situation that may be developed. The teachers' characteristics will greatly influence the quality of the teaching-learning process.

b.) Students assessing themselves

The effectiveness of the teaching-learning process is influenced by students themselves. The process of teaching-learning might fail if the students do not pay attention to the teachers' explanation because there is no interaction between teachers and students. Students are the center of learning. In relation to it, Sugeng (1997: 65) states that the learners or students should be regarded as the center of the teaching-learning process. Learners are the objective of learning. It is for the learner that everything in the teaching-learning process is designed.

As a teacher, we are ideally placed to provide the accurate assessment of students' performance; students can also be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them develop this awareness, we may greatly enhance the learning process.

Every student has different characteristics, such as learning habit, background of education, and motivation in learning English. There are some different types of learners. Willing in Nunan (1987: 91) states that there are four different types of learners' and their preferences.

- a) 'Concrete' learners prefer learning by games pictures, film, and video, talking in pairs, learning through the use of cassette and going on excursions.
- b) 'Analytical' learners like studying grammar, studying English book, studying alone, finding their own mistakes, having problems to work on, and learning through reading newspapers.
- c) 'Communicative' learners like to learn by observing and listening to native speakers, talking to friends in English, watching TV, using English in the shop, learning English words by listening them.
- d) 'Authority-oriented' learners would like the teacher to explain everything in a notebook, have their own textbook, learn to read, study grammar, and learn English words by seeing them.

e. Listening to Facilitate Speaking

When children start learning English, they need to be given language before they can produce it. It means that, before being able to speak, they should start with listening first. Prior experience as a listener helps speakers to improve their performance as a speaker (Brown and Yule in Nunan, 1999:237). There are two possible reasons for this statement. First, being a listener gives learners models to set up when acting as a speaker. The second reason is that it will help the learner appreciate the difficulties inherent in the task.

Pinter(2006) suggests that the development of listening can be the basis of initial speaking practice. Just as first language learning, English should start with an emphasis on listening and then speaking. Beginners need to start with plenty of listening practice, and opportunities to listen to rich input will naturally lead to speaking tasks. There should be many chances in the class to combine listening and speaking through meaningful activities. In line with Pinter, Brown

(2001:275) adds that when speaking goals are focused, listening goals may naturally coincide, and the two skill reinforce each other.

f. Teaching Speaking in Junior High Schools

The students of junior high schools are usually categorized as teenagers. The ages range between twelve to eighteen years old. Brown (2001: 92)), the “terrible teens” are an age of transition, confusion, self- consciousness, growing, and changing bodies and mind. He adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching teenagers.

He also adds about the intellectual capacity of teenagers. Brown says that “intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. Teaching English for teenagers especially in the low class emphasizes in listening and speaking. They must be able to master both skills to develop their English from the early stage.

According to Brown, in teaching speaking to the junior high school students there are many factors that influence the success of teaching speaking. There are factors surrounding ego, self image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school is to keep self-esteem high by; (a) the teacher avoiding embarrassment of students at all the cost, (b) the teacher

affirming each person's talents and strengths, (c) the teacher allowing the mistakes and other errors to be accepted, (d) the teacher de-emphasizing competition between classmates, and (e) the teacher encouraging small-group work where risks can be taken more easily by a teen.

In the teaching of speaking to teenagers learning styles are very important. Spratt, Pulverness, and Williams (2005:52) state that learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. He also adds some information about maturity characteristics of the learner. He says that maturity involves becoming grown up physically, mentally and emotionally. Here are some teenagers' characteristics in maturity that influence language learning:

- a) the teenagers start to keep still for longer periods but still need to move,
- b) the teenagers' concentration develops,
- c) the teenagers begin to learn in an abstract way, i.e. through thinking, as well as experiencing,
- d) the teenagers begin to control and plan their own behavior,
- e) the teenagers may worry about what others think of them,
- f) the teenagers are sometimes uncomfortably aware of themselves and/or their action,
- g) the teenagers pay attention to meaning and increasingly to form,
- h) the teenagers begin to increase their experience of life.

Harmer (2001:37) supports this statement by claiming that teenagers tend to be unmotivated, surly, and uncooperative and that therefore they are poor language learners. However, he clarifies that all of the comments about young children, teenagers, and adults can be generalizations. It depends upon individual learner differences and motivation. He claims that the crucial thing of this age is that they search for individual identify, and this search provides the key challenge for this group.

g. Teaching Speaking based on School Curriculum and syllabus of Junior High School

Mulyasa (2006: 8) states that the school and the school committee develop the curriculum and its syllabus based on the foundation framework and the standard of graduate competency, under the supervision of the Education Office of regency and religion department in charge of education. He also adds that related to the school based curriculum, the National Education Ministry has prepared standard competency and basic competency for every subject, which is used as a guide for the teachers in developing the school based curriculum in every school.

a. Standard Competency of Speaking

According to standard competency of speaking stated in School Based Curriculum, after the students learn speaking they are expected be able to:

a). Express meanings in the forms of short simple transactional and interpersonal conversations orally to interact with the society and surrounding.

b). Express meanings in the forms of functional oral texts and short simple monologues in the descriptive and recount texts to interact with surrounding.

b. Basic Competency

The objectives of teaching speaking in junior high school students can be reflected on the basic competency that has been prepared by the government. By having a speaking subject in the school, the students are expected to be able to:

1. Express meanings in transactional dialogues (to get things done) and simple interpersonal (socialization) dialogues orally accurately, fluently, and appropriately to interact with surrounding including asking , giving, and refusing service, asking, giving, and refusing things, accepting and denying the fact, asking and giving opinions.
2. Understand and give responses in the transactional dialogues (to get things done) and interpersonal dialogues (socialization) orally accurately, fluently, and appropriately to interact with the surrounding including: inviting, accepting and refusing invitation, agreeing and disagreeing, praising, and congratulating.
3. Express meanings in the form of spoken short functional texts accurately, fluently, and appropriately to interact with the surrounding.

4. Express meanings in short simple monologues accurately, fluently, and appropriately to interact with the surrounding in the form of descriptive and recount texts.

Mulyasa (2006:190) defines school based curriculum syllabus as a lesson plan in every subject with certain theme, include standard of competency, basic of competency, materials, indicators, assessment, time allocation, and learning source should be developed in every school . The teacher in junior high schools can decide the best course for their students and how to implement the course suitable with the students needs. The syllabus can also help the teacher to create and arrange well-planned lessons which can make them more professional and confident. It can be concluded that the syllabus provides a list of the language items that are to be taught, how they are to be taught, in which order, and how long it should take to teach to the students.

2. Games in Foreign language Teaching

a. The Nature of Games

A game is an amusing activity. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. Play is a purposeful activity and games are a part of playing. Games are very appropriate teaching technique in the classroom (Linse and Nunan, 2005).

Paul (2003: 49-50) expresses that games supply a nonthreatening environment for coping with new learning. When the learners are having fun, they

are likely to accept risks, make mistakes without having feeling of failure, and try to solve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take place. A learner who encounters a new English word, expression, pattern or even reading English text she/he is immersed in a game, is far more motivated to learn it and much more likely to internalize it than a child who receives the new knowledge from her/his teacher before game.

Lewis (1999) writes that games are fun and the students like to play it. Playing games is a vital and natural part of growing up and learning. Through games the students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus. The game context makes the foreign language immediately useful to the children. It brings the language life.

The descriptions above suggest that games are useful to stimulate students in the English teaching and learning process. Students are more relaxed in learning English language because they feel fun and confident. It gives students an optimum opportunity in using English and they seem less embarrassed. Since it provides stimuli, games make English useful and meaningful for the students.

b. Types of Games

It is important to know what types of game are available in order to plan a lesson with balanced rhythm. Brewster and Ellis (2002) explain four main types

of games. They are accuracy-focused games (language control), fluency-focused games (communication), competitive games, and cooperative games.

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

Fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of the ‘communicative’ approach. Collaboration is achieved by trying to create a context where the students focus on getting a task done together, while of course using key language, rather than simply practising language items.

Competitive games are organized in teams, groups, pairs, or individually. There is only a winner who has done something first or gained the most points. Hadfield (1996) supports the statements by saying “a competitive game is a game where the players or teams race to be the first to reach the goal, for examples bingo game and matching game”.

Cooperative games are done by trying to create a context where the students focus on getting a task done together. Cooperative games are games where the players or teams work together towards a common goal, for examples guessing game and puzzle-solving game (Hadfield, 1996).

c. Criteria of Good Games

Lubis (1988) states that games can add fun and variety to a conversation session. They are valuable both in manipulative and communicative phases of language learning. Of course, for maximum benefit from a game in either phase, the teacher should select only the best from the hundreds of games available. He also states that a good game must fulfil the following requirements:

- 1) games should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners;
- 2) games should involve pair work and group work because they have the advantages that learners are working simultaneously and to be more active;
- 3) games should be tried out first before they are implemented in the class;
- 4) games should involve group monitoring because students will be constantly correcting each other;
- 5) games should be played fairly;
- 6) games consider the language levels and interest of the learners; and
- 7) games should be presented by giving a demonstration first before they played.

Therefore, it is clear that not all games can be applied in any class. The teacher should choose the best for the students so that the games are not only for having fun but also for achieving a certain language skill.

d. Guessing Games

According to Klippel (1994:13) “The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out”. In addition, according to Merriem Webster (1986:1008),” Guessing games is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)”. Wright and Buckby (1983) say,” Essentially, in guessing games and speculating game, someone knows something and the others must find out what it is.

Based on the definition above, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences.

e. Guessing Games in Teaching Speaking

There is common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not learning, this is a misconception. It is possible to learn a language well as enjoy oneself the sometime one best way of doing this trough games. Games can be applied in teaching-learning English. This idea is supported by Wright, Betteridge and Buckby (1983), “ Games can be found to give practice in all skill (

reading, speaking, listening, and speaking) in all stages on teaching-learning sequences...”.

Beside the statements above, it is clear that all skill can be applied in teaching, one of them is speaking. There are many reasons a teacher uses games in teaching speaking. Games give students chances to use English orally, it means that students can practice and develop their ability to speak in English. Games provide fun and relax activity while remaining very much within the framework of language learning. It is expected that shy or slow learners can be active participants to show their ability and find their confidence in communicating in the foreign language. Among many techniques of guessing in teaching speaking, guessing games can be applied in the teaching of speaking.

According to Richard-Amato, "Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, there must important function is to give practice in communication "(Richard-Amato,1988). It is said that guessing games may hinder students from boredom during the learning process. Nevertheless, the most important thing is to give students motivations in practicing their English. They also add that: Guessing games can be painless to develop or reinforce any number concepts. "Guessing what I am," Guess who I am" for example, can be used to teach about animals, profession, or people in different age groups (baby, child, teenager, young adult, elderly person). From the statements above, we can conclude that by giving some concepts of guessing game like " Guessing what I am" and "Guessing who I am",

the teacher can teach many kinds of topics such as profession, animals, transportations, and so on.

There are many concepts of guessing games, which can be applied in teaching speaking. According to Lee in Betteridge and Buckby, (1990: 169) there are some guessing games that can be played at various levels. They are:

1. Guess what is it? Is it,,,

The students' think of an object or a person the class knows the name of, and the other ask question, putting up their hand waiting to be called on:

- Is a green" is it Monic's desk.
- Is it my face?
- Is it the pond?
- Is it your sister?
- It is your book, etc

The first guess correctly takes the thinker's place. After such a game has been successfully played by the class as a whole, it can be played in groups or even in pairs. The learner who has thought of something may be questioned by member of another, to keep the whole class active.

2. Guess Who I am?/ What is my name?/ Who is he/ she?

Everybody imagines herself to be somebody else- a living well known locally, nationally or internationally or an historical figure. Each makes up sentences about it, e.g.

- I lived ... about... years ago.
- I was a king/ poet/ general/ scientist, Etc.

There is not much difficulty in guessing, but it should not to be made too easy (e.g. one should not say, if one is Shakespeare. I lived in Stratford-on- Avon and wrote Hamlet).

3. Guess what is there in my bag today?

e.g. : a. What is in my bag today?

b. What have I got in my bag today?

(This can be teachers or anybody's bag, no doubt specially prepared). The students guess, for instance, there's an apple/ photograph/ a mirror/ a handkerchief, etc. and the owner of the bag says, *No, there's no a,,,,,,*, or *Yes, there's a,,,,,,*, and brings it out and perhaps ask what colors is it? Or *is it a big,, or small,,,?* At an appropriate level plurals come in naturally here, e.g. *There some,,,,, in my bag.*

4. Guess where is it?

Students turn round the close their eyes while a smile object or several object such as coin, a ring, a sweet, a doll, is hidden. Questions :

- Is it behind the black board
- Is it in Mr./ Ms's bag
- Is it in mom's desk
- Is it in your home? Etc.

Each student makes at least one guess. Statement can be made instead of questions: it is behind the cupboard / in Mr. Claus's pocket, etc. Students are asked to practice in formulating questions by using these games. In these games the students can apply their ability in using question- word (WH) question.

Lee (2002) says, “Among them are number of guessing games which can be applied at various age level in general, the challenge to guess arouses considerable interest and encourages the learners to communicate....”. That statement says that guessing games can be applied at various age levels. Similar to that, Klippell (1994; 32), says that, “ everybody knows guessing games it is not only children that like guessing game; adults like guessing too, as shown by many popular TV programmer”. Further adds, “ Guessing are true communicative situation and such are very important for foreign language practice with fun and excitement.” Based on the theories above, it is clear that students enjoy with guessing games. It arouses considerable interest and encourages the learners to communicate because it is the combination between language practice, fun activities and excitement.

B. Conceptual Framework

Speaking is a basic means of human communication. In the EFL teaching and learning, it has often been viewed as the most demanding of the four skills. There are many factors that may cause speaking to be difficult for most students and also for the teacher. Some of them are related to the students’ limited encounter with spoken languages and also opportunities to practice it orally. On the other hand, the teachers also face the difficulties of finding the appropriate activities that can support the English speaking learning process in their class. As a result, often there are not any significant improvements in the students’ speaking skill.

Generally, in Indonesia, junior high schools students are those students in the range of ages of 12 to 14. This range of ages up to 17-18 years old is embraced under the term “teenagers” or “adolescents”. There are some teenagers characteristic in maturity that influence language learning such as the teenagers start to keep still for longer periods but still need to move, the teenagers begin to learn in an abstract way, the teenagers are sometimes uncomfortably aware of themselves and/or their action. According to Brown (2001:92), the “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Therefore, it will need a very special set of consideration in teaching teenagers.

As discussed above, teaching media is one of the most important elements affecting the English teaching and learning process including teaching speaking. The application of an appropriate teaching media such as using games is very essential in determining the success of the teaching and learning process. In speaking, the appropriate games can give a lot of opportunities to practice pronunciation and communication ability. In other words, students will get knowledge or input from games.

Guessing games are designed to be implemented in the English teaching and learning in speaking lesson. The concept of guessing games which give priority to students' involvement and cooperation during the learning process, gives benefits for the students to improve their speaking motivation, confidence, independence, and social skills. Besides, guessing games also help the teacher to

create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning process in speaking.

There are many principles for teaching speaking which should be considered before applying a particular teaching strategy. Speaking is not a passive activity, so the teacher should give the students opportunities to develop their fluency and accuracy. In this case, guessing games can arouse students' motivation in learning. They also creates a learning atmosphere which is full of encouragement and positive group relation. During the learning process, students are led to help each other in groups. They also motivate and encourage each other to make a maximum effort in performing their tasks, so it can improve students' responsibility to do the best both for themselves and their group.

As students' speaking ability is very important in the teaching and learning process, the collaborative work to increase this in English learning is then necessary among related research team members such as the English teacher and the researcher. By using action research, students' skills in the speaking English lesson in SMP Muhammadiyah 1 Seyegan can be improved. This needs to be justified throughout this study.

CHAPTER III

RESEARCH METHOD

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into five parts. They are: type of the research, research setting, data collecting procedure, data validity, the analysis of the data, and procedure of the research. Each of them will be presented in the following discussion.

A. Type of Research

This study is an action research study. Burns (1999:30) defines action research as the application of fact finding to practical problem solving in a social by involving the collaboration and cooperation of researcher, practitioners and laymen. In this research, she and the other members solved the practical problem of teaching learning process by giving appropriate methods involving the collaboration of the researcher, participants and practitioner. Therefore, she collaborated with the students, the English teacher, and the principal of SMP Muhammadiyah 1 Sayegan to solve the practical problems found. Kemmis and Mc Taggart in McNiff (1991:24) states that action research is:

“A form of collective self-reflective enquiry undertaken by participant in social situation in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out.”

Burns (1999: 30) defines that action research is contextual, small-scale and localized. It implied that doing action research, a researcher identified and

investigated problems in a specific situation. The purpose of the action research was to make changes and improvement.

In doing the research, she used any tools or methods to give contributions to schools and to solve the problems encountered in the schools. Related to this study, she used games as the research's tools to improve the teaching learning process of the seventh grade students of SMP Muhammadiyah 1 Sayegan. However, because the principle of action research was very problem-focused in its approach and very practical in its intended outcomes (Wallace, 1998:15), the researcher only focused on the improvement of the students' activities in teaching learning process through the use of guessing games based on the observation in the earliest stage of the research.

B. Setting of the Research

The population of the research was drawn from the students of seven grade of the junior high school of SMP Muhammadiyah 1 Sayegan in the academic year of 2012/2013. It is located in Jl Grogol, Margodadi, Sayegan, Sleman, Yogyakarta. This junior high school has 9 classrooms, one office room, headmaster room, teachers' room, one room as a library, and four toilets. There are also a parking area and school yard.

The participants of the research were the seventh grade students of SMP Muhammadiyah 1 Sayegan. There were three classes for the seventh grade students. They consisted of VII A until VII C. The resources of the data on this research were the seventh grade of class A of SMP Muhammadiyah 1 Seyegan in

the academic year of 2012/ 2013 and from collaborator. The seventh grade students in class A were chosen as the data resources with the hope the English teacher still could apply the action to the other classes whose students have almost the same characteristic as students in class A. There were 32 students in class VIIA. The class consisted of 14 male and 18 female students. They were about 11 to 12 years old. Most of them came from middle economical background.

This research was conducted in the first semester in the academic year of 2012/ 2013. The observations were done on 21 and 23 July 2012. Then, the actions were implemented from 4 September to 22 September 2012.

C. Data Collection

In obtaining the data, the researcher played the role as observer. She observed the teaching and learning process in the classroom. The teacher was the one who implemented the actions that were decided together. The data was obtained from observation of other participants of the research. She also used questionnaires and interviews. The forms of data were interview transcripts, field notes, and document.

D. Data Validity

To fulfill the validity of the research, the researcher followed four criteria proposed by Burns (1999:161). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas, and

nations actions leading to outcomes achieved within the research context. Process validity is related to the response of the stakeholders towards the changes occurring to themselves. Finally dialogic validity is the process of peer review which is commonly used in academic research.

In this research, the democratic validity is assessed by having discussion with member of the research, namely the students, the teachers, the principal and the observer. During the discussion she let them give their ideas, comments, and suggestion toward the research. The outcome validity is assessing when she found the action have done lead to findings that solve the problem. This validity depends on the process validity. To assess the process validity, she examined the data and identify whether the participants were able to go on learning from the process. Then she modified the changes occurring during and after the action done. This was to assess the catalytic validity. And the last was dialogic validity. This validity is to assessing by having dialogue with the observer, the teacher and the school principal to review the value of the action. Besides, the researcher also had a conversation with other research practitioners about the research findings.

E. Data Analysis

From the data collection, there were two forms of the data in this study. The first was words (qualitative) and the second was number (quantitative). The qualitative data were obtained from questionnaire, the interview with the students and the teacher. Meanwhile, the quantitative data were obtained from the students'

average scores in the speaking tests which were obtained from pre-test, progress test, and post test.

The qualitative data obtained from the questionnaire, the interview with the teacher and the students about the teaching and learning process of speaking by using the electronic media and the classroom observations during the implementation were analyzed qualitatively. The qualitative data analysis consists of three activities that are data reduction, data display, and conclusion drawing (Miles and Huberman,1994:10). In this research, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in the data display, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion could be made based on the data descriptions. The result of this analysis helped in predicting the impact of the action.

Meanwhile, the quantitative data from the speaking test were analyzed by using descriptive statistics. The descriptive statistics aimed at providing answers about the students' learning improvement before and after applying the electronic media. The statistics used in the computation was the mean which is the average score by the subjects of the research. From the results of the speaking test, the students' progression level was identified.

The data collected were analyzed from field notes and interview transcript during the research. To obtain the trustworthiness, she applies triangulation suggested by Burns (1999:163), that triangulation is one of the most commonly use and best known ways of checking for validity. It is aimed to gather multiple

perspectives on the situation of study. In addition 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. Bell (1999:102) describes the triangulations 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 a study as possible.”

Then to fulfill the reliability of the data she involved more than one source of data, namely the researcher, the English teacher, the headmaster, the observer and the students of grade seventh of SMP Muhammadiyah 1 Sayegan. She triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other notes that are related to the data such as notes of students' achievements and error during the process. She took field notes of what she did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what she wanted to do in the class. After that, she interviewed the students to know how they enjoy the class and how they feel during the class activities. She also interviewed the teacher of the teaching to get some comments, perceptions and suggestion about the action.

F. The Procedure of Action Research

There are some different models of action research. This action research uses the Kemmis and McTaggart model as quoted by Burns (1998:32). There are four essential points in the action research. They are planning, action, observation,

and reflection. Those are fundamental steps in a spiraling process. Through those steps, the participants are responsible to:

1. develop a plan to improve what is happening,
2. act to implement the plan,
3. observe the effects of the action,
4. reflect on these effects for further planning,

The procedure of the research in using guessing games activity to enhance speaking skills for the VII grade students of SMP Muhammadiyah 1 Seyegan begins with determining the thematic concern on the reconnaissance is followed by planning, implementing, and doing reflection and these whole steps are done in two cycles. The processes in action research can be shown in the schema below:

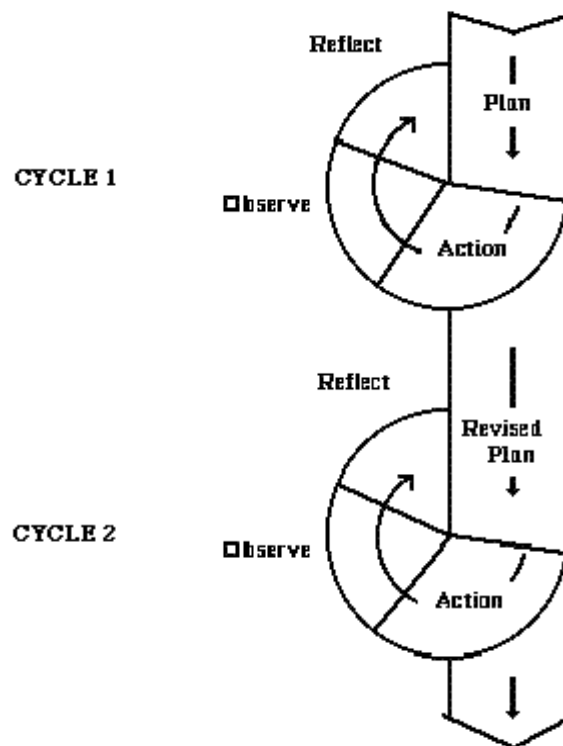


Figure 1: Steps of an Action Research According to Kemmis and McTaggart in Burns (2010).

a. Determining the thematic concern on the Reconnaissance

1) Identifying the field problems

To identify the obstacles and the problems, the researcher did the observation, gave questionnaires to the research members and did interviews with the research members.

2) Making a list of problems

The researcher and other research members made a list of problems and then classified them into three categories, namely serious, fair and unserious.

3) Selecting the problems

After identifying the problems based on the difficulty, then the researcher and other research members selected the feasible problem to be solved collaboratively.

b. Planning

After choosing the problems, the researcher made some possible plans of actions to overcome the problems. In this planning, the researcher and the teacher also made a plan for sharing the work. In this step, she made a course grid, lesson plan, the materials, and the research instruments were prepared.

Course grid was consulted by the constructor. Here, the descriptions of the teaching and learning process were detail so that the readers could understand what she would do in the class. Every step explained clearly and

systematically. Then the lesson plans were made based on the course grid. Lesson plans were used as scenarios of the teaching and learning process. The ideas and suggestions from the other research team members were obtained through discussion. Then, the researcher and the other research team members made an agreement on what actions that will be implemented and the time schedule to conduct the actions.

The plans per cycle are described as follows:

a) Cycle 1

- Planning

In planning the first cycle, the researcher considered the materials which would be taught by reviewing the basic competency. She planned to have guessing games in this cycle in four meetings. In this stage, she decided the guessing games by considering the theme of the lesson, the language functions included in the songs, and the teaching techniques. Furthermore, the handouts were also designed based on the language functions. They were “descriptive guessing games” in the topic of personal life and “hangman” guessing game to the topic things in the classroom. There were also used songs “part of the body” and “Can I have a pen” based on the language functions. The topics of the materials were chosen from syllabus that was used by the teachers. They decided to teach two language functions in different topic, e.g, describing people and asking and giving things.

- Action and observation cycle 1

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes, and some changes were made in relation to the students learning progress. It was also recorded through audio files. Also, in this stage the researcher and collaborator noted some problems appearing during the teaching and learning process.

- Reflection 1

In this stage, the researcher and the collaborator discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

b) Cycle 2

- Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing at the first cycle. Based on the reflection of the actions in Cycle I, some actions plans were made by the English teacher and the researcher to improve the result in Cycle 2. The researcher and the English teacher discussed and prepared the activity and the instrument needed in the implementation. The activities were using pictures and applying some actions to minimize the students' disruption behaviors. The implementation, evaluation and reflection

The research team observed the students' speaking skills during the teaching-learning process. The activities such as described the job, discussed

the picture in groups, reported the result of the discussion, performed a monologue of a descriptive text in front of the class individually. The researcher and the English teacher evaluated and made some reflections to find the significance of the action plans 2 in improving the students' speaking skills.

- Action and observation cycle 2

As what the researcher did in the second stage of the first cycle, in this stage she implemented the revised method decided in the planning session, and observed its progress. The mistakes, weakness, changes and improvements were recorded as a consideration to draw the conclusions about the whole teaching and learning process.

- Reflection 2

In this stage, the implementation and observations of the cycle 2 were reflected in the discussion between the researcher, the teacher and the collaboration. Furthermore, the whole problems, solutions, changes and improvements made in cycle 2 were discussed to draw the conclusion about the overall teaching and learning process.

c. Implementation

The planned actions agreed were then performed in the classroom. The researcher observed and wrote the change of the students' writing ability in the teaching-learning process including obstacles that accrued during the activity. The result of this observation was used to be evaluated in the next step.

d. Evaluation

The researcher and the other research team members analyzed some changes of the students' skill during the implementation. They identified the influences of the implementation actions to the students' skill. In this research, the result was not statistically used but descriptively. It was only identified whether the actions were successful or not by observation and interview. The students' performance tests are scored by using the speaking rubric proposed by Purwaningsih (1999). The result of the students' speaking performances was analyzed to know whether or not there was any improvement on the students' speaking skills.

Based on the result, the researcher and the other research team members identified the success of the actions, the possibility to improve the action responses and giving suggestions from the other research team members for this evaluation. The result of this evaluation was used for reflection on the next step.

e. Reflection

At the end of every cycle, all members involved in the research held a discussions about the whole process of the actions. Each member contributed perceptions, suggestions and ideas that were important for the next cycles. Thus, the result of the reflections was used as consideration for planning the actions in the actions in the next cycle. The actions considered to be successful were continued in the next teaching learning processes.

Meanwhile, the actions considered to be unsuccessful were revised or changed with other suitable ones.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

To identify the existing problem, the researcher had a discussion with the English teacher of the seventh grade students at SMP Muhammadiyah 1 Seyegan. Besides, she also observed the English teaching learning process in the class. Here is the vignette of the English teaching learning process before the action.

Field note 1**Place : Class VIIA****Date : 23 July, 2012****Time : 10.15 – 11.45 A.M**

The class was noisy before the teaching and learning process began. The class was silent when the English teacher came to the class. After that, the teacher opened the class by greeting. Only some students answered the greeting. The teacher started the lesson by asking questions to the students. Some students understood the teacher's questions, but some students keep silent because they did not understand what the teacher said. The teacher's questions were about homework and the material that were studied in last meeting. After asking questions to the students, the teacher reviewed the last lesson and continued the new lesson. When the teacher explained the lesson, some students did not pay attention to the teacher. They looked bored it could be seen that they put their heads on the table, they did not focus on the material and wrote something unless on their books. After explaining the lesson, the teacher asked the students to do activities in LKS. Some students did not do the activity well because some of them cheated their friends' task. If they had difficulties in answering the questions, they did not ask to the English teacher they prefer ask their friends to the English teacher. After that, the students' task were corrected by reading their answer one by one. All of the students had a chance to answer the questions. In the end, the teacher gave conclusion to the lesson and gave homework to the students. Then the teacher ended the lesson by greeting.

1. Identification of the field problems

Interviews and classroom observations were done to identify the field problems. The researcher interviewed the English teacher who become the collaborator and the students of VII A. The interview with the English teacher was carried out of July and the interview with the students was done on September. She also observed the English teaching and learning process of VII A on July to give a clearer description. Based on the class observation, field notes, and interviews of the English teacher and the students of SMP Muhammadiyah 1 Seyegan on Wednesday 23 July 2012, many problems especially in the speaking lessons were identified.

**Table 1: Field Problems of the English Teaching and Learning Process
In the class VII A of SMP Muhammadiyah 1 Seyegan**

No	Problems	Code
1	The students were not enthusiastic in the learning process.	S
2	The students got bored during the lesson.	S
3	The students were nervous to speak in English.	S
4	The students were afraid of making mistakes when they spoke in English.	S
5	The students' involvement in the English teaching learning process was low.	S
7	The teacher could not handle the students well	T
8	The teacher did not use the interesting and effective teaching media in teaching learning process.	T
9	The teacher did monotonous activities.	T
10	The teacher did not give the opportunities to the students in speaking English.	T
11	Songs, games, and stories were rarely applied in teaching English	T
12	The teacher used commercial book too much	T

13	The teacher had limited knowledge in teaching English for children.	T
14	The students' did not respond to the teacher's instruction and question well.	S

T: Teacher

S: Students

From the table above, it could be seen that the activity of teaching and learning did not run smoothly because it is, in teaching and learning process the teacher always use the monotonous way in teaching the students, moreover teacher gives less opportunities for students. In that class, students became less enthusiastic to learn English especially in speaking.

2. Weighing of the problems Based on the Urgency Level

After the field problems were identified, the research members weighed the problems based on the urgency level. They collaboratively to categorize the problem identified. Based on the discussion among the research members there were ten urgent problems. These problems were taken because they influenced other problems and needed to be solved soon. The English teaching learning process would increase if those problems were minimized. The urgent problems are presented in the table below.

Table 2: The Urgent Problems of the English Teaching and Learning Process In the class VII A of SMP Muhammadiyah 1 Seyegan

No	Problems	Code
1.	The students were not enthusiastic in the learning process.	S

2.	The students got bored during the lesson	S
3.	The students were nervous to speak in English	S
4.	The students were afraid of making mistakes when they spoke in English.	S
5.	The students' involvement in the English teaching learning process was low.	S
6.	The teacher could not handle the students well	T
7.	The teacher did not use the interesting and effective teaching media in teaching learning process.	T
8.	The teacher did monotonous activities	T
9.	The teacher did not give the opportunities to the students in speaking English	T
10.	Songs, games, and stories were rarely applied in teaching English.	T

3. Selection of the Problems based on the Feasibility to solve

The research members selected the problems based on the feasibility to solve regarding the time, funds, and energy of the researchers. They selected the problems which were most solvable. The problems are as follows.

Table 3: The Problems Most feasible to be solve of the English Teaching and Learning Process In the class VII A of SMP Muhammadiyah 1 Seyegan

NO	Problems	Code
1.	The students were not enthusiastic in the learning process	S
2.	The students got bored during the lesson	S
3.	The students' involvement in the English teaching learning process was low	S
4.	The teacher did monotonous activities	T
5.	The teacher did not give the opportunities to the students in speaking English	T
6.	Songs, games, and stories were rarely applied in teaching English.	T

4. Pre-Requisite Analysis

After determining the feasible problem needed to be solved soon, the research members did a pre-requisite analysis to find the cause- effect relationship between the problems and the action implemented. The result of the discussion among the research members about the pre-requisite analysis on the field problems could be seen in the following table.

Table 4: The Pre-Requisite Analysis of the Field Problems Feasible to Solve in the Teaching and Learning Process In the class VII A of SMP Muhammadiyah 1 Seyegan

No	Problems	Code
1.	The students were not enthusiastic in the learning process.	S
2.	The students got bored during the lesson.	S
3.	The students' involvement in the English teaching learning process was low	S
4.	The teacher only used a LKS book as the teaching resource monotonously.	T
5.	Songs, games and stories were rarely applied in teaching learning English	T

The teacher use LKS too much. As the result, the activities were monotonous. It caused the students to get bored easily during the English teaching learning process so the students' involvement in the English teaching learning process was low. Songs, games and stories were rarely applied in teaching learning English. Therefore, the lesson is not fun so that they did not focused on the lesson and lose their attention easily.

5. Determining the Action to Solve the Field Problems

Based on the identification of the most important that needed to be solved soon and discussion among the research members, the research team agreed that those problems were related to speaking. In this research the researcher wanted to improve the students speaking skills through interesting ways so the students could enjoy the teaching and learning process.

Regarding interesting speaking teaching and learning, at the time the research team had three options to improve students' speaking skill. There were 3 actions that were planned as the result of the discussion.

1. Using Guessing Games during the production stage as the main activities to improve their speaking skills and to maintain the students' participation in speaking.

The use of guessing games in the production stage was proposed by the researcher. It was aimed at improving the students' involvement that led to the students speaking improvement. As the students usually played guessing games in that spare time, making use of guessing games would bring fun atmosphere of their playing word into the classroom. The guessing games also provided a context related to when and where language function would be used. The students were expected to participate actively in the speaking activities and not shy to speak up or afraid to make mistakes. It could sustain the speaking practice among the children. Different guessing games with different topics would be applied to avoid student's boredom

2. Using classroom English to make the students more familiar with simple expressions used in classroom.

The researcher and the teacher planned to use classroom English during teaching and learning process. The purposes were to introduce the students to simple expressions used in the classroom and to make the students more familiar with English. By using classroom English Instruction, the students would be familiar with the expressions and would be able to use later. Classroom English Instructions was used in opening the lesson, such as greeting the students, asking the students condition and checking the students' attendance.

3. Using songs to make the students more familiar with the language functions that had been introduced.

Using songs in every meeting was suggested by the English Teacher. Songs would help students in pronouncing and memorizing of the vocabulary. It was necessary to search the songs in the internet as the teacher had difficulties in finding appropriate songs related to a certain topic. A listening activity, after presenting the new language function and introducing the song was needed to give more input and to check the students' comprehension before they were given more activities in each meeting.

The whole plan is formulated in the course grid in Appendix A. The process of determining the solvable problem and planning the action to overcome the problems was considered valid as it was in line with concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the students and the teacher were given opportunity to give their opinions, feelings and expectation related to the English teaching and learning process.

B. Report of Cycle 1
1 Planning of Cycle 1

Considering the problems identified, the researcher and the English teacher planned to implement guessing games. By implementing this technique, it was expected that the students' problems would be solved.

Table 5: The problem and the expectation

No	Problem	Expectation
1	The students were not enthusiastic in the learning process.	The students would have enthusiastic to learn English in the class especially for speaking lesson.
2	The students got bored during the lesson.	The students would be interested in learning English in the class.
3	The students were nervous to speak in English.	The students would be felt enjoy to speak English.
4	The students were afraid of making mistakes when they spoke in English.	The students would be brave when they were speaking in English.
5	The students' involvement in the English teaching process was low	The students' involvement in learning speaking lesson would be increasing.
6	The teacher could not handle the students well	The students would be focus in learning English.
7	The teacher did not use the interesting and effective method in teaching and learning process.	The teacher would make the interesting and effective method to increase the students' speaking.
8	The teacher did monotonous activities.	The teacher would make the students enjoyable to learn speaking English in different activities.
9	The teacher did not give the opportunities to the students in speaking English.	The teacher would give the opportunities to the students in speaking English.

Therefore, she did the action in two meetings in this cycle. The actions are as follows:

1. Using guessing games as the main activities and materials
2. Using media in the teaching learning process
3. Using songs

2 Action and Observation of Cycle 1

The actions of cycle 1 were implemented on Thursday 4 September, Saturday 6 September, Thursday 11 September, and Saturday 13 September 2012. The complete description is provided below:

a. Description of Guessing Games

This first meeting was conducted on 4 September, 2012. The actions applied in the first meeting using games, media, and songs. She acted as the teacher and the English teacher becomes the observer. After the action had been done, she gained some opinions from the observer and students. These are descriptions of the action in the first meeting. The theme was describing someone. In this meeting, the teacher focused on making *(1) students able to pronounce the words related to the physical appearance correctly, and (2) students able to describe someone.*

The first actions the researcher focused on intensifying the use of classroom English and using guessing game on this research. In the first meeting, she used English for greeting, leave taking, giving instructions and presenting the materials. She used simple sentences to make the students remember and respond to the teachers' question and instruction. It could be shown when the teacher greeted the students and they answered well.

R: Good morning class?

S: Good morning. (they answer slowly)

R: Good morning everybody? (She repeats loudly)

S: Good morning Miss

R: How are you today?

S: I am fine..

(see appendix 2, field note 5)

The researcher also used English to check the students' attendance by calling their names. When the teacher asked "who is missing today?" a student answered "no one" and some students were looking at each other and said "gak ada". For the leave taking, students did not respond to the teacher's utterances well. When the teacher said "OK class, time is over and see you next week", the students kept silent and talked to each other. She repeated loudly, "see you class" and they answered "see you miss". The teacher's repetition and loud voice could give good influences to the students' responses. They could listen and respond to the teacher.

Before explaining the material, the teacher asked the students to answer the simple questions like (1) *how do you look like? Do you have a pointed nose or flat nose?* (2) *Are you tall or short? Thin or fat?* (3) *How about your sister or your brother? What does he or she look like?* Almost all of students became noisy because they did not understand the questions. Then, the teacher translated into Indonesian. After knowing the meaning of the teacher's questions, the students became enthusiastic to answer. The teacher then explained how to describe someone. The teacher was giving materials by using pictures related to the topic. When the teacher showed the pictures, the students became enthusiastic, they began to mention the names of objects in the pictures "eyes, nose, hands, etc". Then, the teacher gave expressions of asking for describing someone to the students "What does your sister

*or brother look like?” Besides that, she also gave an explanation on how to respond such as “my sister has black eyes, black and wavy hair, and she is also tall and thin”. Most all of students paid attention to the teacher’s explanation. After giving the example, the teacher chose one student. Then, she asked him or her to describe his or her classmate. These activities were conducted until the time was over. Because the activities were not enough for one time, the teacher continued the activities in the second meeting on 6 September 2012. In this section, the researcher used the first guessing games in the end of the lesson. When the students became noisy, the teacher used guessing games to handle the class. The researcher gave the students a simple instructions about the game. The students responded to the teacher’s command appropriately and did the game with fun. They were made many questions to the teacher about the game. It means that the game could encourage the Students to pay attention to the teacher’s explanations and instructions. The teacher then divided students into small groups consisting of six students in each group. Some students could choose their own friends to make a group, and then the teacher gave the guessing game (see Appendix 1 Media) to each group. Next, the teacher began giving the rules of the guessing game to the students; the name of guessing game was description guessing game . The aim of using this guessing game was the students were able to describe someone by telling someone’s physical appearance. *The rules guessing game were :**

1. *The students’ asks to make a group of five or six.*
2. *Each group gets an envelope.*

3. *There was a famous figure picture in the envelope that they recognized well.*
4. *Every group should describe the picture as the clues for the others without mention who he / she.*
5. *The teacher asked the students to presents the picture in front of the class.*
6. *Then the other groups guessed who is he / she directly or they might ask questions to the perform group related the clues.*
7. *If they got the answer, the game was over. In the end of the game, the group that had got the answer more than the others, they will be the champion.*

During the game, the class became a little bit noisy. Most of students looked interested in playing the game with their friends. The teacher walked around the class to monitor the activity process.

From the game activities, some students became nervous and unconfident, but the teacher motivated them. Finally, the teacher led the class discussion after all of the groups presented their pictures. Almost all students were involved to this learning activities actively. The group that became the winner was very happy. After some minutes, the time was over, and the teacher closed the lesson with giving any reviews about the material.

b. Hangman Guessing Game

This third meeting was carried out on 11 September 2012. In this meeting, the material was telling the things around the school and *the aim of this material was the students were able to tell asking and giving for goods*. Before discussing the new material, the teacher used a song to help her encourage the students' motivation in speaking English. The action song was used to create fun atmosphere in the class. The first song was "Can I have a pen?". It was sung to warm up student and gave them spirit to do the game. The teacher sang the song while she gave models to the students and they followed the teacher's actions. It could be seen from the field note.

<p>R: Do you like singing? S: Yes. Miss..(they answer) R: Do you want to sing a song? S: Yes.. R: Now everybody stand up and follow me.</p> <p>Can I, can I can I have a pen ? Sure, sure, sure, sure. Here's a pen Can I, Can I, Can I have a book ? Sure, sure, sure, sure. Here's a book</p>

To introduce the topic that day, real things, such as a book, a pen, a pencil, an eraser, etc were used. The students were asked about what they brought to school. Some of them mentioned what they brought in English but the pronunciation of some words was still uncorrected. Their pronunciation was corrected by the teacher and the students repeated after her without being asked. In presenting the language function, English was directly used with the help of gesture and reality.

Here is the field note describing her presentation

.....The researcher took things she brought into the classroom, such as a pencil, an eraser, a ruler. She showed them one by one pronounced the name and had the students repeat after her. She intentionally left a book and asked the students, “ is there anything else I should bring to school?”. The students looked confused. She repeated, “ I bring a pencil (showing a pencil). I bring a ruler (showing a ruler) . I bring those things (pointing to the table where the things were). What do not I bring? (shaking her head) one of the student said “ book” with hesitation. Then the other shouted too. “great..Really good”. Said the researcher, I don’t bring a book (shaking her hand). Can I have a book?”. The students only answer yes together.

Then the teacher began to give the material by showing pictures to the students and asked to the students to tell the pictures that they showed. The students were very enthusiastic. They mentioned the pictures in Indonesian not in English. Beside, showing the pictures, she also gave explanation about how to asking for good and giving the goods. To check the students’ understanding the teacher asked the doll as model to answer the simple question. Then, she asked the students to practice by themselves to speak loudly. When it was enough, she asked the students to practice with her/his partner. After some minutes, the time was over and so the teacher closed the lesson with giving any reviews about the material.

The activity was continued in the fourth meeting on 13 September 2012. In this section, the students did the second guessing game. The name of the guessing game was ‘‘Hangman Guessing Game’’ The aim of this guessing game was the students were able to tell the things around the school. The steps before playing the guessing game were the same as those of the first guessing game. The researcher asked the

students to make a group consisting of six students. Then, she gave Hangman Guessing Game to each group. After that she explained the rules of the game.

The rules of Hangman Guessing Game are :

- 1. The teacher appoints one student from each group to stand up in front of the class.*
- 2. The group that is going first make up a word in his mind and draw the spaces in whiteboard.*
- 3. The other group guess a letter and if it's correct you put it in the blank. If it's incorrect you put a head on the upside down L. draw another body part for each subsequent wrong guess. The object is to guess the word before you complete the body.*
- 4. If they get the answer, the game is over.*

The students were very happy to play the game because Hangman Guessing Game was easier than the first guessing game. They were not afraid and shy to speak, so the activity was lively. The teacher then finished this game and announced that group that became the winner. All students clapped their hands. Because it was still enough to do interview, the teacher used it to interview the students about the both guessing games. Finally the teacher closed the lesson because the bell rang.

After implementing guessing game activity, the research members planned to give the first test in the cycle 1. It was given to know the students' speaking skills. The table of the students' score is shown as follows.

Table 6: Performance Assessment (describing someone) in Cycle 1

No	Data	1 st test
1.	Highest score	8,0
2.	Lowest score	6,0
3.	Average	6,9

3 Reflection of Cycle 1

After implementing the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the teacher and students after the implementation. The reflections were used to plan the actions that would be implemented in the second cycle.

The result of the used both guessing games could give students motivation in learning speaking. Almost of the students were enthusiastic to play the game and they also liked to play it. The guessing games made the students try to speak English. The guessing games also made some students were afraid of speaking because the guessing games were group games, so the students could help each other to play the guessing games. These guessing games were also fun games that could make the students enjoy learning English, especially the speaking skill.

The results of using guessing games were students' involvement in learning speaking increased. It can be seen in the interview transcripts below. The word "R" represents the researcher; "S" was student; "ET" was the English teacher.

Interview 16

- R : *“Kamu suka tidak belajar dengan menggunakan guessing games?”*
(Did you like learning by using guessing games?)
- S1 : *“Suka mbak.”*
(I liked it.)
- R : *“Alasannya apa?”*
(Why did you like it?)
- S1 : *“Bisa kerjasama waktu memainkan. Kan jadi lebih gampang.”*
(We could cooperate to each other in doing the guessing games. The learning process became easier.)

- R : *Dengan belajar menggunakan guessing games, kamu merasa terbantu tidak dalam berbicara bahasa Inggris?*
(Could guessing games help you to speak English?)
- S1 : *Ya iyalah.*
(Yes it could.)
- R : *Kenapa?*
(Why was it helpful?)
- S1 : *Kan kalau ada yang nggak mudeng bisa diajarin sama teman, jadi ga takut lagi.*
(Because if there was something I did not understand, my friends could teach me, so I did not become afraid.)

The tables above showed that students were nervous to speak English since they were afraid of making mistakes. By playing the guessing games, students' nervousness decreased as when they made mistakes in their speaking, the members of their group helped them to correct their mistakes.

- R: : *Bu murji apa pendapat ibu ttng guessing gamenya?* (Mrs. Murdji, what do you think about the Guessing games?)
- ET : *“Secara keseluruhan cukup Bagus mbak. Dengan belajar speaking dengan menggunakan guessing games siswa jadi lebih terlibat dalam kegiatan tadi walaupun mereka agak kesulitan untuk menyusun kata..selain itu juga bisa saling membeantu kalau ada kesulitan. Yang paling penting mereka mau aktif belajar.* (“Generally, they were good. Learning by using guessing games made them involved more in the learning activity although they found difficulties in arrange the words. Besides, they could help each other in solving the problems. Mainly, they learned activity.)

Based on the interview above, the teacher gave positive responses about guessing games. She said that the of the guessing games made the students enthusiastic in learning speaking lesson.

Interview 24

- R :Semua kan dilaksanakan dalam bentuk game Bu, menurut Ibu bagaimana dampaknya bagi speaking skill siswa sendiri Bu?*
(The activity was conducted through games. What do you think about the effects of using guessing games for students' speaking skill, Mrs)
- ET :Justru karena semua bentuknya game anak- anak malah senang. Apalagi kan semua anggota kelompok harus ikut menjawab ya, jadi mau tidak mau semua harus belajar.*
(Beacause of the games, students felt interested. Moreover, all of students had the same responsibility to answer. So, all of them must learn seriously.)

From the interview above, the teacher also commented that the use of guessing games in the first cycle was also decreasing students' tension in speaking. They enjoyed and participated actively in the learning process. Through these games, students learnt to speak without being shy and afraid. It made the speaking process became more effective. Moreover, the structure of the games which gave the same opportunity for all students could maximize students' performance in speaking and minimize the domination of higher-achieving students. Therefore, students could improve their speaking ability in the easier way. Besides, the fun and enjoyable atmosphere could improve students' motivation to join the learning process and minimize students' boredom in learning.

Interview 17

- R : Kalau kamu gimana, suka tidak belajar speaking dengan permainan guessing games nya?*
(How about you? Did you like learning through guessing games?)

S2 : *Suka mbak.*
(I liked it miss.)
R : *Kenapa suka?*
(Why did you like it?)
S2 : *Menarik, kan jadi nggak bosen.*
(It was interesting. I did not feel bored.)

Interview 17

R : *Kalau untuk permainan descriptive guessing gamenya bagaimana?*
(How was the descriptive guessing game?)
S2 : *Lebih susah. Tapi tetap Menyenangkan.*
(It was more difficult but still interesting.)
R : *Menyenangkannya di bagian mana?*
(How was it interesting?)
S2 : *Mendiskripsikan gambarnya . Ramai, jadi nggak ngantuk.*
(The description pictures were interesting. I was not sleepy because of it.)

The two tables above showed students' opinions, that they felt happy to play guessing games. The guessing games could also make the lesson more interesting for the students, so they could enjoy learning English.

Interview 18

R : *kalau menurut kamu kegiatan speakingnya bagaimana?*
(in your opinion how about our speaking activites?)
S : *gimana ya? Ada gampangnya ada yang susah juga mba*
(well. There were easy ones and also difficult ones.)
R : *kamu suka tidak?*
(did you like to play guessing games?)
S : *suka tapi yang awal agak gak begitu suka*
(yes, I did, but not for the first guessing games.)
R : *kenapa enggak suka?*
(why you did not like it/)
S : *susah untuk menyusun kalimat nya mbak*
(it was difficult to arrange the sentences.)
R : *tapi menurutmu guessing games menyenangkan tidak?*
(in your opinion, it was fun for you?)
S : *iya miss*
(yes,miss)

Interview 19

- R : *Kalau untuk permainan guessing games bagaimana?*
(How were the guessing games?)
- S2 : *Lebih gampang. Menyenangkan.*
(It was easier and interesting.)
- R : *Menyenangkannya di bagian mana?*
(How was it interesting?)
- S2 : *Main gamenya. Ramai, nggak ngantuk, dan senang*
(In playing the games. It made us happy, and not feel sleepy)

The tables above showed that the students enjoyed in learning speaking using guessing games. It was because students could not only learn speaking but also played the games. The situation made the lesson lively.

Interview 20

- R : *Kalau menurutmu belajar dengan guessing games lebih susah atau mudah?*
(In your opinion, was learning using guessing games easy or difficult?)
- S2 : *Lebih mudah. Menyenangkan.*
(It was easier and interesting.)
- R : *Trus lebih bisa dipahami tidak materinya?*
(Then, it was easier to you to understand the material or not?)
- S2 : *Bisa miss.*
(I could understand the material, miss.)

Interview 22

- R : *Kalau menurutmu belajar dengan guessing games sama sebelumnya, lebih menarik mana?*
(In your opinion, was learning English by using guessing games interesting than before?)
- S2 : *Lebih Menyenangkan pake guessing games.*
(It was interesting by using guessing games.)
- R : *Kenapa menyenangkan?*
(Why was it interesting?)
- S2 : *Karena lebih mudah dipahami materinya, trus gak takut lagi .*
(Because, I could understand the material and I was not afraid of speaking anymore.)

The two tables above showed that speaking became an interesting lesson when it was taught by using these guessing games. That could motivate the students to join the lesson seriously. So, they could understand the lesson easily and could practice what they learnt easily.

Based on the reflection of the implementation of guessing games in teaching speaking to the VII A students of SMP Muhammadiyah 1 Seyegan in this cycle, it could be concluded that:

- a. While the first guessing game was being played, there were some students who looked confused to play the game. But for the second guessing game the students could play them well.
- b. By using guessing games, the teacher could handle the students because the students were very enthusiastic to play the guessing games, so they focused on the game and the material.
- c. Guessing games could reduce the students' nervousness to speak English.
By playing this game, students' nervousness decreased when they made mistakes in speaking the member or their group helped them to correct their mistakes because this game was played in groups.
- d. Guessing games made speaking lesson enjoyable; therefore, the students did not get bored during the lesson.

C. Report of Cycle 2

1. Planning of Cycle 2

In the second cycle, the topic was about professions. As what the researcher did in the first cycle, in this cycle, the activities were the same. The guessing games were employed to improve the students in speaking English. Then, the students were given questionnaires in this cycle. The questionnaires were to get information about the interest of the students, motivation of the students, the advantages of the game for the students, the relevancy of the teaching learning's material and the sustainability of the game.

2. Action and Observation of Cycle 2

The actions of Cycle 2 were implemented on Wednesday 18 September and Saturday 22 September, 2012. The topic was about professions. The implementation of the actions is discussed below:

a. Profession Guessing Game

This fifth meeting was conducted on 22 September 2012. The theme was about profession. In this meeting, the teacher focused on making *(1) students able to mention various kinds of profession, and (2) students able to tell the duty of each profession.*

Before the teacher gave explanation the material, she asked the students to answer the simple question that had relationship with the materials. The students were enthusiastic to answer after they were knew the meaning of the questions. The teacher then explained the material by using pictures. When the teacher showed the

pictures, the students were still enthusiastic. They began to mention the professions based on the pictures “Chef, Nurse, Teacher, etc”. Then, the teacher gave the expressions of asking the profession’s job to the students “*What do they do? What does she or he do?*” Most of the students paid attention to the teacher’s explanation. After the teacher gave the example, she asked the students to make simple dialogs in pairs about their father’s job and asked them to perform their dialogs in front of the class. These activities were done until the time was over. Because the activities were not enough for one meeting, the teacher continued the activities in the sixth meeting on 27 September 2012. Here the teacher divided the students into small groups consisting of 6 students each. Some students could choose their own friends to make groups. Then, the teacher gave the guessing game to each group. Next, the teacher began giving the rules of the guessing game to the students; the name of guessing game was profession guessing game.

The rules of the guessing game are:

- 1. The students divide into four groups.*
- 2. The students should take the games and guessing who is he/ she and then students guess and ask questions which are related to the clues.*
- 3. If they get the answer, the game is over.*

The aims of this game were *the students could know differentest kinds of profession and also the students could describe the duty of each profession.*

During the game, the class became a little bit noisy. Most of students looked interested in playing the game with their friends. The teacher walked around the class to monitor the activity process.

From the game activity, the result was good. All students were not shy to practice their speaking skill although they had difficulties in arrange the sentences. The teacher motivated them. The students were involved in these learning activities actively. The group that became the winner was very happy. After some minutes, the time was over, and she gave any reviews about the material before she closed the meeting.

The second test was also done in the Cycle 2, the test was given after implementing the guessing games activity to know the students' improvement in speaking skills. The table of the students' score is shown as follows.

Table 7: Performance Assessment (describing profession) in Cycle 2

No	Data	2 nd test
1.	Highest score	8,2
2.	Lowest score	6,8
3.	Average	7,2

b. Questionnaire

The researcher gave questionnaires to the students in the last meeting. These questionnaires were in the form of multiple choices. The questionnaires were used to get information from the students about their interest, motivation of the students, the

advantages of the game for them, the relevance of the teaching learning's material and the sustainability of the game.

The result of the questionnaire in this research for each item was classified into a range of mean based on the classification of graded scores as follows.

Table 8: The Classification of Graded Score

Range of mean	Students' interest	The advantages	Students' motivation	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very Relevant	Very necessary

3 Reflections of Cycle 2

According to the observations and interviews, the teacher and the researcher made some reflections about the implementation of the actions in Cycle 2. The students were interviewed and most of them said that they liked the implementation of guessing game. As the same previous cycle, the implementation of guessing game could make the students active in the speaking learning process. The interviews with several students are taken as follows:

Interview 26

- R : *Secara keseluruhan, kamu suka tidak dengan kegiatan speaking seperti tadi?*
(In general, did you like the speaking activity today?)
- S : *Suka- suka saja Mbak.*
(I liked it, miss.)
- R : *Kenapa kamu suka kegiatan itu?*
(Why did you like that activity?)
- S : *Kan masih dalam bentuk game. jadi nggak bosan.*
(There was still a game. So, I was not bored.)
- R : *Kalau dikerjakan dalam kelompok membantu tidak dalam belajar speaking?*
(Did play in group can help you to learn speaking?)
- S : *Lumayan, lebih mudeng aja Mbak. Kalau susah bisa diajarin sama temanku.*
(It helped me miss. When there were any difficulties, my friends would teach me.)

Interview 29

- R : *“Selamat siang dik, seperti biasa mau tanya pendapatmu tentang kegiatan speaking tadi. Gimana suka tidak?”*
(Good afternoon. As usual, I would like to ask your opinion about the speaking activity today. Did you like it?)
- S : *“Suka mbak.”*
(Yes, I liked it.)

The two tables above showed the students' opinion in the second cycle. It could be said that the students still liked to study by using guessing games, because they were still interesting for them. It was easier to understand and it made the students active in the game. It could be described that usually the students studies English without some interesting methods of teaching in the class, but by using guessing games, they were motivated to study English, especially in the speaking lesson.

Interview 31

- R : *Tadi waktu permainan kan kalian disuruh memberikan ide secara bergantian. Apa pendapat kamu?*
(You were asked to give ideas in turns in the game. What do you think about it?)
- S : *Iya, tadi semua harus memberi ide. Dicatet lho Mbak takut kalau lupa.*
(Yes, all of us had to give ideas. We took notes just in case we forgot.)

- R : *Berarti kamu juga ikut memberikan pendapat dong?*
(So, did you also give your ideas too?)
- S : *Iya dong.*
(Yes, absolutely.)

Interview 32

- R : *“Menurut kamu, , apa yang menyenangkan dari kegiatan profession guessing game?”*
(In your opinion, what was interesting from profession guessing game today?)
- S : *“Apa ya. Bisa tau banyak tugas-tugas dari masing- masing profesi.”*
(Well, we could know the duty of each profession.)
- R : *“menurut kamu tadi guessing gamenya masih menarik tidak?”*
(In your opinion, was the guessing game still be interesting to you?)
- S : *“iya mb..masih menarik*

(Of course, miss)

- R : *“Tadi ada kesulitan tidak berbicara dengan bahasa Inggris?”*
(Did you have difficulties in speaking English?)
- S : *“sedikit miss.. tapi teman yang lain masih bisa membantu”*
(just a little miss..but the other could help)
- R : *“jadi suka dong kerja berkelompok?”*
(so, you liked to work in group?)
- S : *“tentunya mb”*
(Absolutely yes, miss)

speaking by using guessing games. They did not feel bored, and they enjoyed studying although some of them found difficulties to mentioning the duties of some professions in English. However, they did not feel worried if they had in mistakes in their speaking, they still tried to speak, because they know if they did not speak, they would not be the winner in this game. Furthermore, by using guessing games the material were more interesting to the students.

Interview 33

R : *“What is your opinion about the implementation of guessing games in the second cycle, miss?”*

ET : *“I think, the students were more prepared in playing the guessing game. This guessing game was simpler than the first guessing game although the students had difficulties in arranging the sentences. The students were still active. They were not shy or afraid of speaking in English again, and still active. I will use this media in the next lesson.”*

The interview above shows that the teacher thought this guessing game was still an interesting media to teaching speaking lesson to the students because after using guessing games, the students were not nervous, afraid, and shy anymore, and also more active to speak.

After the implementation of the guessing games in this cycle, the writer gave questionnaires to the students (see appendix 6). In analyzing the result of the questionnaires, the researcher applied several techniques. They were

1) Grading the Items of Questionnaire

The questionnaire which was used in this research had five questions. There were three options in each question (a, b, and c). Students should answer the questions by crossing one of the options. The score of each choices was different since each of which had different quality for each indicators. The score was based on the following table.

Table 9: The Point of Ranges

Choices	Score	Meaning
A	1	Low
B	2	Medium
C	3	High

2) Tabulating the Data of Questionnaire

The aim of tabulating the data of questionnaire was to make the result become clearer. The data were in the table form which had three columns, for number, name and score per item. There was also a row which was used to write the mean of each item. (See appendix 5)

3) Finding the Mean

To find the mean of the score for each item, the researcher used the formula:

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

Note:

M : the mean
 $\sum x$: the sum of item scores
 N : the number of the students

4) Determining the grade of score

The researcher classified the result of the questionnaire data analysis for each issue based on the classification of graded score which is written before in this chapter.

5) The Category of the Mean

There were five categories in the criterion, such as high, help the students very much, high, very relevant, and necessary.

The table below was the result of the matching of the mean of each issue to a criterion.

Table 10: Category of the Mean

Issue	Mean	Category
Students' interest	2.5	High
The advantages	2.4	Help the students very much
Students' motivation	2.2	High
The relevancy	2.3	Very relevant
Sustainability	2.3	Very necessary

6) The Questionnaire Result

From the table above we could know the questionnaire results are

- a) The students' interest in learning English using games was high.
- b) The guessing game was useful in learning English, especially the speaking skill. It could also engage the students to learn English optimally.
- c) The students' motivation to speak English while they were playing guessing games was high.
- d) The materials taught in this research and the materials which are often used by the students to communicate in their daily life were relevant.
- e) The program was very necessary for the students.

D. General Findings and Discussion

This subchapter describes the important matters concerning the general summary of cycle 1, cycle 2 of this action research. It has been said before that this research was aimed to improve the students' speaking skills and the teachers' performance through guessing games. This research tried to answer the questions of what suitable actions that should be conducted to improve the speaking skills of seventh grade of SMP Muhammadiyah 1 Seyegan in the academic year of 2012/2013

Based on the reflections of cycle 1, there were some techniques that were successful an unsuccessful. The successful techniques were games, songs and games. The unsuccessful ones were using guessing games to give explanations. The summary of cycle 1 and cycle 2 could be seen below.

We can say that the guessing games were successful if the students have many questions to ask in English and good respond to the teacher's question and explanation. The guessing games were involved in class activities to motivate students to learn English.

The singing activity was an effective technique to help the students improve speaking and actively speaking in English. Although some students were still not confident to sing the song, they tended to be more active to imitate the teacher's actions. A song could raise good feeling through the rhythm of songs. This activity could make students more relaxed and comfortable in learning English.

Since the students were very energetic and love playing, guessing games were appropriate to motivate them in learning English. It could be improve their speaking

ability by communicating between the teacher and other students. We can use “*guessing game*” for creating interaction between students to students and students to the teacher.

The use of media was successful to support the English teaching learning process. Colorful, clear and interesting media were used to maintain the students’ attention and warm up them to the topics. The media included flashcards, pictures, things around the school, etc.

The use of guessing games for greeting, leave-taking, and giving instructions or explanations was successful. In the first cycle, it seemed that it was difficult for the students to understand the teacher’s explanation in English. In the second cycle, the gestures or mimics were used to improve their comprehension on the explanation. Although they did not really understand the explanations, they made progress in understanding the teacher’s explanation by responding some expressions such as asking permission, greeting and leave-taking.

Based on the summary above, it can be concluded that games as teaching techniques were successful to improve the English teaching learning process. The success of implementing games was accompanied by singing activities, playing games, and guessing games. The research members felt that the result of the cycle 1 and cycle 2 gave satisfactory result. She and the English teacher concluded that there was a progress in the English teaching learning process. Because the objective of the study had been achieved, the research members decided to stop the study in this

cycle. She also stops the study because of the limited time to conduct further the actions and the limited facilities to support the teaching learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This section contains the conclusions of the discussion in chapter 4, implication, and also some suggestions toward the students of SMP Muhammadiyah 1 Seyegan, English teachers in SMP Muhammadiyah 1 Seyegan, and other researcher. The action research was conducted from September-Oktober at grade seven of SMP Muhammadiyah 1 Seyegan Yogyakarta, during the first semester of the academic year 2012/2013.

A. Conclusions

This study was aimed at improving the students' speaking skills through guessing games. In reference to the discussion in the previous chapter, it could be concluded that the implementation of the games and the supporting action successfully improved the students' speaking skills.

This action research consisted of two cycles. The researcher implemented guessing games in both cycles. In the first cycle, there were successful and unsuccessful actions. However, in the second cycle all of actions, such as guessing games, and other learning activities and resource, were successful. It could be seen from students' opinions, students' involvement, teacher's observation and opinions. These are presented as follows.

In the first cycle, the researcher implemented guessing games as main activities. Besides, other activities and facilities such as using classroom English, interesting media and singing-song activities were also implemented. In this cycle,

there were successful and unsuccessful results. The successful action was games as main activities, the use of guessing games for greeting, leave taking, and giving instruction, the use of media and singing-song. With the action and activities above, the students could enjoy the learning and they paid attention to the lesson. There were unsuccessful actions in this cycle. For example, when the teacher explained the materials in English they just kept silent. The teacher needed to repeat the explanation several times or even he had to use gestures or Bahasa Indonesia.

In the second cycle, the researcher still focused on implementing guessing games such as *guessing who is he/she game* and *what is it game* and they add colorful and big picture to deliver the material. Those were successful to improve the English teaching learning process of seventh grade students. All students could respond to the teacher appropriately. The success of games was accompanied by singing activity, using media and classroom English. In this cycle the use of guessing games made progress in understanding the explanation by using gestures or mimics.

After implementing the second cycle, she found that the results of second cycle were satisfactory. The researcher and the English teacher observed that there was improvement of the English teaching learning process. The English teaching learning process could improve since there were some effective and interesting treatments and activities related to game techniques. The students were more interactive and relaxed in the class activities. They were more motivated and more active to give responses physically or orally. These actions gave the stimulus for

the students to get involved in the teaching learning activities and to encourage them to be more interactive with the teacher and other students.

The researcher found that teaching speaking using guessing games to the VII A students of SMP Muhammadiyah 1 Seyegan gave some advantages. The advantages of guessing games were: (1) The guessing games could increase the students' confidence, (2) the guessing games are the games which are played in group, so it could teach the students how to cooperate with their friends, (3) the guessing games could make the speaking lesson more enjoyable, so that (4) the students did not get bored during the lesson, and (5) the guessing games could also make the students enthusiastic to learn. There were changes as a result of the actions. The changes were both in the way of thinking and in the behavior of the involved members. The changes were related to the following:

1. The changes in the English teaching-learning process

The English teaching-learning process especially for teaching speaking skill became more interesting, enjoyable, and lively. It was different from the previous situation in which the students felt bored because the teacher only gave same activities. They also did not feel enjoyable to speak English because they felt afraid of making mistakes, so the situation of their classroom was not lively, but only very noisy. After implementing guessing games, the teacher could make the students actively try to speaking English.

2. The changes happening to the students

Before the action was conducted, some students were not active in the class, especially in the speaking lesson. They felt shy and afraid of making mistakes. It was different from another student in the same class who did not care

about it. Fortunately, this condition could be solved by using guessing games. It could change the shy and afraid students to become active in the class, and became brave to speak English. All students liked to learn speaking by using guessing games. As a result, guessing games made them more motivated to learn English in the speaking lesson.

3. The changes happening to the English teacher

The English teacher got more knowledge on how to teach and make students have fun and active so the students' motivation could increase especially in the speaking lesson. Using guessing games can make the students involved in the English teaching-learning process, especially in the speaking skill.

4. The changes happening to the researcher herself

As the action was implemented, the researcher got more knowledge about the teaching and learning process to students in a junior high school. As a teacher then, she found an effective way to solve the low students' motivation in their speaking lesson. There were guessing games. Using guessing games as a media could make the students more active and also could make fun and enjoyable situation during lesson.

B. Implication

The results of the study indicate that it is important to use guessing games in the teaching learning process. The teachers need to use gestures, mimics and other non-verbal language to improve the students' comprehension on classroom English. In this case guessing games should be used regularly or everyday so that the students will be more familiar to pay attention and practice some expressions.

The implementation of the actions indicates that the teacher must be creative in choosing games which can help to improve the English teaching learning process. Games should be interactive and interesting for the students. They also should teach language skills and natural chunks of language. The appropriate teaching will make students more active and help them to be able to communicate in class activities. After the researcher implemented games, the English teaching learning process can be improved.

Based on the result of the study, these implications can be proposed. These are presented as follows:

1. Sing a song is one of effective ways to improve the student' pronunciation and vocabularies. It is also effective to build the students' confidence to speak in English. That is the main reason why most students like the activity by using songs.

2. Instant comments are effective to make the students express their ideas spontaneously. The teacher can show the pictures and the students spontaneously give comments about the pictures.

3. The teachers also need to use interactive activities such as singing-song activities that can help the students listen and remember the words and patterns of language. The teacher needs to use media to help them to sing the song.

4. Discussion is effective to make the students practice speaking in English. In this activity they are supposed to discuss a given topic in English. The students are allowed to ask about some words they do not understand to their friends and the teacher. This activity also gives opportunities to the smart students

to correct their partner if they make mistakes. Thus, it is effective to improve the students' confidence to speak in English.

5. The research findings show that the teacher must be selective and creative in choosing and designing many kinds of media that can help to improve the English teaching learning process. The teachers also need to use media in every lesson to warm up the students to the new topics and attract their attention. Moreover, it is important to use various and interesting media to support class activities.

6. Games are effective to reduce the students' boredom during the speaking activities in the classroom. It also builds the students' confidence to speak in English. This does not only give benefits to the students but also the teacher who makes the class more attractive and not monotonous.

7. The role play is effective to improve the students' speaking skill and self confidence. This activity maximizes the students to have an experience to perform a monologue in English. Since the students are asked to perform the role-play in front of the class, they can improve their self-confidence and their speaking skill. Thus, it is effective in improving the students' speaking skill and self-confidence.

8. Providing copied materials of teaching speaking to the teacher is effective to improve the teacher's knowledge of how to teach speaking.

9. The soft copy of speaking media gives benefit to the teacher to plan an interesting English lesson, especially speaking. They help the teacher to transfer the teaching materials interestingly and attract the students' involvement in the speaking activities easily.

C. Suggestions

Based on the conclusions, implications and limitation above, the researcher would like to give some suggestions as follow:

1. Guessing games are an interesting media to teach speaking. So, English teacher should use it as one of media in teaching speaking to make students more motivated to speak English.

2. English teachers should always motivate students to speak English due to the fact that many students are reluctant to speak since they are afraid of making mistakes.

3. Other researchers who will conduct similar researches should have better preparation before conducting the research and try to find another the advantages of guessing game.

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COURSE GRID OF IMPROVING SPEAKING SKILLS THROUGH GUESSING GAMES

Theme	Basic Competence	Indicators	Learning Materials				Teaching and Learning activities	Description of Guessing Games
			Text	Language Focus				
				Grammar	Vocabularies	Pronunciation		
Describing people	Cycle 1 1.2. Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima	<ul style="list-style-type: none"> ❖ Students are able to using simple present tense to describe things. ❖ Students are able to describing people by using their own words. 	<p>My friend is Dona. He is tall slim and beautiful. She has bright skin. Her nose is pointed. She has cute lips and dimples on her cheeks. They make her smile more attractive.</p>	<ol style="list-style-type: none"> 1. Using Simple Present Tense 2. Using verb 3. Using Adj 4. Using special technical terms (imperative) 	<p>Hair, Eyes, Legs, Foot (adj) Beautiful</p> <p>Short, Tall, Slim Long Curly</p>	<p>/hɛː/ /ʌɪs/ /lɛg/ /fʊt/ /ˈbjuːtɪfʊl/ /ʃɔːt/ /tɔːl/ /slɪm/ /lɒŋ/ /ˈkəːli/</p>	<p>Presentation:</p> <ul style="list-style-type: none"> ➤ The teacher asked the students to answer the simple questions like (1) <i>how do you look like? Do you have a pointed nose or flat nose?</i> (2) <i>Are you tall or short? Thin or fat?</i> (3) <i>How about your</i> 	<p>Descriptive guessing games</p> <ul style="list-style-type: none"> ➤ The teacher explains the rules and gives a modia. ➤ The group consist of 6 students. ➤ Shuffle the cards and deal them all out to each player. ➤ One student must choose one of their picture. The other players have to guess who is he/she. ➤ The player who can see their

	<p>dengan lingkungan terdekat.</p> <p>4.2</p> <p>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan</p>					<p><i>sister or your brother?</i></p> <p><i>What does he or she look like?</i></p> <ul style="list-style-type: none"> ➤ The teacher shows pictures related to the topic ➤ The teacher pronounce the words which related to the topic (physical appearance and also the adjectives on physical appearance) ➤ Teacher and students sing a song ‘part of the body’ ➤ The teacher shows some pictures to 	<p>picture can only answer Yes or No.</p> <ul style="list-style-type: none"> ➤ The winner is the person with the most correct cards at the end game.
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	<p>terdekat yang melibatkan tindak tutur: memberikan informasi.</p>						<p>the students then she drills the students to pronounce the words based on the pictures like eyes, nose, eyebrow, long hair, wavy hair, etc.</p> <ul style="list-style-type: none"> ➤ The teacher gives the expression to describing someone like “what does your sister or brother look like?” ➤ The teacher explains how to respond like A :What does your 	
--	---	--	--	--	--	--	--	--

sister or
brother
look
like?

B :*My
sister
has
black
eyes,
black
and
wavy
hair.
And she
is also
tall and
thin.*
(Respon
d)

Practice :

- The teacher chooses one student, then the teacher asks to the student to describe his/ her

						<p>classmate</p> <ul style="list-style-type: none">➤ The student who describes his/ her friend chooses another friend to describe another classmate. <p>Production</p> <ul style="list-style-type: none">➤ Playing guessing games “who I am” in group which consists of six students.➤ The teacher explains the rules to play the guessing games first before the	
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<p style="text-align: center;">A r o u n d t h e c l a s s r o o m</p>	<p>1.2 merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima dengan lingkungan terdekat yang melibatkan tindak tutur member/memberi barang</p> <p>3.2 melakukan interaksi dengan lingkungan</p>	<ul style="list-style-type: none"> ❖ Students are able to show things in the classroom correctly. ❖ Students are able to pronounce the words related to the kinds of things in the classroom. ❖ Students are able to use the expression asking for goods. ❖ Students are able to use the expressions of giving the goods. 	<p>T: Can I have a book? S: Sure. Here's you are.</p>	<p>Can + Subject+ Have+ Noun?</p>	<p>Book Pen Bag Ruler Chair Table Marker Dictionary Globe</p>	<p>/bʊk/ /pen/ /bæg/ /'ru:lə r / /tʃeə r / /'teɪ.bəl / /'mɑ:kə r / /'dɪk.ʃən.əri/ /gləʊb/</p>	<p>Presentation:</p> <ul style="list-style-type: none"> • Listen and pay attention the song. • Sing “ Can I have a pen?” song • The teacher asked the doll as model to answer the simple question like:” Can I have a book?” • The teacher chooses one student, then the teacher asks to the students to practice the 	<p>Hangman Guessing games</p> <ul style="list-style-type: none"> • The teacher appoint one students from each group to stand up in front of the class. • The group that is going first makes up a word in his mind. E.g. if the word is pencil, draw five spaces, like this _ _ _ _ _ • The other group, guess a letter and if it's correct you put it in the blank. If it's incorrect you
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	<p>terdekat yang melibatkan tindak tutur meminta dan memberi barang.</p>					<p>simple dialog with her classmates.</p> <p>Practice:</p> <ul style="list-style-type: none"> • The teacher shows pictures related to the topic. • The teacher shows some picture to the students then she drills the students to pronounce the words based on the pictures like bag, pencil, eraser, a piece of paper, etc. • Listen and give a tick 	<p>put a head on the upside down L. draw another body part for each subsequent wrong guess. The object is to guess the word before you complete the body.</p> <ul style="list-style-type: none"> • If they get the answer, the game is over
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						<p>Production:</p> <ul style="list-style-type: none">• Playing guessing games” hangman” in group which consists of six students.• The teacher explains the rules to play the guessing games before the game begin.	
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Field note 1**Hari/ tanggal : Jum'at 9 Juli 2012****Ruang : Ruang kepala sekolah****Hal : Perijinan Penelitian**

Hari ini adalah hari pertama P datang ke sekolah. Tiba di sekolah, P minta ijin untuk bertemu KS kepada pak satpam sekolah. Kemudian P diantarkan ke ruangan kepala sekolah dan disuruh menunggu sebentar. Setelah menunggu beberapa saat KS datang dan langsung menerima kedatangan P dengan baik. P langsung menjelaskan maksud kedatangannya untuk meminta ijin akan mengadakan penelitian tindakan kelas di SMP Muhammadiyah 1 Seyegan pada bidang studi bahasa Inggris untuk kelas VII. Sebelum KS memberikan ijinnya, beliau meminta P untuk menjelaskan penelitiannya nanti seperti apa, dan meminta proposal P. Setelah P menjelaskan, KS memberikan ijin dan memanggil GBI kelas VII. Kemudian, P bertemu GBI dan langsung mengutarakan maksud kedatangannya akan melakukan penelitian di kelasnya, namun P meminta satu kelas saja, dikarenakan di SMP Muhammadiyah 1 Seyegan ada 3 kelas VIInya, P meminta kelas yang murid-muridnya susah dalam pelajaran speaking nya, dan GBI menyarankan P untuk mengajar kelas VII A untuk tempat penelitiannya, tapi beliau juga meminta P untuk menyempatkan waktu dalam observasi nanti P mengajar semua kelas VII, hal ini bermaksud untuk menjelaskan seperti apa sebenarnya keadaan anak- anak dalam belajar bahasa Inggris, khususnya kalau disuruh belajar berbicara dalam bahasa Inggris. P menyetujui saran dari GBI, dan beliauapun memberikan P ijin, dan menerima P.

Field note 2**Hari/ tanggal : Sabtu, 21 Juli 2012****Ruang : Ruang guru dan kelas VII A****Hal : Interview dengan GBI**

Setelah mendapatkan ijin dihari sebelumnya dari KS dan GBI, P datang kembali ke sekolahan untuk melakukan interview mengenai masalah yang dihadapi dalam pelajaran bahasa Inggris khususnya untuk pelajaran speaking di SMP Muhammadiyah 1 Seyegan, namun P membuat janji terlebih dahulu dihari sebelumnya kepada GBI. Setelah selesai melakukan interview dengan GBI, P juga melakukan interview dengan para siswa kelas VII A untuk mengidentifikasi masalah-masalah yang mereka hadapi selama belajar bahasa Inggris di sekolah.

Field note 3

Hari/ tanggal : Senin 23 Juli 2012

Ruang : Ruang kelas VII A

Hal : Observasi

1. P datang pada pelajaran ke 3 dan 4 untuk memasuki kelas VII B bersama GBI, namun sebelumnya P menjalankan saran GBI untuk masuk ke kelas VII yang lainnya dari jam 1- 6. Waktu masuk kelas VII A keadaan kelas sangat ramai, mereka heboh karena GBI datang bersama P, yang sebelumnya mereka tidak pernah liat. Kemudian GBI memberi perintah kepada para siswa untuk diam sejenak, karena beliau mau memperkenalkan P dan menjelaskan kedatangan P ke kelas mereka. Setelah memperkenalkan P, GBI mempersilahkan saya untuk duduk di bangku kosong belakang, dan beliau langsung menyuruh para siswa untuk membuka buku mereka dan menanyakan materi sebelumnya. Keadaan kelas masih sedikit ramai ketika mereka mempersiapkan buku- buku bahasa Inggris mereka, namun GBI tidak begitu menghiraukan. Materi saat itu masih tentang bagian- bagian tubuh. Dihari sebelumnya GBI meminta para siswa untuk menghafalkan bagian- bagian tubuh, dan hari itu beliau meminta murid- murid maju satu persatu untuk menyebutkan bagian- bagian tubuh tanpa membaca buku. Ada sebagian siswa yang malu untuk menyebutkan walaupun sebenarnya mereka bisa, ada juga yang hanya sibuk dengan kesibukannya sendiri, namun ada juga yang berani untuk maju dan menyebutkan bagian apa saja yang dia hafal walaupun terkadang dalam pengucapannya masih ada kesalahan.

2. Setelah beberapa menit, GBI meminta para siswa untuk membuka LKS mereka, dan menyuruh mengerjakan latihan- latihan yang ada hubungannya dengan materi pada hari itu, dan salah satu latihan- latihan mereka, ada yang menyuruh mereka untuk membuat dialog tentang menggambarkan ciri-ciri dari beberapa gambar di LKS mereka.

3. Melihat ada latihan membuat dialog, beberapa siswa kelihatan kebingungan, banyak yang mengeluh karena tidak bisa mengerjakan dengan membuat keributan, tapi ada juga yang memberanikan diri untuk tanya langsung kepada GBI. Saat ada yang tanya GBI Cuma memberikan penjelasan singkat bagaimana cara untuk menggambarkan seseorang yang beliau ambil dari contoh- contoh yang ada pada LKS tersebut. Saat GBI memberikan penjelasan sebagian murid khususnya murid- murid cowok yang duduk di belakang tidak menghiraukan penjelasan GBI. Kemudian GBI meminta ijin untuk keluar kelas sebentar. Saat GBI keluar keadaan kelas sangat riuh, para murid cowok yang duduk di belakang maju kedepan untuk mencari contekan ke pekerjaan murid- murid cewek. Selama GBI ijin keluar, P menulis inventaris kelas.

4. Beberapa menit kemudian GBI kembali ke dalam kelas, langsung saja para murid- murid yang nyontek tadi berlarian menuju ke meja mereka. GBI menyuruh murid yang sudah selesai membuat dialog mereka untuk perform di depan kelas, namun tidak ada yang berani untuk maju ke depan. Para murid malah meminta untuk mengumpulkan pekerjaan mereka saja kepada GBI.

Sehingga mereka tidak usah berdialog di depan kelas mereka. Saat GBI bertanya “kenapa?” mereka menjawab “malu pak... wong jowo je..”.

5. Tiba-tiba bel pulang berbunyi, para siswa langsung meminta siap- siap pulang kepada GBI. Mendengar itu GBI menyuruh para siswa untuk melanjutkan dialog mereka di rumah sebagai tugas rumah mereka, dan menyuruh mereka berkemas untuk pulang. GBI menutup pelajaran dengan berdoa bersama.

6. Setelah selesai, GBI dan P menuju ke kantor guru dan berbincang- bincang sebentar tentang keadaan kelas selama pelajaran tadi. P kemudian menjelaskan tentang media yang akan P gunakan saat penelitian nanti, masalah yang timbul tadi khususnya untuk memotivasi para murid dalam berbicara dalam bahasa Inggris, bagaimana membuat mereka berani untuk berbicara dalam bahasa Inggris, dan juga untuk membuat mereka konsentrasi dalam menerima pelajaran akan terselesaikan dengan menggunakan board games. GBI pun menyetujui. Kemudian P berpamitan untuk pulang.

Field note 4

Hari/ tanggal : Selasa, 24 Juli 2012

Ruang : Ruang Guru

Hal : Perencanaan

Hari ini jadwal P untuk membicarakan rencana pembelajaran bahasa Inggris yang akan diimplementasikan hari ini juga pada jam pelajaran ke 7 dan 8. Untuk pertemuan pertama kali ini, tema yang akan diajarkan adalah “describing someone” masih meneruskan apa yang telah diajarkan GBI sebelumnya, karena P melihat para siswa belum memahami materinya. P kemudian menyerahkan RPP dan “course grid” kepada GBI. P memberikan RPP dimana dalam satu RPP terdapat dua tanggal, P memberikan penjelasan kepada GBI alasannya terdapat dua tanggal, yaitu di hari pertama yaitu tanggal 4 September untuk memeberikan penjelasan materi, sedangkan tanggal 6 September untuk penggunaan media guessing gamenya, karena menurut P dalam satu hari tidak akan cukup untuk materi dan gamenya. Alhamdulillahnya GBI menyetujui P dalam hal ini.

Field note 5

Hari/ tanggal : Selasa, 4 September 2012

Ruang : Ruang kelas VII A

Hal : Memberikan pemahaman materi tentang describing someone

1. Bel masuk pelajaran ke 3 dan 4 berbunyi, P bergegas untuk menuju ke kelas VII A. P ditemani GBI saat masuk ke dalam kelas. Saat masuk, keadaan masih ramai bahkan da beberapa siswa yang belum masuk ke dalam kelas. Namun setelah semua masuk GBI meminta paramurid untuk diam sejenak dan kemudian memberi salam “ good morning students” dan para siswa menjawab “ good morning miss..”dan memberi tahu kepada para siswa kalau P akan mulai mengajar hari ini. Para siswa senang mendengar kabar kalau P yang akan mengajar di kelas mereka.
2. GBI meminta para siswa untuk tidak nakal dan ribut selama P mengajar mereka, para siswa pun menjawab “siap bu...”. Kemudian GBI mempersilahkan P untuk memulai pelajarannya, sedangkan GBI duduk dibangku belakang untuk mengamati para siswa dan memberi penilaian kepada P.
3. P membuka pelajaran dengan memberi salam terlebih dahulu kepada para siswa dengan “assalamualaikum, good morning students?” dan para siswa pun memberi jawaban “wa’alaikumsalam, good morning miss”. Kemudian P tanya kabar mereka dengan pertanyaan “ how are you today?”, dan dijawab “I’m fine thank you, and you?”. Dan P pun menjawab “I fine too thank”. Kemudian P meminta berkenalan dengan para siswa dengan mengabsen daftar nama mereka, dan meminta para siswa yang dipanggil namanya untuk mengangkat tangan mereka.
4. Setelah selesai, P memberikan beberapa pertanyaan kepada para siswa yang berhubungan dengan materi yang akan diberikan. Saat pertanyaan satu diutarakan beberapa siswa kebingungan terus ada yang menyeletuk dan bilang “artinya apa mbak.... pake bahasa indonesia juga dong”. Mendengar itu P kemudian memberikan pertanyaan dengan dua bahasa yaitu bahasa Inggris dan bahasa Indonesia.
5. P memberikan 3 pertanyaan seperti yang sudah P tuliskan di dalam RPP, dari semua pertanyaan, banyak yang menjawab tapi hanya sedikit yang berani menjawab dengan menggunakan bahasa Inggris, yang lainnya menggunakan bahasa Indonesia.
6. Kemudian P memberi penjelasan, kenapa P memberi pertanyaan terlebih dahulu, itu karena pelajaran hari ini yaitu masih tentang description someone/ menggambarkan seseorang. Kemudian P tanya keada para siswa kembali “sudah paham belum gimana caranya kita menggambarkan seseorang?”, para siswa menjawab “ sudah... mbak”, P bertanya lagi “gimana?”, para siswa menjawab “dengan ngasih ciri- ciri fisiknya”, P pun memberi ancungan jempol ke pada para siswa.
7. P menunjukkan beberapa gambar bagian- bagian tubuh manusia kepada para siswa, sepertri gambar mata, hidung dll. Kemudian P meminta para siswa untuk menyebutkan dalam bahasa Inggris sesuai dengan gambar secara bersamaan.

8. Setelah secara bersama- sama dalam menjawab, P mengacak siswa untuk menjawab sesuai dengan gambar yang dipertunjukkan. Dari kegiatan ini para siswa sudah mulai berani berbicara dalam bahasa Inggris walaupun dalam pengucapannya masih ada yang salah.
9. Setelah selesai P mulai mengajukan pertanyaan selanjutnya seperti “what does your sister or your brother look like?” kepada para siswa, serentak hal ini membuat kelas ramai karena mereka kebingungan.
10. P meminta para siswa untuk tenang, kemudian memberikan contoh secara langsung seperti
 - A : “What does your sister or brother look like?”
 - B : “My sister has black eyes, black and wavy hair. And she is also tall and thin”.
 Kemudian P menanyakan kejelasan tentang contoh yang P berikan kepada para siswa. Sebagian siswa sudah mengerti, sebagian lagi tidak memberikan pendapatnya.
11. Untuk mengetahui pemahaman para siswa, P kemudian meminta para siswa untuk mendiskripsikan teman sekelas mereka. P melakukan kegiatan ini secara drill, P memilih 1 siswa dan meminta dia untuk memilih teman yang akan didiskripsikan, kegiatan ini membuat para siswa ramai karena mereka takut. Baru 1 siswa mencoba untuk mendiskripsikan teman pilihannya, bel pelajaran berbunyi. Para siswa sudah ramai meminta untuk istirahat.
12. P menutup pelajaran dengan memberi informasi kepada para siswa untuk mempersiapkan diri mereka karena besok akan dilanjutkan lagi, dan memberi tahu mereka kalau besok akan bermain “guessing game”. Mendengar kata game para siswa bersorak dan bilang “ asik...”.
13. Sebelum keluar kelas P memberisalam dengan “wassalamualaikum wr wb, good bye. Siswapun menjawab “good bye miss...”.
14. GBI pun menghampiri P, untuk mempersilahkan ke ruang guru bersama beliau.

Field note 6

Hari/ tanggal : selasa, 4 September 2012

Ruang : Ruang guru

Hal : Mendengarkan penilaian GBI terhadap P

GBI pertama memberi selamat terlebih dahulu kepada P, karena menurut beliau P sudah bagus dalam mengajar, bisa menguasai keadaan kelas. Kemudian P menanyakan penilaian GBI untuk yang P lakukan didalam kelas selama pros belajar mengajar tadi dan juga tentang respon para siswa. GBI memberikan penilain bahwa cara mengajar P sudah bagus tapi menurut beliau kadang suara P tidak bisa terdengar sampai belakang atau kurang keras, dalam berbicara juga kadang terlalu cepat, untuk respon para siswa menurut beliau sedah lumayan membaik dari pada sebelumnya, kata beliau para siswa mulai senang dan terartur dalam mendengarkan penjelasan materi, dan lumayan aktif. Dari penilaian GBI, P menjadikan yang kurang dalam

penilaian untuk pelajaran P dalam mengajar selanjutnya, sehingga di pelajaran yang selanjutnya bisa lebih bagus. Setelah selesai berbincang- bincang P minta pamit kepada GBI untuk pulang, tapi sebelumnya P memberi tahu kepada GBI kalau pertemuan selanjutnya P akan mengaplikasikan guessing game untuk menumbuhkan motivasi para siswa dalam berbicara bahasa Inggris. GBI pun menerimanya dengan baik.

Field note 7

Hari/ tanggal : Kamis, 6 September 2012

Ruang : Ruang guru

Hal : Konsultasi kepada GBI

Kali ini P datang lebih awal karena pelajaran bahasa Inggris akan dilaksanakan jam ke 2 dan ke 3. P langsung menuju ruang guru dan bersalaman dengan para guru lain yang sudah hadir. Sebelum masuk ke dalam ruang kelas P menemui GBI terlebih dahulu untuk memberitahukan seperti apa bentuk dari guessing game yang akan digunakan nanti. Namun ternyata GBI belum sampai ke sekolahan, beliau cuma memberikan pesan singkat kepada P untuk langsung saja masuk kedalam kelas dan langsung saja mengajar tanpa menunggu beliau, kata beliau kalau beliau sampai disekolah beliau akan langsung menjumpai P di dalam ruang kelas.

Field note 8

Hari/ tanggal : Kamis 6 september 2012

Ruang : Ruang kelas VII A

Hal : Implementasi guessing game yang pertama untuk tema pelajaran “description someone” dalam putaran pertama

1. Saat P menuju ke ruang kelas sebagian siswa ada di depan. P langsung disambut para siswa, dan mulai masuk ke kelas bersama para siswa yang ada di luar kelas. P meminta mereka untuk tenang, kemudian P memberi salam dan menyapa mereka dengan “good morning students?”, para siswapun menjawab secara serempak. P juga menanyakan keadaan mereka dengan “how are you today?”, para siswa pun menjawabnya seperti biasanya. P juga tidak lupa untuk mengabsen para siswa, pada hari itu semua siswa hadir. Tiba-tiba ada siswa yang menyeletuk untuk main game, mereka ingat kalau akan main game. P kemudian menjawab kalau hari ini memang akan main game, tapi sebelumnya P menanyakan atas tugas mereka. Mereka mengatakan kalau tugasnya dikumpulkan saja dan meminta bermain game secepatnya. Mendengar itu P menyanggupi permintaan para siswa. Setelah selesai para siswa mengumpulkan tugas mereka. P kemudian memberi pertanyaan mudah kepada para siswa sebelum memberikan game. Serentak saja

para siswa ramai karena tidak terima, tapi P bisa mengatasi karena P bilang kepada para siswa kalau pertanyaan- pertanyaannya sangat mudah dan ada hubungannya dengan game yang akan dilakukan nanti. Mendengar penjelasan P para siswa mulai mau diam.

2. P mulai memberikan pertanyaan seputar physical appearance dan juga adjectives appearance seperti “rambut panjang, dalam bahasa inggris apa?, mata sipit, dalam bahasa inggris apa?”, bagi siswa yang bisa menjawab bisa mengangkat tangan mereka.
3. Setelah beberapa menit P mengajak para siswa untuk bermain game, namun sebelumnya P menjelaskan terlebih dahulu peraturan permainannya kepada para siswa. P juga membagi para siswa menjadi 5 grup dimana masing- masing grup terdiri dari 6 siswa. Setelah semua sudah dijelaskan peraturannya, P langsung membagikan gambar untuk permainan guessing gamenya kepada masing- masing grup.
4. Dalam guessing game yang pertama ini P meminta para siswa untuk menebak gambar siapa yang ada ditangan kelompok lain berdasarkan clue clue yang disebutkan oleh siswa. siswa tersebut musti ambil gambar yang sudah P sebar dan mencoba untuk mendeskriipsikan. Saat siswa mendiskripsikan gambar harus dalam suara yang keras dan menggunakan bahasa Inggris, hal ini bertujuan agar grup yang lain bisa mendengarkan dan memberikan penilaian mereka. Dalam satu gambar yang mereka amil harus didiskripsikan sebanyak enam kalimat jadi setiap siswa dalam grup mengutarakan satu kalimat .
5. Saat permaian berlangsung GBI datang kedalam ruang kelas, dan melihat keadaan para siswanya. Saat memainkan game para siswa terlihat antusias dan tidak mau kalah dengan yang lainnnya, dan tanpa mereka sadari kalau mereka sudah berani berbicara dengan menggunakan Bahasa Inggris. Melihat keantusiasan para siswa GBI merasa enang apalagi para siswa juga aktif.
6. P kemudian menghampiri GBI dan menjelaskan game hari ini secara singkat, P juga tidak lupa mengontrol kegiatan para siswa dalam memainkan gamenya, jika ada yang masih dalang mengucpkan, P langsung meminta para siswa untuk meralatnya.
7. Saat jam pelajaran mau habis, ada grup yang memenangkan gamenya terlebih dahulu “finish”. Grup yang menang sangat senang dan tertawa sambil lompat- lompat, bagi para siswa yang kalah jadi jengkel sendiri.
8. Kemudian P meminta para siswa untuk duduk ditempat mereka semula, dan meminta untuk tenang sejenak. Sebelum menutup pelajaran, P menanyakan kepada para siswa “senang tidak?”, para siswa pun menjawab “senang, besuk lagi”. Tiba- tiba langsung berbunyi bel pulang sekolahnya, P pun menutup pelajaran dengan memberi salam kepada para siswa, dan langsung di jawab oleh para siswa.
9. Setelah merapikan meja P, dan GBI langsung menuju ke ruang guru bersama.

Field note 9**Hari/ tanggal : Kamis, 6 September 2012****Ruang : Ruang guru****Hal : Mendengarkan penilaian GBI dan interview**

Sesampai diruang guru, GBI pertama meminta maaf karena terlambat, kemudian mulai berbincang- bincang dengan P. GBI dan P berbincang- bincang mengenai proses belajar mengajar tadi. Dari penilaian GBI, saat mengajar P sudah lebih baik dari pada pertemuan sebelumnya. P juga meminta pendapat GBI tentang guessing game dan efeknya untuk para siswa. Menurut GBI guessing game itu media yang sederhana tapi efektif untuk para siswa dalam membuat mereka berani berbicara dalam bahasa Inggris, mereka tidak sadar kalau mereka sudah berani berbicara karena mereka merasakan bahwa mereka main game, menurut beliau para siswa juga lebih aktif, kalau masalah kelas menjadi rame itu bukanlah suatu masalah bagi beliau, yang terpenting ributnya itu karena memang dituntut untuk berbicara, kalau sepi-sepi aja berarti tidak usah berbicara. Setelah itu P juga memberikan RPP untuk pertemuan selanjutnya yaitu tema yang baru tentang “thing around the school”. Kemudian GBI menerima RPP dari P dan membaca sebentar RPP tersebut. Seperti RPP sebelumnya RPP untuk pertemuan ke-3 juga terdapat dua kali pertemuan untuk satu RPP. Dikarenakan GBI akan mengajar di kelas lain, maka P meminta ijin untuk berpamitan pulang, dan GBI memberikan ijin. Setelah berpamitan kepada GBI dan guru lain, P langsung pulang.

Field note 10**Hari/ tanggal : Selasa, 11 September 2012****Ruang : Ruang guru****Hal : Konsultasi kepada GBI**

P datang 10 menit sebelum jam pelajaran ke 3 dan 4 mulai. P langsung menuju ke ruang guru dan bersalaman langsung kepada GBI dan guru yang lain. P berbincang-bincang kepada GBI tentang materi yang akan diberikan kepada para siswa. P juga mendapat saran dari GBI untuk memberi materi dengan sekomplit mungkin, biar para siswa bisa benar- benar mengerti. Beliau juga bilang kalau beliau sudah percaya cara mengajar P, beliau kali ini tidak menemani P di dalam kelas, namun menunggu P di ruang guru. Setelah bel berdering P pun langsung meminta ijin untuk masuk ke ruang kelas VII A.

Field note 11

Hari/ tanggal :Selasa, 11 September 2012

Ruang : Ruang kelas VII A

Hal : Memberikan materi tentang “things around the school”

1. P masuk ke dalam kelas dan langsung memberi salam kepada para siswa. Dan langsung dijawab oleh para siswa. P juga tidak lupa melihat daftar hadir para siswa, dan menurut daftar hadir semua siswa hadir semua.
2. Sebelum memberi materi, seperti biasa P memberikan pertanyaan sederhana terlebih dahulu kepada para siswa, seperti *what the things in the class?*. Dikarenakan kalau hanya menggunakan bahasa Inggris saja para siswa sudah ribut karena tidak mengerti artinya, jadi P mencampurkan bahasanya setelah bertanya dengan menggunakan bahasa Inggris, P langsung menterjemahkan ke bahasa Indonesia. Pertanyaan- pertanyaan yang P berikan di jawab secara oral, jadi siswa menjawab secara langsung. Sebagian menjawab dengan bahasa Inggris walaupun masih salah, sebagian lagi percampuran antara bahasa Indonesia dan bahasa Jawa.
3. Kemudian P memberi tahu maksud kenapa dia bertanya seperti itu. Itu dikarenakan/ berhubungan dengan materi yang akan diajarkan, yaitu tentang bagaimana menyebutkan barang barang disekeliling sekolah.
4. P mengambil beberapa barang di meja yang dia bawa, dan menunjukkan kepada para siswa. Kemudian P menanyakan secara acak barang apa yang P bawa. Sebagian siswa menjawab dengan spontan menjawab benda yang dibawa. Sebagian siswa cuma diam saja, dan yang lainnya mencoba menjawab tapi masih menggunakan bahasa Indonesia bahkan kadang ada yang menggunakan bahasa jawa.
5. P bertanya kepada siswa bagaimana cara mereka meminjam barang kepada temanya? Mereka menjawab dalam bahasa Indonesia saya bisa bu, tapi kalo b.inggris enggak tau je”.
6. Dikarenakan masih banyak yang menjawab dengan menggunakan bahasa Indonesia, P memberikan cara bagaimana cara member dan menerima barang dalam bahasa Inggris,
7. Setelah memberikan penjelasan, P menguji pemahaman para siswa dengan memperlihatkan kembali gambar- gambar jam tadi dan meminta para siswa mencoba menjawab dengan benar, kegiatan ini dilakukan secara bersama- sama.
8. P juga menuliskan language function tersebut di papan tulis, setelah P menanyakan secara acak kepada para siswa.
9. Setelah para siswa semua mengerti, P menanyakan kepada para siswa “ can I have a pen? Kemudian siswa menjawab yes, of course. Kegiatan ini dilaksanakan secara acak. P juga meminta para siswa untuk mencoba menjawabnya dengan bahasa Inggris, P sebelumnya menyakinkan para siswa terlebih dahulu untuk tidak usah takut kalau mereka salah dalam pengucapannya.
10. Untuk awalnya para siswa masih enggan karena malu dan takut kalau membuat salah, tapi ada juga yang memberanikan diri. Kegiatan ini berlangsung lumayan lama karena P menanyakan ke semua siswa yang ada di dalam kelas.

11. Tanpa terasa bel pun berbunyi, seperti biasa para siswa menjadi ramai. P menyuruh untuk para siswa berkemas- kemas, dan sebelum pulang P mengingatkan kepada para siswa untuk belajar yang sudah dibahas kali ini, P juga memberi tahu para siswa kalau pertemuan berikutnya akan ada guessing game lagi, mendengar itu para siswa sangat senang. Mereka senang kalau sudah main game karena menurut mereka game berbeda dengan pelajaran.
12. Setelah memberikan beberapa informasi, P langsung menutup dengan doa bersama, dan memberi salam.
13. Kemudian P merapikan peralatan yang dibawa, dan langsung menuju ke ruang guru untuk bertemu GBI.

Field note 12

Hari/ tanggal : Selasa, 18 September 2012

Ruang : Ruang guru

Hal : Laporan kegiatan kepada GBI

Sesampai di ruang guru, P langsung menceritakan yang telah terjadi selama proses belajar mengajar, GBI menyambut dengan positif. GBI percaya kalau P bisa membuat para siswa memahami pelajarannya, karena sebelumnya beliau sudah melihat perencanaan pengajaran yang P buat. Kemudian P meminta izin pamit untuk pulang.

Field note 13

Hari/ tanggal : Kamis, 13 September 2012

Ruang : Ruang guru

Hal : Konsultasi kepada GBI tentang guessing game ke 2

P datang langsung ke ruang guru, kali ini bisa langsung bertemu dengan GBI. Setelah bersalaman P memberikan model guessing game ke 2 yang diberi nama "Hangmen guessing game". P menjelaskan peraturannya untuk mempermainkan gamenya kepada GBI. Setelah GBI melihat bentuk guessing gamenya beliau berpendapat kalau guessing gamenya lebih berwarna dan lebih mudah dari guessing game sebelumnya, namun GBI menyukainya, beliau juga yakin kalau para siswa masih menyukainya, dan mungkin tidak menghabiskan banyak waktu seperti guessing game sebelumnya. Setelah berbincang- bincang P meminta izin untuk masuk ke kelas, karena sudah waktunya masuk jam pelajaran ke 2. GBI mempersilahkan P, dan beliau nanti akan mengecek jalannya guessing game yang ke 2 ini.

Field note 14

Hari/ tanggal : Kamis, 13 September 2012

Ruang : Ruang kelas VII A

Hal : Implementasi Guessing game ke 2 di dalam putaran pertama, “Hangman Game”

1. P masuk kedalam kelas dan langsung memberi salam kepada para siswa, para siswapun menjawab. Kemudian P tidak lupa mengecek daftar hadir siswa, dan dari daftar hadir siswa semuanya tidak ada yang absen atau datang semua.
2. P menanyakan kembali pelajaran sebelumnya kepada para siswa secara langsung bagaimana cara meminta dan merespon dengan baik dan benar kalo akan meminjam sesuatu.
3. Setelah beberapa menit, setelah P merasa kalau para siswa sudah paham. Kemudian P memberitahukan kepada para siswa untuk membentuk kelompok dengan satu kelompok terdiri dari enam siswa. Para siswa langsung membentuk grup dan membuat keadaan kelas ramai. Para siswa tahu kalau akan ada game lagi jadi mereka senang.
4. P meminta para siswa untuk diam dan mendengarkan penjelasan/ peraturan untuk memainkan “Hangman Guessing Game”. Dan para siswa mendengarkan dengan antusias.
5. Peraturan permainan guessing game yang ke 2 ini berbeda dengan guessing game yang sebelumnya dan bentuknya berbeda. P membagikan lembaran yang berisi gambar keyboard dan tiang berbentuk letter L. Guessing game ini membutuhkan pensil atau spidol untuk mengisi garis garis yang akan mereka buat sesuai dengan berapa huruf yang mereka perlukan.
6. Selama para siswa memainkan guessing game, P tidak lupa untuk memperhatikan mereka. Dan tak butuh waktu yang lama ada siswa yang bersorak karena telah menemukan jawabannya.
7. Setelah terdapat pemenangnya, P meminta para siswa untuk kembali duduk di tempat semula.
8. Karena sisa waktu masih banyak, kemudian P mewawancarai para siswa tentang “Hangman” dan juga tentang “ Who I am” dengan beberapa pertanyaan seperti “apakah kalian senang belajar menggunakan guessing game baik yang pertama maupun yang barusan?”, “apakah kalian masih takut berbicara baha Inggris, setelah memakai board game?” dan lain-lain. Para siswa pun menjawab pertanyaan- pertanyaan yang P berikan. Kegiatan ini berlangsung sampai bel berbunyi.
9. Saat bel berbunyi, P sudah selesai mewawancarai para siswa, kemudian P menutup pelajaran dengan memberi salam kepada para siswa dengan “thank you so much for today, and see you tomorrow, bye”. Dan para siswapun menjawab salam P dengan “bye miss dian... see you too”.
10. P langsung menuju ke ruang guru.

Field note 15**Hari/ tanggal : Kamis 13 September 2012****Ruang : Ruang guru****Hal : Laporan dan menginterview GBI**

Sesampai di ruang guru, P menemui GBI untuk melaporkan kegiatan mengajar yang telah dilakukan, GBI juga memberi penilaian tentang kegiatan hari ini. Menurut GBI, beliau merasa senang karena semua siswa masih tetap aktif dalam mengikuti pelajaran. P juga memanfaatkan waktu ini untuk menginterview GBI tentang penggunaan guessing games. GBI pun menyanggupi dan menjawab semua pertanyaan-pertanyaan yang P ajukan kepada GBI. Setelah selesai, P berpamitan kepada GBI dan para guru yang lainnya yang ada di dalam ruang guru.

Field note 16**Hari/ tanggal : Selasa, 18 September 2012****Ruang : Ruang guru****Hal : Perencanaan**

Pada hari ini pelajaran bahasa Inggris tidak dilaksanakan pada hari biasanya dikarenakan ada perubahan jadwal. P datang sesaat sebelum pelajaran dimulai. P mengajar untuk jam pelajaran terakhir. P langsung menemui GBI yang sudah menunggu di ruang kantor. P menunjukkan RPP kepada GBI, kemudian RPP tersebut dibaca oleh beliau. P juga sedikit menjelaskan seperti apa nanti proses belajar mengajarnya. GBI merespon dengan baik. Bel berbunyi, P berpamitan untuk langsung menuju ke kelas.

Field note 17**Hari/ tanggal : Selasa 18 September 2012****Ruang : Ruang kelas VII A****Hal : Memberikan materi tentang profesi dan tugas-tugas dari profesi tersebut**

1. P masuk seperti biasa yaitu memberi salam, dan memeriksa daftar hadir. Dari daftar hadir siswa, semuanya berangkat.

2. Sebelum P memberikan penjelasan materi yang akan diajarkan, pertama-tama P memberikan beberapa pertanyaan terlebih dahulu kepada para siswa, dimana pertanyaan-pertanyaan yang diberikan P masih berhubungan dengan materi yang akan diajarkan, pertanyaannya seperti “Do you know, what these people do? (teacher, gardener, barber, fisherman, and students)”, “Do they have to wear certain uniform when they are working? If so, can you mention it?”. Saat P memberikan pertanyaan yang pertama, para siswa salah memahami, mereka malah menyebutkan arti dari beberapa profesi yang P berikan. Kemudian P memberikan maksud dari pertanyaan yang P utarakan, dan membuat para siswa tertawa, karena mereka merasa malu salah jawab.
3. Setelah semua dijawab, P mulai memberikan penjelasan materi pelajarannya yaitu tentang profesi dan tugasnya masing-masing.
4. P menunjukan satu persatu gambar yang P bawa, dan menanyakan kepada para siswa “What the profession of this picture? and what she/ he do?”. Siswa merespon dengan menjawab dengan suara keras.
5. Kemudian P meminta para siswa untuk kembali tenang, P mengambil inisiatif untuk bertanya kepada para siswa satu persatu. Dari semua gambar yang P tunjukan, ada beberapa yang membuat para siswa bingung. Para siswa juga masih kesulitan dalam menyusun kata. Ada juga yang masih menggunakan bahasa Indonesia untuk menjawab pertanyaannya.
6. Setelah selesai, P mulai memberi tugas kepada para siswa untuk membuat dialog in pairs, tentang pekerjaan ayah atau ibu mereka, dan setelah selesai P meminta siswa untuk perform di depan kelas dialog mereka. Untuk membantu siswa P memberikan contoh terlebih dahulu seperti apa dialognya dan P menuliskan di papan tulis.
7. Siswa langsung merespon apa yang P perintahkan dengan mengerjakan tugasnya.
8. Beberapa menit kemudian P menanyakan pekerjaan siswa “have you finish? Sudah selesai belum?”. Siswapun merespon dengan menjawab “belum.../ sudah....miss”.
9. Bagi yang sudah selesai mengerjakan P meminta mereka maju kedepan dan perform hasil pekerjaan mereka. Awalnya mereka malu tapi P meyakinkan mereka agar mau kedepan, dan akhirnya mereka mau.
10. Belum semua siswa maju kedepan, tapi bel pulang sudah berbunyi. P meminta kepada para siswa untuk mengumpulkan pekerjaan mereka ke P. Dan para siswapun merespon dengan baik, mereka langsung mengumpulkan.
11. P kemudian mengucapkan terimakasih kepada para siswa, dan menyuruh mereka untuk berkemas.
12. P meminta siswa untuk berdoa, setelah selesai P memberi salam. Para siswapun menjawab salam P.
13. P menuju ke ruang guru.

Field note 18**Hari/ tanggal : Selasa 18 September 2012****Ruang : Ruang guru****Hal : Memberikan laporan**

P melaporkan kegiatan mengajar kepada GBI, P juga mendapatkan penilaian dari GBI. Proses belajar mengajar menurut GBI sudah bagus, semua sudah berjalan lumayan tertib, walaupun sebagian masih ada yang kurang memperhatikan, namun itu bukan permasalahan. Karena menurut beliau sudah banyak yang mengerti dari pada yang belum. Kemudian P minta pamit untuk pulang.

Field note 19**Hari/ tanggal : Kamis, 22 September 2012****Ruang : Ruang Guru****Hal : Memberikan perencanaan**

P datang keruang guru dan memberi salam serta berjabat tangan kepada guru-guru yang lain. Kemudian P menemui GBI dan memberikan perencanaan untuk proses belajar mengajar, dan juga P memberikan bentuk guessing game yang ketiga. Setelah bel berbunyi P langsung berpamitan untuk menuju ruang kelas.

Field note 20**Hari/ tanggal : Kamis, 22 September 2012****Ruang : Ruang kelas VII A****Hal : Implementasi guessing game ketiga, untuk putaran kedua**

1. Seperti biasa P mengawali dengan memberikan salam kepada para siswa, lalu mengecek daftar hadir para siswa.
2. P memberikan pertanyaan mudah kepada para siswa tentang apa materi yang telah dipelajari, dan para siswapun mencoba untuk menjawab.
3. Setelah dianggap selesai, P menanyakan kepada para siswa "What will we do, today?", para siswa menjawab " play game miss..... ayo maen game".
4. P kemudian, meminta para siswa membuat group seperti biasa sebelum mulai main game nya.
5. Setelah itu, P memberikan peraturan untuk memainkan guessing game yang ke tiga ini. Namun sebelumnya P meminta para siswa untuk kembali tenang dan memperhatikan benar- benar peraturannya.

6. Setelah semua mengerti, P memberikan guessing game yang ketiga kepada para siswa. Dan memulai gamenya. Selama para siswa memainkan guessing gamenya P tidak lupa untuk memperhatikan mereka. Kadang P memberi sedikit bantuan kepada para siswa, karena ada beberapa profesi yang mereka belum tau, dan juga membenarkan susunan kata para siswa, supaya grup yang lainnya bisa mengerti.
7. P memberikan perhatian dan kontrol kegiatan siswa sampai ada yang memenangkan gamenya.
8. Setelah selesai, P meminta para siswa untuk kembali ke tempat asal mereka. Kemudian P menanyakan perasaan para siswa dalam bermain guessing game kali ini “Are you happy?”, “What your opinion about this guessing game?”, siswa menjawab dengan “happy....miss”, “sedikit bingung tapi tidak masalah miss.....”.
9. Bel pelajaran usai, P mengucapkan terimakasih kepada para siswa, dilanjutkan dengan salam. “thank you...and see you”. Para siswapun menjawab “see you too...miss gita, besuk belajar pake game lagi ya miss....”
10. P segera pergi ke ruang guru, untuk bertemu GBI dan memberikan laporan.

Field note 21

Hari/ tanggal : Kamis, 22 September 2012

Ruang : Ruang guru

Hal : Memberikan laporan tentang penggunaan guessing game dan mendengarkan penilaian GBI

P kembali menemui GBI, dan menceritakan tentang proses belajar mengajar hari ini. GBI juga memberikan penilaian beliau kepada P. GBI memberikan penilaian bagus untuk P. Karena semua berjalan lancar. Karena waktunya singkat maka P tidak bisa berbincang- bincang lama kepada GBI. Sebelum pamit, P meminta ijin untuk melakukan interview kepada para siswa dan GBI untuk pertemuan selanjutnya, bukan hanya itu saja P juga meminta ijin untuk memberikan questionare kepada para siswa. GBI memberikan ijin kepada P. Setelah dapat ijin P meminta ijin untuk pulang. Dan berjabat tangan dengan beliau.

Field note 22

Hari/ tanggal : Selasa 25 September 2012

Ruang : Ruang guru

Hal : Meminta ijin

P masuk ke ruang guru untuk meminta ijin kepada GBI terlebih dahulu sebelum melakukan wawancara dan memberikan questionare kepada para siswa. Setelah mendapatkan ijin, kemudian P langsung menuju ke ruang kelas.

Field note 23**Hari/ tanggal : Selasa 25 September 2012****Ruang : Ruang kelas VII A****Hal : Melakukan wawancara dan memberikan questionnaire**

1. P masuk dan langsung memberi salam dan menanyakan kabar para siswa, kemudian juga mengecek kehadiran para siswa.
2. Setelah itu P memberikan info kepada para siswa kalau kali ini, P cuma mau mewawancarai para siswa mengenai guessing game pada pertemuan terakhir, dan juga mau memberikan questionnaire kepada mereka.
3. Saat P mewawancarai mereka, semua pertanyaan P dijawab dengan baik.
4. Setelah P rasa cukup untuk mewawancarai para siswa, kemudian P memberikan selembar kertas yang berisi beberapa pertanyaan kepada mereka.
5. Saat para siswa mengisi questionnaire nya, P memberi bantuan kepada siswa yang masih kebingungan untuk menjawabnya. Setelah para siswa selesai mengisi questionnaire nya, P meminta untuk dikumpulkan dan diserahkan kepada P.
6. Sebelum P menutup pertemuannya, P mengucapkan banyak terimakasih kepada para siswa yang sudah banyak membantu P, dilanjutkan memberi salam kepada mereka, tidak lupa P juga mengucapkan selamat berlebaran kepada para siswa.
7. Para siswapun menjawab dengan serempak. Mereka juga mengutarakan pertanyaan “besuk miss dian ngajar lagi ya...?”. P hanya memberi jawaban “insyaallah ya...”.
8. Setelah berpamitan P langsung menuju ke ruang guru.

Field note 24**Hari/ tanggal : Selasa 25 September 2012****Ruang : Ruang guru****Hal : Melakukan wawancara**

P masuk ruang guru langsung disambut GBI, beliau menanyakan bagaimana kegiatan wawancara sama para siswa tadi. Setelah beberapa saat mengobrol, P langsung mengutarakan maksudnya untuk mewawancarai GBI, wawancara kali ini tentang penggunaan guessing game yang terakhir, GBI pun menyanggapi untuk menjawab segala pertanyaan yang P berikan. Setelah selesai GBI meminta P untuk membantu mengajar di SMP Muhammadiyah 1 Seyegan selama dua minggu kedepan, kata beliau KS meminta P untuk membantu mengajar bahasa Inggris.

INTERVIEW TRANSCRIPT

Hari, tanggal : Sabtu, 21 Juli 2012
Tempat : Kelas VII A
Narasumber : Siswa kelas VII A

Peneliti (P) datang ke sekolah untuk menemui siswa (S) kelas VII A di ruang kelas saat istirahat pertama berdasarkan rekomendasi GBI pada hari sebelumnya.

Interview 1

P : “Namanya siapa?”
S : “Anang.”
P : “Anang suka pelajaran bahasa Inggris ngga?”
S : “Lumayan mbak.”
P : “Kalo berbicara bahasa Inggris suka ngga?”
S : “Lumayan juga.”
P : “Kenapa lumayan?”
S : “Kan kadang susah kadang gampang, jadine nggak suka banget.”
P : “Emang yang susah apanya dek?”
S : “Artinya kadang nggak tau, trus takut kalau salah ngomong.”
P : “Emangnya nggak bawa kamus?”
S : “Kadang bawa kadang nggak. Berat si mbak.”
P : “Emang kalau dikelas, pas kegiatan speaking. Kalian suruh ngapain aja?”
S : “Biasanya Cuma baca dialog trus disuruh maju gitu, kalau g disuruh ngisi LKS atau buku paket.”
P : “Pernah ada kegiatan lain kayak games atau apa gitu nggak?”
S : “Nggak sih.”
P : “Terus kalo pas ngerjain tugas biasanya individu atau kelompok?”
S : “Individu, paling kadang berdua sama teman sebangku.”
P : “Menurut kamu enakan mana belajar sendiri atau berkelompok?”
S : “Kelompok dong, kan bisa nggarap bareng- bareng.”
P : “Emang kalau sendiri kenapa?”
S : “Susah mbak kan suka nggak mudeng.”
P : “Kamu suka tidak dengan kegiatan seperti yang sudah dilaksanakan selama ini?”
S : “Nggak, bosen.”
P : “Terus kira- kira kamu pengennya kegiatan yang seperti apa?”
S : “Yang menarik terus nggak mboseni.”
P : “Oh iya, kalo misalnya pas kegiatan speaking kamu ngapain?”
S : “Ya buat tapi nek disuruh maju g berani, takut plus g ngerti je mb.”
P : “Gitu ya, ada kesulitan lain ngga?”
S : “Nggak mbak.”
P : “Ok, makasih ya Anang.”

Interview 2

- P : “Namanya siapa dek?”
S : “Tomi.”
P : “Tomi suka bahasa Inggris ngga?”
S : “Tergantung Mbak.”
P : “Tergantung apa?”
S : “Ya kalo pelajarannya gampang ya suka, kalo susah ya ngga suka.”
P : “Kalo pas kegiatan speaking bahasa Inggris suka nggak?”
S : “Seringnya males, g suka.”
P : “Malesnya kenapa? Males sama materinya apa sama kegiatannya?”
S : “Kegiatannya, itu- itu aja mbak.”
P : “Maksudnya?”
S : “Seringnya cuma disuruh buat trus disuruh maju baca aja hasil kita, tapi kebanyakan dikumpulkan si.”
P : “Kamu pengennya gimana sih biar bisa paham terus nggak males lagi?”
S : “Yang beda gitu mbak.”
P : “Yang menarik atau bagaimana?”
S : “Iya yang menarik dan gampang biar cepet mudeng.”
P : “Ok. Jadi nek suruh ngomong pake bahasa Inggris susah dong?”
S : “ya bener sangat.”
P : “Kenapa si?”
S : “Bingung artinya, nyusunnya, takut ma malu khususnya he.”
P : “Kira- kira apa sih yang membuat kamu merasa takut? ”
S : “La kalau salah lak nanti jadi bahan ketawaan mb, lagian susah juga.”
P : “Kamu pernah bilang ke Bu guru soal kesulitan kamu atau tidak?”
S : “Pernah.”
P : “Terus sama bu guru suruh ngapain?”
S : “Buka kamus kalo nggak tanya sama bu Guru.”
P : “Gurunya kalo ngajar reading pernah pakai media kayak gambar atau game tidak?”
S : “Kayaknya nggak pernah mbak, kan pakenya buku paket ma LKS.”
P : “Oh gitu ya. Ada kesulitan lain tidak?”
S : “udah kayaknya mbak.”
P : “Ya udah, makasih ya...”

Interview 3 & 4

- P : “Halo, namanya siapa?”
S1 : “Aziz.”
P : “Kalau kamu siapa dek?”
S2 : “Osin mbak.”
P : “Aziz dulu ya, kamu suka bahasa Inggris ngga?”
S1 : “Suka...”
P : “Kalo ngomong bahasa Inggris suka nggak?”
S1 : “Suka tapi susah mba”

P : “Susahnya kenapa?”

S1 : “Banyak yang nggak tau artinya sama nyusun kalimatnya susah.”

P : “Kamu pernah bilang ke guru nggak soal kesulitan kamu?”

S1 : “Nggak si, paling udah tau mbak hahahahaha.”

P : “Menurut kamu, kegiatan speaking dikelas selama ini sudah cukup bagus atau
belum untuk mempermudah kamu belajar berbicara bahasa Inggris?”

S1 : “Gimana ya, buat aku si kurang mbak.”

P : “Kuranganya dimana?”

S1 : “Tiap ada pelajaran speaking semua gak semangat karena takut. Ngantuk.”

P : “Kegiatannya individu atau kelompok?”

S1 : “Seringnya si individu mbak.”

P : “Kalo kamu lebih suka yang mana, belajar kelompok atau individu?”

S1 : “Ya kelompok dong mbak.”

P : “Kenapa kelompok?”

S1 : “Kan bisa tolong menolong mbak.”

P : “Menurut kamu, kegiatan belajar seperti apa yang kamu inginkan ketika belajar
speaking?”

S1 : “Yang menyenangkan, rame terus nggak mboseni.”

P : “Oke deh. Nah sekarang dek Osin, kamu berbicara bahasa Inggris nggak?”

S2 : “g mba”

P : “Kok bisa, alasannya kenapa?”

S2 : “Aku si sebenere suka mbak, cuma nggak bisa jadinya ya nggak suka.”

P : “Emang kendala apa saja yang kamu hadapi waktu speaking English?”

S2 : “Sama kayak Aziz tadi mb, arti kata sama grammarnya terus nerjemahinnya
susah
mbak.”

P : “Bukannya kamu bawa kamus waktu pelajaran?”

S2 : “Iya sih, tapi kan susah juga mbak nyusunnya mesti keliru, apalagi kalo suruh
jawab
pertanyaan. Mumet mbak.”

P : “Kalo nemu kesulitan seperti itu kamu gimana?”

S2 : “Tanya temen kalo ngga ya tanya Pak guru.”

P : “Kalo pelajaran speaking dikelas menurut kamu menarik tidak?”

S2 : “Nggak, mboseni iya. Mosok tiap hari cuma garap LKSkann nggak asik.”

P : “jadi materinya juga cuma diambil dari buku paket ya?”

S2 : “Iya, sama LKS.”

P : “Pak Andre kalo ngajar speaking suka pake media nggak?”

S2 : “Media apa mbak?”

P : “Ya kayak gambar atau game atau apa gitu?”

S2 : “Pernah dulu tapi sekali apa ya.”

P : “Kamu suka nggak kalo BuGuru ngajarnya pakai media?”

S2 : “Suka dong kan jadi lebih gampang paham.”

P : “Bararti harus ada sesuatu yang menarik gitu ya biar kamu inget terus?”

S2 : “Ya mba, semakin menarik semakin inget hehe.”

P : “Oh iya, kalo Dicki tadi kan lebih suka belajar kelompok, kalo kamu gimana?”
 S2 : “Sama mbak, kelompok. Apalagi kalo sekelompok sama yang pinter-pinter.”
 P : “Emang kenapa kalo sama yang pinter?”
 S2 : “Kan kalo ada kesulitan jadi bisa diajarain.”
 P : “Ah, mesti biar nggak susah- susah mikir. Ya kan?”
 S2 : “Hehe iya sih mbak.”
 P : “Ok... ada kesulitan lain ngga?”
 S2 : “Nggak ada.”
 P : “Ya udah, makasih ya waktunya....”

Interview 5

P : “Namanya siapa Dek?”
 S : “Haris.”
 P : “Haris suka bahasa Inggris ngga?”
 S : “Lumayan mba.”
 P : “Kalospeaking berbahasa Inggris suka ngga?”
 S : “Nggak begitu suka sih soalnya sulit mba.”
 P : “Kenapa ko sulit?”
 S : “Kenapa ya, emm kayaknya si karena nggak tau kata- katanya mbak.”
 P : “Kan bisa lihat kamus.”
 S : “Males mbak.”
 P : “Kenapa?”
 S : “Berat mba.”
 P : “Nggak pinjem di perpustakaan?”
 S : “Kadang sih mba kalo disuruh sama bu guru.”
 P : “Terus ada kesulitan lain ngga?”
 S : “Sering nggak mudeng sama pelajarannya.”
 P : “Yang buat bingung apanya?”
 S : “Neranginnya nggak jelas terus ngantuki jadi tambah nggak dong mbak.”
 P : “Emang kalo pas pelajaran speaking kalian ngapain aja?”
 S : “Ya baca dialog terus menjawab pertanyaan.”
 P : “Pernah ada kegiatan kayak permainan atau apa waktu pelajaran speaking?”
 S : “Nda pernah mba.”
 P : “Menurut kamu kalau permainan membantu tidak buat kamu Memahami materi?”
 S : “Iya mba, jadi semangat terus tambah mudah paham.”
 P : “Ada kesulitan lain nggak dek?”
 S : “Ada mbak, semua susah hehe...”.
 P : “Oke deh, makasih ya dek.”
 P : “Sama- sama mbak.”

Interview 6

- P : “Namanya siapa?”
S : “Anisa.”
P : Nisa suka bahasa Inggris ngga?”
S : “Suka banget dong mba, kan penting itu mbak.”
P : “Emang penting buat apa?”
S : “Biar gaul mba, biar kalo ketemu bule bisa ngomong mbak hehe..Nggak ding
kan besok kalo ujian wajib lulus jadi harus suka.”
P : “Kalo ngomong dengan berbahasa Inggris kira- kira suka nggak?”
S : “Suka sih tapi ya yang kata- katanya gampang.”
P : “Menurut kamu, kegiatan speaking dikelas sudah banyak membantu kamu memecahkan
kesulitanmu dalam berbicara bahasa Inggris belum?”
S : “Lumayan sih, kalo lagi mudeng ya jadi berani tapi kalau g mudeng g berani ngomong.”
P : “Sering mudengnya apa nggak mudengnya?”
S : “Ya kadang- kadang mbak.”
P : “Menurut kamu ada hal- hal yang harus diperbaiki nggak dari pembelajaran speaking selama ini?”
S : “Ya ada mba, gurunya kadang suka cerita kemana mana jadi malah nggak jelas
sama kegiatannya kurang menarik, bosan.”
P : “Pengennya yang gimana sih?”
S : “Ya yang menyenangkan dan memudengkan mbak.”
P : “Pake media atau permainan pernah ngga?”
S : “Kayaknya belum mba.”
P : “Ok, ada kesulitan lain ngga?”
S : “Nggak kayaknya.”
P : “Ya udah makasih ya dek.”

Interview 7

- P : “Hallo, namanya siapa dek?”
S : “Vita.”
P : “Vita suka ngga sama bahasa Inggris?”
S : “Nggak mbak.”
P : “Kenapa nggak suka?”
S : “*Angel* mbak.”
P : “Kalo ngomong pake bahasa Inggris?”
S : “Apalagi itu, ngomong saja aku sulit mbak.”
P : “Emang kesulitannya dimana?”
S : “Nggak tau artinya sama terjemahannya.”
P : “Lha kalo pas pelajaran suruh ngomong gimana?”
S : “Ya buka kamus kalo nggak tanya bu guru.”

- P : “Emang suka bawa kamus?”
 S : “Kadang mbak.”
 P : “Berarti kamu takut ya ngomong pake bahasa Inggris?”
 S : “Iya mbak apalagi kalau suruh jawab pertanyaan di buku paket, wah puyeng.”
 P : “Dikelas kegiatan speakingnya apa aja?”
 S : “Ya ngerjain latihan di LKS kalo nggak dikasih sama Bu guru.”
 P : “Pernah ada kegiatan permainan atau apa gitu dek?”
 S : “Setahuku nggak pernah.”
 P : “Kalo media kayak gambar atau poster atau video gitu pernah nggak dipake sama guru buat ngajar speaking?”
 S : “Nggak ki, kan cuma buku paket sama LKS, kadang buku paket.”
 P : “Oh, menurut kamu kegiatan seperti apa yang enak buat belajar speaking?”
 S : “Ya yang menyenangkan terus nggak ngantuki.”
 P : “Oke deh, ada lagi kesulitan lain nggak?”
 S : “Cukup lah mbak.”
 P : “Ya dah vita makasih ya atas waktunya.”
 S : “Ya mbak.”

Hari, tanggal : Sabtu, 23 Juli 2012

Tempat : Kantor guru SMP Muhammadiyah 1 Seyegan

Narasumber : Guru Bahasa Inggris – Bu murji, S.Pd.

P menemui GBI untuk membicarakan mengenai kelanjutan dari rencana penelitian dan hasil wawancara dengan siswa.

Interview 8

- P : “Bu, tadi saya sudah melakukan wawancara dengan beberapa siswa dari kelas VIIA sesuai dengan rekomendasi ibu.”
 GBI : “Ya, bagaimana hasilnya?”
 P : “Seperti yang siswa dari sekolah lain pak, tidak banyak yang berubah. Dari hasil wawancara, rata- rata dari mereka memang kurang suka kepada bahasa Inggris itu sendiri apalagi speaking Bu.”
 GBI : “Memang, dari pengamatan saya selama ini rata- rata anak tidak suka bahasa Inggris. Mbak bisa lihat kan kalo diajar wah banyak yang males. Sampai capek saya kadang- kadang.”
 P : “Kalo untuk speaking sendiri, ketika saya tanya ternyata ada beberapa alasan yang membuat mereka tidak berani atau malu mencoba berbicara menggunakan bahasa Inggris.”
 GBI : “Masalah anak itu sebenarnya seputar penguasaan vocabulary, pronunciation dan grammarnya. Jadi kalo ada pelajaran suruh membuat

dialog trus dipraktekkan gitu, mereka pasti lama mb..akhir-akhirnya malah dikumpulkan aja.”

P : “Betul Bu, mereka memang tadi juga bilang kalo mereka kesusahan dalam kosakata dan penyusunan kata. Bukannya anak- anak suruh bawa kamus ya Bu waktu pelajaran?”

GBI : “Oh iya, saya itu sudah wajibkan anak bawa kamus setiap pelajaran bahasa Inggris tapi susahnya minta ampun. Kadang malah sampai saya ambilkan dari perpustakaan, tapi kalo dasarnya sedang males ya males mbak.”

P : “Waduh, susah ya Bu?”

GBI : “Iya mbak, menguji kesabaran.”

P : “Oh iya Bu, kalau kegiatan dikelas waktu speaking itu biasanya apa saja Bu?”

GBI : “Biasanya ya baca kata-kata bareng, baca dialog, buat dialog trus maju kedepan”

P : “Kalau kegiatannya biasanya diambil dari mana Bu?”

GBI : “Dari buku paket atau LKS biasanya. Kadang saya pingin carikan dari internet atau buku lain, cuma kan waktunya sering tidak ada jadi ya saya pake buku atau LKS yang sudah jelas semuanya bawa sendiri- sendiri.”

P : “Kalau untuk variasi kegiatannya atau penggunaan media Bu?”

GBI : “Ya, ngaku saya mbak kalau kegiatan speaking memang masih monoton. Itu tadi kendalanya itu sama waktu, kadang pengen buat kegiatan yang lain tapi kan harus ada rencana dulu. Nah kadang pulang sekolah sudah capek jadi tidak sempat.”

P : “Nggih Bu. Kalau untuk media bu?”

GBI : “Media juga masih kurang ya, kadang saya pakai gambar atau ke laboratorium, tapi biasanya untuk listening.

P : “Begitu ya bu, berarti sebenarnya memang kalau speaking masih perlu peningkatan ya Bu?”

GBI : “Tentu saja, makanya waktu mbak dian bilang mau penelitian ini saya setuju sekali.”

P : “Iya Bu semoga saja penelitian saya bisa bermanfaat. Oh iya Bu, besok-besok kan sudah mulai penelitiannya, nanti saya didampingi anda kan bu untuk menilai kegiatan saya di kelas bu?”

GBI : “Iya mb tenang aja.. tak tunggu, tapi juga kalau saya belum berangkat langsung aja masuk kelas ya.”

P : “Oh nggih Bu. Makasih Bu”

Hari, tanggal : 4 September 2012
Tempat : Ruang guru
Narasumber : GBI

Peneliti (P) datang ke ruang guru setelah memberikan materi untuk mendengarkan penilaian guru bahasa Inggris (GBI) kelas VII A.

Interview 9

- P : “Siank bu, bagaimana penilaian ibu tentang cara saya memberikan materi hari ini bu?”
- GBI : “Iya..mb, kalau menurut saya si tadi sudah berjalan dengan baik, tapi mb g dian tadi suaranya kadang tidak terdengar sampai kebelakang, kurang keras gitu, trus ngomongnya terlalu cepat..jadi anak-anak kadang terlihat bingung gitu”.
- P : “kurang keras y bu suaranya... saya pikir sudah cukup keras bu hehehe. Pantasan tadi ada sebagian anak cuma senyum-senyum mungkin karena mereka tidak mengerti saya bicara apa ya bu...”
- GBI : “Nah.. bsk saya harap suaranya bisa lebih keras ya mb... trus ni ada lagi, tadi bahasa yang mb dian gunakan ada yang tidak baku, mungkin tidak sadar, tapi jangan kebanyakan ya mb.”
- P : “Iya bu, maaf memang saya sering tidak sadar kalau berbicara, karena kebiasaan saya mengajar les bu.”
- GBI : “Tidak apa-apa kok mb, memang sesekali kita boleh menggunakan bahasa yang tidak baku, biar suasananya tidak membosankan.”
- P : “Trus pak tadi menurut ibu teknik saya dengan menggunakan gambar untuk menjelaskan materinya bagaimana?”
- GBI : “Menurut saya itu bagus sekali, bisa dilihat mereka lebih bersemangat untuk belajar, mungkin karena hal baru untuk mereka mb..., biasanya kan saya tidak pernah menggunakan media untuk mengajar..tidak sempet untuk buat mb, tapi tadi bagus, trus kapan pemakaian guessing game nya mb?”.
- P : “guessing gamenya saya gunakan untuk kegiatan productionnya bu...karena tadi waktunya tidak cukup, jadi saya berikan untuk pertemuan selanjutnya bu”.
- GBI : “Oh gitu..ya tidak papa mb...”
- P : “Kalau begitu terimakasih ya bu untuk hari ini, maaf atas kekurangan saya”.
- GBI : “Wah saya malah senang kok ada mb dian karena bisa bantu saya, bagus juga kok”.
- P : “Saya pamit dulu ya bu”.
- GBI : “Iya mb.. saya juga mau pulang, sampai ketemu lagi ya”.

Hari, tanggal : Kamis 6 September 2012
Tempat : Ruang kelas VII A
Narasumber : Siswa kelas VII A keseluruhan

Peneliti (P) memberikan pertanyaan untuk seluruh siswa (s) setelah penggunaan board game pertama.

Interview 10

P : “Kalian suka tidak pelajaran tadi?”
S : “Suka..”
P : “Sukanya kenapa?”
S : “Karena main game miss...”
P : “Jadi takut g ngomong pake bahasa Inggris?”
S : “Sedikit berani miss...”
P : “Beduk mau main game lagi?”
S : “Mau...”
P : “Oke, makasih ya”
S : “ya miss...sama-sama.”

Hari, tanggal : Kamis 6 September 2012
Tempat : Ruang guru
Narasumber : GBI

P menemui GBI untuk mendengarkan penilaian beliau terhadap penggunaan board game yang pertama.

Interview 11

P : “Bagaimana bu tadi, menurut ibu?”
GBI : “Bagus kok mb.. anak-anak seneng banget, apalagi bentuknya game kan, jadi menurut mereka malah bukan pelajaran tapi bermain.”
P : “Tapi tadi maaf bu..karena kelas jadi rame”
GBI : “Ya ga papa mb namanya juga kan melatih mereka untuk berbicara kan, jadi ya lumrah kalau mereka rame, kalau g rame bukan speaking namanya, lagian mereka ramanya juga positif tidak untuk yang tidak-tidak jadi g masalahlah mb...”
P : “terimakasih bu..”
GBI : “Iya sama-sama mb”
P : “Terimakasih atas waktunya juga ya bu, saya permisi dulu”
GBI : “Iya, hati-hati mb..”

Hari, tanggal : Selasa 11 September 2012
Tempat : Ruang guru
Narasumber : GBI

P menemui GBI untuk mendengarkan penilaian beliau terhadap pemberian materi yang kedua.

Interview 12

P : “Bagaimana bu tadi, menurut bu?”
GBI : “Tetap bagus kok mb.”
P : “Suara saya bagaimana?”
GBI : “Dak oke..dah keras jadi dah sampai di belakang, bagus”.
P : “terimakasih bu..”.
GBI : “Iya sama-sama mb”.
P : “Terimakasih atas waktunya juga ya bu, saya permisi dulu”.
GBI : “Iya, hati-hati mb.., besuk penggunaan guessing game kedua y mb?”.
P : “Iya bu..”.

Hari, tanggal : Kamis 13 September 2012
Tempat : Ruang Kelas VII A
Narasumber : Siswa kelas VII A

Setelah implementasi action pada pertemuan pertama yaitu memberikan description guessing games dan hangman game, P mewawancarai siswa mengenai pendapat dan kesan mereka terhadap kegiatan tersebut.

Interview 13

P : “Hallo, siapa namanya?”
S : “Atika”
P : “Masih ingat g kita belajar apa saja?”
S : “Masih mb..”
P : “Yang pertama apa? Trus yang tadi apa?”
S : “Yang pertama mendiskripsikan seseorang kalau sekarang yang hangman
P : “Masih ingat tidak tadi nama kegiatannya apa?”
S : “Permainannya mb?”
P : “Iya hayo namanya apa aja?”
S : “Guessing game ya hehehehe”
P : “Kamu suka tidak belajar menggunakan guessing games?”
S : “Suka.”
P : “Kenapa suka?”
S : “Kan ngerjain tugasnya rame- rame trus main game jadi g stress.”
P : “Memangnya kalau sendirian kenapa?”
S : “Kan nggak bisa tanya- tanya temen pas ada kesulitan.”
P : “Berarti mana yang lebih kamu suka, belajar sendiri apa kelompok?”
S : “Kelompok lah mbak.”

P : “Tadi kan dapat bagian presentasi juga, kamu bisa tidak?”
 S : “Wah, deg-degan mb.”
 P : “Kenapa? Takut ya?”
 S : “ Iya, harus ngomong si mb...trus masih bingung nyusun kalimatnya piye gitu. Untung tadi ditolong ma temen-temen mb.”
 P : “ Berarti kamu sudah berani ngomong dengan bahasa Inggris dong?”
 S : “Iya, soalnya kan pengen ngomong mb.”
 P : “Kalau kegiatan kedua yang Hangman gimana?”
 S : “Lebih mudah mb. ”
 P : “Kenapa?”
 S : “Kan cuma jawab huruf huruf aja mbak
 P : “Seneng dong.”
 S : “Tentunya mb.”
 P : “menurut mu lebih asik pake game apa tidak?”
 S : “Iya, asik main gamelan mb.”

Interview 14

P : “Siapa namanya?”
 S : “Eva mb”.
 P : “Kalau kamu bagaimana dik? Apa pendapat kamu mengenai kegiatan speakingnya?”
 S : “Menurutku si rame dan beda.”
 P : “Bedanya dimana?”
 S : “Kan kalau kemarin- kemarin cuma mengerjakan di buku paket sama LKS aja, tapi tadi sama yang kemarin itu ada game sama gambar- gambarnya.”
 P : “Gamenya gimana?”
 S : “Menyenangkan tapi ada yang susah juga.”
 P : “Dikerjakan sendiri atau bersama- sama?”
 S : “Kelompok.”
 P : “Terus pas diskusi tadi ada kesulitan tidak?”
 S : “Ada mbak, pas nyari kata- kata yang pas. Tapi akhirnya bisa.”
 P : “Trus kan yang guessing game pertama ada presentasi singkat juga, menurut kamu bagaimana?”
 S : “Deg- degan mbak.”
 P : “Menurut kamu biar bisa presentasi dengan baik harus gimana?”
 S : “Ya harus belajar nyusun kata yang bagus ma benar.”
 P : “Kamu tadi merasa belajar lebih serius atau sama saja seperti biasanya?”
 S : “Lebih santai tapi tetep kosen mb biar g salah hehehe.”
 P : “Yang kamu tidak suka dari kegiatan guessing games apa?”
 S : “Nyusun kata mb hehehe. Susah.”
 P : “Kalau yang hangman game? Gampang atau sulit?”
 S : “Lumayan gampang soalnya cuma jawab aja.”
 P : “Kalau menurut kamu, kegiatan seperti itu menarik atau tidak?”
 S : “Menarik mbak. Aku si seneng.”
 P : “Kamu merasa terbantu tidak dengan cara belajar kelompok seperti tadi?”
 S : “Lebih gampang mudeng sama nggak bosan aja si mbak.”

P : “Berarti kakau besok- besok dah g takut lagi dong ngomong pake bahasa Inggris?”
S : “*Insyallah.*”

Interview 15

P : “Hai..siapa namanya?”
S : “Seta..”
P : “Kalau menurut kamu, kegiatan speakingnya bagaimana?”
S : “Gimana ya? Ada yang gampang ada yang susah juga.”
P : “Kamu suka tidak?”
S : “Suka tapi yang awal agak ga begitu suka.”
P : “Kenapa nggak suka?”
S : “Susah untuk menyusun kalimat.”
P : “Tapi menurutmu guessing games menyenangkan tidak?”
S : “Iya miss”.

Interview 16 & 17

S1 : “Hesti”
S2 : “Lilis”
P : “Kamu suka tidak belajar dengan menggunakan guessing games?”
S1 : “Suka mbak.”
P : “Alasannya apa?”
S1 : “Bisa kerjasama waktu memainkan. Kan jadi lebih gampang”.
P : “Dengan belajar menggunakan guessing games, kamu merasa terbantu tidak dalam berbicara bahasa Inggris?”
S1 : “Ya iyalah”
P : “Kenapa?”
S1 : “Kan kalau ada yang nggak mudeng bisa diajarin sama teman, jadi ga takut lagi”.
P : “Kalau kamu gimana, suka tidak belajar speaking dengan permainan seperti tadi?”
S2 : “Suka mbak.”
P : “Kenapa suka?”
S2 : “Menarik, kan jadi nggak bosan”.
P : “Kalau untuk permainan describing guessing gamesnya bagaimana?”
S2 : “Lebih susah. Tapi tetapMenyenangkan”.
P : “Menyenangkannya di bagian mana?”
S2 : “Menebak orangnya siapa mbak. Ramai, nggak ngantuk”.
P : “Makasih ya...”
S1, S2 : “Sama-sama miss..”

Interview 18

P : “Sapa namanya?”
S : “Siti”
P : “Kalau menurut kamu, kegiatan speakingnya bagaimana?”
S : “Gimana ya? Ada yang gampang ada yang susah juga”.

P : “Kamu suka tidak?”
S : “Suka tapi yang awal agak ga begitu suka.
P : “Kenapa nggak suka?”
S : “Susah untuk menyusun kalimat”.
P : “Tapi menurutmu guessing games menyenangkan tidak?”
S : “Iya miss..”

Interview 19

S1 : “Lina”
S2 : “Nurul”
P : “Hai, bisa mengganggu sebentar?”
S1, S2 : “Boleh mbak.”
P : “Mau tanya pendapat kamu tentang kegiatan speakingnya. Masih ingat tidak tadi materinya apa aja?”
S1 : “Mendiskripsikan orang ma cara meminta dan memberi barang itu mb.”
P : “Kan ada dua kegiatan, descriptive guessing game ma hangman game. Untuk yang pertama, kalian mengalami kesusahan tak?”
S1 : “Ada miss.”
P : “Apa?”
S1 : “Kan saya terakhir yang mendiskripsikan gambar jadi bingung mau ngomong apa.”
P : “Trus gimana?”
S1 : “Minta bantuan temen.”
P : “Memangnya kalian saling membantu?”
S1 : “Iya dong.”
P : “Kalau menurut kamu untuk permainan guessing games bagaimana?”
S2 : “Lebih gampang. Menyenangkan”.
P : “Menyenangkannya di bagian mana?”
S2 : “Main gamenya. Ramai, nggak ngantuk, dan senang”.
P : “oke deh, makasih ya.”

Interview 20

S1 : “Fahmi”
S2 : “Banar”
S3 : “Jiron”
S4 : “Wawan”
P : “Kalau menurut kalian lebih menyenangkan belajar menggunakan guessing games apa tidak?”
S1,S2,S3,S4 : “Lebih enak maen game miss..”
P : “Kenapa?”
S1,S4 : “Jadi g ngantuk gitu, rame”.
P : “Trus materinya lebih mudah dimengerti tidak?”
S2 : “Iya miss...lebih dong”.
P : “Trus masih takut g kalian untuk berbicara dengan menggunakan bahasa Inggris?”
S1, S2, S3, S4 : “G miss... kan lewat game”.

P : “Emang dulu kenapa g berani?”
S2,S4 : “Kan kita bukan orang Inggris, jadi takut dong miss”.
S1 : “Wong jowo je..”
P : “Oh gitu, makasih ya...”
S1, S2, S3, S4 : “Oke miss..”

Interview 21

S : “Lula”
P : “Menurut kamu, guessing game menyenangkan tidak?”
S : “Sangat menyenangkan miss”.
P : “Alasannya?”
S : “Karena menyenangkan miss..g bosan”
P : “Emang dulu membosankankah?”
S : “Iya miss, g ada gamenya”
P : “Berpengaruh tidak dengan semangatmu untuk belajar berbicara menggunakan bahasa Inggris?”
S : “Tentu miss, dulu takut g pede, kalau pake game g berasa g takut lagi, kan yang lain bisa bantu juga”
P : “Trus lebih mudah dipahami atau tidak pelajarnya?”
S : “Lebis seneng, jadi lebih mudeng miss”
P : “Makasih ya”
S : “Sama-sama miss”

Interview 22

S1 : “Sodik”
S2 : “Riski”
P : “Kalau menurutmu belajar dengan guessing games sama sebelumnya, lebih menarik mana?”
S2 : “Lebih Menyenangkan pake guessing games”.
P : “Kenapa menyenangkan?”
S2 : “Karena lebih mudah dipahami materinya, trus gak takut lagi”.
S1 : “Kalau pake guessing game tu menyenangkan trus bisa lebih santai... jadi g tegang gitu”

Hari, tanggal : kamis, 6 September 2012
Tempat : Ruang guru
Narasumber : Guru bahasa Inggris (Bu Murjianti SPd.)

Setelah mewawancarai siswa, P menemui GBI untuk menanyakan pendapat beliau mengenai pelaksanaan kegiatan descriptive guessing game dan hangman game dalam pembelajaran speaking yang telah dilaksanakan.

Interview 23

- P : “Bu murji, apa pendapat Ibu tentang kegiatan speakingnya Bu?”
- GBI : “Secara keseluruhan cukup Bagus mbak. Dengan belajar kelompok siswa jadi lebih terlibat dalam kegiatan tadi. Selain itu juga bisa saling membantu kalau ada kesulitan. Yang paling penting mereka mau aktif belajar.”
- P : “Apa yang membuat mereka aktif bu?”
- GBI : “Menurut saya ada beberapa hal. Yang pertama itu karena bentuknya permainan, jadi siswa lebih tertarik. Selain itu juga mereka gak mau kalah dalam permainan. Siswa jadi lebih termotivasi. “
- P :”Kalau untuk presentasinya bu?”
- GBI : “Itu lumayan membuat anak- anak jadi *nervous*. Tapi positifnya, anak-anak jadi mau serius belajar karena takut kalau nanti kalah dalam permainan.”
- P : “Nggih bu, saya sependapat dengan Bu. Kalau dalam prosesnya tadi, keterlibatan siswa bagaimana bu? Apakah sudah maksimal?”
- GBI : “Kalau meningkat memang iya, tapi masih belum maksimal. Masih banyak siswa yang belum begitu termotivasi untuk melibatkan diri dalam diskusi. Jadi ketika yang lain mikir, mereka masih main- main. Akibatnya, waktu presentasi tidak bisa.”
- P : “Terimakasih bu.”
- GBI : “Sama- sama Mbak.”

Interview 24

- P : “Menurut ibu, kan pake game semua, apakah memberi dampak yang positif bagi para siswa?”
- GBI : “Justru karena pakai game mereka senang, justru memberikan dampak positif, mereka belajar bersama, mereka jadi aktif juga karena setiap anggota musti mengutarakan atau mempersentasikan, jadi mau tidak mau harus belajar dan memberanikan untuk berbicara menggunakan bahasa Inggris”.

Hari, tanggal : Kamis, 13 September 2012

Tempat : Ruang kelas VIIA

Narasumber : Siswa kelas VII A

Setelah implementasi action pada putaran ke dua yaitu profession board game, P datang kembali ke kelas VII A untuk mewawancarai siswa mengenai pendapat dan kesan mereka terhadap kegiatan tersebut.

Interview 25

- S : “Yanuri”
- P : “Hai, bisa mengganggu sebentar?”
- S : “Boleh mbak.”

P : “Mau tanya pendapat kamu tentang kegiatan speaking kemarin. Masih ingat tidak materinya apa?”
 S : “Profesi kan mb..disuruh nyebutin tugas-tugas pekerjaan mereka.”
 P : “Menurut kamu masih menyenangkan tidak belajar speaking dengan menggunakan board game kemarin?”
 S : “Masih menyenangkan kok mb”
 P : “Ada kesulitan tidak?”
 S : “Ada mb...”
 P : “Bagian mana?”
 S : “Kan disuruh menyebutkan tugas mereka sebanyak 6 kan, nah bingung mb..”
 P : “Bingung kenapa?”
 S : “Bisnya kita kadang cuma bisa 3 aja”
 P : “Tapi kan bisa tanya teman satu grup”
 S : “Iya si tapi kadang-kadang ngawur juga si”
 P : “Trus kemarin sempet katut tidak nyebutin pekerjaan di guessing game kemarin?”
 S : “Dikit mb..tapi ilang karena tetep saling bantu membantu”
 P : “oke deh, makasih ya.”

Interview 26

S : “Seta”
 p : “Secara keseluruhan, kamu suka tidak dengan kegiatan speaking seperti tadi?”
 S : Suka- suka saja Mbak.
 P : Kenapa kamu suka kegiatan itu?
 S : Kan masih dalam bentuk game. jadi nggak bosan.
 P : Kalau dikerjakan dalam kelompok membantu tidak dalam belajar speaking?
 S : Lumayan, lebih mudeng aja Mbak. Kalau susah bisa diajarin sama temanku.

Interview 27 & 28

S1 : Atantio
 S2 : ferdy
 P : “Adik- adik, kalian suka tidak kegiatan speaking kemarin?”
 S1 : “Nggak begitu suka.”
 P : “Kenapa nggak suka?”
 S1 : “Disuruh nyebutin tugas-tugas dari dentist. Nggak bisa.”
 P : “Nggak bisa apa males belajar?”
 S1 : “Nggak bisa ngomong.”
 P : “Kan bareng satu kelompok.”
 S1 : “Tapi takut salah juga. Nggak bisa.”

P : “Semua g bisa apa cuma yang dentist aja?”
 S1 : “Bisa tapi tidak semua.”
 P : “Dengan belajar kelompok seperti tadi, kamu merasa terbantu tidak dalam berbicara bahasa Inggris khususnya?”
 S1 : “Ya iyalah.”
 P : “Kenapa?”
 S1 : “kan kalau ada yang nggak mudeng bisa diajarin sama teman.”
 P : “Terus tadi gimana presentasinya?”
 S1 : “Sebisanya, asal ngomong, ga tau bener apa ga miss nyusun katanya.”
 P : “Tapi sebenarnya dengan adanya guessing game trus dipaksa ngomong memacu kamu untuk belajar tidak?”
 S1 : “Sebenarnya si iya. Pemaksaan ya mbak.”
 P : “Kalian kan memang harus dipaksa. Kalau untuk permainannya, suka tidak?”
 S1 : “Iya mending pake game mb daripada dewe-dewe gitu.”
 P : “Kalau kamu gimana dik? Setuju tidak sama pendapat teman kamu ini?”
 S2 : “Sama, nggak begitu suka ngomongnya. Lebih suka yang permainan.”
 P : “Kenapa nggak suka ngomongnya?”
 S2 : “Nggak bisa ngomong didepan. Takut salah.”
 P : “Tapi paham kan?”
 S2 : “Lumayan paham.”
 P : “Semua temanmu dalam satu kelompok tadi bisa paham semua atau tidak?”
 S2 : “Semuanya si dah dong alias paham, tapi untuk ngungkapin ke bahasa Inggrisnya itu lo mb masih ketar- ketir.”
 P : “Ada kesulitan apa tadi waktu nyebutin tugas-tugasnya?”
 S2 : “Paling mencari kata- kata yang sulit mbak.”
 P : “Terus bagaimana cara mengatasinya?”
 S2 : “Dicari dikamus sama- sama.”
 P : “Bagus ya, berarti semua saling membantu ya?”
 S2 : “Iya mbak.”
 P : “Oke, terakhir untuk kalian berdua. Lebih mudah mana? Belajar speaking dengan menggunakan game apa Cuma dari buku paket?”
 S1 : “Pastinya Game hehehehe.”
 S2 : “ Aku juga mbak.”
 P : “Makasih ya.”

Interview 29

S : “Albani”
 P : “Selamat siang dik, seperti biasa mau tanya pendapatmu tentang kegiatan speaking kemarin. Gimana suka tidak?”
 S : “Suka mbak.”
 P : “oke deh, makasih ya.”

Interview 30

S : “Sari

P : “Dik Iqbal, apa perasaan kamu waktu belajar pake guessing game kemarin?”

S : “Semangat mbak.”

P : “Ngantuk tidak?”

S : “Tidak mbak. Gimana bisa ngantuk kan belajar kelompok bermainnya lagian disuruh nyebutin satu-satu lagi jadi musti siap siaga.”

P : “Kamu ikut nyebutin tidak hayo?”

S : “Ikut lah, kan yang lainnya juga.”

P : “Bagaimana hasilnya? Betul semua?”

S : “Hehehe ada yang ngawur juga si.”

P : “Kamu tulis dulu tidak?”

S : “Iya mb..takut nek lupa jadi aq tulis aja hehehehe.”

P : “Kalian saling membantu?”

S : “Iya. Kalau ada yang nggak tahu dibantu mbak.”

P : “Menurut kamu, belajar speaking bahasa Inggris lebih mudah kalau sendiri atau sama-sama?”

S : “Sama- sama.”

P : “Lebih gampang belajar dengan permainan atau hanya membaca di buku paket?”

S : “Permainan dong.”

R : “Kan guessing games itu masih baru buat kalian, menurut kamu bagus tidak untuk pelajaran speaking?”

S : “bagus kalau bisa hahaha, tapi jadi nggak bisa ngantuk hehe...”

P : “Kan bagus biar berani ngutarain pake bahasa Inggris.”

S : “Iya ya mbak. Bagus lah.”

P : “Oke dik. Belajar terus ya.”

Interview 31

S :

P : “Kemarin waktu permainan kan kalian disuruh memberikan ide secara bergantian. Apa pendapat kamu?”

S : “Iya, semua harus memberi ide. Dicatet lho Mbak takut kalau lupa.”

P : “Berarti kamu juga ikut memberikan pendapat dong?”

S : “Iya dong. Ampe buka kamus segala je...”

P : “Jadi karena kalian ingin menang kalian mau berbicara. Betul tidak?”

S : “Iya Mbak”.

P : “Okelah makasih ya dik..”

Interview 32

P : “Menurut kamu, , apa yang menyenangkan dari kegiatan profession guessing game?”

S : “Apa ya. Bisa tau banyak tugas-tugas dari masing- masing profesi.”

- P : “Menurut kamu tadi guessing gamenya masih menarik tidak?”
 S : “Iya mb..masih menarik”
 P : “Tadi ada kesulitan tidak berbicara dengan bahasa Inggris?”
 S : “Sedikit miss.. tapi teman yang lain masih bisa membantu”.
 P : “Jadi suka dong kerja berkelompok?”
 S : “Tentunya mb”
 P : “Makasih ya...”

Hari, tanggal : Kamis, 22 September 2012

Tempat : Ruang guru

Narasumber : Guru bahasa Inggris (Bu Murji SPd.)

Setelah mewawancarai siswa dan memberikan quessionare, P datang kembali ke Kantor guru untuk mewawancarai GBI tentang implementasi kegiatan pada putaran ke dua kemarin.

Interview 33

- P : “Bu kan semuanya sudah dilaksanakan, menurut bu Murji, penggunaan guessing gamesnya bagaimana, bagus apa tidak sampai yang terakhir ini?”
 GBI : “Bagus mbak... saya malah senang karena anak-anak juga senang hehehe.”
 P : “Motivasi siswa gimana bu..? ada peningkatan tidak?”
 GBI : “Jelas ada mb.. awalnya kan mereka tertarik lama-lama suka tanpa dirasa mereka jadi termotivasi mb..”
 P : “Trus menurut bu murji.. dari guessing game pertama sampai yang terakhir kemarin, yang paling susah yang mana bu?”
 GBI : “Kalau menurut saya semuanya susah bagi siswa, apalagi disuruh ngomong pake bahasa Inggris, tapi mereka sudah berusaha kan... apapun bentuknya mereka mau menang dalam permainan, jadi mereka akhirnya ngomong, tak peduli benar pa salah susunanya tapi yang terpenting bagi mereka, mereka tidak mau kalah. Dulu mereka tidak sesemangat itu. Takut aja kalau disuruh ngomong”.

Interview 34

- P : “Terakhir bu kalau guessing game putaran kedua menurut ibu gimana?”
 GBI : “Lebih simple si, siswapun sudah tau mereka musti apa... karena sudah terbiasakan. Tapi memeng untuk nyusun kata masih agak susahlah, tapi motivasi mereka untuk berbicara menggunakan Bahasa Inggris dah oke mb... dah g malu lagi, g takut lagi jadi bagus mb. Oya kerjasama mereka juga bagus.”
 P : “Jadi mbak murji suka dong media guessing gamenya?”

GBI : “Ya dong...saya minta y hehehehe, untuk ngajar kelas yang lain biar oke juga hehehehe”

P : “Bisa bu..nanti saya berikan macem-macem guessing games yang lain”

GBI : “Dapat dari mana je mb..?”

P : “Banyak bu di Internet”

GBI : “Ooo gitu, ya saya tunggu ya guessing gamesnya..”

P : “Siap pak, makasih ya bu selama ini atas bantuanya”

GBI : “Sama-sama mb orang saya juga sudah terbantu dengan adanya mb dian”

LESSON PLAN

Satuan Pendidikan : SMP Muhammadiyah 1 Sayegan

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : VII/ 1

Hari/ Tanggal : Tuesday, 4 September 2012

Thursday, 6 September 2012

Standar Kompetensi :

- 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

- 1.2 Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima dengan lingkungan terdekat yang melibatkan tindak tutur meminta dan member informasi tentang profesi dan tugas tugasnya.
- 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator :

1. Siswa dapat menyebutkan bagian bagian tubuh
2. Siswa dapat mendeskripsikan seseorang

Aspek : Mendengarkan- Berbicara

1. Tujuan Pembelajaran

- Siswa dapat mendeskripsikan seseorang dengan benar.

2. Materi

a. Language Function

Mr, Dona : Excuse me, can you show me the teacher room?

Toni : sure. It's over there. It's the wide one.

Mr. dona : Can you tell me about Mrs.putri?

Toni : Yes, she is tall and fat, she is has black and wavy hair.

Mr. dona : Thank you very much.

Toni : you are welcome sir.

b. Vocabulary :

(n)head, hair, eyebrow, eyes, nose, chin, cheek, mouth, lips, tongue, tooth,

neck, shoulder, arms, hands, fingers, chest, stomach, legs, foot.

(adj)short, tall, thin, fat, black eyes, big eyes, curly hair, long hair, short hair, wavy hair.

c. Example of the expression

a) Asking for describing someone

✚ How do you look like?

✚ What does your sister/ brother look like?

✚ Are you..... (tall or short)?

✚ Is she/ he... (fat)?

b) Responding to asking for describing someone

✚ I look like.....

✚ She/he has.....,.....,.....

✚ Yes, I am/ No, I am not

✚ Yes, he/ she is

✚ No, she/ he is not

3. Teknik ; PPP

4. Langkah-Langkah Kegiatan

a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam dan menanyakan kondisi siswa.
- Guru mengabsen kehadiran murid.
- Guru memberikan pertanyaan pada siswa sesuai dengan topic seperti:
 - How do you look like?
 - Do you have pointed nose or flat nose?
 - Are you tall or short?

b. Kegiatan Inti

1. Presentation

- Guru menyebutkan sambil menunjukan gambar bagian bagian tubuh
- Guru melatih siswa untuk mengatakan bagian tubuh dalam bahasa inggris.
- Siswa mengucapkan bagian bagian tubuh tersebut dalam bahasa inggris berdasarkan gambar seperti eyes, nose,eyebrow, long hair,wavy hair,etc.
- Siswa menyanyikan lagu “ part of the body?”
- Siswa bernyanyi sambil menunjukan bagian tubuh mereka yang sesuai dengan lagu part of the body.
- Guru menjelaskan tentang ungkapan yang dipakai untuk mendeskripsikan seseorang seperti: what does your English teacher look like?
- Guru menjelaskan bagaimana cara merespon ungkapan tersebut.

A : What does your English teacher look like?

B: my English teacher is Mrs. murdjianti, she has black eyes, black and curly hair. And she is also tall and thin.

2. Practice

- Guru menunjukan flashcard dan bertanya” what does he/she look like?
- Siswa menjawab sesuai dengan part of the body sesuai dengan gambar dengan bahasa inggris.
- Guru memilih dua orang siswa untuk kedepan kelas dan kemudian guru menyuruh siswa untuk mendeskripsikan teman kelasnya.

- Siswa mencocokkan kata dengan gambar kemudian melafalkan dengan baik dan benar (matching game)

3. Production

- Siswa dibagi menjadi 4 kelompok.
- Setiap kelompok diberi 2 gambar.
- Tiap kelompok harus menebak gambar kelompok lain, dan kelompok yang tahu memberi beberapa clue.
- Kelompok yang tidak tahu mencoba untuk menjawab sesuai dengan clue, apabila terjawab maka permainan selesai. Permainan dilakukan bergantian.
- Kelompok yang paling banyak menebak adalah pemenangnya.

c. Kegiatan Penutup

- Guru menanyakan apa yang sudah dipelajari hari ini dan apa kesulitan mereka.
- Guru menyimpulkan materi.
- Guru menutup pelajaran dan mengucapkan salam perpisahan.

5. Sumber Belajar

- ESL Teacher's Activities Kit. Elizabeth Claire. Penerbit : Prentice hall. Halm:116.
- Englis in Focus for Grade VII Junior High School
- Gambar gambar

6. Penilaian

- Teknik : Observation
- Bentuk : performance

The Scheme of Scoring Speaking

No	Nama	Aspek Penilaian			Skor	Nilai
		Fluency	Accuracy			
			Grammar	Pronun- ciation		

Pedoman penilaian : terlampir

Skor maksimal : $4 \times 10 = 40$

Nilai siswa: skor perolehan(fluency+grammar+pronunciation+vocabulary)

4

Yogyakarta, 4 September 2012

Teacher

Researcher

Murjianti, SPd

Dian Fitriana







NIM. 05202244116

TEACHING MATERIAL



TASK 1. Look, Listen and repeat

The picture and how to pronounce

 <p>Face</p>	 <p>Hair</p>
 <p>Eyes</p>	 <p>Eyes</p>
 <p>Nose</p>	 <p>Teeth</p>



Lip



Tongue



Ear



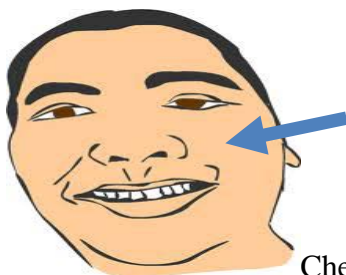
Mousthace



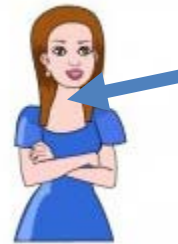
Chin



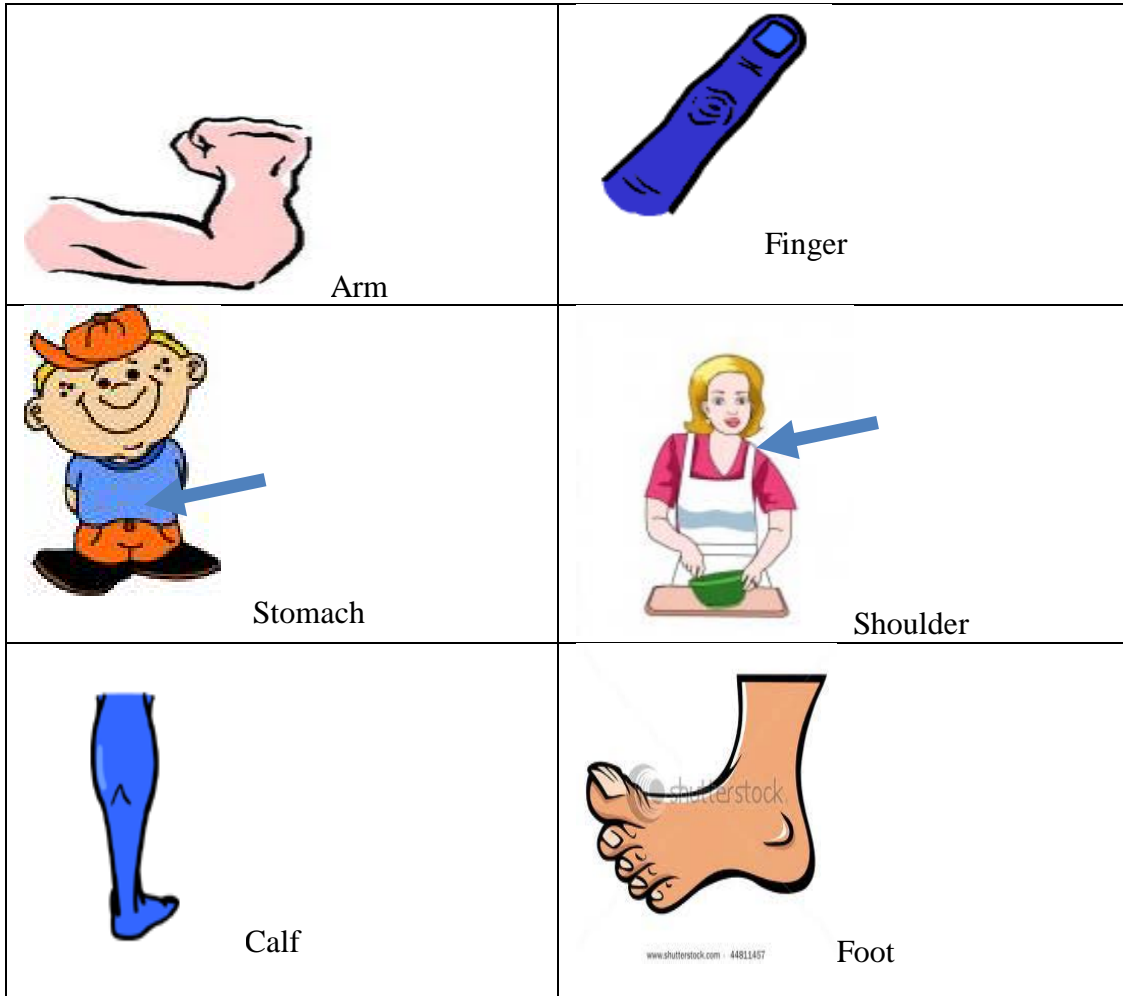
Mouth



Cheek



Neck



Task 2

No	Words	Pronouns
1	Face	
2	Hair	
3	Eyebrow	

4	Eye	
5	Nose	
6	Teeth	
7	Lip	
8	Tongue	
9	Ear	
10	Moustache	
11	Chin	
12	Mouth	
13	Cheek	
14	Neck	
15	Arm	
16	Finger	
17	Stomach	
18	Shoulder	
19	Calf	
20	Foot	



Task 3

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and
toes

Head, shoulders, knees and toes, knees and
toes

Eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and
toes

Touch your eyes, touch your ears touch, your
mouth, touch your nose

touch your knees, touch your toes

great job!

Head, shoulders, knees and toes, knees and
toes

Head, shoulders, knees and toes, knees and
toes

Eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and
toes




Task 4. Practice the following conversation

What does your father look like?

My father has a flat nose and big ears, he has oval face and small eyes

Is he fat


Yes, he is



What does your classmate look like?

He/ she has.....,.....,.....
.....,.....,.....

Is he tall or short?
How about her/his hair?



Task 5

Match these words with the pictures below. Once you complete the task, practice pronouncing the words.

- | | |
|------------|-------------------|
| - Fat | - Strong |
| - Straight | - Old |
| - Thin | - Wavy |
| - Blonde | - Wearing glasses |
| - Curly | |



GUESSING GAME



Picture 1.



Who I am?

Picture 4



Who I am?

Picture 2



Who I am ?

Picture 5



Who I am ?

Picture 3



Who I am?

LESSON PLAN

Satuan Pendidikan : SMP Muhammadiyah 1 Sayegan

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : VII/ 1

Hari/ Tanggal : Selasa, 11 September 2012

Kamis 13 September 2012

Standar Kompetensi :

- 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

- 1.2 Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima dengan lingkungan terdekat yang melibatkan tindak tutur meminta barang/ meminta barang.
- 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta barang dan memberi barang.

Indikator :

1. Siswa dapat menunjukkan benda-benda di dalam kelas dengan benar
2. Siswa dapat menyebutkan benda-benda yang ada di dalam kelas
3. Siswa dapat menggunakan ungkapan member barang dengan tepat.
4. Siswa dapat menggunakan ungkapan menerima barang dengan tepat.

Aspek : Mendengarkan- Berbicara

1. Tujuan Pembelajaran

- Siswa dapat menggunakan ungkapan memberi dan menerima barang dengan tepat.

2. Materi

a. Language Function Tia : Can I Have a book ?

Nia: Sure. Here's a book.

b. Vocabulary

Nouns: a pen, a pencil, a book, a bag, a chair, a table, a whiteboard, a desk, a clock, a pen, etc.

c. Example of the expression

- | | |
|-----------------------|-------------------|
| - Can I have a? | - Here you are |
| - Sure. Here's a.... | - Thank You |
| - Okay | - you are welcome |

3. Teknik ; PPP

4. Langkah-Langkah Kegiatan

a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam dan menanyakan kondisi siswa.
- Guru mengabsen kehadiran murid.
- Guru menanyakan pada siswanya nama benda-benda yang berada dikelas.
- Guru bertanya apakah siswa tahu bahasa inggris dari benda benda yang ada di lingkungan kelas tersebut.

b. Kegiatan Inti

1. Presentation

- Guru memberikan contoh dalam bentuk kalimat " This is a pen".
- Guru menyebutkan sambil menunjukan gambar-gambar benda yang ada di dalam kelas dalam game cards.
- Siswa mengucapkan nama benda-benda tersebut.
- Siswa menyanyikan lagu " Can I have a pen?"
- Guru bertanya pada boneka sebagai model " Can I have a pen?" dan Boneka menjawab: Yes I do.
- Guru memberikan penjelasan tentang bagaimana cara member dan menerima barang.
- Guru bertanya pada salah satu siswa " Can I have a book?"

2. Practice

- Siswa menjawab pertanyaan guru " Can I have a ,,,, ? sesuai dengan kartu yang dibawa.

- Siswa berlatih bercakap-cakap dalam memberi dan meminta barang berdasarkan kartu secara berpasangan.
- Siswa mendengarkan ucapan guru dan memberi tanda centang pada gambar yang sesuai.
- Siswa berkelompok untuk merangkai kata kata acak secara tepat dan mempresentasikan di depan kelas.

3. Production

- Siswa bermain guessing games
- Siswa dibagi menjadi 6 kelompok
- Tiap kelompok diberi 1 kertas yang berisi huruf huruf dan gambar tiang berbentuk L
- Kelompok yang pertama membuat kata berdasarkan hasil diskusi mereka dan tidak member tahu kepada kelompok lawan.
- Setiap huruf yang mereka sebut benar maka kelompok yang tahu akan menuliskanya dikertas dan apabila salah maka kelompok yang tahu akan menggambarkan tiap kesalahan mereka sampai berbentuk part of body.
- Jika mereka dapat menjawab, permainan selesai.

c. Kegiatan Penutup

- Guru menanyakan apa yang sudah dipelajari hari ini dan apa kesulitan mereka.
- Guru menyimpulkan materi.
- Guru menutup pelajaran dan mengucapkan salam perpisahan.

5. Sumber Belajar

- ESL Teacher's Activities Kit. Elizabeth Claire. Penerbit : Prentice hall. Halm:116.
- Englis in Focis for Grade VII Junior High School
- Gambar gambar

6. Penilaian

- Teknik : Observation
- Bentuk : performance

The Scheme of Scoring Speaking

No	Nama	Aspek Penilaian			Skor	Nilai
		Fluency	Accuracy			
			Grammar	Pronunciation		

Pedoman penilaian : terlampir

Skor maksimal : $4 \times 10 = 40$

Nilai siswa: skor perolehan(fluency+grammar+pronunciation+vocabulary)

Yogyakarta, 11 September 2012

Teacher

Researcher

Murjianti, SPd

Dian Fitriana
NIM. 05202244116

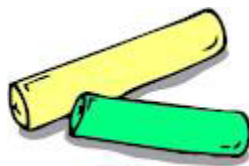
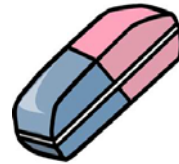
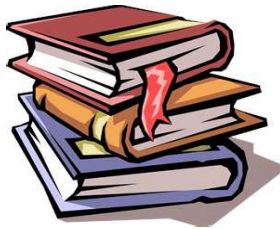
TEACHING MATERIAL

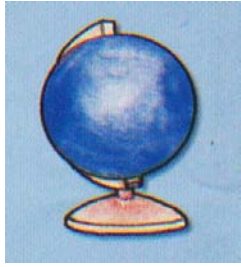


Task 1

Look , Listen and Repeat

Look the flash card . Listen and repeat after your teacher





Task 2

“ Can I Have a Pen”

Can I, can I can I have a pen ?

Sure, sure, sure, sure. Here's a pen

Can I, Can I, Can I have a book ?

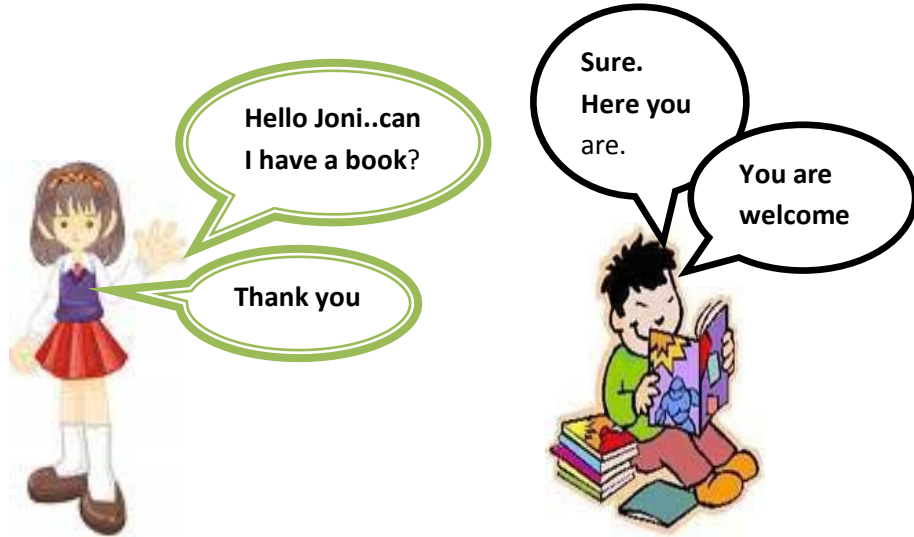
Sure, sure, sure, sure. Here's a

book

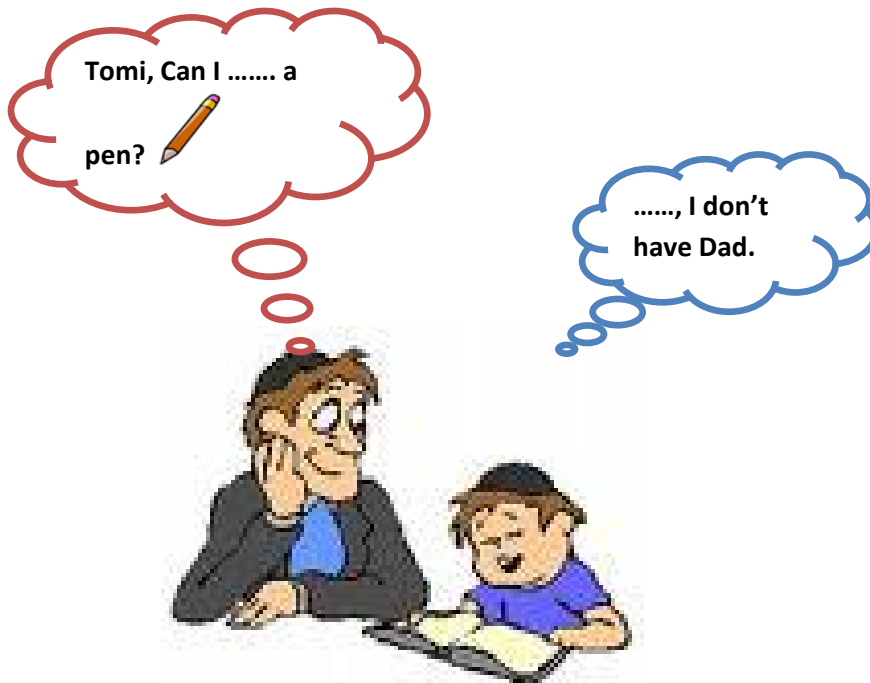


Task 3. Practice the following conversation

1.



2.



3.



Discuss with your group.

SURE	SINTA :	HERE
I	HAVE	YOU
?	TONI :	A BOOK
ARE	CAN	

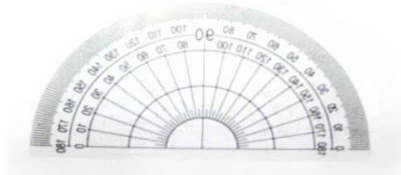
TONI :

SINTA :



Listen and give a tick

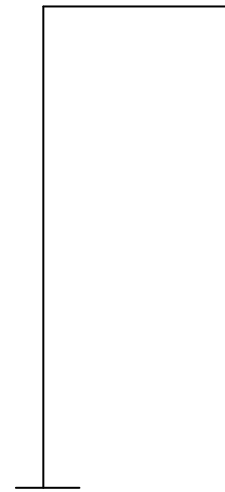
Listen to your teacher and give a tick to the picture.





Around the school Guessing Game "Hangman"

Instruction: Choose one letter to guess which letters are in this word. Make 8 wrong guesses and you lose.



LESSON PLAN

Satuan Pendidikan : SMP Muhammadiyah 1 Sayegan

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : VII/ 1

Hari / Tanggal : Selasa 18 September 2012

Kamis 22 September 2012

Standar Kompetensi :

- 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

- 1.2 Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima dengan lingkungan terdekat yang melibatkan tindak tutur meminta dan member informasi tentang profesi dan tugas tugasnya.
- 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta dan member informasi tentang profesi dan tugas tugasnya.

Indikator :

1. Siswa dapat menyebutkan jenis jenis pekerjaan
2. Siswa dapat menyebutkan profesi dan tugas tugasnya
3. Siswa dapat menggunakan ungkapan meminta dan member informasi kejelasan.

Aspek : Mendengarkan- Berbicara

1. Tujuan Pembelajaran
 - Siswa dapat menggunakan ungkapan meminta dan member informasi kejelasan.

2. Materi

a. Language Function

Dona : Is she your mother?

Toni: Yes she is.

Dona: What does your mother do?

Toni: She is a teacher.

Dona: Where does she work?

Toni: In the school.

b. Vocabulary

Policemen, pilot, secretary, teacher, doctor, actor, artist, dancer, singer, gardener, soldier, nurse, dentist, postman, headmaster, chef, shop keeper, carpenter, lecturer, sailor, tailor,

c. Example of the expression

- To asking what their do, we use “ what do they do?”
- is she a....?
- yes, of course

3. Teknik ; PPP

4. Langkah-Langkah Kegiatan

a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam dan menanyakan kondisi siswa.
- Guru mengabsen kehadiran murid.
- Guru memperkenalkan materi yang akan dipelajari hari ini dengan bertanya macam macam pekerjaan.
- Guru memberikan pertanyaan pada siswa sesuai dengan topic seperti:
 1. Do you know what these people do?
 - Doctor
 - Teacher
 - Pilot
 - Students
 2. Do they have to wear certain uniform they are working? If so, can you mention it?

b. Kegiatan Inti

1. Presentation

- Guru menyebutkan sambil menunjukan gambar gambar profesi.

- Guru melatih siswa untuk mengatakan jenis jenis profesi dalam gambar dan kemudian menanyakan tentang tugas masing masing profesi.
- Siswa mengucapkan nama nama profesi tersebut.
- Siswa menyanyikan lagu “ What does he do?”
- Siswa bernyanyi sambil menunjukan gambar yang sesuai dengan nama pekerjaan.
- Guru menjelaskan tentang ungkapan yang dipakai untuk menanyakan profesi seperti: What do they do? Or what does he/ she do?

2. Practice

- Guru menunjukan flashcaerd dan berkata “ What do they do’?
- Siswa menjawab berdasarkan flashcard yang ditunjuk guru.
- Guru meminta siswa yang berada di barisan bangku terdepan untuk bertanya kepada siswa yang berada di barisan bangku kedua untuk merespond pertanyaan.

For example:

Joni : What does your father do?

Ade : He is a teacher

Joni : Where does he work?

Ade : In the school

Joni: What does he need to do his job?

Ade : Some books, pens, board maker and his uniform .

- Guru memanggil 4 siswa untuk mempraktekan di depan kelas sesuai dengan kartu yang guru tentukan.

3. Production

- Siswa bermain Guesssing game yang dibagi dalam 4 kelompok.
- Setiap kelompok diberi 12 gambar tentang jenis pekerjaan.
- Tiap kelompok mengambil 3 gambar yang harus ditebak oleh kelompok lain, dan mereka hanya diberi clue clue tertentu.
- Kelompok yang tahu hanya menjawab “ Yes or No”
- Kelompok yang paling banyak menjawab dengan benar adalah kelompok yang menang.

c. Kegiatan Penutup

- Guru menanyakan apa yang sudah dipelajari hari ini dan apa kesulitan mereka.
- Guru menyimpulkan materi.
- Guru menutup pelajaran dan mengucapkan salam perpisahan.

5. Sumber Belajar

- ESL Teacher's Activities Kit. Elizabeth Claire. Penerbit : Prentice hall. Halm:116.
- English in Focus for Grade VII Junior High School
- Gambar gambar

6. Penilaian

- a. Teknik : Observation
b. Bentuk : performance

The Scheme of Scoring Speaking

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Nilai siswa: skor perolehan(fluency+grammar+pronunciation+vocabulary)

Yogyakarta, 18 September 2012

Teacher

Researcher

Murjianti, SPd

Dian Fitriana
NIM. 05202244116

TEACHING MATERIAL



Look, Listen, and Repeat the Profession Pictures



a doctor



a mechanic



a baker



a painter

a postman



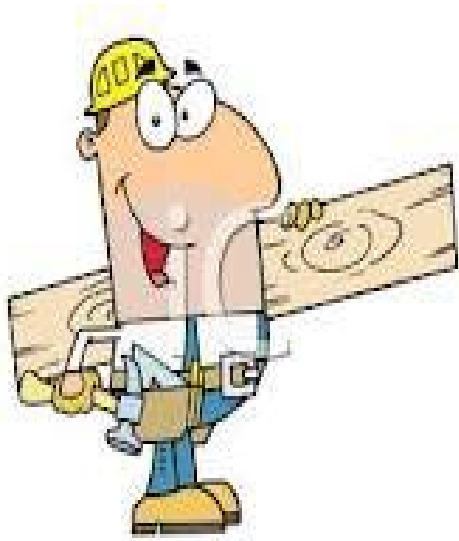
a policeman



an architect



an electrician



a carpenter



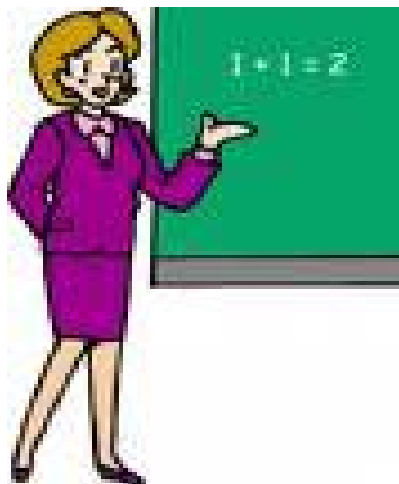
a cashier



a sailor



a cleaner



A teacher



a farmer



A nurse



a waiter



A Firemen



a taxi driver



Sing a song

“What does he do”

What does he do?

He is a taxi driver

What does he do ?

He is an office worker

What does he do?

He is a fire fighter

I am fire fighter

What does he do ?

She is a secretary

What does he do ?

She is a sales person

What does he do ?

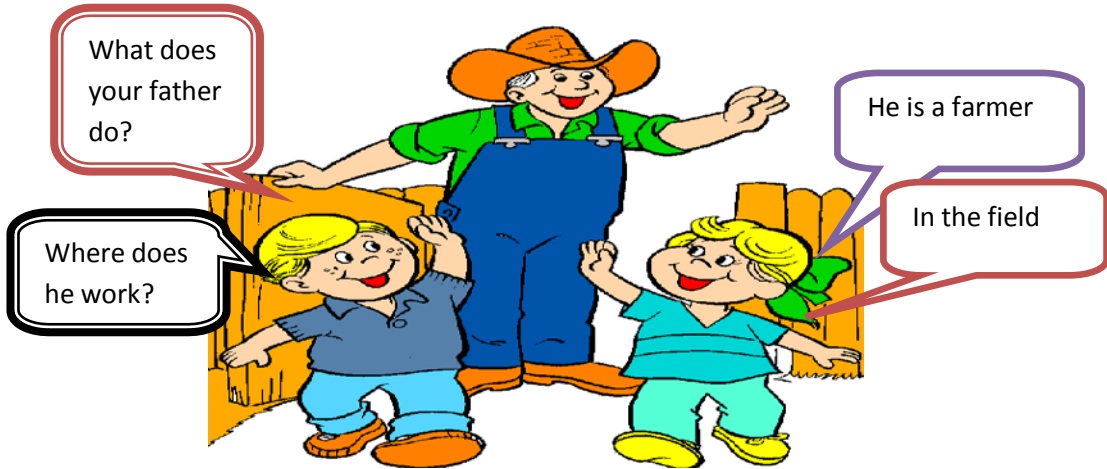
She is a home maker

A home maker..

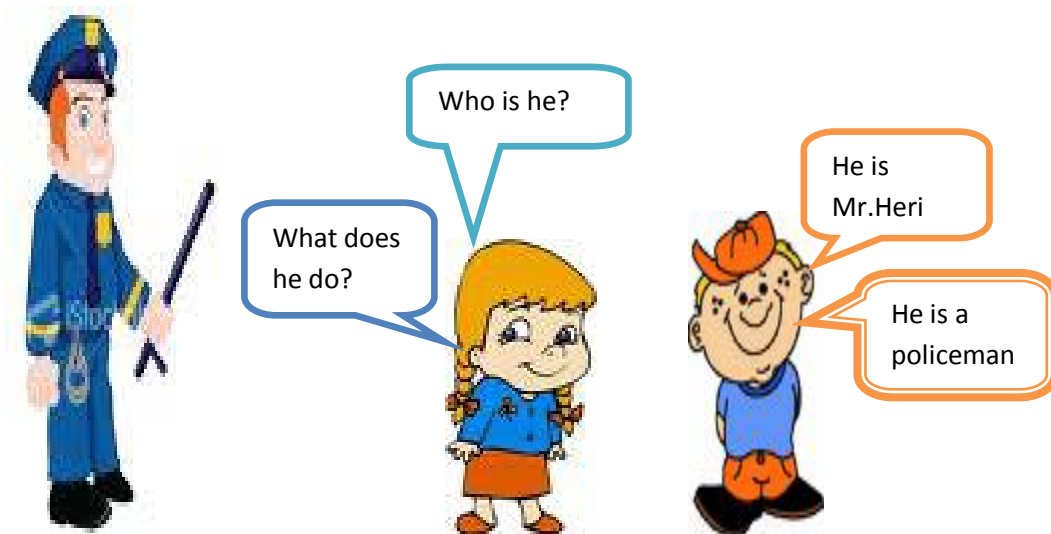


Look at the models and practice conversation with your partner

a.



b.





Let's play Profession Guessing Game

Questions for those guessing

1. Do you work indoors or outdoors? In a trade or profession? in a factory or an office.
2. Do you work with your hands? Do you wear a uniform? Do you work long hours?
3. Do you work from 9-5? Do you work regular hours? Do you work at weekends?
4. Do you work with people or machines? Are you in a service industry?
5. Do you sell something? Do you earn a lot of money? Must you have good qualifications to do your job?

Jobs

Group 1

1. Polisi	2. Nurse	3. Farmer	4. Shopkeeper
5. scientist	6. artist	7. princess	8. dressmaker
9. civil engineer	10. bricklayer	11. Caretaker	12. Accountant

Group 2

1. Singer	2. Cook	3. Student	4. Secretary
5. Driver	6. Engineer	7. President	8. Painter
9. Chiropodist	10. Fishmonger	11. Receptionist	12. Mathematician

Group 3

1. Actor	2. Teacher	3. Soldier	4. Manager
5. Gardener	6. Musician	7. Chemist	8. Writer
9. Social worker	10. Surgeon	11. Bee-keeper	12. Newsagent

Group 4

1. Doctor	2. Housewife	3. Baker	4. Pilot
5. Factory worker	6. Cowboy	7. Builder	8. Dentist
9. Solicitor	10. Secret agent	11. Dustman	12. Air-hostess

Pictures of Actress/ Actors



Instrument of The Pre-test

Part 1. Personal Data

Interviewer : **Good morning. How are you?**

Test taker : _____

Interviewer : **My name is _____. In approximately 7 minutes I will ask you some questions. For the purpose of assessing your speaking, your responses will be recorded.**

In no more than two minutes, please tell me about yourself.

Test taker : _____

Part 2. Descriptive

Interviewer : **Let us move to the next part. I have a question for you to answer in this part. You will have a fifteen-second preparation and two-minute response the question.**

Describe one of the pictures given.

Test taker : _____

Instrument of The Post-test

Part 1. Personal Data

Interviewer : **Good morning. How are you?**

Test taker : _____

Interviewer : **My name is _____. In approximately 7 minutes I will ask you some questions. For the purpose of assessing your speaking, your responses will be recorded.**

In no more than two minutes, please tell me about yourself.

Test taker : _____

Part 2. Descriptive

Interviewer : **Let us move to the next part. I have a questions for you to answer in this part. You will have a fifteen-second preparation and two-minute response for each question.**

Describe your mother or your father briefly.

Test taker : _____

Preliminary score (personal life)

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Ana Usiana	4	4	3	4	15	3,8
2.	Anggraeni Puspita	6	6	5	5	22	5,7
3.	Anisa Fajar SI	5	5	5	5	20	5,0
4.	Atika Yuliana	5	5	6	6	22	5,3
5.	Eva Nurdiana	6	6	5	5	22	5,7
6.	Hardiyanti	6	6	5	5	22	5,7
7.	Hesti Lestari	6	5	5	5	21	5,5
8.	Lilis Retno W	5	5	4	4	18	4,7
9.	Lula Nadia S	6	6	6	7	25	6,2
10.	Nurul Hidayati	5	6	6	5	22	5,3
11.	Nurvita Wulan	6	7	6	5	24	6,0
12.	Septia rejeki	6	7	6	6	25	6,2
13.	Siti Fatimah	6	5	5	5	21	5,5
14.	Stepsi Lina P	6	5	5	5	21	5,5
15.	Aditya Surya P	6	5	5	5	21	5,5
16.	Albani M I	6	6	6	6	24	6,0
17.	Anang Prasetyo	7	6	5	5	23	6,2
18.	Atantio Aji	6	6	6	6	24	6,0
19.	Dery Ferdian R	5	5	5	6	21	5,2
20.	Dicky Firnanda	6	6	6	6	24	6,0
21.	Eka putra R	6	7	6	6	25	6,2
22.	Fajar Donik A	6	6	6	6	24	6,0
23.	Ferdy Yulianto	5	6	5	5	21	5,2

24.	Muhammad S	7	7	6	6	26	6,7
25.	Riski Erfianto	7	6	6	6	25	6,5
26.	Rohmat danuri	7	6	5	6	24	6,3
27.	Seta Adi W	5	5	5	5	20	5,0
28.	Suryadi	5	5	5	6	21	5,2
29.	Tomi Trijatmiko	6	6	5	5	22	5,7
30.	Tri Nur Haris	6	6	7	7	26	6,3
31.	Yanuri	6	4	5	6	21	5,5
32.	Isnawan Prasetyo	5	6	6	5	22	5,3

Highest score : 6,7

Lowest score : 3,8

Average : 5,5

Preliminary score (Things around the school)

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Ana Usiana	5	5	5	5	20	5
2.	Anggraeni P	7	7	6	6	26	6,7
3.	Annisa Fajar SI	6	6	6	6	24	6
4.	Atika Yuliana I	6	6	7	7	26	6,7
5.	Eva Nurdiana	7	7	6	6	26	6,7
6.	Hardiyanti	7	7	6	6	26	6,7
7.	Hesti Lestari	7	6	6	6	25	6,5
8.	Lilis Retno W	6	6	5	5	22	5,7
9.	Lula Nadia S	7	7	7	8	29	7,2

10.	Nurul Hidayati	6	7	7	6	26	6,7
11.	Nurvita Wulandari	7	8	7	6	28	7
12.	Septia Sri R	7	8	7	7	29	7,2
13.	Siti Fatimah	7	6	6	6	25	6,5
14.	Stepsi Lina P	7	6	6	6	25	6,5
15.	Aditya Surya P	7	6	6	6	25	6,5
16.	Albani M I	7	7	7	7	28	7
17.	Anang Prasetyo	8	7	6	6	27	7,2
18.	Atantio Aji	7	7	7	7	28	7
19.	Dery Ferdian Rolando	6	6	6	7	25	6,2
20.	Dicki Furnanda	7	7	7	7	28	7
21.	Eka putra R	7	8	7	7	29	7,2
22.	Fajar Donik A	7	7	7	7	28	7
23.	Ferdy Yulianto	6	7	6	6	25	6,2
24.	Muhammad S	8	8	7	7	30	7,7
25.	Riski Erfianto	8	7	7	7	29	7,5
26.	Rohmat Danuri	8	7	6	7	28	7,3
27.	Seta Adi Wibowo	6	6	6	6	24	6
28.	Suryadi	6	6	6	7	28	6,2
29.	Tomy trijatmika	7	7	6	6	27	6,7
30.	Tri Nur Haris	7	7	8	8	30	7,3
31.	Yanuri	7	6	6	7	26	6,7
32.	Isnawan Prasetyo	6	7	7	7	27	6,5

Highest score : 7,7

Lowest score : 5

Average : 6,7

Performance Assessment (describing someone) in Cycle 1

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Ana usiana	6	6	6	6	24	6,0
2.	Anggraeni P	6	6	6	6	24	6,0
3.	Annisa Fajar S I	7	7	6	6	26	6,7
4.	Atika yuliana I	7	7	7	6	27	6,8
5.	Eva Nurdiana	7	7	6	6	26	6,7
6.	Hardiyanti	7	6	6	6	25	6,5
7.	Hesti Lestari	7	6	6	6	25	6,5
8.	Lilies Retno W	7	7	6	6	26	6,7
9.	Lula Nadia S	7	7	7	7	28	7,0
10.	Nurul Hidayati	7	7	7	6	27	6,8
11.	Nurvita W	7	7	7	6	27	6,8
12.	Septia srejeki	7	7	7	7	28	7,0
13.	Siti Fatimah	7	7	6	6	26	6,7
14.	Stepsi Lina Putri	7	7	6	6	26	6,7
15.	Aditya Surya P	7	7	7	6	27	6,8
16.	Albani M	7	7	7	7	28	7,0
17.	Anang Prasetyo	7	7	7	6	27	6,8
18.	Atantio Aji	7	7	7	7	28	7,0
19.	Dery Ferdian R	6	7	6	7	26	6,3
20.	Dicki Firnanda	7	7	7	7	28	7,0
21.	Eka Putra R	8	8	7	7	30	7,7

22.	Fajar Donik A	7	7	7	7	28	7,0
23.	Ferdi Yulianto	7	7	6	6	26	6,7
24.	Muhammad S	8	8	8	8	32	8,0
25.	Riski Erfianto	8	7	7	7	29	7,5
26.	Rohmat Danuri	8	7	7	7	29	7,5
27.	Seta Adi W	7	6	7	7	27	6,8
28.	Suryadi	7	7	6	7	27	6,8
29.	Tomi Trijatmika	7	7	6	6	26	6,7
30.	Tri Nur Haris	8	8	7	8	31	7,8
31.	Yanuri	7	6	7	7	27	6,8
32.	Isnawan Prasetyo	7	7	7	7	28	7,0

Highest score : 8,0

Lowest score : 6,0

Average : 6,9

Performance Assessment (describing things) in Cycle 2

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Ana usiana	7	7	7	6	27	6,8
2.	Anggraeni Puspita Sari	7	7	7	7	28	7,0
3.	Annisa Fajar	7	7	7	7	28	7,0
4.	Atika yuliana	7	7	7	7	28	7,0
5.	Eva Nurdiana	7	7	7	7	28	7,0
6.	Hariyanti	7	7	7	7	28	7,0

7.	Hesti lestari	7	7	7	7	28	7,0
8.	Lilis Retno W	7	7	7	7	28	7,0
9.	Lula Nadia S	7	7	7	7	28	7,0
10.	Nurul Hidayati	7	7	7	7	28	7,0
11.	Nurvita Wulandari	7	7	7	7	28	7,0
12.	Septia sri rejeki	7	7	7	7	28	7,0
13.	Siti Fatimah	7	7	7	7	28	7,0
14.	Stepsi Lina	7	7	7	7	28	7,0
15.	Aditya S	7	7	7	7	28	7,0
16.	Albani M	7	7	7	7	28	7,0
17.	Anang prasetyo	7	7	7	7	28	7,0
18.	Atantio Aji	7	7	7	7	28	7,0
19.	Dery Ferdian R	7	7	7	7	28	7,0
20.	Docki Firnanda	7	7	7	7	28	7,0
21.	Eka Putra R	8	8	7	8	31	7,8
22.	Fajar Donik A	7	7	7	8	29	7,2
23.	Ferdy Yulianto	7	7	7	7	28	7,0
24.	Muhammad S	8	8	8	9	33	8,2
25.	Riski Erfianto	8	8	7	8	31	7,8
26.	Rohmat Danuri	8	7	8	8	31	7,8
27.	Seta Adi W	7	7	7	7	28	7,0
28.	Suryadi	7	7	7	7	28	7,0
29.	Tomi Trijatmika	7	7	7	7	28	7,0
30.	Tri Nur haris	8	8	8	8	32	8,0
31.	Yanuri	7	7	7	8	29	7,2
32.	Isnawan Prasetyo	7	7	7	7	28	7,0

Highest score : 8,2
Lowest score : 6,8
Average : 7,2

Nama : Anggraeni Puspita Sari

No. Absen : 2

QUESTIONNAIRE

Isilah dengan memberi tanda silang pada huruf a, b, atau c, sesuai dengan pendapat anda!

1. Apakah kalian senang belajar bahasa Inggris dengan menggunakan game?
a. Tidak senang Senang c. Sangat senang
2. Apakah Game dapat meningkatkan semangat kalian dalam belajar bahasa Inggris?
a. Tidak meningkatkan Meningkatkan c. Sangat meningkatkan
3. Apakah game bisa memotivasi kalian untuk berbicara dalam bahasa Inggris?
a. Tidak memotivasi Memotivasi c. Sangat memotivasi
4. Apakah "language function (jenis ungkapan-ungkapan/ ekspresi-ekspresi)" yang telah diajarkan bermanfaat untuk komunikasi dalam kehidupan sehari-hari kalian?
a. Tidak bermanfaat b. Bermanfaat Sangat bermanfaat
5. Apakah belajar bahasa Inggris menggunakan game perlu dilakukan terus menerus?
 Tidak perlu b. Perlu c. Sangat perlu

Nama : AMISA

No. Absen : 3

QUESTIONNAIRE

Isilah dengan memberi tanda silang pada huruf a, b, atau c, sesuai dengan pendapat anda!

1. Apakah kalian senang belajar bahasa Inggris dengan menggunakan game?
a. Tidak senang b. Senang Sangat senang
2. Apakah Game dapat meningkatkan semangat kalian dalam belajar bahasa Inggris?
a. Tidak meningkatkan b. Meningkatkan Sangat meningkatkan
3. Apakah game bisa memotivasi kalian untuk berbicara dalam bahasa Inggris?
a. Tidak memotivasi b. Memotivasi Sangat memotivasi
4. Apakah "language function (jenis ungkapan-ungkapan/ ekspresi-ekspresi)" yang telah diajarkan bermanfaat untuk komunikasi dalam kehidupan sehari-hari kalian?
a. Tidak bermanfaat b. Bermanfaat Sangat bermanfaat
5. Apakah belajar bahasa Inggris menggunakan game perlu dilakukan terus menerus?
a. Tidak perlu Perlu c. Sangat perlu

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QUESTIONNAIRE

Isilah dengan memberi tanda silang pada huruf a, b, atau c, sesuai dengan pendapat anda!

1. Apakah kalian senang belajar bahasa Inggris dengan menggunakan game?
a. Tidak senang b. Senang Sangat senang
2. Apakah Game dapat meningkatkan semangat kalian dalam belajar bahasa Inggris?
a. Tidak meningkatkan b. Meningkatkan Sangat meningkatkan
3. Apakah game bisa memotivasi kalian untuk berbicara dalam bahasa Inggris?
a. Tidak memotivasi Memotivasi c. Sangat memotivasi
4. Apakah "language function (jenis ungkapan-ungkapan/ ekspresi-ekspresi)" yang telah diajarkan bermanfaat untuk komunikasi dalam kehidupan sehari-hari kalian?
a. Tidak bermanfaat b. Bermanfaat Sangat bermanfaat
5. Apakah belajar bahasa Inggris menggunakan game perlu dilakukan terus menerus?
a. Tidak perlu Perlu c. Sangat perlu







