



**IMPROVING STUDENTS' SPEAKING SKILL THROUGH BUSY
DAYS GAME OF THE II-D STUDENTS OF SLTPN I TEMPUREJO
JEMBER IN THE ACADEMIC YEAR 1999/2000**

CLASSROOM ACTION RESEARCH REPORT



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**THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
AUGUST 2000**

MOTTO

“Do not postpone until tomorrow whatever you can do now”

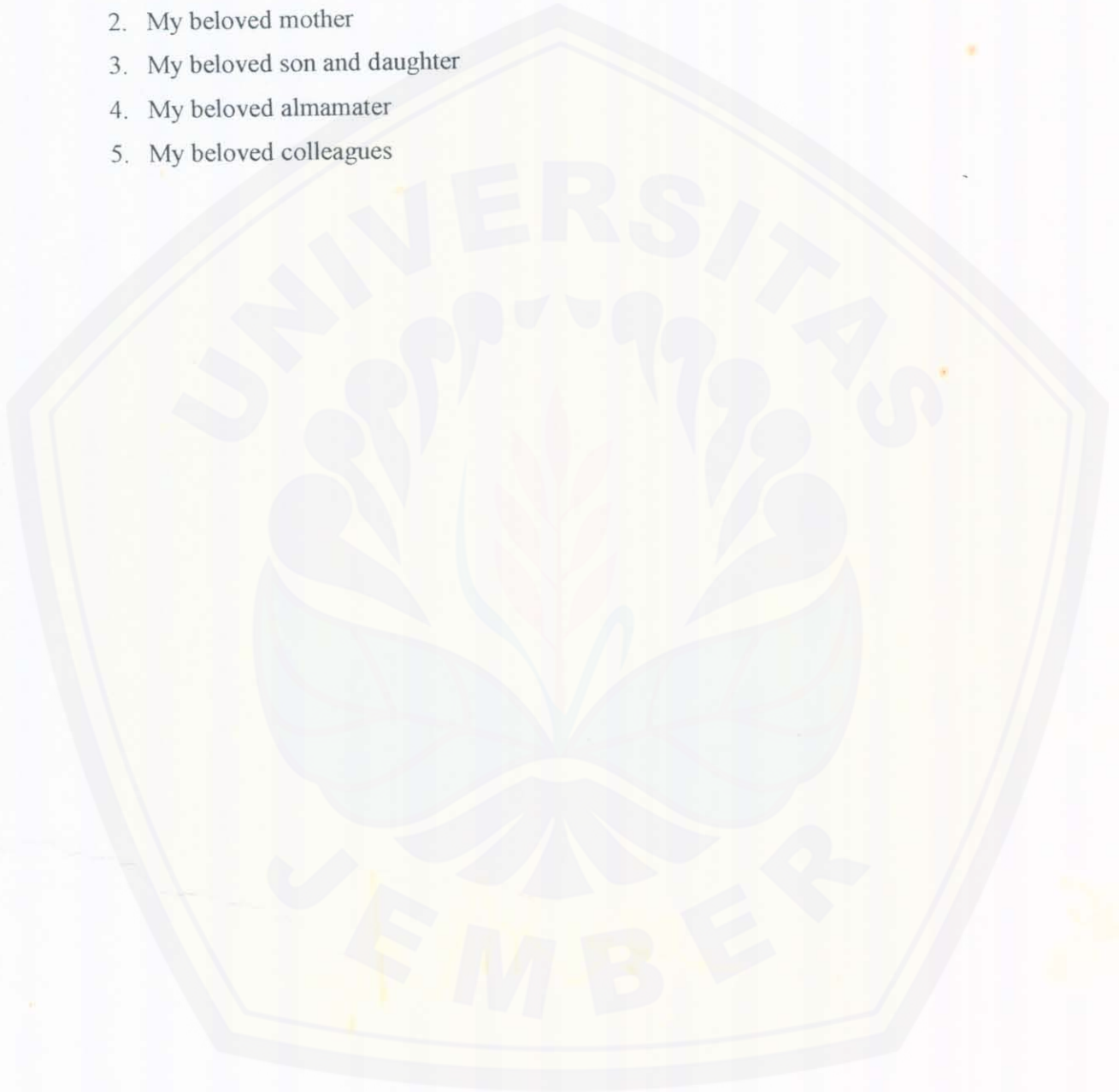
(Maxwell)



DEDICATION

This Classroom Action Research is dedicated to

1. My beloved husband
2. My beloved mother
3. My beloved son and daughter
4. My beloved almamater
5. My beloved colleagues



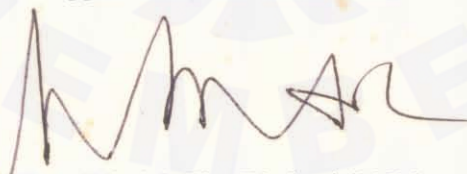
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BUSY DAYS GAMES OF THE II-D STUDENTS OF SLTPN I TEMPUREJO
JEMBER IN THE ACADEMIC YEAR OF 1999/2000

CLASSROOM ACTION RESEARCH REPORT

Proposed for being defended to the examiner team as one of the requirements
to get S1 degree in English Education of Teacher Training and Education Faculty
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Examined on: Tuesday

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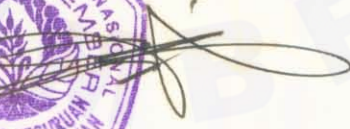


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First of all, I would like to express my greatest gratitude to Allah SWT that always leads and gives me guidance, deep love and the ability to complete this classroom action research.

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2. The Chairwoman of Language and Art Education Department of Teacher Training and Education Faculty, Jember University,
3. The Chairman of English Program of Teacher Training and Education Faculty, Jember University,
4. The Consultant who has guided and helped me in completing this classroom action research,
5. The Principle of SLTP I Tempurejo Jember who has given me opportunity to conduct this classroom action research in the school,
6. My beloved husband who has encouraged and supported me to finish this classroom action research.

I realize that this classroom action research is far from perfection. I really hope that there will be some criticism and suggestion from the readers to make this classroom action research better improved. I also hope that this classroom action research will be useful for the readers, especially for those who are interested in this research topic.

Jember, August 2000

The Writer

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ABSTRACT

Mariyana, August 2000, **Improving Students' Speaking Skill Through Busy Days Game of the II-D Students of SLTPN I Tempurejo Jember in the Academic Year of 1999/2000**, A Classroom Action Research, English Language Education Program, Language and Art Education Department, The Faculty of Teacher Training and Education Jember University

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The Key Terms : Games, Speaking Skill

Speaking Achievement is one of the four English Skills. Therefore, it is necessary for teachers to give speaking lesson in the form of teaching learning process in the class, especially in producing the students' response orally.

This classroom action research was carried out to investigate whether games can be used to improve speaking ability and motivation of the second year students' of SLTPN I Tempurejo-Jember in the academic year 1999/2000. It took two months to carry out this research extended from April to May 2000. The data of students' motivation were gotten by the collaborator by applying observation; while the data about students speaking skill were gotten by using oral test. The collected data was analyzed with descriptive qualitative. The result of this research is there is improvement of the students' speaking ability after being conducted the action of cycle one and two. The students' who could respond the task in generally effective increased from 63.9 % in the first cycle to 88.9 % in the second cycle. The students' motivation also increased.

CHAPTER I INTRODUCTION

1.1 Background of the Study

English as an International language plays an important role in Indonesia. It is obviously needed in developing knowledge, science, art and international relationship with other countries. In Indonesian academic, field English has been taught from junior high schools up to university. Recently English is also taught to the students of elementary schools as a local content.

Communicative and meaningfulness approach as the prime basis of English language teaching at Junior up to Senior High Schools demand the teacher to be able to develop the materials of GBPP naturally. English teaching in the class, therefore, should be conducted in integrated way in order that the students are able to develop the four language skills, namely reading, writing, listening and speaking properly and proportionally.

In relation with the above reason, it can be concluded that improving the students' speaking skill is one of the aims of the English learning. In this case the teacher, therefore, should be able to convey the students practice the language skill, especially speaking, in real condition. It is because the aims of teaching English are to enable students spell and pronounce correctly, to enable the students express simple question and answer, and to enable students practice simple conversation correctly (Anonym, 1999:12).

Based on the writer's experience as an English teacher of Junior High School for several years, that the students' ability in English speaking is still far from the hope. It means that the students' speaking capability is still lower than other skills. This weakness can be identified during the process of teaching-learning. The students look passive and lazy to participate in class interaction. Such condition may be caused by some cases, such as a) they are afraid of making mistakes in front of their teacher and friends b) they do not have suitable words to express their idea, opinion and thought. The conditions make the students worry to express their idea, opinion and

thought in English. As a result they have got less interest, motivation and eagerness to communicate in English both inside or outside the class.

Seeing the condition above, the writer tries to find out an effective way to overcome the above problem by applying games as a teaching aids in speaking class. Game is an attractive technique which not only make the students interest to take part but also provide them wide opportunities to use English without loaded sense of error evidence. Adenan (1992:2) says that puzzles and games are obvious type of self motivating which will arouse the students interest in learning language. They make the students relax and avoid boredom. They provide stress-free atmosphere learning. So the writer assumes that by using games in learning activities, the students will be motivated to be active in speaking English.

In line with the reason above, this classroom action research is conducted to know whether the use of 'Busy Days' in teaching speaking at SLTP I Tempurejo can improve the students' speaking skill.

1.2 Problem of the Research

Based on the background of the research, the problem can be formulated as follows:

- 1.2.1 Can the use of Busy Days game motivate the II-D students of SLTP 1 Tempurejo in learning speaking?
- 1.2.2 Can the use of Busy Days game improve the II-D students of SLTP 1 Tempurejo speaking skill?

1.3 Scope of the Research

This classroom action research is conducted with the main purpose of improving students' speaking skill through games. The respondents of this research are the SLTP I Tempurejo students who are sitting in the second year, in the third *cawu* of the 1999-2000 academic year. It is based on the consideration that the students look unmotivated in speaking class. This research was conducted in collaborative way with an English teacher of the first year students in the same school. The games used

to arouse the students' speaking skill is *Busy Days* games. The theme taught with the game is *Entertainment* and the sub-theme is *Past Tense*..

1.4 Purpose of the Research

The purposes of the research are to know whether or not:

1.4.1 the use of the *Busy Days* game can motivate the II-D students of SLTP 1

Tempurejo in learning speaking, and

1.4.2 the use of the *Busy Days* game enable the II-D students of SLTP 1

Tempurejo to improve speaking skills.

1.5 Significance of the Research

This research result can hopefully give some significance for the teacher, the writer and for the other researcher.

1.5.1 For the teacher

The result of this research can give information that games can add fun and variety of teaching techniques especially in teaching speaking.

1.5.2 For the writer

The result of this research will be used to develop the quality of English teaching at the writer's school.

1.5.3 The other researcher

The result of this test can encourage the other researcher to conduct a research related with the use of games for other language skills such as reading, writing, and listening.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Game as Teaching Media

Gerlach et.al (1980:380) state that game is a simplified operational model of real life situation that provides students with vicarious participation in a variety of roles and events. Meanwhile, Adenan (1992:2) says puzzle and games are obvious self-motivation material that will arouse the interest in learning language. It makes relax. Moreover, language games can avoid the boredom. Furthermore, Baruch and Woon (1978:vi) claim that a game is an activity in which the students can easily take part and it shall motivate them to speak and give them a reason to use the language.

In line with the ideas above, it can be concluded that games can be used in teaching learning process to arouse the students' interest as well as to increase the students' motivation to pay attention to the items being taught. It also makes them more relax. As a result, it its hoped that the students will be more actively involved in teaching learning process.

2.1.1 The Function of Games in Instructional Process

In teaching learning process games play some important roles and have function to increase the students' motivation in learning language. Games also help and encourage the students to sustain their interest and work. Besides that games can guide the students to think and speak. Games can attract the students' cooperation for accepting and searching the problem. All age have a chance to use games for learning a new concept (Michael et al, 1983:3). Furthermore, he states that games also help teacher create context in which the language is useful and meaningful. It means that games enable the teacher to explain the material clearly and understandable. As a result, the students can make the material being studied in their mind longer.

2.1.2 Kinds of Games

Games, especially language games, can be classified into some categories. According to Tek (1998:4) language games fall into three main categories, namely

quiz games (Make-a-link), Board game (grammar game) and Vocabulary game. Meanwhile, Baruch and Woon (1978:1) divide games into Guessing games (Who am I, Tell us who), Picture games (Do you know why, Do you know what), Card and Board games (Busy Days, For and Against), Action and Acting games (Do and say, Feel and say, Listen and say), Further more, Michael et al (1987:14-57) categorize games into pictures games, psychology game and magic trick game, etc.

The game that will be applied in this research is Busy days game. It based on the consideration that these games stress on oral practice. So it is suitable with the purpose of this research. The following is the detail of the game:

Busy Days Game

'Busy Days' game is a game played by a group of player containing 8 members. One of the players is appointed as a leader. This game takes approximately 8 minutes to play in relax way. This game also stresses on oral practice (Baruch and Woon, 1978: 43). The following is the detail of the game:

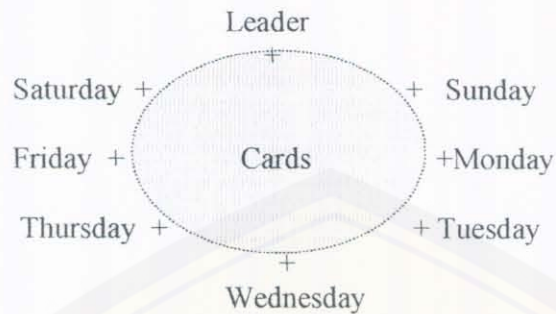
Language items practiced: The days of the week and e.g. the simple past tense.

Organization : A group contains 8 players.

Apparatus needed : Picture cards. Each card contains different picture containing some activities, e.g. polishing shoes, studying, cooking etc. There must be 10 cards. One of them is "Holiday" card showing a picture of someone is relaxing in an easy chair at the beach or sleeping under the tree. Alternatively, the holiday card can just have the word "Holiday" on it.

Procedures:

- The players stand in a circle. The stack of cards is placed face down in the middle of the table. One of the players is as the leader. The player on the leader's left side is "Sunday", and the other days of the week follow in a clockwise direction.



Round 1:

- The leader asks: e.g. "What did Mr. Black do on Monday?"
- The player who is "Monday" picks one card on the top of the stack, looks at the picture and says e.g. "He painted a scene."

Picture Card



- The others can check to see whether the answer is correct. The card is, then, placed at the bottom of the stack.
- The leader asks the same questions of the other players, without taking the days in consecutive order. After each question, the "Day" referred to take a card and answer according to the activity shown. It goes on until someone turns up a "Holiday" card. The player who gets this card must answer the question:
 - E.g. "What did Mr. Brown do on Sunday?"
 - with:
 - E.g. He didn't do anything. He took a holiday."
- This is the end of the 1st round.

Round 2:

- The player who picked the “Holiday” card earlier on now becomes the leader and other players are renamed with “Sunday” to the leader’s left and the other days following in consecutive order. The game is run as the previous one.

2.2 Speaking Achievement

Lado (in Kusni, 1998:14) states that speaking is the ability to speak a foreign language. It is, without doubt, the most highly prized language skill and rightly so, because he who can speak a language skill understand it and can learn to read it relatively easy. Meanwhile, Hornby (1983:8) states that achievement is something done successfully with effort and skill.

From the statements above, it can be inferred that speaking achievement is assumed as a language skill, especially speaking, which is got with effort and skill. It has been known that what is emphasized in language teaching is to enable the students to use a language as a means of communication. Basically, speaking is the ability to express someone’s idea orally.

Based on the supplement of English Curriculum 1999, the speaking achievement of SLTP students in the second year is as follows: the students are able to spell and pronounce correctly; they are able to carry out the simple question and answer; and they are able to conduct the short and simple conversation fluently. In this research the components of speaking skill to be measured are pronunciation, fluency, vocabulary, and grammar.

2.3 The Significances of Games for Learning Speaking

In English language learning (ELL), one of the purposes is to make the children able to communicate the information effectively. It is in line wuith the objectives of teaching speaking stated in the Supplement of English Curriculum 1999. Based on the writer’s experience as an English teacher of junior high school for several years, it is not an easy matter to bring the students meet the objectives above. This phenomena is also supported by Brown et.al (1995:25) that spoken language

production, learning to talk in the foreign language is often considered to be one of the most difficult aspect of language learning for the teacher to help the students with.

To produce spoken language, it really requires students' high motivation as well as bravery. But, the students, in fact , still have no bravery to do that because they are afraid of making mistakes in front of the class. To make the students have bravery and motivation to express their idea in English orally, it needs to create a classroom activity by applying language games, in which the students will be actively involved. This activity can remove the monotonous class activity and create interesting situation.

It is assumed that the games are very useful for teaching speaking as supported by some experts. Adenan (1993:9) states that games are obvious self-motivating material that will arouse the students interest of language; Ong Eng Tek (1996:4) says it is undeniable that games with a language learning focus encourage active language learning through active language practice; Baruch et.al. (1978:vi) claim that a game is an activity in which the students can easily take part and it shall motivate them to speak and give them a reason to use the language. So, it is clear that games are very effective used in speaking class.

2.4 Action Hypothesis

Referring to the above theories, the action hypothesis of this research can be formulated as follows: "The use of Busy Days game can motivate the II-D students of SLTP I Tempurejo Jember in the academic year 1999/2000 in leaning speaking and improve their speaking skill."

CHAPTER III RESEARCH METHOD

3.1 Research Setting

The research area was SLTP Negeri I Tempurejo. It is decided based on the consideration that the writer is as the English teacher and the result of the research, then, can give some advantages directly or indirectly to the improvement of teaching learning process in the school.

The respondents of the research are the II-D students of SLTP Negeri I Tempurejo in the academic year of 1999/2000. The number of the respondents were 37 with 19 males and 18 females. The choice of the class was based on the fact that the students of this class tend to be very passive in English lesson.

This classroom action research was carried out with a collaborator, Mrs Farida, who is an English teacher of the first year students of SLTP Negeri 1 Tempurejo. Through this collaboration, it is expected that there will be a lot of input by sharing ideas for the success of this research, This collaboration is very helpful in applying all the research procedure.

3.2 The Research Procedure

3.2.1 General Description of the Research

The classroom action research is designed by means of the cycle model put forward by Kemmis and Taggart (in Hopkins, 1993:46), that every cycle of the model consists of four stages of action: planning action, implementation action, conducting observation and carrying out reflection.

This classroom action research is derived from the result of reflection that the students' interest and motivation to speak was still low. It can be seen from the class condition in which the students did not take part actively in teaching learning process.

In order to achieve the goals of this research, the actions are planned 2 cycles. The implementation of the both cycles are held in the *cawu* III of the academic year of 1999/2000, and it took at least a month.

3.2.2 Details of the research Procedures

a. Preparation

Several activities prepared before conducting this research are:

1. Making lesson plan,
2. Deciding games will be used including the instruments needed, such as picture cards,
3. Preparing the procedures to use the games as the teaching aids,
4. Preparing the instruments of observation, and
5. Preparing the way to score the students' progress.

b. Implementation

The actions in cycle one and two were implemented according to the schedule of English subject. Both the actions in cycle one and two are performed by the writer. The actions were taken to motivate the students in learning speaking and to increase the students' speaking skill. The plan of the cycle one is described in the following steps:

1. Preparing the language items practiced.
For example:
 - He studied English last night.
 - She went to Bali two days ago.
 - My mother watched "Ketoprak Humor" just now.
 - Etc.
2. Introducing how the game works and how the rules operate.
3. Conducting the game.
4. Conducting evaluation.
5. Reflecting the result of the first action cycle.

The materials of speaking task are chosen from the book "Let's Learn English 2" based on the material to be presented and referred to the list of language functional skills in GBPP (The General Instruction Guide Line).

In this phase, the writer carries out intensive action toward the activity described in lesson plan. At the same time, the writer and the collaborator observe the two actions. If the result of the action in the first cycle have not met the target yet, a

modified treatment plan is needed. The modified plan is applied to the second cycle for the purpose on accelerating the expected target.

c. Monitoring and Evaluation

During the action implementation, the activity is focused on the situation of teaching and learning process. The data recorded is about students' activities. The data about the students' motivation during and after the action applied are gathered through open observation technique; whereas the data about students' mastery on language items practiced are gathered through oral test as a means of speaking assessment.

The action is considered to be successful if the students can be more active to use language when they are being involved in the teaching and learning process. It indicates that at least 70 % of the students as the respondents of the research have ability in:

1. Giving responses in the opening beginning of activity,
2. Conducting question and answer using the language function studied,
3. Giving good responses when they are tested orally.

d. Analysis

The data of learning process improvement, including the feedback obtained from the observation are analyzed using descriptive qualitative method. It means that the description about the learning process improvement is expressed by means of descriptive sentences. The data of the games application are analyzed by using descriptive qualitative.

The form of validity used in this research is self-validity (Mc. Neiff, 1995:133). In this case the writer and the collaborator interpret the practice and make decisions about the improvement based on the criteria decided previously. If the scores cannot meet criteria of mean value, the action will be continued to the next cycle.

The criteria of scoring students' speaking skill is decided based on the model in *Survey Diagnostic Report* by Sadtono et.al (1996:5). The criteria are as follows:

Table 1: The criteria of scoring the students' speaking skill

Score	Classification
5	General effective
4	Mostly adequate
3	Ineffective
2	inadequate
1	Barely able even to attempt the task

Total value of each aspect (fluency, accuracy, interactive communication and pronunciation) $\times 5 = 100$ (perfect value)

While the quality of the scores are classified as in the following table.

Table 2: The scoring classification of students' speaking skill

Classification	Score
Good	> 50
Fair	$25 - 50$
Bad	< 25

Note:

Score < 25 = The students are not able to respond almost all the task given, even, they do not understand the intended questions (task)

$25 - 50$ = The students are able to respond only a short or simple answer without any extension.

Score > 50 = The students are able to respond the teacher's question well. They can answer and speak clearly.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

4.1 Research Result

It has been stated previously that the main purpose of this research is to motivate the students to use the English in real communication, and to increase the students' speaking skill through games. The following descriptions tell about the result of implementing the games in speaking class for cycle 1 and 2.

4.1.1 Description of Action in Cycle 1

The general observation reveals that this classroom action research can be accomplished in line with the action design set up in the first cycle as well as the second one. Every cycle has been consistently performed without disturbing the process of teaching and learning.

A preliminary test was given to the students to know their capability of speaking before the first cycle action. By using the three criterion of determining the students' mastery in speaking (Sadtono et.al, 1996), it was found that:

- a. There are only 47.3 % of the respondents that can answer the questions in general effective (good);
- b. 36.1 % of them responded the questions in adequate response (fair), and
- c. 16.6 % of them could not respond the questions given (bad), even they do not understand the questions.

The data above shows that most of students' skill in speaking were still low and far behind the accomplishment value, 70 %. This fact strongly encouraged the writer to do classroom action research by implementing games as media to develop their speaking skill.

The game technique was implemented in integrated way with other English instructional methods. It was also carried out at the end of the teaching-learning process as post activity. The language items practiced in the games are considered to be ideal because it is adapted from the language function target provided in the general

instructional guide line (GBPP). To find out how far the students are able to speak effectively or master the language function given, an oral test was given.

The first test was given after the language function "Expressing Action in the Past by using "Busy Days" game was presented. This activity is regarded as cycle 1. The result of the test shows that there were 23 students got scores more than 50, and 13 students got more than 30. No one got less than 30 (see table 3 in appendix 1).

The result above shows the significance progress in cycle 1 compared to that before the action of cycle 1 performed. It indicates a good and positive result of cycle 1 actions. The good scores before action was 47,3 % increases to 63.9 % in the cycle 1. This improvement is significant enough as it is close to the learning accomplishment value, 70 %. Despite the increasing progress, the writer kept trying to reach the optimum results.

During the implementation of cycle 1, there were some problems found, namely:

- a. The games did not run well because the students had not understood to play the games as planned in the fixed procedures since the games was something new for the students.
- b. Most of the students had trouble in using the language function practiced especially in determining the second verb form of the activity showed in the picture given.
- c. Most of the students seemed shy, fear and in doubt to express their answer although they knew it.

Having learnt those problems, the writer tried to improve the action plan and develop into the action plan of cycle 2 with the purpose of overcoming the above problems.

4.1.2 Description of the Action in Cycle 2

Based on the result of cycle 1, the action plans, which were applied to cycle 2 consist of those of cycle 1, are supported with the same developed steps.

- a. Presenting the students' speaking achievement gained in the first cycle.
- b. Giving review of the material practiced in the game.

- c. Explaining clearly how the game should be played.
- d. Giving motivation to the students to be brave and self-confidence in taking a part in the game.
- e. Completing the picture card with the first verb form (V1).
- f. Applying the game.
- g. Evaluating the students speaking skill by applying oral test.
- h. Reflecting the result of cycle 2.

Having reflected and observed the cycle by the collaborator, there were some positive matters found, such as:

- a. The students had tried hard to take a part in the game.
- b. The number of students who were involved actively in the teaching learning process increased.
- c. The students were interested in learning speaking using game and got motivated to use English.

After evaluating the students' speaking skill through oral test, it was found that there were 32 students got more than 50 or 88.9% of the total number of the students who could respond the questions in general effective; and 4 students who got more 30 or 11.1 % of the total number of the students who could answer the questions in adequate response. The data of the test result of the cycle is described in table 3 (see appendix 1).

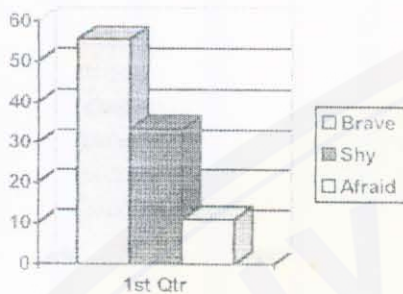
The data on table 3 shows that there is an increase of number of students who can answer the questions in general effective. It means that action implementation of cycle 2 was significant. Thus it can be concluded that the result of the increase 88.9 % can meet the expected target.

4.1.3 The result of Observation on Students' Motivation

Based on the reflection result of open observation by collaborator during the small cycle 1 as well as cycle 2, it was found that 55.6% of the number of the students had bravery to speak English. 33.4% of them were shy to express their idea and 11% were afraid to speak (see graphic 1). It indicates that more than 50% of the students were involved actively in teaching learning process and the rest of them were passive.

Compared to the initial condition that only 27.8% of the students were active. It indicates that the students have better motivation to speak English in cycle 1.

Graphic 1: The graphic of students' motivation in learning English



4.2 Discussion

To determine the success of this classroom action research, it needs to make a descriptive analysis.

4.2.1 Criteria

If the students use the game in learning speaking, their speaking skill can increase. In line with the hypothesis, the proposed achievement criteria is:

“If the students’ speaking skill improves after the implementation of the action, the hypothesis is accepted.”

Based on the collected data and the decided criteria, the success (achievement) of this classroom action research can be described as follows:

- The use of games brings a very positive impact in motivating the students in learning speaking, and it can improve the students’ mastery of speaking skill.
- During the classroom action research, three tests were performed to allow the students to know their progress on learning speaking. The students’ progress can be seen in table 4 (see appendix 4).
- The data in table 4 shows that the value of the students speaking skill increases from cycle to cycle. The number of students who can answer the questions well in pre-cycle was 47.3%, in cycle 1 was 63.9% and in cycle 2 was 88.9%.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and data analysis of the two cycles in this classroom action research, it can be concluded that:

- a. The use of Busy Days game can improve speaking skill of the II-D students' of SLTP I Temporejo-Jember in the academic year 1999/2000. The number of students who can answer the questions orally in effective response increases from 41.7% in pre-cycle action to 63.9% in cycle 1 and to 88.9% in cycle 2.
- b. The use of games can increase the students' motivation in speaking class.

5.2 Suggestion

Concerning with the research findings, the writer proposes the following suggestion:

- a. The English teachers should try to apply games to develop students' speaking skill.
- b. The action plan along the application procedures in this classroom action research can be implemented to other classes with little modification, specially if the condition is similar to that of the subject of this research.
- c. The other researcher should try to conduct other classroom action research dealing with the other games as teaching media.



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APPENDIX 1

Table 3: The list of Students Speaking Skill Scores of Pre-Cycle, Cycle 1 and Cycle 2

No.	Students' Name	Score		
		Pre-Cycle	Cycle 1	Cycle 2
1.	Agus Hariadi	30	40	55
2.	Andik Harianto	25	30	30
3.	Didik Hariyanto	40	55	60
4.	Dimas Irham B	75	75	75
5.	Ebi Candra	60	65	65
6.	Endang N	65	65	70
7.	Fericha Citra P.	80	85	85
8.	Franki W.H.	50	55	60
9.	Hambali	45	45	50
10.	Hayati	30	50	55
11.	Ika Nurhasan	45	55	55
12.	Ikwan Zamroni	50	50	55
13.	Lukman Hakim	50	50	55
14.	Muchlis	70	75	75
15.	M. Sholikhin	55	60	65
16.	Nuril Khotimah	55	60	60
17.	Prima Cristi C.	60	65	65
18.	Ratna Juwita	55	70	75
19.	Riya Ita	45	55	60
20.	Robi Candra	45	60	65
21.	Robith Ubaidillah	70	75	75
22.	Siti Alfiah	65	70	75
23.	Sri Wahyuni	30	40	55
24.	Sugiati	25	35	40

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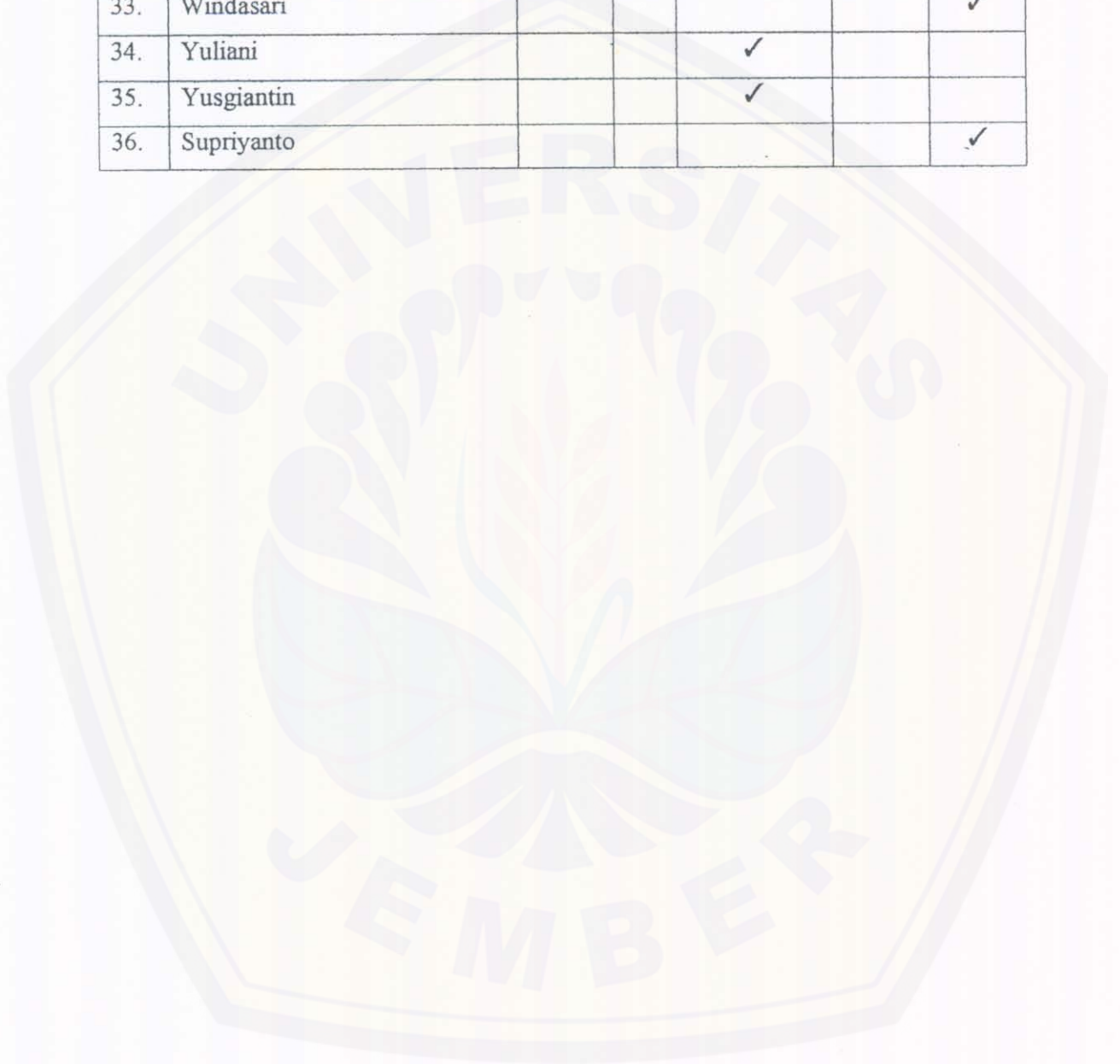
25.	Sugiyanto C.	20	30	45
26.	Suhartatik	20	35	55
27.	Suhermanto	30	35	55
28.	Suparmanto	40	60	65
29.	Supriyadi	40	65	65
30.	Suyati	40	55	60
31.	Tini Watiningsih	65	65	70
32.	Umi Kulsum	55	65	70
33.	Windasari	65	70	70
34.	Yuliani	25	30	40
35.	Yusgiantin	30	40	55
36.	Supriyanto	60	70	75

APPENDIX 2

Table 4. The Check List of Student Condition in Pre-Cycle

No	Names of Student	Afraid	Shy	No interest	Silent	Active
1.	Agus Hariadi			✓		
2.	Andik Harianto	✓		✓		
3.	Didik Hariyanto	✓				
4.	Dimas Irham B					✓
5.	Ebi Candra					✓
6.	Endang N		✓			
7.	Fericha Citra P.					✓
8.	Franki W.H.		✓			
9.	Hambali					
10.	Hayati			✓		
11.	Ika Nurhasan	✓				
12.	Ikwan Zamroni	✓				
13.	Lukman Hakim			✓		
14.	Muchlis					✓
15.	M. Sholikhin		✓			
16.	Nuril Khotimah		✓			
17.	Prima Cristi C.					✓
18.	Ratna Juwita					✓
19.	Riya Ita		✓			
20.	Robi Candra		✓			
21.	Robith Ubaidillah					✓
22.	Siti Alfiah		✓			
23.	Sri Wahyuni		✓			
24.	Sugiati			✓		
25.	Sugiyanto C.			✓		
26.	Suhartatik	✓				
27.	Suhermanto			✓		

28.	Suparmanto	✓				
29.	Supriyadi	✓				
30.	Suyati	✓				
31.	Tini Watiningsih					✓
32.	Umi Kulsum	✓				
33.	Windasari					✓
34.	Yuliani			✓		
35.	Yusgiantin			✓		
36.	Supriyanto					✓



APPENDIX 3

Table 5. The Check List of Students Condition After the Cycle 1 Action

No	Names of Student	Afraid	Shy	No interest	Silent	Active
1.	Agus Hariadi		✓			
2.	Andik Harianto	✓				
3.	Didik Hariyanto					✓
4.	Dimas Irham B					✓
5.	Ebi Candra					✓
6.	Endang N					✓
7.	Fericha Citra P.					✓
8.	Franki W.H.					✓
9.	Hambali		✓			
10.	Hayati		✓			
11.	Ika Nurhasan		✓			
12.	Ikwan Zamroni		✓			
13.	Lukman Hakim		✓			
14.	Muchlis					✓
15.	M. Sholikhin					✓
16.	Nuril Khotimah					✓
17.	Prima Cristi C.					✓
18.	Ratna Juwita					✓
19.	Riya Ita					✓
20.	Robi Candra					✓
21.	Robith Ubaidillah					✓
22.	Siti Alfiah					✓
23.	Sri Wahyuni		✓			
24.	Sugiati		✓			
25.	Sugiyanto C.	✓				
26.	Suhartatik		✓			

27.	Suhermanto		✓			
28.	Suparmanto					✓
29.	Supriyadi					✓
30.	Suyati		✓			
31.	Tini Watiningsih					✓
32.	Umi Kulsum					✓
33.	Windasari					✓
34.	Yuliani	✓				
35.	Yusgiantin		✓			
36.	Supriyanto					✓



APPENDIX 4

Table 4: The Check List of Students Condition After The Cycle 2 Action

No	Names of Student	Afraid	Shy	No interest	Silent	Active
1.	Agus Hariadi					✓
2.	Andik Harianto	✓				
3.	Didik Hariyanto					✓
4.	Dimas Irham B					✓
5.	Ebi Candra					✓
6.	Endang N					✓
7.	Fericha Citra P.					✓
8.	Franki W.H.					✓
9.	Hambali					✓
10.	Hayati					✓
11.	Ika Nurhasan	✓				
12.	Ikwan Zamroni	✓				
13.	Lukman Hakim					✓
14.	Muchlis					✓
15.	M. Sholikhin					✓
16.	Nuril Khotimah		✓			
17.	Prima Cristi C.					✓
18.	Ratna Juwita					✓
19.	Riya Ita					✓
20.	Robi Candra					✓
21.	Robith Ubaidillah					✓
22.	Siti Alfiah					✓
23.	Sri Wahyuni		✓			
24.	Sugiati		✓			
25.	Sugiyanto C.					✓
26.	Suhartatik					✓

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27.	Suhermanto					✓
28.	Suparmanto					✓
29.	Supriyadi		✓			
30.	Suyati		✓			
31.	Tini Watiningsih					✓
32.	Umi Kulsum					✓
33.	Windasari					✓
34.	Yuliani					✓
35.	Yusgiantin					✓
36.	Supriyanto					✓



APPENDIX 5

BUSY DAYS GAME

- a. Language Item Practiced : Past Tense
- b. Members of the Game :
 - 1. The Leader :
 - 2. Sunday :
 - 3. Monday :
 - 4. Tuesday :
 - 5. Wednesday :
 - 6. Thursday :
 - 7. Friday :
 - 8. Saturday :
- c. Aparatus needed :
- d. Time :
- e. Instruction :
 - 1. The leader of the game asks a question to one of the Days (members)
 - 2. The pointed member takes one card on the top of cards stack, then look at the picture card and give a command about the picture or, saying something about the picture. After that he shows the picture to the other players and audiences to check whether the answer is right or not.
 - 3. The leader does the same thing to the second up to the last players (members).

APPENDIX 6

SCORING SHEET OF 'BUSY DAYS' GAME

No	Name of The Player	Answer	
		Right	Wrong
1.	Sunday : .....	.....	.....
2.	Monday : .....	.....	.....
3.	Tuesday : .....	.....	.....
4.	Wednesday: .....	.....	.....
5.	Thursday : .....	.....	.....
6.	Friday : .....	.....	.....
7.	Saturday : .....	.....	.....

TEAM CONDUCTOR

(.....)

APPENDIX 7

PROGRAM SATUAN PELAJARAN

Mata Pelajaran	: Bahasa Inggris
Tema	: Hiburan
Anak Tema	: -Tarian -Fim -Music -Sandiwara
Kelas/Cawu	: II/3
Alokasi Waktu	: 2 x 45'

I. TUJUAN PEMBELAJARAN

Agar siswa dapat:

1. Secara sederhana mengungkapkan pikiran, pendapat dan gagasan.
2. Bertanya dan menjawab pertanyaan dengan menggunakan ungkapan kegiatan masa lampau.
3. Melakukan percakapan pendek dan sederhana dengan lancar.

II. TUJUAN PEMBELAJARAN KHUSUS

Agar siswa dapat:

1. Melengkapi kalimat berdasarkan gambar.
2. Melakukan tanya jawab secara sederhana.

III. BAHAN PEMBELAJARAN

1. Sumber Pembelajaran: BGPP Kurikulum 1999 (Suplemen)
Buku Paket 'Let's Learn English 2'
2. Bahan : Expressing action in the past
3. Media : Picture card

IV. KEGIATAN BELAJAR PEMBELAJARAN

(Lihat RP)

V. PENILAIAN

1. Prosedur

- a. Penilaian proses kemajuan belajar dalam bentuk tugas dan latihan yang dikerjakan pada saat KBM berlangsung.
- b. Penilaian hasil belajar dalam bentuk ulangan harian.

2. Alat Penilaian

- a. Tugas dan latihan pada RP
- b. Ulangan harian

Mengetahui,
Kepala Sekolah SLTP

Tempurejo, 2000
Guru Bidang Studi

Muljadi
NIP. 130 170 741

Mariyana
NIP. 131 994 379

RENCANA PENGAJARAN

Tema : Hiburan
Anak Tema : Ketrampilan fungsional kegiatan dimasa lampau
Kelas/Cawu : II/3
Alokasi Waktu: 2 x 45'

I. TUJUAN PEMBELAJARAN KHUSUS

Agar siswa dapat:

1. Melengkapi dialogue
2. Bertanya jawab dengan menggunakan ungkapan kegiatan dimasa lampau

II. BAHAN PEMBELAJARAN

1. Sumber Pembelajaran: GBPP Kurikulum 1999 (Suplemen)
Buku Paket "Let's Learn English 2"
2. Materi : Ungkapan dimasa lampau
3. Media : Picture Card

III. KEGIATAN BELAJAR MENGAJAR

a. Kegiatan Awal

- Salam dan tegur sapa
- Absensi
- Memberi Motivasi

b. Kegiatan Inti

- Guru menerangkan tentang ungkapan peristiwa yang terjadi dimasa lampau.
- Guru melengkapi dialog berdasarkan gambar.
- Permainan (lihat prosedur pada 'Game')

IV. PENILAIAN

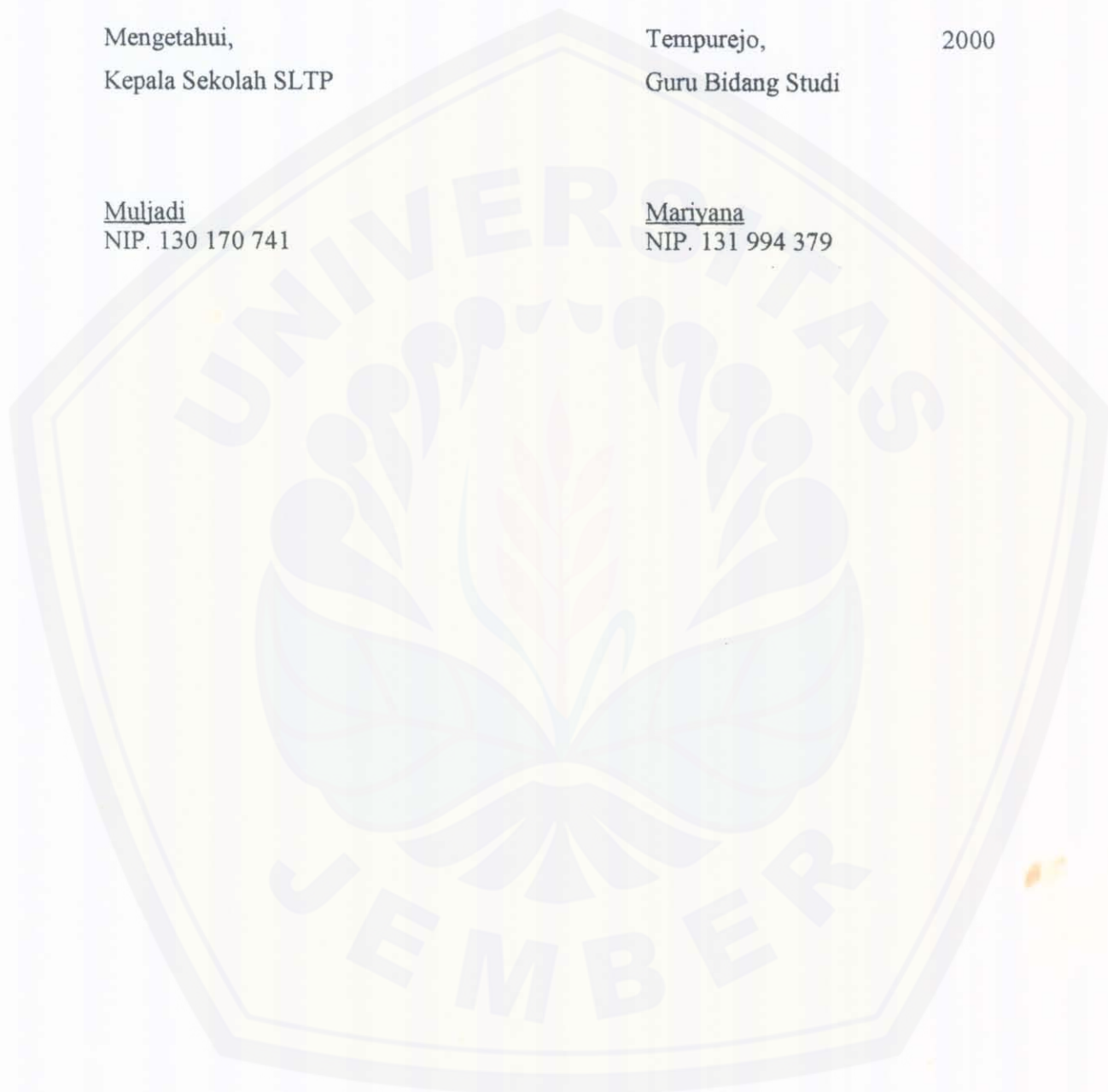
Prosedur penilaian dilaksanakan selama PBM berlangsung dan setelah PBM berakhir.

Mengetahui,
Kepala Sekolah SLTP

Tempurejo, 2000
Guru Bidang Studi

Muljadi
NIP. 130 170 741

Mariyana
NIP. 131 994 379



APPENDIX 9

THE SPEAKING ACHIEVEMENT TEST

In doing the test, the students are asked to look at the pictures shown by the teacher. They are, then, asked to answer the question orally based on the picture. The questions are as follows:

1. Teacher : How are you?

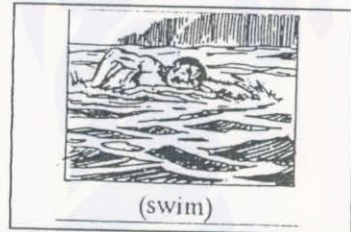
Student :

2. T : What is your name?

St :

3. T : What did Mr. Rochman do yesterday?

St :



4. T : What did Mr. Black do last night?

St :



5. T : What did Your father do this morning?

St :



6. T : Ok. I think that's all. Good bye.

St :

Task Achievement	Fluency	Accuracy	Interactive Communication	Pronunciation
Generally Effective	Some hesitation, but generally prompt responses and comfortable speed	Some errors, but message was clear. Evidence of sound basic grammar and vocabulary	Responded appropriately to all questions, occasionally even taking the initiative	Can be understood without difficulty
Mostly Adequate	Some obvious searching for words, but not causing overlong pauses	Fairly frequent error, but generally has enough vocabulary for message to get across	Understood and responded appropriately to most question, though repetition/rephrasing was sometimes necessary	A few noticeable mispronunciation, but generally; not difficult to understand
Ineffective	Slow speech with a lot of pauses. Listener has to be patient	Limited vocabulary and frequent errors, sometimes making meaning unclear	Some misunderstanding, leading to inappropriate or inadequate responses	Noticable action and mispronunciation, causing some strain on listener
Inadequate	Halting speech with long pauses. Listener has to be very patient indeed	Basic Structures seriously distorted. Very limited vocabulary	Limited interaction, with several misunderstanding and or two complete break downs	Heavy action and frequent mispronunciation, causing constant strain on listener
Barely able even to attempt the tasks	Very disconnected speech, broken by constant pauses. Several time "dried up" completely	Little knowledge of even very basic words. Barely able to combine any words together at all	Very little interaction at all. Understood very few questions or prompts	Pronunciation generally very difficult to understand

Sumber: Laporan Survey Diagnostik. E. Sadtono, dkk. 1996

