

IMPROVING STUDENTS' SPEAKING PROFICIENCY USING GAMES

(A Classroom Action Research on the Eight Grade Students of

SMP Negeri 2 Baki Sukoharjo 2008/2009 Academic Year)



Written By:

DWI NURUL FAJARIYAH

K2204023

THESIS

Submitted to Teacher Training and Education Faculty of Sebelas Maret

University to Fulfill one of the Requirements for Achieving the

Undergraduate Degree of English Education

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

SURAKARTA

2009

ABSTRACT

Dwi Nurul Fajariyah. K 2204023. **Improving Students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMP N 2 Baki Sukoharjo in 2008/2009 Academic Year)**. A Thesis. Teacher Training and Education Faculty, Sebelas Maret University. Surakarta. 2009.

This action research study is designed to improve students' speaking proficiency by implementing games. The aims of this research are: 1) to describe whether or not and to what extent games improve speaking proficiency; 2) to identify the situation when games are implemented in the speaking class.

The research is conducted from 3rd April to 8th May 2009. The subject of the study is the students of class 8E of SMP Negeri 2 Baki, Sukoharjo. The research is carried out in two cycles; each cycle consists of two classroom meetings. Every cycle consist of a series of step. They are identifying the problem, planning the action, implementing the action, observing the action, reflecting the action and revising the plan. Data are collected through survey, observation and interview. The observation was reflected in field notes, research diary, audio-recording and photograph.

The researcher analyzed both qualitative data and quantitative data. Qualitative data are analyzed by using constant comparative method that consist of four steps namely comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory. The quantitative data are analyzed by using descriptive statistic. Quantitative data, which are collected by conducting pre test and post test, are analyzed to know the improvement of students' speaking proficiency. The mean score of pre-test is 4.08. This score improved to 5.31 in post-test 1 and even higher in post test 2 that is 6.05. From the qualitative data, the researcher finds that the implementation of games improve the students' speaking proficiency and the classroom situation.

The research finding shows that students' speaking proficiency improved in the term of ability in: 1) answering the teacher's questions orally 2) identifying the words and grammar used in the expression 3) making sentences using appropriate grammar and vocabulary 4) expressing their idea. Besides, the classroom situation is also more alive in terms of the students' activeness in: 1) joining the activities 2) asking the teacher about their difficulties 3) discussing the task with their friend 4) increasing their motivation to learn.

The study of conducting action research is invaluable and inspiring experience that gives the researcher new knowledge. It is hoped that action research can be implemented by other researchers to achieve a better teaching and learning process.

APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On :

By :

First Consultant,

Second Consultant,

Dra. Hj. Dewi Rochsantiningsih, M.Ed,Ph.D
NIP. 19600918 198702 2 001

Drs. Siswanto, M.Hum
NIP. 195410009 198503 1 001

LEGALIZATION

This thesis has been examined by the board of thesis examiners and approved as fulfillment of the requirement for obtaining undergraduate degree in English Education

On:

By:

Board of Thesis Examiners

Chairman : Drs. Martono, M.A
NIP. 19600301 198803 1 004

()

Secretary : Teguh Sarosa, S.S., M.Hum
NIP. 19730205 200604 1 001

()

Examiner 1: Dra. Hj. Dewi Rochsantiningih, M.Ed, Ph.D
NIP. 19600918 198702 2 001

()

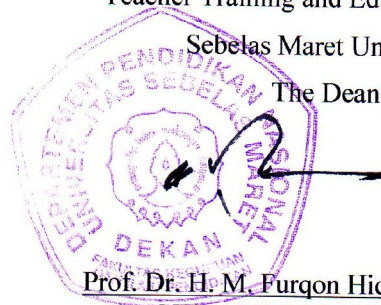
Examiner 2: Drs. Siswanto, M.Hum
NIP. 195410009 198503 1 001

()

Teacher Training and Education Faculty

Sebelas Maret University

The Dean



Prof. Dr. H. M. Furqon Hidayatulloh, M.Pd
NIP. 19600727 198702 1 001

MOTTO

“Baikkan hati, hebatkan impian, sederhanakan tindakan

Lalu.....

Lihatlah apa yang terjadi”

(Mario Teguh)

DEDICATION

With deep profound love, this
research is devoted to:

1. My beloved father and mother
2. My beloved sisters and brother

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin. All praise and thanks be only for Allah SWT, the Almighty God that gives His blessing and His help so the writer can finish her thesis. In the process of her study, she received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the writer to whom she can only express her gratitude:

1. The Dean of Teacher Training and Education Faculty for approving this thesis.
2. The Head of English Department of Teacher Training and Education Faculty for giving the writer permission to write the thesis.
3. Dra. Hj. Dewi Rochsantiningsih, M.Ed, Ph.D, the writer's first consultant for her patience, guidance, and suggestions.
4. Drs. Siswantoro, M.Hum, the writer's second consultant for his patience, guidance, and suggestions.
5. Drs. Juwardi as the headmaster of SMPN 2 Baki Sukoharjo for facilitating the writer in collecting the data.
6. Wirasti Handayani, S.Pd as the English teacher of the eighth class who has helped the writer in doing the research.
7. The students of the eighth class for the cooperation during the research.
8. Her beloved parents for their love, supports, helps, prayers, understandings, and everything that they give to the writer.

The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, she accepts gratefully every suggestions, criticisms and comments from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, August 2009

Dwi Nurul

TABLE OF CONTENT

TITLE OF PAGE	i
ABSTRACT PAGE	ii
APPROVAL PAGE	iii
LEGITIMATION PAGE	iv
MOTTO PAGE	v
DEDICATION PAGE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIAT OF GRAPHS	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Problem Statement	5
C. Objectives of the Study	5
D. Benefits of the Study	6
CHAPTER II THEORITICAL REVIEW	8
A. Speaking Proficiency	8
1. The Definition of Speaking Proficiency	8
2. The Level of Speaking Proficiency	9
3. Speaking Accuracy and Speaking Fluency	12

4.	The Concept of Teaching Speaking	13
a.	Teacher Roles	14
b.	Characteristics of Successful Speaking Activities ...	14
c.	Problem with Speaking Activities	15
d.	Solutions for the Problem of Speaking Activities ...	16
B.	Games.....	18
1.	The Definition of Games	18
2.	Characteristic of Games	19
3.	Games in Language Learning	20
4.	Kinds of Games	22
C.	The Relationship between Games and Speaking Proficiency	26
D.	Using Games in the Speaking Class	27
1.	Feedback in Speaking Class.....	29
2.	How to Play Games.....	30
CHAPTER III	RESEARCH METHOD	31
A.	The Research Context	31
B.	The Method of the Research	32
C.	The Model of Action Research	33
D.	The Procedure of Action Research	35
E.	The Technique of Collecting Data.....	38
F.	Technique of Analyzing of the Data.....	40
CHAPTER IV	RESEARCH FINDINGS AND DISCUSSION	41
A.	Research Findings	42

1. Situation Prior to the Research.....	42
2. Research Implementation	44
a. Cycle 1	47
1.) Planning the Action	47
2.) Implementing the Action	47
3.) Observing the Action	51
4.) Reflecting the Action Result	53
5.) Revising the Plan	53
b. Cycle 2	54
1.) Planning the Action	54
2.) Implementing the Action	55
3.) Observing the Action	58
4.) Reflecting the Action Result	59
5.) Revising the Plan	60
3. Research Findings	60
B. Result Discussion	63
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	67
A. Conclusion	67
B. Implication	69
C. Suggestion	71
BIBLIOGRAPHY	73
APPENDICES	75

LIST OF TABLES

Table 3.1	Process of the Research	36
Table 3.2	Table of Collecting Data	39
Table 4.1	Situation Prior to the Research	43
Table 4.2	Summary of Research Implementation	45
Table 4.3	Summary of Situation Before and After AR	60

LIST OF GRAPH

Graph 5.1 The Result of Speaking Test	65
---	----

LIST OF APPENDIXES

Appendix 1. The Research Schedule	75
Appendix 2. The List of the Students	76
Appendix 3. The Students' Pre-Test and Post-Test	77
Appendix 4. Lesson Plans	81
Appendix 5. Field Notes	94
Appendix 6. The Research Diary	114
Appendix 7. The Draft of Interview to the Teacher.....	118
Appendix 8. The Students' Diary	121
Appendix 9. The Photograph	124
Appendix 10. Students' Material Pre-Test and Post-Test	126
Appendix 11. the Curriculum of SMP N 2 Baki sukoharjo	134
Appendix 12. Permits	140

CHAPTER I

INTRODUCTION

A. The Background of the Study

Knowing English involves not only producing the language correctly, but also using it for particular purposes. Fraser (in Richards, 1983:30) states that when people use language, they characteristically do three things: they say something, they indicate how they intend the hearer to take what they said, and they have definite effects on the hearer results. In this context, it can be said that language means something spoken. People usually speak or share their opinion with one another by using it.

Students learning language is considered to be successful if they can communicate effectively in their second or foreign language. Hadfiels (1999:7) says that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Thus the teacher must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors.

Based on the curriculum in teaching speaking of SMP N 2 Baki Sukoharjo the students are expected to a.) express the meaning in a transaction and monolog

spoken text especially in the form of descriptive, recount, and narrative to interact with surrounding, b.) do the transaction activities for example inviting someone, accepting and declining an offer, asking for and giving opinion, praising and congratulating. In reality the students are not able to express their idea fluently. Based on the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact which happens in the classroom. The fact can be shown through the observation and the interview.

In reality the ability of the eighth grade students in SMP N 2 Baki Sukoharjo in speaking material does not meet the standard of curriculum. From the observation done by the researcher, lack of students' speaking proficiency is the problem. Their vocabulary, grammar, and pronunciation are low which make them unable to say something during the speaking class. Related to the competence of the students speaking proficiency, there are some indicators which show that they do not speak accurately. First, in language teaching class, they rarely answer the question given by the teacher orally. Second, they also speak with a lot of pauses. Third, they get difficulties to find the appropriate words to create sentence or expression. Fourth, dealing with the vocabulary mastery, for instance when the teacher asks the meaning of *seldom*, *never*, several of them can not answer them. Fifth, in grammatical item when the teacher explains recount text, she asks the past form of the words *bring*, and *think*, the students do not understand. Another difficulty is found in speaking material. The teacher has to translate all the sentences first before explaining what kind of expression it is.

Other indicators are shown in the classroom atmosphere. During the teaching learning process, the students are not enthusiastic and interested in joining teaching activities. Only a few students have great willingness to speak up voluntarily. They do not enjoy the lesson. When all the students speak together, it gets too noisy and they just end up chatting in their own language. Moreover when the time of teaching and learning conducted after break time, they look tired and show low motivation to follow the teaching and learning process. For instance when the teacher asks them to come forward to have speaking practice with their friends, they refuse it.

Besides, the other factors causing the low speaking proficiency are they learn through students' worksheet (LKS) which contains many kinds of task, list of vocabulary and several goals contained in the first page and the technique used by the teacher. During the speaking lesson, the teacher asks students to do the exercise in the worksheet (LKS). They just rely on the task in the worksheet. Sometimes they just cheat other students' answer and copy it. If there is a dialogue, the teacher asks them to complete it and read it in front of the class. This technique can not enhance their speaking proficiency.

Based on the fact, the classroom teacher and the writer would like to improve their proficiency in speaking by conducting an action research by using games. According to Jill Hadfield (1996: 4) games are an activity with rules, a goal and an element of fun.

There are several reasons why they can improve the students' speaking proficiency. First, they help the teacher to create context in which the language is

useful and meaningful (Wright, 1997: ii). The learners want to take part and in order to do so they must understand what others say or write, and they must speak or write in order to express their own point of view or give information. Second, enjoyment of games is not restricted by age. It is generally accepted that young learners and adult are very willing to play games.

According to Chen (2000), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. They are thus a natural self-expression for both the young and old. They have the advantage of attention in focusing, providing a self-motivating environment for the students with their active participation.

The advantages of games in the classroom make students have great willingness to practice speaking skill. Su Kim describe as follows:

Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading... They create a meaningful context for the language use. (1995: 35)

Games encourage the students to active in the classroom, entertain them, teach the language naturally, and promote fluency. They should be used because they help students see the beauty in a foreign language and not just problems of the foreign language itself.

Many advantages of games can overcome the speaking problems. The competition of games gives students a natural opportunity to work together and communicate using English with each other. Furthermore, by integrating playing and learning, they practice the learned linguistic knowledge in a meaningful

context. Based on the background above, the writer chooses teaching speaking by using games of the eighth year students of SMP Negeri 2 Baki Sukoharjo in 2008/2009 academic year.

B. Problem Statements

Based on the background of the study, some problems can be identified, related to the students' speaking proficiency. The problems are:

1. Can and to what extent games improve the students' speaking proficiency?
2. How is the situation when games are implemented in the speaking class?

C. Objectives of The Study

The study is carried out to meet the following objectives:

1. To describe whether or not and to what extent games improve speaking proficiency of the eighth grade students of SMP Negeri 2 Baki Sukoharjo in academic year 2008/2009
2. To identify the situation when games are implemented in the speaking class of the eighth grade students of SMP Negeri 2 Baki Sukoharjo academic year 2008/2009

D. Benefits of The study

The researcher expects that this study will give some contribution in the English language teaching quality. There are at least three significance contributions gained from this study. They are as follows:

1. The teacher

The English teacher can improve the teaching learning process by choosing games as the techniques to the language teaching methodology.

2. The students

Students are expected to get better learning by which they will be able to improve their ability to implement correct grammar, vocabulary and pronounce English words correctly. They are expected to have better speaking fluency and have great willingness answering teacher question orally and they will have chance to practice English without stressing and they like English and learn it with enjoyment.

3. The researcher

The researcher gets invaluable experience which can be used to improve speaking and learning quality in other situation and provide information also starting point for other researcher in improving the other technique in helping students on their speaking skill.

4. The English Department Teacher Training and Education Faculty of
UNS

The result of the study can increase the extension of technique and the way of teaching which is appropriate with available curriculum

5. The school

The result of this study can be infected to other teachers so that they get the clearness in the used of technique and it improve the quality of teaching speaking at schools.

CHAPTER II

THEORITICAL REVIEW

In this chapter, the writer presents the theories that underlie the study. The theories cover the concept of speaking proficiency, games, the relationship between games and speaking proficiency.

A. Speaking Proficiency

1. The Definition of Speaking proficiency

Speaking is a kind of bridge for learners between classroom and the world outside (Hadfield, 1999:7). It is vehicle par excellence of social solidarity, of social ranking, of professional advancement and business. It is also a medium through which much language is learnt..., (Bygate, 1997: vii). To know the language learners can speak, it is necessary to get them to actually, say something. To do this they must act on knowledge of grammar and vocabulary. The application of this knowledge can be realized by speaking practice.

Besides, New Webster Dictionary (1994: 932) states that speaking is an act to express idea, feelings, and thought orally. It is also called oral communication. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency. Speaking is an act that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say.

Language is a tool which is used to communicate with other. One of the ways is speaking. Speaking here means individual's ability in expressing the idea. According to Oxford Advanced Learner's Dictionary, speaking is making use of words, knowing and being able to use language : expressing oneself in word, making speech, while is the ability to do something well. Therefore the writer can infer that speaking proficiency is the ability to perform linguistic knowledge in actual communication. The ability to express our idea, feeling, thought and need orally.

As speaking is to communicate, it generally becomes main goal of learning in language. People learning the language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking, because it will make them able to practice it with other people.

When we are talking about speaking, it is dealing with proficiency. According to Longman Dictionary of Contemporary English, proficiency is a good standard of ability and skill. In harmony with that, Oxford Advanced learner's Dictionary says proficient means doing or able to do something in a skilled or an expert way because of training and practice. Based on wikipedia [fluency](#) and [language competence](#) are generally recognized as being related with speaking.

2. The Level of Speaking Proficiency

According to Charles (1992), the grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice,

intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.
2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that either autobiographical or related primarily to his or her immediate environment.
3. Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph-like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.
4. Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker

can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

Speaking is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. (Bygate 1997: vii)

By giving learner's speaking practice and oral exam the writer recognizes that there is a difference between knowledge about language and skill in using it. Bygate (1997:4) states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practiced. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decisions about communication, such as what to say, how to say it, and whether to develop it, in accordance with one's intention while maintaining the desired relation with others.

Furthermore, Briendley (1995:19) makes specifications about oral. Here oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibly
2. Convey intended meaning accurately with sufficient command of vocabulary
3. Use language appropriate to context
4. Interact with other speakers fluently.

He also rates oral into four areas that are interactive communication for fluently effect on listener, intelligibility for pronunciation or prosodic features,

appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It means speaking demands fluency, intelligibility, appropriateness, and accuracy.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill which demands fluency, intelligibility, appropriateness, and accuracy in its process.

According to Lingual links Library (1999), there are three kinds of speaking situations:

1. Interactive Speaking

Interactive speaking situations include face to face conversations and telephone calls, in which we are alternately listening and speaking and we have a chance to ask clarification, repetition from our conversation partner.

2. Partially Speaking

It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech.

3. Non-interactive Speaking

It happens when recording a speech for radio broadcast.

3. Speaking Accuracy and Speaking Fluency

Speaking has many different aspects, said Gower, Philips, and Walters (1995: 99).

1. Accuracy

Accuracy involves the correct of vocabulary, grammar, and pronunciation.

It can said that accuracy is the ability to produce sentence using correct

grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

2. Fluency

Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

Brown (1994: 254) defines distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

4. The concept of teaching Speaking

Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't star to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on,

students can also appreciate teacher participation at the appropriate level – in other words, not too much, said Harmer (1998:94)

a. Teacher Roles

According to Byrne (1997:2), the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- 1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- 2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- 3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

b. Characteristics of Successful speaking activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur (1999: 120), there are some characteristics of a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

c. Problems with Speaking Activities

According to Ur (1996:121), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

1). Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2). The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3). The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4). The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

d. Solutions for the Problems of Speaking Activities

There are some solutions which can be selected to overcome the problems in speaking activity (Ur, 1996:121-122). These are:

1). Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher can not supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

2). Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3). Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable

result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

4). Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

5). Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful

B. Games

1. The Definition of Games

According to Jill Hadfield (1996: 4) a game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and co-operative games. A competitive game is games in which the player or teams race to be the first to reach the goal. And co – operative games is games in which players or teams work together towards a common goal.

Chen (2005) also said in his journal that the benefits of using games in language learning are promote communicative competence, create a meaningful

context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment.

In teaching and learning activities, there are many activities to develop speaking skill. One of them is games. Games have a purpose beyond the production of correct speech, serves as a good communicative activity. The aim of all language games for students is to use the language. However during the game play learners also use the target language to persuade and negotiate their way to desire the result.

Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved.

Games activities are an excellent way of motivating learners to speak. Games introduces of competition into language-building activities. In other words games create a meaningful context for language use. The competitive atmosphere also makes learners concentrate and think intensively during the learning process.

Language learning should be enjoyable. Games help make it so. The students acquire a great deal of language by concentrating and listening intensively, but unconsciously. Much of our mother tongue competence is gained through using language in play.

2. Characteristics of Games

According to Caesar Kleur (1998), games have many characteristics, they are:

1. A game is governed by rules. To make a simple activity into a game rules is important.
2. A game has objectives. One of the rules is the achievement of an objective. This objectives can be something like making points correctness of finishing an activity first.
3. A game is a closed activity. It means games must have beginning and an end. It must be easy for the player and the teacher, to know who is about to reach the aim.

There are many advantages of using games in the classrooms. “Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading... They create a meaningful context for the language use. “(Lee Su Kim, 1995: 35)

From the definition above it can be said games encourage, entertain, teach, and promote fluency. They should de used because games help students see the beauty in a foreign language and not just problems of the foreign language itself.

3. Games in Language Learning

Language learning is hard work. Someone must take effort, which is required to understand and manipulate the language that can be used by many learners. Games help the teacher to create context in which the language learning is useful and meaningful. A useful interpretation of meaningfulness is that the learners respond to the context in a definite way. If they are amused, angered, intrigued or surprised the context is clearly meaningful to them. The writer sure

that every teacher wants their learners take part and understand what the teacher means.

Ersoz said that language learning is hard task which can sometimes be frustrating. He also said well – chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating because they are amusing and interesting.

Games also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

Jill Hadfield (1996:4) states that the games make use of variety of technique. Variety is important in language learning and teaching and a succession of games based on the same principle. Technique used for instance includes information gap, collecting, combining, role play, and simulation technique.

Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Games are also as a tool for teacher to diagnostic the area of difficulty in teaching and learning process. Last but not least, although games use many kinds of techniques, the important reasons for using games is simply that they are immensely enjoyable for both teacher and students.

Games can be played by class, individual, pair and group work. The four of types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of language. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. Pair work is

easy and fast to organize. It provides opportunity for intensive listening and speaking practice. Group work is essential if some games require four to six players. According to Wright (1997:5) pair work is better than group work if there are discipline problems. He also said that for all the reasons we often prefer to organize games in pair or general class work, rather than in group work.

4. Kinds of Games

According to Wright et al (1997:15-179), there are several types of games:

1. Picture games

A picture game is a game in which the use of pictures plays a major part. In these games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationships between pictures.

2. Psychology Games

This game has included the variety of games which might all lead to a greater awareness of the working of human minds and senses. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

3. Magic Trick

In magic trick games repetition is authentic needed. Because magic tricks always attract attention and invite comment, there is a potentially large occurrence of other language.

4. Caring and Sharing Games

All the games in this section demand encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share

personal feelings and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.

5. Sound Games

Sound effects can create in the listener's mind and impression of people, places, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

6. Card and board games

The examples of these games are snake and ladders. We can make variations in order for the full value of achievement.

7. Story Games

This game provides a framework for learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors that re made, them make a written or mental note of the errors during the story telling, but delay delaying with them until afterwards.

8. Word Games

This game focus of intentions is initially on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to

communicate in full sentences, sometimes to pursue ideas and argue at some length.

9. True/false games

This game is to decide which it is, someone makes a statement which is either true or false.

10. Memory Games

Essentially, these games challenge the player's ability to remember. The inevitable differences between what players remember lead to discussion, in which opinion and information are exchanged.

11. Question and answer games

This section a variety of games designed to create contexts in which the learner want to ask question in order to find something out, usually connected with grammatical points.

12. Guessing and speculating games

In guessing and speculating game, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and/ or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.

13. Miscellaneous Games

The examples of this game are fortune teller, put it together, what can you do with it, predicaments, and zip.

According to Caesar Klaueur ([1998](#)), there are four types of games.

1. A cooperative game.

In this type of game, the main action is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the exchange of information to complete the task and in giving/following instructions

2. Competitive games

As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class (as in 20 Questions). The competition may also be of individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The rules may require the players to produce correct language as part of the game and force students to draw conclusions more quickly.

3. Communication Games

The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually

practical, like following instructions, drawing, persuading other players, etc. This means that players will concentrate on the task rather than on the language, besides, students can see the results of their use of language at once which will help to build students confidence.

4. Code-control Games

This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

C. The Relationship between Games and Speaking Proficiency

Based on the previous underlying theory, the writer assumes that using games can improve junior high school students' speaking proficiency. There are several reasons why games can improve students' speaking proficiency. Firstly, as we have seen games can be used to improve the learner's command of particular items of language: sound, vocabulary, spelling, and grammatical function.

According to Byrne (1997:100) games, especially traditional language games are effective because the learners are so involved in playing game that they do not realize that they are practicing language items or functions.

Secondly, games are also kinds of activities that encourage learners to speak. In monolingual classes, shyness and lack of wiliness to speak English in front of peers is a very common problem. One way to deal with this is to get

learners to talk about the problem and agree on a solution. Games also can be used to provide the learners with opportunities to use language rather than simply practice it. This game concerns in fluency. Using games, the learners have the opportunity to express their ideas, feelings, and thought orally. By using games, it encourage students to interacts and communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

D. Using Games in the Speaking Class

Teaching speaking is hard work, especially in teenagers' class. The personalities of students play a large role in determining how quickly and correctly they will accomplish the goal. Teenagers often do not comfortable using English in the classroom, because they feel self-conscious doing so. Teenagers are very sensitive. OnestopEnglish said that they feel silly speaking a language in which they know they are making mistake, speaking English is difficult, it is not fun.

Nevertheless, learning language should be enjoyable. Every opportunity for speaking in the classroom should be taken, it is by trying to communicate that students realize their need for language and by speaking they increase their fluency and opportunity. One of the ways to accomplish the goal is by using games. Gower (1995:110) said that Games are particularly useful with younger

learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English.

According to Grin, games claims to be fun and natural. He said that games create situations in which learners are not aware anymore that they are still doing hard work, especially learning. They are involved in games and are trying to reach its goal. When designing task for speaking; one important consideration is the language proficiency level of the students. It is good to give the students task at times that challenge them. Angkana Deesri states that competition in games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams.

Games are including in creative or freer communication. Some games rather than being amusing, encourage students to use their knowledge of the world around them rather than linguistic knowledge, which brings the world into our classroom. The description is based on Gower says:

“The students are given the opportunity to experiments, to see how far they can communicate in situations where all the choices of language used are made by the people speaking; to practice the fluent use f language they know. In general these activities both increase the students’ motivation, since the students talk for themselves, and help bridge the gap between rather artificial world of the classroom, with its controlled language practice, and the real world outside” (Gower, 1995:101).

One of ways to practice speaking in class is using pair work task and group work activities. Related to games, they are included in group activities. Cross (1991:54) said that simple guessing games can be played in group. He also said that easy ones to use are *who I am thinking of? What’s my profession? And Guess what I did?*

1. Feedback in speaking class

Giving feedback is one of the most important responsibilities of the teacher. By giving feedback the teacher can help the students evaluate their success and progress. According to Gower (1995:163) forms of feedback are giving praise and encouragement; correcting; setting regular test; having discussion about how the group as whole is doing; giving individual tutorials.

When giving feedback on oral or written work, always be on the lookout for positive points to comment upon. For example:

- a. successful communication – where students have expressed themselves clearly (and been understood by others)
- b. accurate use of grammar points recently learned
- c. use of new vocabulary, appropriate expressions
- d. good pronunciation
- e. good use of fluency strategies in conversation

The way giving feedback in speaking class especially pairs or group work is monitor by moving round the class and listening to the students, make a note of errors, and then give correctness after the activity.

From the explanation above, it can be concluded that feedback is necessary in teaching speaking class. Feedback shows the students' mistake and together with the teacher, the students evaluate their mistake. Feedback also gives students a chance to analyze their success and progress

2. How to play games

We know that each game suggest which form of class organization is appropriate. Grouping pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. Wright (1997:5) said the there are many ways to play games, namely:

1. Pair work

This is fast and easy to organize; it provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all the reasons we often prefer to organize games in pair or general class work.

2. Group work

Some games require four or six players, in these cases group work is essential. Membership of groups should be constant for the sake of goodwill and efficiency. Many teachers consider it advisable to have a group leader. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure that game or activity is properly organized and to act intermediate between learners and teachers.

CHAPTER III

RESEARCH METHOD

A. The Research Context

The research is conducted in SMP Negeri 2 Baki Sukoharjo. The school is located at Desa Menuran, Kecamatan Baki, Sukoharjo, Jawa tengah, where it is on the outskirts of the town. This school is surrounded by fields, and settlements. The location of this school is far from the main street. It makes the situation of teaching and learning process run well because the situation is conducive and comfortable but the access to the school is difficult. The implementation of the research was carried out from March, 3rd to May, 8th 2009.

The subject of the research is the eight grade students of SMP Negeri 2 Baki Sukoharjo, especially the students of class 8E. It involves one class consisting of thirty seven students; eighteen girls and nineteen boys. The research is conducted through teaching and learning in the classroom. The researcher chooses this class as the subject of the class because the pre-observation reveals that the students in this class has great enthusiast in English, especially encounter new things, for example when they know that they will be taught by the researcher in speaking class. Most of them seem eager to study. Most of their parents have middle economic level, so their study is fully financially supported by their family.

B. The Method of The Research

The method used in this research is action research. There are various definitions of action research stated by some experts. Kemmis as quoted by Hopkins (1993:44) gives the definition of action research as follows:

Action research is a form of self-reflective inquiry undertaken by participators in a social situation (including education) in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices and (c) the situation in which practices are carried out.

While in Mills' point of view (2000: 6), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching/learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn. Moreover, Nunan (1997:18) argues that action research has distinctive feature that is those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, for evaluating the results of strategies tried out in practice.

Burns (1999:30) makes some characteristics of action research taken from some experts' definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

Based on several definitions stated by some experts, it can be concluded that action research is any systematic inquiry undertaken by participators in a social situation (including education) which is directed towards greater understanding and improvement of practices where those practices are carried out.

C. The Model of Action Research.

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (1988) in Burns (1999:32) who state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follow:

a. Planning

Develop a plan of critically informed action to improve what is already happening. Here the researcher prepares everything that is needed in doing the research, for instance she prepares the lesson plans that will be used in teaching speaking class, the material that is used in implementing the action and she also prepares the evaluation material after conducting the action to measure whether or not that the speaking proficiency improves.

b. Action

Having planning the action, the writer implements the learning activity of English using games. In this study the writer will implements games, namely guessing game sand story games. She also gives pre test, exercises, and post test to the students.

c. Observation

The researcher observes the effects of the critically informed action in the context in which it occurs. Besides, the observer also fills the observation sheet about the process of teaching and learning runs. By so doing the researcher can document and reflect upon the interaction and events happen.

d. Reflection

After doing the action, the researcher continue to the step namely reflection. In this step the researcher reflects how the teaching and leaning process runs. The function of reflection is to know the weaknesses and the strengths of the action. The researcher makes an evaluation from the result of the test and also from the observation done by the researcher and the observer during the teaching and learning process.

The spiral model can be illustrated as follow

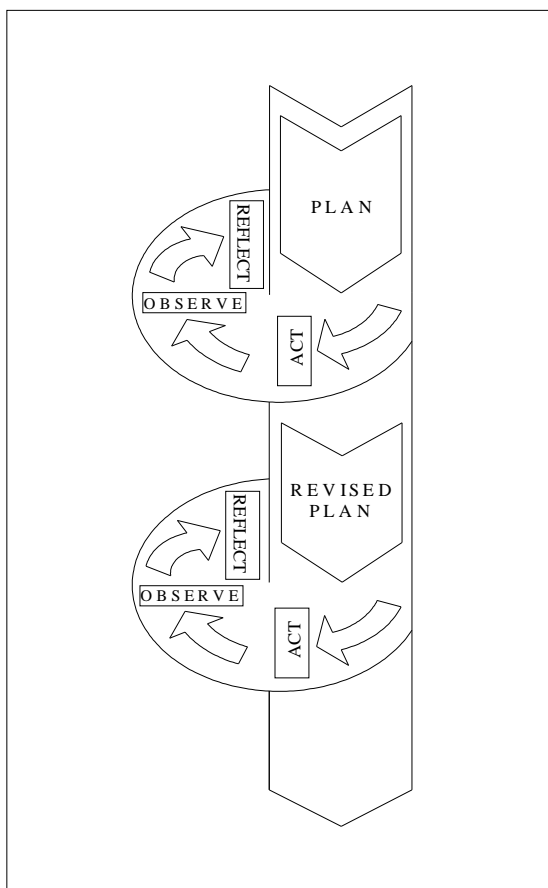


Figure 1. The Model of Action Research of Kemmis and Mc Taggart

D. The Procedure of Action Research

To get deeper understanding about the procedure of this action research, the detail explanation is as follows:

1. Identifying the problem

The researcher as the student teacher in this research identifies the problem.

The problems refer to the students' speaking skill that is still low.

2. Carrying out the real action research

a. Planning

In this step, the researcher makes the lesson plan about a certain topic, material, media, time, schedule, and instrument for observation

b. Implementing

In this step, the researcher implements the activities written in the lesson plan

c. Observing

In this step, the researcher records the important occurrences during the teaching-learning process after the lesson. She is also helped by this collaborator to observe students' activities while teaching learning process. Therefore, she can give some inputs or suggestion. She notes the excesses and weaknesses of the implementation of lesson plan using games.

d. Reflecting

After carrying out the teaching process using games, the researcher recites the occurrence in classroom as the reflection of the action. She evaluates the process and the result of the implementation of games in English teaching. The data of each step are analyzed, and the data will be used to determine the next step in the next action or cycle to reach the goal which has been stated before.

The whole process of the research implementation can be seen in Table 3.1.

Table 3.1 Process of the Research

Steps of the Research	Aims	Notes
Pre Research	Identifying and focusing the problems during TL process	Observing TL process
	Identifying and confirming teacher's technique and teacher's difficulties in teaching speaking	Interviewing the teacher
	Identifying students' speaking proficiency	Conducting pre-test
Research implementation	Conducting each cycle based on the procedure of AR, that is : planning, implementing, observing, reflecting and revising and analyzing each procedure phase	Implementing the action plan in two cycles, each cycle consist of two meetings. Cycle 1 Meeting 1: teaching the expression of asking and giving information Meeting 2: implementing guessing games Cycle 2 Meeting 1: teaching recount text Meting 2: implementing story games
Post Research	Identifying the students' opinion after implementing the research	Collecting the students diary

In this action research, there is standard to step the cycle. The cycle is stopped when of the students are able to fulfil the accuracy criteria such as, correct in structural usage, correct in vocabulary usage and sign of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” and “ers”.

The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996:135) as follows:

Accuracy	Score	Fluency	Score
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

TOTAL SCORE: 10

E. The Technique of Collecting Data

In this classroom action research, the data which are collected by the researcher are using qualitative and quantitative method. The data in the form of qualitative method are got from the observation done by the teacher during the teaching learning process about the whole activities and the students' behavior. The observation is done by making notes about the activities during the teaching learning process. Besides that, the observation is also supported by taking a photograph during the teaching learning process and the interviews is done after the teaching learning process.

The data in the form of quantitative method are got from the test. The test is in the form of speaking. In this research, the researcher does pre-test in the beginning of the teaching learning process and post-test done in the end of each cycle.

The procedure of the test is:

1. Preparing the test materials: speaking materials,
2. Doing the test
3. Examining the result of the test based on the aspects and scores determined before

The result of the test within each process is analyzed to see the degree of the student's speaking proficiency.

The application data collection used this study is summarized in the table:

Table 3.2 Table of Collecting Data

Steps of the study	Participants	Technique	Data
Pre-research	Teacher	Interview	Transcript of interview result
	Researcher	Observation	Observation report
	Students	Pre-test	Students' pre-test score
Implementation	Teacher	Observation	Field notes and research diary
	Researcher	Audio recording	Record of the research implementation
	Observer	Photograph	Photograph of the TL
	Researcher	Document analysis	Photograph of TL process, Lesson plan, lesson task, list of students pre-test and post – test, answer sheet.
Result discussion	Teacher	Interview	Transcript of the interview result.
	Students	Students' diary	Transcript of students' diary

F. Technique of Analyzing of the Data

In analyzing the qualitative data, the researcher analyzed the result of observation done during the TL process by using constant comparative method as suggested by Glasser and Srratus. The data analysis process of constant comparative method includes four steps (1967: 105-113), as follows:

1. Comparing incidents applicable to each categories

It is started by coding each incident in the data into as many categories of analysis as possible. Some categories will be generated, some from the language and data of the research situation.

2. Integrating categories and their properties

The constant comparative units change from comparison of incident with incident to comparison of incidents with properties of the category that resulted from initial comparison of incidents. Diverse properties will starts to become integrated

3. Delimiting theory

Here the theory is delimited and generalized more as continued to make constant comparisons against it. The number of categories will be reduced. Then, the researcher only needs to code enough to fulfill the properties of the categories. The categories were evaluated and the theory are emergent by moving on to new comparison groups.

4. Writing the theory

The researcher possesses coded data, a series of memos, and a theory. The discussion in this memo provides the content behind the categories which become the major themes of the theory.

The quantitative data is analyzed by using descriptive statistic. It is used to analyze data from the result of the teaching learning process. It is done to compare the students' speaking skill before and after the action or the result of p re-test and post-test. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

$$x = \frac{\sum x}{N} \quad y = \frac{\sum y}{N}$$

in which:

x = means of pre-test scores

y = means of post-test scores

N = the number of sample

(Sumanto, 1995: 210)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The aims of the research are identifying the improvement of the students' speaking proficiency and identifying the atmosphere in the process of implementing games during the teaching and learning process. Chapter IV is broken down into two sections: research findings and discussion. Each section is described as follows:

A. Research Findings

This section shows the findings of the research. The findings are taken from the situation prior to the research, implementation of the research and result of the research.

1. Situation Prior to the Research

In conducting the research, I worked collaboratively with the English teacher of SMP N 2 Baki Sukoharjo namely Teacher H. Before conducting the research, I told her that I would conduct an action research. I shared the Action Research knowledge with Teacher H. She was interested in it since she wanted to know the students' improvement through the research. I took role as the practitioner or a teacher, since she thought that I had much known about the research, while the English teacher was the observer.

To know the situation prior the research, I did an observation, interviewed the teacher and gave pre-test to the students. The situation prior to the research can be seen in Table 4.1

Table 4.1 Situation Prior to the Research

Problem identified	<ul style="list-style-type: none"> ▪ The students' speaking proficiency was still low ▪ The classroom atmosphere was not alive during TL process
Indicators	<p>The students' speaking proficiency was still low</p> <ul style="list-style-type: none"> ▪ rarely answered the question given by the teacher orally ▪ spoke with a lot of pauses ▪ difficulties to find the appropriate words to create sentences or expression ▪ difficulties to recognize the words and grammatical used ▪ pre-test score was 4.08 <hr style="border-top: 1px dotted black;"/> <p>The classroom atmosphere was not alive during TL process</p> <ul style="list-style-type: none"> ▪ students were not active in answering the teacher 's questions ▪ looked tired and just listened to the teacher without doing the speaking task ▪ some of them were busy talking to their friends ▪ seemed to be bored in following the TL process
Causes	<ul style="list-style-type: none"> ▪ The teacher's material was less creative ▪ Low of grammar and vocabulary mastery ▪ Limited time and teaching materials ▪ Using LKS worksheet

As seen in Table 4.1, the speaking problems came from the students' competence in speaking and the classroom situation. Based on the observation and the interview result, the problems could be identified as follows: 1.) The students' speaking proficiency in understanding speaking materials was still low; 2.) The atmosphere of the classroom during TL process was not live.

The observation and interview result in the pre-research showed that in teaching English, Teacher H taught the students by using students' worksheet (LKS) and followed by all of learning activities from it. In teaching speaking, she read the expression from LKS, then she asked students to make prediction and asked them to fill the blank. She did not give specific task to them before

speaking. As a result, the students' vocabulary was still low, they got difficulties in understanding the expressions' meaning, they were confused to speak and they were getting difficulty to do the speaking task. The classroom situation also was not alive. They were busy talking to their friends, they were confused to ask the teacher about the difficulties because they did not understand what they should asked about, and they were bored and were not active in the speaking class.

Those problems emerged because some cases. They came from the students, the teacher, and the materials. The students were not active during TL process because their competence was still low, the teacher was less creative in teaching speaking, and the material used was uninteresting.

Besides, the speaking pre-test showed that class 8E which consists of 36 students had low speaking proficiency, because the mean score of the test was 4.08 from range 1-10. Considering those causes, Teacher H and I decided to collaborate in implementing games in order to improve the students' speaking proficiency and to change the classroom atmosphere during TL process.

2. Research Implementation

After knowing the situation prior to the research, Teacher H and I did the research implementation. I implemented the action by teaching the students using games and she observed the classroom situation. She also helped in preparing and collecting the materials. The classroom action research covered two cycles. Each cycle consisted five steps which includes: 1.) planning the action, 2.) implementing the action, 3.) observing the action, 4.) reflecting the observation

result, and 5.) revising the plan. The summary of the research implementation can be seen in table 4.2. Every cycle was held in two meetings, and every meeting spent about 40 until 80 minutes. Topics discussed in the first and second cycles were describing things around the classroom, expression of asking and giving information and telling stories based on the pictures. It was undertaken from April 3rd until May 4th 2009.

Tables 4.2 Summary of Research Implementation

Problem Identified	<ul style="list-style-type: none"> • Low of students' speaking proficiency • The classroom atmosphere was not live
Proposed Solution	Using games in teaching speaking
Class used for AR	8 E
Cycle	2 cycles
Implementation Cycle 1	Two meetings
Planning	<ul style="list-style-type: none"> • Teacher H and I prepared the materials, lesson plan, students' worksheet and everything related to the topic
Action	<ul style="list-style-type: none"> • I proposed the topic of describing things around the classroom and expression of asking and giving information • I used guessing games to teach the materials • I gave post-test 1 to the teacher
Observation	<p>The observation result were two kinds:</p> <p>The positive result:</p> <ul style="list-style-type: none"> • The students more focused on their speaking activities • Some of the students could pronounce the English words correctly • Four students asked the teacher to repeat the explanation of the lesson • Some of the students asked difficult words from the worksheets • The students seemed to enjoy participating actively in the lesson • The students look enthusiastic during games activity • Competition happened when the students participated in games activity. <p>The negative result:</p> <ul style="list-style-type: none"> • Some of the students still had difficulties in implementing the expression of asking and giving information • Some of the students were noisy and they were bored with the materials • Some of the students still had difficulties in making the dialogue with their partner • There were some students who did not participate actively in games activity • During the implementation of games, only the leader of the each group who looked to speak actively

Reflection	<p>The reflection were:</p> <ul style="list-style-type: none"> • Some of the students still had difficulties in implementing the expression of asking and giving information • Five of the students did not pay attention to the teacher and they were noisy • The students' willingness to answer questions individually or by coming forward in front of the class to practice their task were still low <p>The students' mean score of post-test 1 is 5.08</p>
Revising the plan	<p>The next cycle was focused on:</p> <ul style="list-style-type: none"> • Provoking passive students to be more active • Giving more time and chance to the students to speak individually • Teacher H and I provided different topic and different task to the students • I would give intention to the students who often made a noisy during the lesson
Cycle 2	Two meetings
Planning	<ul style="list-style-type: none"> • Teacher H and I prepared the materials, lesson plan, students' worksheet and everything related to the topic
Action	<ul style="list-style-type: none"> • I gave the topic of telling the past event using picture and made a story using story games • I gave post-test 2 to the students
Observation	<p>The observation result were:</p> <ul style="list-style-type: none"> • The students became more active during teaching and learning process • Some of the students came in front of the classroom to give their answer orally • The students could do the task of telling the past event • The students' vocabulary increased • They looked enthusiast answering the teacher's questions • Every students got a chance to speak individually • Using picture made the students easier to imagine and to say what their idea.
Reflection	<p>The reflection were:</p> <ul style="list-style-type: none"> • The students seemed enthusiastic and relaxed in following the lesson • Most of the students understood the material given by the teacher. • Their vocabulary was increased and their grammar mastery was better than the first cycle. • The students' willingness to express their idea orally was increased. • Most of the students answered the teacher's questions • Most of the students joined in games activity. • The noisy happened during the games, but it could be control by the teacher.
Post-research	I distributed students' diary to identify their opinion about speaking and games
General Reflection	<p>In general it can be said that</p> <ul style="list-style-type: none"> • Games could improve students' speaking proficiency • The atmosphere of the class became more alive • Each cycle of the research showed the improvement, even though there were noisy during the implementation of games in the first and second cycles, the teacher could handle it. • The students were actively involved in speaking activity • They could identify the vocabulary and grammar used • They could implement the expression

- | | |
|--|---|
| | <ul style="list-style-type: none">• The students showed their enthusiasms answering teacher's questions• Students' pre test was 4.08, post test 1 was 5.31, and post-test 3 was 6.05 |
|--|---|

The more detail description of the implementations can be seen in the following section

a. Cycle 1

1.) Planning the action

The action plan for the first cycle was made based on the problems identified in the pre-research. The problems were identified: 1.) the students' speaking proficiency was still low; 2.) the classroom atmosphere was not alive during TL process. To overcome these problems, Teacher H and I decided to conduct an action research by using games to improve students' speaking proficiency and to change the atmosphere of the class. The games activities were supported by the teaching aids namely: pictures, tape recorder to record the activities during the lesson, and papers to help the students in comprehending the lesson.

Before the action was implemented, Teacher H and I prepared the materials, lesson plan, teaching aids, camera, and everything related to the action. I implemented the action plan and Teacher H observed the whole process of TL in the classroom to identify the result.

2.) Implementing the action

I carried out the implementation of the action. Meanwhile teacher H took part in the classroom as the observer. In the first cycle, I explained the expression of asking and giving information and asked them to make a dialogue based on the

picture then practiced it in front of the class orally. I used picture to help students practice their speaking skill. In the second meeting, I implemented guessing games by divided the class into 4 groups. The first cycle was conducted in two meetings. The action was divided in there terms, namely opening, main activity and closing. In the end of the first cycle, there would be a post-test.

a.) The first meeting

(1.) Opening

The lesson started at 09.45 am. I started by greeting the students, I said “Good morning students!” the students answered, “Good morning, Miss!” How are today?”, “I am fine, thanks”. After that, I checked their attendance. Then, I distributed the dialogue-text to them and introduced the topic that would be learnt.

I explained the topic of expression of asking and giving information. I distributed pictures and asked them to make dialogues in pairs and then practiced it in front of the class with their partner.

(2.) Main activity

First, I read the dialogue loudly and asked the students to repeat it. Then, I asked Anisa and Wahyu to read the dialogue loudly, and others listened. I corrected the wrong pronunciations and asked them to follow the correct pronunciation. I also asked the difficult words to them and they answered them. After reading the dialogues, I asked them to identify the expression of the dialogue. I explained the expression of asking and giving information and giving an example the usage on the whiteboard “What picture is it?” “It is a door”, “What is the color?” “It is dark brown” and they wrote on their book.

After explaining the expression, I distributed the picture to the students and asked them to describe the picture with their friend. I said to them “With your friends describe the picture!” “I’ll give you an example”. “What picture is it?” “He is a child”, I asked to them “How many children are on the picture?” They answer “four children, Miss”. After getting the picture, the situation was very noisy; they observed and commented the picture they got. They were busy finding words by opening their dictionaries. Some of them asked me to help find the English words. They actively describe the pictures such as “My friend and I am swimming in the swimming pool, there are 4 women and 4 children”. I corrected their mistake. After all they finished doing their task, I, then, called 2 pairs of students to present their description. I asked Puguh and Dwi to practiced it. Puguh: “What picture is it?”, and Dwi answered:” It is a children”. I observed and wrote the wrong of pronunciation on the whiteboard, I gave an example how to say the words and the students repeat it.

(3.) Closing

Before I closed the lesson, I asked the students to collect their worksheet and told them what we were going to learn next meeting. I said to them “For the next meeting, we will play guessing games”. Teacher H helped in closing the lesson.

b.) The second meeting

(1.) Opening

On Saturday, at 11.20, I opened the lesson after all the students came to the class and after preparing the material. I greeted them and reviewed the

previous lesson by giving question to them. Some responded to it. After that I told them that we were going to play games. Some of them said “wah, asyik!”. I said to them: “Today we will play a guessing games and I will divided the class into four groups”. That was a group game and they would have a competition with other groups. The class became noisy but they looked enthusiast.

(2.) Main activity

I divided the class into 4 groups. Each of group must have one leader to describe the words that I gave. After discussing with their groups, I asked who the leader was. Group 1 was lead by Alfian, group 2 was Anisa, group 3 was Fatimah, and group 4 was Puri. I told to the leaders that they must describe the words I gave to their groups. The members of the group tried to guest what the words were. Before the game started, I gave an example first. I said: “It is vegetables, the color is orange, and the rabbit likes it much”. Some students said “carrot, Miss”. “Yes, you are right”, I said

During the game implementation, I observed and wrote the mispronunciations on the whiteboard. The first leader Alfian give a clue to his member. He said to his member: “It is animal, it is small”. And his group answered “ant”. Sometimes I helped to find the appropriate words to describe, for example Alfian asked me:”Miss, menggigit apa?” “Bites”, I said. The second group who is lead by Anisa did better than the first one. She gave a complete clue for example when she wanted to describe an orange, she said: “it is fruits, the color is orange, and it contains vitamin C”. The second group was more active than the first group. The member of group 2 is more enthusiasts in guessing

Annisa's clues. Group four is the winner of the game, Puri who was the leader of the group could give more clues to her member. During the games, most of the students still had the difficulties in pronouncing the words and they looked confused to guess the words. The leader did not pay attention to the grammar they used, but the member of the groups could understand what the leader meant and they could guess the words that said by the leader.

The atmosphere of the TL process during the implementation of games was noisy but they looked active in joining the game. When the time for all of the group was over, they still paid attention to the other group words. They also tried to guess the words although they might not answer them. After finishing the game, I gave them questions the words that had not been described the leader yet. In this situation, the children more active than group work, they guest the words that I describe by raising their hand. When I said the clue:" It is a profession, he delivers the letter", Fatimah answer: "postman". I continued the description. Other clues are:" it is kinds of fruit", I said and then: "The color is purple, one of drink is made by it ". Some of the students answered:"grape, Miss". I continued gave the clues to them until the bell rang.

(3.) Closing

I closed the lesson after the ball rang. Before saying goodbye, I asked the students whether they enjoyed the game or not. Most of them said "Yes, Miss". Fatimah said "besok bawa games yang baru lagi ya Miss". Then, the leader of the class, Alfian, led them to pray.

3.) Observing the action

Observation was very important to do, because it was done to know the students' improvement. The researcher observed the whole speaking activities by taking some picture of the implementation of the action and read the result of the TL process in the field notes. She could notice that during the implementation of the action, the TL became more alive than the pre-research. It is showed when I asked them: "Do you enjoy the games today?". Most of them answered "Yes, Miss". The atmosphere of the class was also more relaxed. The game challenged the students to understand the content, enhanced their courage to collect score as many as possible, and encouraged them to practice their speaking skill. They have the willingness to ask the rules if they don't understand and also about difficult word to the teacher. One of them said; "Miss, bisa dijelaskan sekali lagi peraturannya?" Moreover, the score of post-test 1 showed an improvement comparing with the pre-test.

Nevertheless, there were remaining problems. There were students who did the task carelessly. There were some students who did the task when the teacher was near to them. They started playing or talking with their friends when the teacher was far away from them. The speaking test showed the students speaking proficiency improved, but the students still had the low ability in using oral English. It could be seen from the result of the test, that most of the students still had problems in using oral English. The problems were:

- a. pronunciation

The students had the difficulties in pronouncing words correctly, for example in pronounce the words “can”, “above”, “buy”, “high”, “orange”, “color”, “tiger”, “play”, “important”, and etc

b. grammar

Most students made mistakes in basic grammar. For example:

She is buy shoes *)

Shoes is color brown *)

It is the a windows *)

Color it blue and black *)

I am and friend jogging in the mountain *)

During the testing process, the researcher also found that students had low confidence in pronouncing words. Most of them were afraid of making mistakes. Even though, there were some problem appeared in the first cycle, the result of speaking test showed an improvement comparing the pre-test. The mean score of the pre-test was 4.08, while the post-test score was 5.31 from the level 0-10.

4.) Reflecting the Action Result

From the observation above, it showed that the result of cycle 1 needed to be repaired. There were still several problems which needed to be solved in the next cycle. Some of the students still had difficulties in implementing the expression of asking and giving information. Some of the students also still had difficulties in making the dialogue with their partner because they did not understand the grammar. There were some students who did not participate

actively in games activity. During the implementation of games, only the leader of the each group who looked to speak actively

5.) Revising the plan

After analyzing the result of the speaking test in action one and based on the observation, Teacher H and I would create the different task in cycle 2 and provided different topic. The topic I should give would enhance the students' grammar mastery and encourage them to practice their speaking. I also should give more attention to the students who made a noise during the TL process. The task would give chances them to answer their task individually and orally.

Based on those problems, the action that I used was telling the past events; recount text by using picture, and took a story games. They would listen to the teacher and they would more focus on the lesson. They had to make sentences based on the picture given. I would ask them to report their answer individually or by coming to front of the class. For the game, I asked the students to make a sequence of story. The task was needed to improve their pronunciations and grammars' mastery.

b. Cycle 2

1.) Planning the action

The action plan for the second cycle was held based on the problems occurred in the first cycle. The problems were (1) the students still had difficulties to find the correct structure of the sentences, they did the task carelessly, (2) some students did not pay attention during TL process and they made the class noisy, (3) the students seemed afraid to answer individually, (4) the students still had

problems with the pronunciations, they made a lot of mistake in pronounce the words.

Before doing the cycle 2, teacher H and I discussed the problems and prepared the materials, lesson plan, camera, and other equipments related to the action. The discussion concluded that for the next cycle, I should created different task. I changed the pair-work into individual work. The technique was chosen to solve the problems and to decrease the noisy of the class. The technique made the students focus on their own task and gave students more oral practices.

2.) Implementing the action

The action was implemented by the researcher. The topic presented in the cycle 2 was telling the past events; recount text by using picture. In this cycle I used story games. The implementation of the action in the cycle 2 consisted of two meetings. Each meeting was divided into three terms namely: opening, main activity, and closing.

a.) The first meeting

(1.) Opening

I started the class at 10.20; as usual I greeted the students. I said: “Googd morning class, how are today?” They answered: “Good morning, Miss. I am fine”. Then I said to the students: “Today, we are going to learn recount text, telling the past events”.

(2.) Main activity

Firstly, I distributed the text and read it. Before I explained about recount text I reviewed the structure of simple past tense. I asked them: “Apa fungsi

simple past tense?” Most of the students could answer my question, “untuk menceritakan masa lampau”. After that, I wrote words “make”, “take”, “go”, “loose”, “buy” and asked them the past participle of that words After that I read the paragraph of recount and the students were listened. After I finished read the paragraph. I asked them about the recount text. I said: “Do you know recount text?” Most of them said, “Yes, Miss”. Then I said: “What is the function of recount text?” Four of the students; Fatimah, annisa, Hanifa and puri said ,”To tell past events”. Doni also said in Indonesian language “untuk menceritakan peristiwa masa lampau bu”. “Yes, you are correct”, I said.

. Then, I took two big pictures on the whiteboard and asked them to make sentences using simple past tense. I pointed the students randomly to make a sentence based on the picture orally. Firstly, I gave an example “I went to mountain”. Then it continued by Fatimah, “I went there to camp”. Other students, Annisa said “I went there with my friends”. After waiting for several times, Suyatnem raised her hand and said:” We made campfire, we boiled the water”. Next, I asked Puguh to write the sentences in front of the class. He write “the wither was cool”. I discussed it with the students and asked them “tulisananya benar apa salah?”, the students said” salah Miss”. After that I corrected it. “the wheather”, that one is correct”, I said

Finishing the task, I explained more about simple past tense. I gave more examples of simple past tense and the pattern of simple past tense. The next activity was explaining the generic structure of recount text “the generic structure of recount text consists of orientation, events, and re-orientation”. From the

paragraph that I have distributed, then I showed the students how the generic structure of recount text was.

(3.) Closing

After the bell rang, I summed up the lesson and asked the students difficulties dealing with the material. Before I closed the lesson, I said to them: “The next meeting, we have story games”.

b.) The second meeting

(1.) Opening

I greeted the students at 09.30. As usual, I asked their attendance before starting the lesson. I told them “Today, we will have a story game” task. “Are you ready with the game today?” Most of them said “Yes”.

(2.) Main activity

I distributed the sequence of pictures for each student and asked them to re-arrange the picture based on the correct order. I have prepared four different pictures. Besides the picture I wrote sentences for example: James goes to school, he has English lesson, he follows the lesson well, he pay attention the lesson, he plays football in the break time, Mr. Barjo go to the beach, he have a vacation, it is Sunday morning, he takes a bath, at the afternoon he comes home, etc. After arranging the picture, I asked them to arrange the sentences based on the sequence of picture and change the sentences in correct tenses. While the students did their work, I went around the class and observed their work. Some of them asked me about the past participle. Maryoto said: “will berubah jadi apa Miss?” “Would”, I said to him. Other students asked past participle of *take, sleep, pay*. During they

were doing their individual games, I observed their task and corrected the wrong grammatical used. The lesson time was almost over; I asked Fatimah and Hanifa, to read their story in front of the class. The game helped the students to apply simple past tense and explore their imagination in expanding the stories.

(3.) Closing

I closed the lesson after the bell rang. Before closing the lesson I reviewed again what we were learning and asked them to collect their tasks. I also told them that the post-test was telling stories. I asked them to prepare it at home. Finally, the leader of the class lead to pray before went home.

3.) Observing the action

The observer observed the activity, took some picture of the implementation of the action and wrote the observation result in the field notes. From the observation result could be seen that although the situation was noisy, the TL process was more alive than before. In the first meeting, teacher presented the vocabulary related to the past participle and the students could answer it. They actively answer the question given by the teacher. The noisy decreased and they listened intensively and thought seriously when teacher explained the lesson. While the teacher asked them to make sentences based on the pictures on the white board, they looked enthusiastic to join the activity. Most of them raised their hands to write what their ideas on the whiteboard.

Several of them still had mistake in writing the words “whether”, means “cuaca” and differentiated between “cool” and “cold”, but the teacher corrected it. In the game implementation, they did not look shy anymore to ask the teacher if

they could not find the past participle of words. This activity made students more focus with their task individually and the teacher could know how far they understood the material was given. They also did the task seriously. Some of them were opening their dictionary to find the english word enthusiastically or consulted to their friends.

The result of the second speaking post-test showed improvement the students' score was better than the pre-test and post-teat 1. The mean score increased from 5.31 in the post-test 1 6.05 in the post-test 2 in the range of 1-10.

4.) Reflecting the Observation Result

Based on the observation result, teacher H and I reflected the reflection of the cycle 2 as follows: 1.) the students actively could answer the question given by the teacher, 2.) the students more enthusiastic taking part the activity and relaxed in the following the lesson, 3.) the classroom atmosphere became more alive and the noisy decreased, 4.) most of the students were able to use correct grammar and pronounce the words correctly.

Teacher H and I concluded that the use of games task in teaching speaking could improve students' speaking proficiency and classroom situation become more alive. Games challenged the students to develop their own idea and imagination. Even though the situation was noisy, the task made them more willing to ask and think creatively.

In conclusion, the cycle was successfully done. The problem found in the first cycle could be fixed in this cycle and the students reached the goal of the

lesson. The speaking proficiency of the students improved and the classroom atmosphere became more alive. Therefore, the cycle stopped

5.) Revising the plan.

From the result of post test 2, it could be seen the improvement of the students’ speaking proficiency. The score of post-test 2 increased although there were still have noisy when games were implemented; the atmosphere of the teaching and learning process was also increased on a better side. From those observation and reflection, I did not revise the plan and decided to stop the cycle.

3. Research Finding

After analyzing the result from several sources of the data, such as field notes, researcher diary, researcher observational report, the score of post tests, students’ diary, I obtained some findings which answered the research questions. The research findings include the improvement of students’ speaking proficiency, and the improvement of the classroom atmosphere in TL process and the findings of teacher’s behavior. The summary can be seen in Table 4.3

Table 4.3 Summary of Situation before and after AR

Indicators	Before AR	During/after AR
1. The students’ speaking proficiency improvement.	The students’ speaking proficiency was still low	The students’ speaking proficiency improved
a. the students’ speaking proficiency	<ul style="list-style-type: none"> the students got difficulties to arrange sentences in appropriate grammar and vocabularies the students did not have 	<ul style="list-style-type: none"> The students could identify the words and grammar used and make sentences using appropriate grammar and vocabulary The games which were

<p>b. the achievement of students test score</p>	<p>curiosity and this did not stimulate them in speaking activity since there were not any games implementation</p> <ul style="list-style-type: none"> • some of the students could not focus on the lesson, they were busy with their own activities • Most of the students were not active and looked shy to answer the teacher's questions. • The students did not try to ask the teacher about their difficulties related with the material given <p>The achievement of the students' speaking test was low. The mean score of the pre-test was 4.08</p>	<p>guessing game and story game made students curious and stimulated in joining speaking activities</p> <ul style="list-style-type: none"> • The games asked them to focus on the task. It challenged them to compete with other groups. It also made them thought creatively • The students were active and enthusiastic in answering the teacher's questions • The use of games challenged the students to find appropriate vocabulary and asked the teacher when they found difficult words. <p>The achievement of the students' speaking proficiency increased. The mean score of post-test 1 is 5.31 and the post-test 2 is 6.05</p>
<p>2. The improvements of classroom speaking atmosphere.</p>	<p>The atmosphere of the class was not alive during teaching and learning process</p> <ul style="list-style-type: none"> • The students has less motivation in joining speaking class • Some of the students were busy talking with their friends • The students seemed bored in speaking class 	<p>The class became more alive</p> <ul style="list-style-type: none"> • The motivation of the students to join speaking class increased • The students seemed active to discuss the task with their friends • The students became more enjoy and active during the TL process. They report their answer willingly. • The use of games challenged them to compete with other groups and it made the situation of TL enjoy.
<p>3. The teacher behavior</p>	<ul style="list-style-type: none"> • The teacher was less 	<ul style="list-style-type: none"> • The teacher had known

	creative in teaching speaking <ul style="list-style-type: none"> • The teaching technique used did not activate the students' motivation 	another technique in teaching speaking <ul style="list-style-type: none"> • Teaching speaking using games elicited the students' participation in speaking
--	--	--

Table 4.3 shows that 1.) Games could improve students speaking proficiency, 2.) Games could improve the classroom atmosphere in TL process of speaking.

The use of games could motivate the students and they got a challenge to increase their vocabularies. For example, the guessing game which asked the students to find the appropriate words, the specific information made them learn new vocabularies; it means their accuracy appeared when students had good range of vocabulary. Games also asked them focus on the task. It challenged them to compete with other groups. This competition situation made them enthusiastic following the teaching and learning process. It also made them thought creatively to find appropriate words and correct sentences.

Meanwhile, the improvement of speaking fluency appeared when students had effective communication. After analyzing the data, it showed that the students actively involved in the speaking activity, they could get the ideas to speak. It was showed when they asked to make sentence based on the picture orally.

Beside the improvement above, the atmosphere of the classroom also improved. The games activity created a new condition. In the classroom, the activity could increase the students' motivation and enthusiast. During the TL process, they were challenged to be active, creative, and confident.

Games task also created cooperative climate. It could be seen when students were in groups. They help each other if they found difficulties. For

example they allowed their friends to borrow their dictionary. Every member of the group tried to do the best for his/her group in order to have a good mark. They also actively discuss the task with their friends.

By analyzing the two cycles, the researcher decided to end up the cycle, since cycle 2 showed a better improvement on the students speaking proficiency and the atmosphere of the classroom.

B. Result Discussion

After analyzing the data such as field notes, audio recording of speaking, research observational report, lesson plans, the score of the students pre-test and post-test, research diary, the researcher obtained some findings that implementation of games is able to improve the students' speaking proficiency and the classroom speaking atmosphere.

1. The first finding is games give students chances to explore their knowledge or vocabulary related to the topic. Byrne (1997: 102) stated games can be used to improve the learner's command of particular items of language sound, vocabulary, spelling and grammatical function. Games also involving a variety of structure, here the context of games encourages a wider use of language, but still with the overall aim of promoting accurate command of the being used. Related with guessing games used by the researcher, one of the key mechanisms used was getting them to try to find something out by guessing. It developed their ability related with vocabulary mastery. The students should find appropriate words to

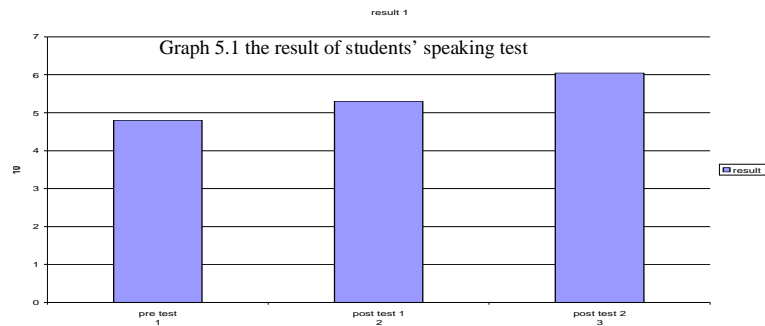
describe the things, in line with that goal; their ability could be improved. Related with the ways of playing games, namely group work Ur (1996:121) states this increase the sheer amount of students talk going on in a limited period of time and also lowers the inhibition of students who are unwilling to speak in front of the full class. The implementation of group work in games helps them to share their knowledge with his/her friends in limited time.

2. The second finding, the students show a good response towards games. It can be seen from their participation. The teaching learning process showed that their participation improved. The improvement could be seen in their behavior. All the students were ready in the class when the teacher entered, students actively answer teacher's questions, and they were not ashamed to ask questions when found difficulties related to the topic. Those responses related with Chen theory. He said (ielts.com) that games promote communicative competence, increase learning motivation, reduce learning anxiety, and encourage creative and spontaneous use the language. Meanwhile, the students also were active consulting to dictionary when they had difficulties in finding words or by asking their friends.
3. The third finding is the improvement in using oral English. New Webster dictionary (1994: 932) states that speaking is an act to express idea, feelings, and thought orally. When the teacher implemented story games by showing pictures on the whiteboard, they looked enthusiastic to make

sentences based on the pictures. Most of them raised their hands to express their ideas orally and wrote them on the board, although some of them still had incorrect grammar and mispronounced some words. On the other hand, their courage to express the ideas increased.

4. The fourth finding in the improvement of the students' speaking proficiency was shown in the result of the pre-test, post-test 1 and post-test 2. The scores are 4.08, 5.32 and 6.05. The pre-test result showed that most of them barely said a sentence. In the grade of accuracy and fluency, most of the students got the score 1 and 2 with the criteria; little or no language produced little or no communication, poor vocabulary, mistake in basic grammar, and sometimes difficult to understand. The other problems were incorrect grammar, mispronunciation of the words and low vocabularies. After the lesson plans were conducted the result of post-test 1 showed the development of the students' ability in using grammar and oral English. Most of them could answer the question from the tester although some of them still had incorrect grammar and mispronunciation in words. In line with post-test 1, post-test 2 showed a good improvement of the students' speaking proficiency. The score of post-test increased in the level of 2 until 4 with the criteria; adequate but not rich vocabulary, occasional grammar slips, get idea across, hesitantly and briefly, good range of vocabulary, and effective communication in short turns. Their ability in arranging the words using correct grammar increased. They also made good improvement in pronouncing words and enlarging their vocabulary.

mastery. The result of students' speaking proficiency was illustrated on Graph 5.1



5. The fifth finding is the improvement of the classrooms situation when games are implemented. As communicative acts, games were able to create enjoyable classroom situation. During the implementation of games, the students were more relaxed in learning. Lee Su Kim (1995:35) stated that Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills. From that statement, it is showed that games can increase the students' motivation in learning. It makes them more challenge to compete with other team in order to win the games. They also had more time practicing the language. When games were implemented, the situation of teaching leaning process was more alive. They looked interested and motivated to finish tasks. The competitive atmosphere also made them concentrate and think intensively during the learning process. Before the research, the activities were based on the students' worksheet (LKS) that made them have limited technique to practice the language expression they had learned. On the other hand, games make use of variety

of technique Hadfield (1996:4) said that variety is very important in language learning and teaching and a succession of games based on the same principle. In accordance with the statement, the teacher had known another technique in teaching speaking. Teaching speaking using games elicited the students' participation in speaking.

Besides those findings, the researcher also investigated the students' diary. It was conducted to find the significant result of the result from the students' side as the subject of the teaching leaning process. The diary was written after the implementation of cycle 2. The students wrote their feeling of teaching learning process that they had followed, for example:

“Miss Nurul orangnya baik, saya suka dengan game-game yang diberikan. Kedatangannya membuat saya tidak bosan dengan pelajaran bahasa inggris. Ini juga menmbah wawasan saya. Karena bergantian mengajarnya dengan memberi game. Ada saat untuk belajar ada saat untuk game.”

From that example, I found that for some students, they got new knowledge about English and a new technique in learning speaking. The situation of teaching leaning process were enjoying through games.

Moreover, the score of test from pre-test, post test 1 and post test 2 was also increased. This findings show that games was able to improve the students' speaking proficiency. Besides, games also can be used to teach other skills reading, writing. Based on the findings above, it can be concluded the proposed is accepted; games can improve the students' speaking proficiency of the eight grade of SMP negeri 2 Baki, Sukoharjo.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In order to improve speaking proficiency of the eight grade students of SMP Negeri 2 Baki, Sukoharjo, in academic year 2008/2009, I implemented the classroom action research by using games. I conducted pre-research before going to the real research in order to identify the students' learning activity during TL process and teacher technique in teaching speaking. The pre-research included interviewing the English teacher, observing TL process, and conducting pre-test to the students.

During the implementation, I worked collaboratively with teacher WH. I took role as the practitioner or the teacher, while the English teacher was an observer. The aim of the observation was to gather information about the whole activities during the teaching learning process by implementing the technique of games. The research was conducted in two cycles and each cycle consists of two meetings. I conducted the post-test from each cycle in order to identify the improvement of the students' speaking proficiency.

The findings of the research were in line with the research questions as the focus of the research, whether the implementation of games can improve students' speaking proficiency especially in accuracy and fluency or not and

knowing the atmosphere of the classroom during the implementation of games. The research results are summarized in Table 4.3 of the previous chapter.

As can be seen in Table 4.3, the result of the research shows that games can improve the students' speaking proficiency and the atmosphere of the TL process becomes more alive. Besides those result findings, there is also the result finding on the teacher behavior that is she knows another technique in teaching speaking.

The improvement of the students' speaking proficiency is shown by the improvements of their mean score. The mean score of pre-test was 4.08. Most of the students got score 1 and 2 in accuracy and fluency because there was a little English produced. In fact some of them did not produce language. They also had little communication. After conducting the post-test 1, the students' mean score showed the improvement. Most of them got score 3 in accuracy and fluency which indicated that they spoke a considerable amount of English although they made some mistakes in grammar and they talked their idea hesitantly. In the post-test 2, the students' mean score was 6.05. They sometimes had occasion of grammar slips but good range of vocabulary. They also had effective communication in long turns and could use grammatically correct sentences. In addition, the improvement could also be found during the teaching learning process, that is they could correct the mistakes they made by themselves.

Besides, the atmosphere during the implementing of games also improved. The improvement could be seen in the terms of their participation

in answering question, asking the teacher if they got difficulties, paying attention to the teacher explanation, and increasing their motivation to learn. The process of teaching and learning became more communicative and learning anxiety reduced. The students were not ashamed of asking question to the teacher and answering her question. They also were active discussing the task with their friends. In the guessing game, they looked more competitive. They had to discuss with their group to find the prediction of the words meant. The competitive atmosphere also made them concentrate and think intensively during the learning process.

Based on the students' opinion gathered from their diary, the result showed that they feel relaxed in speaking; they got new knowledge from the game played. It also made the teaching leaning process become enjoyable and fun and their courage improved.

Based on the discussion of the result findings of the research in the previous chapter, I conclude that the use of games is able to improve the students' speaking proficiency and make the atmosphere of the classroom become more alive.

B. Implication

In language teaching and learning, it is necessary to implement an appropriate method and technique. It can bee seen from this result findings that to make the teaching learning process successful, the teacher is not only the source of the knowledge and dominates the learning process. She or he

should create the situation where the students are involved in experiencing learning.

Based on the conclusion of this study, it can be shown that after implementing the research, there are improvements of students' speaking proficiency (covering accuracy and fluency), the students' behavior during the TL process, and the classroom atmosphere. The implication includes:

1. The use of games helps the students to comprehend the vocabulary and grammar. Finally, they can use the vocabulary, grammar and the expression in real communication.
2. Games can make the students think intensively and concentrate in learning process. By so doing, they will able to express their idea, think naturally.
3. Games increase creativity and courage; they have more discussion with their friends. It also increases their enthusiasts to ask the teacher about their difficulties.
4. Games create fun learning situation, therefore it either makes the students enjoy or become more involved in their learning. In other words it reduces their anxiety in learning and increase learning motivation. The competition in games can stimulate and encourages them to participate in the activity since naturally they want to beat with other teams.

This study can be as a reference for the teacher in improving the quality in applying the effective technique toward improving the students' learning motivation and achievement in learning English.

C. Suggestion

After concluding the result of the research, the researcher would like to propose some suggestion to the following:

1. English teachers

The teacher can use games in teaching in order to make the students more motivated, communicative, and active in joining the lesson. It is important to the teacher to create an enjoyable situation of teaching learning process in order to make them eager to improve their English.

2. Students

Since the technique of games needs students' participation, they have to be active in teaching learning. It has been proven that this technique can improve the students' speaking proficiency. Besides, they should courage themselves to learn more, to ask what they do not know, and to learn as much as possible.

3. The School

The institutions have to provide the facilities for example the modern English laboratory that can improve the quality of teaching English for their students and manage the instructional time in teaching speaking.

4. The English Department of FKIP UNS

English Department should encourage the students to conduct an action research in fulfilling one of the requirements to get undergraduate degree

of English education, because it is an effective strategy for them to be professional teacher.

5. Other Researchers

It is expected that the findings of this study will be used as an additional reference for further research in different context which will give valuable contribution to teaching and learning English.

BIBLIOGRAPPHY

- Brown, H. Douglas. 1994. *Teaching by Principles (an interactive approach to language pedagogy)*. Englewood Cliff, Nj: Prentice Hall.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.
- Bygate, Martin. 1997. *Speaking*. Oxford: Oxford University Press.
- Byrne, Donn. 1997. *Teaching Oral English*. England: Addison Wesley Longman Limited.
- Chen, I-Jung. 2005. Using Games to Promote Communicative Skills in Language Learning. *The Internet TESL Journal*, XI (2), 1-4
- Cross, David. 1991. *A Practical Handbook of Language Teaching*. Great Britain: Dotesios Limited, Trowbridge, Wiltshire.
- Deesri, Angkana. 2002. Games in the ESL and EFL Class. *The Internet TESL Journal*, VIII, 1-5.
- Edge, Julian. 1998. *Essential of English language Teaching*. London: Longman Group UK Limited.
- Gower, Roger, Diane Phillips, Steve Walters. 1995. *Teaching Practice Handbook*. Great Britain: The Bath press.
- Glaser, Barney G., Starus, Anselm L. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine Publishing Company
- Grolier Incorporated. 1992. *New Webster's Dictionary*. New York: Librairie Larousse
- Hadfield, Jill. 1996. *Advanced Communication Games*. England: Addison Wesley Longman Limited
- Hadfield, Jill. 1996. *Elementary Communication Games*. England: Addison Wesley Longman Limited
- Hadfield, Jill & Hadfield, Charless. 2001. *Simple Speaking Activities*. England: Oxford University Press.
- Harmer, Jeremy. 1998. *How to Teach English*. England: Addison Wesley Longman Limited.

- Hopkins, David. 1992. *A Teacher's Guide to Classroom Action Research*. Great Buckingham: Open University Press.
- Klaeur, Caesar. 1998. *Using Games in Language Teaching*. Available at: <http://maxpages.com/maxpagesplus>
- Kemmis, Stephen, Mc. Taggart Robbin. 1990. *The Action Research Planner*. Australia: Deakin University.
- Lewis, Michael & Hill, Jimmie. 1993. *Source Book for Teaching English as a Foreign Language*. Oxford: Heineman Publishing Limited.
- Longman, Addison Wesley. 1998. *Dictionary of English Language and Culture*. Spain. By Caysofa: Barcelona
- Lynch, Tony. 1996. *Communication in the Language Classroom*. Walton Street, Oxford: Oxford University Press.
- Mills, Geoffrey E. 2000. *Action Research: A Guide for Teacher Researcher*. New York: Prentice Hall.
- Nunan, David. 1997. *Research Method in Language Learning*. Cambridge: Prentice Hall.
- Rivers, Wilga M. 1996. *Interactive language Teaching*. Cambridge: Cambridge University Press.
- Syakur. 1999. *Language Testing and Evaluation*. Surakarta: UNS Press.
- Sanborn Brown, Robert and Paul Nation. 2008. *Teaching Speaking: Suggestion for the Classroom*. Wellington: Kyoto City University of Arts & Victoria University Available at: <http://www.jaltpublication.org/tlt/files/97/jan/speaking.html>
- Stansfield, Charles W. 1992. *Speaking Proficiency Guidelines*. Available at: [http://EzineArticles.com/?expert=Rona Oclarit](http://EzineArticles.com/?expert=Rona_Oclarit)
- Sumanto. 1995. *Metodologi Penelitian Sosial dan Pendidikan*. Yogyakarta: Andi Offset.
- Ur, Penny. 1997. *A Course in Language Teaching*. Cambridge: Cambridge University Press
- Wright, Andrew. , Betteridge, David. , Buckby, Michael. 1997. *Games for Language Learning*. Cambridge: Cambridge University Press.