# THE IMPLEMENTATION OF *STEPS CHAIN* AS A TECHNIQUE TO TEACH SPEAKING PROCEDURE TEXT FOR SEVENTH GRADERS OF SMPN I SIDOARJO

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## Abstrak

Penelitian ini bertujuan untuk mendeskipsikan penerapan *Steps Chain* pada siswa kelas VII SMPN I Sidoarjo dalam proses pembelajaran selama kelas berbicara bahasa Inggris teks prosedur berlangsung, untuk mendeskripsikan ketrampilan berbicara bahasa Inggris siswa ketika *Steps Chain* diterapkan pada proses belajar mengajar, dan untuk mendeskripsikan respon siswa setelah diajar dengan menggunakan *Steps Chain*. Penelitian ini dirancang sebagai sebuah laporan dalam bentuk deskriptif qualitative tanpa ada perhitungan statistic. Hasil penelitian ini menunjukan bahwa aktifitas dari *Steps Chain* telah diterapkan di dalam kelas dan sebagai sebuah tehnik, hal ini sangat efektif membantu guru dan siswa dalam proses belajar mengajar dalam konteks 'knowledge of language, comprehension, performance, organization of the text, and overall impression.' *Steps Chain* juga mampu memotivasi siswa bergabung dalam proses pembelajaran di kelas.

**Kata Kunci:** *Steps Chain*, ketrampilan berbicara bahasa Inggris, teks prosedur, siswa kelas tujuh.

## Abstract

This study is conducted to describe the implementation of *Steps Chain* to seventh graders of SMPN I Sidoarjo in learning process during Speaking Procedure Text class, to describe the students' speaking ability when *Steps Chain* is implemented in teaching and learning process, and to describe the students' responses after being taught by using *Steps Chain*. This study was designed as a report in the form of descriptive qualitative without any statistical calculation. The result of this study showed that *Steps Chain* activity was successfully implemented in class and it was very effective as a technique to help both teacher and students in teaching and learning process of Speaking Procedure Text in term of 'knowledge of language, comprehension, performance, organization of the text, and overall impression.' It could motivate the students to join the learning process as well.

**Keywords:** *Steps Chain*, speaking, procedure text, seventh graders.

## INTRODUCTION

English has four basic skills that people must be mastered in learning EFL, that is; listening skill, speaking skill, reading skill, and the last is writing skill. In learning English, the most important skill that the teacher should teach well is teaching speaking skill, which is used to have communication in daily activities orally. It is simply because the first impression of the people about a person is the way they speak, the people will notice about the background, education, and social standing only by the way one speak.

By learning speaking skill, students are able to learn concepts, develop vocabularies, and understand the structure of the English itself which is the learning's component (Hadi, 2009: 1). Moreover, students who have strong oral language based would have an academic advantage because school achievement depends on students' ability to display knowledge in a clear and acceptable from speaking as well as writing (Hayriye, 2006: 1)

For seventh graders, there are some problems that students' have, those are; (1) they have no willingness to learn something in the class because the material (Procedure text) is very easy to understand, even it is easy to be applied; (2) most of the students of SMPN I Sidoarjo are lack of confident when they have presentation or have communication in term of their lesson especially in English even though they are smart. It makes the class be passive; (3) another problem is several students who like to interrupt and dislike appreciating when others have presentation.

Based on the problem that the researcher found above, it seems that the teacher needs a technique in teaching English that can be applied. In order to solve the problems

above, game could be an appropriate technique to be applied. Game is an activity which is fun and can be conducted by two or more persons. It has rules that must be followed by the players. "A game is a system in which players engage in an artificial conflict, defined by rules, which result in a quantifiable outcome" (Salen & Zimmerman: 2003). Even though using game in teaching learning process is not necessary to do, however using game is strongly suggested to support learning process mainly in learning English in the school. Games can create a better atmosphere to make student relax in learning English. Besides that, game is joyful and it can boost students' motivation in learning process.

As mentioned above, attaching game in learning process is important. However, a teacher must choose an appropriate game for certain material carefully. One of games that is appropriate to bring in the class is Steps Chain Game for teaching procedure text. Actually this game is taken from the idea of general Chain Story Game. Josephine (2008) stated that Chain Story is one of techniques that use joyful learning principle. However, Steps Chain is gets little modification from content of Chain Story, the content of Chain Story is the story itself besides Steps Chain is the steps.

The reason of teacher should implement Steps Chain to conduct the speaking procedure text is because it allows the students or learners talk in their own word freely in English. Other than that, Steps Chain itself encourages all of the students in class to participate in this activity. It is because one by one, they have to contribute a step to make or to do something in order to avoid the one who is the dominant in talking either less in talking. In addition, Steps Chain can make the students familiar and confident in communicating by using English automatically.

Because of the reasons and the explanation above, the researcher believed that Steps Chain Game can fulfill the objective of the curriculum. It was simply because this game was appropriate to be used in teaching speaking procedure text as one of the materials that should be taught for students in seven grades based on Standar Kompetensi and Kompetensi Dasar.

Based on the reasons above, the foundations of the study are come up to the surface as the research questions. Those are:

1. How is the implementation of Steps Chain game to seventh graders of SMPN I Sidoarjo in learning process during Speaking Procedure Text class?
2. How is the students' speaking ability when Steps Chain Game is implemented in SMPN I Sidoarjo?
3. How are the students' responses after being taught by using Steps Chain game?

This study is conducted to describe the implementation of Steps Chain to seventh graders of SMPN I Sidoarjo in learning process during Speaking Procedure Text class, to describe the students' speaking ability when Steps Chain is implemented in teaching and learning process, and to describe the students' responses after being taught by using Steps Chain.

It is no longer phenomenon anymore that speaking is the action of expressing everything in mind, ideas and feelings by using audible symbol or visible bodily action. Therefore, listeners can understand the meaning of the message that one conveys. As Nunan (2003: 56) states that, speaking is an interactive process in creating meaning that comfort producing, receiving, and processing information in oral way. Ur (1996: 120) states, "of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important." That is why speaking skill is a vehicle to get along with others by having communication which needs a good speaking skill as a steer.

Speaking skill is one of the productive skills besides writing skill (Brown, 2004: 140). Thus, this skill should be done actively and continuity. It will be useless if one try to master speaking skill without any attempt to apply and practice it, only listen to the teacher or the theory itself. Because of that, the teacher should encourage her or his students to practice their speaking in teaching speaking process. It is simply because to enhance this skill, students should have continual practice in communication.

"The objective of the language course is to enhance the spoken language ability in order to use it for talking." (Widdowson, 1978: 60). However, as an important skill, speaking skill is also a great challenge for foreign language learners and also the teacher since teaching speaking has the important part that should be mastered includes (1) knowledge of the grammar and vocabulary of the language; (2) knowledge of speaking rules; (3) knowledge of how to use and respond to different types of speech acts such as request, apologizing; (4) knowledge of how to use language appropriately. Moreover there are a large number of students who never practice it in reality and have no willingness to speak orally and spontaneously.

From that explanation, as a teacher, one should pay attention more and finds the best way to encourage the students be creative and active to speak English as often as possible in order to reach the aim of the language that is master in speaking. Zhang (2009: 32) states that students in English as a foreign language environment have few opportunities to speak English outside of the classroom therefore teacher must encourage the students to speak often. Implementing various strategies in speaking class is very helpful for the teacher and the students in creating situation for the teaching and learning activity to get well.

Game is the form of play with goals and structures, indeed with the atmosphere of fondness. "Game is set of activities with some rules but full of fun", (Fadyanti, 2010: 11). From the game's definition, one can reason that game can invite the amusing and interesting atmosphere when people play it.

That is why a large number of teachers use this stuff as their technique to help them in teaching and learning process, especially in language subject. It is simply because game is not only entertaining, but also motivating students. Lubis in Pratiwi (2011: 16) says that, the students will be easier to get experiences to practice their physics, emotion, and thought from game's demonstration than lengthy explanation. That is why implementing game is strongly suggested to support learning process mainly in learning English in the school. It is simply because game can create a better atmosphere to make student relax in learning English. Besides, game is joyful, that is why it can boost students' motivation in learning process and unconsciously, they learn and acquire the target language as well.

Other good points that are shown from game itself, game can make the students easier to follow the instruction from the teacher and strengthen the students' understanding of the context of learning. According to Larcabal, R. S. in Pratiwi (2011: 16), there are several advantages of games as follow:

1. Facilitate the players to advance their inner-self.
2. Help the relationship of the players more effectively and cooperatively.
3. Teach the players to be creative and confident persons.
4. Bring them and the facilitator closer, which will eventually help to lower the tension and anxiety that prevent students from acquiring the language.

Despite game supplies many advantages, however as teacher, one should provide the appropriate game for their students and avoid providing game in whole time since the main job of the teacher is teaching not entertaining.

From the explanation before, it can be concluded that the teacher should find an appropriate game as an alternative technique in teaching process. That appropriate one is *Steps Chain*. It is a simple game which encourages the learners to keep talking in context of the lesson. Steps Chain is a game which has modification from its origin that is Story Chain game. In this case, the different point between Steps Chain and Story chain is coming from the context. In Steps Chain, the learners are encouraged to keep talking about the steps of how to do something.

There are several benefits when implementing Steps Chain in the class, the benefits are follows:

1. It allows the students or learners to talk in their own words in English, because no one will correct or interrupt them while they are talking in English.
2. There is no one who will be dominant in the activity, and there will no passive students as well because each student has to contribute a step as his or her turn to talk.
3. It motivates students to speak by using English and familiar with it. Because this helpful thing can help them to speak English often, without any doubt of having mistakes.
4. The students can learn to appreciate each other. It is simply because the game asks them to listen and to pay attention to every single word that comes up from others in order to continue the game.

It is mentioned before in the benefit of Chain Steps points mostly focus on speaking skill. Moreover, the game is very suitable to help the teacher and also the students in teaching and learning of speaking procedure text because learners get the opportunity to speak in order to achieve the learning objectives. The activities of Steps Chain in teaching speaking procedure text which is adapted from Story Chain Game are as follows:

1. The students have to prepare an example of procedure text that will be presented by them individually for about 10 minutes. Because the usual examples of procedure text is too mainstream such as "making a cup of hot tea, how to make fried rice, and etc.", these example is too easy to be learnt. Thus, the samples must be more complex, such as "How to make kebabs.", "How to create E-book.", and etc.
2. Students choose one topic from the topics that has been given by the teacher. Those topics are many kinds of goals for the procedure text. The topic that has been chosen is the one which will become the topic of Steps Chain.
3. Students mention steps in accordance with the goals that have been chosen, one by one.
4. After the students mention all of steps one by one or stop on one of students, the next student who has not given steps or cannot contribute a step, will get the penalty, he or she has to explain, present, or perform the examples of procedures text that have been made in the first time by the real technique of the speaking (reading the prepared sample a lot are not allowed, reading only the points of example).
5. If the steps stop at student who already present his or her example of procedure text, he or she has the right to choose one of his or her friends to get the opportunity to present an example of procedure text, indeed he or she must pick one who has not get a turn to present the example yet.

**METHODS**

In order to conduct this research successfully, the researcher employed descriptive qualitative study that the researcher described the implementation of Steps Chain as a technique to teach speaking procedure text for seventh graders in teaching learning process in the classroom. The purpose of this design was describing the phenomenon naturally, just like Khusnah (2009:20) states that, a study that contain of natural phenomenon description which is found during study and without testing any hypothesis, it is called descriptive qualitative study.

In this study, researcher just sat in the back corner of the class while he observed the learning and teaching process. The several points that the researcher observed are; (1) the teaching and learning process by using steps chain; (2) the class condition when the teacher implement the technique; (3) and the responses from the students. The research took only three days or three meetings in order to fulfill the effectiveness of the research. The researcher also chose one class of SMPN I Sidoarjo which had been taught in speaking procedure text class by using Steps Chain Game.

The subject in this study or research was the students in the grade of seven. It is simply because students in this level have the transition age, from kid to teenager. Indeed, their behaviors also transit. They try new behavior and seek their own self-image to be not a child, but still not an adult (Mauriello, 2010: 9). They feel confident behave like adult even though it is not fit to them, and nowadays in Indonesia it is called "Lebay". That is why the researcher conducted the study to these students in order to know whether *Steps Chain* is appropriate to them or not in learning process.

Students as the subject consist of all people in the class, it was around 30 persons, and the name of the class was VII 8. The researcher chose this class because this class is one of the favorite classes. It has various levels range of intelligence.

After knowing the subject of the study, the setting should be known as well. The setting that the researcher held was in SMPN I Sidoarjo. That school is located on Gelora Delta Street, 61211 Sidoarjo, East Java. This school has implemented the game before. That is why the researcher desired to conduct the research in SMPN I Sidoarjo

In order to conduct the research, another important element was the instrument to conduct the research or study. In this study the researcher needed instrument even though the researcher was also the instrument. The instrument that the researcher used in this study was observation checklist. As the usual observation, it was needed to check the answer in form of "yes" or "no"

answer. Thus, this instrument could answer research question number 1.

In order to answer the question number 2 of the research question in chapter 1. The researcher used the performance scores of students when they presented their presentation in speaking procedure class. The score were measured by speaking rubric. The rubric that was used by the researcher was adapted from David P. Harris' rubric. The adapted rubric measured five main points of speaking performances; "knowledge of language, comprehension, performance, organization, overall impression."

The last instrument was questionnaire. It was simply because the appropriate one to conduct the qualitative study was questionnaire. Sax (1979:244) states that questionnaire is very significant in qualitative research. It attempts to elicit the feelings, beliefs, experiences, or activities of respondents.

The questionnaires which were given to students were about the steps chain, about the students' participations while in the teaching learning process, about the students feeling about English class, and about the presenter who brought the steps chain in the class that was the teacher performance itself. That was why, this instrument could help the researcher to answer question number 3 of research question.

The acquired data from the observation was taken from observation checklist, students' speaking score and questionnaire. The data was taken from observation checklist. This instrument could help the researcher observed about the material, the class condition, the technique, the process of teaching and learning, and the activities of students in class. Observation data were taken from the researcher's observation regarding the teacher and the students' activities in the classroom during the teaching learning process.

For the next instrument was students' performance score. The researcher used speaking rubric to measure students' speaking ability after being taught by using Steps Chain. The data from this instrument were gathered after the researcher got the result of scoring the performance of the students.

The last one was questionnaire. This instrument was given to the students in the last day of the observation. The researcher used questionnaire in order to know the students' responses, about the implementation of steps chain as technique to teach speaking procedure text. The students were asked to choose an appropriate answers from the options provided based on their own opinion.

After having observation and getting the data from the instruments, the next step was analyzing the data that is collected. The researcher analyzed the acquired data from the observation checklist was concerned to the teacher in implementing steps chain in the class. Next data have

been brought by the questionnaire that could help the researcher analyzed the students' responses about their feeling in joining the activities which was given by steps chain game. And the last, the researcher analyzed the data of students' speaking ability from the students' performance.

## RESULT AND DISCUSSION
### The Result of Study

This section will talk about the data presentation. The data comprises the three meeting observation, the score of students' performance and the students' questionnaires. The result of observation is presented in the form of paragraph below.

### 1. The First Meeting

The first observation was conducted on Tuesday, May 7th 2013. The allocation time which was given was 2 x 40 minutes, as the routine learning and teaching process in that school. The class began at 6.40 a.m. However, the observation was started at 7. 20 a.m since the English subject began at that time for class VII 8.

It was very crowded when the teacher entered the classroom. She clapped her hands loudly to attract the students' attention. Then she began the class by greeting them using speech and sign language. Any single sentence and expression made by the teacher was a combination between speeches, sign language, facial expressions and even body language in order to make her students get the clearer meaning. It was not only stopping on that, but also the teacher used English a lot in class than Bahasa in order to make her students familiar with English itself, and Bahasa was for making the students easier to understand the teacher's message and therefore could be completely conveyed to the students.

Firstly, the teacher made an opening by greeting her students using English. Indeed her student responded her by answering her greeted.

| Teacher | (T): | Good morning everybody…!!!! |
| Students | (S): | Good morning maaam…..!!! |
| T | : | How are you this morning???? |
| S | : | I'm fine, thanks. And you????? |
| T | : | I'm fine too, thanks. |

Next, she said that before the lesson start, she would call the role, and then the students followed her. After that, she reviewed a bit what they had learned before and also connected their incoming material with the students' experience and nature that was procedure text in form of listening. The process of apperception was occurring. It aimed to ease them get in touch the material. This activity took five minutes to finish.

After the teacher gave the opening, then she came to the main activity. Because it was the first meeting for the teacher and students in the lesson of speaking procedure text, she explained them the procedure text itself and how to present it orally. It took long time, but not so long since her students got procedure text before, and therefore the teacher concerned in explaining the procedure text in forms of spoken most. She did that by reviewing procedure text to the students.

Then the teacher started to encourage the students to ask everything about speaking procedure text. One of the students asked about identifying which one was step and which one was the material. Another student asked about the way to start making the step of procedure text. It was not stop on that, but also the other one started to ask was the title of procedure text always like that, starting with how to. And indeed the teacher gave the reasonable answer to them in order to make them satisfied, by the help of power slide.

The teacher showed and explained her power point or power slide which was consisted of procedure text explanation. Then, the teacher found out her students copy the slide by wrote it out on their notebooks. And therefore she waited for them until they had finished. The reason why the teacher gave the explanation was given in the last, it was quiet simply because the students will be encouraged to be more active, more attractive and easier to remember the lesson since the class used students' center as the technique of teaching.

After ten minutes passed at that time, the teacher asked to the students whether they finished copying or not. Then, they answered it by saying "yes" in choir, therefore the teacher continued her teaching.

Next, the teacher showed the passage which was kind of procedure text. Then she asked her students to identify or classify which one were goal, materials, and steps. One by one, her students did nice shot, they could identify it faster than the first attempted. After the students complete the task which was identifying the generic structure, the teacher showed the next slides which were contained of a number of passages. This was the next task for the students. The students were asked by the teacher to identify which one was included procedure text which one was not. It took rather long time because that was the first time they saw a lot of passages since they were still in seventh grade, the freshmen of Junior High School. At the moment, they were puzzled and silent, however there was a male student who raised his hand and tried to answer, then his answer was correct. This situation

made the others to answer one by one, and indeed the atmosphere became active and competitive.

When the situation became suitable to join the learning process, the teacher took a chance by showing the next slide. The picture of the slide was only twelve squares which had number on each squares. At glance, they were perplexed, and then the teacher said something to the students. She asked to her students whether they want to play game or not. And indeed they answered "yes mam" with pleasure and loudly to the teacher. Because of that, the teacher introduced the game whose name was Steps Chain.

The teacher explained Steps Chain in detail to avoid the misunderstanding between her and her students since it was new for the students. Indeed, the teacher used both English and Bahasa to explain the game. The teacher expounded it from what the steps chain was until the instruction or the rule of playing Steps Chain. Furthermore, she explained the instruction by using body language instead of make the explanation clearer. Then the teacher made sure whether her students really understood or not and hers understood the explanation.

Because Steps Chain's role needed the examples from each student as it explained before, therefore the teacher asked her students to make the examples of procedure text. Each person should have one example, and then the students made the example at that time. It took a long time to finish, because of that, while the teacher was waiting for the accomplishment from the students, she walked around among her students and tried to help them in making the examples.

Suddenly, the school bell was ringing. It was the sign that class had to be ended. However the examples from the student had not finished yet. Therefore, unfortunately the game could not be applied at that time. However it was still in Steps Chain area since they were making the example of procedure text. That was why, the teacher asked the students to prepare their example at home as a homework in order to be played next meeting. And then, the teacher tried to review a bit what her students had learnt this morning at that time. After the students reviewed a bit about the lesson they had got, finally the teacher ended the class.

## 2. The Second Meeting

The second observation was conducted on Thursday, May 9th 2013. The class began at 9. 20 a.m. The opening activity in the second meeting was similar with the first observation. It was greeting, praying, calling the role, and reviewing a bit about the lesson from the last meeting, procedure text. Then she started the class activity by asking one of the students to connect her laptop to the projector since all the material and Steps Chain were in her laptop and they needed to be shown.

The first slide was written "Procedure Text". This purposed to mention the learning objective. Then she moved her slide to the next one and it said "Steps Chain". After that, the teacher checked whether her students ready and well prepared or not.

T : Okay everyone, have you finished with the example?

S : Finish mam.......

T : alright, now are you ready to play the game?

S : nah, now let's play the game.

Before the teacher started the game, suddenly two students entered the class. They were two male students. The teacher asked them why they came late one by one by using bilingual however English at the most, then they gave the reasonable reason why they were late, after that the teacher could accept the reason and asked them to sit down on their seat. The teacher continued the game.

The teacher chose one of the students to choose which square they had to be played. As mentioned before, each square had the goal (in term of procedure text). She gave right to the captain of the class first to choose a square. Then he chose square number five. And therefore the square opened and the goal appeared. It said "How to Fight a Ghost". Next she gave the time to think what a step that he would say. Finally, he was ready to play. Counted in three, the game was started.

Then he started to give the first step of how to fight a ghost. He said "first, we had to punch on its face". It was okay if the step was not reasonable since it was used to encourage their creativities, and as long as they keep talking or contributing the step (in term of procedure text) as the rule stated. Then, the turn came to the one who sat next to the first student, she actually was puzzled and not ready to contribute a step. That was why the teacher started to count from one to ten. In the sixth second she could contribute at last. She said "next, we must pray". A friend of her who sat next to her was still thinking and feeling stuck, therefore the count went on. The tenth second was passed, so she had got the punishment.

The female student who got the punishment had to present her example of procedure text in front of the class. The example was like this.

How to make fried rice
Ingredients:
- 2 plate of rice
- 1 Clove of garlic
- 1 Tablespoon of tomato sauce
- 1 egg, beaten

- 100 grams of chicken meat
- 1 tablespoon cooking oil
- Salt

Steps:

1. First Heat oil and sauté garlic until the smell of the garlic comes out.
2. After that Add chicken, stir briefly until slightly cooked.
3. Next add the eggs, stir until cooked egg cracked.
4. And then Enter the white rice, tomato sauce, and salt, stirring until blended with herbs.
5. Finally, served with decorated accordingly.

She was not allowed to read a lot, she only red the point at the glance. Then she came forward, she started to present her example and the others were listening and paying attention. While she was presenting her example, the teacher took the score of her presentation. After she finished the presentation, she might sit down back to her seat.

Next one who had right to choose the square was the one who got the punishment. She could choose another square or kept the same goal to be played. Then she still confused to choose. And the whole class members were so excited to ask her to choose another one. Still in her dazzled, she chose another square to be played. She chose square number three, and it said "How to be the Popular Students", and these activities still went on.

With their creative ideas, they kept joining the game with the pleasure and suddenly the bell rang and the game had to be stopped, this moment made the students disappointed. The teacher could not do anything but said sorry to them, however she promised that this game would be played again in the next meeting while the teacher collecting the student's performance score since she got the score only a half of the class. Then she ended the class and asked her students to prepare well in the next meeting.

3. **The Third Meeting**

It was on Thursday, May 16th 2013, in the third meeting at 9. 20 a.m. The students stayed in the class before the meeting began and before the teacher came. The entire member of the class had already come completely without anyone who left behind. This one showed that the students had already been ready to learn something from the teacher enthusiastically. However there was a reason behind, it was wishing to play Steps Chain as the motivation to study.

Just like the previous day of meeting, to open the day, firstly the teacher greeted the students, asked about the student's condition, asked the captain of the class to lead praying, and then encouraged the students to review a bit about the previous lesson (procedure

text) in order to solid their knowledge about procedure text itself. Then a male student asked the teacher.

S : mam, katanya kemarin game mam? Kok gk mulai – mulai.

T : yes, after this I'll give you the game. Be passion please.

S : yah.. Lama mam..

All : iya mam lama..

T : oke oke, everyone, do you want to continue the game right now???

S : yes maaam…(in choir)

T : okay then let's play steps chain.

And therefore, the game had begun.

Then the teacher asked one of the students to prepare the projector to be connected to the laptop. After it was done the teacher open the first slide that was twelve squares just she did before. Then she chose one of her students to choose which square that would be played.

A female student chose a square which said "How to get good score". In this time, in order to make this game interesting the teacher directly asked that student to answer immediately. At the first she was confused and silent. Indeed the counting was on to her by the teacher and her friend. Without any thinking reasonable, she just answered, "first, we have to pay the teacher". Just like the previous one, the entire member in class had lot of laugh every time one student gave an answer. However, the several steps did not give the funny atmosphere because those steps were contributed seriously by several students.

After she gave the first step then, it was continued by the others. Somehow, one student could not give the step. That was why he came forward to the class and should perform his example as good as possible while the teacher scored his, just like the previous one. Here was the example.

How to Make Cheese Omelet

Ingredients:

- 1 egg, 50 g cheese
- 1 cup milk
- 3 table spoons cooking oil
- A pinch of salt and pepper

Utensils you need:

- Frying pan
- Fork
- Spatula
- Cheese grater
- Bowl
- Plate

How to make it:

1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.

4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelet with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. Eat while warm.

The activity kept going till the last of the presenter performed. After all of the students performed their example, the next agenda of the observer was giving the students the questionnaire about the implementation of steps chain. Because the game had ended and it still had the time, ten minutes remaining, the observer gave the questionnaire and it was helped by the teacher as well before the class was end. The students did that activity till the class was over.

## The Result of Students' Speaking Ability

The process of gaining the score was done when the punishment was running on each student. In order to help the observer in collecting the students' scores, therefore he used rubric of speaking as an instrument to measure the speaking ability. There were five points in the rubric included knowledge of language, comprehension, performance, organization (generic structure), and overall impression. Those five had the sub point as well and each of them had one until five scores. The result of each point was shown as follows.

The first point of the rubric was 'knowledge of language'. In this point, it had three sub points; they were choice of words (including connectives), complete sentences, and grammar. The result of 'choice of words', most of the students got score five, however some got four, only a few got three and two, and for score one none of them were got. For 'complete sentences' sub point, most of the students got four, the several ones got five, for three and two just same like before, only a few of them and no one got one. For the sub point 'grammar', most of the students got three, some of the students got four, only a few of them got five, there was no one got two and one.

The second point was 'comprehension'. This point had two sub points. These two points were clearance of idea, and original and creative idea. For 'clearance of idea' sub point, most of students got five, only several got four and three. For 'original and creative idea' sub point, most of the students got four, and several got three and two.

The next point of the rubric was 'performance' point. This had a lot sun point than others, there were ten sub points in it. They were gesture/ body language, clarity of speech, eyes contact, facial expression/ mimic, fluency, intonation, loudness of voice, pace, pause, and pronunciation. Then the result of 'gesture', most of them got three, only a few got four and five. For 'clarity of speech sub point, some of the students got four, most of

the students got three, and only a few got two. Then for 'eyes contact', most of the students got three, some others got four, and a few of them got five and two. For 'facial expression', a lot of student got three, the several ones got two, and a few of them got four. 'Fluency' sub point recorded a large number of the students got four, some others got three, and only a few got five, less than that, they had got two.

Jump to the next sub point of performance, it was 'intonation', most of the students, they had got four, the several ones got three, and five for a few of the students. For 'loudness of voice' sub point, many students got five, some of the students got four, a few of them got three, and less than that got two. Next sub point was 'pace', it had many students for four, three for some of the students, a few of the students got five and two. For 'pause' sub point, most of the students got three, some others got two, and few of the students got four. The last sub point of 'performance' was 'pronunciation', it found most of the students got three, the several students got 2, and a few of them got four and five.

Then, the next point of the rubric was organization/ generic structure. This point had three sub points, they were; goal, material, and steps as they were stated as generic structure of procedure text. Because all of the students learnt procedure text well and really understood it, therefore as they performed, they had got all five for each sub point.

The last point of the rubric was overall impression. This one had only two sub points, confident and preparation. For 'confident' sub point, most of the students stood on score four, some of the students got score three, and a few ones got five and two. Last sub point was preparation, most of them got score five, several students got three, and a few of students got score two.

## The Result of Students' Responses

The observer used questionnaire as an instrumental to gain the data of students' responses. Inside of the questionnaire, there were several questions indeed, especially for about implementing Steps Chain in the class. Based on the questionnaires that had been answered by the students, they showed that the students were feeling happy played Steps Chain in their English subject than excited or not quite happy in it. It was simply because most of the students chose answer happy, some of the students chose excited, and a student chose not quite happy.

The next question was about the implementing of Steps Chain in the class. It presented the implementation of the game in the class was quite good according to the students' opinions. It was proved that most of the students

chose the answer 'quite good', some others chose 'very well', and a couple of student chose 'not good enough'.

Then move to the third question, it was about whether the implementation of Steps Chain was helpful for the students to get chance to speak in English or not. The students said Steps Chain was helpful to get chance to speak in the English class. It was showed that most students chose 'helpful', some of the students chose 'very helpful', and a couple one chose 'not quite helpful'.

For the fourth question of the questionnaire, it was about the feeling of the students when they had got the chance to speak in the class. They were happy or not. The answer was just 'happy' than excited. It was proved from their answers in the questionnaires, it said that most of the students chose 'happy', and the several students chose 'excited'.

The fifth question was about whether the students' speaks had been often interrupted when playing Steps Chain or not. Based on the questionnaires, the students said, they were feeling both seldom to be interrupted and not to be interrupted at all. Because the option 'seldom' and 'not at all' had the same result, only a student chose 'often'.

The next question in the questionnaire was about whether the entire student paid attention to others when Steps Chain was playing or not. The answer was they paid quite attention to others when the game was on. It was based on the students' answers; most of the students chose 'paid quite attention', then some of the students chose 'paid full attention', and a few of the students chose 'paid little attention'.

For the last question, that was about whether the implementation of Steps Chain was able to manage the student in the class or not. Then the result of this question was most of the students chose the class was quite manageable, several students chose class was less manageable, a few students chose the class was very manageable, and only a student chose the class was not manageable at all. And therefore the implementation of Steps Chain in the class was quite useful in managing the class.

## Discussion

This section aims to analyze the finding based on theories related to the study. The analysis will be discussed based on the research question: (1) the implementation of Steps chain in learning process and class management, (2) the students' speaking ability when Steps Chain was implemented, and (3) the responses of the students. The discussion is elaborated as follows.

### The Observation Checklist

It had been told before, that the observation had been undertaken on May 7th 2013, May 9th 2013, and May 16th 2013. The observation was conducted to obtain the information about this study, the implementation of Steps Chain game as a technique to teach speaking procedure text for seventh graders.

In the first meeting, the teacher tried to introduce Steps Chain to students and ask them to produce an example of procedure text. In this observation, the teacher employed this game in order to create speaking procedure been easier and more joyful. In the next meeting, the teacher encouraged the students to keep talking in English by asked the students to contribute one step from the topic that a student choose from the teacher's provide and gave the punishment. This activity actually created the students familiar with English, reduced their anxiety by talking along with the others, and paid more respect to others, moreover the students learn speaking procedure text by did the presentation, not only theory that they got but also the simulation itself. Just like Lubis says in Pratiwi (2011: 16) that the students will be easier to get experiences to practice their physics, emotion, and thought from game's demonstration than lengthy explanation.

In the last day of the observation, the activity was quite the same as before, it only continued collecting score from the previous day by letting the students did the presentation in front of the class. This activity was included in drilling in order to let them be more familiar with English because it was done more than one. Zhang (2009: 32) states before that the students in English as a foreign language environment have few opportunities to speak English outside of the classroom therefore teacher must encourage the students to speak often

From the explanation about the implementation of Steps chain in the class. This technique (Steps Chain) helped the teacher a lot to encourage the students to keep in talk so much with the English as vehicle of communication in the class and this had been mentioned before, that this one made the students familiar with English. "Speaking skill is productive skill and it is needed to be applied continuity."

### The Students' Speaking Ability

In order to complete the research question number two, it is about the students' speaking ability after being taught by implementing Steps Chain. The observer needed each score of the student when they were presenting their example orally in front of the class. As mentioned before, the process of gaining the score was done when the punishment was running on each student. In order to help the observer in collecting the students' scores, therefore he used rubric of speaking as an instrument to measure the speaking ability. There were five points in the rubric included knowledge of language, comprehension, performance, organization (generic structure), and overall

impression. Those five had the sub point as well and each of them had one until five scores. The result of each point was shown as follows.

The first point of the rubric was 'knowledge of language'. In this point, it had three sub points; they were choice of words (including connectives), complete sentences, and grammar. The result of 'choice of words', most of the students got the best scores because most of them choose the appropriate word (stir, peel, tea spoon of sugar, and etc.) when they performed the procedure text's examples in front of the class. However only a few were fair enough in choosing the word, they did not know the appropriate one (cup of milk, they used just milk). For 'complete sentences' sub point, most of the students were good in it, because they sometime forgot to complete the sentence just for little bit time, it was simply because of their nervousness, therefore it was still fine. For the sub point 'grammar', most of the students were fair enough of it, neither good nor bad, neither very good nor poor. It was simply, because they had got the grammar since in the elementary level. Therefore they just recalled it the memory back, however several students could not make it in doing grammar, they just directly speak without any notice of the rule of English itself.

The second point was 'comprehension'. This point had two sub points. These two points were clearance of idea, and original and creative idea. For 'clearance of idea' sub point, most of students were very good in it, because the presentation of the ideas were clear enough even they were struggled to serve it in front of the class, therefore most of them had got score five. For 'original and creative idea' sub point, most of the students were not really good having that sub point, it was simply because most of them only copying from the internet that was served by the school, however the example got modified a little bit, for the illustration adding some additional seasoning in the sandwich, and etc.

The next point of the rubric was 'performance' point. This had a lot sub point than others, there were ten sub points in it. They were gesture/ body language, clarity of speech, eyes contact, facial expression/ mimic, fluency, intonation, loudness of voice, pace, pause, and pronunciation. Then the result of 'gesture', most of them were fair in playing their gestures in presenting their examples, they just focused on handling the book and they seemed like frozen buns. And therefore only a few were very attractive in conducting their hands and their bodies, since they did not really understand the meaning. For 'clarity of speech sub point, only some of the students were doing good, because most of student having unclear speech, indeed it made others could not understand the speech itself. Then for 'eyes contact', most of the students really nervous in performing the example, therefore most

of them could not communicate with others to get some attention from others, they just took a look at the book or red a lot. However, only a few of students could stand without red a lot, they read the book only at the glance. 'Fluency' sub point recorded a large number of the students were good, it was proved when they performed the example, they were fluency enough because they were holding the book. However some of them red not the whole time, they just red it at glance, and these students had natural fluencies.

Jump to the next sub point of performance, it was 'intonation', most of the students, they got score four, because they were good enough intonating their presentation like chefs in TV show, however not the whole time they treated their presentation like that, they seemed little bit ashamed. Only few students got the best intonation as the real chef without any afraid. For 'loudness of voice' sub point, many students were the best on it. When they did the presentation a lot of students give the power in it even they give the unclear pronunciation, at least the whole class member could be reached by their voice. Next sub point was 'pace', it had many students for score four, it meant most of students were good. It was simply, their steps in their examples were in good order and reasonable pace, only several steps were given in the wrong order. For 'pause' sub point, most of the students got three, because they were good on it. A lot of students were really knew the time when they had to pause, however sometimes they put the pause in the wrong time, when it needed to be explained, they put the pause in the middle of the explanation. It could blur the concentration of the audiences. The last sub point of 'performance' was 'pronunciation', it found most of the students were fair enough with the pronunciation. It was proved in their performances, when they explained their presentations they used English in the L1 accent most, they just used the proper English accent little bit since they just knew a little bit English word. It was simply because they often use L1 than L2 in daily activity, that was why when they used English, they sometime made some errors because of having deal with unusual word.

Then, the next point of the rubric was organization/ generic structure. This point had three sub points, they were; goal, material, and steps as they were stated as generic structure of procedure text. Because all of the students learnt procedure text well and really understood it, therefore as they performed, they had got all five for each sub point. They could possibly identify which one were the goal, the steps, and the materials.

The last point of the rubric was overall impression. This one had only two sub points, confident and preparation. For 'confident' sub point, most of the students stood on score four, it meant their confident were

good in performing the example, it was proved that most of them really enjoyed the performance without any notice from the mistake. However they still read a book, it showed that they little bit were not confident. Only a few persons were really confident having performance. They completely felt free in the context of explaining their example in front of the class. The last sub point was 'preparation', it showed most of the students having very good preparation, it was simply because they brought the miniature along with the presentation in order to help them in their performances.

**The Students' Responses**

Although the observation checklist and the rubric speaking had helped a lot the observer to complete the research question, however it was not enough. It was only one remaining. The observer needed the responses from the students about the implementation of Step Chain in teaching procedure text in form of spoken. That was why the observer used the third instrument that was questionnaire in order to answer the third problem in the research question.

Inside of the questionnaire, there were several questions indeed, especially for about implementing Steps Chain in the class. Based on the questionnaires that had been answered by the students, they showed that the students were feeling happy played Steps Chain in their English subject than excited or not quite happy in it. It was simply because most of the students chose answer happy, some of the students chose excited, and a student chose not quite happy. Therefore, one could see that by implementing Steps Chain the atmosphere in the class could be cover by the joyful learning and teaching process. Therefore, it was synchronous with the theory bank, it said before, "Game is not only entertaining, but also motivating students."

The next question was about the implementing of Steps Chain in the class. It presented the implementation of the game in the class was quite good according to the students' opinions. It was proved that most of the students chose the answer 'quite good', some others chose 'very well', and a couple of student chose 'not good enough'. In this case, the implementation of Steps Chain was really done by teacher in good order based on the rule of Steps Chain. As long as the teacher implemented this technique in appropriate order, the benefit of Steps Chain could be reached. "It is mentioned before in the benefit of Steps Chain points mostly focus on speaking skill."

Then move to the third question, it was about whether the implementation of Steps Chain was helpful for the students to get chance to speak in English or not. The students said Steps Chain was helpful to get chance to speak in the English class. It was showed that most

students chose 'helpful', some of the students chose 'very helpful', and a couple one chose 'not quite helpful'. From this explanation, implementing Steps Chain was helpful to fulfill the objective of language as well. "The objective of the language course is to enhance the spoken language ability in order to use it for talking." (Widdowson, 1978: 60).

For the fourth question of the questionnaire, it was about the feeling of the students when they had got the chance to speak in the class. They were happy or not. The answer was just 'happy' than excited. It was proved from their answers in the questionnaires, it said that most of the students chose 'happy', and the several students chose 'excited'. By the students feeling happy, it was proved that, Steps Chain could possibly create the good atmosphere in learning process. "Implanting game is very convenient since game spreads out the good atmosphere in teaching and learning process."

The fifth question was about whether the students' speaks had been often interrupted when playing Steps Chain or not. Based on the questionnaires, the students said, they were feeling both seldom to be interrupted and not to be interrupted at all. Because the option 'seldom' and 'not at all' had the same result, only a student chose 'often'. In this case, one of the benefits of the Steps Chain was undone since half of the class could not feel freely in talking using English. "It encourages the student familiar in talking by using English. Steps chain is one way to increase the ability of speaking. Most of the students do not want to talk in English because they are afraid of having mistakes and also less self-confident. Actually, it happens because they are not familiar speaking in English during the class when they are learning English. This helpful thing can help them to speak English fluently without any doubt of having mistakes."

The next question in the questionnaire was about whether the entire student paid attention to others when Steps Chain was playing or not. The answer was they paid quite attention to others when the game was on. It was based on the students' answers; most of the students chose 'paid quite attention', then some of the students chose 'paid full attention', and a few of the students chose 'paid little attention'. From the data above, it showed that one of the Steps Chain's benefits was reached completely. "The students can learn to appreciate each other. It is simply, because this game can encourage them to listen and pay attention to every single word that comes up from the others, to avoid the punishment."

For the last question, that was about whether the implementation of Steps Chain was able to manage the student in the class or not. Then the result of this question was most of the students chose the class was quite manageable, several students chose class was less

manageable, a few students chose the class was very manageable, and only a student chose the class was not manageable at all. And therefore the implementation of Steps Chain in the class was quite useful in managing the class. Because of that, Steps Chain was technique which was available to be used in the class and could be a stuff that created the good situation for the teaching and learning activity between teacher and the students. "Implementing various strategies in speaking class is very helpful for the teacher and the students in creating situation for the teaching and learning activity to get well.", and one of this various technique was Steps Chain.

## CONCLUSION AND SUGGESTION

### Conclusion

During teaching and learning process the students gave good responses towards the implementation of Steps Chain in their speaking procedure text class. This can be seen from their active participation and enthusiasm in class from the result of observation and the result of the questionnaire. By implementing this game, the anxiety will be vanished and the motivation will become boosting. All of them were happy and interested in the use of this game. It was not only stop on that, but also this technique could help the teacher made her students kept in touch with English.

Steps Chain was very effective technique to improve students' ability in English especially in speaking. Through this study it had been proven that Steps Chain had effectively improved students' interest in learning English lesson, overcome students' boredom, created a new non-threatening atmosphere of learning, improved students' speaking ability and raised up students' confidence to perform in front of the class. This technique got the good responses from the students. They were happy when playing this game, it was simply because they got chance to speak in English while they were playing, they felt fairly uninterrupted when they were speaking, and they were more appreciated by others.

Most learners pointed out that it was very useful to help them understand the materials. Nevertheless, they still demanded for additional time allotment and teaching techniques improvement. The observer believes that implementing this kind of game could also help the students become creative and success not only in speaking but also in other term, it is simply because the students feel enjoy, motivated, interest, and enthusiastic in participating the activities in the class, that is the important one.

### Suggestion

For the other researchers, it is extremely encouraged to develop other researches in English education. It is strongly recommended for them to develop other game activities which are more effective and interesting to teach speaking and other components, such as mechanics and spelling, vocabulary, and skills as well. By doing so, it is expected to achieve better pedagogic outcomes in English deaf education.

For the teacher, it is recommended to use Steps Chain not only individual but also in pair or in group. And if one uses this technique, it is strongly recommended to make more various and cooler topics which is appropriate for the students' age level as many as possible to avoid the monotonous activity. Moreover, this technique could be used not only in speaking procedure text but also in other skill and other genre.

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