

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH  
COMMUNICATIVE LANGUAGE GAMES AT SMPN 1 PRAMBANAN  
GRADE VIII A IN THE ACADEMIC YEAR OF 2013 / 2014**

**A THESIS**

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



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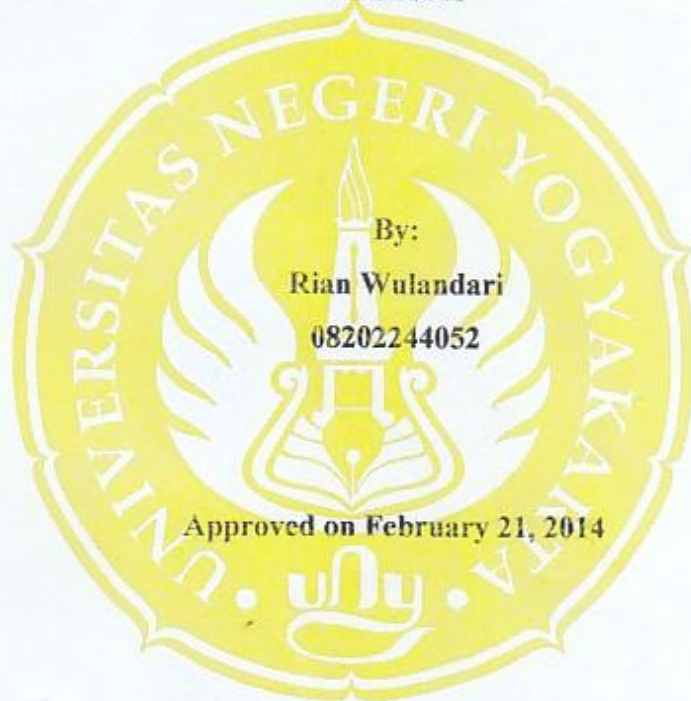
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**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH  
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GRADE VIII A IN THE ACADEMIC YEAR OF 2013 / 2014**

**A THESIS**



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## PERNYATAAN

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### **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATIVE LANGUAGE GAMES AT SMP N 1 PRAMBANAN GRADE VIII A IN THE ACADEMIC YEAR OF 2013 / 2014**

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

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

Yogyakarta, February , 2014

Penulis



Rian Wulandari



MOTTOS

*“Well done is better than well said.”*

(Benjamin Franklin)

*“God always gives His best to those who leave the  
choice with him.”*

(Jim Elliot)

*“That which does not kill us makes us stronger.”*

(Friedrich Nietzsche)

## DEDICATIONS

*In the name of Allah, I dedicate my thesis for:*

*My beloved parents, Dalidjo K.S and Sumitri*

*My beloved grandparents, Mardi Harsono and Langgeng*

*My best sister, Dwi Tia Praswati*

*My best brothers, Wonang Siswoko I., Taufiq P., and I. Pamungkas*

*My brother and sister in law, Agus Haryanto and Sri Mugiarti*

*Kerto Semito's big family*

*My cute nephew, Asyifa*

*My boyfriend, Sonni Permana S.*

*And all my best friends*

*You are my greatest rewards.*

*Thanks for always supporting me and standing by my side.*

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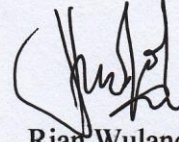
With all sincerity and honesty deep down in my heart, I would like to express my greatest gratitude sincerely to:

1. My consultants Drs. Samsul Maarif, M.A. and Ella Wulandari, M.A., who have given their patience, time, advice, direction, and encouragement during the process of this thesis writing.
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6. All other people who have helped me and supported me before and throughout the writing of this thesis.

Finally, I realize that this thesis might still need some improvements. However, I hope that this could give some contributions to the practice of English teaching and learning, especially at secondary school level.

Yogyakarta, February 2014

The writer

A handwritten signature in black ink, appearing to read 'Rian Wulandari', written in a cursive style.

Rian Wulandari

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**By:**

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**ABSTRACT**

This study aims at improving the speaking ability of the grade VIII A students of SMPN 1 Prambanan in the academic year of 2013 / 2014. Communicative language games were used in this study.

This study is an action research study which comprised two cycles. It involved me as the researcher, the principle of SMP N 1 Prambanan, the English teacher, and 24 students of VIII A class of SMPN 1 Prambanan in the academic year of 2013 / 2014. The steps of this study were reconnaissance, planning the actions, implementing and observing the actions, and reflecting the actions done. The data of this study are qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher. The data were collected in the forms of field notes and interview transcripts. The quantitative data were taken by assessing the students speaking ability through the pre-test and the post-test which is in the form of scores. To get trustworthiness, investigator, time, and theoretical triangulation were used. Democratic, process, outcome, catalytic, dialogic validity was also employed to meet the validity and reliability of the data.

The research finding shows that the use of the communicative language games is effective to improve students' speaking ability. The games are accompanied with other actions such as using classroom English, applying varied themes, using adequate media, doing language form activities, giving feedback, giving rewards, doing group works and rearranging the students seating arrangement. The indicators of the success of the implementation are that: (1) the students are more active in the speaking activities than they were; (2) the students are more enthusiastic in doing speaking activities; and (3) the students' self-confidence and motivation to speak English improve. Furthermore, the findings are also supported by the means of the students' speaking score which have increased from 2.1 and 2.2 in the pre-test to 3.3 and 3.4 in the post-test.

## **CHAPTER I INTRODUCTION**

This chapter consists of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

### **A. Background of Study**

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. In response to this, therefore, in Indonesia, English is very important to be mastered.

English takes a role as a foreign language in this country. It also becomes one of the compulsory subjects that should be taught in junior high school as implied in the government regulation No. 19/2005 articles 6 verses 1 about the scope of subject in every level of education in the curriculum

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. It is supported by O'Malley and Pierce' (1996: 57) finding that is among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with



English language learners is to enable students to communicate effectively through oral language.

Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

As language learners who had learned English intensively, the students should be able to interact orally with each other through English. Unfortunately, in the real teaching and learning of speaking in SMPN 1 Prambanan grade VIII A, most of the students have difficulty in their speaking production. From the observation, the students often had difficulty in pronouncing English words by making some errors. Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involve oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also takes a part in causing this condition worse. There was a little chance for the students to practice their speaking because the teaching process tended to use LKS (Lembar Kerja Siswa) as a main text book during the teaching and learning process. According to Dhari and Dharyono (1988) LKS can be defined as a kind of student's worksheets as guidance for the students to do

some activities. LKS consists of brief explanation, the purpose of activities, exercises and final test for each competence. However, the use of LKS in that English class was apt to show that the students only had activities that involved reading and writing skills. There was no adequate exercise for the students to develop their oral skill so that they were not used to speaking and had no motivation.

For these reasons, it is necessary to implement an innovative action research project that fosters the improvement of oral ability. There are a lot of ways in teaching speaking. One of them is using communicative language games. According to Reuben (1999: 30) using activities and games in class encourages active learning, as well as collaboration, and interactivity.

Communicative language games are supposed to be good activities to solve the students' low speaking ability. KTSP (School Based Curriculum) mentions that the purpose of the teaching and learning language processes of English in Junior High School is to develop students' communicative competence in both oral and written forms. Since the focus of the students learning goal is the communicative competence as the target language, communicative language teaching (CLT) becomes the popular approach to be applied. The main technique of CLT is having the students use the target language to carry out creative tasks such as games, dramas, songs or role-play to attain the communicative goal of the curriculum. Furthermore, communicative language activities in the form of games not merely foster the students' interest in a fun way in their learning process but also can be used to teach new items and practice language forms to support the

students' language development. As a result, they will be more confident and be more motivated to have a speaking class.

## **B. Identification of the problem**

There were some problems in the teaching and learning speaking class at SMP N 1 Prambanan grade VIII. The problems could be not only from the students but also the teaching and learning process. Those are actually interrelated to each other.

The first problems came from the students. They were related to language ability, learning strategy, intelligence, motivation, interest, confidence, etc. The students' language ability to speak was inadequate. The students could not pronounce some words correctly. Moreover they lacked vocabulary mastery to produce English words or sentences. It definitely obstructed the students in expressing their ideas. In addition, the students' interest and motivation tended to be low. It was because they thought that English was a very complicated language to be learnt. It was not easy for them to learn and understand the subject materials. Furthermore, they were not confident enough in exploring and expressing their idea. They were afraid of making mistakes related to the pronunciation, structure, and vocabulary.

The second problems were related to the teaching and learning process. Teaching and learning process deals with classroom activities, interaction, language practice, etc. These also dealt with the method or teaching technique, media, and the materials used in teaching and learning process. The activities during the lesson seemed to have taken the whole time which made students not

interested in learning. In other words, the students felt bored with the same activities. Furthermore, the activities done tended to reading and writing rather than speaking. The students rarely had opportunities to be more active in practicing their speaking ability. As a result, the students were not used to practicing the language orally but they only sat on their chair and did exercises from LKS. They did not seem to enjoy their learning activities. Besides, it is also important to apply a technique appropriately in presenting an instructional material in order that the students will be more interested, active, and motivated in learning speaking. Meanwhile, the fact shows that there were still found difficulties in deciding the teaching techniques and strategy. Monotonous tasks were often given to the students. This condition made the students get bored and felt uninterested to learn. In other words, this certainly affected their motivation to learn. In addition, the use of media in teaching and learning process was limited. Exercise book like “LKS” with brief explanation was mainly used as a medium to give materials to the students. Varied media such as hand out, video, power point, etc. were rarely used in teaching and learning process.

### **C. Limitation of the Problem**

This research would only concern the implementation of communicative language games to improve the students’ speaking ability at SMP Negeri 1 Prambanan grade VIII in the academic year of 2013 / 2014.

#### **D. Formulation of the Study**

Based on the research background above, this research problem can be formulated as follows: **How can communicative language games be implemented to improve the learning process of speaking English in class VIII A at SMP Negeri1 Prambanan in the academic year of 2013/2014?**

#### **E. Research Objective**

In relation to the formulation of the problem, this research is aimed at improving the students' speaking ability of grade VIII A students of SMP N 1 Prambanan, Yogyakarta by applying communicative language games.

#### **F. Significance of the Study**

This research has the benefits as the following:

1. This research can give English teachers additional knowledge and experience on how to improve the students' speaking ability.
2. The use of Communicative Games enables the students to improve their speaking ability in order to be able to communicate orally.
3. The result of the research may become a reference and contribute informative input to solve the similar problem.

## **CHAPTER II LITERATURE REVIEW**

This chapter discusses some theories and research studies which are relevant to the topic.

### **A. Theoretical Description**

#### **1. Teaching Speaking Skill**

##### **a. The Nature of Speaking**

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Brown and Yule (1989: 14) state that speaking expresses need-request, information, service, etc.

Mackey (2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Chaney (1998: 13) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Tupan (1995: 14) also says that language is first spoken. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings

to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

### **b. Aspects of Speaking Skill**

Brown (2001) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:

#### 1) Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. McCarty (1990) states that the

biggest component of any language courses is vocabulary. In addition, Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

## 2) Fluency

Fluency according to Mary Spratt and friends (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

## 3) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the



speakers have. Roach (2009) states that there is no speaker who can be taken to represent a particular accent or dialect in this world.

### **c. Types of Spoken Language**

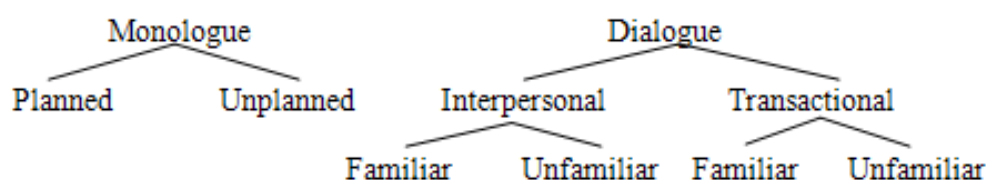
Brown (2001:251) divides spoken language into monologue and dialogue. In monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption. In a monologue, the stream of speech will go on whether or not the hearer comprehends.

Monologue is categorized into two subtypes. They are planned and unplanned monologues. Brown (2001) says that planned monologues usually create a little redundancy and are therefore relatively difficult to comprehend while unplanned monologues exhibit more redundancy, which is made for ease in comprehension but the presence of more performance variables and other hesitations can either help or hinder comprehension. So, it can be said that planned monologue is well prepared than unplanned monologue which contains more redundancy.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into familiar and unfamiliar categories. In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of the interlocutors will produce a conversation with more assumptions, implications, and other meanings hidden

between the lines. References and meanings have to be made more explicit to assure effective comprehension within conversations between or among participants who are not familiar with each other.

The following scheme can give picture to the categorization of each types of spoken language.



(Taken from Nunan 1991b: 20-21)

#### **d. Teaching Speaking**

Teaching four skills - listening, reading, speaking and listening - become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught like the other skills.

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown (2000: 7) says that teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Nunan (2003) defines "teaching speaking" as to teach ESL learners to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.

- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

#### **e. Problems in Teaching and Learning Speaking**

Learners sometimes have some obstacles when they want to talk in the class. They feel afraid of making mistakes because they are reluctant to be judged by the hearer. Ur (1996: 121) argues that some possible problems in speaking including:

- 1) *Inhibition*. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.
- 2) *Nothing to say*. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.
- 3) *Low or uneven participation*. Only one participant talks because some learners dominate, while other speaks a little or not at all.
- 4) *Mother tongue use*. In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

Burns and Joyce (1997 as cited in Nunan1999: 231) identify three factors that may indicate students' reluctance to take part in the speaking activity.

- 1) Cultural factors. These can be related to the students' beliefs of the teaching and learning activities such as (1) they are used to being passive by tending to listen to their teacher explanation (Teacher-center) and they do not

actively speak up in class, (2) they apt to know that language learning is based primarily on reading and writing from a work book, and (3) they are not familiar with communicative and learner-centered approaches to learning and expectations of teacher and learner roles.

- 2) Linguistic factors. Linguistic factors are related to the students' knowledge of the language that hampers the students to speak English. They include (1) difficulties in transferring the language from the learners' first language, (2) problems with the native speaker pronunciation of the teacher, (3) lack of grammatical understanding, and (4) unfamiliarity with the cultural or social knowledge required to process meaning.
- 3) Psychological or Affective Factors. These factors are the important factor that can widely affect language learning especially speaking. The factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class and perceptions. Richard & Renandya (2002: 206) add that the affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation.

From the theories above, those problems in speaking are possible to obstruct students' language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, the teachers

should provide some classroom speaking activities in which the students can engage actively.

#### **f. Principle in Designing Speaking Technique**

There are a number of practical principles for designing techniques that include speaking. Brown (2001: 275) proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class.

1. Use techniques that cover the range of learner needs, from language- based focus on accuracy to message-based focus on interaction, meaning and fluency. Teacher is expected to design tasks and to use techniques that help students to gain and apply all materials which should be learnt. At the same time, teachers should make any drilling as meaningful as possible without making students boring.
2. Provide intrinsically motivating techniques. Teacher should try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Helping the students to see how the activity will give them benefit encourages them to get involved.
3. Encourage the use of authentic language in meaningful contexts. It deals with the design authentic contexts and meaningful interaction that supported by teacher's creativity in designing the materials.
4. Provide appropriate feedback and correction. The feedback is mostly from the teacher, but it can be found outside of the classroom. However, it is

important for teachers to give the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening. Because speaking and listening are categorized as interrelated skills can reinforce each other. It means that in teaching speaking, the teachers should include listening skill aspect.
6. Give students opportunities to make an oral communication. Teachers can stimulate the students' communicative competence by asking them to initiate conversations, to nominate topics, to ask questions, to control conversation and to change the subject. So, teachers should design speaking techniques allowing students to communicate by using the language.
7. Encourage the development of speaking strategies. Teachers should develop strategies to help the students accomplish oral communicative purposes. The strategies include asking for clarification (e.g. What?), asking someone to repeat something (e.g. Excuse me?), using fillers (e.g. uh, I mean, Well), using conversation maintenance cues (e.g. Huh, Right, Yeah), getting someone's attention (e.g. Hey, So) and so forth.

#### **g. Assessing Speaking**

Brown (2004:140) assumes that while speaking is productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. It

means that the accuracy and the teacher's/test taker's listening skill become the significant aspects in assessing students' oral production.

There are five categories of speaking assessment tasks proposed by Brown (2004:144-182).

1. *Imitative*. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.
2. *Intensive*. This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.
3. *Responsive*. This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.
4. *Interactive*. Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.
5. *Extensive*. These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

#### **h. The Characteristics of Students in Junior High School**

Students in Junior High School are categorized as teenagers who are between twelve and sixteen. Brown (2001:92) states that teenagers are an age of transition, confusion, self-consciousness, growing and changing bodies and minds. Brown also states that teenagers tend to think abstractly as the result of intellectual maturation and are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. It can be concluded that the teacher needs an effort to create a comfortable circumstance in teaching students in Junior High School so that the students feel interested to study the language. Therefore, the teacher is expected to have capability to provide lots of opportunities to develop their students' potential.

Furthermore, according to Harmer (2001:39), if the teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and passionate commitment to things which interest them. So the teacher needs to give various activities to engage and involve students in the activities. Besides, the teacher should play his/her role well in teaching and learning processes so that both teaching and learning goals can be achieved.

Brown (2001:32) proposes five thoughts that may become teacher's consideration when teaching them. The first is that their intellectual capacity adds to apply abstract operation thoughts particularly around the age of twelve. The second is that the attention spans are lengthening as the result of intellectual maturation, but sometimes it can be easily be shortened. The third is that they still need varieties of sensory input. The fourth is that the factors surrounding ego,



self-image and self-esteem become their pinnacle. The last thought is that secondary school students tend to become adult like in their ability to make them different with others.

#### **i. School Based Curriculum**

Brown (2000:171) defines a curriculum as a plan designed to carry out particular language program. Nowadays, in Indonesian schools, the government has created new School-Based Curriculum namely 2013 Curriculum. Despite 2013 Curriculum, the school where this research was conducted has applied two running curriculums. They are 2013 Curriculum and previous current curriculum, Kurikulum Tingkat Satuan Pendidikan (KTSP). In the school, 2013 Curriculum is only applied in grade VII, while in grade VIII and IX were applied KTSP. Therefore, this research used KTSP as the School Based Curriculum in conducting some actions to teach English to the students in grade VIII A.

According to BNSP (2006:1) School-Based Curriculum (KTSP) is the official curriculum that is composed by and done in each school. Based on the KTSP of SMP and MTS, English is a subject matter in junior High School that is aimed at developing the language skills, i.e. listening, speaking, reading, and writing.

In addition, BNSP (2006:3) mentions three competences of English lesson in junior high school. They are comprehension related to the discourse of four skills (listening, speaking, reading, and writing), comprehension of short of functional and monologue texts in the forms of procedure, descriptive, recount narrative and report, and supporting competence such as linguistic competence

(grammar, vocabulary, pronunciation) , sociocultural competence, strategic competence, and discourse competence.

Furthermore, following the guideline released by BNSP, the school develops the school based curriculum as the basic guidance from the board of national education standard. There are eight educational standards that must be met. Two of them that become the main reference in developing the curriculum are standard of content and standard of graduate competence. The standard of content determines the standards of competence and the basic competence for the materials taught at school. This is enforced by the government regulation no. 19/2005 articles 5. Meanwhile, the graduate competency standard covers the qualification or ability graduate must have, including attitude, knowledge and skills. The standard of graduate is further instructed by the government regulation no. 19/2005 in part 5 (articles 25-27).

In this research, the researcher focused on the standards of content in the English subject particularly the oral skill at grade VIII of first semester. The following table is the standard of competence and basic competence for speaking skill of junior high school level in the first semester.

**Table 1.1: Standard of Competence and Basic Competence**

Standard of Competence	Basic Competence
<b>Speaking</b> 3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life context.	3.1. Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in

(continued)

(continued)

Standard of Competence	Basic Competence
	<p>-daily life context with the use of language function such as <i>asking, giving and refusing help; asking, giving and refusing things; accepting and denying facts; and asking for and giving opinions.</i></p> <p>3.1. Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as <i>inviting, accepting and rejecting invitation, agreeing and disagreeing, complimenting, and congratulating.</i></p>
<p>4. Expressing meaning of short and simple functional and monologue text in the form of descriptive and narrative to interact in daily life context.</p>	<p>4.1 Expressing meaning in short and simple functional text in various spoken form accurately, fluently and acceptable to interact in daily life context.</p> <p>4.2. Expressing meaning in short and simple functional text in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as descriptive dan recount.</p>

#### j. Designing the Lesson Plan

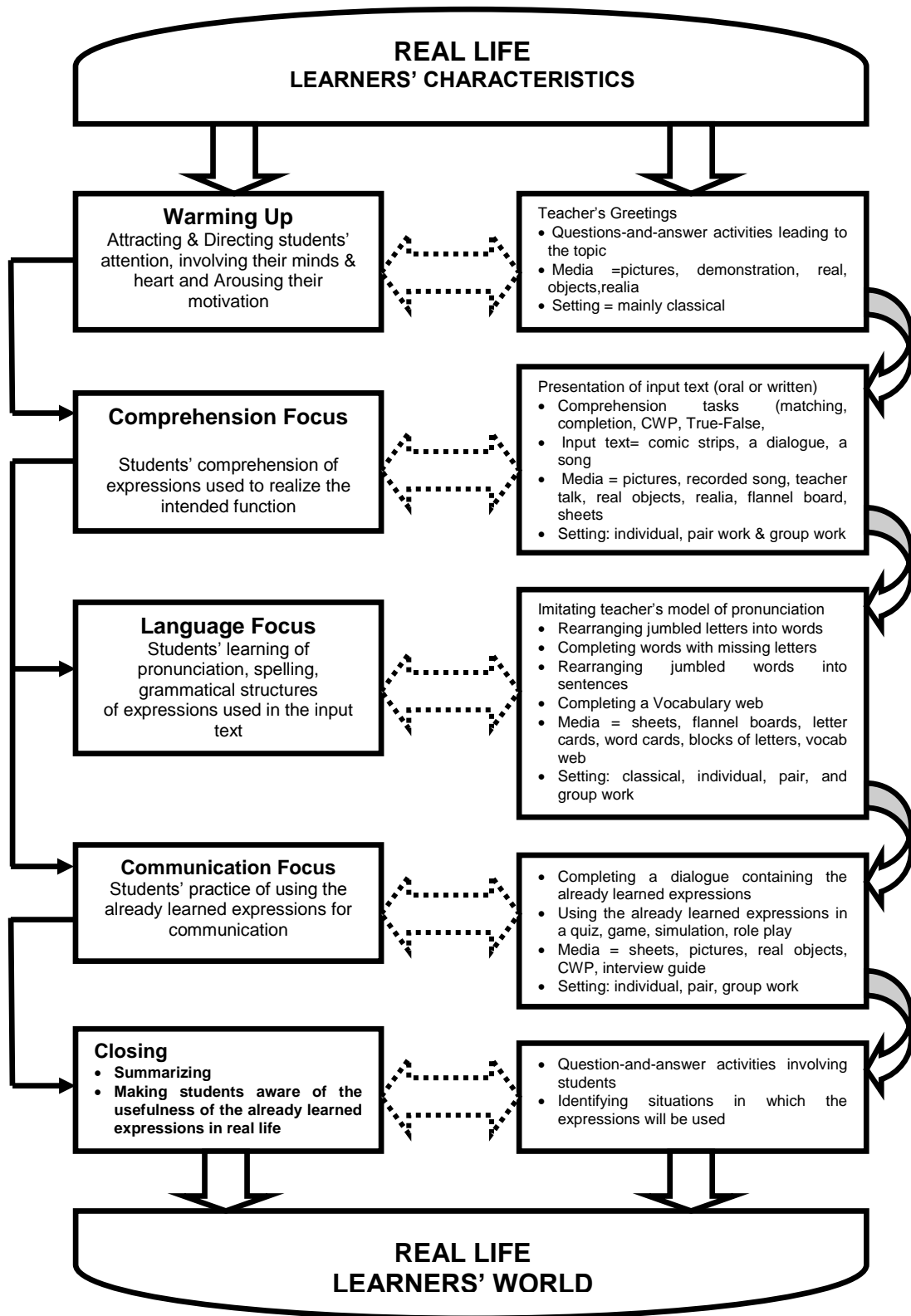
##### Contextual Communicative Model of EFL Teaching-Learning

Contextual-communicative model of EFL teaching-learning is developed by Madya (2004). Learner-centeredness becomes the basic characteristic in this model which emphasizes on the acquisition of EFL competencies or the learning outcome. It was believed that the acquisition of competency calls for

understanding of the intended meaning (message) of a text and also understanding of the language elements that are used to express the meaning. This will be further facilitated by practices of communication in the form of communicative tasks.

Madya (2004) also mentions the teaching-learning procedure consisting of three main parts. They are warming up, main teaching-learning activities and closing. These are integrated aspects concerning meaning, language, communication. The warming up section aims at attracting and directing students' attention and arousing their motivation while the teaching-learning main section is to facilitate the students' understanding of the intended meaning expressed in the text, the students' learning of the language elements used to expressed meaning, and the students' acquisition of communicative competencies (skills).

The following figure 2 can further illustrate the Contextual Communicative Model of EFL Teaching-Learning.



**Figure 1.1: The Contextual-Communicative EFL Teaching-Learning Model (Taken from Madya 2004)**

## **2. Communicative Language Teaching**

### **a. Interpretation of Communicative Language Teaching**

Nowadays, Communicative language Teaching (CLT) has drawn much attention on discussions both in the literature and in classroom practice, and has become the mainstream in contemporary methodology for ESL/EFL learning. Communicative language teaching itself according to Richard (2006:2) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Meanwhile, Harmer (2001:84) defines communicative language teaching as a set of beliefs which includes not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach. In other word, both what to teach aspects which stress on the significance of language functions and how to teach which concerns to the use of language forms take important part in communicative language teaching.

From the definitions mentioned above, we know that communicative language teaching emphasizes the reaching goal of the teaching communicative competence in which the students are more actively involved to develop their ability.

Communicative language teaching has an essential relationship with communicative competence as Richard (2006) stated that the goal of CLT is the teaching of communicative competence. There are four aspects of language

knowledge of communicative competence mentioned by Celce Murcia (1995) as cited by Savignon (1997).

- 1) *Grammatical competence*: Knowledge of the sentence structure of a language.
- 2) *Sociolinguistic competence*: The ability to use language in a given communicative context, taking into account the roles of the participants, the settings, and the purposes of the interaction.
- 3) *Discourse competence*: The ability to recognize different patterns of discourse and to connect sentences or utterances to an overall theme or topic; the ability to infer the meaning of large units of spoken or written texts; also called textual competence.
- 4) *Strategic competence*: The ability to anticipate imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction, and inattention. Also, the effective use of coping strategies to sustain or enhance communication.

#### **b. Characteristics of communicative language teaching**

CLT has been popular and widespread in second and foreign language teaching. Brown (1994) says that it produces a radical change of the traditional structured teaching methods. Different with the teacher-centered approach, in which teachers are regarded as knowledge givers and learners as receivers, CLT reflects a more social relationship between the teacher and the learner.

The learner-centered approach gives students a sense of “ownership” of their learning and enhances their motivation (Brown, 1994). CLT emphasizes the

process of communication and leads learners to different roles from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the objective of learning. Learners are actively engaged in negotiating meaning by trying to make themselves understood and in understanding others within the classroom procedures and activities. In this way, they contribute as well as gain in an interdependent way (Richards & Rodgers, 1986).

In the CLT approach, teacher plays particular roles. First, the teacher facilitates the communication process between all participants in the classroom. The teacher is also a co-communicator who engages in communicative activities with the students (Larsen-Freeman, 2000). Moreover, the teacher acts as analyst, counselor, and group process manager (Richards & Rodgers, 1986).

Besides the characteristics of CLT dealing with teacher's and learner's roles, CLT pays less attention to the overt presentation of grammar rather than emphasizing the explicit explanation of grammatical rules, (Brown, 2007). However, CLT does not exclude grammar. CLT proposes that grammatical structure might be better understood "within various functional categories" (Brown, 2007, p. 242). In CLT classes, both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency. However, fluency should not be built at the expense of clear communication (Brown, 2007). Errors are considered natural and tolerable during fluency-based activities. (Larsen-Freeman, 2000)



### **3. Communicative Activities**

#### **a. What Are Communicative Activities?**

Every speaking lesson should be based on communicative activities which achieve two important language learning needs. They encourage the learners to acquire language knowledge and prepare them for real-life language use. Lieshoff, et al (2004) state that communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. It means that achieving the outcome requires the participants to interact, which means not only speak with a person but also listen to what he or she is saying and react to it. In implementing communicative activities, Harmer (2001:85) adds that activities in CLT typically bring the students into real or realistic communication, where the accuracy of the language they use is less important than successful achievement of communicative task they are performing.

Littlewood (1981) groups two kinds of communicative activities to be performed by communicative language learners. Those are the functional communication activities and the social interaction activities.

##### **1) Functional Communication Activities**

The classroom needs communicative activities that emphasize the functional aspect of communication. Therefore, for example, when learners have a problem to solve, or information to exchange, they can use whatever language they have. Thus, the main purpose of the activity is that learners

should use the language they know to get meanings across as effectively as possible.

## 2) Social Interaction Activities

Competent speaker chooses language which is not only functionally effective, but is also appropriate to the social context he is belonging. Considering that, learners still aim at conveying the meaning effectively paying greater attention to the social context in which the interaction takes place such things as formal versus informal language.

### **b. Types of Communicative Activities**

There are a large number of methodology books and their classification of communicative activities. They are distinguished based on authors' point of view. However, all of them mention the same or similar communicative tasks with the same purposes but in different extent. The following are the types of communicative activities that can be applied for speaking class:

#### 1) Information gap activities

Information gap activities are described by Thornbury (2005:80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the communication must be held. Littlewood (1994: 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

## 2) Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001- 106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

## 3) Role plays

A widely-spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Nunan (2003- 57) says that roles plays give learners practices to speak in the target language before they apply it in a real environment. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

## 4) Language Games

A game is an enjoyable activity with a set of rules or terms against each other (Haldfield: 2005). Larsen and Freeman (2000) agree that games make students enjoy learning. They also say that if they are properly designed, they will give students valuable communicative practice.

#### **4. Communicative Language Games**

##### **a. The Nature of Communicative language games**

As what has been discussed before, communicative language teaching (CLT) approach applies ‘communicative activity’ that intends to immerse learners in meaning making for a communicative purpose. Communicative language games are counted as communicative activities in the CLT approach.

Communicative activities in the form of games, according to Larsen and Freeman (2000), are frequently used in CLT. It implies that through language games the learners can go beyond the mastery of structures to communicate meanings in real situations. Hadfield (1990) asserts that communicative games emphasize on communication rather than the correctness of the language, therefore, are to be found at the fluency end of the fluency and accuracy aspects.

Shameem and friends (1999) add that communicative games give language learning a whole new meaning. Learning takes place while the students have fun and interact socially to perform a task and reach a satisfactory outcome. Thus, games are used to motivate students to learn, arouse their interest, and develop positive attitudes towards language learning.

##### **b. The advantages of using communicative language games**

There are some advantages that student may get from the use of communicative language games:

- 1) Motivating students’ learning with fun, enjoyment and excitement.

Games are highly motivating (Wright, Betteridge and Buckby: 1984).

Enjoyment, excitement and passion are naturally generated from playing

games. As Haldfield (1990: v) indicates, games are enjoyable activities with a set of rules or terms against each other. Lavery (2001:92) adds that learners forget they are studying. They lose themselves in the fun of the game and the activity that motivates them. When pupils are enjoying playing games, at the same time, they are learning language unconsciously.

2) Giving chances to use language in authentic contexts.

In game situations, learners are exposing themselves to the target language environment. It is supported by Littlewood (1981) who says that games provide learners with chances and authentic contexts where they feel the need to use real-life language to communicate with others meaningfully and purposefully

3) Providing practice on language use and language usage.

Wright, Betteridge, and Buckby (1984) say that many games are designed to offer learners a density of communicative language practice as conventional drill exercises, but in a rather meaningful way by working language as living communication to convey information and opinion. By doing so, learners are immersed in using the target language in all four skills, which assists them to better internalize a new language.

4) Creating an enjoyable and supportive learning environment.

Comparing with conventional teaching methods in which many students have frustrating experiences of language learning, games present language learners with communicative or problem-solving situations that are enjoyable and relatively stress free. In game situations, the teacher encourages

all attempts at communication in the target language rather than continuous error correction. Chen (2005) says that games can give extra practice without inducing boredom. In addition, through games, classroom environment in which the students learn without realizing that they are learning can be created. (Deesre: 2002)

5) Promoting interpersonal relations.

Games have benefit to construct cooperative activities involving communicative interaction which provides many opportunities for cooperative relationships. The cooperative relationship can be both among students, and between the teacher and students. Therefore, in game situations the class is often divided into pairs or groups, which make students naturally, interact with others (Littlewood :1981).

**c. Principles in selecting games**

There are some principles proposed by Khan (1996) that need to be considered in choosing games for teaching English.

- 1) Which language does the game target?
- 2) Which skills does it practice? The language skill focus could be any one of the four major skills.
- 3) What types of game is it?
- 4) What is the purpose for using it?
- 5) Does it fit the students? How could I simplify or make it more complex?  
(Many games require modification in use when students' needs are taken into consideration.)

- 6) How much interaction and participation is there? (Maximum involvement is something we are pursuing.)
- 7) Do I like the game myself?

Not all of games can be used in teaching language. So, it is needed some criteria to determine whether the game is fit with the teaching and learning setting or not in order to reach the students' learning goal.

#### **d. Types of Games**

According to Hadfield (1999: v), games can be pictured as competitive games in which players race to be the first to reach the goal and co-operative games in which players work together toward a common goal. He also classified the activity into two, linguistic and communicative games. Linguistic games more concern the correctness of language in term of grammatical item, while communicative games concern successful communication.

There are some kinds of games according to Jill Hadfield (1999: v-vi):

- 1) *Sorting, ordering, or arranging games (combining activities).*

Players must act on certain information in order to arrange themselves such as families or people living in the same flat. For example, students have a set of cards with different products on them, and they sort the cards into products found at grocery store and products found at a department store.

- 2) *Information gap games*

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information

given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences. It can be one side or reciprocal.

### 3) *Guessing games*

The player with the information deliberately holds it while others guess what it might be. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

### 4) *Search games*

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

### 5) *Matching games*

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15



pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

6) *Matching-up games (Jigsaw principle)*

Each player is a group who has lists of opinions, preferences or possibilities. Only one of these is shared by everyone in the group. Through discussion, the group must decide on a common preference, in order to agree on something such as a dinner date or choice of afternoon activity.

7) *Labeling games*

These are a form of matching, in that participants match labels and pictures.

8) *Exchanging and collecting games*

In these games, students have a certain card, other objects, or ideas as a group and then exchange those between groups. The games are based on the barter principle.

9) *Puzzle-solving activities*

The participants in the game pool information in order to solve a problem or a mystery. For example: What happened on Friday at Tom's party?

10) *Role-play games*

Role play can involve students playing roles that they do not play in real life, such as dentist. It is used as subordinate to the game for the purpose of language use.

### 11) *Simulation*

These activities create an imitation in the classroom of total situation where the class becomes a street, a hotel, or a supermarket.

## **B. RELATED STUDY**

There are some previous studies which show that communicative language games can improve the students speaking ability in EFL classes. First, according to Wang (2010) on the study of using communicative language games in teaching and learning English in Taiwanese primary schools, CLT offers a change in Taiwanese language education from the traditional grammar-oriented practice methods towards using communicative language activities to encourage students to participate in meaning-focused interaction. He also states that in CLT, learning is part of the task itself. Therefore, through processing creative game activities, learners experience language use for the purpose of truly meaningful communication. He also adds that while conducting communicative activities which motivates learners to take more interest in language learning and assists them to develop learner autonomy, learning through natural exposure and meaningful use of the target language can be achieved.

Second, a study done by Iryanti (2011) proposed to use communication games which emphasize on communicative competence to enhance the students speaking skill. The study indicates that the use of games was effective to encourage the students to speak confidently and intelligibly achieving the goal of the learning target. Besides, it improved the students to interact with one another very well in real communication. In addition, the students became more

enthusiastic in joining the class. Also, the learning process became livelier and run effectively; therefore, the students became more actively involved.

Third, a study on using games to improve the students' communicative ability by Zhu (2012) also revealed finding that teaching and learning English by means of language games is effective and efficient in improving students' communicative ability. This study used communicative language teaching approach in which students are actively involved in playing games which in turn can arouse and maintain their interest in learning, promote their motivation of study, and at the same time get lots of opportunities to have their basic skills of listening and speaking practiced.

Those research studies show that communicative language games which emphasize on CLT approach can be effective to improve the EFL students' speaking ability.

### **C. CONCEPTUAL FRAMEWORK**

English has become a compulsory subject that must be taught in junior high school. The students were expected to master the all standard competences based on the each grade and the curriculum that is applied. In fact, though in Elementary School student has got English subject, they still have low Standard English competency especially in speaking skill. Speaking skill is the productive skill of English teaching and learning goal but the result of the teaching and learning process was not maximal. Most of the students found difficulties in speaking such as they could not use English based on the target language. The

monotones activities and their failure in mastering the skill causes them had low motivation, so they sometimes get bored or uninterested in the lesson.

In the teaching of speaking, both teacher and students are influenced each other in that process. The teacher is a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching technique. To teach speaking there are several techniques which can be used by the teacher. By using the techniques, the teacher will easily teach speaking. She/he has to be creative to prevent student's boredom because of decreasing interest and motivation.

Any solutions must be acquired to solve problem appeared in the teaching and learning process. Communicative language games are the good way to solve the problems that have been discussed in this case in which teachers can use effective communicative games to teach students while these were having fun. In addition, by using communicative language games, students will have more opportunities to practice their speaking ability. They also will be more creative in improving their ideas to speak up. Consequently, the speaking class activities will run better than before.

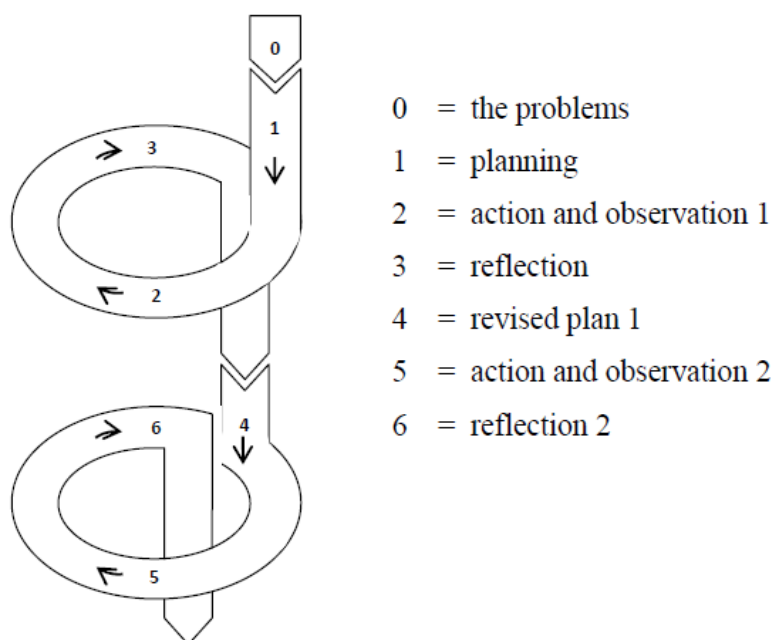
## **CHAPTER III RESEARCH METHOD**

This chapter emphasizes the research methodology that contains the research design, research setting, research data collection, and research data analysis.

### **A. Research Design**

This research was action research study that deals with the use of Communicative games to improve the speaking skill of grade VIII A students of SMP N 1 Prambanan. It focused on the efforts to improve the real condition of the English teaching and learning process. This research study was implemented in the form of collaborative action research. The research was conducted collaboratively with the headmaster, the English teacher, and the students of grade VIII A of SMP N 1 Prambanan Yogyakarta. The team worked together in planning, implementing and reflecting the action as the structured research which was adapted from Kemmis and Mc Taggart (1988). The action research had been conducted through the process below,

**Figure 2.1: The Cycle of Action Research.**



This figure describes that the researcher and collaborators had identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. There were two cycles in the research in order to find the convincing result.

### **B. Research Setting**

The setting of the research was at SMP N 1 Prambanan . It is located on Madubaru, Madurejo, Prambanan, Sleman, Yogyakarta. Related to English learning and teaching activities, SMP N 1 Prambanan has 3 English teachers. The English subject is taught 2 times a week for 80 and 120 minutes for each meeting. The school consists of 12 classes (4 classes for VII grade, 4 classes for VIII grade, and 4 classes for IX grade). The average number of students for each class is 27 students.

The facilities supporting the English teaching and learning activities in the classroom are a whiteboard, board markers, an eraser, ± 12 student tables, ± 24 student chairs, a teacher table, a teacher chair, and a set of LCD.

### **C. Subject of the Research**

The subjects of the research are students at SMP N 1 Prambanan grade VIII in the academic year 2013/2014. The researcher chose VIII A class as the subject of the research with 24 students.

### **D. Time of the Research**

The research was conducted in the first semester of the academic year 2013 / 2014. The observation was done on July 27<sup>th</sup> 2013 while the research was conducted from July to September 2013. The study took place according to the class schedule in which the English subject was taught twice a week every Monday and Saturday. The duration was 80 minutes for Monday and 120 minutes for Saturday.

### **E. Data Collection Technique**

The data were both quantitative and qualitative data. The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and during the implementation of the action in the field. The data were in the forms of field notes and interview transcript. The instruments for collecting the data were interview guidelines, observation sheets, field notes, a digital camera, and a mobile phone.

The quantitative data were obtained in the form of students' speaking score collected through the speaking assessments and held twice in this study. They were pretest and posttest. Pre-test was done to know the students' speaking proficiency while post-test was done to know whether there was a significant improvement on the students' speaking ability before and after communicative games being applied.

To collect the data, the instruments were used to gather the data. The following table will present the detail instruments used by the researcher.

**Table 2.1: Instruments of the Research**

NO.	INSTRUMENT	FUNCTION
1.	Pre/post – test	to get the information on the students' speaking ability before and after implementing the actions.
2.	Speaking rubric	to guide the researcher in scoring the students' speaking performances.
3.	Interview guidelines	to guide the researcher in conducting interview with the English teacher and the students.
4.	Lesson plans	to plan the materials and activities used to teach the students
5.	Course grids	to guide the researcher to design the learning materials.
6.	Observation sheets and field notes	to write down the problems, facts, and description during the teaching and learning process.
7.	Digital camera	to take the pictures during implementing the actions.

#### **F. Data Analysis Technique**

After collecting the data, they were analyzed both, qualitatively and quantitatively. In qualitative, researcher analyzed the data from, field notes and interview during the research. Meanwhile, in qualitative the researcher analyzed



from the result of the students' speaking performance tests that had been scored by using speaking rubric.

### **G. Procedure of the Research**

The data were analyzed based on the following procedure:

#### **1. Determining the Thematic Concern-Reconnaissance**

This step had a purpose to find out information concerning the students' speaking ability. In the reconnaissance step, some activities were conducted. They included observing the teaching and learning process, interviewing some students of grade VIII and the English teacher, and having discussion with the English teacher as the collaborator.

Based on the observations, the interview, and the discussions, the existing problems were classified. The problems found in this research were related to the students' low speaking ability affected by the teaching and learning habit and the students' motivation.

After identifying those problems found, the researcher determined some plans to solve the problems concerning the students' speaking ability.

#### **2. Planning**

The researcher designed some plans as solutions to the problems to be implemented in the action research. In this step, some techniques considered suitable to be implemented in improving students' speaking skill are selected. In other words, the researcher determined the action that would be carried out and also prepared the instruments that would be used in the research.

### 3. Action and Observation

After the teacher and researcher had an agreement on the lesson plan, the actions were implemented in the class. The teaching and learning process were observed and recorded in the form of field notes and observation sheets. In this step the researcher also identified some problems that appeared during the teaching and learning process. In addition, the English teacher also gave some feedback concerning the researcher's teaching techniques. Based on the data gathered from the observations, during the implementation of the action, the researcher and the collaborators had a discussion. Then, they evaluated the implementation of the action and try to solve any existing weaknesses or problems in the next action.

### 4. Reflection

The reflection was done every time after the implementation of the actions. It aimed to know whether the objective had been achieved or not. The reflection was got from all involved members, the English teacher and some students of grade VIII A through the observation and the interviews. The successful actions were continued in the next teaching and learning process, but the unsuccessful actions were modified into the ones that were more suitable.

## **H. Validity and Reliability of the Data**

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) are employed. The criteria are as follows,

1. Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing

such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

1. Outcome validity is related to the notion of action leading to outcomes that are “successful” within the research context. This research was expected to be able to solve more than one problem in the teaching-learning process, for example those which were related with speaking skills, motivation and involvement.
2. Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time which initiated the process of this study were expected to fulfill the validity.
3. Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as the result of these changes. In this case, the students and teachers’ responses to the changes occurring to themselves were asked to meet validity.
4. Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with “critical friends” or other participants. Asking the teacher to act as an observer who observed and reported the students’ reaction during the teaching and learning process fulfilled this criterion.

The data were analyzed based on the field notes and the interview transcript during the research. To obtain the trustworthiness, triangulation was used. Burns (1999:163) states that triangulation is one of the most commonly used and best known ways of checking for validity. It is aimed at gathering multiple perspectives on the situation being studied. In addition she also states that triangulation is a way of arguing that 'if different methods of investigation produce the same result then the data are likely to be valid.

In addition, to fulfill the reliability of the data, the research involved some source of data, namely the researcher, the English teacher, the headmaster, and the students of grade VIII. The researcher triangulated the data by analyzing them using field notes of the teaching and learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes were used to take the activities done in the class and keep the supporting documents such as the lesson plan, and the students' works. After that, the interview were conducted to reveal the students' feeling about the class activity and to get some comments, perceptions, and suggestions about the action given by the teacher.

## **CHAPTER IV RESEARCH POCESS, FINDINGS AND DISCUSSIONS**

This chapter presents the process of the research, its finding and discussion.

### **A. Reconnaissance**

In this step, the researcher conducted some activities to identify the field problems that occurred. First, she did observations concerning the English teaching and learning process at grade VIII, A class of SMPN 1 Prambanan. Second, she did interviews with the English teacher and the students.

#### **1. Identification of the Field Problems**

The research was started by gathering initial information from the English teacher and grade VIII students of SMPN 1 Prambanan. It was done by interviewing the English teacher and the students, observing the teaching and learning process, and conducting a pre-test. The field problems which occurred during the teaching and learning process can be seen in the table 3.1.

**Table 3.1: The Field Problems Found in the English Teaching and Learning Process at Grade VIII A Class of SMPN 1 Prambanan.**

<b>No.</b>	<b>Field Problems</b>	<b>Indicators</b>	<b>Codes</b>
1.	The students had low motivation in learning English, especially in speaking activities.	The students did not pay attention to the material delivered by the teacher.	S
2.	The students looked apathetic and inhibited to speak in English.	They tended to keep silent when the teacher was asking them questions. Also, when the teacher asked them to speak English, the students did not	S

(Continued)

(Continued)

No.	Field Problems	Indicators	Codes
		want to speak up.	
3.	The students were afraid of making mistakes when they spoke English.	They said that they did not want to speak English because they could not do it and were afraid of making mistakes.	S
4.	The students lacked vocabularies.	They did not understand the teacher's talk in English.	S
5.	The students had low pronunciation skill.	They frequently made mistakes when they were asked to pronounce English words or to speak using English.	S
6.	Many students interacted with the other students and the teacher using their mother tongue during the lesson.	The students used Indonesian language when they communicated with their teacher and the other students during the lesson.	S
7.	Many students did not pay attention to the teacher's explanation.	They were busy with their own by making noises during the class.	TL
8.	The activities given by the teacher were focused on reading and writing rather than speaking skill.	The teacher gave the materials by using a course book or LKS (worksheets) that most of which were related to the reading and writing activities only.	T
9.	The students lacked chances to practice speaking during the lesson.	The teacher often gave the students activities which tended to relate reading and writing skills by doing some tasks in the worksheets or course book.	TL
10.	The media used were limited	The media often used in teaching and learning process were such as course book, LKS (worksheets) and white board.	Md

S: Students

T: Teacher

TL: Teaching and Learning process

Mt: Materials

Md: Media

From the identified problems above, the researcher then decided some crucial problems that were feasible to solve as presented in the table 3.2.

**Table 3.2: The Feasible Field Problems to Solve**

<b>No.</b>	<b>Field Problems</b>	<b>Code</b>
1.	The students had low motivation in learning English, especially in the speaking activities.	S
2.	The students were afraid of making mistakes when they spoke in English.	S
3.	The students were apathetic and inhibited to speak in English.	S
4.	Many students interacted each other using their mother tongue during the lesson.	S
5.	The students lacked chances to practice speaking during the lesson.	TL
6.	The students lacked vocabularies.	S
7.	The students had low pronunciation skill.	S
8.	The media used were limited	M

## **2. Identification of the Field Problems to Solve**

As stated in the beginning of the Chapter I, the research only focused on improving the students' speaking ability through communicative language games. Thus, the research would only concern solving the problems related to the students' speaking ability.

To begin the research, the researcher and the English teacher discussed the essential problems to be solved. The students of Grade VIII of A class had low speaking ability. It was shown by their being apathetic and inhibited to speak in English. As the result, the students felt afraid of making mistakes when they spoke in English. This condition absolutely obstructed the students' ability in expressing their ideas. Moreover, they tended to be passive in the speaking teaching and learning process. Also, they often pronounced some English words incorrectly when they were asked to speak in English. On the other hand, the students had less opportunity to practice their English orally. It can be seen from

the teaching and learning activities which emphasized on doing reading and writing activities and seldom involved speaking activities.

From the observations and pre-test, the researcher noticed that the students often made mistakes in pronouncing some words. They also often made incorrect intonation. Besides, they were discouraged and still ashamed when they were asked to speak before the class. Moreover, most students were still unfamiliar with the use of English as a medium of instruction e.g. “Please, distribute the handouts.”, “Who is absent today?”, “Raise your hand”. Based on those existing problems, the researcher needed to solve them to make the teaching and learning English processes run effectively.

### **3. Determining the Actions to Solve the Field Problems**

After discussing the essential problems that needed to be solved, communicative language games were determined as a main technique to improve the students’ speaking ability. There were some reasons why communicative language games were chosen to be applied in teaching speaking skill. As mentioned in the previous chapter, communicative language games have many advantages to be used in teaching and learning English especially in teaching speaking skill.

The following table is the detail of the actions agreed to improve the students’ speaking skill.



**Table 3.3: The Actions Planned and the Purposes**

<b>No.</b>	<b>Actions Planned</b>	<b>Purposes</b>
1.	Conducting Communicative Language Games a. Do me a favor game b. Shopping list game	<ul style="list-style-type: none"> <li>- Provide more opportunities to speak English.</li> <li>- Motivate the students to join the speaking class.</li> <li>- Reduce the students anxiety</li> <li>- Improve self-confidence and involvement.</li> </ul>
2.	Using Accompanying Actions. a. Classroom English b. Language focus activities - Spelling - Pronunciation - Structure c. Varied themes - Do me a favor - Let's go shopping d. Rewards - Compliments - Applauses e. Media use - Handout - Video - Recording - LCD - Pictures - Flashcards f. Group work - Group works	<ul style="list-style-type: none"> <li>- Get them familiar with English pronunciation, grammar, and vocabulary exposures.</li> <li>- Prepare the students in communication focus activities "communicative language games".</li> <li>- Make the students enjoy their learning process.</li> <li>- Reduce the students' boredom.</li> <li>- Motivate the students to be active or to speak up during the class.</li> <li>- Make the students enjoy their learning activities.</li> <li>- To assist the students' learning process.</li> <li>g. Improve the students' self-confidence and interaction.</li> </ul>

It was expected that by using communicative language games and accompanying actions technique, the students of Grade VIII A of SMPN 1 Prambanan in the academic year of 2012/2013 would improve their English

speaking ability and could fulfil the requirement of the minimum passing criteria or *Kriteria Ketuntasan Minimal (KKM)* of English subject.

#### **4. Planning the Actions.**

There are some steps to solve the field problems. The first step was writing a course grid. The course grid consisted of the basic competence, Indicators, Teaching and learning activities, Communicative language games, Topic, Learning Materials (Grammar, Vocabulary, Expressions), and Media. The basic competency for the cycle 1 was expressions of asking for, giving and refusing help; and asking for, giving, and refusing something.

The cycle 1 was conducted in two meetings. The basic competency for the cycle 1 were expressions of asking for, giving and refusing help; and asking for, giving, and refusing something. The cycle 2 was also conducted in two meetings. The basic competencies for the cycle 2 were expressions of asking for and giving opinions; and inviting someone, accepting and declining an invitation. The media used were an LCD or picture, speaker active, white board, board marker, handouts, flashcards and the teacher's explanation. In every meeting, communicative language games technique was used to help the students improve their speaking ability. The activities in every meeting were varied.

The second step was writing lesson plans for every meeting. There are four lesson plans in this research because the research was conducted in two cycles and every cycle had two meetings. The lesson plans were written based on the course grid made before. All of the elements in the lesson plans were also based on the course grid. The Contextual Communicative Model of EFL Teaching

- Learning method was used in the learning activity steps. The method consists of warming up, comprehension focus, language focus, communication Focus and closing. The course grid and the lesson plans used in this research could be seen in the appendix.

## **B. The Implementation of the Actions and Discussions**

### **1. The Implementation of Cycle 1**

#### **a. Plans of Cycle 1**

In this planning stage, the form of the pre-test and the communicative language games technique that would be applied in the first cycle were determined. Pre-test and post-test were used to know the students' achievement on their speaking ability. The researcher administrated the pre-test in the first meeting to the students. Both the pre-test and the post-test were designed in the form of performing dialogues based on given situation. In these tests, the students acted the dialogue they had made based on the situation given in front of the class. The researcher and the collaborator assessed their performance by using the speaking rubric adapted previously.

After determining the pre-test and the communicative language games technique, the teaching and learning instruments in terms of the speaking rubric, the lesson plans and the tasks were designed

After all instruments of the research had been ready to be used, the action plans were carried out. The actions of the first cycle that would be performed were:

### 1) Conducting Communicative Language Games

Communicative language games were supposed to be the best solution to help the students improve their speaking ability. In the cycle 1, the games used were 'Do me a favor' and 'Shopping list'. 'Do me a favor' was a game given in the first meeting that involved the students to work in a group of four. Besides, in playing the game, they had to speak up using suitable expressions which had been taught. Every student in each group competed to finish the game fastest and become the winner. Meanwhile, 'Shopping list' game was played by the students in the second meeting. In the game, there were two groups. Five students became the shop assistants and the others were the customers. The situation was made like in the shop. The students were asked to compete to be the first player who finished the game. For the shop assistant who was fastest selling all the things would be the winner while for customer who became the first player and got all the things they needed would be the champion. Therefore, to make them win the competition, they had to use suitable expressions which had been learnt and they had to speak up actively. The more detailed rules about the games can be seen in the handout in the appendix.

Conducting the communicative language games, the students were expected to have more opportunities to speak English referring to the activities during the games. Besides, they could motivate the students to join the speaking class because they found some fun activities in their learning process. Also, by using the games, the students' anxiety would be minimized and the students' self-

confidence and involvement were gradually improved. As the result the students' speaking skill could be improved.

## 2) Using Accompanying Actions

Besides implementing communicative language games, some accompanying actions were needed to support the improvement of the students' speaking ability. The accompanying actions which were planned were as follows:

### a. Classroom English

The purpose of using classroom English in the teaching and learning process was to make the students get familiar with the English pronunciation, grammar and vocabulary. Classroom English used was such as greeting the students in the beginning of the lesson, leading the materials that would be learnt, giving the instructions of the tasks or activities, explaining the materials, giving feedback and also ending the class. To avoid the students' misunderstanding when the classroom English was used, the researcher translated the language into Indonesian for the first time.

### b. Language Focus Activities

Language focus activities captured three elements of language skills. They were related to the students' pronunciation, spelling, and grammatical structure. Pronunciation practice was done by imitating teacher's model or recorded model. The next language element, spelling, was practiced by doing blocks of letters or word search, completing words in the lexical web, and rearranging jumbled letters into words. Meanwhile, in the structure practice, the activities were rearranging jumbled words into sentences, matching, and completing sentences. Those form-

focus practices aimed at preparing the students in communication focus activities i.e. “Communicative language games”. Thus, the students could speak using the expressions correctly and communicatively.

c. Varied Themes

The theme in the first meeting was “Do me a favor” that related to the expressions of asking, giving and refusing help that would be taught in the meeting, while in the second meeting, the theme applied was “Let’s go shopping” that dealt with the topic of the lesson which was the expressions of asking, giving and refusing things. A variety of themes was still used to reduce the students’ boredom with the lesson and those make them more enjoyable in learning the materials.

d. Rewards

One of the accompanying actions would be used in the cycle 1 was also giving rewards. The rewards given in the first and the second meetings were similar. They were applauses and compliments e.g. “Well done”, “Very good”. These were given to the students when they were willing to perform in front of the class voluntarily and also when they could answer the researcher’s questions well. Generally, the rewards were used to appreciate the students who were active in the class. The purpose of this action was to extrinsically motivate the students to be active to speak up during the class.

e. Media Use

Accompanying actions, especially using supporting media were necessarily applied in teaching the students. In cycle 1, the media used were such

as handout, LCD, recording, video, pictures, and flashcard. The use of media in the first meeting and the second meetings would be almost similar. The difference was that the first meeting used a video, while the second meeting used a recording. All the media had several functions for teaching the students. The LCD was used to show a video, pictures and power point. Besides, it was also used to play a recording. The media like video and recording were used to give the students comprehension focus of what they were learning. Meanwhile, the pictures were used to give the students a warming up or a brainstorming activity related to the theme which was discussed. To play communicative language games, the researcher always used flashcards.

Thus, by using all of the media mentioned above, it was believed that the students would be more enthusiastic and interested in joining speaking class. Besides, they would be more assisted in learning the materials.

f. Group Works

During cycle 1, working in groups or pairs in every meeting would be done by the students. Grouping was used to enhance the students' interaction among each other as well as to help them improve their self-confidence to participate in speaking class.

**b. Action and Observation in the cycle 1**

The pre-test was carried out in the first meeting on Saturday, 24<sup>th</sup> August, 2013. The actions which were implemented in the cycle 1 were conducted in two meetings. The first meeting was on Monday, 26<sup>th</sup> August, 2013 while the second meeting was on Saturday, 31<sup>st</sup> August, 2013. In this cycle, while the researcher

implemented the action, the teacher took part in the class as the observer who observed the teaching and learning process by taking notes or fulfilling the observation checklist sheets. The data during cycle 1 were collected through classroom observation and interviews.

Related to the efforts which were implemented in this cycle , the following discussions are presented:

a. 1<sup>st</sup> meeting

The first meeting was on Monday, 26<sup>th</sup> August, 2013. The topic of this meeting was asking for, giving, and refusing help with the **theme** “*Do me a favor*”. The **classroom English** was applied in opening the lesson. The students were greeted by using greeting expressions “good morning students” and “how are you today?” The students responded to the researcher’s greeting by saying “good morning” and “I’m fine.” The following field note is an example of the use of the classroom English.

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*P mengucapkan salam “Good morning, everybody.” S menjawab “Good morning”. Kemudian P menanyakan kabar kepada S “How are you today?” S menjawab “I’m fine”.* (The researcher greeted the students by saying “Good morning, everybody”. The students responded the teacher’s greeting by saying “ Good morning”. Then, the researcher asked the students condition by asking “how are you today?” and the students answered “I’m fine”.

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**Field note 5, August 26, 2013**

The researcher also used English when she asked about students’ attendance by saying “who is absent today?” Most of the students just kept silent and did not answer the researcher’s question until the researcher repeated it in



Indonesian. This shows that they were not accustomed to the classroom English.

The situations mentioned above were described in the following field note.

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*Setelah berdo'a, P bertanya kepada S "Who is absent today?" S hanya diam dan tidak merespon pertanyaan P. P mengulangi pertanyaan "Who is absent today?" Sebagian S menjawab "Nihil" sambil mengatakan "sik absen ga masuk." kepada siswa yang masih bingung menjawab. (After praying, the researcher asked the students "Who is absent today?". The students were silent and did not give any responses to the question. The researcher repeated the question "Who is absent today" and some of the students answered "Nihil" followed by saying "sek absen nggak masuk" to the students who were still confused to answer.*

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**Field note 5, August 26, 2013**

After checking the attendance list, the researcher asked one of the students to lead the prayer by using English, but the students refused it. The students said that they did not know how to say it in English and they had never led the prayer using English. Then, the researcher asked the students to memorize how to lead the prayer in English by writing it down in the white board. The situations can be described in the following field note.

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*Setelah membuka dengan salam, P meminta salah satu S untuk memimpin do'a menggunakan bahasa Inggris, akan tetapi S menolak dengan alasan tidak bisa.. (After opening the lesson by greeting the students, the researcher asked one of the students to lead the prayer using English but the student refused because they could not do it)*

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**Field note 5, August 26, 2013**

To give apperception leading to the materials, the researcher gave the students some questions related to the theme. She said "have you ever asked for a help to your friend?" and "what kind of help is it?" Some students responded to the questions enthusiastically. They used their native language to respond to the

researcher's questions. However, as it was the first meeting, some students still found some difficulties when the researcher used classroom English all the time. They looked uninterested because they felt unfamiliar with some new vocabularies and expressions. In the end of giving apperception, the researcher asked the students to guess the topic of materials that would be given to them. The students who actively responded to her question were given a **reward** in the form of compliment like "Good" to give them appreciation of anything positive done.

Entering the teaching and learning activities, in comprehension focus, the researcher asked the students to look at their **handout**. To warm up students' comprehension, they were asked to do matching **pictures** related to the theme of the day as being instructed in the handout. After having discussed it, the students were shown a **video** containing expressions of asking, giving and refusing help using an **LCD**. While, paying attention to the video, the students arranged the order of the dialogues in the video. They seemed to be very enthusiastic in doing the tasks by watching the video. Because the topic was the expressions of asking for, giving, and refusing help, the students, then, identified the expressions in the dialogue taken from video in Task 2 by underlining the expressions of asking for, giving, and refusing help. It was done to test their comprehension about those expressions.

In the **language focus activities**, the students were asked to read the list of the expressions of asking, giving and refusing help and then to repeat after the researcher who gave them the model of pronouncing each of the expressions. It was used to show the students the correct pronunciation. After that, the students

were given an explanation about the grammatical structure of the expressions so that they could do a task in the handout which was designed to make them understand more about the correct sentences to express. The next form-focus activities were doing word search and arranging the words found in the word search. In this activity, the students were asked to find possible words in the following puzzles vertically and arrange them into correct expressions of asking for help. The students **worked in pairs** to complete the tasks. In short, the use of form-focus activities was helpful to prepare the students in communicative language games. However, during language focus activities, sometimes some of the students did not prepare to join the lesson. They were not motivated to pay attention to the lesson because they were busy with their own activities or even still made disruptive noises. This situation can be seen in the field note below.

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*P meminta S untuk memperhatikanya karena terlihat beberapa S tidak memperhatikan dan ribut dengan S lainnya. (P asked the students to pay attention because there could be seen some students who did not pay attention and made disruptive noises talked with the other students next to them)*

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**Field note 5, August 26, 2013**

Besides, it also can be seen in the following teacher's observation checklist.

<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>DESCRIPTION</b>
<i>1. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.</i>		√	<i>Not all the students pay attention.</i>

In the next teaching and learning activities, firstly the students did completing dialogues using suitable expressions and practiced the complete dialogues with their table mate. It was also used to prepare the students readiness in applying a **communicative language game** as the main activity of this meeting. Studying some phrases provided in the handout was also done by the students to lead them to play a game. After the students were quite ready to play the game, the researcher distributed the **flashcards** as a medium of the game. Before starting the game, she explained the rules and demonstrated how to play it. It was done to make sure that the students were able to play the game. The game was entitled 'Do me a favor'. In this game, the students **worked in a group** of four. They had a bundle of flashcards for each group. Each player in a group got seven cards. Then, they put the rest of the cards facing down in a pile in the middle. The flashcards had a question mark or a thick mark in the corner cards. The cards which had a question mark were request cards while the cards which had a thick mark were reply cards. If the students had two that match, they threw them away. The first players chose a card and asked any other players to do what was shown on the card, for example, "Lili, can/could you close the window please?" If Lili had a match card, she must give it to the first player and say, "yes, of course" or "Sure", or "Ok", I'm doing nothing." If Lili had not got the right replay card, she must make an excuse and said, for example, "I'm sorry", "I'm busy at the moment" or "Sorry, I can't, I'm going out". Then, the first player must pick up a card from the pile and the other players, then, took turns to do the same thing. The first players to finish all of their cards were the winners of their each

group. During the game, the students were actively involved with the speaking activity. They seemed fully enjoying the game and had fun. The following field note will describe the situation during the game.

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*Beberapa siswa terlihat lancar menggunakan ungkapan-ungkapan dengan baik dan benar dalam permainan. Siswa juga terlihat antusias bermain dan tidak ragu bertanya kepada P jika mereka menemukan kesulitan dalam bermain game. (Some students looked fluent in using the expressions during the game. They also looked enthusiastic and did not hesitate to ask when they found difficulty.)*

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**Field note 5 August 26<sup>th</sup>, 2013**

In the end of the game, the students who became the winners were given applauses and praise as shown by the field note below.

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*Ketika waktu habis P memberitahukan seluruh S, kelompok S yang menjadi pemenang dalam permainan dan P meminta seluruh S untuk bertepuk tangan. (When time was up, P told to the whole students the winner of the game in every group and asked the entire students to give them an applause.)*

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**Field note 5 August 26<sup>th</sup>, 2013**

To end the meeting, the students together with the researcher made a reflection of the whole activities especially in the communicative game. Besides, the researcher also made the students aware of the usefulness of the skills to use the expressions. Finally, the researcher closed the meeting by saying “see you next on Saturday” and the students responded to it by saying “see you”.

b. 2<sup>nd</sup> meeting

The second meeting was on Saturday, 31<sup>st</sup> August, 2013. The topic was asking for, giving and refusing things with the **theme** “Let’s go shopping”. The second meeting was different from the first meeting in that the students seemed to

be more familiar with the use of **classroom English** than they were in the previous meeting. Firstly, the researcher opened the meeting by saying “*Good morning, class.*” The students responded by saying “Good morning.” Then, they were eager to try to lead the prayer by using English though by saying the researcher had to remind them first about the expressions. Those events can be seen in the following field note.

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*Kemudian P meminta salah satu S untuk memimpin do'a dengan terlebih dahulu mengingatkan mereka bagaimana cara menyampaikannya dalam bahasa inggris. Setelah itu, P meminta S tersebut untuk mulai memimpin doa dengan menggunakan bahasa Inggris sesuai dengan yang sudah P ajarkan sebelumnya. P dan S berdo'a bersama. (Then, the researcher asked one of the students to lead the pray but she reminded the students how to lead the pray in English. After that, she asked the student to start leading the prayer using English as what had been though before.)*

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**Field note 6 August 31<sup>st</sup>, 2013**

After saying a prayer, the researcher asked the students condition by saying “*How have you been?*” The students kept silent and did not respond. After the researcher repeated it using “*how are you?*”, the students could respond by saying “*I'm fine, thanks. And you?*” after that the researcher explained to the students that the expression *how have you been* had similar meaning with *how are you*. Next, the researcher asked about the attendance. When the teacher asked about it, some students were able to answer well.

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*Setelah itu, P bertanya kepada S “is there anyone absent?” Seluruh S merespon pertanyaan P “ Rifli...”. (After that, the researcher asked the students “Is there anyone absent today?” All the students answered her question “Rifli”.)*

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**Field note 6 August 31<sup>st</sup>, 2013**

Before starting the main teaching and learning activities, the researcher gave the students apperception by showing Ambarukma Plaza followed by some questions. When the students could answer the question, they were given reward by the researcher.

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*P lalu meberikan pertanyaan kepada S. "what is this picture?" S menjawab dengan semangat. "Ambarukma Plaza." P memberi reward kepada S "Good". (The researcher, then, asked the students a question "what is this picture?" The students enthusiastically responded to the question "Ambarukma plaza.")*

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**Field note 6 August 31<sup>st</sup>, 2013**

When the questions and answers section was finished, the teacher asked the students to guess the lesson topic of the day.

After warming up the students by doing apperception, the students went on the teaching and learning activities. The researcher asked one of the students to distribute the **handouts** to all the students. The researcher instruction could be responded well by the student.

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*P kemudian meminta salah satu S untuk membagikan handout kepada seluruh S "Erwinta, please help me to share the handouts." S menyetujui permintaan P "Ok". (The researcher asked one of the students to share the handouts to all the students "Erwinta, please help me share the handouts to your friends". The students, then, did the researcher's instruction)*

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**Field note 6 August 31<sup>st</sup>, 2013**

To give the students brainstorming activity, they were asked to identify some **pictures** related to clothes as being instructed in the handout. After having discussed it, the students were listening to a **recording** of a dialogue between shop assistant and customer. The dialogue contained expressions of asking for,

giving and refusing things. The recording was played using a set of **speaker active**. While listening, the students completed the dialogue provided in the handout. Most students seemed very enthusiastic in listening the recording and in doing the tasks. However, there were few students who made disturbing noises. The researcher, then, warned them and pointed them to discuss the result of the task which had been done. Continuing to the next activities, the students were asked to read the expressions of asking for, giving, and refusing things in the handout for comprehension input. The researcher also gave the students brief explanation about when to use the expressions and then asked the students to repeat the expressions after her.

After checking the students' comprehension about the expressions, the researcher led the students to the **language focus activities**. The first language focus was spelling. In this focus, the researcher asked the students to arrange the jumbled letters into correct word based on the pictures. This was done in **pairs**. The second was pronunciation activity where the students were asked to guess and pronounce some pictures shown by the researcher with correct pronunciation. During this activity, the students still made some inaccurate pronunciations. It could be seen in the following field note.

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*Beberapa siswa masih melakukan kesalahan pengucapan kata, sebagai contoh, kata 'suit' pengucapannya /suit/, 'shoes' pengucapannya /shos/. . (Some students still made an error In the pronunciation practice. For example, the word 'suit' was pronounced /suit/ and the word 'shoes' was pronounced /shos/.)*

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**Field note 6 August 31<sup>st</sup>, 2013**



The last language focus was about structure which related to the grammatical form. In this focus, the students were asked to arrange the jumble words into good expressions to make a good dialogue. Then, they were asked to practice the dialogue with their tablemate. The purpose of the language form activities in this meeting was actually similar to that of the first meeting which was to check the students' comprehension of language forms in order to prepare them in communicative language game activity.

In the next teaching and learning activities or in the communicative focus activities, the students played a **communicative language game** "Shopping list". In this game, the students were divided into two groups. The first group consisting five students became the shop assistants, while the second group consisting the remaining students became the customers of the shops. The five students who became shop assistants got some picture cards showing the items they would sell in their each shop. Each remaining students got a shopping list card. The students who became the customers had to visit the shops to find all the items. When they found the items, they had to give the picture card to the shop assistant based on the demand. The student who finished the game fastest was the winner. Thus, there were two students who became the winner, a customer and a shop assistant. To finish the game, the students had to use the suitable expressions of asking, giving, and refusing things. The students who had finished the game informed their winning to the researcher so that she announced to the class the champions of the day. She also gave the students some good comment of the students' well done and asked the class to give applauses. During the game, the students looked

actively moving and speaking up. They competed to win the game enthusiastically.

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*Beberapa siswa terlihat lancar menggunakan ungkapan-ungkapan dengan baik dan benar dalam permainan. Siswa juga terlihat antusias bermain dan tidak ragu bertanya kepada P jika mereka menemukan kesulitan dalam bermain game. (Some students seemed to be able to use the expressions of asking, giving and refusing things fluently. They also looked enthusiastic in playing the game and were not hesitant to ask the researcher if they found some difficulties during the game)*

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**Field note 6 August 31<sup>st</sup>, 2013**

The next activity after gaming was reflection. Together with the researcher, the students made some reflections of the whole activities especially in the communicative game. Besides, the researcher also made the students aware of the usefulness of the skills to use the expressions that they had learned. Finally, the researcher closed the meeting by saying “see you next on Monday” and the students responded by saying “see you”.

### **c. Reflection of cycle 1**

After implementing the actions, a reflection was done to evaluate the actions which had been done. The reflection was done based on the observations in the teaching and learning process and the results of the interviews with the students and the collaborator. The research team members 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.

### 1) Conducting Communicative Language Games

The application of communicative games in every meeting was very crucial for the student's development to master the target language. The students did learning and playing at the same time without losing their purpose in studying and practicing the language. Harmer (2007: 82) states that children and teenagers like games. In this case they find them as interesting and attractive activities. The interview transcript below will reflect the statements above.

- 
- R: *“Jadi kesimpulannya apa yang kamu dapatkan dari pelajaran miss, terutama pas kegiatan games? (In conclusion, what did you get from the lesson I taught especially from the games?)”*
- S: *“Y asik, jadi senang bisa belajar bahasa inggris sambil bermain. (It's fun so that I was happy to learn English by games.)”*
- 

**(Interview 06, line 33-36)**

Besides, the students got many chances to speak English during the communicative game. As what had been explained in the implementation process, the students actively spoke up during the game using expressions they had already learnt.

Moreover, the students who were reluctant to speak English could be solved using the games. Being reluctant was largely due to their fear for being laughed at by their friends. It was solved along with the students' self-confidence was improved. The students became more willingness to perform in front of the class. The data were proved by the following transcript.

- 
- R: *“Terus apa yang kamu dapat dari permainan gamesnya?(What did you get from the games?)”*
- S: *“Ya bahasa inggrisnya nambah. Bisa latihan bicara bahasa*

*inggris walaupun kadang lupa bahasa inggrinya apa.hehe...(I could improve my English. I could practice speaking English although sometimes I forgot how to say something in English)”*

R: *“Jadi lebih berani ngomong bahasa inggris ga dek di kelas? (So, Are you braver to speak in English in the class?)”*

S: *“Ya berani.hehe (Yes, I am brave.)”*

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(Interview 07, line 13-16)

Thus, communicative language games were considered as the effective solution to solve the problems which hindered the students in mastering the language ability especially speaking.

## 2) Using Accompanying Actions

### a. Classroom English

Using classroom English during the teaching and learning process had made a good progress over the student ability in understanding and practicing English in the class. The students were getting familiar with English because they were accustomed to using English. In addition, it could increase the students' opportunities to speak English in the class during the teaching and learning process. As the result, the students also became more active in speaking English. Therefore, the use of classroom English in this cycle was considered successful. However, there were some students who admitted that they still needed to adapt with the use of classroom English. Hence, for the next cycle, the teacher had to make sure that students used classroom English effectively. Brown (2001) argues that the teacher is recommended not to let the students use their native language, except it is used for very short stretches time, such as in giving brief description of the instruction of a task and giving brief explanation of grammar points.

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R: “*Yah sama aja dong. Tapi kalo ngejelasinya pakai bahasa inggris bisa ngikutin kan? (It was no use. How about explaining using English? Could you understand?)*”

S: “***Ya kalo pakai bahasa inggris semua ya bingung mbak.***” (If all the materials were explained using English without the translation, it must be confusing)

R: “*Oh gitu, maunya ditranslete ke Indonesia juga? (Alright, d I have to translate them into Indonesian?)*”

S: “*Ya kayak gitu aja miss.*” (Yes, that’s right.)

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(Interview 06, line 17-20)

#### b. Language Focus Activities

Language focus activities which were done by giving the students pronunciation, spelling, and grammatical structure practices were very helpful for the students practice communicative activities especially in the communicative game activities. However, there were some improvements needed in some points, such as pronunciation and grammar. Related to the pronunciation problem, some students seemed to still have difficulties. In the second meeting, actually, some of the students still made pronunciation errors. The following is the description.

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*Untuk melatih pengucapan kata dan kosa-kata, P meminta S untuk menebak gambar yang P tunjukan kepada mereka dengan pengucapan yang benar. Beberapa siswa masih melakukan kesalahan pengucapan kata, sebagai contoh, kata ‘suit’ pengucapannya /suit/, ‘shoes’ pengucapannya /shos/. (To train the students’ pronunciation and vocabulary, P asked the students to guess pictures that the researcher shown correctly. Some students had made some mistakes in pronouncing the words. For example, the word ‘suit’ was pronounced as /suit/, ‘shoes’ was pronounced as /shos/.)*

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Field note 6, August 31 <sup>st</sup> , 2013
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c. Varied Themes

A variety of themes was applied to decrease the students' boredom with the lesson. In addition, it made them more enjoyable in learning the materials. Brown (2001:32) proposes five thoughts that became the teachers' consideration when teaching the students in junior high school. The use of varied themes was in line with one of the five thoughts proposed by him which is the students still need varieties of sensory input. Varied themes could be the sensory input to be applied when teaching the students.

d. Rewards

Using rewards to motivate the students during the cycle 1 was effective making the student become more interested and active in the speaking class. Giving rewards such giving praises to the students who did the task successfully made them happy and engaged to do the task given in the next activity.

e. Media Use

Using some media like video or recording, pictures, flashcards, LCD and handouts in this cycle motivated the students in joining the speaking class. They became more interested in learning English. The following was the interview transcript between the researcher and a student that media could motivate the students.

- 
- S: ***“Pas ngerjain handoutnya, ada rekamannya sama gamesnya juga asik.”*** (When I was doing the tasks in the handout, there were recordings and games. Those were fun.)
- R: *“Berarti bagian yang kamu suka, main gamesnya sama ngerjain aktivitas yang ada di handout?”* (Did you mean that you liked the

activities when playing games and when doing the tasks in handout?)

S: “*Iya.hehe*” (Yes.)

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(Interview 08, line 6-8)

f. Group Works

Asking students to work in pairs or groups were effective to encourage the students’ interaction among each other as well as to help them improve their self-confidence to participate in the speaking class.

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R: “*Kalau waktu miss pakai gamesnya itu suka nggak? (did you like the games that I applied in the class?)*”

S: “*Suka. (Yes)*”

R: “*Kenapa suka?(why did you like?)*”

S: “*Karena bisa berdiskusi sama temen tentang gamesnya itu. (Because I could discuss with my friends about the games.)*”

R: “*Menurut kamu kalau pakai games seperti dikelas miss itu bisa ningkatin kemampuan speaking kamu nggak?(Do you think that the games could improve your speaking ability?)*”

S: “*Ya lumayan, sedikit jadi bisa.(Yes... my English was a little bit improved.)*”

R: “*Kalau disuruh maju speaking atau dialog percakapan sama temen berani ngga?(If you are asked to speak English in front of the class or to have dialogue with your friend, are you brave?)*”

S: “*Berani...( yes...)*”

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(Interview 09, line 11-18)

The interview transcript above shows that the student could confidently interact with other students during the games. Every game that the researcher gave always involved the students to work in a group.

#### **d. Findings of cycle 1**

After the actions had planned, acted, observed and reflected in the cycle 1, the following findings were found.

- 1) Communicative language games provided more opportunities to speak English and improved students' self-confidence and involvement. Besides, they decreased the students' anxiety and motivated the students to join the speaking class. Thus, communicative language games technique was generally successful in improving the teaching and learning of English speaking skill practices.
- 2) Classroom English was successfully used as an effort in improving the teaching of English speaking skill practices and in assisting the students to be more familiar with the English words. However some students still found difficulties in understanding English. Besides, they also needed to have translation in Indonesian. When the researcher was using English to teach, some of the students did not understand. They kept silent. Hence, using Indonesian translation was necessary for the students.
- 3) Language focus activities in terms of pronunciation, spelling and structure effectively helped to prepare the students in communicative focus activities like communicative language games. However, the pronunciation errors still frequently existed.
- 4) The use of varied themes in the cycle 1 could make the students enjoy their learning activities and reduce their boredom of joining the lesson.



- 5) Giving rewards by applauses and praises could motivate the students to be active or to speak up during the class.
- 6) Various media like handout, video, recording, LCD, pictures and flashcard successfully assisted the students learning process and made them enjoy their learning process.
- 7) Group works and pair works enabled the students interact each other. Besides, their self-confidence was improved. However, some efforts were still needed to modify the classroom management to make the students pay more attention and be ready to the lesson.

## **2. The Implementation of cycle 2**

### **a. Plans of cycle 2**

Based on the first cycle reflection, the implementation of the second cycle would use not only the similar actions done in the first cycle, but also some other actions planned to solve some problems that were still found in the first Cycle. The actions of the second cycle that would be performed were:

#### 1) Conducting Communicative Language Games

Communicative language games technique was still used as the main technique to improve the students' speaking ability. In the cycle 2, the games that would be used were "Opinion poll" and "Finding a date". "Opinion poll" was a game given in the first meeting that divided the students into two groups. The students had a conversation by using expressions of asking for and giving opinion with the other students in their group in order to find similar opinions. Their opinions were written in their cards. The students were forbidden to have

conversation with the other students from another group. Every group had a couple of winners who had similar opinions. Besides, in playing the game, they had to speak up using suitable expressions which had been taught by the researcher. Meanwhile, 'Finding a date' game was played by the students in the second meeting. In the game, they were asked to play the game in pairs. Each student got a diary that became their engagement diaries for the next coming week. The objective of the game was to find conveniently agreed date. They had to have a telephone conversation to suggest possible dates using appropriate expressions of inviting, accepting and refusing invitations. The game was finished when the arrangement was completed.

Considering the activities during the game, communicative language games were still expected to give some benefits such as providing more opportunities to speak English, motivating the students to join the speaking class, also, minimizing the students' anxiety and improving the students' self-confidence. As the result, the students' speaking skill could be improved.

## 2) Using Accompanying Actions

Some accompanying actions were still needed to support the improvement of the students' speaking ability. The following were the actions planned in the cycle 2.

### a. Classroom English

To make the students get more familiar with the English pronunciation, grammar and vocabulary exposures, classroom English was still used in this cycle 2. Greeting the students in the beginning of the lesson, leading the materials that

would be learnt, giving the instructions of the tasks or activities, explaining the materials, giving feedback and also ending the class were done through the classroom English. However, unlike in the cycle 1, some paraphrases or synonyms in English were used instead of translating into Indonesia to make the students understand the English words used by the researcher.

b. Language Focus Activities

Language focus activities related to pronunciation, spelling, and grammatical structure would still be applied. Pronunciation practice was done by repeating after the researcher who gave them model of pronouncing each of the words or the expressions. Besides, identifying the intonation of each expression whether it was raising or falling was also included as pronunciation practice. In the spelling practice, the students were asked to do words search, to complete words in the lexical web, and to arrange jumbled letters into words. Meanwhile, in the structure practice, the activities were arranging jumbled words into sentences, and completing sentences. Those form-focus practices aimed at preparing the students in communication focus activities “Communicative language games”. In other words, the students could use the expressions correctly and communicatively in any speaking activities.

c. Varied Themes

Varied themes were still used in the cycle 2. In the first meeting, “TV programs” was chosen as the theme of the day. The theme was related to the expressions of asking for and giving opinions. Meanwhile, in the second meeting, the theme applied was “It’s party time”. It was used to relate the topics of the

learning materials such as the expressions of inviting, accepting and refusing an invitation. The objectives of using varied themes were making the students enjoy their learning process by reducing the students' boredom.

d. Rewards

Rewards would still be used in the cycle 2. The rewards given were sometimes not only in the forms of applauses and praises but also in the form of presents. Praises given could be "great" or "very good" while presents could be a chocolate or any other kind of snack. The students who were actively involved in the class and were the best students in performing their speaking ability would get the rewards. The purpose of giving rewards was to extrinsically motivate the students to be active to speak up during the class.

e. Media Use

The media used in cycle 2 would be handout, LCD, recording, pictures, and flashcard. The use of media in the first meeting and the second meeting would almost be similar. Yet, in the first meeting, the researcher did not use any recording or video. The LCD was used to show pictures or power point. Meanwhile, the media such as recording were used to help the students comprehend what they were learning. Pictures were also applied to give the student warming up or brainstorming activities related to the theme which was discussed. In communicative game activities, flashcard was the essential medium to be used. In short, all the media were used to make the students learn the materials more easily and get interested in joining the class.

f. Group Works

During the cycle 2, working in groups or pairs in every meeting would still be done by the students. It was used to enhance the students' interaction among each other as well as help them improve their self-confidence to participate in the speaking class.

g. Rearrange Students' Seating Arrangement

To make the students pay more attention to the lesson and to minimize the students in making disturbing noises, the researcher rearranged the students' seating arrangement in order to separate the students who often made the noises.

h. Feedback

Considering the students' frequent error in pronunciation that still existed, giving feedback was needed in the cycle 2. The researcher could correct the English pronunciation mistakes as the feedback and gave them the model of pronouncing each of the wrong words or expressions correctly. The feedback was not only given to correct the pronunciation errors, but also the others such as grammatical and spelling errors. Therefore, the students mistakes could be minimized when the feedback were given.

**b. Action and Observation of Cycle 2**

Cycle 2 was conducted in two meetings. The first meeting of cycle 2 was conducted on Monday, September 2, 2013. Meanwhile, the second meeting was conducted on Monday, September 9, 2013. The communicative language games were implemented in every meeting as they were the main technique to improve

the students' speaking ability. In addition, they were always linked-up with some accompanying actions. In this cycle, while the researcher was implementing the actions planned, the English teacher observed the teaching and learning process. The data during the cycle 2 were collected through classroom observation and interviews. The following were the actions and the discussion of the first and the second meetings in the cycle 2:

a. 1<sup>st</sup> meeting

The topic of this meeting was asking and giving opinion with the **theme** "TV programs". The students were greeted by saying "good morning, class" and the students responded by saying "good morning". Then, one of the students was asked to lead the prayer using English. The student could do it well.

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*Kemudian P meminta salah satu S untuk memimpin do'a dengan menggunakan bahasa Inggris. S memimpin do'a dengan mengucapkan "Let's pray together, pray due." P dan S berdo'a bersama (Then, the researcher asked one of the students to lead the prayer using English. the student led the prayer by saying "Let's pray together, pray due." . The researcher and the students said prayer together.)*

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**Field note 7, September 2, 2013**

When the students were asked for the attendance, they also could respond well. It showed that the use of **classroom English** could be understood better. Before giving apperception to the students, the researcher asked the students to pay attention to her. She pointed some students and instructed them to move their seat position. It was intended to separate the students who often made disruptive noises. It was noted that only a certain group of students sat in the back of the class who made noises by chatting each other. The **seating arrangement** was done to minimize the noises because they could not chat with the other students

who used to sit near them. After asking the students to move their seats, she continued to the next activity. The next activity was giving apperception. The apperception was given to the students by showing **pictures** in the **power point** program displayed using an **LCD**. Then, it went on with some related questions e.g. “What picture is it?”, “Which picture do you like most?”, etc. The students seemed to be enthusiastic with the pictures on the slide. The following field note could describe the situation.

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*Menuju slide berikutnya, P menunjukkan gambar program acara TV yang populer kepada S. S terlihat sangat antusias dengan gambar yang P tampilkan di slide. P bertanya kepada S tentang gambar tersebut. (Continued to the next slide, the researcher showed a popular TV program to the students. They seemed to be enthusiastic with the picture displayed in the slide. Then, the researcher asked the students about the pictures)*

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**Field note 7, September 2, 2013**

Before going on with the main teaching and learning activities, the students were asked to guess the topic that was going to be learnt. In the main teaching and learning activities, there were three focus sections. The first was comprehension focus. Before starting the comprehension focus activities, one of the students was asked to distribute the **handouts** voluntarily. After all the students got the handouts, they were asked to look at it. There was a dialogue in the first task in the handout. They were asked to read or practice the dialogue with their tablemates. Then, some students were asked to practice it in front of the class. While the students were practicing the dialogue, the researcher wrote down the words which were pronounced incorrectly by the students in the white board. Then, she corrected the pronunciation and asked the students to pronounce the words by repeating after her the expressions or words. It was done to give the

students **feedback** of the mistakes. The following was the descriptions of the situation.

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*Setelah diberikan sedikit waktu, P menunjuk beberapa S untuk mempraktekannya. P mencatat beberapa kata yang masih salah pengucapannya di papan tulis, kemudian membenarkannya dan meminta mereka untuk mengulangi pengucapan kata-kata tersebut dengan benar beberapa kali.. (After giving the students few minutes, the researcher pointed some students to practice it. She wrote down in the white board some words which the students made mistakes in pronouncing them. Then, she corrected the wrong pronunciations by asking the students to repeat after her.)*

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**Field note 7, September 2, 2013**

In the next activity, the researcher allowed the students to ask the difficult words they might find in the dialogue. If they did not find any difficulty related to the dialogue, the researcher asked the students to mention some expressions of asking and giving opinion found in the dialogue. The students could mention the expressions fluently. Then, to check the students' individual comprehension and attentions, the researcher pointed some students to mention the expressions. Although they were surprised, some students were able to mention the expressions.

The second section of the teaching and learning activities was the **language focus** in which the students learnt about English pronunciation, spelling and structure. In the pronunciation practice, the students were asked to study a list of the expressions of asking and giving opinion provided in the handout. Then, they were asked to repeat the expressions after the researcher. Besides, she asked the students to identify the intonation of the expressions. They were asked to notice whether those were rising or falling and then name the expressions. In the



spelling practice, the students did a word search by **working in pairs** and finding words hidden in the puzzle vertically or horizontally. Meanwhile, in the activities of focusing on structure, the students arranged some jumbled sentences into correct expressions of asking for or giving opinions. Then, language focus activities were used to make the students able to speak well in the next productive activity.

Finally, the last section of the teaching and learning activities was the communicative focus in which the students produce the language. The activities in this section were completing dialogues in the handout using suitable expressions, practicing the dialogues with their tablemates and conducting a **communicative language game**. Related to the communicative language game, the researcher demonstrated the game and its rules before asking the students to play the game. In this game, the students were divided into two groups. Each student had a card containing subjects (on the left) and the opinions about them (on the right). Then, each students of each group should find their friends whose opinions were exactly same. They were asking for and giving opinions related to the subject listed on their cards until they found their friends who had the same opinions. The first player who found their partner was the winner of their group. The fastest students who finish the game, then, informed the researcher. Thus, the researcher could know who the winners were. Then, the researcher announced the winners of the game to the class and gave them a present, applauses and good comments as the **rewards**.

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*P mengumumkan S yang menjadi pemenang dari permainan. S lain diminta untuk bertepuk tangan dan P memberikan hadiah berupa wafer coklat untuk 2 pasang pemenang karena setiap kelompok memiliki sepasang pemenang. (The researcher announced the students who became the winners of the game. The students, then, were asked to give their applauses and the researcher gave the students chocolate waffles for 2 couple of winners because every group had a couple winners)*

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**Field note 7, September 2, 2013**

After playing the game, the students and the researcher made some reflections. Then, the teacher closed the meeting by saying “See you on Saturday” and the students responded by saying “See you”.

b. 2<sup>nd</sup> meeting

In this meeting, the students learnt about the expressions of inviting, accepting, and refusing invitation. The **theme** of the day was “It’s party time”. This meeting was conducted on Monday, September 9, 2013. Similar to the previous meetings, in opening the lesson, **classroom English** was applied. The students were greeted by saying “Hello, good morning everybody” and “How are you?”. The students responded to the researcher’s greeting by saying “Good morning” and “I’m fine, thanks. And you?”. Then, the researcher responded back the students’ greeting. The following is the field note describing this situation.

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*P dan GBI masuk ke ruang kelas pukul 09.15 WIB. Seperti biasa P mengucapkan salam “Hello, good morning everybody?” S menjawab “Good morning.” (The researcher and the English teacher entered the class at 09.15 a.m. As usual, the researcher greeted the students by saying “Hello, good morning everybody?” the students responded by saying “Good morning”)*

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**Field note 8, September 9, 2013**

Furthermore, after greeting the students, the researcher asked them to lead the prayer. Based on the observation, the students could lead the prayer fluently

using English. Besides, an expression used to check the students attendance regularly (“who is absent today?”) could be understood by the students. The students could respond to the expressions well. In addition, giving the students apperception by showing some **pictures** followed by some related questions could gave the students chances to use English as they were answering or responding to the researcher’s questions.

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*“First of all, I’d like to ask you a question, when is your birthday?” S sibuk menjawab dengan jawaban masing-masing. P menunjuk salah satu S untuk mewakili jawaban. S tersebut menjawab “20 Mei”. P meminta S untuk mengulang jawaban dalam bahasa inggris. S menjawab lagi “twenty May”. (“First of all, I’d like to ask you a question, when is your birthday?” the students were busy to responded to the researcher question. Then, P pointed one of the students to represent the class. The student responded “20 Mei”. The researcher asked the student to repeat it in English. The student, then, said P “twenty May”.)*

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**Field note 8, September 9, 2013**

Besides, giving the students apperception was also done by matching pictures with the suitable words. To end the apperception, the researcher asked the students to guess the topic of the lesson. Some students could guess the topic by saying “inviting a friend”.

After some activities used for opening the class were done, the researcher asked one of the students to distribute the **handouts** of the materials, while she was preparing the teaching media (**LCD** and **PowerPoint**). After that, she started the main teaching and learning activities. In this part, there were comprehension focus, language focus and communicative focus activities. In comprehension focus, the students concerned their ability to comprehend the expressions of inviting, accepting and refusing invitation. Comprehension focus aimed at giving

the students input. In this part, the students were listening to a **recording** between two people who had conversation by telephone. While listening, they were asked to complete the dialogue based on the recording. Then, they discussed it with the researcher. After that, they were asked to mention the expressions in the dialogue. Also, the researcher asked the students about some difficult words they found in the dialogue and asked them to pronounce the words. The researcher corrected the students' errors as the **feedback**. The following data will support that the feedback was given to the students.

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*Selanjutnya, P juga menanyakan kata-kata sulit yang ada pada dialog. P mencatat kata-kata sulit yang ditanyakan siswa dipapan tulis. P meminta S untuk mengucapkan kata tersebut terlebih dahulu dan membenarkannya ketika terdapat kesalahan pengucapan. Kemudian secara bersama-sama membahas arti kata tersebut..* (The researcher asked the students about some difficult words found in the dialogue. Then, she wrote them down in the white board. Firstly, the researcher asked the students to pronounce the words and then she corrected the words pronounced incorrectly. After that, the researcher and the students discussed the meaning of the words together. )

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<b>Field note 8, September 9, 2013</b>
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Then, in the **language focus**, the students were asked to learn about language use in terms of pronunciation, spelling and structure practices. In the pronunciation practice, the students were asked to learn about producing words or sentences. Firstly, the researcher asked the students to read a list of the expressions of inviting, accepting and refusing invitation in their handouts. Then, the students were asked the student to repeat the correct pronunciation of each of the expressions after the researcher. In addition, to make the students used the correct intonation in saying the expressions, the researcher asked the student to identify the intonation of each expressions. After that, the students were asked to

notice whether the intonation was raising or falling. Then, she asked the students to pronounce the expressions with the correct intonation. The next language focus was spelling practice. In this practice, the students were asked to **work in pairs** and arrange some jumbled letters into good words based on the pictures in the handout. To produce the correct sentences, structure practice was needed. The structure practice was done by asking the students to arrange the correct pattern of the expressions of inviting, accepting or refusing invitation. Thus, the students were expected to produce oral sentences correctly. When the students made a mistake in arranging the correct pattern, the researcher gave the students feedback as described by the following field note.

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*P membenarkan susunan kalimat yang salah dengan penjelasan singkat dan memberikan sebuah soal kalimat acak untuk disusun S tersebut sementara S lainnya memperhatikan. S tersebut terlihat dapat menyusun kalimat dengan lebih baik. (The researcher corrected the wrong arrangement with brief explanation and gave a jumble words to be arranged by the student while the other students took note. He looked able to arrange the sentence well)*

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**Field note 8, September 9, 2013**

In short, those language practices that had been mentioned were given in order to give the students some exposures before conducting the next teaching and learning activity, a communicative language game.

The next teaching and learning focus was communicative focus. In this part, the students were asked to do two kinds of activities. The first activities were completing some dialogues with suitable expressions and asking the students to practice the dialogues with their tablemate. Meanwhile, the second activity was doing **communicative language game**. In this game, the students worked in pair

groups. They sat in a pair facing each other with a diary **flashcard** with them. The diary was the students' engagement diaries for next coming week. The objective of the games was to find conveniently agreed date to make an appointment. Therefore, in order to finish the game, the students had to make a telephone conversation to suggest possible dates using appropriate expressions of inviting, accepting and refusing invitations. The first students who completed the game were the winners. The students seemed to enjoy the game. In short, they looked enthusiastic with the game. The following is the description.

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*Ketika sudah tidak ada pertanyaan lagi, S diminta untuk bermain sebuah game "finding a date". S tersenyum dan berkata "Asiiik". (After there was no more questions, the students were asked to play a game "finding a date". the students, then, smiled and said "Hurray")*

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**Field note 8, September 9, 2013**

After the game activities were finished, the researcher announced to the class the winners of the game. She gave some good comments to the winners. Besides, applauses and praises were also given by the researcher. Those **rewards** were used to motivate the students to actively get involved in the teaching and learning process.

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*P menyebutkan sepasang siswa yang menjadi pemenang dalam permainan tersebut. P meminta S lain untuk bertepuk tangan dan P memberikan reward berupa snack kepada S yang menjadi pemenang tersebut. S tersenyum dan berkata "Asiiik". (The researcher announced to the class the couple of the students who became the winners of the game. The researcher, then, asked the class to give them applause. The researcher also gave the winners snack as a reward. They smiled and said "Hurray".)*

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**Field note 8, September 9, 2013**

Before closing the teaching and learning activities in this meeting, the researcher and the students made some reflections. The researcher also made the students aware of the usefulness of the skills they had learnt. The researcher closed the lesson by saying “Well, see you on Sunday”. The students responded to the researcher by saying “See you”.

### c. Reflection of cycle 2

After the conducting the actions in the cycle 2, a discussion was made to reflect the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

#### 1) Conducting Communicative Language Games

The use of communicative language games as the main technique in this research successfully motivated the students. It was in line with Wright, Betteridge and Buckby (1984) who claim games as highly motivating activities that create enjoyment and excitement. The following interview transcripts will support the data.

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R: “*Waktu pelajaran, bagian atau kegiatan apa yang kamu suka? (What thing did you like about my lesson activities?)*”

S: “***Yang ngegame-ngegame. (Playing the games.)***”

R: “*Wuih, kira-kira membantu meningkatkan speaking kamu nggak? (Do you think it could improve your speaking ability?)*”

S: “***Meningkatkan. Jadi bisa ngomong ekspresi-ekspresi lewat games. (Yes. Therefore, I could use the expressions which had been learned through games)***”

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(Interview 11, line 5-8)

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- R: “*Iya bu, skillnya speaking. Kalau mengenai materi sama gamesnya gimana bu ?*(Yes, Mam. The skill is speaking. What do you think about the materials and the communicative language games?)”
- ET: “***Gamesnya cukup menarik dan bervariasi. Saya rasa sudah bagus mbak. Jadi anak-anak jadi lebih aktif dan tidak merasa bosan. Mengenai materinya sudah cukup bagus ya, temanya bervariasi dan cukup familiar buat anak-anak. Begitu ya...*** (The games were quite interesting and varied. I thought those had been interesting so that the children became more active and not bored. Meanwhile, the materials that you gave also had been interesting. The theme was also varied and quite familiar for them.)”
- 

(Interview 15, line 11-12)

Furthermore, based on the interview in the reconnaissance step, some of the students were reluctant to speak English. They felt shy and afraid if they might make a mistake. Deesre (2002) says that games can create classroom environment in which students learn without realizing that they are studying. Learning activities were sometimes frustrating the students and made them less confident and inhibited to get involved in the learning process. Meanwhile, through communicative language games, they learnt in more fun way and unconsciously got involved in learning speaking process. With regard to that, communicative language games were successfully applied to make the students felt more confident in speaking English. The following script indicates that the student was more confident because of the games.

- 
- S: “*Ya, waktu yang games, speaking. (I liked when I played games)*”
- R: “*Kegiatan seperti itu kira-kira bisa membantu kamu untuk meningkatkan kemampuan speaking kamu nggak?*(Do those activities improve your speaking ability?)”
- S: “***Iya, hehe. (Yes, hehe.)***”
- R: “*Lebih PD nggak?*(Were you more confident?)”



S: ***“Iya lebih PD. (yes, I was more confident.)”***

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**(Interview 13, line 6-10)**

2) Using Accompanying Actions

The following are the reflections of the accompanying actions in the cycle

2.

a. Classroom English

The use of classroom English could be effective to improve the students' speaking ability and it made them more familiar with English words. Furthermore, it gave the students' more opportunities to speak English during the teaching and learning process. The following interview transcript will reflect the use of classroom English.

---

R: *“Kalau dikelas ngomongnya pakai bahasa inggris seperti waktu pelajaran miss bisa meningkatkan kemampuan bahasa inggris kamu tidak? (Could classroom English used during the speaking class improve your speaking ability?)”*

S: ***“Lebih meningkatkan miss. (Yes, it could, miss.)”***

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**(Interview 11, line 13-14)**

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R: *“Menurut kamu menggunakan bahasa inggris sewaktu pelajaran miss gimana? Bisa meningkatkan kemampuan speaking kamu tidak?(What do you think about the use of classroom English? Did it improve your speaking ability?)”*

S: ***“Lumayan meningkatkan miss, walaupun kadang nemu yang sulit dimengerti.hehe. (It helped in some ways, although sometimes I found it difficult to understand.)”***

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**(Interview 13, line 15-16)**

The students admitted that the classroom English was effective to improve the students' speaking ability. The translating into Indonesian and paraphrasing used by the researcher helped the students understand the difficult words or sentences.

b. Language Focus Activities

During the language activities, the students got involved in pronunciation, spelling and structure practices. Although some errors still existed when the practices were ongoing, the researcher gave the students another accompanying action. The action was giving feedback that would be discussed in the next part. Hence, the language focus activities were beneficial for the students to prepare the students in the communicative language games.

c. Varied Themes

Varied themes applied in the teaching and learning materials during cycle 2 were considered decreasing the students' boredom and making them enjoy the lesson. The themes were chosen based on the students' interest or commonly popular or familiar with them. The students' seemed to show that they enjoyed the materials. In addition, the English teacher also gave her comment related to the use of variety of theme.

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R: *"Iya bu, skillnya speaking. Kalau mengenai materi sama gamesnya gimana bu ?(Yes, Mam. The skill is speaking. What do you think about the materials and the communicative language games?)"*

ET: *"Gamesnya cukup menarik dan bervariasi. Saya rasa sudah bagus mbak. Jadi anak-anak jadi lebih aktif dan tidak merasa bosan. **Mengenai materinya sudah cukup bagus ya, temanya bervariasi dan cukup familiar buat anak-anak. Begitu ya...** (The games were quite interesting and varied. I thought it had been interesting so that the children became*

more active and not bored. **Meanwhile, the materials that you gave were also interesting. The themes were also varied and quite familiar for them.)”**

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(Interview 15, line 11-12)

d. Rewards

Based on the observation, the use of rewards in the forms of compliments, applauds, and presents was successful to improve the students’ motivation and involvement during the teaching and learning process. The students became active in the class without being asked by the researcher. The compliments and applauds given by the researcher were kinds of rewards which could make the students feel satisfied because they had already succeeded in their performances. Meanwhile, rewards in the form of presents could make the students eager to compete with the other students because they want to get the present.

e. Media Use

Using some media like handout, flash cards, and pictures or LCD also motivated the students to join the speaking class. They became more enthusiastic in learning English. The media were necessary to make the students more enthusiastic in joining the speaking class. Furthermore, the media also assisted the researcher in delivering the materials communicatively. As the result, it was easier for the students to learn the materials.

f. Group Works

Related to the classroom management, pair works or group works improved the students’ self-confidence when they were less confident in working

individually. Group works were also the best solution to make the students interact each other.

g. Rearranging the Students' Seating Arrangement

Meanwhile, by rearranging the students' seating arrangement make the class condition better. It was done by separating the students who often made noises so that they could not chat with each other. Although it did not work optimally, it could minimize the class condition in which the students were not ready to join the lesson and they disturbed the other students. The English teacher stated her opinion about the students' condition. It can be seen in the interview transcript below.

- 
- R: *"Bagaimana pendapat ibu mengenai penelitian saya di Cycle 2 ini bu? (What is your opinion about my research During cycle 2, Mam?)"*
- ET: *"Sudah bagus mbak. **Sudah ada kemajuan ya saya lihat, anak-anak juga lebih terkoneksi dengan baik dibandingkan pada Cycle awal kemaren. Anak-anak kelihatannya senang diajar sama mbak rian....** (I think it was good. There had been an improvement. **The students also paid more attention and were ready to join the class compared to the previous cycle.** The students looked happy to be taught by you)"*
- 

(Interview 15, line 9-10)

h. Giving Feedback

The implementation of giving feedback to the students could be said successful to improve the students' English pronunciation and grammar. The students seemed enthusiastic to repeat some expressions or words after the researcher as the feedback of their pronunciation mistakes. Besides, the students became aware of the grammatical mistakes and could correct the mistakes after the researcher' feedback. In addition, the teacher stated that giving feedback to the

students' English pronunciation and grammar errors was effective to make the students aware of how to pronounce and how to create sentences correctly.

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R: “*Oh, iya bu, menurut ibu apakah pemberian feedback untuk pronunciation dan grammar siswa itu efektif bu di Cycle 2?* (Well, Mam, Did you think giving feedback to the students' pronunciation and grammar was effective in the cycle 2?)”

ET: “*Kalau untuk pemberian feedback tentu saja penting dilakukan apalagi siswa sering sekali membuat kesalahan di pronunciation dan juga di grammar. **Jadi ya tentu saja feedback sangat effective diberikan.*** (Of course it was important to be done, however the students often made some mistakes in pronunciation and grammar. **So, of course, giving feedback was effective to do.**)”

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(Interview 15, line 21-22)

#### d. Findings of Cycle 2

Based on what had planned, acted, observed and reflected in the cycle 2, the following findings were revealed.

1. Communicative language games were successful to make the students brave and confident to speak English. It also provided the students more opportunities to speak English. Besides, through the games, the students' anxiety could be reduced and the students were motivated to join the speaking class.
2. The use of Classroom English improved the students' speaking ability and it made them more familiar with English. Moreover, the students could understand the explanation and instructions given in English. Besides, by using classroom English, the students had more opportunities to speak up.

3. Language focus activities containing pronunciation, spelling and structure practices were effective to prepare the students to speak well and communicatively during communicative language games.
4. Varied themes were beneficial to decrease the students' boredom of monotonous materials so that they enjoyed the learning process.
5. Giving rewards to the students who wanted to be active and to be the best in the class was successful to motivate the students in learning speaking skills.
6. The use of media to support the teaching and learning process made the students were more enthusiastic and interested in learning English. Also, the media could help the researcher to explain the materials more communicatively.
7. Doing pair works or group works especially in communicative games were also effective to encourage the students' self-confident and involvement.
8. Controlling the noisy class because of the students' less attention could be done by rearranging the students' seating arrangement. It was indicated to minimize the noisy class made by the students.
9. Giving corrective feedback could solve the students' problems dealing with the pronunciation and the grammatical errors. The errors could be minimized through the feedback given in correcting the mistakes.

### **C. General Findings**

The result of this research consisted of qualitative and quantitative data. The qualitative data dealt with the general findings of the research in each cycle, while the quantitative data presented the students' speaking scores in the pre-test

and post-test. The following are the findings that were obtained in the use of communicative language games and accompanying actions in teaching and learning speaking process:

### 1. Summary of Cycle 1 and Cycle 2

The researcher and the collaborator agreed to end this research in the cycle 2 because they saw that the students' speaking ability had improved. The following table presents the changes that happened in both cycles regarding the teaching and learning speaking process.

**Table 3.4: The Changes (Before and After the Implementation)**

Before Cycle	Cycle 1	Cycle II
The students had low motivation in learning English, especially in speaking activities.	Some students had already been motivated during the teaching and learning process. However, there were some students who did not pay attention to the lesson.	The students were motivated during the teaching and learning process. Most of them paid attention to the lesson after upgrading the students' class condition such as rearranging students' seating arrangement.
Some students were not active during the teaching and learning process.	Some students were actively involved to the lesson though sometimes they felt hesitant to show their acts voluntarily. They were given reward in the forms of both compliments from the researcher and applause by their friends.	The students were actively involved during the teaching and learning process. They engaged to perform voluntarily. They were given rewards in the forms of either compliments or applauses when they were active during the class. Besides, giving rewards in the forms of both compliment and applause when they wanted to

(continued)

(continued)

Before Cycle	Cycle I	Cycle II
		-perform were also done. In addition, giving reward in the forms of compliments, applauses and a present were given when they were being the first student in communicative language games.
The students were apathetic and inhibited to speak in English.	Some students were quite confident to speak English. They were brave to speak especially in the communicative language games.	The students were confident to speak English. They were brave to speak especially in the communicative language games.
The students felt afraid of making mistakes when they spoke in English.	Some students were not afraid of making mistake. They had begun being brave to speak up.	The students were brave to speak up without being afraid of making mistake.
The students lacked vocabularies.	Few students were familiar with English words. However, the use of classroom English made them more familiar with English.	Most students were familiar with English words. They were able to apply classroom English.
Many students had interaction using their mother tongue during the lesson.	Most of the students still used Indonesian in having interaction during the lesson.	Few students had interaction using Indonesian in the lesson.
The students' pronunciation was still weak.	Some students still made some errors in pronunciation and grammar. They have better pronunciation and grammar.	Few students still made some errors in pronunciation and grammar. By giving feedback to them, the errors could be minimized.
The tasks given to the students were monotonous.	Contextual communicative model of teaching-learning approach that contained various tasks with different theme in every	Contextual communicative model of teaching-learning approach that contained various tasks with different theme in every

(continued)



(continued)

Before Cycle	Cycle 1	Cycle II
	-meeting was applied. Communicative language games were one of the tasks allaying the monotonous tasks which mostly eliminate the students' boredom.	-meeting was still applied. Communicative language games were one of the tasks which mostly eliminate the students' boredom allaying the monotonous tasks.
The students lacked chances to practice speaking during the lesson.	The students had more opportunities to practice speaking English during the lesson. Some actions were conducted to provide the student more chances to speak English.	More opportunities to practice speaking during the lesson were still given. Some actions were still used to provide the students more chances to speak English.

## 2. Students' Score

This part discusses the result of the students' scores as performed in the pre-test and post-test of the students' speaking ability which were assessed using a rubric. The rubric involved four aspects, i.e. fluency, grammar, pronunciation, vocabulary and comprehension. The detail of the students' speaking scores in the pre-test and post-test could be seen in Appendix. Meanwhile, the summary of the result of the tests could be seen in the table below:

**Table 3.5: The Result of the Students' Speaking Ability Scores in the Pre-test and Post-test**

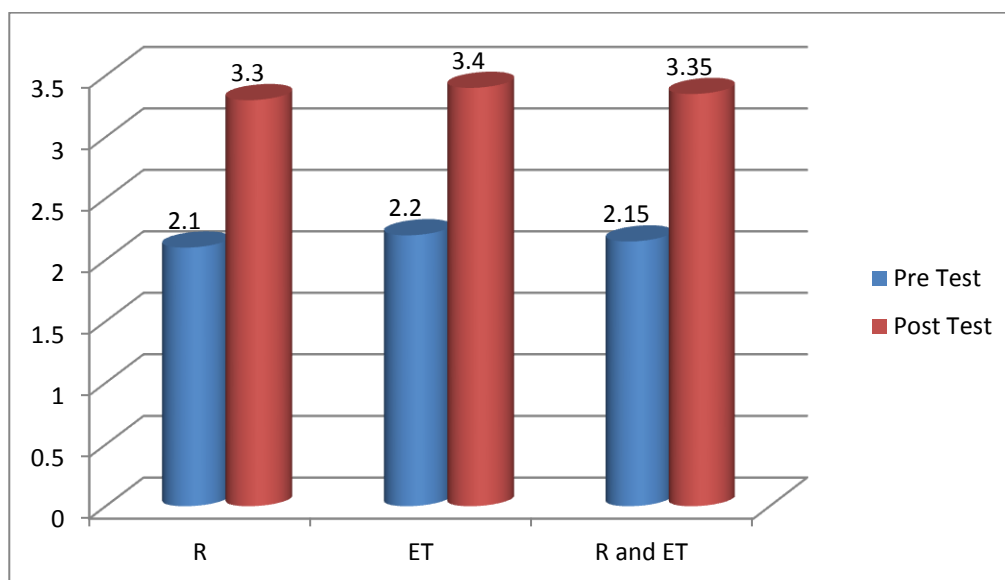
Data	Number of the students	MEAN		MEAN
		Researcher	English Teacher	
Pre-test	23	2.1	2.2	2.15
Post-test	23	3.3	3.4	3.35

In reference to the table above, from the researcher's assessment, the students' speaking mean score obtained from the pretest was 2.1, while the mean

score assessed by the English teacher is 2.2. The calculation from both the researcher's and the English teacher's assessment for its mean gained 2.15. Meanwhile, in the post test, the students' speaking mean score based on the researcher's assessment was 2.3 and based on the English teacher, the students' mean score gaining was 3.4. After the result of the researcher's assessment and the English teacher were calculated for its mean, the score gained 3.35. It could be inferred that, compared with the result of pretest, the students' speaking score in posttest increased. It indicates that the students' speaking ability improved after the communicative language game was implemented.

The researcher also presents the data in the following chart to make the data clearer:

**Figure 3.1: The Chart of the Students' Score Improvement from the Pre-test and the Post-test**



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter divides the content into three points. They are conclusion, implication and suggestion. The explanation of each point is presented below.

#### **A. Conclusions**

Based on the research findings in Chapter IV, it can be concluded that the result of this research was successful in the effort to improve the students' speaking skill through communicative language games supported by accompanying actions. This could be seen from the improvement of students at each meeting for two cycles.

In the cycle 1, communicative language games and some accompanying actions which covered the uses of classroom English, varied themes, language focus activities, rewards, media and classroom management were conducted in each meeting. By conducting communicative language games, the students could get more opportunities to speak English. They seemed to be interested in this kind of activity and to have fun. Therefore, they became highly motivated to join the speaking class. Besides, the students' self-confidence and involvement to participate in the teaching and learning speaking process were improved. Thus, their anxiety could be reduced. Another benefit of this kind of games was that it was quite easy to be applied because they only required adequate flashcards and the rules to play this game.

Along with the accompanying actions in the cycle 1, the result showed that they had some positive effects on the students. Besides, they supported the use of

games technique. The use of classroom English got the students more familiar with English pronunciation, grammar and vocabulary exposures. In addition, language focus activities made the students well prepared in doing the communicative language games. Moreover, varied themes could reduce the students' boredom and make them more enjoyable in the learning process. Besides, giving rewards and using various media motivated the students to be actively joining the speaking class. The media were also effective to assist the students during their learning process. The improvement of the students' self-confidence and interaction also could be achieved during pair works and group works.

However, the meetings in the first cycle still needed improvement in some points. Some students still made mistakes in pronunciation and grammar. Besides, the classroom condition was still unmanaged well because there were some students who paid less attention to the lesson and disturbed the other students by making some noises. The students also needed more practices in applying classroom English in order to make them more familiar with English words.

On the other hand, the condition in the first cycle gradually changed in the second cycle after using some additional actions to solve the problems that still existed. To decrease the students' pronunciation and grammar errors, the researcher gave the students feedback. Then, the result showed that their error could be minimized. After the researcher used more classroom English, the students' English vocabulary, pronunciation and grammar mastery could be improved. The use of rewards in the form of present made the students more

motivated to compete and to perform their best speaking ability especially in the game activity. Besides, rearranged the students' seating arrangement could minimize the disturbing noises made by the students.

Finally, the students' mean scores in post-test were higher than the pre-test. In the pre-test, the students' mean score gained 2.1 while in post-test, the students' mean showed 3.4. Based on the results of the pre-test and the post-test, the students' speaking ability was improved.

## **B. Implications**

Based on the findings, the results of this study have implied several points that can be drawn as follows:

1. The activities using communicative language games enabled the students to be more confident and enthusiastic to speak up in English.
2. The use of classroom English was very effective to improve the students' speaking ability by making them familiar with English.
3. Language focus activities were effective to prepare the students in doing communicative language games.
4. Varied themes applied in every meeting could reduce the students' boredom in joining the teaching and learning process.
5. The use of some media such as LCD, power point, recording, video, pictures, handout, flashcards etc. to support the teaching and learning process could make students more enthusiastic and interested in learning English.
6. Giving rewards were effective to make the students actively get involved with the lesson.

7. Giving feedback could minimize the pronunciation and grammar mistakes made by the students.
8. Another classroom management in terms of group works and pair works made the students 'self-confidence and interaction improved.
9. Rearrange the students' seating arrangement could minimize the disruptive students who made noises during the lesson.
10. Using further communicative language games technique in teaching speaking to the students could improve the students' speaking ability.

### **C. Suggestions**

After conducting this research, some suggestions will be directed toward the English teachers and other researchers.

#### **1. English Teachers**

It is essential for the teachers especially the English teachers in SMPN Prambanan to improve the students' speaking ability. The teachers need to use an appropriate technique to teach Speaking. It is very useful for them to use the communicative language games in teaching speaking to the students. Some interesting media are necessarily needed to support the teaching and learning process.

#### **2. English Education Department Students**

The students can follow up this study in order to find more actions to improve the students' speaking ability. They can also develop the learning materials by using communicative language games. Therefore, this study can be

used as one of the reading sources before conducting action research related to the teaching speaking ability.

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# APPENDICES

**1**

# **FIELD NOTES**

**Field notes 1****Hari, tanggal : Kamis, 25 Juli 2013****Waktu : 8.15 WIB****Lokasi : Ruang Kepala SMPN 1 Prambanan dan Ruang Guru****Hal : Permohonan ijin penelitian****Keterangan : KS : Kepala SMPN 1 Prambanan****GBI : Guru Bahasa Inggris****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 08.15 WIB. P menemui KS dan berjabat tangan, lalu KS mempersilahkan P untuk duduk.
2.	P mengutarakan maksud kedatangannya. KS menanyakan kepada P apakah sudah membawa surat ijin penelitian dari Bapedda. P menjawab bahwa P telah membawa surat ijin penelitian. P memberikan surat ijin penelitian beserta proposal kepada KS. KS kemudian memberikan ijin kepada P untuk melakukan penelitian dan memintanya P bertemu dengan GBI di Ruang Guru. KS memberitahukan kepada P bahwa P dapat langsung menghubungi GBI yang bersangkutan dan menyerahkan perihal pelaksanaan penelitian kepada GBI.
3.	P menemui GBI di ruang guru. P mengutarakan maksud kedatangannya yakni untuk meminta ijin penelitian di kelas VIII. GBI menyambut dengan baik kedatangan P dan memberi ijin penelitian kepada P. GBI mempersilahkan P untuk melakukan penelitian di kelas VIII A karena untuk kelas VIII, GBI hanya mengampu kelas VIII A. P setuju untuk mengambil data dari kelas VIII A. Kemudian P meminta waktu untuk melaksanakan observasi kegiatan belajar-mengajar di kelas dan interview beberapa siswa terlebih dahulu sebelum melakukan penelitian. GBI mempersilahkan P untuk datang hari Sabtu, 27 Juli 2013, untuk melakukan observasi kelas dan interview.
4.	Selain meminta ijin penelitian, P juga meminta ijin untuk melakukan wawancara kepada GBI terkait pembelajaran Bahasa Inggris di kelas VIII yang diterapkan oleh GBI serta kendala-kendala yang sering dijumpai GBI ketika proses belajar mengajar sedang berlangsung.
5.	Pukul 10.00 WIB P mohon diri pamit kepada GBI juga kepada Kepala sekolah.

**Field notes 2****Hari, tanggal : Sabtu, 27 Juli 2013****Waktu : 08.30 WIB****Lokasi : Ruang Piket, ruang kelas VIII A dan Ruang  
Kantin****Hal : Observasi kegiatan belajar-mengajar dan wawancara****Keterangan : GBI : Guru Bahasa Inggris****S : Siswa****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pada pukul 08.30. P menyalami guru piket dan memberitahukan maksud kedatangan kepada guru piket bahwa P ingin bertemu dengan GBI VIII A. P diminta untuk menunggu karena GBI sedang mengajar di kelas VII B. Kemudian bell pergantian jam pelajaran kelima berbunyi, P bertemu dengan GBI dan melakukan observasi dan interview.
2.	Kelas bahasa inggris VIIIA berlangsung hari Sabtu pukul 09.15. GBI dan P memasuki kelas 5 menit setelah bel pergantian jam berbunyi. Suasana di kelas gaduh. GBI meletakkan barang-barang bawannya diatas meja guru. Siswa mulai sibuk mempersiapkan diri untuk mengikuti pelajaran di kelas. P menuju ke belakang ruang kelas pada kursi yang kosong dan melakukan observasi selama GBI mengajar di kelas.
3.	Bel istirahat berbunyi pada pukul 9.45, GBI meminta S perhatian sebelum S mereka meninggalkan kelas. GBI meperkenal P kepada S dan menyampaikan maksud P untuk melakukan interview dengan beberapa siswa. GBI meminta P untuk menunjuk secara acak 4 siswa yang akan di interview. Kemudian P mengajak S tersebut menuju ruang kantin untuk melakukan interview. Interview dilakukan di kantin karena pada saat itu kantin sedang tidak beroperasi selama bulan puasa dan pada saat itu observasi dilakukan oleh P pada saat bulan puasa.
4.	Bel masuk kelas berbunyi pada pukul 10.15. P meminta ijin kepada GBI untuk melanjutkan interviewnya setelah bell pulang berbunyi karena masih ada 3 siswa yang belum di interview. GBI, P dan S masuki kelas. P melanjutkan

	observasi kegiatan belajar mengajar yang dilakukan GBI.
5.	Bel pulang berbunyi pada pukul 10.30. Sebelum menutup pelajaran GBI meminta ketiga S yang telah ditunjuk namun belum mendapat giliran interview untuk meluangkan waktunya untuk interview dengan P sesuai pelajaran. GBI menutup pelajaran dengan doa.
6.	P melanjutkan interview kepada 3 siswa di ruang kelas. GBI menunggu P di ruang guru. Setelah interview selesai P mengucapkan terimakasih kepada 3 siswa tersebut dan memperbolehkan mereka pulang.
7.	P menemui GBI di ruang guru. P memberitahukan kepada GBI bahwa interview siswa telah selesai. Kemudian P meminta waktu kepada GBI untuk melakukan interview dan membicarakan mengenai instrument yang akan dipakai oleh P penelitian. GBI setuju dan P mulai melakukan interview. Setelah Interview selesai P menunjukkan instrument penelitiannya kepada GBI. P menanyakan mengenai RPP, dan soal pre-test dan post-test kepada GBI. GBI memberikan komentar dan sedikit saran kepada P mengenai instrument tersebut. GBI juga memberitahukan kepada P bahwa P bias mulai melakukan pre-test setelah libur lebaran pada tanggal 19 Agustus.
8.	Pada pukul 11.30, P berpamitan dan mengucapkan terimakasih kepada GBI.

#### Field notes 4

**Hari, tanggal : Sabtu, 24 Agustus 2013**

**Waktu : 07.00 – 08.20 WIB**

**Lokasi : Ruang kelas VIII A**

**Hal : Pre-test**

#### **Pertemuan 1**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

<b>NO.</b>	<b>AKTIVITAS</b>
1.	P ditemani oleh O, dimana O adalah orang yang dimintai tolong untuk mengambilkan gambar sewaktu P melakukan penelitian tiba di sekolah pada



	pukul 6.45 WIB.
2.	Pukul 07.00 WIB P, GBI, dan O masuk ke ruang kelas VIII A. GBI memberitahu S bahwa untuk beberapa pertemuan ke depan akan diajar oleh P.
3.	Pukul 07.05 WIB GBI mempersilahkan P untuk memulai mengajar S. P memperkenalkan diri kepada S dan kemudian menjelaskan kepada S bahwa untuk pertemuan pertama P hanya akan melakukan <i>pre-test</i> . P menjelaskan test yang akan diadakan adalah test lisan atau berbicara dengan cara bermain peran ( <i>role play</i> ) berdasarkan situasi yang ditentukan. Setiap kelompok terdiri dari dua S. Topik materi pada saat itu adalah berkaitan dengan ungkapan-ungkapan mengundang dan menerima/menolak undangan, meminta dan memberikan /menolak bantuan, meminta dan memberi/menolak barang, meminta dan memberikan pendapat. Siswa akan mendapat sebuah situasi yang berkaitan dengan salah satu dari ungkapan-ungkapan tersebut.
4.	P membagikan soal tes dan memberikan penjelasan singkat mengenai perintah atau cara mengerjakan test tersebut.
5.	S aktif mengerjakan perintah P.
6.	P memberikan waktu kepada S 30 menit untuk menyelesaikan membuat dialog pendek dan menghafalkannya.
9.	P dan GBI menilai kemampuan berbicara S ketika S maju melakukan <i>role play</i> .
10.	Setelah seluruh S maju, P memberi tahu kepada S bahwa untuk beberapa kali pertemuan ke depan P akan mengajar menggunakan permainan atau games untuk meningkatkan kemampuan berbicara mereka.
11.	P mengakhiri pertemuan pada pukul 08.20 WIB.

### Field notes 5

**Hari, tanggal : Senin, 26 Agustus 2013**

**Waktu : 09.15 – 10.35 WIB**

**Lokasi : Ruang kelas VIII A**

**Hal : Implementasi penggunaan game “Do me a favor”.  
Pertemuan II (Cycle 1a)**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S** : Siswa

**O** : Observer

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>- P mengucapkan salam.</li> <li>- Berdoa sebelum memulai pelajaran.</li> <li>- P mengecek daftar hadir S.</li> <li>- Warming up               <ul style="list-style-type: none"> <li>o Melakukan Tanya jawab untuk membimbing S mengetahui topik yang akan mereka pelajari.</li> </ul> </li> </ul>	<p>P, GBI, dan O masuk ke ruang kelas. P mengucapkan salam “<i>Good morning, everybody.</i>” S menjawab “<i>Good morning</i>”. Kemudian P menanyakan kabar kepada S “<i>How are you today?</i>” S menjawab “<i>I’m fine</i>”. Setelah membuka dengan salam, P meminta salah satu S untuk memimpin do’a menggunakan bahasa Inggris, akan tetapi S menolak dengan alasan tidak bisa. P memberikan contoh berdoa dalam bahasa Inggris terlebih dahulu dan menuliskannya di papan tulis supaya S dapat mempraktekkannya pada pertemuan berikutnya. S berdoa bersama dengan dipimpin oleh P. Setelah berdoa, P bertanya kepada S “<i>Who is absent today?</i>” S hanya diam dan tidak merespon pertanyaan P. P mengulangi pertanyaan “<i>Who is absent today?</i>” Sebagian S menjawab “<i>Nihil</i>” sambil mengatakan “<i>sik absen ga masuk.</i>” kepada siswa yang masih bingung menjawab. Setelah menanyakan kehadiran siswa, P mengawasi kegiatan pelajaran dengan memberi beberapa pertanyaan kepada S. P bertanya kepada S “<i>have you ever asked a help to your friend?</i>” Sebagian</p>

		<p>besar S hanya diam dan tersenyum-senyum, beberapa menjawab “yes yes”. P mengulangi pertanyaan dengan menggunakan bahasa Indonesia “<i>pernah tidak meminta bantuan seseorang?</i>” Seluruh S menjawab dengan semangat “<i>pernah</i>” P bertanya lagi “<i>oke pernah, so, what kinds of help?</i>” Siswa diam tidak menjawab dan R pun mengulangi pertanyaan “<i>what kinds of help is it?</i>” S pun masih terlihat bingung. T menggunakan bahasa Indonesia untuk membantu mereka menjawab “<i>Kalau pernah minta bantuan apa contohnya?</i>” Sebagian S menjawab “<i>mengerjakan PR miss.</i>” Sebagian S lagi menjawab sambil tertawa “<i>mengerjakan ulangan.</i>” Sebagian siswa meresponya sambil tertawa “<i>Haaa, minta tolong nyontek kui.</i>” P kemudian meresponya dengan memberi reward “<i>Good</i>” dan berkata “<i>Tapi jangan diulangi lagi kalo minta bantuan nyontek kalo mengerjakan PR boleh</i>”.</p>
2	<p><b>Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk mencocokkan gambar dengan kata-kata atau frase yang cocok secara berpasangan.</li> <li>- P meminta S untuk mengucapkan kata-kata atau frase yang ada di latihan 1.</li> </ul>	<p>P meminta tolong salah satu S untuk membagikan handout kepada seluruh siswa. Setelah seluruh siswa mendapat handout, P meminta S untuk memperhatikan Task 1 yang ada pada handout. P meminta S untuk mencocokkan gambar dengan kata-kata atau frase yang cocok secara</p>

<ul style="list-style-type: none"> <li>- P memutar video dan meminta S untuk menyusun dialogue yang belum runtut menjadi dialog yang benar sesuai dengan dialog pada video yang sedang diputar.</li> <li>- P meminta S untuk mengidentifikasi ungkapan-ungkapan yang berkaitan dengan meminta, memberi atau menolak bantuan yang ada pada video.</li> </ul>	<p>berpasangan. P menjelaskan tentang cara mengerjakan task 1 kepada S. P dan S kemudian membahasnya secara bersama-sama. Setelah selesai membahas, P meminta S untuk mengucapkan kata-kata yang ada pada task 1 secara bersama-sama dan membenarkan pengucapan-pengucapan yang masih keliru. Kegiatan selanjutnya P memutar video yang sudah disiapkan oleh O dengan menggunakan alat bantu laptop, <i>speaker active</i>, LCD, dan layar. P meminta beberapa S yang sedang gaduh untuk memperhatikan pelajaran. P meminta S untuk menyusun dialog acak menjadi sebuah dialog yang benar berdasarkan video. S menyaksikan video dengan antusias. P memutar videonya selama 3 kali. P dan S membahas susunan dialog yang benar secara bersama-sama. Setelah selesai membahas, P bertanya kepada S mengenai ungkapan-ungkapan meminta, memberi atau menolak bantuan yang ada pada video yang telah diputar. Sebagian S menjawab dengan antusias, sedangkan yang lainnya ada yang terlihat diam dan ada yang ramai. P bertanya kepada salah satu S yang tidak memperhatikan. <i>“What expression that is used in the video?”</i> S tidak menjawab dan hanya tersenyum. Kemudian S bertanya kepada S lainnya yang bisa</p>
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		<p>menjawab, seorang S tiba-tiba menjawab dengan sedikit ragu, kemudian P meminta S mengulangi jawaban dengan mengulangi pertanyaan dan S tersebut pun terlihat antusias menjawab. <i>“What expression that is used in the video? Ekspresi apa yang digunakan pada video tadi?”</i> S menjawab <i>“meminta tolong mindahin kursi.”</i> P memberi reward <i>“very good!”</i></p>
3	<p><b>Language Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk mempelajari ungkapan-ungkapan meminta, memberi dan menolak bantuan dan P kemudian memberikan contoh pengucapannya kepada S.</li> <li>- P meminta S untuk mengucapkan ungkapan-ungkapan tersebut dengan menirukan P.</li> <li>- P menjelaskan kepada S tentang susunan kalimat meminta bantuan yang benar.</li> <li>- P meminta S untuk mencari kata dan menyusun kata yang mereka temukan tersebut kedalam ungkapan meminta tolong yang benar.</li> </ul>	<p>P meminta S untuk memperhaikanya karena terlihat beberapa S tidak memperhatikan dan ribut dengan S lainnya. P meminta S untuk mempelajari ungkapan-ungkapan meminta, memberi dan menolak bantuan. Setelah diberi waktu untuk mempelajari, P kemudian memberikan contoh pengucapannya kepada S. S menirukan apa yang diucapkan P secara bersama-sama. P membenarkan beberapa siswa yang terlihat salah menirukanya. Selain pengucapan ungkapan-ungkapan terkait. P juga menjelaskan kepada S cara menyusun Kalimat meminta bantuan agar ketika berkomunikasi mereka dapat menggunakan ekspresi yang benar. Oleh karena itu, siswa diminta untuk mencari kata yang mungkin dalam kelompok huruf-huruf dan menyusun kata-kata yang mereka temukan agar menjadi ekspresi meminta bantuan yang benar.</p>

		Ketika P berkeliling terlihat sebagian siswa merasa kesulitan dan membuat keributan dan sebagian siswa dapat mengikuti dengan lancar. P menegur S yang ribut dan memberikan peringatan agar tidak mengganggu S lain.
4	<p><b>Communication Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk melengkapi dialog dengan menggunakan ekspresi yang cocok dan meminta S untuk mempraktekkannya dengan teman sebangku.</li> <li>- T meminta S untuk mempelajari kata-kata yang ada di handout untuk memudahkan mereka dalam kegiatan permainan.</li> <li>- P meminta S untuk bermain game “Do me a favor”.</li> </ul>	Setelah mempelajari ungkapan-ungkapan, cara mengungkapkan, dan pengucapan yang benar, P meminta S secara berpasangan untuk melengkapi dialog dengan ungkapan yang sesuai untuk mempermudah mereka nanti mempraktekkan ungkapan kedalam kegiatan permainan. Setelah selesai mengerjakannya, P meminta S dengan teman sebangkunya secara sukarela mempraktekan hasil pekerjaan mereka. Setelah selesai mempraktekkan dan membahas dialognya, P meminta S untuk mempelajari kata-kata yang akan digunakan dalam permainan “Do me a favor”. Setelah dianggap siap, P meminta siswa untuk bermain game dengan menggunakan kartu. Siswa diminta untuk menggunakan ungkapan-ungkapan meminta, memberi atau menolak bantuan dalam permainan tersebut. Ketika S sedang bermain game, P memonitor kegiatan S dan memberi arahan kepada S yang kurang benar ketika bermain game. Beberapa siswa terlihat lancar menggunakan ungkapan-ungkapan dengan baik dan

		<p>benar dalam permainan. Siswa juga terlihat antusias bermain dan tidak ragu bertanya kepada P jika mereka menemukan kesulitan dalam bermain game. Ketika waktu habis P memberitahukan seluruh S, kelompok S yang menjadi pemenang dalam permainan dan P meminta seluruh S untuk bertepuk tangan.</p>
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>- P memberi kesempatan S untuk bertanya.</li> <li>- P memberikan refleksi kegiatan yang sudah dilakukan.</li> <li>- P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>- P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>- P menutup kegiatan belajar mengajar.</li> </ul>	<p>Pukul 10.35 bel pergantian pelajaran berbunyi. S mengatakan “miss sudah bel.” P pun menutup pertemuan pada hari itu. Sebelum P menutup pelajaran, terlebih dahulu P bertanya kepada S apakah ada pertanyaan, namun S menjawab tidak. Kemudian P memberikan komentar kepada kegiatan yang telah dilakukan S dan secara bersama-sama P dan S merivew materi yang telah P ajarkan secara singkat.</p> <p>P menutup pertemuan pada hari itu dengan mengucapkan salam penutup “<i>Ok, see you on Sunday.</i>” S menjawab “<i>See you</i>”</p>

### Field notes 6

**Hari, tanggal : Sabtu, 31 Agustus 2013**

**Waktu : 7.00 – 09.00 WIB**

**Lokasi : Ruang kelas VIII A**

**Hal : Implementasi penggunaan game “Shopping List” dan wawancara.  
Pertemuan III (Cycle 1b)**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

S : Siswa

O : Observer

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>- P mengucapkan salam.</li> <li>- Berdoa sebelum memulai pelajaran.</li> <li>- P mengecek daftar hadir S.</li> <li>- <b>Warming Up</b> <ul style="list-style-type: none"> <li>o P menunjukkan gambar Ambarokma Plaza kepada S.</li> <li>o P bertanya kepada S mengenai gambar.</li> </ul> </li> <li>- P memberitahukan tujuan pembelajaran kepada S.</li> </ul>	<p>P, GBI, dan O masuk ke ruang kelas. P mengucapkan salam “<i>Good morning, class.</i>” S menjawab “<i>Good morning.</i>” Kemudian P meminta salah satu S untuk memimpin do’a. P meminta S untuk memimpin menggunakan bahasa Inggris sesuai dengan yang sudah P ajarkan pada pertemuan sebelumnya. P dan S berdo’a bersama. Setelah berdo’a P menanyakan kabar S “<i>How have you been?</i>” S pun diam tidak menjawab pertanyaan P. Lalu P bertanya lagi “<i>how are you?</i>” S pun merespon pertanyaan P “<i>I’m fine, thanks. And you?</i>” P menjawab “<i>I’m fine too, thank you.</i>” Kemudian P menjelaskan bahwa kalimat <i>how have you been?</i> mempunyai arti yang sama kalimat <i>how are you.</i> S merespon penjelasan P dengan mengatakan “owalah”. Setelah itu, P bertanya kepada S “<i>is there anyone absent?</i>” Seluruh S merespon pertanyaan P “Rifli...” P bertanya lagi kepada S “<i>what happenend with Rifli?</i>” S tidak merespon. P mengulangi pertanyaan dalam bahasa Indonesia dan bahasa inggris. “<i>what happened with Rifli, ada apa dengan Rifli?</i>”. S akhirnya merespon P “<i>sakit katanya</i>”. P</p>



	<p>juga meresponnya “<i>Oh he’s sick?</i>” S pun hanya diam. P menambahkan “<i>Sick itu sakit.</i>” Siswa menanggapi “<i>Oh, yes.</i>” P kemudian memulai pelajaran dengan menunjukkan gambar Ambarokma Plaza kepada S. S mengomentari gambar yang ditempel dipapan tulis dengan teman sebelah. “<i>Wah Amplaz kui...</i>” P lalu meberikan pertanyaan kepada S. “<i>what is this picture?</i>” S menjawab dengan semangat. “<i>Ambarokma Plaza.</i>” P memberi reward kepada S “<i>Good</i>” S bertanya beberapa pertanyaan kembali kepada S dalam bahasa inggris terkait dengan gambar. S menjawab P dengan jawaban yang berbeda-beda. Ketika P menunjuk beberapa S untuk menjawab, S terlihat malu-malu menjawab dan ada yang menjawab dalam bahasa Indonesia. Setelah selesai Tanya jawab, P bertanya pada S mengenai hal apa yang akan dipelajari hari ini. Sebagian S menjawab dengan semangat, “<i>Belanja</i>”, ada S lain yang menjawab “<i>toko.</i>” P meimta S mengatakan dalam bahasa inggris. Sebagian S menjawab dalam bahasa inggris sebagian lagi diam. Siswa yang mampu menjawab dalam bahasa inggris dengan benar diberi reward “<i>good</i>”. Setelah siswa mengetahui tpik yang akan dipelajari, P menyampakain tujuan pembelajaran yang akan P pelajari.</p>
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2.	<p><b>Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk melihat gambar dan mengidentifikasi pakaian secara berpaasanagan.</li> <li>- P meminta S untuk mendengarkan rekaman percakapan antara penjaga Toko dan pembeli dan melengkapi percakapan dengan kata-kata yang ada dalam gelembung-gelembung.</li> <li>- P meminta S untuk mempelajari ungkapan-ungkapan meminta, memberi dan menolak barang. Setelah itu P menjelskna kepada S mengenai ungkapan-ungkapan tersebut.</li> <li>- P meminta S untuk mengidentifikasi ungkapan-ungkapan meminta, memberi dan menolak barang jika ada pada percakapan yang ada di task 1.</li> </ul>	<p>P kemudian meminta salah satu S untuk membagikan handout kepada seluruh S “Erwinta, please help me to share the handouts.” S menyetujui permintaan P “Ok”. Setelah seleuruh S telah mendapatkan handoutnya dan P meminta S untuk mengecek kelengkapan handout mereka. Kemudian S diminta untuk mengidentifikasi nama – nama pakaian yang ada pada handout. Siswa terlihat antusias mengerjakannya. Setelah didiskusikan bersama-sama tugas mencocokkan gambar, siswa diminta untuk bersiap-siap mendengarkan rekaman, dengan memita S untuk membaca tugas selanjutnya yang ada pada handout. Sementara Perlatan seperti LCD, leptop dan Speaker active disiapkan oleh P dibantu dengan O. Setelah semua siap, S diminta untuk mendengarkan dengan hati-hati karena mereka harus melengkapi dialog rumpang sesuai dengan yang mereka dengarkan nanti. dan P akan memutarakan rekamannya selama 2 kali. S mendengarkan dengan kondusif. Setelah rekaman kedua beberapa siswa terlihat ribut dan siswa lain yang serius mendengarkan merasa terganggu. SP menghentikan rekaman dan memberi peringatan kepada S yang membuat keributan untuk tenang. S kemudian</p>
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		<p>kembali memutar rekaman dari awal. S terlihat lebih tenang daripada sebelumnya. S dan P mendiskusikan hasil rekaman dan tugas mengisi dialog rumpang. S yang sebelumnya membuat keributan, ditunjuk S untuk mempresentasikan jawaban dari dialog rumpang akan tetapi S terlihat kebingungan mencari jawaban dari teman yang lainnya. Kemudian P meminta teman yang lainnya untuk membantu S tersebut menjawab sambil mengingatkan S tersebut dan S lainnya untuk selalu memperhatikan pelajaran.</p> <p>P melanjutkan pelajaran dengan meminta S untuk mempelajari ungkapan-ungkapan mengenai meminta, memberi dan menolak barang yang ada pada handout. Setelah itu, P bertanya kepada S. <i>“Is there any question after you read?”</i> S terlihat diam. P mengulangi pertanyaan <i>“any questin?ada pertanyaan?”</i> S pun menjawab <i>“No,”</i> S menjelaskan kepada P ungkapan-ungkapan yang ada pada handout dan meminta siswa untuk menirukan pengucapan yang benar dari ungkapan tersebut. Untuk memastikan pemahaman mereka mengenai ungkapan tersebut P untuk kembali ke dialog rekaman dan mengidentifikasi ungkapan-ungkapan apa saja yang ada pada dialog tersebut. Setelah P</p>
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		memberikan sedikit waktu untuk mengidentifikasi, S dan P membahasnya secara bersama-sama.
3	<p><b>Language Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk menyusun huruf-huruf acak menjadi kata yang benar berdasarkan gambar.</li> <li>- P meminta S untuk menebak gambar yang ditunjuk P dengan pengucapan yang benar.</li> <li>- P meminta S untuk menyusun kata acak menjadi ungkapan-ungkapan yang benar untuk membuat sebuah dialog yang baik dan benar untuk kemudian dipraktikkan dengan teman sebangku.</li> </ul>	<p>Kegiatan selanjutnya adalah S diminta P untuk menyusun huruf acak yang sesuai dengan gambar bermacam-macam jenis pakaian. Karena topik pelajarannya adalah <i>lets's go shooping</i>, maka kegiatan yang dikerjakan S berkaitan dengan topik tersebut. Setelah kata-kata tersusun dengan baik, S diminta untuk menitukan pengucapan yang benar dari kata-kata tersebut. Untuk melatih pengucapan kata dan kosa-kata, P meminta S untuk menebak gambar yang P tunjukan kepada mereka dengan pengucapan yang benar. Beberapa siswa masih melakukan kesalahan pengucapan kata, sebagai contoh, kata <i>'suit'</i> pengucapannya <i>/suit/</i>, <i>'shoes'</i> pengucapannya <i>/shos/</i>. P membenarkan pengucapan-pengucapan kata yang salah dan meminta S untuk mengulangi pengucapan kata yang benar. Setelah dirasa cukup, P melanjutkan dengan kegiatan berikutnya. S diminta P untuk menyusun kata-kata acak menjadi ungkapan-ungkapan yang benar untuk membentuk dialog yang baik dan benar. S mengerjaknya dengan teman sebangku untuk mempermudah mereka. S mengerjakan dan P memonitor pekerjaan mereka. P sesering mungkin</p>

		<p>mendekati S yang sering membuat keributan agar tidak ribut dan mau mengerjakan tugas yang diberikan. Setelah beberapa saat berlalu, beberapa pasang siswa terlihat mempraktekkan dialog dan sebagian besar siswa lainnya masih sibuk menyusun dialog. Waktu dirasa sudah cukup, P dan S membahas bersama-sama dan menunjuk beberapa siswa untuk mempresentasikan jawabanya sambil mempraktekkan dialognya.</p>
4.	<p><b>Communication Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk bermain game “Shopping List” .</li> </ul>	<p>Setelah mempelajari ungkapan-ungkapan terkait meminta, memberi dan menolak barang, P meminta S untuk mengaplikasikanya dalam game “shopping list”. P menunjuk 5 S sebagai penjual dan S lainnya sebagai pembeli. Sebelum bermain P terlebih dahulu menjelaskan kepada S bagaimana cara bermain gamenya dan membagikan 2 jenis kartu kepada S, yaitu kartu gambar barang dagangan dan kartu daftar barang yang harus dibeli. S antusias mendengarkan penjelasan P. Ketika P berkata “<i>Ok, start right now</i>” sambil bertepuk tangan beberapa kali, S mulai bermain game. P kemudian memonitor jalanya permainan. Ternyata beberapa S masih belum mengetahui daftar barang yang mereka miliki dikarenakan mereka tidak tahu arti dari kata yang ada di kartu daftar barang mereka atau mereka</p>

		<p>lupa dengan arti kata yang sudah dibahas pada kegiatan sebelumnya. S tersebut bertanya kepada P “<i>Miss, ini tu apa? gaun bukan miss?</i>” Kemudian P menjawab “<i>No, it’s ikat pinggang.</i>” Ketika S bertanya kepada P seperti hal tersebut, P menanyakan kepada mereka apa mereka membawa kamus atau tidak. Ternyata mereka menjawab tidak dan itu alasan mereka bertanya kepada P. Setelah permainannya dirasa cukup dan sudah ada yang menjadi pemenangnya. S menghentikan permainan dan mengumumkan S yang menjadi pemenang dan meminta seluruh S untuk bertepuk tangan.</p>
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>- P memberi kesempatan S untuk bertanya.</li> <li>- P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>- P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>- P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>- P menutup kegiatan belajar mengajar.</li> </ul>	<p>P memeberikan kesempatan kepada S terkait dengan apa yang sudah mereka pelajari. Karena tidak ada S yang bertanya, maka P memberikan refleksi mengenai kegiatan yang sudah mereka lakukan. Setelah itu, secara bersama-sama P dan S meringkas apa yang telah mereka pelajari dan P meminta S untuk mengaplikasikanya dalam kehidupan sehari-hari. Tiba-tiba S memberitahukan kepada P bahwa bel telah berbunyi dan waktu habis. Sebelum menutup pelajaran, P berpesan pada S bahwa S harus membawa kamus setiap pelajaran bahasa inggris untuk membantu mereka ketika mereka menemukan kata-kata sulit. Akhirnya, P menutup pelajaran</p>

		dengan salam “See you on Monday”. S menjawab salam P “See you.”
6.	<p><b>Wawancara</b></p> <ul style="list-style-type: none"> <li>- P melakukan wawancara kepada S dan GBI</li> </ul>	<p>P menuju ruang guru untuk bertemu dengan GBI dan melakukan wawancara dengan GBI. Setelah wawancara dengan GBI selesai, P minta ijin kepada GBI untuk melakukan wawancara dengan beberapa S VIII A. Karena bell istirahat sudah selesai, P disarankan GBI untuk meminta ijin kepada guru mapel matematika yang akan mengajar S VIII A untuk meminjam S yang akan diwawancarai secara bergilir. P terlebih dahulu berpamitan kepada GBI karena GBI akan mengajar. P kemudian menghubungi guru mapel tersebut dan meminta ijin. Guru mapel tersebut memberikan ijin P untuk melakukan wawancara dengan S. Kemudian P memanggil salah satu siswa untuk diwawancarai, setelah selesai P meminta S untuk kembali ke kelas sekaligus memanggil seorang temannya untuk diwawancarai dan seterusnya hingga 5 S. Setelah P selesai mewawancarai S, P mengucapkan terimakasih kepada guru mapel matematika yang telah memberikan kesempatan kepada P untuk memwawancarai ke 5 S yang beliau ajar.</p>

**Field notes 7****Hari, tanggal : Senin, 2 September 2013****Waktu : 09.15 – 10.35 WIB****Lokasi : Ruang kelas VIII A****Hal : Implementasi penggunaan game “Opinion poll”.  
Pertemuan IV (Cycle 2a)****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>- P mengucapkan Salam.</li> <li>- Berdoa sebelum memulai pelajaran.</li> <li>- P mengecek daftar hadir S.</li> <li>- Warming Up               <ul style="list-style-type: none"> <li>o P bertanya kepada S beberapa pertanyaan mengenai topic yang akan dipelajari.</li> <li>o P menunjukkan gambar program TV kepada S.</li> <li>o P bertanya kepada S mengenai gambar tersebut.</li> </ul> </li> <li>- P memberitahukan tujuan pembelajaran kepada S.</li> </ul>	<p>P, GBI, dan O masuk ke ruang kelas. O membantu P untuk menyiapkan leptop, LCD dan power point yang akan digunakan P mengajar, sedangkan P membuka pelajaran dengan mengucapkan salam “<i>Good morning, class.</i>” S menjawab “<i>Good morning.</i>” Kemudian P meminta salah satu S untuk memimpin do’a dengan menggunakan bahasa Inggris. S memimpin do’a dengan mengucapkan “<i>Let’s pray together, pray due.</i>” P dan S berdo’a bersama. Setelah berdo’a P menanyakan kabar S “<i>How are you today, guys?</i>” S pun merespon pertanyaan P “<i>I’m fine, thanks. And you?</i>” P menjawab “<i>I’m very well, thank you</i>” P bertanya kepada S “<i>Who is absent today?</i>” Seluruh S merespon pertanyaan P. “Nihil”. Sebelum memulai untuk memberikan materi pelajaran, P meminta beberapa</p>



	<p>siswa untuk bertukar tempat duduk. P memindahkan dan memisahkan siswa-siswa yang sering membuat keributan agar terpisah dan bisa meminimalisir terjadinya keributan atau siswa yang mengganggu dikelas selama pelajaran. Setelah dirasa sudah sesuai, P bersiap-siap memulai pelajaran. Seperti pada pertemuan sebelumnya, P membuka pelajaran dengan bertanya jawab dengan S. P bertanya kepada S gambar apa yang ada di slide. S menjawab <i>"TV"</i>. P membenarkan jawaban mereka <i>"Ok, good. This is a TV"</i>. Kemudian P bertanya kepada S beberapa pertanyaan lain terkait TV dan program TV yang mereka suka dan siswa menjawabnya dengan semangat. Menuju slide berikutnya, P menunjukkan gambar program acara TV yang populer kepada S. S terlihat sangat antusias dengan gambar yang P tampilkan di slide. P bertanya kepada S tentang gambar tersebut <i>"Which one do you like most? Mana yang paling kalian sukai?"</i> beberapa S menjawab <i>"Spongebob"</i>. P bertanya lagi kepada S <i>"What's your opinion about spongbob?"</i> S menjawab, <i>"lucu"</i>. Ketika P meminta S mengatakannya dalam bahasa inggris, sebagian S mengatakan <i>"funny"</i>. P memberikan reward <i>"very good"</i> kepada S. Setelah beberpa saat bertanya</p>
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		<p>jawab dengan S, P meminta S menebak hal apa yang akan kita pelajari hari ini, S pun menjawab “acara TV”, sebagian yang lain menjawab “Meminta pendapat”. P membenar jawaban S dan menyampaikan kepada S tujuan dari pembelajaran yang akan dipelajari.</p>
2.	<p><b>Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- P memberikan dialog tentang meminta dan memberi pendapat.kepada S.</li> <li>- P meminta S untuk membaca dialog dan setelah itu menunjuk beberapa S untuk mempraktekkan dialog.</li> <li>- P bertanya kepada S beberapa pertanyaan tentang dialog terkait.</li> </ul>	<p>P meminta salah satu S untuk membagikan handout secara sukarela. S membagikan handout ke seluruh S. P mengucapkan terimakasih kepada S tersebut. Seperti biasa P meminta S untuk mengecek ulang kelengkapan handoutnya. Setelah itu, P diminta untuk memperhatikan handout dan mengerjakan latihan 1 yang ada di handout. S diminta untuk membaca dialog dengan teman sebangkunya dan P akan menunjuk beberapa S untuk mempraktekkannya. Setelah diberikan sedikit waktu, P menunjuk beberapa S untuk mempraktekanya. P mencatat beberapa kata yang masih salah pengucapannya di papan tulis, kemudian membenarkannya dan meminta mereka untuk mengulangi pengucapan kata-kata tersebut dengan benar beberapa kali. Selanjutnya P bertanya kepada P mengenai kata-kata sulit yang terdapat pada dialog. S merasa sudah paham dan tidak ada kata sulit yang mereka temui, maka P melanjutkan pertanyaan mengenai ungkapan meminta pendapat</p>

		<p>dan memberi pendapat yang terkandung dalam dialog. Dengan lancar, S menunjukkan kepada P ungkapan-ungkapan meminta dan memberi pendapat yang ada pada dialog. P mencoba untuk memastikan pemahaman dan perhatian S mengenai ungkapan-ungkapan tersebut dengan memberikan beberapa pertanyaan terkait dan menunjuk beberapa siswa untuk menyebutkan ungkapan terkait yang ada pada dialog. Meskipun dengan sedikit ekspresi kaget, S mampu menyebutkan ungkapan-ungkapan yang dimaksud dan menjawab pertanyaan P.</p>
3.	<p><b>Language Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk mempelajari ungkapan-ungkapan meminta dan memberi pendapat, dan memberikan mereka contoh pengucapannya.</li> <li>- P meminta S untuk mengidentifikasi intonasi dan ungapannya.</li> <li>- P meminta S secara berpasangan mencari kata-kata yang ada dalam puzzle secara vertical dan horizontal.</li> <li>- P meminta S berpasangan untuk menyusun kata –kata yang diacak menjadi sebuah ungkapan meminta atau</li> </ul>	<p>Menuju kegiatan pemahaman penggunaan bahasa, S diminta P untuk mempelajari ungkapan-ungkapan meminta dan memberi pendapat yang tertera pada handout. Setelah itu P mencoba mempresentasikan kepada S dan memberikan contoh pengucapan yang benar untuk diikuti oleh S. Untuk mengetahui penggunaan intonasi yang benar pada S, S diminta untuk mengidentifikasi intonasi dari beberapa ungkapan dan meminta S untuk mempraktekannya dan membenarkan pengucapan serta intonasi yang masih salah. Kemudian S diminta untuk menemukan kata-kata yang ada pada puzzle untuk melatih pengejaan kata yang benar. P membahas kata2 yang</p>

	<p>memberi pendapat yang benar.</p>	<p>berhasil ditemukan dengan menggunakan power point untuk memperjelas dan menarik perhatian S. S pun antusias mendiskusikan jawaban dengan P. Pada saat mendiskusikannya, ada seorang S bertanya pada P, “<i>Miss, awful itu apa?</i>” P merespon pertanyaan S “<i>do you bring dictionary?</i>” sambil menunjuk kamus, S pun menjawab “<i>yes, Miss</i>”. P lalu meminta S untuk mengecek artinya dikamus. P kemudian mengingatkan S untuk selalu membawa kamus seperti yang sudah disampaikan pada pertemuan sebelumnya. .Selanjutnya P meminta S untuk menyusun kata-kata acak menjadi ungkapan-ungkapan meminta atau memberi pendapat yang benar. Ketika membahasnya, P memberi kesempatan beberapa S untuk mempresentasikan ungkapan yang benar secara sukarela dan kemudian membahasnya bersama-sama.</p>
4.	<p><b>Communication Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk melengkapi dialog rumpang menggunakan ungkapan-ungkapan yang tepat dan setelah itu meminta S untuk mempraktekkan dengan teman sebangku.</li> <li>- P meminta S untuk bermain game “Opinion Poll”.</li> </ul>	<p>Sebelum menuju kegiatan permainan, P terlebih dahulu meminta untuk melengkapi dialog rumpang untuk mempersiapkan mereka pada kegiatan permainan. P memberikan menggunakan ungkapan-ungkapan yang telah dipelajari dan kemudian meminta S untuk mempraktekan dialog dengan teman sebangku. Ketika S diberikan beberapa waktu untuk melengkapinya, P</p>

		<p>berkeliling untuk memonitor S dan menanggapi S yang kesulitan mengerjakannya. Beberapa S bertanya kepada P <i>“Miss, kayak gini?”</i> Kemudian P merespon <i>“Good, then practice with your friend”</i> S menjawab <i>“Ok, Mis,”</i> Setelah S terlihat sudah selesai dengan tugasnya, P dan S membahasnya bersama. Setelah menyelesaikan tugas tersebut, P memberikan kesempatan pada S untuk bertanya. Karena P sudah tidak bertanya maka P melanjutkan pelajaran dengan kegiatan game. P bertanya kepada S <i>“Ok, calss. Are you ready to play a game?”</i> S menjawab <i>“yes, ready”</i>. P membagi S menjadi dua kelompok. Lalu P menjelaskan kepada S bagaimana dan permainan apa yang akan mereka mainkan. S akan diminta untuk bermain <i>“Opinion poll”</i>. S sangat senang ketika P mengatakan bahwa pemenang dari permainan ini akan mendapatkan hadiah dari P. Ketika S sudah paham dengan apa yang akan mereka kerjakan, P kemudian membagikan kartu yang menjadi media permainan tersebut pada masing masing kelompok. Setelah itu, P memberi aba-aba <i>“Start right now”</i> kepada S untuk memulai permainan. Pada permainan ini, S diminta mengaplikasikan penggunaan ungkapan meminta dan memberi</p>
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		<p>pendapat untuk mencari pasangan di dalam kelompoknya yang memiliki kartu yang sama persis dengan miliknya. S yang sudah berhasil menemukan pasangannya akan melaporkan kepada P. Ketika permainan berlangsung dan S sibuk bermain game dan berdialog dengan S lain. P berkeliling untuk memonitor jalannya permainan. Ketika beberapa saat berlalu, S berkata kepada P <i>“Miss kita sudah cocok miss”</i>. P merespon S <i>“kalian seharusnya bilang we have finished”</i>. S pun menanggapi saran P, <i>“yes, we have finished miss”</i>. S kemudian mengatakan kepada S <i>“Ok, you’re great!”</i> Setelah itu beberapa S lain menyusul dan mengatakan sudah menemukan pasangan mereka. P meminta S untuk menghentikan permainan dan kembali ketempat duduk masing-masing. P mengumumkan S yang menjadi pemenang dari permainan. S lain diminta untuk bertepuk tangan dan P memberikan hadiah berupa wafer coklat untuk 2 pasang pemenang karena setiap kelompok memiliki sepasang pemenang.</p>
5.	<b>Penutup</b>	<p>Bel pergantian pelajaran berbunyi, P kemudian mengajak S untuk meriview singkat materi yang sudah mereka pelajari. Karena waktu sudah habis dan guru mata pelajaran sudah menunggu di depan pintu, P segera menutup</p>

		pertemuan hari itu dengan mengucapkan salam “ <i>See you on Saturday</i> ” dan S menjawab “See you”.
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### Field notes 8

**Hari, tanggal : Senin, 9 September 2013**

**Waktu : 09.15– 10.35 WIB**

**Lokasi : Ruang kelas VIII A**

**Hal : Implementasi penggunaan game “Finding a date”.**

**Pertemuan V (Cycle 2b)**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>- P mengucapkan salam.</li> <li>- Berdoa sebelum memulai pelajaran</li> <li>- P mengecek daftar hadir S.</li> <li>- Warming Up <ul style="list-style-type: none"> <li>o P bertanya kepada S beberapa pertanyaan mengenai topic yang akan dipelajari.</li> <li>o P meminta S untuk mencocokkan gambar.</li> </ul> </li> <li>- P memberitahukan tujuan pembelajaran kepada S.</li> </ul>	<p>P, GBI, dan O masuk ke ruang kelas pukul 09.15 WIB. Seperti biasa P mengucapkan salam “<i>Hello, good morning everybody</i>” S menjawab “<i>Good morning.</i>” Kemudian P meminta salah satu S untuk memimpin do’a. P dan S berdoa bersama. Setelah berdoa P menanyakan kabar mereka S “<i>how are you today?</i>” S pun merespon pertanyaan P “<i>I’m fine, thanks. And you?</i>” P menjawab “<i>I’m fine too, thank you.</i>” P bertanya kepada S “<i>Who is absent today?</i>” S menjawab “<i>Nihil</i>”. P bertanya kepada S “<i>Have you had your breakfast before going to school?</i>” S menjawab dengan semangat “<i>yes miss</i>”. P bertanya lagi “<i>so now, are you ready to have a class with me?</i>” S merespon pertanyaan P dengan antusias “<i>ready</i>”. P kemudian mulai memberikan pertanyaan-pertanyaan kepada S</p>

	<p>yang bertujuan mengantar S pada materi yang akan dipelajari. Yang pertama P bertanya pada S <i>“First of all, I’d like to ask you a question, when is your birthday?”</i> S sibuk menjawab dengan jawaban masing-masing. P menunjuk salah satu S untuk mewakili jawaban. S tersebut menjawab <i>“20 Mei”</i>. P meminta S untuk mengulang jawaban dalam bahasa Inggris. S menjawab lagi <i>“twenty May”</i>. P merespond jawaban S tersebut. <i>“Ok, good, berarti udah lewat ya ulang tahunnya”</i>. S menanggapi perkataan P <i>“haaa yes miss”</i> sambil tersenyum. Pertanyaan yang kedua, P bertanya kepada S apa mereka pernah mengadakan pesta ulang tahun. Seluruh S menjawab tidak. P pun merubah pertanyaan dengan menanyakan apakah mereka pernah meraktir teman saat ulang tahun. Beberapa S menjawab <i>“yes, pernah miss”</i>. S kemudian bertanya lagi tentang bagaimana cara mereka mengajaknya. P menunjuk salah satu siswa untuk menjawab. S tersebut menjawabnya dalam bahasa Indonesia. P lalu meminta S untuk mengatakanya dalam bahasa Inggris. P tersebut merasa kesulitan. P meminta S lain yang bisa membantu untuk menjawabnya. Salah satu S kemudian mengangkat tangan untuk membantu menjawab. P pun berkata pada S tersebut <i>“Ok Dewi, how do you say in English?”</i> S yang bernama Dewi menjawab. <i>“Would you like to come to eat with me?”</i> P pun memberikan reward pada jawaban S tersebut <i>“very good, Dewi. So, class, you can say would you like to go for dinner to celebrate my</i></p>
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		<p><i>birthday untuk mengundang teman makan malam, kalau makan siang, dinner diganti lunch</i>". P menuliskan ungkapan mengundang tersebut di papan tulis untuk memudahkan S memahaminya. Selanjutnya P meminta salah satu S untuk membagikan handout kepada seluruh S, sementara P menyiapkan slide mengenai materi yang ada di handout. Setelah seluruh S mendapatkan handoutnya, P meminta S untuk memperhatikan slide dilayar LCD. P menunjukkan beberapa gambar dan meminta S untuk menebak gambar dengan kata yang tersedia dan menuliskanya pada handout. S diberi waktu beberapa menit untuk menebak. Kemudian P dan S membahas gambarnya secara bersama-sama. Sebagiaian S mampu menebak gambar dengan benar. P memberikan beberapa pertanyaan yang berhubungan dengan gambar-gambar tersebut untuk memberikan pemahaman tambahan. Setelah bertanya jawab dan mencocokkan gambar, P meminta S untuk menebak materi apa yang akan dipelajari oleh S pada pertemuan hari itu. Beberapa siswa mampu menebaknya dengan benar yaitu mengundang teman. S kemudian memberitahukan kepada P materi apa yang akan mereka pelajari dan tujuan dari pembelajaran pada hari itu.</p>
2.	<p><b>Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk mendengarkan rekaman dan melengkapi dialog rumpang berdasarkan rekaman.</li> <li>- P bertanya kepada S tentang</li> </ul>	<p>Pada kegiatan pemahaman materi, P meminta S untuk mendengarkan rekaman percakapan mengenai mengundang dan menerima undangan pergi ke acara ulang tahun. Sambil mendengarkan S diminta untuk melengkapi teks/skrip dialog percakapan tersebut. P</p>

	<p>kata-kata sulit yang mereka temukan pada dialog.</p>	<p>memutarnya selama dua kali. Setelah selesai P dan S membahasnya dengan menggunakan slide. P juga memberikan pertanyaan mengenai dialog termasuk ungkapan-ungkapan mengundang, meminta, dan menolak undangan yang mungkin terdapat pada dialog tersebut. Selanjutnya, P juga menanyakan kata-kata sulit yang ada pada dialog. P mencatat kata-kata sulit yang ditanyakan siswa dipapan tulis. P meminta S untuk mengucapkan kata tersebut terlebih dahulu dan membenarkannya ketika terdapat kesalahan pengucapan. Kemudian secara bersama-sama membahas arti kata tersebut.</p>
3.	<p><b>Language Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk mempelajari ungkapan-ungkapan mengundang, menerima dan menolak undangan, dan memberikan mereka contoh pengucapannya.</li> <li>- P meminta S untuk mengidentifikasi intonasi beberapa ungkapan-ungkapan dan kemudian meminta S untuk mengucapkan ungkapan-ungkapan tersebut dengan benar.</li> <li>- P meminta S untuk berpasangan menyusun huruf yang masih acak menjadi kata-kata yang sesuai dengan gambar.</li> <li>- P meminta S untuk menyusun</li> </ul>	<p>Setelah selesai membahas rekaman percakapan, P meminta siswa untuk mempelajari ungkapan-ungkapan mengundang, menerima dan menolak undangan. P terlebih dahulu memberikan beberapa waktu untuk S memahami ungkapan-ungkapan tersebut. Setelah itu P memberikan contoh pengucapan dari ungkapan-ungkapan tersebut kepada S, P juga meminta S untuk menirukan pengucapan-pengucapan yang benar. Setelah siswa diberikan penjelasan mengenai ungkapan-ungkapan yang dimaksud, S diminta untuk mengidentifikasi intonasi dari beberapa ungkapan-ungkapan terkait. Setelah itu, S meminta S untuk mengucapkan ungkapan-ungkapan tersebut dengan benar. S terlihat cepat dalam mengidentifikasi intonasi karena pada pertemuan sebelumnya kegiatan seperti itu sudah pernah dilakukan. Selanjutnya, S diminta untuk belajar mengenai spelling dari kata-kata yang berhubungan dengan topic materi dengan</p>

	<p>ungkapan-ungkapan mengundang, menerima dan menolak undangan yang masih acak menjadi ungkapan-ungkapan yang benar.</p>	<p>cara menyusun huruf yang masih acak menjadi ungkapan-ungkapan yang benar. Setelah itu, P dan S membahas bersama-sama. Kegiatan selanjutnya yang dilakukan S yaitu kegiatan yang berkaitan dengan penggunaan susunan kalimat yang benar pada ungkapan-ungkapan yang telah dipelajari. P meminta S untuk menyusun ungkapan-ungkapan yang masih acak dengan ungkapan yang benar. Pada kegiatan ini, S mampu menyusun ungkapan-ungkapan dengan benar meskipun beberapa dari mereka salah dalam menyusun ungkapan tapi hanya satu dua ungkapan saja. Pada saat P mengecek pemahaman S dengan menunjuk beberapa S untuk mempresentasikan, salah satu kalimat ungkapan acak yang sudah mereka susun dengan benar. Dari ketiga S, P menemukan satu siswa yang kurang tepat dalam penyusunan kalimat acak. Kemudian P membenarkan susunan kalimat yang salah dengan penjelasan singkat dan memberikan sebuah soal kalimat acak untuk disusun S tersebut sementara S lainnya memperhatikan. S tersebut terlihat dapat menyusun kalimat dengan lebih baik. Seluruh S pun terlihat mampu mengikuti kegiatan tersebut dengan baik karena kegiatan tersebut hampir sama dengan kegiatan pada pertemuan sebelumnya.</p>
4.	<p><b>Communication Focus</b></p> <ul style="list-style-type: none"> <li>- P meminta S untuk melengkapi dialog rumpang menggunakan ungkapan-ungkapan yang tepat dan setelah itu meminta S</li> </ul>	<p>Selanjutnya, setelah siswa belajar tentang penggunaan bahasa dan pengucapan yang benar, S diminta untuk mengaplikasikannya pada kegiatan komunikasi. S diminta oleh P untuk terlebih dahulu melengkapi dialog rumpang</p>

<p>untuk mempraktekkan dengan teman sebangku.</p> <p>- P meminta S untuk bermain game “Finding a date”.</p>	<p>menggunakan ungkapan-ungkapan yang sesuai dan kemudian mereka praktekkan dengan teman sebangku. Kegiatan tersebut sangat berguna untuk mengantar S pada kegiatan selanjutnya yaitu permainan dengan mengaplikasikan apa yang telah mereka pelajari sebelumnya. Setelah siswa selesai melengkapi dialog rumpang dan mencoba mempraktekkan dengan teman sebangkunya, P memberikan kesempatan kepada S untuk bertanya. Ketika sudah tidak ada pertanyaan lagi, S diminta untuk bermain sebuah game “finding a date”. S tersenyum dan berkata “<i>Asiik</i>”. Sebelum memulai permainan, P menjelaskan kepada S aturan bermainnya dan memberikan mereka contoh yang jelas. P juga memberitahukan kepada P bahwa S yang dianggap paling bagus dan aktif ketika permainan berlangsung akan menjadi pemenang dan mendapat hadiah dari P. Setelah S sudah paham dengan penjelasan P, P membagikan kartu permainan kepada seluruh S. P memberi aba-aba “<i>Ok, guys, start right now</i>” kepada S untuk memulai permainan. Pada permainan ini, S diminta untuk mengaplikasikan penggunaan ungkapan mengundang, menerima dan menolak undangan. S bekerja secara berpasangan. Pada kegiatan ini S dengan pasangannya saling mencocokkan jadwal untuk mendapatkan waktu luang yang sama untuk membuat janji bertemu. Pada saat S sibuk saling berdialog, P berkeliling untuk memonitor kegiatan S dan menentukan S yang menjadi pemenang dalam permainan itu yaitu siswa yang aktif berdialog dengan baik</p>
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		dan benar. Ketika seluruh S selesai memainkan permainan tersebut. P meminta perhatian S untuk membuat kelas menjaditenang kembali. P menyebutkan Sepasang siswa yang menjadi pemenang dalam permainan tersebut. P meminta S lain untuk bertepuk tangan dan P memberikan reward berupa snack kepada S yang menjadi pemenang tersebut.
5.	<b>Penutup</b>	Karena waktu yang tersisa tidak banyak, maka P dan S langsung mereview singkat materi yang dipajari pada hari itu. Setelah bel berbunyi, P mengumumkan kepada S bahwa pertemuan yang akan datang akan diadakan test tentang seluruh materi yang telah dipelajari bersama dengan P., P kemudian menutup pertemuan pada saat itu dengan mengucapkan salam penutup “well, see you on Sunday” S menjawab salam P “See you”

### Field notes 9

**Hari, tanggal : Sabtu, 14 September 2013**

**Waktu : 07.00 – 08.20 WIB**

**Lokasi : Ruang kelas VIII A**

**Hal : Post-test dan wawancara**

**Pertemuan VI**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS
1.	P ditemani O tiba di sekolah 06.45 WIB.
2.	Pukul 07.00 WIB P, GBI, dan O masuk ke ruang kelas VIII A. P

	<p>mengucapkan salam “<i>Good morning, students.</i>” S menjawab “<i>Good morning.</i>” Kemudian P meminta salah satu S untuk memimpin do’a. P dan S berdo’a bersama. Setelah berdo’a P menanyakan kabar S “<i>How are you today?</i>” S pun merespon pertanyaan P “<i>I’m fine, thanks. And you?</i>” P menjawab “<i>I’m fine too, thank you.</i>” P bertanya kepada S “<i>Who is absent today?</i>” S menjawab “Nihil”. P bertanya kepada S “<i>Are you ready to have the post test?</i>” S merespon pertanyaan P dengan antusias “<i>yes miss.</i>”</p>
3.	<p>Sebelum P membagikan soal, terlebih dahulu P mereview materi pada pertemuan sebelumnya. Karena oertemuan sebelumnya P sudah memberitahukan tentang adanya tes, sebagian besar S sudah mempersiapkan diri, sehingga ketika P mereview S aktif menjawab pertanyaan P.</p>
4.	<p>P membagikan soal yang berisi instruksi dan situasi bagi S untuk membuat dialog yang kemudian akan S praktekan di depan kelas.</p>
5.	<p>S memberikan penjelasan mengenai soal tes yang akan mereka kerjakan dan memberi kesempatan kepada S untuk bertanya jika ada hal yang masih kurang jelas. Ketika tidak ada pertanyaan dari S. P meminta S untuk memulai mengerjakannya dan memberikan waktu selama 30 menit.</p>
7.	<p>S aktif mengerjakannya. P berkeliling kelas untuk mengontrol dan mengecek pekerjaan S.</p>
8.	<p>20 menit berlalu. Hampir seluruh S sudah menyelesaikan dialog mereka, tinggal menghafalkan dan mempraktekannya ke depan. 5 menit kemudian beberapa siswa mengatakan sudah selesai dan ingin segera mempraktekan ke depan kelas. P meminta S untuk bersabar dan berlatih lagi supaya lebih bagus penampilannya nanti. kmasih ada siswa satu per satu kelompok pun maju ke depan kelas dengan tanpa teks untuk mempraktekan dialog yang mereka buat.</p>
8.	<p>Waktu mengerjakan dan menghaflakna dialog sudah habis, P meminta S untuk maju ke depan kelas mempraktekan dialog masing-masing dengan pasangannya. Siswa yang merasa sangat siap maju ke depan kelas tanpa ditunjuk oleh P.</p>
9.	<p>P dan GBI menilai kemampuan berbicara S ketika S maju melakukan dialog.</p>
10.	<p>Test selesai pada pukul 08.20 WIB. P masih mempunyai waktu 30 menit di dalam kelas VIII A. Maka P mengisi waktu yang tersisa untuk bermain tebak</p>

	kata dalam bahasa inggris.
11.	Bel istirahat berbunyi pada pukul 09.00. Sebelum mengakhiri pertemuan, P menunjuk beberapa siswa untuk dapat memberikan waktunya untuk wawancara setelah P menutup pertemuan hari itu. P kemudian menutup pelajaran dengan salam <i>"See you next time"</i> dan siswa menjawab <i>"See you"</i> .
12.	S yang akan diwawancarai menghubungi P dan S yang lain meninggalkan kelas untuk istirahat. P mengajak S tersebut untuk menuju hall dan akan melakukan wawancara di hall sekolah terkait dengan cycle 2 implementasi games untuk meningkatkan kemampuan berbicara. Setelah selesai wawancara P mengucapkan terimakasih kepada S tersebut dan S b dapat melanjutkan istirahat.
13.	P menemui GBI di kantor Guru dan meminta waktunya untuk melakukan wawancara terkait dengan cycle 2 implementasi games untuk meningkatkan kemampuan berbicara.
13.	Setelah wawancara dengan GBI selesai, P pamit pulang dan mengucapkan terimakasih banyak kepada GBI.

## 2

# **INTERVIEW GUIDE LINE AND INTERVIEW TRANSCRIPTS**



## INTERVIEW GUIDELINE

### A. In the reconnaissance process

#### 1. Guru Bahasa Inggris

- 1) Menurut pendapat Ibu apakah siswa kelas VIII menyukai pelajaran bahasa Inggris?
- 2) Dapatkah Ibu jelaskan bagaimana proses belajar mengajar di kelas?
- 3) Metode pembelajaran apa yang digunakan dikelas VIII A?
- 4) Media apa saja yang digunakan dalam proses belajar mengajar?
- 5) Apakah *speaking* dan *writing* itu penting untuk diajarkan kepada siswa VIII khususnya?
- 6) Mengenai *speaking*, bagaimana Ibu mengajarkan *speaking* kepada siswa?
- 7) Apakah ibu pernah menggunakan kegiatan komunikatif di kelas seperti role-play, games, simulasi, dll?
- 8) Apakah kegiatan yang ibu pakai tersebut meningkatkan kemampuan *speaking* siswa?
- 9) Kesulitan apa saja yang Ibu hadapai ketika mengajar *speaking*?
- 10) Apa solusi yang dapat dilakukan untuk mengatasi kesulitan tersebut?
- 11) Menurut pendapat Ibu bagaimana kemampuan *speaking* siswa kelas VIII A?
- 12) Menurut Ibu apa kesulitan yang sering dihadapi siswa ketika kegiatan di kelas *speaking*?
- 13) Apa saran yang dapat ibu berikan mengenai penelitian yang akan saya lakukan?

#### 2. Siswa

- 1) Apakah kamu suka pelajaran bahasa Inggris? Mengapa?
- 2) Kegiatan apa yang biasa diterapkan oleh guru bahasa Inggris di kelas?
- 3) Menurut kamu, bagaimana kegiatan di kelas bahasa Inggris yang biasa diterapkan oleh guru bahasa Inggris?
- 4) Media apa saja yang diterapkan oleh guru bahasa Inggris?
- 5) Kegiatan apa saja yang kamu sukai untuk belajar bahasa Inggris?
- 6) Dalam pelajaran bahasa Inggris ada empat macam *skill* atau kemampuan, yaitu *speaking*, *listening*, *reading* dan *writing*. Dari keempat *skill* tersebut manakah yang kamu sukai? Mengapa?

- 7) Dari keempat *skill* yang ada dalam pelajaran bahasa Inggris, *skill* apa yang menurut kamu susah? Mengapa?
- 8) Apakah guru pernah memberikan materi mengenai praktek berbicara bahasa Inggris?
- 9) Apakah kamu percaya diri ketika berbicara bahasa Inggris?
- 10) Apakah kamu mengalami kesulitan dalam berbicara bahasa Inggris?
- 11) Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
- 12) Apa usaha kamu untuk mengatasi kesulitan tersebut?
- 13) Kegiatan apa yang biasa diberikan oleh guru bahasa Inggris ketika kelas *speaking*?
- 14) Aktivitas apa yang menyenangkan dalam kelas *speaking*?
- 15) Apakah guru bahasa Inggrismu pernah menggunakan game ketika kelas *speaking*?
- 16) Jika menemukan kata-kata sulit dalam bahasa Inggris apa yang kamu lakukan?
- 17) Apa harapan kamu ketika mengikuti pelajaran bahasa Inggris?

## B. After the implementation of the action during the research

### 1. Guru Bahasa Inggris

- 1) Bagaimana pendapat Ibu tentang aktivitas *speaking* dengan *games* yang saya implementasikan di kelas?
- 2) Menurut Ibu, apakah siswa menyukai kegiatan *games* yang saya implementasikan di kelas?
- 3) Menurut Ibu, bagaimana interaksi antar siswa ketika proses belajar mengajar?
- 4) Menurut Ibu, bagaimana interaksi antara saya dengan siswa ketika proses belajar mengajar?
- 5) Apakah siswa aktif mengikuti kegiatan *games* yang saya implementasikan di kelas?
- 6) Apakah dengan menggunakan teknik *games* kemampuan *speaking* siswa ada peningkatan?
- 7) Apa sajakah kekurangan dari implementasi teknik *games* hari ini?
- 8) Apa saran Ibu untuk pertemuan berikutnya?

### 2. Siswa

- 1) Menurut kamu bagaimana pelajaran bahasa Inggris hari ini?

- 2) Bagaimana apa yang kamu sukai saat pelajaran bahasa Inggris hari ini?
- 3) Apakah kegiatan *games* membantu meningkatkan kemampuan *speaking* kamu?
- 4) Apakah ada kesulitan saat bermain *games*?
- 5) Jika ada kesulitan saat bermain *games*, apa usaha kamu untuk mengatasi kesulitan tersebut?
- 6) Apakah cara saya menjelaskan materi mudah dipahami?
- 7) Apa kesulitan yang masih kamu jumpai ketika berbicara menggunakan bahasa Inggris?
- 8) Apa saran kamu untuk kegiatan *games* di pertemuan berikutnya?

## INTERVIEW TRANSCRIPTS

### Interview 01

27 Juli 2013

Ruang Guru

R: researcher

ET: English Teacher

Line	Interview		
1.	R	:	Ibu, kalau diperbolehkan minta waktunya sebentar untuk melakukan wawancara dengan Ibu.
2.	ET	:	Oh, silakan mbak boleh, boleh.
3.	R	:	Menurut ibu, sejauh ini bagaimana antusias siswa dengan pelajaran bahasa inggris bu?
4.	ET	:	Iya, kalau saya lihat sih sepertinya anak-anak antusias ya meski kadang ada beberapa siswa yang kurang tapi kalo kelas VIII A itu lumayan.
5.	R	:	Biasanya aktivitasnya apa aja ya bu yang biasa ibu terapkan dikelas?
6.	ET	:	Aktivitasnya ya seperti mengrajakan, mmm ya tergantung materi dan skillnya apa ya mbak. Kalau skill reading ya aktivitasnya membaca, kan ada text-textnya itu. Ya disesuaikan saja textnya, menjawab pertanyaan yang ada kaitannya degan text, lalu dibahas.
7.	R	:	Kalau untuk speakingnya bu?
8.	ET	:	Kalau untuk speakingnya kita berikan dulu lead in ya. Misal ada invitation, undangan gitu ya kita bikin dialog tanya jawab dulu seperti pernahkah kamu mendapatkan undangan atau mengundang teman ke suatu acara. Kalau jawabannya iya ya dilanjut lagi dengan pertanyaan gimana cara kamu mengundang. Ya memang sebagian ada yang bisa, ada yang belum ya. Dengan memberikan contoh-contoh dialog anak nanti disuruh mengidentifikasi mana yang merupakan dialog tentang mengundang. Seperti itu ya.
9.	R	:	Berarti membuat dialog seperti itu ya bu?
10.	ET	:	Iya.
11.	R	:	Pernah menggunakan teknik yang lainnya lagi bu?
12.	ET	:	Kemarin terakhir saya meminta anak-anak untuk membuat dialog dan

			dipraktikkan dengan merekamnya.
13.	R	:	Untuk kemampuan speaking sendiri itu gimana bu anak-anak?
14.	ET	:	Untuk kemampuan speaking di sini yang jelas lebih di bawah dari anak-anak SMP 4 ya. Soalnya kebetulan sebelum di pindah ke sini kan saya ngajar di SMP 4. Ya mungkin karena factor lingkungan juga ya. Kalau di sana kan mungkin karena sekolah RSBI jadi di rumah mungkin prakteknya juga ada.
15.	R	:	O gitu ya bu? Berarti enderung pasif atau justru menggunakan bahasa Jawa gitu bu' untuk berinteraksi?
16.	ET	:	Iya, cenderung pasif.
17.	R	:	Untuk mengatasi masalah tersebut solusi apa yang ibu terapkan bu?
18.	ET	:	Ya saya suruh-suruh untuk membuat mbak. Memang harus dipaksa. Apa lagi yang malas-malas itu. Kadang sudah disuruh dan dipaksapun masih susah. Jadi ya harus tegas sayanya. Kalau yang rajin-rajin itu mudah mbak, disuruh buat ya langsung buat.
19.	R	:	Iya bu', masing-masing anak memang beda-beda ya bu. Kalau dari empat skill sendiri, skill apa bu yang anak-anak masih kesusahan?
20.	ET	:	Apa ya. Yang jelas mereka masih kurang di kosa kata mbak.
21.	R	:	O iya bu. Terimakasih banyak bu. Segitu aja dulu. Nanti kalau ada kurang-kurang saya minta bantuannya lagi ya bu.
22.	ET	:	O njeh mbak sama-sama.

## Interview 02

27 Juli 2013

Kantin Sekolah

**R: researcher**

**S: student**

Line	Interview		
1.	R	:	Hai de, Minta waktunya sebentar ya buat wawancara.
2.	S	:	iya mbak.
3.	R	:	Namamu de siapa?
4.	S	:	Mia
5.	R	:	De mia suka nggak sam pelajaran bahasa inggris?
6.	S	:	Suka mbak.

7.	R	:	Kenapa dek kok suka?
8.	S	:	Ya karena menyenangkan aja.
9.	R	:	O ya ya ya. Kegiatanya apa de kalo dikelas bahasa inggris biasanya?
10.	S	:	Ya paling suruh baca dialog dari buku. Terus apa itu, ngerjain buku paket...
11.	R	:	Oh gt, terus media yang dipake guru pas ngajar di kelas apa de?
12.	S	:	Eeee, media?
13.	R	:	Iya media itu alat yang dipake mengajar, missal LCD, papn tulis, gambar, lagu dll.
14.	S	:	Oh lagu, pernah pake lagu tapi itu pas kelas 1 sama miss Lini kalopas kelas 2 cuma baru buku.
15.	R	:	Kalopake LCD atau power point gt pernah ga de?
16.	S	:	Belom pernah.
17.	R	:	Kalo kegiatan yang paling kamu suka saat pelajaran bahasa inggris ap de?
18.	S	:	Speaking.
19.	R	:	Suka ngomong ya rupanya. Kalo kelas speaking kegiataanya apa de?
20.	S	:	Membaca dialog
21.	R	:	Oh reading gt ya de?
22.	S	:	Iya.
23.	R	:	Kenapa kok suka kegiatan itu?
24.	S	:	Ya biar bahasa inggrisnya lancer mbak.
25.	R	:	Memangnya bahasa inggris itu penting nggak de?
26.	S	:	Penting , karena itu kan bahasa international.
27.	R	:	Percaya diri nggak dek kalo pas praktek speaking?
28.	S	:	Ya percaya diri.
29.	R	:	Sip. Ada kesulitan nggak selama ini kalo belajar bahasa inggris?
30.	S	:	Ada.
31.	R	:	Apa de kesulitanya?
32.	S	:	Emmm, kesulitanya kalo nganu, apa itu susah, rada susah ngomong mbak.
33.	R	:	Kalo ada apa itu maksudnya?
34.	S	:	Hehe

35.	R	:	Maksudnya cara ngomongnya yang susah?
36.	S	:	He em.
37.	R	:	Solusinya apa dek kalau ada kesulitan seperti itu?
38.	S	:	Latihan, belajar, banyak membaca sama menulis.
39.	R	:	Yang terakhir, harapan kamu mengikuti pelajaran bahasa inggris apa?
40.	S	:	Y pengen lebih maju dan bias bahasa inggris.
41.	R	:	Makasih ya mia atas waktunya.
42.	S	:	Iya mbak.

### Interview 03

27 Juli 2013

Kantin Sekolah

R: researcher      S: student

Line	Interview		
1.	R	:	Namamu siapa dek?
2.	S	:	Deva
3.	R	:	Deva suka nggak sama pelajaran bahasa inggris?
4.	S	:	Emm, biasa aja.
5.	R	:	Kok biasa aja kenapa?
6.	S	:	Ya suka tapi susah.
7.	R	:	Oh biasa aja. Terus kegiatannya apa di kelas bahasa inggris?
8.	S	:	Emm ngerjain buku, emm terus dulu pas kelas 1 sama miss lini ada game.
9.	R	:	Oh game juga pernah. Tapi sering pake gamesnya?
10.	S	:	Ya Cuma kadang-kadang kalo nggak ya ngerjain buku atau LKS.
11.	R	:	Oh gt berarti gurunya pake media buku atau LKS. Ada media lainnya lagi nggak yang dipake bu guru?
12.	S	:	Enggak, paling suruh nyari sendiri video di internet buat belajar.
13.	R	:	Kegiatan yang kamu suka apa waktu pelajaran bahasa inggris?
14.	S	:	Kalo ada game.
15.	R	:	Kenapa?

16.	S	:	Seru dan menyenangkan.
17.	R	:	Oh gitu. Deva tau nggak kalau bahasa Inggris itu ada 4 skill yaitu speaking, writing, listening, dan reading?
18.	S	:	Iya.
19.	R	:	Nah mana yang kamu suka dari ke empat skill itu?
20.	S	:	Speaking.
21.	R	:	Kenapa tu?
22.	S	:	Suka aja.
23.	R	:	Sering nggak bu guru kasih kegiatan speaking?
24.	S	:	Jarang.
25.	R	:	Percaya diri nggak kalo disuruh speaking?
26.	S	:	Ya agak.
27.	R	:	Kenapa kok agak?
28.	S	:	Kalo bias ya PD kalo enggak ya kurang.
29.	R	:	Aktivitas speaking yang kamu suka apa?
30.	S	:	Disuruh maju dialog.
31.	R	:	Membaca pake buku kedepan atau dialognya dihafalin?
32.	S	:	Membaca tapi kalo bias ya dihafalin.
33.	R	:	Terus ada kesulitan nggak belajar bahasa Inggris?
34.	S	:	Ada.
35.	R	:	Kesulitannya apa kira-kira?
36.	S	:	Ya membacanya gimananya.
37.	R	:	Oh, berarti cara pengucapan atau pronunciationnya?
38.	S	:	Iya.
39.	R	:	Terus solusinya gimana?
40.	S	:	Ya belajar.
41.	R	:	Menurut kamu penting nggak bahasa Inggris itu?
42.	S	:	Penting
43.	R	:	Harapan dek deva apa mengikuti pelajaran bahasa Inggris?
44.	S	:	Biar tahu aja bahasa Inggris.
45.	R	:	Oke, sudah. Makasih ya deva.
46.	S	:	Iya, sama-sama.



**Interview 04****27 Juli 2013****Kantin Sekolah****R: researcher****S: student**

Line	Interview		
1.	R	:	Namanya siapa de?
2.	S	:	Dicky.
3.	R	:	Suka nggak sama bahasa inggris?
4.	S	:	Kurang suka.
5.	R	:	Kurang sukanya kenapa?
6.	S	:	Nggak bisa.
7.	R	:	Suka belajar bahasa Inggris nggak dirumah?
8.	S	:	Ya kalo bahasa inggris jarang.
9.	R	:	Kalo dikelas bahasa inggris biasanya ngapain dek?
10.	S	:	Mengerjakan soal-soal.
11.	R	:	Menurut kamu kegiatan seperti itu gimana?
12.	S	:	Ya biasa aja.
13.	R	:	Kalo waktu pelajaran, guru biasanya pakai media apa?
14.	S	:	Papan tulis dan buku.
15.	R	:	Dicky, kegiatan di kelas bahasa inggris yang kamu suka apa?
16.	S	:	Permainan.
17.	R	:	Berarti pernah diberi permainan ya sama bu guru?
18.	S	:	Iya, pernah.
19.	R	:	Sering apa enggak?
20.	S	:	Enggak.
21.	R	:	Bahasa inggris kan ada empat skill de, speaking, listening, reading dan writing. Dari keempat skill itu mana yang paling kamu suka?
22.	S	:	Reading.
23.	R	:	Kenapa tuh?
24.	S	:	Suka aja.
25.	R	:	Oh gt. Nah kalau speaking menurut kamu gimana?
26.	S	:	Wah susah.

27.	R	:	Kenapa kok susah?
28.	S	:	Ya susah aja.
29.	R	:	Kalau disuruh ngomong PD enggak?
30.	S	:	PD.
31.	R	:	Kalau waktu speaking kegiatan yang kamu suka apa?
32.	S	:	Dialog.
33.	R	:	Oh dialog. Terus ada kesulitan nggak dek sewaktu pelajaran bahasa inggris?
34.	S	:	Ada.
35.	R	:	Apa itu?
36.	S	:	Ya artinya, ngomongnya juga agak susah.
37.	R	:	Nah, kalo cara ngatasinya gimana?
38.	S	:	Belajar hehe.
39.	R	:	Kalo nemu kata sukar kamu biasanya gimana?
40.	S	:	Nanya temen atau nyari dikamus.
41.	R	:	Oke. Menurut kamu penting nggak pelajaran bahasa inggris itu?
42.	S	:	Penting.
43.	R	:	Pentingnya kenapa?
44.	S	:	Ya buat ujian nanti.
45.	R	:	Harapan kamu mengikuti pelajaran bahasa inggris apa sih dek?
46.	S	:	Ya supaya bisa mbak.
47.	R	:	Supaya bisa bahasa inggris ya. Well, makasih ya dek dicky dh mau diwawancara.
48.	S	:	Iya.

### Interview 05

27 Juli 2013

Ruang kelas VIII A

**R:** researcher      **S:** student

Line	Interview		
1.	R	:	Halo dek Fitria ya?
2.	S	:	Iya kak.

3.	R	:	De Fitria suka nggak sama bahsa inggris?
4.	S	:	Eggak hehe.
5.	R	:	Lhoh, kenapa kok nggak suka?
6.	S	:	Nggak bisa cara membacanya tu lho kak, belum lancer.
7.	R	:	Lho, emang pelajaran bahasa inggris di kelas biasanya ngapain aja?
8.	S	:	Disuruh ngerjain soal, udah.
9.	R	:	Oh gitu, kalo antara empat skill, speaking, reading, writing sama listening suka yang mana?
10.	S	:	Membaca.
11.	R	:	Kenapa suka membaca?
12.	S	:	Emmm...kenapa ya?eh bukan membaca ding tapi menulis gitu suka.
13.	R	:	Lhoh kok berubah-ubah heehe. Kalo menurut kamu speaking gimana?
14.	S	:	Susah.
15.	R	:	Kenapa kok susah?
16.	S	:	Nggak bias ngomongnya hehe.
17.	R	:	PD nggak kalo suruh speaking?
18.	S	:	Eggak hehe.
19.	R	:	Kok nggak PD kenapa?
20.	S	:	Ga bias ngomongnya, takut salah.
21.	R	:	Oh gitu, takut kalo diketawain po sama temen?
22.	S	:	Iya.
23.	R	:	Nggak bias tu karna nggak terbiasa atau gimana tadi?
24.	S	:	Iya nggak terbiasa.
25.	R	:	Terus solusinya gimana dek kalo seperti itu?
26.	S	:	Belajar hehe.
27.	R	:	Nah, tu tau. Suka belajar bahasa inggris enggak dirumah?
28.	S	:	Eggak hehe.
29.	R	:	Hemmm, makanya belajar biar bisa. Terus harapan kamu apa dek kalo mengikuti pelajaran bahasa inggris?
30.	S	:	Bisa lancer bicara bahasa inggris.
31.	R	:	Nah, gene pengen bisa. Makasih ya dek waktunya.
32.	S	:	Sama-sama kak.

**Interview 06****31 Agustus 2013****Kantin Sekolah****R: researcher****S: student**

Line	Interview		
1.	R	:	Namanya Alfian ya?
2.	S	:	Iya.
3.	R	:	Gimana pelajaran sama saya?
4.	S	:	Ya suka ada presentasi, ada permainannya. Semua temen-temen juga pada suka.
5.	R	:	Tapi kenapa kok rame tadi kelihatannya?
6.	S	:	Ya soalnya gurunya enak, ga gampang marah, enakan gitu jadi ya bisa rame.
7.	R	:	Ya berarti miss rian harus galak seperti itu?
8.	S	:	Ya mungkin dikerasin lagi.
9.	R	:	Maksudnya dikerasin?
10.	S	:	Ya, kayak ngomong biasa tapi kelihatan kayak marah gitu.
11.	R	:	Oh maksudnya yang tegas atau dipertegas gitu?
12.	S	:	Iya....
13.	R	:	Oh begitu. Kemudian kalau materinya bagaimana? Sulit dipahami enggak?
14.	S	:	Materinya agak susah. La waktu ngejelasinnya ngebut jadi ga begitu memperhatikan.
15.	R	:	Oh begitu jadi kalo ga ngebut mau memeperhatikan?
16.	S	:	Ya memeprehatikan kalo pelan-pelan miss. Kalo cerake dho rame yo melu rame mbak jadine.
17.	R	:	Yah sama aja dong. Tapi kalo ngejelasinya pakai bahasa inggris bisa ngikutin kan?
18.	S	:	Ya kalo pakai bahasa inggris semua ya bingung mbak.
19.	R	:	Oh gitu, maunya ditranslete ke Indonesia juga?
20.	S	:	Ya kayak gitu aja miss.
21.	R	:	Tapi lama-lama pasti bisa kan kalau pakai bahasa inggris aja?

22.	S	:	Ya semoga...
23.	R	:	Sipp. Kalo menurut kamu bahasa inggris itu penting nggak?
24.	S	:	Ya, penting mbak makanya ada pelajaran bahasa inggris.
25.	R	:	Kalau penting berarti harus bisa dong. Nemu kesulitan nggak sama pelajaran bahasa inggrisnya?
26.	S	:	Emmm, pas dialog-dialognya nggak tau artinya. Dialognya juga panjang-panjang.
27.	R	:	Terus gimana tu solusinya?
28.	S	:	Ya harusnya dijelasin dialognya, la nggak mudeng e miss. Kalo yang simple kayak "how are you?" terus nanti jawabanya "Im fine. Thank you" terus apa gitu kan jelas.
29.	R	:	Oh gitu. Jadi pengennya diartiin gitu dialognya?
30.	S	:	Ya... ya mbok yang simple aja miss.
31.	R	:	Ya lama-lama kan kamu nanti terbiasa sama dialog-dialog baru. Kalau masalah suara giimana?
32.	S	:	Sampun sae mbak.
33.	R	:	Jadi kesimpulannya apa yang kamu dapatkan dari pelajaran miss, terutama pas kegiatan games?
34.	S	:	Y asik, jadi senang bisa belajar bahasa inggris sambil bermain.
34.	R	:	Jadi merasa lebih PD atau nggak?
36.	S	:	Ya, lumayan PD mbak.
34.	R	:	Oke kalau gitu makasaih ya Alfian.
36.	S	:	Ya...

### Interview 07

31 Agustus 2013

Kantin Sekolah

R: researcher

S: student

Line	Interview		
1.	R	:	Gimana Rita pelajaran hari ini?
2.	S	:	Menyenangkan, banyak gamesnya.
3.	R	:	Berarti suka apa enggak nih?

4.	S	:	Agak.
5.	R	:	Kok agak?
6.	S	:	Kadang artinya enggak bisa atau kadang enggak tahu.
7.	R	:	Oh gitu, kalau mengenai gamesnya gimana dek?
8.	S	:	Suka.
9.	R	:	Kenapa kok suka?
10.	S	:	Ya ada hiburannya.
11.	R	:	Ada kesulitan enggak waktu maen gamesnya?
12.	S	:	Enggak.
13.	R	:	Terus apa yang kamu dapat dari permainan gamesnya?
14.	S	:	Ya bahasa inggrisnya nambah. Bisa latihan bicara bahasa inggris walaupun kadang lupa bahasa inggrinya apa.hehe...
15.	R	:	Jadi lebih berani ngomong bahasa inggris ga dek di kelas?
16.	S	:	Ya berani.hehe
17.	R	:	Sip, kalau cara miss rian menjelaskan materinya gimana?
18.	S	:	Ada yang kurang paham dikit.
19.	R	:	Bagian yang mana yang kurang paham?
20.	S	:	Di bagian dialognya kurang jelas maksudnya.
21.	R	:	Saran kamu gimana kalo seperti itu?
22.	S	:	Dijelasin kata-kata yang sukar.
23.	R	:	Oh gitu, kalau miss bicara atau bertanya dalam bahasa inggris kesulitan nggak dek?
24.	S	:	Yang sering denger ngerti miss kalau yang asing ya nggak ngerti miss maksudnya.
25.	R	:	Maksudnya kalau kata-kata dalam bahasa inggrisnya sering denger ngerti tapi kalau yang jarang atau belom pernah denger nggak ngerti artinya?
26.	S	:	Iya hehe...
27.	R	:	Oke untuk pertemuan selanjutnya, sarannya apa dek?
28.	S	:	Yang rame-rame itu dikeluarin aja miss biar nggak rame.
29.	R	:	Terganggu ya?
30.	S	:	Iya miss.
31.	R	:	Yaudah nanti miss pikirin caranya. Yaudah makasih ya rita.

32.	S	:	Iya...
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**Interview 08****31 Agustus 2013****Ruang kelas VIII A****R: researcher      S: student**

Line	Interview		
1.	R	:	Miss mau nanya-nanya nih. Gimana pelajaran bahasa inggrisnya sama miss Rian?
2.	S	:	Emmm...menyenangkan.
3.	R	:	Kenapa menyenangkan?
4.	S	:	Ya gitu.hehe
5.	R	:	Ya gitu gimana?
6.	S	:	Pas ngerjain handoutnya, ada rekamannya sama gamesnya juga asik.
7.	R	:	Berarti bagian yang kamu suka, main gamesnya sama ngerjain aktivitas yang ada di handout?
8.	S	:	Iya.hehe
9.	R	:	Oke. Terus ada kesulitan nggak sewaktu main games?
10.	S	:	Ada.
11.	R	:	Apa?
12.	S	:	Pas nanyanya.
13.	R	:	Pas nanyanya maksudnya gimana itu?
14.	S	:	Ya pas nanya kayak pas shopping nyari gambar yang cocok sama di kartu.
15.	R	:	Oh. Ekspresinya. Kan udah diajarin sama miss kan ekspresi-eksoresinya.
16.	S	:	Hehe.iya lupa.
17.	R	:	Ada yang kurang jelas po waktu miss menjelaskan?
18.	S	:	Jelas.
19.	R	:	La terus kesulitan kamu tadi pas lupa itu gimana cara ngatasinnya?
20.	S	:	Nanya sama temen.
21.	R	:	Nanya sama miss juga boleh loh. Terus kalau materinya mudah

			dipahami nggak?
22.	S	:	Sebagian.
23.	R	:	La yang sebagian lagi kemana?
24.	S	:	Agak bingung.
25.	R	:	Bingungnya kenapa? mungkin miss neranginya kecepeten atau mungkin kurang jelas.
26.	S	:	Soalnya pakai bahasa inggris.hehe nggak mudeng.
27.	R	:	Maunya pakai bahasa Indonesia? Terus kapan bisanya.
28.	S	:	Hehe...
29.	R	:	Terus enaknya gimana nih supaya nggak bingung?
30.	S	:	Dicampur. Pakai bahasa Indondesia sama bahasa Inggris.
31.	R	:	Oh gitu, padahal kemaren miss sudah mencoba di bahasa inggrisin terus dibahasa Indonesiain. Masih kurang ya?
32.	S	:	Iya masih kurang.
33.	R	:	Menurut kamu kesulitan bahasa inggris itu apa?
34.	S	:	Cara bacanya.
35.	R	:	Solusinya apa tu kalo sulit cara bacanya?
36.	S	:	Ya nyari dikamus.
37.	R	:	Oh gitu. Besok kan masih ada dua pertemuan lagi nih sama miss. Kamu ada saran nggak untuk pelajaran selanjutnya?
38.	S	:	Emmm enggak bingung.
39.	R	:	Loh kok bingung lo. Mungkin kamu merasa miss kurang keras suaranya, kamu pengen miss ngerasin suaranya atau materinya dibikin lebih sulitatau gimana gitu.
40.	S	:	Emm bingung,
41.	R	:	Yaudah kalo bingung, trimakasih ya Novi atas waktunya.
42.	S	:	Sama-sama.

### Interview 09

31 Agustus 2013

Ruang kelas VIII A

R: researcher

S: student



Line	Interview		
1.	R	:	Halo kesit...Kesit, ni miss mau nanya-nanya sedikit nih. Kesit kenapa tadi kok rame?
2.	S	:	La digodain e sama si ikhsan.
3.	R	:	Ikhsan itu apa suka rame gitu ya dikelas??
4.	S	:	Iya suka rame.
5.	R	:	Pantesan aja kok aktif banget ramenya. Kesit, menurut kamu pelajaran sama miss rian gimana?
6.	S	:	Senang.
7.	R	:	Senang karena rame?
8.	S	:	Enggak...hehe
9.	R	:	Ya seneng karena apa?
10.	S	:	Senang karena bisa mengerti.
11.	R	:	Kalau waktu miss pakai gamesnya itu suka nggak?
12.	S	:	Suka.
13.	R	:	Kenapa suka?
14.	S	:	Karena bisa berdiskusi sama temen tentang gamesnya itu.
15.	R	:	Menurut kamu kalau pakai games seperti dikelas miss itu bisa ningkatin kemampuan speaking kamu nggak?
16.	S	:	Ya lumayan, sedikit jadi bisa.
17.	R	:	Kalau disuruh maju speaking atau dialog percakapan sama temen berani nggak?
18.	S	:	Berani...
19.	R	:	Wuihhh Pd beraarti ya...tapi sda kesulitan nggak selama pelajaran?
20.	S	:	Emmpas bertanya miss.
21.	R	:	Bertanya apa?
22.	S	:	Bertanys pas games jual beli.oh, shopping list games. La kan udah diajarin sama miss.
23.	R	:	La lupa miss.
24.	S	:	Kenapa bisa lupa?
25.	R	:	Nggak memperhatikan pelajaran ya?
26.	S	:	Iya, pas nggak memperhatikan....hehehe

27.	R	:	Kenapa nggak merhatiin?
28.	S	:	Hehe...
29.	R	:	Mataeri yang miss kasih atau cara miss ngejelasin gimana?
30.	S	:	Kecepaten.
31.	R	:	Kecepaten jadi kurang jelas ya?
32.	S	:	Pakai bahasa inggris jadi kurang mengerti.
33.	R	:	Lo makanya miss pakai bahasa inggris supaya kalian terbiasa. terus saran kamu apa kesit?
34.	S	:	Ya neranginnya nggak kecepatan.
35.	R	:	Kalo kecepatan nggak bisa ngikutin ya?
36.	S	:	Ya enggak miss, sebenarnya kalau nggak digangguin ya bisa miss.
37.	R	:	Lo emang yang gangguin siapa?
38.	S	:	Si ikhsan.
39.	R	:	Ohh gitu la gimana itu?
40.	S	:	Ya duduknya dipisah aja miss.
41.	R	:	Jadi kalo miss pindah kamu nggak rame lagi?
42.	S	:	Iya miss, wong da yang ngajakin rame.
43.	R	:	Yaudah kalo gitu makasih ya kesit atas waktunya.
44.	S	:	Iya...

### Interview 10

31 Agustus 2013

Ruang Guru

R: researcher

ET: English Teacher

Line	Interview		
1.	R	:	Ibu, kalo diperkenankan saya ingin interview ibu untuk cycle 1nya bu?
2.	ET	:	Oia, ya mbak boleh. Gimana-gimana?
3.	R	:	Gini buhehe...bagaimana menurut ibu dengan tehnik communicative language games yang saya gunakan di kelas bu?
4.	ET	:	Ya sejauh ini lumayan bagus mbak, anak-anak juga kelihatanya tertarik apalagi namanya games mbak, pasti anak-anak sangat suka dan biasa memotivasi siswa juga. Karena kan mereka gampang bosan apalagi kalo

			pelajarannya dirasa susah.
5.	R	:	Oh begitu ya bu. Kalo kekurangannya apa ya bu?
6.	ET	:	Kekeurangannya sih untuk gamesnya sudah bagus ya mbak, apalagi dengan medianya yang dipake juga sudah bagus.tapi mungkin ini ya mbak classroom managementnya lebih diperhatikan lagi. Karena saya lihat masih ada beberapa siswa yang sibuk rame sendiri.
7.	R	:	Iya bu, memang anak-anaknya sangat aktif kalo suruh rame bu. Apalagi ikhsan itu bu. Saya sudah sering saya tegur dan saya tunjuk untuk menjawab pertanyaan tapi ya lumayanlah daripada hari prtamanya.
8.	ET	:	Iya memang kalo si ikhsan itu memang terkenal bandel. Bahkan saya sering menghukumnya. Tak suruh berdiri di tengah pintu itu kalo sudah saya ingatkan berkali-kali masih rame juga.
9.	R	:	Tapi gimana bu itu efektif enggak ya bu?
10.	ET	:	Ya jadi lebih mending mbak, kalo saya sudah diperingatkan tiga kali masih tetep rame ya saya suruh maju ke tengah-tengah pintu mbak biar dia merasa malu atau jera karena kan terlihat dari luar kelas, disamping itu dia tetap bisa mengikuti pelajaran saya.
11.	R	:	Oh begitu ya bu. Kalo untuk saya apa saya harus melakukan hal yang sama seperti itu bu?
12.	ET	:	Ya nggak papa mbak, yang penting ditegasin anak-anak tu. Mungkin mbak juga bisa mengubah posisi duduk supaya yang rame tidak kumpul dengan yang rame, ya terserah bagaimana cara mbak bisa mengembangkannya.
13.	R	:	Baik bu. Bagaimana dengan interaksi siswa bu selama pelajaran?
14.	ET	:	Ya lumayan mbak terutama sewaktu games itu kan mereka terlihat saling aktif berinteraksi. Aktif bertanya juga sewaktu kesulitan. ya kalo lebih jelas ya semoga pertemuan selanjutnya bisa lebih baik lagi mbak.
15.	R	:	Oh begitu ya ibu ya. Mengenai kemampuan speaking siswa bu, selama cycle 1, apa sudah terlihat ada kemajuan mungkin bu?
16.	ET	:	Iya pasti ada mbak. Karena cara menyampaikannya materi anda juga sudah dalam bahasa inggris, sudah menggunakan games dan memparaktekkan skill berbicara yang sudah dipelajari saat bermain games, saya rasa anak-anak akan lebih terbantu dalam meningkatkan

			kemampuan speaking mereka. Tentunya kalo anak-anak dibiasakan berbicara atau menggunakan bahasa inggris saya yakin pasti akan ada peningkatan mbak.
17.	R	:	Iya bu, betul.Mungkin ibu ada saran untuk pertemuan selanjutnya,?
18.	ET	:	Masih ada berapa pertemuan berarti mbak?
19.	R	:	Kebetulan tambah satu cycle lagi bu, jadi dua pertemuan lagi. Tiga pertemuan kalau sama post testnya.
20.	ET	:	Ya semoga pertemuan selanjutnya bisa lebih maksimal dan terkondisi saja mbak.
21.	R	:	Baik bu, terimakasih atas waktunya.
22.	ET	:	Iya, sukses ya.
23.	R	:	Amien, terimakasih bu.

### Interview 11

14 September 2013

Ruang kelas VIII A

**R: researcher      S: student**

Line	Interview		
1.	R	:	Hallo Mia, kita wawancara lagi nih.
2.	S	:	Hehe iya, miss.
3.	R	:	Menurut Mia, gimana pelajaran bahasa inggrisnya sama miss?
4.	S	:	Menyenangkan.
5.	R	:	Waktu pelajaran, bagian atau kegiatan apa yang kamu suka?
6.	S	:	Yang ngegame-ngegame.
7.	R	:	Wuih, kira-kira membantu meningkatkan speaking kamu nggak?
8.	S	:	Meningkatkan. Jadi bisa ngomong ekspresi-ekspresi lewat games.
9.	R	:	Terus materi yang miss kasih gimana menurut kamu?
10.	S	:	Ya menarik dan ada temanya.
11.	R	:	Cara miss menjelaskan materinya gimana?
12.	S	:	Jelas kok, miss, cukupjelas.
13.	R	:	Kalau dikelas ngomongnya pakai bahasa inggris seperti waktu pelajaran

			miss bisa meningkatkan kemampuan bahasa inggris kamu tidak?
14.	S	:	Lebih meningkatkan miss.
15.	R	:	Kesulitan yang kamu temui pas pelajaran miss apa?
16.	S	:	Emm...nggak ada.
17.	R	:	O brarti bisa mengikuti ya?
18.	S	:	Bisa.
19.	R	:	Berarti nggak ada kesulitan ni bener?
20.	S	:	Enggak.
21.	R	:	Gamesnya gimana waktu pelajaran miss?
22.	S	:	Seru!
23.	R	:	Ga ada kesulitan pas main game?
24.	S	:	Nggak ada.
25.	R	:	Ok, cukup. Thank you ya mia.
26.	S	:	You're welcome.

### Interview 12

14 September 2013

Ruang kelas VIII A

**R: researcher      S: student**

Line	Interview		
1.	R	:	Emy...gimana emy menurut kamu pelajaran bahasa inggrisnya?
2.	S	:	Ya, asik.
3.	R	:	Oke, kegiatan yang mana ni yang kamu suka pas pelajaran miss?
4.	S	:	Pas games.
5.	R	:	Games? Kenapa?
6.	S	:	Ya bisa membantu aja miss.
7.	R	:	Membantu apa ni maksudnya?
8.	S	:	Ya bisa, membantu belajar bahasa inggris.
9.	R	:	Oh, seneng ya?
10.	S	:	Iya.
11.	R	:	Terus ada kesulitan nggak waktu maen games?
12.	S	:	Enggak.

13.	R	:	Nggak ada kesulitan? Oke-oke aja?
14.	S	:	Iya miss.
15.	R	:	Materi yang miss kasih waktu pelajaran gimana?
16.	S	:	Materinya menarik.
17.	R	:	Kalau cara miss menjelaskan materinya gimana?
18.	S	:	Ya jelas miss.
19.	R	:	Sip. Ada kesulitan yang lain nggak tentang pelajaran bahasa inggris?
20.	S	:	Emmm ya paling ada kata-kata yang belum dimengerti artinya.
21.	R	:	Kalo seperti itu, solusinya apa?
22.	S	:	Ya nyari dikamus miss.
23.	R	:	Good. Kalo untuk ngomong bahasa inggris masih kesulitan nggak terutama speaking yang udah miss ajarin?
24.	S	:	Enggak, kalau yang miss ajarin udah bisa.
25.	S	:	Wes pinter ya, oke makasih emy.
26.	S	:	Sama-sama, miss.

### Interview 13

14 September 2013

Ruang kelas VIII A

R: researcher      S: student

Line	Interview		
1.	R	:	Hallo...gimana pelajaran bahasa inggrisnya samamiss Rian?
2.	S	:	Seneng!
3.	R	:	Kenapa seneng?
4.	S	:	Y suka sama pelajaran bahasa inggrisnya.
5.	R	:	Bagian atau pas kegiatan apa yang kamu suka?
6.	S	:	Ya, waktu yang games, speaking.
7.	R	:	Kegiatan seperti itu kira-kira bisa membantu kamu untuk meningkatkn kemampuan speaking kamu nggak?
8.	S	:	Iya, hehe.
9.	R	:	Lebih PD nggak?

10.	S	:	Iya lebih PD.
11.	R	:	Cara miss menjelaskan materi gimana?
12.	S	:	Jelas.
13.	R	:	Terlalu cepet nggak?
14.	S	:	Enggak.
15.	R	:	Menurut kamu menggunakan bahasa inggris sewaktu pelajaran miss gimana? Bisa meningkatkan kemampuan speaking kamu tidak?
16.	S	:	Lumayan meningkatkan miss, walaupun kadang nemu yang sulit dimengerti.hehe
17.	R	:	Masih nemu kesulitan nggak waktu pelajaran bahasa inggris?
18.	S	:	Paling Cuma kata-kata sulit.
19.	R	:	Oh vocabnya. Nah itu ada solusinya nggak?
20.	S	:	Ya cari-cari dikamus miss.
21.	R	:	Oke, kalau begitu makasih ya deva.
22.	S	:	Iya miss, sama-sama.

#### Interview 14

14 September 2013

Ruang kelas VIII A

R: researcher      S: student

Line	Interview		
1.	R	:	Gimana dewi pelajaran bahasa inggrisnya sama miss?
2.	S	:	Menyenangkan.
3.	R	:	Kayaknya aktif banget ya dikelas? Tiap miss tanya jawabnya bener.
4.	S	:	Hehe iya miss.
5.	R	:	Suka nggak sama bahas inggris?
6.	S	:	Iya, suka.
7.	R	:	Sukanya kenapa?
8.	S	:	Karena bahas inggris itu mudah, terus bahasa itu kan cara yang mudah untuk bersosialisasi dengan orang asing.
9.	R	:	Oke, kalau menurut kamu kegiatan-kegiatan ketika miss ngajar itu

			menambah kemampuan speaking kamu nggak?
10.	S	:	Speakingnya pas pelajaran sama miss Rian ya jadi nambah. Sebenarnya kalo saya itu tipe belajarnya suka yang tenang, jadi kalau rame kurang bisa berkonsentrasi.
11.	R	:	Oh gitu to, memang cara belajar setiap orang kan beda-beda tapi sejauh ini gimana dewi bisa nggak mengikuti pelajaran miss?
12.	S	:	Kalo sekarang-sekarang ya bisa, menyenangkan.
13.	R	:	Kalau cara miss menjelaskan materinya gimana?
14.	S	:	Cukup jelas.
15.	R	:	Kalo materi yang miss kasih gimana Dewi?
16.	S	:	Ya jelas dan mudah.
17.	R	:	Kalu mengenai gamesnya gimana Dewi?
18.	S	:	Ya menyenangkan.
19.	R	:	Selain menyenangkan, gamesnya membantu kamu untuk lebih bisa berbicara nggak?
20.	S	:	Iya membantu miss.
21.	R	:	Masih ada kesulitan nggak bahasa inggrisnya?
22.	S	:	Kadang kalau di bahasa inggris itu ada dua kata yang sama tapi berbeda artinya. Itu yang bikin sulit.
23.	R	:	Ohh gitu, itu biasanya disesuaikan sama konteks atau situasi yang cocok dewi. untuk menentukan artinya yang cocok. Terus solusinya bagaimana kalau kamu nemu kesulitan seperti itu?
24.	S	:	Ya kadang-kadang aja kok itu. Terutama kalau pas nonton fil, miss hehe...
25.	S	:	Ya solusinya apa?
26.	S	:	Ya kalau nonton film dilihat filmnya miss sesuai filmnya lagi ngapain, kadang kana da bahasa indonesianya filmnya.
27.	S	:	Emm, oke kalau gitu cukup. Thank you, Dewi.
28.	S	:	You're welcome.

### Interview 15

14 September 2013

Ruang Guru



**R: researcher****ET: English Teacher**

Line	Interview		
1.	R	:	Permisi bu, hehe...
2.	ET	:	Gimana? Udah selesai ya?
3.	R	:	Iya bu. Kebetulan tadi pertemuan terakhir post testnya bu.
4.	ET	:	Terus gimana, ada kendala yang bisa saya bantu?
5.	R	:	Gini bu, mau minta waktu ibu sebentar kalau ibu tidak keberatan untuk interview mengenai cycle 2 ini bu.
6.	ET	:	Oh ya, disini aja atau dimana?
7.	R	:	Disini juga gapapa bu. Hehe...
8.	ET	:	Ya...Gimana mbak?
9.	R	:	Bagaimana pendapat ibu mengenai penelitian saya di cycle 2 ini bu?
10.	ET	:	Sudah bagus mbak. Sudah ada kemajuan ya saya lihat, anak-anak juga lebih terkondisi dengan baik dibandingkan pada cycle awal kemaren. Anak-anak kelihatannya senang diajar sama mbak rian. Mediana juga bagus, pakai LCD, rekaman, video dan juga gambar. Ya anak-anak pasti suka kalau menggunakan media seperti itu. Ini penelitiannya tentang penggunaan games ya mbak?
11.	R	:	Iya bu, skillnya speaking. Kalau mengenai materi sama gamesnya gimana bu?
12.	ET	:	Gamesnya cukup menarik dan bervariasi. Saya rasa sudah bagus mbak. Jadi anak-anak jadi lebih aktif dan tidak merasa bosan. Mengenai materinya sudah cukup bagus ya, temanya bervariasi dan cukup familiar buat anak-anak. Begitu ya...
13.	R	:	Bagaimana dengan interaksi antara saya dengan siswa, bu?
14.	ET	:	Untuk interaksinya juga baik dan cukup communicative ya dengan sering bertanya kepada siswa, mengajak siswa memperhatikan meskipun sepertinya untuk siswa tertentu anda harus lebih ekstra.
15.	R	:	Iya bu, apalagi si Ikhsan dan Sayfulloh bu, sepertinya susah untuk diperingatkan.
16.	ET	:	Iya memang mbak, tapi ya kasih hukuman saja biar anaknya jera. Yang terpenting tidak mengganggu siswa yang lainnya.

			Gak papa mbak. Saya malah seneng bisa bantu. Dulu juga saya pernah penelitian seperti anda.
17.	R	:	Oh gitu ya bu. Untuk kemampuan speaking siswa bagaimana bu?
18.	ET	:	Speakingnya sudah lumayan bagus, tentunya ada peningkatannya yang saya lihat, karena skill anda dalam mengajar kan juga mengenai speaking, jadi kesempatan siswa untuk berbicara lebih banyak. Hasil post testnya juga lebih baik daripada pre testnya. Kalau untuk kelas A memang lebih mending daripada kelas yang lainnya mbak untuk bahasa inggrisnya.
19.	R	:	Ohh begitu ya bu. Jadi untuk kesimpulanya, apa communicative language gamesnya bisa meningkatkan speaking siswa bu?
20.	ET	:	Ya, cukup efektif meningkatkan speaking siswa saya rasa.
21.	R	:	Oh, iya bu, menurut ibu apakah pemberian feedback untuk pronunciation dan grammar siswa itu efektif bu di cycle 2?
22.	ET	:	Kalau untuk pemberian feedback tentu saja penting dilakukan apalagi siswa sering sekali membuat kesalahan di pronunciation dan juga di grammar. Jadi ya tentu saja feedback sangat effective diberikan.
25.	R	:	Baik terimakasih banyak sudah merepotkan ibu dan mengambil jam mengajar ibu.
26.	ET	:	Iya mbak sama-sama, gapapa. Saya doakan semoga lancar skripsinya.

# 3

# OBSERVATION SHEET

## OBSERVATION SHEET

Date: August, 25<sup>th</sup> 2013

	CRITERIA	YES	NO	DESCRIPTION
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding the lead in given by the teacher		√	Only some students give response or are active.
	5. The Teacher tells the student about the objective of the lesson.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		
	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.		√	Some students didn't pay attention
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation	√		

	practice to the students related to the material discussed.			
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		
<b>C</b>	<b>Post-Teaching</b>			
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>			
	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to	√		

	the topic discussed.			
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>			
	28. The students feel free to ask, agree, and express their idea.		√	
	29. The teacher can control and manage the class.		√	Rearrange seat position the students who make a noisy.
	30. The students are encouraged to do their best.		√	
	31. The teacher is aware of individual and group needs.		√	
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.		√	Not all the students pay attention.

**Date: August, 31<sup>st</sup> 2013**

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>DESCRIPTION</b>
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding	√		

	the lead in given by the teacher			
	5. The Teacher tells the student about the objective of the lesson.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		
	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.	√		
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation practice to the students related to the material discussed.	√		
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		

<b>C</b>	<b>Post-Teaching</b>	√		
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>	√		
	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.		√	Make all the students repeat the expressions.
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.		√	Because some students still not focus in study.
<b>E</b>	<b>Teacher-students' interaction</b>			
	28. The students feel free to ask, agree, and express their idea.	√		



	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		Students look more motivated than before.

**Date: September, 2<sup>nd</sup> 2013**

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>DESCRIPTION</b>
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding the lead in given by the teacher	√		
	5. The Teacher tells the student about the objective of the lesson.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	6. The teacher distributes the hand out / work sheet.	√		

	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		
	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.	√		
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation practice to the students related to the material discussed.	√		
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		
<b>C</b>	<b>Post-Teaching</b>			
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been	√		

	discussed.			
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>	√		
	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>	√		
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		

<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

**Date: September, 9<sup>th</sup> 2013**

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>DESCRIPTION</b>
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding the lead in given by the teacher	√		
	5. The Teacher tells the student about the objective of the lesson.	√		
<b>B</b>	<b>Whilst-Teaching</b>			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		

	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.	√		
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation practice to the students related to the material discussed.	√		
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		
<b>C</b>	<b>Post-Teaching</b>			
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
<b>D</b>	<b>Methods</b>			

	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
<b>E</b>	<b>Teacher-students' interaction</b>			
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

**4**  
**PRE-TEST**  
**&**  
**POST-TEST**

## 1. Pre Test

Work in pair and choose one of the following situations. Make a dialogue about the situation and practice in front of the class. Use the appropriate expressions.

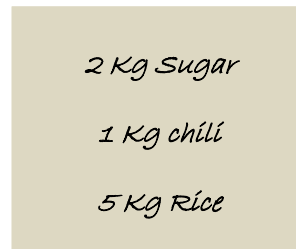
### a. Situation:

You've got the following invitation. You want to ask your friend to go with you to the party. Unfortunately, your friend cannot go with you because his/her parent will be not at home and he/she has to take care of his young sister. (Use the expressions of inviting and accepting/rejecting invitation)



### b. Situation:

You want to go to the market to buy these following things. All the things are available but the chili is sold out. Your friend will be the seller. (Use the expressions of asking and giving things).



### c. Situation:

You have already arrived at school. Then, you remember that you forget to turn off the fan. You want to call your mother and ask her help to turn off the fan. (Use the expressions of asking and giving or refusing help)





## d. Situation:

You are talking about the actress in the following picture with your friend. You and your friend give some comments/opinions about the picture. (Use the expressions of asking and giving opinions)



## 2. Post Test

Work in pair and choose one of the following situations. Make a dialogue about the situation and practice in front of the class. Use the appropriate expressions.

## a. Situation:

You've got the following invitation. You want to ask your friend to go with you to the party. Your friend is free so they can go with you. (Use the expressions of inviting and accepting/rejecting invitation)

Let's enjoy and join us at *Prom Night Party*

Saturday, 20<sup>th</sup> August 2013

At 7 P.M

In School Auditorium

Dress Code: Ethnic clothes

## b. Situation:

You want to go to the Stationary shop to buy these following items. All items are available but the red pens are sold out. Your friend will be the shop assistant. (Use the expressions of asking and giving things)

- 2 Pencil
- a pack of Sinar dunia book
- a red pen

## c. Situation:

You are watching TV together with your friend. You and friend give some comments/opinions about the program and the actors played in that program. (Use the expressions of asking and giving opinions)



## d. Situation:

You want to call your classmate and tell him that you need his help to take care of his cat, but your friend cannot help you because she really don't like cat. (Use the expressions of asking and giving/rejecting help)



# 5

## COURSE GRID

**Improving Students' Speaking Ability through Communicative Language Games at SMPN 1 Prambanan Grade VIII, A class in the Academic Year of 2013/ 2014**

**Standard Competence:**

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life.

Cycle	Basic Competence	Theme	Indicators	Language function and Expression	Key Vocabulary and key Grammar	Teaching Learning Activities	Communicative Language Games	Media
1.	3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as <b>asking, giving and refusing services</b> , asking, giving and refusing things, accepting and denying facts, and, asking and	Do Me a Favor	<ol style="list-style-type: none"> <li>Students are able to identify words related to the topic discussed with correct stress.</li> <li>Students are able to utter expressions of asking for, giving and refusing help in a suitable context with correct stress, rhythm and intonation.</li> <li>Students are able to use the correct pattern of the expressions of asking, giving</li> </ol>	<p>Asking for help:</p> <ul style="list-style-type: none"> <li>• Can you help me?</li> <li>• Do you mind showing me ....?</li> <li>• Could you do me a favor?</li> </ul> <p>Giving help:</p> <ul style="list-style-type: none"> <li>• Sure.</li> <li>• Okay.</li> <li>• All right.</li> </ul> <p>Refusing to help:</p> <ul style="list-style-type: none"> <li>• I'm sorry but....</li> <li>• I can't do it now, but....</li> <li>• Sorry, I can't.</li> </ul>	<p>Help, move, wash, mop, sweep, do shopping, clean, tidy up, mow the lawn, bring, answer, post, empty, open, close, etc.</p> <p><b>Expressions of asking for help:</b> Modal + Simple form of verb</p> <p>Can you help me?</p> <p>Could you put the shoes in the shelf?</p> <p>Would you open the door for me?</p>	<ol style="list-style-type: none"> <li><b>Pre Teaching</b> <ol style="list-style-type: none"> <li>Greeting</li> <li>Say prayer</li> <li>Checking attendance list</li> <li>Doing apperception</li> <li>Warming Up Question and answer activities leading to the topic and intended competency.</li> <li>Teacher tells the students about the objective of the learning process.</li> </ol> </li> <li><b>Teaching-Leaning Activities</b> <ol style="list-style-type: none"> <li><b>Comprehension Focus</b> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pair and asks them to do matching pictures with words or phrases. (Task 1)</li> <li>- Teacher asks the students to pronounce the words/phrases in task 1.</li> <li>- Teacher shows a video</li> </ul> </li> </ol> </li> </ol>	<p><b>Do me a favor</b> <i>Deal 7 cards to each player. Put the rest of the cards face down in a pile in the middle. Look at your cards. They have a question mark (?) or a thick mark (v) in the corner. (?) cards are request cards. (v) cards are reply cards. If you have two that match, throw them away. Now begin the game. Player number 1 chooses a</i></p>	LCD or pictures, flashcards, handouts, speaker active, white board and board marker.

	giving opinions.		<p>and rejecting help.</p> <p>4. Students are able to use expressions of asking for, giving and refusing help in a suitable context using a communicative language game .</p>			<p>and asks them to rearrange the jumbled dialogue based on the video. (Task 2)</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to identify expressions of asking, giving and rejecting help on the video. (Task 3)</li> </ul> <p><b>b. Language Focus:</b></p> <ol style="list-style-type: none"> <li>1) Pronunciation             <ul style="list-style-type: none"> <li>- Teacher asks the students to study further the expressions of asking, giving and rejecting help and gives them the model. (Task 4)</li> <li>- Teacher asks the students to pronounce the expressions by imitating the teacher. (Task 5)</li> </ul> </li> <li>2) Structure             <ul style="list-style-type: none"> <li>- Teacher explains to the students about the pattern of asking for help. (Task 6)</li> </ul> </li> <li>3) Spelling and structure             <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pairs to do word search and ask them to arrange the words have found into correct expressions of asking for help. (Task 7)</li> </ul> </li> </ol> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to complete the dialogues using suitable expressions and asks</li> </ul>	<p><i>card and asks any other player to do what is shown on the card, for example, “Lili, can/could you close the window please?”. If Lili has a match card, she must give it to the first player and say, “Yes, of course or Sure, or Ok, I’m doing nothing.”. If Lili hasn’t got the right card, she must make an excuse and say, for example, “I’m sorry, I’m busy at the moment or Sorry, I can’t, I’m going out.” Then the first player must pick up a card from the pile. Then, the second player’s turn. The first player</i></p>	
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						<p>them to practice the complete dialogues with their tablemate. (Task 8)</p> <ul style="list-style-type: none"> <li>- Teacher asks the student to study some phrases to lead them to play a game. (Task 9)</li> <li>- Teacher asks the students to play “Do me a favor” game. (Task 9)</li> </ul> <p><b>3. Post Teaching</b></p> <ol style="list-style-type: none"> <li>a. Reflection.</li> <li>b. Making students aware of the usefulness of the skills to use the expressions</li> </ol>	<p><i>who finishes all of his/her cards is the winner.</i></p>	
2.	3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptably to interact in daily life context with the use of language function such as asking, giving and refusing services, <b>asking, giving and refusing things</b> , accepting and	Let’s Go Shopping	<ol style="list-style-type: none"> <li>1. 1. Students are able to identify words or expressions related to the topic discussed.</li> <li>2. Students are able to utter expressions of asking for, giving and refusing things in a shop with correct stress, rhythm and intonation.</li> <li>3. Students are able to use the correct pattern of the expressions of asking for, giving and</li> </ol>	<p><b>Expressions of Asking for things in a shop:</b></p> <ul style="list-style-type: none"> <li>• Do you have...?</li> <li>- Do you have a <i>blue shirt</i>?</li> <li>• I need....., please?</li> <li>• Can I have...?</li> <li>• May I have...?</li> </ul> <p><b>Expressions of Giving Things.</b></p> <ul style="list-style-type: none"> <li>• Sure, here is it.</li> <li>• Yes, we do.</li> <li>• Here you are.</li> <li>• Okay.</li> </ul> <p><b>Expressions of Refusing Things.</b></p> <ul style="list-style-type: none"> <li>• Sure, here is it.</li> <li>• Yes, we do.</li> <li>• Here you are.</li> </ul>	<p>T-shirt, shirt, jean, trouser, skirt, short, tie, pajamas, shoes shocks, scarf, short, blouse, vest, tank top, hat, belt, wedges, jacket, jumper, suit, coat, could, do, can, need, sure, stock. etc.</p> <p><b>Expressions of asking for things:</b></p> <ul style="list-style-type: none"> <li>• Modal + Simple form of verb</li> <li>- Can I have a pair of shoes?</li> <li>• Verbal Question:</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Pre Teaching</b> <ol style="list-style-type: none"> <li>a. Greeting</li> <li>b. Say prayer</li> <li>c. Checking attendance list</li> <li>d. Doing apperception</li> <li>e. Warming Up           <ol style="list-style-type: none"> <li>1) Teacher shows a picture of Ambarukmo Plaza to the students.</li> <li>2) Teacher asks questions to the students related to the picture.               <ul style="list-style-type: none"> <li>-Have you ever gone there?</li> <li>-What can you find there?</li> <li>-Have you ever buy clothes there?</li> </ul> </li> </ol> </li> <li>f. Teacher tells the students about the objective of the learning process.</li> </ol> </li> <li><b>2. Teaching-Leaning Activities</b> <ol style="list-style-type: none"> <li><b>a. Comprehension Focus</b></li> </ol> </li> </ol>	<p><b>Shopping List</b></p> <p><i>Have five students as shop assistants. They will divide into five shops. The remaining students will be the customer shop. The five students who become shop assistant will have some pictures cards they sell in their shop. The remaining students will get</i></p>	<p>LCD or pictures, flashcards, handouts, speaker active, white board and board marker.</p>

	denying facts, and, asking and giving opinions.		refusing things in a shop. 4. Students are able to use expressions of asking for, giving and refusing things in a shop using a communicative language game.	<ul style="list-style-type: none"> <li>• Okay.</li> </ul>	Modal/auxiliary +Subject + Simple form of verb - Do you have a blue jacket? - Is there any boot in size 8?	<ul style="list-style-type: none"> <li>- Teacher asks the students to look at the pictures and identify the items of clothing in pair. (Task 1)</li> <li>- Teacher asks the students to listen to the recording dialogue between Customer and Shop assistant and complete the dialogue with the words in the bubbles. (Task 2)</li> <li>- Teacher asks the students to study the expressions of asking, giving and refusing things then explains the expressions. (Task 3)</li> <li>- Teacher asks the students to identify the expressions of asking, giving, and refusing things if any in the dialogue in task 1. (Task 4)</li> </ul> <p><b>b. Language Focus:</b></p> <ol style="list-style-type: none"> <li>1) Spelling <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pairs and asks them to arrange the jumbled letters into correct words based on the pictures in pairs. (Task 5)</li> </ul> </li> <li>2) Pronunciation <ul style="list-style-type: none"> <li>- Teacher asks the student to guess the pictures showing by the teacher with correct</li> </ul> </li> </ol>	<p><i>a shopping list card for each of them. The objective of the game is for each student to get all the items listed in their shopping list card. They have to ask to the shop assistant to find the item. When they find the items, they have to give the picture card based on the demand.</i></p>	
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						<p>pronunciation (<i>Task 6</i>)</p> <p>3) Structure</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to arrange the jumbled words into good expressions to make a good dialogue and asks them to practice it with their tablemate. (<i>Task 7</i>)</li> </ul> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to play “Shopping List” game. (<i>Task 8</i>)</li> </ul> <p><b>3. Post Teaching</b></p> <ol style="list-style-type: none"> <li>Reflection.</li> <li>Making students aware of the usefulness of the skills to use the expressions</li> </ol>		
3.	3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as asking, giving and refusing	TV Programs	<ol style="list-style-type: none"> <li>Students are able to identify the expressions of asking and giving opinions.</li> <li>Students are able to utter expressions of asking and giving opinions in class with correct stress, rhythm and intonation.</li> <li>Students are able to use the correct pattern</li> </ol>	<p><b>Expressions of Asking Opinion:</b></p> <ul style="list-style-type: none"> <li>• What do you think about...?</li> <li>• What’s your opinion of...?</li> <li>• How do you feel about.....?</li> <li>• Do you think....?</li> <li>• How about.....?</li> </ul> <p><b>Expressions of giving opinion:</b></p> <ul style="list-style-type: none"> <li>• I think....</li> <li>• In my</li> </ul>	<p>Amazing, fantastic, cool, great, scary, boring, sad, pretty, beautiful, ugly, interesting, fun, funny, stupid, cute, awful, TV program, etc.</p> <p><b>Expressions of asking opinions.</b></p> <ul style="list-style-type: none"> <li>• WH questions: X-Factor? <ul style="list-style-type: none"> <li>- What do you think about</li> </ul> </li> <li>• Verbal Question: Modal/auxiliary +Subject + Simple</li> </ul>	<p><b>1. Pre Teaching</b></p> <ol style="list-style-type: none"> <li>Greeting</li> <li>Say prayer</li> <li>Checking attendance list</li> <li>Doing apperception</li> <li>Warming Up <ol style="list-style-type: none"> <li>Teacher asks questions to the students related to the topic. <ul style="list-style-type: none"> <li>- Do you have a TV at home?</li> <li>- Do you have a favorite TV Program? If yes, what is it?</li> </ul> </li> <li>Teacher shows pictures about TV Program to the students.</li> <li>Teacher asks the students questions</li> </ol> </li> </ol>	<p><b>Opinion Poll</b></p> <p><i>Deal the cards to each player in your group. Each player gets one card. Look at your card. There are subjects (on the left) and the opinions about them (on the right). Now begin the game. Find someone whose opinions are exactly the</i></p>	LCD or pictures, flashcards, handout, white board and board marker.



	<p>services, asking, giving and refusing things, accepting and denying facts, and, <b>asking and giving opinions.</b></p>		<p>of the expressions of asking and giving opinions.          4. Students are able to use the expressions of asking and giving opinions in a suitable context using a communicative language game.</p>	<p>opinion....          • I must say....          • From my point of view....          • I believe that....y opinion....          • I must say....          • From point of          • I lieve that...</p>	<p>form of verb          - Do think Sule is funny?</p>	<p>related to the pictures.          4) Teacher tells the students about the topic of the material.          f. Teacher tells the students about the objective of the learning process  <b>2. Teaching-Learning Activities</b>  <b>a. Comprehension Focus</b>          - Teacher gives dialogue to the students about asking and giving opinion. (Task 1)          - Teacher asks the students to read the dialogue and points some students to practice the dialogue. (Task 1)          - Teacher asks some questions related to the dialogue.  <b>b. Language Focus:</b>          1) Pronunciation          - Teacher asks the students to study the expressions of asking and giving opinion and gives them the model. (Task 2)          - Teacher asks the students to identify the intonation of the expression and asks them to name the expressions. (Task 3)          2) Spelling          - Teacher asks the students to work in pairs and asks them to find words hidden in the puzzle vertically or horizontally.</p>	<p><i>same with you. Move around your group asking for and giving opinions on the subject listed on your cards until they find someone who agrees with you everything. The first player who found their partner will be the winner of their group.</i></p>	
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						<p>(Task 4)</p> <p>3) Structure</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pair to arrange the jumbled sentence into correct expressions of asking or giving opinion.</li> </ul> <p>(Task 5)</p> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to complete the dialogues using suitable expressions and asks them to practice the dialogues with their tablemate (Task 6)</li> <li>- Teacher asks the students to play “Opinion Poll” game. (Task 7)</li> </ul> <p><b>3. Post Teaching</b></p> <ol style="list-style-type: none"> <li>a. Reflection.</li> <li>b. Making students aware of the usefulness of the skills to use the expressions.</li> </ol>		
4.	3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with	It’s Party Time.	<ol style="list-style-type: none"> <li>1. Students are able to identify words or expressions related to the topic discussed.</li> <li>2. Students are able to utter expressions of inviting and refusing invitation in</li> </ol>	<p><b>Inviting someone:</b></p> <ul style="list-style-type: none"> <li>• Please come inside</li> <li>• Would you come to .....?</li> <li>• Could you come to ..... ?</li> <li>• Do you fancy coming?</li> </ul> <p><b>Accepting an invitation:</b></p> <ul style="list-style-type: none"> <li>• I would, thank you very much.</li> </ul>	Wedding, firework, birthday, culture, prom night, graduation, date, time, schedule, cinema, party, diary, plan, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, go, free, nice, good, great, cool, invite, sound,	<p><b>1. Pre Teaching</b></p> <ol style="list-style-type: none"> <li>a. Greeting</li> <li>b. Say prayer</li> <li>c. Checking attendance list</li> <li>d. Doing apperception</li> <li>e. Warming Up <ol style="list-style-type: none"> <li>1) Teacher asks questions to the students to lead the topic. <ul style="list-style-type: none"> <li>- When is your birthday?</li> <li>- Have you ever held a party for your birthday?</li> <li>- How do you invite your friends?</li> </ul> </li> </ol> </li> </ol>	<p><b>Finding a Date</b></p> <p><i>Make a pair group. Sit in a pair facing each other. Each student will get a diary. The diary will be your engagement diaries for next coming week. The objective of</i></p>	LCD or pictures, flashcards, handouts, speaker active, white board and board marker.

	<p>the use of language function such as <b>inviting and refusing, invitation,</b> agreeing and disagreeing, complimenting and congratulating.</p>		<p>class with correct stress, rhythm and intonation.</p> <p>3. Students are able to use the correct pattern of expressions of inviting and refusing invitation</p> <p>4. Students are able to use the expressions of inviting and refusing invitation in a suitable context using a communicative language game.</p>	<p>•I would not say no.          •That would be very nice.  <b>Refusing:</b>          • Sorry, I can't.          • I'm afraid I can't.          • I'm so sorry, I can't.          • I'd love to, but I've got an exam that afternoon.</p>	<p>come, etc.</p> <p><b>Expressions of inviting someone:</b></p> <ul style="list-style-type: none"> <li>• Verbal</li> </ul> <p>Question:          Modal/auxiliary +Subject + Simple form of verb          - would you come to my party?</p>	<p>2) Teacher asks the students to do matching pictures in pairs. (Task 1)</p> <p>f. Teacher tells the students about the objective of the learning process .</p> <p><b>2. Teaching-Learning Activities</b></p> <p><b>a. Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to listen to the recording and completing the dialogue based on the recording. (Task 2)</li> <li>- Teacher asks the students about the difficult word they found in the dialogue.</li> </ul> <p><b>b. Language Focus:</b></p> <p>1) Pronunciation</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to study the expressions of inviting, accepting and refusing invitation to the students and give them the model. (Task3)</li> <li>- Teacher asks the student to identify the intonations of some expressions and ask them to pronounce the expressions correctly. (Task 4)</li> </ul> <p>2) Spelling</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pairs and arrange the jumbled letters into good words based on the pictures.</li> </ul>	<p><i>the games is to find the mutually convenient date. Make a telephone conversation to suggest possible dates using appropriate expressions of inviting, accepting and refusing invitations. The game is finished when the arrangement is complete.</i></p>	
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						<p><i>(Task 5)</i></p> <p>3) Structure</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to arrange the correct pattern of expressions of inviting, accepting or refusing invitation. <i>(Task 6)</i></li> </ul> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to complete dialogues with suitable expressions and asks them to practice the dialogues with their tablemate. <i>(Task 7)</i></li> <li>- Teacher asks the students to play “Finding a Date” game. <i>(Task 8)</i></li> </ul> <p><b>3. Post Teaching</b></p> <ul style="list-style-type: none"> <li>a. Reflection.</li> <li>b. Making students aware of the usefulness of the skills to use the expressions</li> </ul>		
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# 6

## LESSON PLANS

## LESSON PLAN

<b>School</b>	: SMP Negeri 1 Prambanan
<b>Subject</b>	: English
<b>Grade / Semester</b>	: VIII/ 1
<b>Academic Year</b>	: 2013/2014
<b>Text Type</b>	: <i>Transactional</i>
<b>Theme</b>	: <i>Do Me a Favor!</i>
<b>Skill</b>	: Speaking
<b>Time Allocation</b>	: 2 x 40 minutes

### Standard of competence:

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life.

### Basic Competence:

- 3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as *asking, giving and refusing help*; asking, giving and refusing things; accepting and denying facts; and asking and giving opinions.

### Indicators:

1. Students are able to identify words related to the topic discussed.
2. Students are able to utter expressions of asking for, giving and refusing help in a suitable context with correct stress, rhythm and intonation.
3. Students are able to use the correct pattern of the expressions of asking, giving and rejecting help.
4. Students are able to use expressions of asking for, giving and refusing help in a suitable context using a communicative language game, *Do me a favor*.

### A. Objectives

In the end of the teaching and learning process, students are able to use expressions of asking, giving and refusing help correctly and communicatively in the daily life.

### B. Materials

- Expressions related to asking for, giving and rejecting help.
- Dialogues related to asking for, giving and rejecting help.
- Vocabularies related to relevant text.

### C. Method/Technique : Contextual-Communicative Model of EFL Teaching Learning developed by Madya (2004)

### D. Activities

No	Activities	Time
1.	<p><b>Pre Teaching</b></p> <p>a. Greeting</p> <p>b. Say prayer</p> <p>c. Checking attendance list</p> <p>d. Doing appercertion</p> <p>e. <b>Warming Up</b> Question and answer activities leading to the topic and intended competency.</p> <p style="padding-left: 40px;">- Have you ever asked for help to your friend? If yes, what kind of help is it? How do you say that?</p> <p>f. Teacher tells the students about the topic of the material.</p>	10'
2.	<p><b>Teaching-Leaning Activities</b></p> <p>a. <b>Comprehension Focus</b></p> <p style="padding-left: 40px;">- Teacher asks the students to work in pair and asks them to do matching pictures with words or phrases. (<i>Task 1</i>)</p> <p style="padding-left: 40px;">- Teacher asks the students to pronounce the words/phrases in task 1.</p> <p style="padding-left: 40px;">- Teacher shows a video and asks them to rearrange the jumbled</p>	20'

	<p>dialogue based on the video. <i>(Task 2)</i></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to identify expressions of asking, giving and rejecting help on the video. <i>(Task 3)</i></li> </ul> <p><b>b. Language Focus:</b></p> <p>1) Pronunciation</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to study further the expressions of asking, giving and rejecting help and gives them the model. <i>(Task 4)</i></li> <li>- Teacher asks the students to pronounce the expressions by imitating the teacher. <i>(Task 5)</i></li> </ul> <p>2) Structure</p> <ul style="list-style-type: none"> <li>- Teacher explains to the students about the pattern of asking for help. <i>(Task 6)</i></li> </ul> <p>3) Spelling and structure</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pair to do word search and ask them to arrange the words they found in the puzzle into correct expressions of asking for help. <i>(Task 7)</i></li> </ul> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to complete the dialogues using suitable expressions and asks them to practice the complete dialogue with their table mate. <i>(Task 8)</i></li> <li>- Teacher asks the student to study some phrases to lead them to play a game. <i>(Task 9)</i></li> <li>- Teacher asks the students to play “Do me a favor” game. <i>(Task 9)</i></li> </ul>	<p>15 ‘</p> <p>25’</p>
3.	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. Reflection.</li> <li>2. Making students aware of the usefulness of the skills to use the expressions</li> </ol>	<p>10 ‘</p>

### E. Resources

- Scaffolding English for Junior High School Students (BSE)
- English in Focus (BSE).
- New Interchange (Jack C Richard:1991)
- Elementary Communication Games (Jill Hald:1984)



**F. Assesment**

No.	Score	1	2	3	4	5
	Aspect					
1.	Fluency					
2.	Pronunciation					
3.	Grammar					
4.	Vocabulary					
5.	Comprehension					

**Prambanan, August 25<sup>th</sup> 2013**

**English Teacher**

**Researcher**

**Iisrohli Irawati, M. Hum**

**Rian Wulandari**

**NIP. -**

**NIM. 08202244052**

## LESSON PLAN

<b>School</b>	: SMP Negeri 1 Prambanan
<b>Subject</b>	: English
<b>Grade / Semester</b>	: VIII/ 1
<b>Academic Year</b>	: 2013/2014
<b>Text Type</b>	: <i>Transactional</i>
<b>Theme</b>	: <i>Let's Go Shopping!</i>
<b>Skill</b>	: Speaking
<b>Time Allocation</b>	: 3 x 40 minutes

### Standard of competence:

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life.

### Basic Competence:

- 3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as asking, giving and refusing help; *asking, giving and refusing things*; accepting and denying facts; and asking and giving opinions.

### Indicators:

1. Students are able to identify words or expressions related to the topic discussed.
2. Students are able to utter expressions of asking for, giving and refusing things in a shop with correct stress, rhythm and intonation.
3. Students are able to use the correct pattern of the expressions of asking for, giving and refusing things in a shop.
4. Students are able to use expressions of asking for, giving and refusing things in a shop using a communicative language game, *Shopping list*.

### A. Objectives

In the end of the teaching and learning process, students are able to use expressions of asking for, giving and refusing things correctly and communicatively in the daily life.

## B. Materials

- Expressions related to asking for, giving and rejecting thing.
- Dialogues related to asking for, giving and rejecting thing.
- Vocabularies related to relevant text.

## C. Method/Technique : Contextual-Communicative Model of EFL Teaching Learning developed by Madya (2004)

## D. Activities

No	Activities	Time
1.	<p><b>Pre Teaching</b></p> <p>a. Greeting</p> <p>b. Say prayer</p> <p>c. Checking attendance list</p> <p>d. Doing appercertion</p> <p>e. <b>Warming Up</b></p> <p>1) Teacher shows a picture of Ambarukmo Plaza to the students.</p> <p>2) Teacher asks questions to the students related to the picture.</p> <ul style="list-style-type: none"> <li>- Have you ever been there?</li> <li>- What can you find there?</li> <li>- Have you ever buy clothes there?</li> </ul> <p>f. Teacher tells the students about the objective of the study.</p>	15'
2.	<p><b>Teaching-Leaning Activities</b></p> <p>a. <b>Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to look at the pictures and identify the items of clothing in pair. (<i>Task 1</i>)</li> <li>- Teacher asks the students to listen to the recording dialogue between Customer and Shop assistant and complete the dialogue with the words in the bubbles. (<i>Task 2</i>)</li> <li>- Teacher asks the students to study the expressions of asking,</li> </ul>	25'

	<p>giving and refusing things then explains the expressions. (<i>Task 3</i>)</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to identify the expressions of asking, giving, and refusing things (if any) in the dialogue in task 1. (<i>Task 4</i>)</li> </ul> <p><b>b. Language Focus:</b></p> <ol style="list-style-type: none"> <li>1) Spelling <ul style="list-style-type: none"> <li>- Teacher asks the students to arrange the jumbled letters into correct word based on the pictures in pair. (<i>Task 5</i>)</li> </ul> </li> <li>2) Pronunciation <ul style="list-style-type: none"> <li>- Teacher asks the student to guess the pictures showing by the teacher with correct pronunciation. (<i>Task 6</i>)</li> </ul> </li> <li>3) Structure <ul style="list-style-type: none"> <li>- Teacher asks the students to arrange the jumble words into good expressions to make a good dialogue and asks them to practice it with their tablemate. (<i>Task 7</i>)</li> </ul> </li> </ol> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to play “Shopping List” game. (<i>Task 8</i>)</li> </ul>	<p>25’</p> <p>35’</p>
<p><b>3.</b></p>	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. Reflection.</li> <li>2. Making students aware of the usefulness of the skills to use the expressions.</li> </ol>	<p>15’</p>

### E. Resources

- English in Focus (BSE).
- Scaffolding English for Junior High School Students (BSE)
- Elementary Communication Games (Jill Hald:1984)
- Real Listening and Speaking with Answers ( Miles Craven: 2008)
- [www.linguahouse.com](http://www.linguahouse.com)

**F. Assesment**

No.	Score Aspect	1	2	3	4	5
		1.	Fluency			
2.	Pronunciation					
3.	Grammar					
4.	Vocabulary					
5.	Comprehension					

**Prambanan, August 31<sup>st</sup> 2013**

**English Teacher (Collaborator)**

**Researcher**

**Iisrohli Irawati, M. Hum**

**Rian Wulandari**

**NIP. -**

**NIM. 08202244052**

## LESSON PLAN

<b>School</b>	: SMP Negeri 1 Prambanan
<b>Subject</b>	: English
<b>Grade / Semester</b>	: VIII/ 1
<b>Academic Year</b>	: 2013/2014
<b>Text Type</b>	: <i>Transactional</i>
<b>Theme</b>	: <i>TV Programs</i>
<b>Skill</b>	: Speaking
<b>Time Allocation</b>	: 2 x 40 minutes

### Standard of competence:

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life.

### Basic Competence:

- 3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as asking, giving and refusing help; asking, giving and refusing things; accepting and denying facts; and *asking and giving opinions*.

### Indicators:

1. Students are able to identify words or expressions related to the topic discussed.
2. Students are able to utter expressions of asking and giving opinions in class with correct stress, rhythm and intonation.
3. Students are able to use the correct pattern of the expressions of asking and giving opinions.
4. Students are able to use expressions of asking and giving opinions in a suitable context using a communicative language game, *Opinion poll*.

### A. Objectives

In the end of the teaching and learning process, students are able to use expressions of asking and giving opinions correctly and communicatively in the daily life.

### B. Materials

- Expressions related to asking and giving opinions.
- Dialogues related to asking and giving opinions.
- Vocabularies related to relevant text.

### C. Method/Technique : Contextual-Communicative Model of EFL Teaching Learning developed by Madya (2004)

### D. Activities

No	Activities	Time
1.	<p><b>Pre Teaching</b></p> <p>a. Greeting</p> <p>b. Say prayer</p> <p>c. Checking attendance list</p> <p>g. Doing appercertion</p> <p><b>h. Warming Up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks questions to the students related to the topic.               <ol style="list-style-type: none"> <li>1) Do you have a TV at home?</li> <li>2) Do you have a favorite TV Program? If yes, what is it?</li> </ol> </li> <li>- Teacher shows pictures about TV Program to the students.</li> <li>3) Teacher asks the students questions related to the pictures.</li> <li>4) Teacher tells the students about the objective of the</li> </ul>	15'

	learning process.	
<b>2.</b>	<p><b>Teaching-Learning Activities</b></p> <p><b>a. Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher gives dialogue to the students about asking and giving opinion. <i>(Task 1)</i></li> <li>- Teacher asks the students to read the dialogue and points some students to practice the dialogue. <i>(Task 1)</i></li> <li>- Teacher asks some question related to the dialogue. <i>(Task 1)</i></li> </ul> <p><b>b. Language Focus:</b></p> <p>1) Pronunciation</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to study the expressions of asking and giving opinion and gives them the model. <i>(Task 2)</i></li> <li>- Teacher asks the students to identify the intonation of the expression and asks them to name the expressions. <i>(Task 3)</i></li> </ul> <p>2) Spelling</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pairs and asks them to find words hidden in the puzzle vertically or horizontally. <i>(Task 4)</i></li> </ul> <p>3) Structure</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pairs to arrange the jumbled sentence into correct expressions of asking or giving opinion. <i>(Task 5)</i></li> </ul> <p><b>Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to complete the dialogues using suitable expressions and asks them to practice the dialogues with their tablemate. <i>(Task 6)</i></li> <li>- Teacher asks the students to play “Opinion Poll” game. <i>(Task 7)</i></li> </ul>	<p>10’</p> <p>20’</p> <p>30’</p>
<b>3.</b>	<b>Closing</b>	



	1. Reflection. 2. Making students aware of the usefulness of the skills to use the expressions	5'
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### E. Resources

- English in Focus (BSE).
- Scaffolding English for Junior High School Students (BSE)
- New Interchange (Jack C Richard:1991)
- Elementary Communication Games (Jill Hald:1984)

### F. Assesment

No.	Score	1	2	3	4	5
	Aspect					
1.	Fluency					
2.	Pronunciation					
3.	Grammar					
4.	Vocabulary					
5.	Comprehension					

Prambanan, Septemeber 2<sup>nd</sup> 2013

English Teacher

Researcher

Iisrohli Irawati, M. Hum

Rian Wulandari

NIP. -

NIM. 08202244052

## LESSON PLAN

<b>School</b>	: SMP Negeri 1 Prambanan
<b>Subject</b>	: English
<b>Grade / Semester</b>	: VIII/ 1
<b>Academic Year</b>	: 2013/2014
<b>Text Type</b>	: <i>Transactional</i>
<b>Theme</b>	: It's Party Time.
<b>Skill</b>	: Speaking
<b>Time Allocation</b>	: 2 x 40 minutes

### Standard of competence:

3. Expressing meaning of short and simple transactional and interpersonal conversation to interact in daily life.

### Basic Competence:

- 3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken form accurately, fluently and acceptable to interact in daily life context with the use of language function such as *inviting, accepting and rejecting invitation*, agreeing and disagreeing, complimenting, and congratulating.

### Indicators:

1. Students are able to identify words or expressions related to the topic discussed.
2. Students are able to utter expressions of inviting and refusing invitation in class with correct stress, rhythm and intonation.
3. Students are able to use the correct pattern of expressions of inviting and refusing invitation
4. Students are able to use the expressions of inviting and refusing invitation in a suitable context using a communicative language game, *Finding a date*.

### A. Objectives

In the end of the teaching and learning process, students are able to use expressions of inviting, accepting and rejecting invitation correctly and communicatively in the daily life.

### B. Materials

- Recording conversation about the expressions of inviting and accepting invitation.
- Dialogues related to the expressions of inviting and rejecting invitation.
- Pictures related to the expressions.
- Vocabularies related to relevant text.

### C. Method/Technique : Contextual-Communicative Model of EFL Teaching Learning developed by Madya (2004)

### D. Activities

No	Activities	Time
1.	<p><b>Pre Teaching</b></p> <p>a. Greeting</p> <p>b. Say prayer</p> <p>c. Checking attendance list</p> <p>d. Doing appercertion</p> <p>e. <b>Warming Up</b></p> <p>1) Teacher asks questions to the students to lead the topic.</p> <ul style="list-style-type: none"> <li>- When is your birthday?</li> <li>- Have you ever held a party for your birthday?</li> <li>- How do you invite your friends?</li> </ul> <p>2) Teacher asks the students to do matching pictures in pairs. (Task 1)</p> <p>f. Teacher tells the students about the objective of the learning</p>	10'

	process.	
<b>2.</b>	<p><b>Teaching-Learning Activities</b></p> <p><b>a. Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to listen to the recording and completing the dialogue based on the recording. (<i>Task 2</i>)</li> <li>- Teacher asks the students about the difficult word they found in the dialogue. Then, asked them the expressions of inviting, accepting and refusing invitation in the dialogue. (<i>Task 2</i>)</li> </ul> <p><b>b. Language Focus:</b></p> <p>1) Pronunciation</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to study the expressions of inviting, accepting and refusing invitation to the students and give them the model. (<i>Task3</i>)</li> <li>- Teacher asks the student to identify the intonations of some expressions and ask them to pronounce the expressions correctly. (<i>Task 4</i>)</li> </ul> <p>2) Spelling</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pairs and arrange the jumbled letters into good words based on the pictures. (<i>Task 5</i>)</li> </ul> <p>3) Structure</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to arrange the correct pattern of expressions of inviting, accepting or refusing invitation. (<i>Task 6</i>)</li> </ul> <p><b>c. Communication Focus</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to complete dialogues with suitable expressions and asks them to practice the dialogues with their tablemate. (<i>Task 7</i>)</li> <li>- Teacher asks the students to play “Finding a Date”</li> </ul>	<p>20’</p> <p>15’</p> <p>30’</p>

	game. (Task 8))	
<b>3.</b>	<b>Closing</b> 1. Reflection. 2. Making students aware of the usefulness of the skills to use the expressions	5'

### E. Resources

- English in Focus (BSE).
- Elementary Communication Games (Jill Hald:1984)
- Real Listening and Speaking with Answers 2 ( Miles Craven: 2008)
- Explore 1 Intermediate(Astrid Susanti, et al : 2005)

### F. Assesment

No.	Score Aspect	1	2	3	4	5
		1.	Fluency			
2.	Pronunciation					
3.	Grammar					
4.	Vocabulary					
5.	Comprehension					

**Prambanan, September 9<sup>th</sup> 2013**

**English Teacher**

**Researcher**

**Iisrohli Irawati, M. Hum**

**Rian Wulandari**

**NIP. -**

**NIM. 08202244052**

**7****HANDOUTS**

# DO ME A FAVOR !



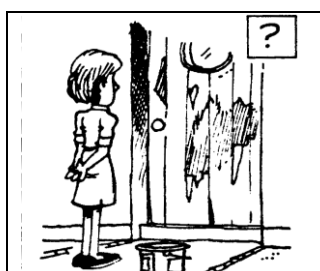
## Task 1

In pair, match the following picture with the words/ phrases in the box. Then write them down. No 1 has been done for you.

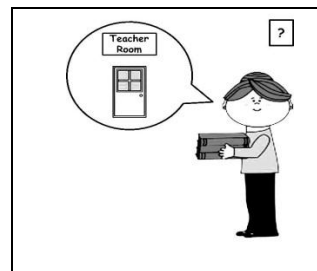
- Turn on the fan      -Paint the door      -Bring the books
- Do the homework      -Empty the garbage      -Wash the dish



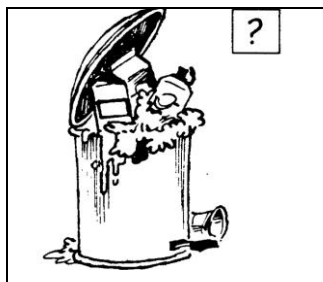
1. Do the homework.



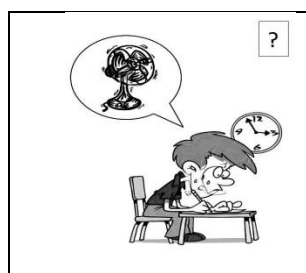
2. ....



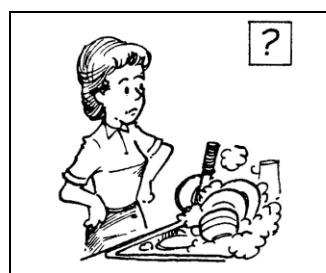
3. ....



4. ....



5. ....



6. ....

## Task 2

Arrange the following sentences into a good dialogue based on the video. Put the correct arrangement in the column provided.

No	Correct Arrangement	Sentences
1	....	a. Susi : No, Ms. Smith asked me to do it. I don't need anybody's help.
2	....	b. Lucy : Susi, do you need some help?
3	....	c. Ms. Smith : Susi, could you please to push the shelves? I don't want anybody to trip with them.
4	....	d. Susi : Ok, Ms. Smith. (errrgg...)These shelves are so heavy; they won't move.

**Task 3** Underline the expressions of asking, giving, and rejecting help in the dialogue taken from video in Task 2.

**Task 4** Study the following expressions of asking, giving and rejecting help.

Asking for help	Response	
	Giving help	Refusing to help
<ul style="list-style-type: none"> <li>• Can you help me?</li> <li>• Please help me?</li> <li>• Could you do me a favor? (Formal)</li> <li>• Would you open the door, please? (Formal)</li> </ul>	<ul style="list-style-type: none"> <li>• Sure.</li> <li>• Okay.</li> <li>• All right.</li> <li>• Yes. What do you want me to do?</li> <li>• Yes, sure.</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry, I can't.</li> <li>• No, I can do it.</li> <li>• I'm sorry but....</li> <li>• I can't do it now, but....</li> </ul>

**Task 5** Pronounce the expressions above. Repeat after your teacher first.

**Task 6** Study the following pattern.

#### Asking for help using modals

*Modal + Subject + Simple form of verb*

Can you help me?

Could you put the shoes in the shelf?

Would you open the door for me?

**Task 7** In pair, find possible words in the following puzzles vertically and arrange them into correct expressions of asking for help. Number 1 has been done for you.



	N	P	E	N	C	I	L	C
E	M	E	G	R	I	J	A	L
L	O	O	X	L	E	N	D	A
A	G	A	N	E	T	D	A	N
S	R	A	Y	O	U	S	F	I
O	M	R	I	S	Y	O	U	R
A	N	P	E	N	C	I	L	C

S	A	B	T	U	Y	O	U	W
E	C	A	N	R	A	S	A	G
G	E	B	H	E	L	P	A	S
O	T	O	S	X	Q	A	F	S
T	I	C	T	H	E	S	A	M
D	I	N	Q	F	W	M	E	U
P	A	G	N	P	O	S	T	R
F	O	L	E	T	T	E	R	T

1. Can you lend me your pen?

3. ....

A	X	U	P	B	S	Q	D	C
J	E	T	I	D	Y	X	C	R
A	B	M	O	C	O	U	L	D
P	U	N	G	Y	O	U	P	M
O	T	H	E	S	E	R	T	A
Q	O	B	E	D	V	E	X	T

2. ....

**Task 8**

Complete the following dialogues using suitable expressions. Then, practice them with your tablemate. Number 1 has been done for you.

- Rina : That's Friday, we have to clean our class. The floor is really dirty, Rina. Can you help me to mop the floor?  
 Rina : I'm sorry I can't , I have to help Nina to clean the window.
- Danti : My goodness, the table was so dirty and messy. Sean, \_\_\_\_\_?  
 Sean : \_\_\_\_\_, I have to do my homework.  
 Danti : Well, I'll clean it by myself.
- Mom : David, I want to go shopping for our lunch. There are a lot of dirty dishes in the kitchen. \_\_\_\_\_?  
 David : \_\_\_\_\_.  
 Mom : Thank you, honey.

**Task 9**

Play the “Do me a favor” game. Your teacher will guide you to play the game.

1. Study the following phrases that will help you to play the game.

- Open the door	- Sweep the floor	- Do the homework
- Erase the white board	- Make the coffee	- Wash the dishes
- Post the letter	- Empty the garbage	- Bring the books
- Clean the floor	- Clean the table	- Clean the window
- Answer the telephone	- Close the window	- Wash the clothes
- Turn on the fan	- Cut the grass	- Tidy up the bed

2. See the rules of the game to play the game.

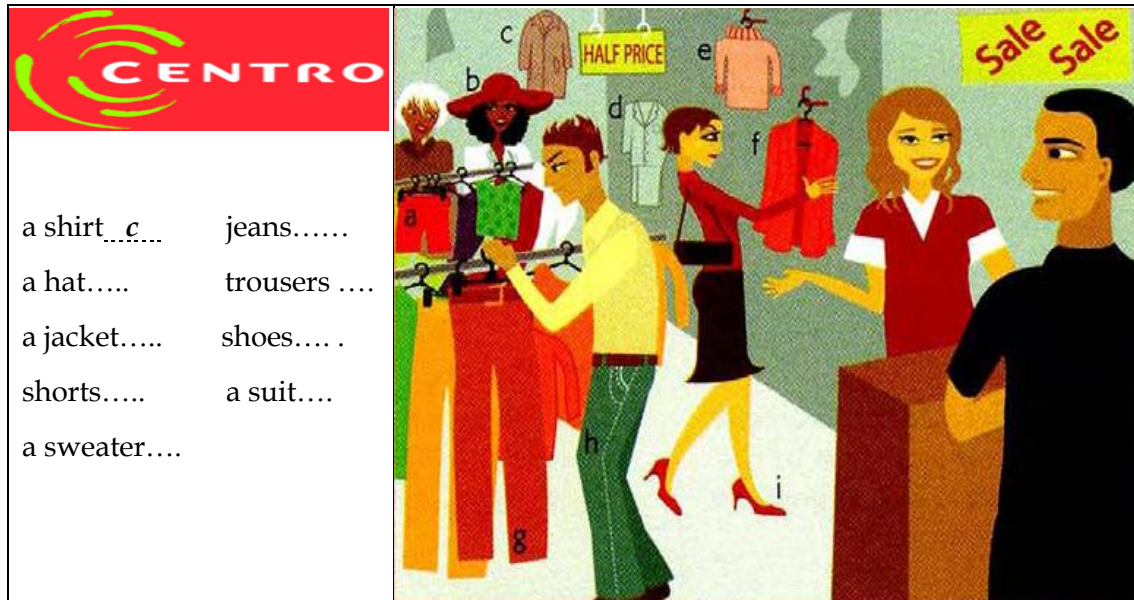
### GAME'S RULES

- 1) Deal 7 cards to each player.
- 2) Put the rest of the cards face down in a pile in the middle.
- 3) Look at your cards. They have a question mark  or a thick mark  in the corner.  cards are *request cards*.  cards are *reply cards*. If you have two that match, throw them away.
- 4) Now begin the game.
- 5) Player number 1 chooses a  card and asks any other player to do what is shown on the card, for example, *Lili, can/could you close the window please?*
- 6) If Lili has a match  card, she must give it to the first player and say, *Yes, of course* or *Sure*, or *Ok, I'm doing nothing*.
- 7) If Lili hasn't got the right  card, she must make an excuse and say, for example, *I'm sorry, I'm busy at the moment* or *Sorry, I can't, I'm going out*. Then the first player must pick up a card from the pile.
- 8) Then, the second player's turn.
- 9) The first player to finish all of his/her cards is the winner.



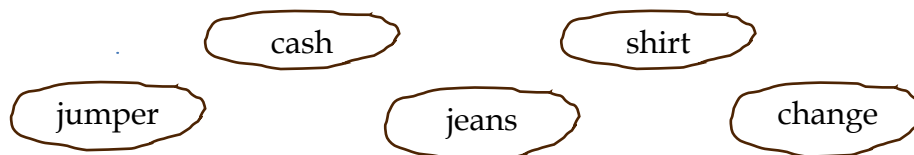
## LET'S GO SHOPPING!

**Task 1** Look at the picture and identify the items of clothing. Look at the example.



a shirt...c...      jeans.....  
 a hat.....      trousers ....  
 a jacket.....      shoes.....  
 shorts.....      a suit....  
 a sweater....

**Task 2** Listen to the dialogue between Customer and Shop assistant and complete the dialogue with the words in the bubbles.



- Shop assistant** : Do you need any help there?
- Customer** : Yes, do you have any \_\_\_\_\_<sup>1</sup> like these in red?
- Shop assistant** : No, I'm afraid we've sold out of the red ones.
- Customer** : Oh, that's a shame. Do you have these \_\_\_\_\_<sup>2</sup> in a 28?
- Shop assistant** : Hmm...I'll just go and check in the stock room...You're in luck. This is the last pair.
- Customer** : Great! Where can I try them on?
- Shop assistant** : The changing rooms are over there.
- Customer** : They fit fine. I'll take them. Do you have this \_\_\_\_\_<sup>3</sup> in a smaller size?

- Shop assistant** : Yes, we do. Would you like to try it on?  
**Customer** : Yes...It looks OK, but I think I'll leave it.  
**Shop assistant** : Fine. Are you paying cash or by credit card?  
**Customer** : \_\_\_\_\_<sup>4</sup>.  
**Shop assistant** : That's 50 pounds, please.  
**Customer** : Here you are.  
**Shop assistant** : Here's your \_\_\_\_\_<sup>5</sup> and receipt. Goodbye.



**Task 3** Study the following expressions of asking, giving and refusing things.







ASKING FOR THINGS	GIVING THINGS	REFUSING THINGS
<ul style="list-style-type: none"> <li>• Do you have...? Do you have a <i>blue shirt</i>?</li> <li>• I need..., please?</li> <li>• Can I have...?</li> <li>• May I have...?</li> </ul>	<ul style="list-style-type: none"> <li>• Sure, here is it.</li> <li>• Yes, we do.</li> <li>• Here you are.</li> <li>• Okay.</li> </ul>	<ul style="list-style-type: none"> <li>• No, I'm sorry.</li> <li>• Sorry, we don't have.</li> <li>• Sorry, we have sold out.</li> <li>• Sorry, we are out of stock.</li> </ul>

**Task 4** In pairs, look at the dialogue in Task 1 and identify the expressions of asking, giving, and refusing things if any. Put them on the columns below.

Asking things	Giving things	Refusing things
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Task 5** In pairs, arrange the jumbled letters into correct word based on the pictures.

<table border="1"> <tr> <td>E</td> <td>T</td> <td>V</td> <td>S</td> </tr> </table> <p>.....  <i>VEST</i>            .....</p>	E	T	V	S		<table border="1"> <tr> <td>C</td> <td>K</td> <td>H</td> <td>O</td> <td>S</td> </tr> <tr> <td>S</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>.....</p>	C	K	H	O	S	S					
E	T	V	S														
C	K	H	O	S													
S																	

A R S F C		E B T L	
A M S J P A		T K I S R	
E T I		T A C O	

**Task 6** Look at the picture that your teacher shows to you and try to guess the things in the pictures with correct pronunciation.

**Task 7** Arrange the jumbled words in underline into good expressions, so that it becomes a good dialogue. Then, practice it with your tablemate.



Shop Assistant : Help / you / may / I ? <sup>(1)</sup> (May I help you?)

Customer : Yes, have / red / you / shirt / do ? <sup>(2)</sup>

Shop Assistant : I / sorry / am. <sup>(3)</sup>  
out / stock / of / we / are. <sup>(4)</sup> We only have blue and brown.

Customer : have / blue / the / can / I / one ? <sup>(5)</sup>

Shop assistant : sure. Here it is.

Customer : it / how / cost / much ?

Shop assistant : It is Rp. 50.000,00.

**Task 8** Play the "Shopping list" game. Your teacher will guide you to play the game. See the following rules of the game first.

### Shopping List

Rules:

- 1) Have 5 students as shop assistants. They will divide into 5 shops.
- 2) The remaining students will be the customer shop.
- 3) The 5 students who become shop assistant will have some pictures cards shows the items they sell in their shop.
- 4) The remaining students will get a shopping list card for each of them.
- 5) The objective of the game is for each student to get all the items listed in their shopping list card. They have to ask to the sop assistant to find the item.
- 6) When they find the items, they have to give the picture card based on the

### Example dialogue:

#### *Available*

Customer : Excuse me, do you have T-shirt in red?  
 Shop assistant : Here you are. It's 5 \$, Sir/Madam. (*Give the T shirt*)  
 Costumer : Here is it. (*Pretend to give the money*)  
 Shop assistant : Thank you.

#### *Unavailable*

Customer : Excuse me, do you have T-shirt in red?  
 Shop assistant : I'm sorry, Sir/ Madam. We are out of stock.  
 Customer : OK.

## TV Programs



### Warming up



- Look at the picture and answer the questions below.
  - What are these pictures about?
  - Which one do you like?
  - What do you think about that??

### Task 1 Read the dialogue and practice with your tablemate.

*Rani and Andi are talking about their favorite TV program in the school break.*

Rani : Andy, do you like to watch X Factor on RCTI?

Andi : I never miss it, Ran. It's my favorite TV show.

Rani : Well, **what do you think about Fatin's and Novita Dewi's performance?**

Andi : **It was very interesting.** Last night was the grand finale, and Fatin and Novita Dewi show their best performance. **Do you think so?**

Rani : **I must say perfect!** It makes me happier when the winner was Fatin.

### Task 2 Study the following expressions of asking and giving opinions.

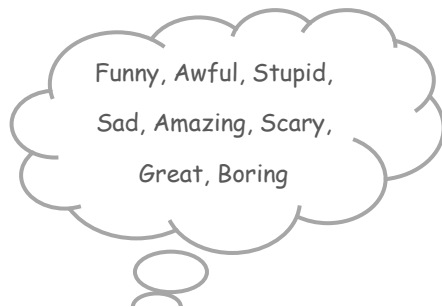
ASKING OPINION	GIVING OPINION
<ul style="list-style-type: none"> <li>• What do you think about...? (<i>Fatin</i>)</li> <li>• What's your opinion of...? (<i>Fatin</i>)</li> <li>• How do you feel about.....? (<i>Fatin</i>)</li> <li>• Do you think....? (<i>Fatin is amazing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• I think.... (<i>She is amazing</i>)</li> <li>• In my opinion....</li> <li>• I must say....</li> <li>• From my point of view....</li> <li>• I believe that....</li> </ul>

**Task 3** Identify the intonations of these following expressions. Tick  $\surd$  (  ) for falling intonations and (  ) for raising intonations, then give names for each expressions. Number one has been done for you.

<p>1. In my opinion reality show is boring.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of <u> Giving Opinion ...</u></p>	<p>4. I think <i>Seputar Indonesia</i> can give much information.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>
<p>2. What about watching <i>Insert</i> in Trans TV?</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>	<p>5. I must say that <i>Bioskop Trans TV</i> is amazing.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>
<p>3. I believe that <i>Awas Ada Sule</i> is funny.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>	



**Task 4** In pair, find words hidden in the following puzzle vertically or horizontally.



W	E	N	F	U	N	N	Y	S	O	T	Y
U	N	F	A	N	Y	Z	B	U	L	L	E
N	I	S	N	A	G	H	O	R	T	H	E
D	A	W	T	U	L	L	R	E	D	S	Y
E	W	S	A	M	A	Z	I	N	G	L	Y
R	F	E	S	U	P	I	N	I	H	S	Y
F	U	D	T	A	W	F	G	R	E	A	T
U	L	I	S	T	U	P	E	T	A	D	X
L	L	S	C	A	R	Y	I	N	G	X	O
O	A	H	E	S	T	U	P	I	D	Q	Y

**Task 5** In pair, arrange the jumble sentence into correct expressions of asking or giving opinion. Number 1 has been done for you.

- show/ do /what/ about / you/ think / the?  
Answer : *What do you think about the show?*
- think /a / is/ program / it / good/I/.
- Dora the Explorer/what/of/is/opinion/your?
- you /cartoon movie Shin Chan/ do /what /about /think?

**Task 6** In Pair, complete these following dialogue using suitable expressions. Then practice with your tablemate. Number 1 has been done for you.

- Rani : Din, what do you think about the last episode of "Tukang Bubur Naik Haji"?  
Dina : *Wow, I think it was interesting.*
- Doni : \_\_\_\_\_?  
Renda : I must say that SpongeBob was so funny.
- Grina : You never miss to watch "Tom&Jerry". What do you think about the cat named Tom?  
Aji : \_\_\_\_\_.
- Kemal : \_\_\_\_\_?  
David : In my opinion, "Liputan 6" can give us lots of information.

That's great.

**Task 7** Play the "Opinion Poll" game. Your teacher will guide you to play the game. See the rule of the following games first.

### **Opinion Poll**

#### **RULES**

1. Deal the cards to each player in your group. Each player gets one card.
2. Look at your card. There are subjects (on the left) and the opinions about them (on the right).
3. Now begin the game.
4. Find someone whose opinions are *exactly* the same with you.
5. Move around your group asking for and giving opinions on the subject listed on your cards until they find someone who agrees with you everything.
6. The first player who found their partner will be the winner of their group.

**Good Luck! 😊**

## IT'S PARTY TIME!

**Tasks 1** In pairs, match the pictures with the appropriate kinds of party.



**I would like to invite you to a**

.....Wedding Party

.....Birthday Party

.....Culture party

.....Firework Party

.....Prom Night Party

.....Graduation Party

**Task 2** Listen to the recording and fill the blank with the words or phrases in the columns.



Mark is calling Brian to invite him to Marks' Birthday party.

Brian : Hello, Brian speaking.

Mark : Hi, Brian, it's Mark here.

**Saturday**

Brian : Hi, Mark. \_\_\_\_\_ 1. ?

Mark : I'm fine. How are you?

**birthday**

Brian : \_\_\_\_\_ 2. .

Mark : Oh, good. Have you had a good weekend?

Brian : Yeah it's been good. What about you?

Mark : Yeah, not too bad. Hey, actually the reason I'm ringing is because it's my \_\_\_\_\_ 3. next week..

Brian : Oh Ok, yeah.

Mark : ...and um I thought I might have a few people round at the weekend to celebrate and I was wondering if you wanted to \_\_\_\_\_ 4.

Brian : That's sound good. What day?

Mark : Saturday, Saturday night.

Brian : Saturday. Yeah, yeah I don't have any plans for next Saturday. Great. What \_\_\_\_\_ 5. ?

Mark : Um, about 7.30.

**fine**

Brian : Ok, but I don't think I can get there till 8 o'clock.

Mark : No problem.

**time**

Brian : Do you want me to bring anything?

Mark : No nothing, I'll get the food and everything.

**how are you**

Brian : Ok, that sounds great.

Mark : See you on \_\_\_\_\_ 6.

Brian : Cool, see you then.

**come**











Mark : Bye for now.

Brian : Bye.

**Task 3** Study the expressions of inviting, accepting and refusing invitation bellow.

<p style="text-align: center;"><u>INVITING SOMEONE</u></p> <ul style="list-style-type: none"> <li>- I would like to invite you to ....</li> <li>- I was wondering if you wanted to go to ....</li> <li>- Would you like to go to ....</li> <li>- Can you come to .....</li> <li>- Please come to.....</li> </ul>	<p style="text-align: center;"><u>ACCEPTING AN INVITATION</u></p> <ul style="list-style-type: none"> <li>- I'd love too.</li> <li>- Certainly, I will come.</li> <li>- Sure, thank you</li> <li>- That's great.</li> </ul>
	<p style="text-align: center;"><u>REFUSING AN INVITATION</u></p> <ul style="list-style-type: none"> <li>- Please come to....</li> <li>- I'm sorry I can't.</li> <li>- I'd love too, but....</li> <li>- Thank you very much, but....</li> </ul>

**Task 4** Identify the intonations of these following expressions. Tick  $\surd$  ( $\surd$ ) for falling intonations and ( $\surd$ ) for raising intonations, then give names for each expressions. Number one has been done for you.

<p>1. would you like to come to a dance competition?</p> <p>a.  <input checked="" type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of <u>Inviting someone....</u></p>	<p>4. Can you go to the Prom Night party with me?</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>
<p>2. That sounds good.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>	<p>5. That's good, but I have an exam tomorrow.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>
<p>3. I was wondering if you could come to my Graduation party.</p> <p>a.  <input type="checkbox"/></p> <p>b.  <input type="checkbox"/></p> <p>Expression of .....</p>	

**Task 5** In pairs, arrange the jumbled letters into good words based on the pictures. Rewrite in the blank provided.

1.

E	D	I	N	R	N
---	---	---	---	---	---

.....



2.

D	E	W	D	N	G	I
---	---	---	---	---	---	---

.....



3.

I	R	T	D	Y	A	B	H
---	---	---	---	---	---	---	---

.....



4.

D	U	A	G	R	A	O	N	T	I
---	---	---	---	---	---	---	---	---	---

.....



**Task 5** In pairs, arrange the jumbled words into good expressions of inviting, accepting or refusing invitation.

1. LIKE - TO - INVITE - YOU - I - WOULD - TO - PARTY - MY BIRTHDAY.

.....

2. IS - THAT - GREAT.

.....

3. TO - FOOTBALL MATCH - WOULD - GO - YOU - LIKE - TO?

.....

4. CAN'T - AM - I - SORRY - I.

.....

**Task 6** Complete these following dialogue using suitable expressions. Then practice with your tablemate. Number 1 has been done for you.

1. Grina : Do you have any plan for tonight?

- Mia : Not really. What do you have in mind?
- Grina : There will be Firework party. \_\_\_\_\_?
- Mia : Really? I'll go with you, then.
2. Alex : Would like to go to the cinema with me?
- Mark : \_\_\_\_\_. What time?
- Alex : What about tomorrow at 7 P.M?
- Mark : \_\_\_\_\_. I have to accompany my mother to the dentist tomorrow at 6. What about Tuesday at 6 P.M?
- Alex : Let me check my schedule. Emm., I'm free on Tuesday. Well see you on Tuesday at 6 P.M.

**Task 6** Play the "Finding a Date" game. Your teacher will guide you to play the game.

#### Rules card

<b>Finding a Date</b>	
<b>Rules</b>	
1.	Make a pair group.
2.	Sit in a pair facing each other.
3.	Each student will get a diary.
4.	The diary will be your engagement diaries for next coming week.
5.	The object of the games is to find the mutually convenient date.
6.	Make a telephone conversation to suggest possible dates using appropriate expressions of inviting, accepting and refusing invitations.
7.	The game is finished when the arrangement is complete.

**GOOD LUCK! ☺**

# 8

# GAME FLASHCARDS



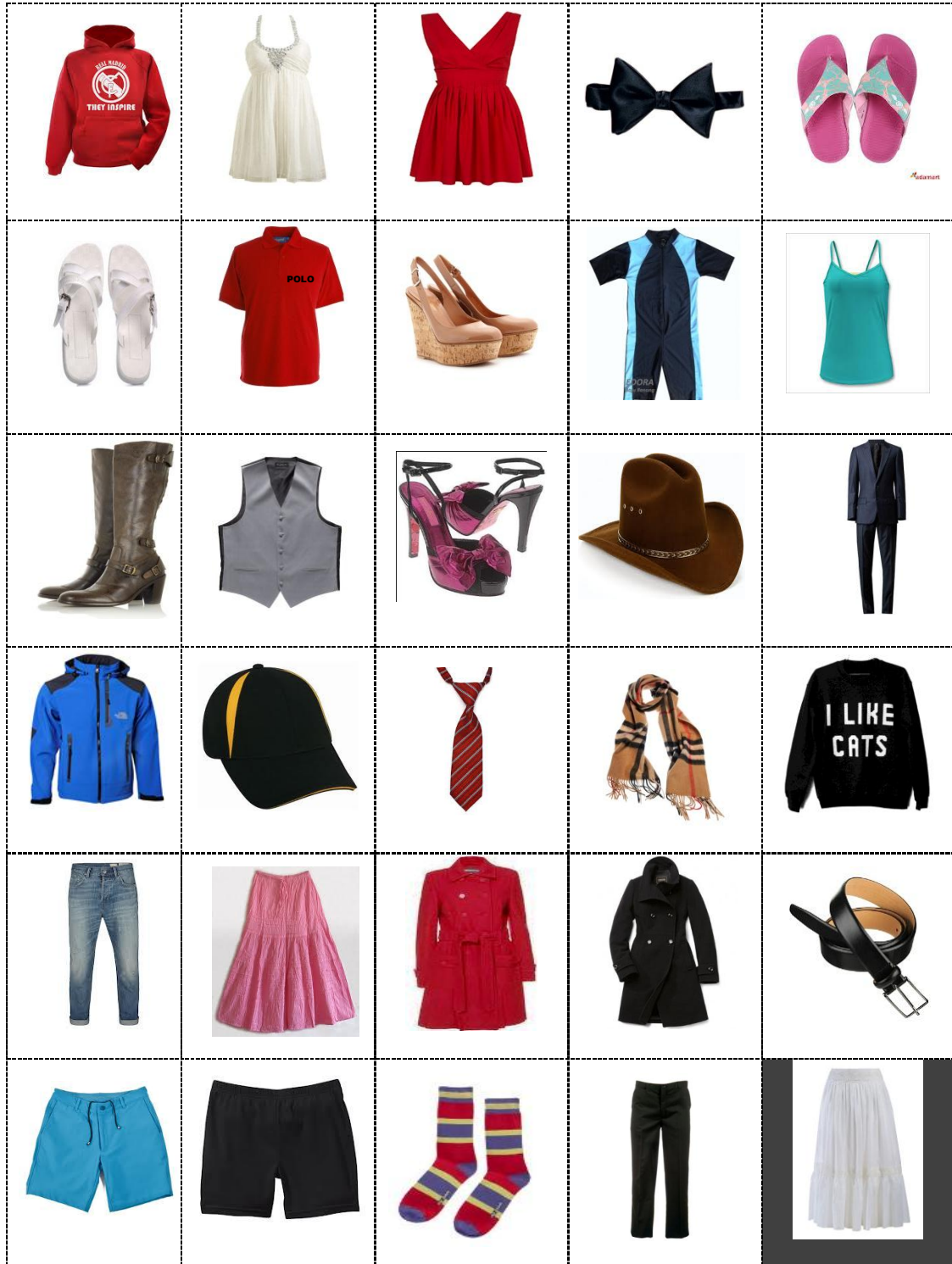
1. "Do me a favor" Flashcards

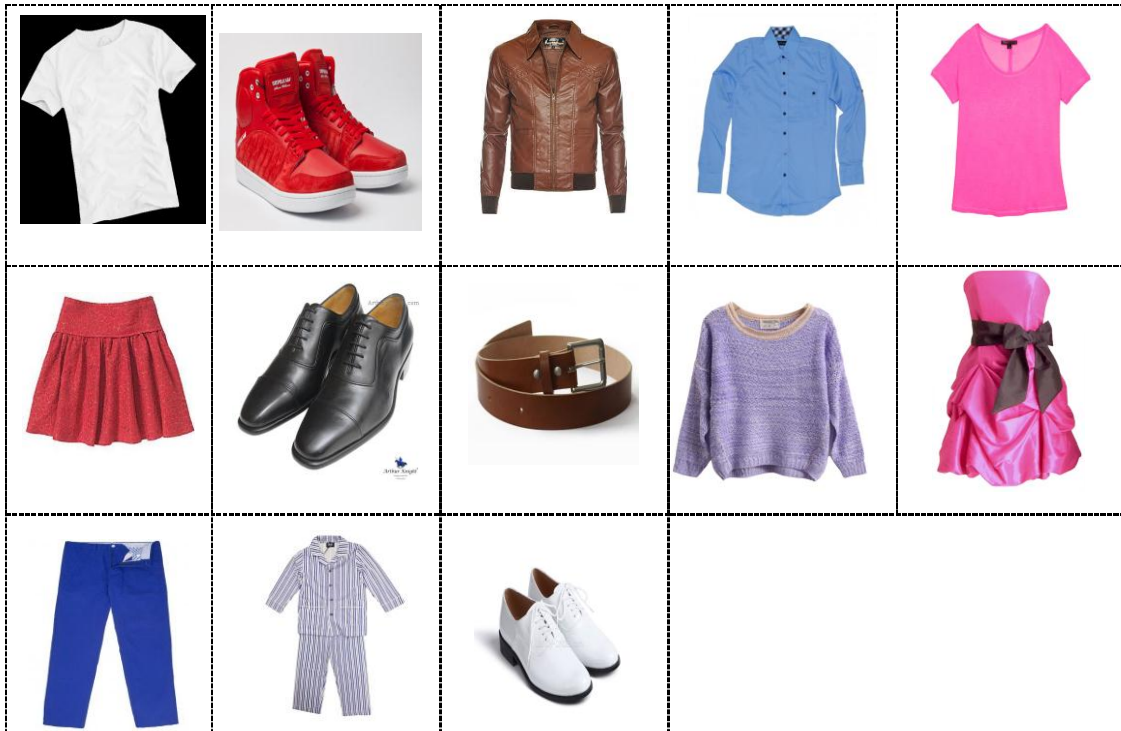




## 2. “Shopping list” Flashcards

### 3. Shop assistant’s cards





## 4. Customers' cards

<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Black coat</li> <li>- Pink Skirt</li> <li>- Tank top</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Pajamas</li> <li>- Scarf</li> <li>- Black hat</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Boot</li> <li>- Red jumper</li> <li>- Mini skirt</li> </ul>
<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Swimming suit</li> <li>- Sneaker</li> <li>- Blue jacket</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Sweater</li> <li>- Jeans</li> <li>- Blue shorts</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- A suit</li> <li>- Black jumper</li> <li>- Vest</li> </ul>

<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Pink t-shirt</li> <li>- white t-shirt</li> <li>- Bow Tie</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Swimming suit</li> <li>- Red Coat</li> <li>- A suit</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Black shorts</li> <li>- Pink sandals</li> <li>- Black shoes</li> </ul>
<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- A pair of shocks</li> <li>- High heel</li> <li>- White Skirt</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Red dress</li> <li>- White t-shirt</li> <li>- Brown belt</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Vest</li> <li>- Sneaker</li> <li>- blue trousers</li> </ul>
<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Boot</li> <li>- Black jumper</li> <li>- Blue shirt</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Pajamas</li> <li>- scarf</li> <li>- White dress</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Pink dress</li> <li>- Brown jacket</li> <li>- A pair of shocks</li> </ul>
<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Jeans</li> <li>- Wedges</li> <li>- Blue shirt</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Pink dress</li> <li>- White shoes</li> <li>- Bow tie</li> </ul>	<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- White sandals</li> <li>- black trousers</li> <li>- Black belt</li> </ul>
<p><b>SHOPPING LIST</b></p> <ul style="list-style-type: none"> <li>- Long tie</li> <li>- Cowboy hat</li> <li>- Red polo shirt</li> </ul>		

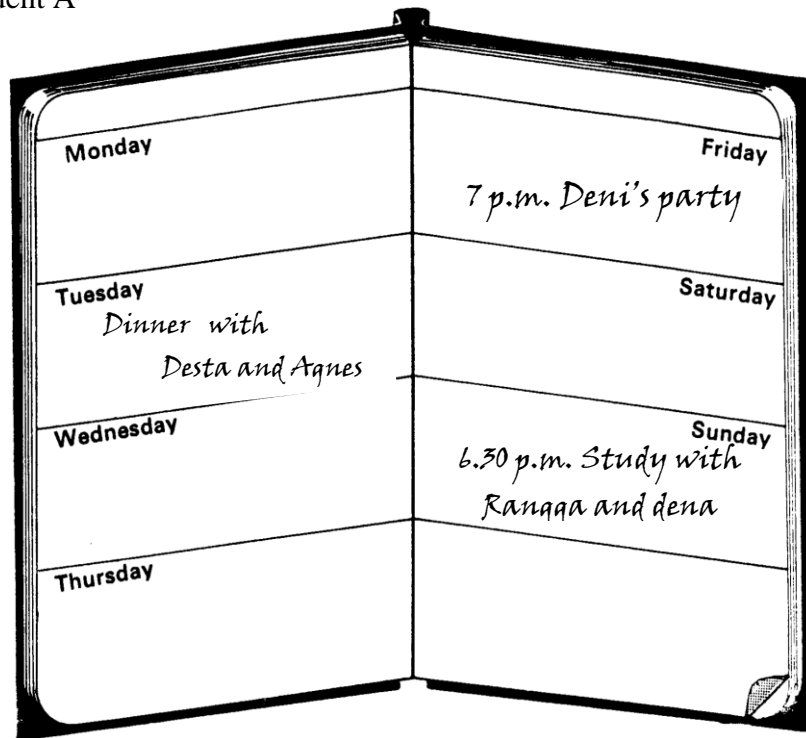
## 3. "Opinion poll" Flashcards

<p><b>MY OPINION</b></p> <p>Syahrini _____ <i>beautiful</i></p> <p>Afgan Syahreza _____ <i>handsome</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>Interisting</i></p> <p>Cartoon Doraemon _____ <i>funny</i></p> <p>English Lesson _____ <i>fun</i></p>	<p><b>MY OPINION</b></p> <p>Syahrini _____ <i>pretty</i></p> <p>Afgan Syahreza _____ <i>handsome</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>nice</i></p> <p>Cartoon Doraemon _____ <i>awful</i></p> <p>English Lesson _____ <i>fun</i></p>	<p><b>MY OPINION</b></p> <p>Syahrini _____ <i>sweet</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>interesting</i></p> <p>Master Chef _____ <i>awful</i></p> <p>Cartoon Doraemon _____ <i>nice</i></p> <p>English Lesson _____ <i>easy</i></p>
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<p><b>MY OPINION</b></p> <p>Syahrini _____ <i>ugly</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>interesting</i></p> <p>Master Chef _____ <i>boring</i></p> <p>Cartoon Doraemon _____ <i>nice</i></p> <p>English Lesson _____ <i>easy</i></p>	<p><b>MY OPINION</b></p> <p>Syahrini _____ <i>beautiful</i></p> <p>Afgan Syahreza _____ <i>handsome</i></p> <p>Horror film _____ <i>amazing</i></p> <p>Master Chef _____ <i>great</i></p> <p>Cartoon Doraemon _____ <i>stupid</i></p> <p>English Lesson _____ <i>easy</i></p>	<p><b>MY OPINION</b></p> <p>Syahrini _____ <i>glamorous</i></p> <p>Afgan Syahreza _____ <i>friendly</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>great</i></p> <p>Cartoon Doraemon _____ <i>funny</i></p> <p>English Lesson _____ <i>fun</i></p>

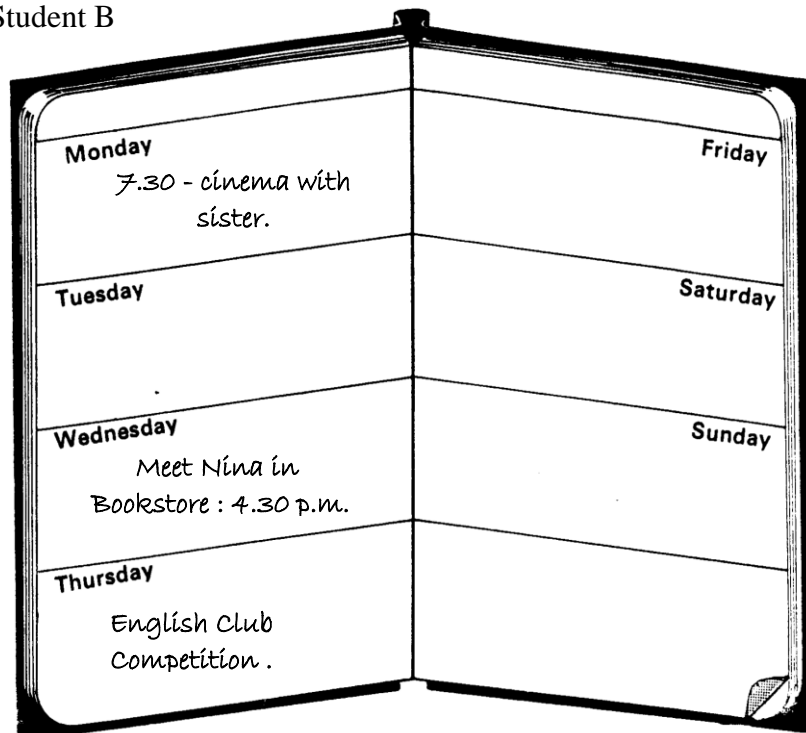
<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>beautiful</i></p> <p>Afgan Syahreza _____ <i>handsome</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>Interisting</i></p> <p>Cartoon Doraemon _____ <i>funny</i></p> <p>English Lesson _____ <i>fun</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>pretty</i></p> <p>Afgan Syahreza _____ <i>handsome</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>nice</i></p> <p>Cartoon Doraemon _____ <i>awful</i></p> <p>English Lesson _____ <i>fun</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>sweet</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>interesting</i></p> <p>Master Chef _____ <i>awful</i></p> <p>Cartoon Doraemon _____ <i>nice</i></p> <p>English Lesson _____ <i>easy</i></p>
<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>nice</i></p> <p>Afgan Syahreza _____ <i>awful</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>Awful</i></p> <p>Cartoon Doraemon _____ <i>boring</i></p> <p>English Lesson _____ <i>fun</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>nice</i></p> <p>Afgan Syahreza _____ <i>awful</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>boring</i></p> <p>Cartoon Doraemon _____ <i>stupid</i></p> <p>English Lesson _____ <i>interisting</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>sweet</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>interesting</i></p> <p>Master Chef _____ <i>awful</i></p> <p>Cartoon Doraemon _____ <i>nice</i></p> <p>English Lesson _____ <i>easy</i></p>
<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>pretty</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>amazing</i></p> <p>Master Chef _____ <i>great</i></p> <p>Cartoon Doraemon _____ <i>funny</i></p> <p>English Lesson _____ <i>interisting</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>ugly</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>interesting</i></p> <p>Master Chef _____ <i>boring</i></p> <p>Cartoon Doraemon _____ <i>stupid</i></p> <p>English Lesson _____ <i>easy</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>glamorous</i></p> <p>Afgan Syahreza _____ <i>friendly</i></p> <p>Horror film _____ <i>scary</i></p> <p>Master Chef _____ <i>great</i></p> <p>Cartoon Doraemon _____ <i>funny</i></p> <p>English Lesson _____ <i>fun</i></p>
<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>ugly</i></p> <p>Afgan Syahreza _____ <i>cute</i></p> <p>Horror film _____ <i>interesting</i></p> <p>Master Chef _____ <i>boring</i></p> <p>Cartoon Doraemon _____ <i>nice</i></p> <p>English Lesson _____ <i>easy</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>glamorous</i></p> <p>Afgan Syahreza _____ <i>sweet</i></p> <p>Horror film _____ <i>bad</i></p> <p>Master Chef _____ <i>great</i></p> <p>Cartoon Doraemon _____ <i>boring</i></p> <p>English Lesson _____ <i>difficult</i></p>	<p style="text-align: center;"><b>MY OPINION</b></p> <p>Syahrini _____ <i>beautiful</i></p> <p>Afgan Syahreza _____ <i>handsome</i></p> <p>Horror film _____ <i>amazing</i></p> <p>Master Chef _____ <i>great</i></p> <p>Cartoon Doraemon _____ <i>stupid</i></p> <p>English Lesson _____ <i>easy</i></p>

## 4. "Finding a date" Flashcards

## 1. Student A



## 2. Student B





# 9

## STUDENTS' SCORE

### 1. Students' Speaking Score in Pre- Test

Class : VIII A

Date : August 31<sup>st</sup>, 2013

N O	NAMA	ASPECT										Total Score		Score		Mean
		F		P		G		V		C		R	ET	R	ET	
		R	ET	R	ET	R	ET	R	ET	R	ET					
1	ALFIAN RAHMATDANI	1	1	1	1	1	2	1	1	2	2	6	7	1.2	1.4	1.3
2	ANUGRAH RIFLI RAMADHAN	2	2	1	2	1	2	1	1	1	1	6	8	1.2	1.6	1.4
3	DAVID KURNIAWAN	1	1	1	1	1	2	1	1	1	2	5	7	1	1.4	1.2
4	DEVA APRISEL DEWANTARI	2	3	3	3	2	3	3	3	4	3	14	15	2.8	3	2.9
5	DEWI RETNO WIDANINGRUM	3	3	3	4	3	3	3	4	4	4	16	18	3.2	3.6	3.4
6	DIKY HADI YUDA PRATAMA	1	1	1	1	1	2	1	2	2	2	6	8	1.2	1.6	1.4
7	DIMAS ILHAM TRI RAMADHAN	3	2	1	1	2	2	2	2	2	2	10	9	2	1.8	1.9
8	EMY LIA NOVIYANTI PUTRI	3	3	3	4	3	3	3	3	3	3	15	16	3	3.2	3.1
9	FAJAR MURDIYANTORO	4	3	3	2	3	3	3	3	3	3	16	14	3.1	2.8	2.95
10	FERDIKA ADHI PRADANA	2	2	1	1	1	2	1	1	1	1	6	7	1.2	1.4	1.3
11	FIFI DWI ARDIANI	2	3	2	2	3	3	2	2	2	3	11	13	2.2	2.6	2.4
12	FIKA DWI PRADIKA	3	3	2	2	3	3	3	3	3	3	14	14	2.8	2.8	2.8
13	FIKRI STIO RHAMDHAN	3	4	3	3	3	3	3	4	3	3	15	17	3	3.4	3.2
14	FITRIA RISMAWATI	1	1	1	1	1	1	1	1	1	1	5	5	1	1	1
15	HERI KURNIAWAN	2	2	1	1	1	2	2	2	2	2	8	9	1.6	1.8	1.7
16	IKHSAN FIRMANSYAH	1	1	1	1	2	2	1	1	2	1	7	6	1.4	1.2	1.3
17	KESIT NUGROHO	2	1	1	1	2	2	2	1	1	1	8	6	1.6	1.2	1.4
18	MUHAMMAD SAYFULLOH	2	1	1	1	1	1	1	1	1	1	6	5	1.2	1	1.1
19	NOVIYANTI WISMANDARI	3	3	2	2	3	3	3	3	3	3	14	14	2.9	2.9	2.9
20	NURMIA ISNANIWATI	3	4	3	3	3	3	3	3	3	4	15	17	3	3.4	3.2
21	RINTAN NUR AZIZAH	3	4	2	2	3	3	2	2	3	3	13	14	2.6	2.8	2.7
22	RITA ISTININGSIH	2	3	2	2	2	2	3	3	2	2	11	12	2.6	2.4	2.5
23	RIZKI ROSTEVIANA	3	3	2	2	3	3	2	2	3	3	13	13	2.6	2.6	2.6
<b>TOTAL</b>													48.	50.	49.65	
<b>MEAN</b>													4	9		
													2.1	2.2	2.158	

**Ket:**

**F:** Fluency

**P:** Pronunciation

**G:** Grammar

**V:** Vocabulary

**C:** Comprehension

**R:** Researcher

**ET:** English Teacher

## 2. Students' Speaking Score in Post- Test

**Class : VIII A**

**Date : September 14<sup>th</sup>, 2013**

N O	NAMA	ASPECT										Total Score		Score		Mean	
		F		P		G		V		C		R	ET	R	ET		
		R	ET	R	ET	R	ET	R	ET	R	ET						
1	ALFIAN RAHMATDANI	2	2	2	2	3	2	2	2	2	3	11	11	2.2	2.2	2.2	
2	ANUGRAH RIFLI RAMADHAN	3	3	2	2	2	3	2	2	3	3	12	13	2.4	2.6	2.5	
3	DAVID KURNIAWAN	3	3	2	2	3	3	3	3	3	3	14	14	2.8	2.8	2.8	
4	DEVA APRISEL DEWANTARI	5	5	4	5	5	5	3	3	4	5	21	23	4.2	4.6	4.4	
5	DEWI RETNO WIDANINGRUM	5	5	5	5	5	5	3	4	4	5	22	24	4.4	4.8	4.6	
6	DIKY HADI YUDA PRATAMA	3	4	3	3	3	4	3	3	3	3	15	17	3	3.4	3.2	
7	DIMAS ILHAM TRI RAMADHAN	2	2	2	2	3	3	2	3	3	3	12	13	2.4	2.6	2.5	
8	EMY LIA NOVIYANTI PUTRI	4	4	4	4	3	3	3	3	4	5	18	19	3.6	3.8	3.7	
9	FAJAR MURDIYANTORO	3	3	4	4	4	4	3	4	4	4	18	19	3.6	3.8	3.7	
10	FERDIKA ADHI PRADANA	2	3	2	3	3	3	2	2	3	3	12	14	2.4	2.9	2.65	
11	FIFI DWI ARDIANI	3	3	4	4	3	4	3	4	4	4	17	19	3.4	3.8	3.6	
12	FIKA DWI PRADIKA	4	3	4	4	4	4	3	3	4	4	19	18	3.8	3.6	3.7	
13	FIKRI STIO RHAMDHAN	5	5	4	4	5	4	3	4	4	5	21	22	4.2	4.4	4.3	
14	FITRIA RISMAWATI	2	2	2	1	2	2	2	2	2	2	10	9	2	1.8	1.9	
15	HERI KURNIAWAN	2	3	3	4	3	4	3	3	4	4	17	18	3.4	3.6	3.5	
16	IKHSAN FIRMANSYAH	2	2	2	2	2	2	2	2	3	3	11	11	2.2	2.2	2.2	
17	KESIT NUGROHO	3	3	4	3	4	4	3	3	4	4	18	17	3.6	3.4	3.5	
18	MUHAMMAD SAYFULLOH	2	2	2	2	2	2	1	1	2	2	9	9	1.8	1.8	1.8	
19	NOVIYANTI WISMANDARI	5	4	4	4	4	4	3	4	4	4	20	20	4	4	4	
20	NURMIA ISNANIWATI	5	5	5	5	5	5	3	3	4	5	22	23	4.4	4.6	4.5	
21	RINTAN NUR AZIZAH	4	4	3	3	5	5	3	3	4	5	18	20	3.6	4	3.8	
22	RITA ISTININGSIH	5	5	4	4	5	5	3	3	4	4	21	21	4.2	4.2	4.2	
23	RIZKI ROSTEVIANA	4	4	4	3	4	4	3	3	4	4	19	18	3.8	3.6	3.7	
<b>TOTAL</b>															73	78.	76.95
<b>MEAN</b>															3.3	3.4	3.346

**Ket:**

**F:** Fluency

**P:** Pronunciation

**G:** Grammar

**V:** Vocabulary

**C:** Comprehension

**R:** Researcher

**ET:** English Teacher

# 10

## SPEAKING RUBRIC

**Oral Proficiency Categories**  
**Proposed by Brown, 2004 (172-173)**

No	Score	Aspects of Oral Proficiency				
		Fluency	Pronunciation	Grammar	Vocabulary	Comprehension
1.	5	Has complete fluency in language such his speech is fully accepted by educates native speaker.	Equivalent to and fully accepted by educated speakers.	Equivalent to that of an educated native speaker.	Speech on all level is fully accepted by educated native speakers in all its futures including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	Equivalent to that of an educated native speaker.
2.	4	Able to use language fluency on all level normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience in with a high degree of vocabulary.	Can understand any conversation within the ranger of his experience.
3.	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for	Errors never interfere with understanding and rarely disturb native speaker. Accent may be	Control grammar is good. Able to speak the language with sufficient structural accuracy to	Able to speak the language with sufficient vocabulary to participate	Comprehension is quite complete at a normal rate of speech.

		words.	obviously foreign.	participate effectively in most formal and informal conversation on practical, social and professional topics.	effectively in most formal and informal conversations on practical, Social, and professional topics Vocabulary is broad enough that he rarely has to grope for words	
4.	2	Can handle with confidence but not facility most situations, including introductions and casual conversation about current events, as well as a work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocution.	Can get the gist of most conversations of non-technical subject (i.e., topics that require no specialized knowledge).
5.	1	(No fluency description. Refer to other four language areas for implied level of fluency).	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Error in grammar are frequent, but speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but, most elementary needs.	Within the scope of his very limited language experience, can understand simple question and statement if delivered with slow speech, repetition or paraphrase.

**11**

**ATTENDANCE LIST**

**ABSENSI KELAS VIIIA SMP NEGERI 1 PRAMBANAN**

**TAHUN AJARAN 2013/2014**

NO	NIS	NAMA	AGUSTUS 2013			SEPTEMBER 2013			JUMLAH ABSEN		
			24	26	31	2	9	14	S	I	A
1	4330	ALFIAN RAHMATDANI	.	.	.	.	.	.			
2	4331	ANUGRAH RIFLI RAMADHAN	.	.	<b>S</b>	.	.	.	<b>1</b>		
3	4332	DAVID KURNIAWAN	.	.	.	.	.	.			
4	4333	DEVA APRISEL DEWANTARI	.	.	.	.	.	.			
5	4334	DEWI RETNO WIDANINGRUM	.	.	.	.	.	.			
6	4335	DIKY HADI YUDA PRATAMA	.	.	.	.	.	.			
7	4336	DIMAS ILHAM TRI RAMADHAN	.	.	.	.	.	.			
8	4337	EMY LIA NOVIYANTI PUTRI	.	.	.	.	.	.			
9	4338	ERWINTA SEPTIAWAN	<b>S</b>	.	.	.	.	.	<b>1</b>		
10	4339	FAJAR MURDIYANTORO	.	.	.	.	.	.			
11	4340	FERDIKA ADHI PRADANA	.	.	.	.	.	.			
12	4341	FIFI DWI ARDIANI	.	.	.	.	.	.			
13	4342	FIKA DWI PRADIKA	.	.	.	.	.	.			
14	4343	FIKRI STIO RHAMDHAN	.	.	.	.	.	.			
15	4344	FITRIA RISMAWATI	.	.	.	.	.	.			
16	4345	HERI KURNIAWAN	.	.	.	.	.	.			
17	4346	IKHSAN FIRMANSYAH	.	.	.	.	.	.			
18	4347	KESIT NUGROHO	.	.	.	.	.	.			
19	4348	MUHAMMAD SAYFULLOH	.	.	.	.	.	.			
20	4349	NOVIYANTI WISMANDARI	.	.	.	.	.	.			
21	4350	NURMIA ISNANIWATI	.	.	.	.	.	.			
22	4351	RINTAN NUR AZIZAH	.	.	.	.	.	.			
23	4352	RITA ISTININGSIH	.	.	.	.	.	.			



24	4353	RIZKI ROSTEVIANA	.	.	.	.	.	.			
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Keterangan:

S : Sakit

I : Izin

A : Alfa

**12**  
**PHOTOGRAPHS**

**Picture 1**

LCD and laptop are used as the media in delivering the material.

**Picture 2**

The students and the researcher do question-answer related to the material.

**Picture 3**

The students actively ask the researcher when they get difficulties.

**Picture 4**

The students discuss the material with their tablemates.

**Picture 5**

Asking the students questions related to the material is done to check the students' attention by pointing them.

**Picture 6**

The students enthusiastically do communicative language games

**13**

**PERMIT LETTERS**





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0683c/UN.34.12/DT/VII/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

23 Juli 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

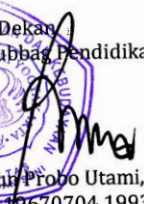
***IMPROVING STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATIVE LANGUAGE GAMES AT  
SMP N 1 PRAMBANAN GRADE VIII A IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : RIAN WULANDARI  
NIM : 08202244052  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Agustus - September 2013  
Lokasi Penelitian : SMP N 1 Prambanan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indur Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMP N 1 Prambanan



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/6061/N/7/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY Nomor : 0683c/UN.34.12/DT/II/2013  
Tanggal : 23 Juli 2013 Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RIAN WULANDARI NIP/NIM : 08202244052  
Alamat : KARANGMALANG, YOGYAKARTA  
Judul : IMPROVING STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATIVE LANGUAGE GAMES AT SMP N 1 PRAMBANAN GRADE VIII A IN THE ACADEMIC YEAR OF 2013/2014  
Lokasi : SLEMAN Kota/Kab. SLEMAN  
Waktu : 24 Juli 2013 s/d 24 Oktober 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 24 Juli 2013

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan





## BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
 Telepon (0274) 868800, Faksimilie (0274) 868800  
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

### SURAT IZIN

Nomor : 070 / Bappeda / 2584 / 2013

### TENTANG PENELITIAN

### KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
 Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta  
 Nomor : 070/6061/V/7/2013 Tanggal : 24 Juli 2013  
 Hal : Izin Penelitian

### MENGIZINKAN :

Kepada :  
 Nama : RIAN WULANDARI  
 No.Mhs/NIM/NIP/NIK : 08202244052  
 Program/Tingkat : S1  
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
 Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta  
 Alamat Rumah : Klampengan Jogotirto Berbah Sleman  
 No. Telp / HP : 081227084418  
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING STUDENTS SPEAKING ABILITY THROUGH  
 COMMUNICATIVE LANGUAGE GAMES AT SMP N 1 PRAMBANAN  
 GRADE VIII A IN THE ACADEMIC YEAR OF 2013/2014**  
 Lokasi : SMP Negeri 1 Prambanan Sleman  
 Waktu : Selama 3 bulan mulai tanggal: 24 Juli 2013 s/d 24 Oktober 2013

### Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 24 Juli 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M

Pembina, IV/a

NIP 19630112 198903 2 003

### Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Prambanan
6. SMP Negeri 1 Prambanan Sleman
7. Kasubbag Pendidikan FBS UNY
8. Yang Bersangkutan



**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA**  
**SMP NEGERI 1 PRAMBANAN**  
Madurejo, Prambanan, Sleman Telepon (0274) 496848

30 September 2013

**SURAT KETERANGAN**

Nomor : 070/ ~~519~~

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama Negeri 1 Prambanan Sleman menerangkan bahwa :

Nama	: RIAN WULANDARI
NIM	: 08202244052
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni Universitas Negeri Yogyakarta

Telah mengadakan penelitian di SMP Negeri 1 Prambanan Sleman dengan judul  
**“ IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH  
 COMMUNICATIVE LANGUAGE GAMES AT SMP N 1 PRAMBANAN GRADE  
 VIII A IN THE ACADEMIC YEAR OF 2013/2014 “**  
 pada tanggal : 27 Juli s.d 14 september 2013

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.



Kepala,  
 Drs. Agus Dwiyono, S.IP.  
 NIP 19610822 198112 1 001