IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH COMMUNICATION GAMES

(A Classroom Action Research at First Grade of MTs. Manaratul Islam, Cilandak)

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ABSTRACT

Ulviana. 2010. Improving Students Speaking Ability Through Communication Games (A Classroom Action Research at Student Grade VII. B of Manaratul Islam Islamic Junior High School, Pondok Indah), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta. Advisor: DR. Atiq Susilo, MA

Keywords: Speaking Ability, Communication Games

This research goal is to know whether students speaking ability could be improved through communication games and to know how the implementation of these technique increasing students ability in speaking English. This research was accomplished at students of grade VII-B of Islamic Junior High School of Manaratul Islam in which consisted of 36 students as respondent.

To overcome students’ problem in learning English especially speaking English, the writer used a Classroom Action Research (CAR) which it designed by Kemis and McTaggart which each consists of four phases; planning, acting, observing, and reflecting per cycle. In sustaining the research result, two types of data are collected; qualitative data that derived from observation and interview toward the students and the teacher as well. On the other hand, the quantitative data that derived from the test result; pre-test and post test result. Then, those data analyzed by the researcher by using descriptive analysis and statistic analysis to know the final result of the implementation communication games toward students English language learning in the Classroom Action Research (CAR).

The result of this study shown, that the implementation of communication games toward students’ English learning especially speaking skill is effective. It is proven by data’s that was derived from this study. First, from the interview result showed the students were more motivated and interested in learning English. Second, from the test result which consisted of three tests; pre-test, posttest of the first cycle and posttest of the second cycle. There were found 12.00 points of improvement of students’ mean score; 4.31 points were derived from post test I result, and 7.69 points were derived from post test II after using communication games. On the other hand, there were 52.78% students’ passed the KKM (60); 5.56% were obtained from the first cycle and 47.22 were obtained from the second cycle. Based on those result, there were 31 of 36 students passed the KKM, and it is meant this action research is successful.
ABSTRACT

Ulviana. 2010. Improving Students Speaking Ability Through Communication Games (A Classroom Action Research at Student Grade VII. B of Manaratul Islam Islamic Junior High School, Pondok Indah), Skripsi, Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta. Penasehat: DR. Atiq Susilo, MA

Keywords: Kemampuan Berbicara, Permainan Komunikasi

Tujuan dari penelitian ini adalah untuk mengetahui apakah communication games dapat memperbaiki kemampuan berbicara siswa (dalam bahasa Inggris) dan untuk mengetahui bagaimanakah penerapan dari teknik tersebut meningkatkan kemampuan speaking siswa. Penelitian ini diselenggarakan di MTs. Manaratul Islam dimana responden dari penelitian ini adalah siswa kelas VII-B yang terdiri dari 36 orang siswa.

Dalam mengatasi permasalahan pembelajaran bahasa Inggris khususnya dalam berbicara yang dihadapi oleh siswa, penulis menggunakan metode Penelitian Tindakan Kelas (PTK). Model penelitian tindakan yang digunakan adalah model penelitian Kemmis dan McTaggart dimana dalam setiap siklusnya terdiri dari empat fase; fase pertama yaitu perencanaan, kemudian pelaksanaan, pengamatan dan yang terakhir adalah refleksi. Untuk mendukung hasil dari penelitian ini, penulis mengumpulkan dua macam data yakni data yang bersifat kualitatif yaitu data yang diperoleh melalui observasi dan interview terhadap siswa dan guru yang bersangkutan. Dan atau data yang bersifat kuantitatif yakni data yang diperoleh dari hasil test baik pre test maupun post test. Kemudian data-data tersebut dianalisa dengan menggunakan analisis deskripsi dan analisis secara statistik untuk mengetahui hasil akhir dari penerapan communication games terhadap pembelajaran Bahasa Inggris dalam Penelitian Tindakan Kelas tersebut.

Hasil dari penelitian ini menunjukkan bahwa penerapan communication games terhadap pembelajaran Bahasa Inggris khususnya kemampuan berbicara siswa efektif atau cukup bagus. Hal ini dibuktikan dari beberapa data yang diperoleh, pertama; data hasil interview dan observasi dimana para siswa lebih termotivasi dan tertarik untuk mempelajari Bahasa Inggris. Kedua, data dari hasil tes yang terdiri dari tiga macam tes yakni pre test, post test siklus pertama dan siklus kedua. Setelah menerapkan communication games, diperoleh peningkatan terhadap rata-rata nilai siswa sebesar 12.00 , dimana 4.31 poin diperoleh dari hasil tes siklus pertama dan 7.69 poin diperoleh dari hasil tes siklus kedua. Dan atau sekitar 52.78% siswa dapat melewati Kriteria Ketuntasan Mengajar (KKM = 60), 5.56% diperoleh dari siklus pertama sedang 47.22% lainnya diperoleh dari siklus kedua. Berdasarkan data tersebut, artinya 31 dari 36 siswa memenuhi criteria yang ditentukan dan penelitian ini dinyatakan berhasil.
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CHAPTER I
INTRODUCTION

A. Background of Study

Today, the focus in conventional modern language teaching has been on the language itself, it is proposed that the first priority has to be given to the purposes that language serves, that is to say, communication. Furthermore, today communication becomes base of social interaction, which people use it not only to understand another but also to survive in largely modern society. To do so, language is the only thing they need.

Coming from the importance of language for human’s life, it appears a question, what kind of language should people use when they meet people from different countries in some occasion?. Toward this question, most people’s answer is English. English language has acknowledged as one of widely-used languages for people in order to be able to communicate with others from different countries. As an international language, it is also considered as an importance language to be learned. Therefore, at present most people around the world in all ages learning to speak English with several reasons, someone learn it because they have to pass their examination and go abroad, while the others learn it for proficiency. Whatever their reason for learning, sometimes it is tempted to see all as being the same, to be able to speak in English solely.

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Dealing with cases mentioned above, linguists through their researches for centuries have sought many ways of how to teach English effectively. Such approaches and methods are implemented to obtain the goal of language teaching itself. It refers to what Hymes reveals about the goal of language teaching is to develop ‘communicative competence’. Communicative competence here is defined as what “speaker needs to know in order to be communicatively competent in a speech community”\(^2\). By all means, knowing words and sentences are not enough for students, but so all other languages’ element of linguistics appropriately spoken language.

Furthermore, recent trends in English as a Second Language or English as a Foreign Language (ESL/EFL) curriculum design and pedagogy have stressed on the importance of teaching communicative strategies and of teaching the functional use of language\(^3\) that the goal of teaching and learning English is to be well in communication. Therefore, of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language\(^4\). Because of this reason, often parents undoubtedly spend amount of their money only to ensure that their children have gotten a good English program.

In teaching and learning process basically, English teachers have begun attempting to teach foreign languages in a way that was more similar to first language acquisition. However, in fact their endeavor seems completely difficult to encourage students to speak English. Feeling awkward to always say things in English sometimes attack students that it becomes problem toward English teaching. In addition, “when attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the

\(^4\) Penny Ur, \textit{A Course in language Teaching Practice and theory}, (Cambridge: Cambridge University Press, 1991) p.120
target language”\textsuperscript{5}. Therefore, it brings about uncomfortable to use the target language toward students eventually.

To deal with this case, the teacher is challenged to be as creative as possible to provide opportunities for students to expose and to reinforce students’ speaking skill. To encourage students to practice their English, some English teachers sometimes utilize games, role plays, dramas and other activities, by which students learn English with pleasant without any frustration. Such those activities may help students to always expose their ability to produce sentences and to use appropriate expressions based on the situation created by the teacher in the classroom. It usually makes students enthusiast, moreover when the teacher gets them to participate the activity that it challenges them to compete with other students. It not only makes students attempt to be the best from others, but also be a chance for them to attain scores through given feedback.

Unfortunately, such those activities are rarely conducted at first grade of MTs. Manaratul Islam, Cilandak. The English teacher teaches English by using traditional and monotonous strategy in which she reads loudly a dialogue that has been written on the students’ textbook in the front of the class as well as writes the meaning of the dialogue. After reading it, she instructs students to repeat after her till the overall dialogue is read.

To measure students understanding of the lesson, the teacher asks student to practice the dialogue in pairs by using the textbook. The teacher seldom asks students whether they are really understand the use of those expressions. On the other hand, students’ activities in the classroom only reading a dialogue, write its meaning based on what teacher is saying, and then practicing it in the front of the class with their friend without knowing when they have to use the expression in real situation. Hence, when they are asked by someone else about things by using expression they have never read or memorized before, they will be speechless. For example; when they are asked about their identity, what is your name, where are you from, how old are you. They will say “my name is …, I come from …, I am a

“student”. Both question and answer are not coherent (how old are you => I am a student), this is because what students know in their lesson is “I am a student” always comes after “I come from …”, the other examples are when students are asked by using the word “Hi, how are you this morning”, they will say “good morning miss…”.

This strategy (textbook based-learning) completely cannot help student expand their knowledge in spoken language. And it is possibly become an ongoing problem for students when they come into the higher level. This strategy also causes other problems such as; firstly, in Indonesia English is as a foreign language, which it brings about students feeling better to use their first language that is Indonesian/Bahasa. Moreover, limited vocabulary makes students difficult to say anything in the classroom. Therefore, the only thing they do is keeping silent. Secondly, students’ feel bored because the teacher always uses the same strategy. Finally, student’s unable to speak English correctly.

Based on the problem above, as for the writer, it is very important to seek the way to overcome students’ problem and figure out the difficulty they face in speaking skill. Therefore, a research is carried out to analyze and to find the overcoming of students’ problem. In this case, the students’ of VII.B are chosen as the subject of the study, because they are considered as the lowest in speaking skill than the other classes based on the interview toward the English teacher as well as the students. Here, the writer tries to propose a strategy in teaching English especially teaching speaking namely “communication game”.

Communication game is a set of games which it is designed to provoke students’ communication in the classroom. On these games also includes information gaps that demands students to talk with others to find the similarities or differences among different pictures and etc. These games not only encourage student to be actively participated in the activities occur in the classroom, but also enhance their confidence to talk with their friends. As it is stated by Henner-Stanchina and Riley (1978) that in Communicative Language Teaching (CLT) “…students are expected to interact primarily with each other rather than with the
teacher”⁶, and “it is very important for learners to feel comfortable with each other and confident in themselves….”⁷

From those statements above, the writer would like to conduct a research to improve students’ speaking ability by using games that provoke them to be as communicative as possible under the title “Improving Students Speaking Ability through Communication Games (A Classroom Action Research at First Grade of MTs. Manaratul Islam Cilandak)”

B. Limitation and Formulation of Study

To make this research easy to be discussed, the writer limits and formulates this research as follow:

1. The Limitation of the problem:
   - The implementation of communication games in teaching speaking to improve students’ speaking Ability at grade VII.B of MTs. Manaratul Islam, Cilandak academic year 2010/2011

2. The Formulation of Problem.

   The writer formulates this study on: can communication game activities able to improve students’ speaking ability?

C. Objective of Study

The aim of this research is to know whether and how the implementations of ‘Communication Games’ improve students’ speaking skill at the first grade of MTs. Manaratul Islam, Cilandak academic year 2020/2011. By conducting a Classroom Action Research (CAR), the writer tries to identify the problem and solve it by implementing the strategy, so the teacher knows what to do to encourage students to use English in the classroom. Later, students will not only be able to speak in English inside the classroom but also outside the

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⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching A Description and Analysis* …., p.77
classroom when they have certain opportunity to practice their English in spoken language.

D. Significance of Study

The result of this study is expected to be useful for English teacher of MTs. Manaratul Islam, Cilandak certainly in teaching speaking. Therefore, teacher can reduce the difficulties of teaching English and can encourage students to speak English in the classroom. While for students, the implementation of this strategy is expected to reduce their difficulties in learning English especially when they want to express their though and ideas by using spoken English.
CHAPTER II
THEORETICAL FRAMEWORK

A. Teaching Speaking

Speaking skill is an important skill needs to be taught in language class. However, it does not mean the other skills such as listening, reading, and writing are less important rather than speaking skill. Those skills are sustaining each other, for instance; speaking skill preceded by listening. Through listening people know vocabulary they do not know before. Nevertheless, in fact some English language classes only emphasize on the importance of mastering writing and reading rather than speaking, that it brings inadequate time to practice to speak about students. As the result, students’ poor in spoken language knowledge neither formally nor informally.

Before discussing more about teaching speaking, firstly it is better to know what speaking is?, which will be discussed in following point.

1. Nature of Speaking

Speaking in linguistics term has various definitions. In Oxford Advanced Learner’s Dictionary, speak means saying something to express ideas and opinions. Kushartanti defines speaking as set of voices uttered by one and understood by someone else. ¹ It means to deliver thought or opinion. While

¹ Kushartanti, et all, Pesona Bahasa; Langkah Awal Memahami Linguistics, (Jakarta: Gramedia Pustaka utama, 2005), p.32
Florez defines speaking as an interactive process of constructing meaning involves producing, receiving, and processing information.\(^2\)

In other definitions, Harmer defines speaking as a form of communication, so a speaker must convey what he/she is saying effectively.\(^3\) In line with these definitions, Carter defines it as “one of the types of composing language, the type that is swift, complicated, frequent and primary, because the language itself is symbolic used by communicators to construct and to convey information”.\(^4\)

From those definitions, the writer infers speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking skill.

Speaking skill is the ability to produce sound’s articulation and to produce words, to express, to state, and to deliver thought, ideas and feeling. In this case, speaker not only has to know what to be delivered but also knows how to deliver it.\(^5\) Speaking skill is not an instant skill to be acquired. It needs a long process. Furthermore, language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure\(^6\), so it needs tremendous amount of practice to be more successful language learner. In short, it can be said that, speaking skill is the ability to produce utterance (or utterances) to express though and to convey meaning.

1. **Element of Speaking**

To be a good speaker, the ability to produce utterance (utterances) is not enough. There is much linguistics to be mastered by languages’ learners in order to be able to express their feelings and ideas appropriately. Here are elements of

\(^6\) Joan Rubi & Irene Thompson, *How To Be A More Successful Language Learner*, 2\(^{nd}\) (Boston: Heinle&Heinle Publisher, 1994), p. 9
speaking according to Harmer in his book *The Practice of English Language Teaching* that speakers have to be competent in the speaking skill, those are:

**Language features** in which contains 4 points. They are:

- **Connected speech** is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contraction and stress patterning).
- **Expressive devices** is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.
- **Grammar and lexis.** People live in different ways, places, and environments causing different mind set too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc., so when students have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.
- **Negotiation language.** This is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people’s saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.  

In addition, Harmer states concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are: **Mental/social processing** and the rapid processing skill that involves language processing, interaction, and information processing;

- **Language processing:** effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes
out in forms that are not only comprehensible, but also convey the meanings that are intended.

- **Interaction**: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

- **Information processing**: quite apart from our response to others’ feelings, we need also to be able to process the information they take us the moment we get it. The longer it takes for ‘the penny to drop’ the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.

In line with these elements, the writer concludes that, speaker who wishes to say anything has to consider two things; first, the language feature by which people know the use of language such as; how to modify the sound and how to use appropriate expression. Second, people also know how to arrange words into the right order. Therefore, the intended massages are sent. In this case, people not only hope to be understood by someone else solely, but also they have to understand of what participants are feeling. Here, people are demanded to know when they have to take turn on the conversation and to allow the others to do so.

Such those elements mentioned above are basically relevant to Hymes statement concerns with “communication as the main goal of language teaching”\(^8\), so speaker must be communicatively competence in the language he uses. As it is stated by Walter in her book about Communicative competence that it defines as the ability to use language appropriately in variety of context \(^9\) which involves:

- **Grammatical Competence** is a competency that focuses on the accuracy and correctness of using language code such as vocabulary, spelling, grammar, pronunciation and so on in the language skill especially speaking and writing.

- **Sociolinguistics Competence** is a competency that focuses on the use of appropriate language in variety social setting. Here, the target language

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\(^8\) Jeremy Harmer, *The Practice of English Language Teaching*, 3\(^{rd}\) Ed......, p.271


speaker is demanded to know how, where, and when the language will be uttered by him in appropriate situation, such as how to invite, to refuse someone else invitation, and to ask for information and etc.

- *Discourse Competence* is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.

- *Strategic Competence* is a competency that focuses on the manipulation of language in achieving the communication goals. This competency involves the use of both verbal and nonverbal, such as changing the voice tone, using the body language, and emphasizing the specific word.\(^{11}\)

Apparently, it can be seen in following figure about communicative competence and its elements.

**Figure 2.1 the elements of communicative competence**
(Adapted from *The How-To Handbook Teaching English Language Learners* and modified by the writer)\(^{12}\)

![Communicative Competence Diagram](image)

From those elements and competencies mentioned above, it can be concluded that, to be a good speaker, he/she has to master language elements. On the other hand, it is not enough to have lots of vocabulary without other knowledge’s.

\(^{11}\) Teresa Walter, *The how-To Handbook Teaching English Language Learners*..., p.19

\(^{12}\) Teresa Walter, *The how-To Handbook Teaching English Language Learners*..., p.19
3. Reasons of Teaching Speaking

Teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase student ability in spoken English language. The question now is, why does English teacher has to teach speaking in the classroom? For this question, actually there are some reasons, they are; firstly, speaking activities provide rehearsal opportunity – chance to practice real life speaking in the safety of classroom. Furthermore, getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. As the result, students will feel as if talk in a real situation.

Secondly, speaking activities provide feedback for both teacher and learner. It is known that giving feedback to students not only motivates them to do their best in their classroom and to help the teacher to know how well the students get the lesson, but also to know the students’ problem during the learning process. Thirdly, speaking activities help students to activate the various language elements they have learned and stored up to their brain. The more students practice the target language, the autonomous learner they will be. As the result, students will be able to speak without very much thought. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom.

4. Classroom Speaking Activities

For many years English teachers have been faced toward crucial problem that their students cannot speak English in the classroom. Several endeavors are accomplished by the teachers in order to encourage students to perform their English. Commonly English teachers utilize traditional techniques in teaching English, such as drilling in which the teacher reads a dialogue, and then students altogether repeat after the teacher. By using drilling students are supposed to speak English well by memorizing the given sentences. It may work for some students, but for the others it may be unsuitable. Therefore, it is necessary to make

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students understand that provokes students to use the target language as in real communication.

The aim of teaching English at present is to develop students’ ability to communicate freely and spontaneously in English. It means, when students speak, they do not have to think what they wish to say, because are spontaneously understand the use of words and expressions. While, the listener will automatically catch what the speaker is saying. Moreover, communication will not be achieved, unless both speaker and listener have similar senses and understanding of what they are talking about. Here is the process of encoding and decoding for communication.

![Communication process](http://www.aber.ac.uk/edia/Documents/trans/html)

To have such purposes mentioned above, communication activities such as games may become a good solution to help students achieving the target language. The utilization of the games may be proper to engage students to be active in teaching and learning process. Here are activities suggested by Doff:

a. Guessing Games in which involves;

i. **Guess the picture**: here teacher has a set of flashcard with simple pictures. The teacher chooses one card, but does not show to the class, students’ role is guessing it is in the picture by asking questions.

ii. **Guess the sentence**: it similar with the *guess the picture* game, something that differs in is the material or the resource if the first game utilizes pictures, in this game teacher uses sentences.

iii. **Mime**: in this game, teacher calls a student to come forward and secretly the teacher gives her a sentence written on pieces of paper

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14 http://www.aber.ac.uk/edia/Documents/trans/html
14 which describe a simple activity. The students then mime the activity and the other try to guess the situation mimed.\textsuperscript{15}

b. Information-gap: an activity in which students have different information. They have to ask questions to each other for the information to obtain their partners information by using the target language fully.

c. Information personal exchanging: this activity refers to real communication in which students talk to their friends and ask about the other personalities such as their friends identity, their daily activities; for instance, what time do you usually wake up in the morning?, how do you go to school?\textsuperscript{16}, and etc.

Those are speaking activities proposed by Doff. From those activities mentioned above, the writer infers that games are effective to be used in teaching English to provoke students to be more communicative people.

**B. Communication Games Activity**

Learning English can be a difficult journey for students. Therefore, it has to be fun, interactive, and exciting. To create those situations, games are considered as the suitable activities to do. It refers to Agoestyowati’s statement that; “the use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively”\textsuperscript{17}. Games allow students to work co-operatively, to compete with each other, to think in different way, to work in less stressful, and to allow people to have fun. Relevant to those statements above, in the following item the writer will explain a bit detail concerning with games that will be used in the implementation of action research to improve students’ speaking skill.


\textsuperscript{16} Andrian Doff, *Teach English, A Training Course for Teachers. Teachers Work Book*…, p. 95

\textsuperscript{17} Redjeki Agoestyowati, *102 English Games*, (Jakarta: Gramedia Pustaka Utama, 2007), p. xv
1. **Nature of Communication Games Activity**

   Communication Game consists of two content words ‘communication’ and ‘game’. Communication is defined as a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium.\(^{18}\) Meanwhile, ‘game’ is defined as an activity that is entertaining, engaging, often challenging for learners in which the learner plays and interacts with others.\(^{19}\) If both words are combined into one, communication game defines as a set of games that is designed to help students learning English with joyful activity or activities and is aimed to get learners talk as quickly and fluently as possible.\(^{20}\)

   These games are very useful to help teachers remain their teaching goals especially in speaking. Furthermore, games are considered as the effective activity to be used in teaching and learning process. It not only makes students feel fun and learns with pleasant, but also it motivates and builds students social interaction among students.\(^{21}\) Other reasons are; games encourage students to stimulate their interesting and their work, in view of language learning as hard work that students have to effort to understand to and repeat the lesson accurately. Therefore, it is important for English teacher in teaching English to use games. Games provide one way of helping the learners to experience language rather than merely study it.\(^{22}\) Moreover, certain games can make students feel comfort in learning; reducing students’ frustration and stimulating students’ interaction among other, so they are not only learning the language but also socialize their selves.

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\(^{22}\) Andrew Wright, et all, *Games for Language Learning*, 3rd Ed...., p.2
2. Kinds of Communication Games Activity

According to Harmer, there are two particular categories of communication games, they are:

- **Information-Gap Games**: games that involve solving a puzzle, drawing a picture (describe and draw), putting things in the right order (describe and arrange), and finding similarities and differences between pictures. These games are commonly accomplished in pairs. Student has to talk to his/her partner in order to obtain the task.

- **Television and radio games**: This game activity is accomplished in grouping or team work. Each team has to ask “yes/no question” to the chairperson from the other team. The chair person has to think of an object that is either animal, vegetables or mineral or combination of two or three of these by giving opportunities to other team to ask about 20 questions and each team must guess what object is being imagined by the chairperson. The team will get points if they guess the answer correctly in fewer.

Other games are also suggested by Harmer such as first; “just a minute” in which each participant has to speak for 60 seconds on the subject that is given by the chairperson without hesitation, repetition, or deviation. If another contestant hears any mistakes, he or she has to interrupt, by which she/he gets a point. The person who is speaking at the end of 60 seconds gets two points. Second; “Call my bluff” it is a game that consists of two teams. Team A is given a word that members of the other team are unlikely to know. Team A finds a correct dictionary definition of the word and then makes up two false one. They read out their definitions and team B has to guess which is the correct. Now Team B is given a word and reads out three definition of their word (one correct and two false) and team A has to guess. Each team will get point if the answer correct, in contrast, if their answer is false the other team will take the point.  

From the three-game suggested by Harmer, as for the writer the television and radio games are considered the suitable one for teaching speaking. In view of students limited vocabulary and expressions, that to play the game they only have

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to ask question in the form of simple sentence. So these games will not force them to do what they can not do.

3. Implementation of Communication Games in teaching Speaking

Communication games theoretically have been a bit explained in previous point as well as kinds of communication games that suggested by Harmer and Doff (see point 1-2). These games are supposed to be useful for teacher in encouraging students to be more successful language learner especially speaking. In communication games, the teacher gives materials such as expressions, vocabulary, pictures, realias, and other media which are enable learners to expose their English through the activities. For instance, information gaps, it is a classroom activity where the teacher chooses two students Student A and student B, and then the teacher gives them different pictures to play the game. From those different pictures, evidently they have different information’s too. Each student has to find information regarding their partner’s picture by asking questions and by using the target language as of they obtain the expected information.

Sometimes within the activity students get lost or cannot think of what to say causing the lost of idea the teacher expected for them. Therefore, it is teacher’s role to help them by giving some suggestions that students will not feel dead end of idea and language. It is relevant to Wrights’ statement in following:

In most appropriately seen as communicative interaction involving all the participants in the learning and including the various material resources on which the learning is exercised. Therefore, language learning may be seen as a process which grows out of the interaction between learners, teachers, texts and activities.

Good materials would be useless without any cooperative work among other (learner, teacher, and activities).

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According to Harmer and other experts such as Rivalcury, McDonough, Richards, and Khan teaching English by using games have several advantages, they are:

i. Communication games can make students to be more creative and communicative.

ii. Games provide more opportunities for student to express their opinions and feelings.\(^{25}\)

iii. Games give positive effect on the students’ interest and motivation in studying English as well as to increase their speaking ability\(^{26}\).

iv. Games can provoke students’ interaction between student to another student and also students to the teacher because communication derives essentially from interaction\(^{27}\).

v. Games give students valuable practice where students are involved.\(^{28}\)

vi. Games promote students to interact and in interacting they develop their English language skills.\(^ {29}\)

From those advantages; the writer can conclude that teaching English by using games have several benefits not only make students to learn with joyful activity but also stimulate them to speak by which students unconsciously practice their speaking skill. As it is stated by Harmer that “games provoke students to communicate frequently”, the more student practice their English, the better they will be.


\(^{26}\) Abraham B. Hurwitz and Arthur Goddard “Games to Improve Your Child’s English”, p.17


\(^{28}\) Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*... p.163

C. Classroom Action Research (CAR)

1. Nature of Action Research

According to Calhoun (2002) Action research is “a way teachers can develop an expanded understanding of their practice and critically analyze a particular approach to a problem or teaching and learning scenario in which requires continual disciplined inquiry”. While Nunan (1990) defines action research as a method that formalizes reflection by engaging the practitioners in a critical and reflective attitude. Another expert such as Farrel assumes that action research is a type of professional development that focused on teachers’ practices to increase student learning.

From those definitions, the writer concludes that action research is a kind of educational research that aims to increase teaching and learning through problem solving. Action research tempts to answer questions relate to some aspects of educational practice. Here, the teacher can reflect on what they discover, and then apply it to their professional practice.

2. Action Researches’ Design

There are many kinds of action research exists at present. Those are: Kurt Lewin’s design, Kemmis and McTaggart’s design, Dave Ebbutt design, John Elliot design, Hopkins design, McKernan design, and many more. However, here the writer will focuses on Kurt Lewin and Kemis & McTaggart designs.

Firstly is Kurt Lewin’s design. He is the expert who introduces Action research for the first time. His design becomes the host and the main basic of other further action research especially classroom action research. The concept of

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Kurt Lewin’s action research design contains four components; planning, acting, observing, and reflecting.\(^{33}\)

**Figure 2.3 Kurt Lewin’s design**

(Adapted from Kusumah book and modified by the writer\(^ {34}\))

- **Planning:** in planning phase, there are two types of planning that have to be planned by the researcher. First is general planning which organizes the aspect of action research such as; the what, why, when, where, by whom, and how the research will be conducted. Second is specific planning which organizes the aspect of what to do in acting phase such as: the lesson plan, the material, and the media that would be used in teaching process.

- **Acting:** this phase is the implementation of the plan that has been formed by the researcher in planning phase. In this case, the researcher has to attempt to obey the planning she/he made.

- **Observing:** in this case, the observer observes everything that happen in the classroom during the learning process. She/he notices what is being observed in observation sheet that has been formed and prepared by the researcher.

- **Reflecting:** is the last component of action research. In this phase, the researcher reflects all activities include the actions that conducted by the

\(^{33}\) Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p.20

\(^{34}\) Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*....
teachers. The aim of reflection is to evaluate and to know the final result within the cycle in action research.\textsuperscript{35}

Secondly is Kemmis and McTaggart design. This design is a basic concept development of Kurt Lewin’s. Both designs are commonly used-design, because these designs are easy to be conducted.\textsuperscript{36} As a research that is aimed to improve and to solve teaching and learning problem, it is better to be done collaboratively, in order to be obviously identified the problem and the weaknesses that happens within the research.\textsuperscript{37} In detail the writer presents in the following figure:

\textbf{Figure. 2.4 Kemis and McTaggart Design}\textsuperscript{38}

( Modified by the writer)

Both Kurt Lewin’s and McTaggart’s design basically are as the same in purpose, that is to say improvement. An improvement which is derived from teachers’ practice reflection concerning with the problems happened in the education field.

\textsuperscript{35} Suharsimi Arikunto, et al., \textit{Penelitian tindakan Kelas}, (Jakarta: Bumi Aksara, 2009), p.17-19
\textsuperscript{36} Wijaya Kusumah and Dedi Dwitagama, \textit{Mengenal Penelitian Tindakan Kelas . . . .}, p. 21
\textsuperscript{37} Suharsimi Arikunto, et al., \textit{Penelitian tindakan Kelas . . . .}, pp.63-64
\textsuperscript{38} Wijaya Kusumah and Dedi Dwitagama, \textit{Mengenal Penelitian Tindakan Kelas . . . .} p. 21
CHAPTER III
RESEARCH METHODOLOGY

A. Method of Research

A classroom action research (CAR) is used in this study as the method. Classroom action research according to Weitman is a substantial type of classroom inquiry that is focused on teachers’ practice to increase students’ learning\(^1\). Concerning with the aim of the research, McNiff (1992) clarifies that the main purpose of action research is improvement.\(^2\) An improvement that is derived from teachers endeavors through reflective action within the research. To do the reflection, the researcher has to recognize the problem happens in the classroom to sustain her finds out the way to figure out the problem.

In doing the action research, there are four phases within one cycle will be passed by the researcher, those are; planning, acting, observing, and reflecting. These phases will be conducted repeatedly for the other cycle, if the result is not reached yet, as of the objective of the research meets. For detail, it will be explained in the following explanation.

B. Subject and the Object of Study

1. Subject of Study

The subject of the study is students at grade VII of Manaratul Islam Junior High School, Cilandak academic year 2010/2011 which consists of 36 (thirty six)

\(^1\) Jill Beloff Farrell & Catheryn J. Weitman, *Action Research Fosters Empowerment and Learning Communities*, 2007, p.36  
students and they are chosen based on semi-structured interview with the English teacher. The result proves that students of grade VII.B have had the lowest achievement in speaking and they need an appropriate technique to improve their achievement of speaking skill. This statement is relevant to what Harmer stated about the role of learner as follow:

The role of learner as negotiator-between the self, the learning process, and the object of learning- emerge from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.3

2. Object of Study
The object of the study here is communication games activities in developing students speaking ability.

C. Writers’ Role on the Study
Here the role of the writer is as the researcher and the teacher as well. As the researcher, she took data’s to be analyzed to sustain the research result. While as a teacher, she taught the students with materials and techniques that have been planned before in the planning phase. Through the teaching and learning process throughout of the data would be taken. In this case, she is helped by the other teacher to guarantee the validity of the data gained.

D. Time and Place of the Study
This research is conducted within 4 months started from August up to November 2010. And it took place at Manaratul Islam Islamic Junior High School, Cilandak South Jakarta, academic year 2010/2011.

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E. Research Design

Kemmis and Mc-Taggart’s design is used as this classroom action research procedure. This design consists of two cycles (three cycles if needed) with four phases; planning, acting, observing, and reflecting. Differed from Kurt Lewin’s design that in acting and observing phase accomplished partially, in Kemmis and McTaggart’s design the two-phase (acting and observing) accomplished at a time, this is because between the researcher and the teacher may at the same position which make easy for the researcher to conduct the research.

Figure 3.1 *McTaggart’s design Process from cycle to cycle*

(Adapted from Kunandar book *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*)

An established action for the plan was as detailed in figure below:

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**Figure 3.2** (Activities in CAR, adapted from McTaggart design and modified by the writer)\(^5\)

- **Pre-interview and observation**
  - Interviewing the English teacher and the students as well by using structured and unstructured interview form.
  - Observing the teaching and learning process to clarify the problem.

- **Planning**
  - Choosing the materials to implement the technique.
  - Make a lesson plan
  - Develop an evaluation form for student

- **Acting**
  - Practice the lesson plan by giving materials and explaining the instruction to the students.
  - Students perform in the front of the class in group.

- **Observing**
  - Observe the acting process.
  - Observe students’ understanding of the materials given by using the determined techniques
  - Note the observation result

- **Reflecting**
  - Evaluate the teaching and learning process.
  - Analyze students’ achievement.
  - Identify the problem of the first cycle.

- **Revised Plan**
  - Revise the lesson plan
  - Reselect the material and topic.
  - Develop the evaluation form for the cycle two.

- **CYCLE II**
  - Giving material and topic
  - Encouraging students to do more practice using material and games.
  - Students perform in the front of the class.

- **Acting**
  - Observing students behavior in participating the learning process.
  - Observe student achievement in group or pair work.

- **Reflecting**
  - Evaluate and analyze students’ progress.

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F. Classroom Action Research (CAR) Procedures

In conducting the action research, the writer uses McTaggart design in which consists four phases within one cycle. Those are planning, acting, observing, and reflecting. First cycle is accomplished to know how the implementation of using communication games work out, and then after finishing the first cycle, if it may there have some lacks or problems in the result of the first cycle, the researcher will continue to the next cycle as if she satisfies of the finding research. To be more detail about action research phases, the writer illustrates as follow:

1. Cycle I
   a. Planning Phase
      
      In this phase, the writer plans what action will be done in applying the communication games in teaching speaking. Firstly, she selects and adjusts the materials with the teachers’ annual program based on the SKKD\textsuperscript{6}. After determining the material, then she makes a lesson plan that it will be the teachers guideline in teaching and implementing the games. Other preparations are: preparing the teaching and the research instrument such as sets of pictures, schedule of daily activities, and unstructured observation form.

      In line with this, the writer determines the measuring rod of the research success. In this case, students are supposed to be able to build their confidence to practice and to express their thought in the form of oral. Here students are also able to interact with people who are known or unknown by them before by using correct expression and structure.

   b. Acting Phase
      
      After forming the lesson plan, teaching instruments and the research instruments, the writer implements the technique by using those preparations. Based on the discussion with the teacher before, the writer decided to become the teacher, while the English teacher will be the observer who observes the teaching and learning process. In implementing the communication games, the writer uses

\textsuperscript{6} See appendix III no. 84
three-phase technique in which she passes three phases namely; **opening phase**; involving saying salam and asking students readiness. **Core phase**; the teacher gives materials and applies games to stimulate students to speak. Here, she also takes students score by using point’s sheet. **Closing phase**; here, the teacher asks students concerning the materials they have been learning during the learning process. If there were problems, the teacher would give little bit time and opportunities to share and solve the problem. Sometimes she gives advices to students and at last she closes the class by saying salam.

c. **Observing Phase**

The observer observes students’ activities, their participation in the class, teachers’ performance, and the class situation during the process of teaching and learning. In doing this, she uses structured observation form that has been prepared by the writer. In this case, she also notices every single thing by which none information will be missed.

d. **Reflecting Phase**

In reflecting phase, the writer discusses with the teacher regarding data that have been collected within the overall activities during the acting phase up to observing phase. Here, the writer and the teacher analyze the observation data and the teachers’ performance whether she has fully implemented the technique in the action or not. Students’ daily worksheets are also analyzed to know whether the implementation of the technique is successful, but if it is unsuccessful, the writer will continue to the next cycle as of the target is reached. Further more, data reduction will be used to decide a better plan for the next cycle.

2. **Cycle II**

a. **Planning Phase**

In the planning phase of the second cycle, the writer will revise the lesson plan based on the problem that faced by students within the first cycle. Here the writer reselects the material and reforms the evaluation and the teaching instrument to improve indicator that haven’t been reached yet.
b. Acting Phase

It is similar with the acting phase at the first cycle in which the revised lesson plan will be implemented in the teaching English in the classroom. The three phase technique is used in accomplishing the teaching process. Expressions and vocabulary are given to the student’s, together with these communication games are also implemented within the learning process by using the selected material.

**Figure 3.3 Research Schedule**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>August</th>
<th>Sept.</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Proposal</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Instrument</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Cycle I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Cycle II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Post Interview</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Observing Phase

In this phase, the writer observes the students’ response, participation, and achievement which are found during the teaching and learning process. The writer uses observation form that has been formed by the writer to collect the data.

d. Reflecting Phase

In this phase, the writer evaluates students’ progress in their speaking ability after teaching by using communication games. The writer will also ask the English teacher’s opinion about the students’ improvement in speaking.
G. Techniques of Data Collecting

To sustain the validity of the research result, the writer collects data which are derived from several ways such as observation, interview and tests:

1. Interview\(^7\)

The writer accomplishes the interview two times. First, the interview is conducted before applying the action research. In this case, the writer interviews the English teacher concerning with the teaching problem in that school, students’ difficulties in learning English language and what method is used by her. Here, the writer found that the teacher uses dialogue memorization and text-based dialogue. Concerning with the students problem, students are lack in vocabulary and motivation, so it is very difficult to make them practice the spoken language.

This interview is also conducted toward students at first grade of Manaratul Islam Islamic Junior High School regarding their difficulties in learning English especially speaking, the method that is used by their teacher, and the activities they do during the teaching and learning process. The interview remained that they are lack in vocabulary, but they had motivation to learn English furthermore to be able to speak English well. Sometimes they feel awkward and inconvenient, more and more, when they have to take turn by turn to have conversation with their partner in front of the class.

From both interviews, the writer infers that there are two main problems that bring about students’ lack in speaking. First, students are lacking in vocabulary, second students are low in motivation. Therefore, they need something different in learning English language to help them achieving English language especially in spoken language.

2. Observation\(^8\)

The observation was done by the writer toward students of grade VII B of Manaratul Islam Islamic Junior High School academic year 2010/2011 directly during the teaching and learning process. Here, the writer as an observer observes

\(^7\) See appendix II no.77 interview guideline
\(^8\) See appendix II no.83 Observation form
the students behave in the classroom, for example, how students participate and achieve the speaking skill. The observation accomplished by using observation form that has been formed by the writer before. From the observation, the writer found that the English teacher in teaching English only emphasizes on students understanding of grammar and text genre. Meanwhile speaking is seldom taught by her, and in teaching speaking, she uses dialogue that students have to read it after the teacher. In practicing the dialogue, the teacher gets students to perform by using textbook where the dialogue is written. Pair by pair student takes turn and so until all the pair gets their turn. The number of students in which contains about 36 (thirty six) students that make the class situation uncontrolled, so it needs extra monitoring toward students behave.

Dealing with both data; interview and observation, the writer uses triangulation technique that is adjustment of data sources which is derived from the teacher, the students, and the real situation to ensure the validity of collected data.9

3. Test10

Test is considered as the best way to know how well students achieve the materials they have been learning.11 The objective of the test itself within the teaching and learning is to provide feedback.12 Referring to those statements, from the feedback which gotten from students test result (pre test and post test), the writer can see the improvement of students’ achievement in speaking skill.

The test is conducted twice and is in the form of oral. First, it is pre test; a test which is given toward students before implementing the action research in order to diagnose students ability in speaking skill. Second is post test; a test that will be accomplished to evaluate students’ achievement and to know students

10 See appendix VIII no. 105 *Sample of test*
progress after implementing communication games in teaching English especially speaking skill within the classroom action research (CAR).

Concerning with the validity of the test, Harris proposed criteria of how to measure oral test, the description likely mention in the following figure 13

**Figure 3.4 Scores’ Criteria**

*(Adapted from Techniques in Language Testing and Modified by The writer)*

<table>
<thead>
<tr>
<th>Score</th>
<th>Description of the Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Has few traces of foreign language</td>
</tr>
<tr>
<td></td>
<td>Pronunciation: Makes few (if any) noticeable errors of grammar or word order</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of vocabulary and idioms is virtually that of the native speaker</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: Speech as fluent and effortless as that of a native speaker</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Appear to understand everything without difficulty</td>
</tr>
<tr>
<td>4</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td>Pronunciation: Occasionally make grammatical and/or word order errors which do not, however, obscure meaning</td>
</tr>
<tr>
<td></td>
<td>Grammar: Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: Speed of speech seems to be slightly affected by language problem</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Understands nearly everything at normal speed, though occasionally repetition may be necessary</td>
</tr>
<tr>
<td>3</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding</td>
</tr>
<tr>
<td></td>
<td>Pronunciation: Make frequent errors of grammar and word order which occasionally obscure meaning</td>
</tr>
<tr>
<td></td>
<td>Grammar: Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Understands most of what is said at slower-than-normal speed with repetition</td>
</tr>
<tr>
<td>2</td>
<td>Very hard to understand because of</td>
</tr>
<tr>
<td></td>
<td>Pronunciation: Usually hesitant; often forced</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Has great difficulty following</td>
</tr>
</tbody>
</table>

---

13 David. P. Harris, *Techniques in Language Testing*...., p.84
H. Techniques of Data Analyzing

In order to be easy in analyzing the data, the writer tends to use techniques as follow:

1. Organizing the data

The qualitative data that derived from teaching and learning process observation toward student activities in the classroom and from interviewing students and teacher as well are organized systematically. In this case, the whole data is selected and then summarized in the form of description. So that, from these depicted description, the data would be obviously understandable.

2. Verifying the data

The quantitative data’s that derived from students’ pre-test and post-test result are classified based on students’ speaking score per meeting or action within the cycle, so researcher would probably know the improvement from cycle to cycle. To make it easier to analyze, the researcher makes criteria that would be the guideline in scoring the test, it called ‘holistic grading’; it is a scoring
technique that indicated students’ general impression performance. The formula present as follow 14 15:

**Figure 3.5**

*Holistic Grading*

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score per aspect</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>30</td>
<td>49</td>
<td>59</td>
<td>60</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>50</td>
<td>59</td>
<td>60</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Great</td>
<td>60</td>
<td>79</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from Madsen and Oskarsson and modified by the writer)

**Figure 3.6**

*The criteria of the holistic grading per score*

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students speak the language without any mistake</td>
</tr>
<tr>
<td>4</td>
<td>Students speak the language not completely fluent, and no considering</td>
</tr>
<tr>
<td></td>
<td>errors</td>
</tr>
<tr>
<td>3</td>
<td>Students can make themselves understood but obscured in language used</td>
</tr>
<tr>
<td>2</td>
<td>The language used definitely unsatisfactory; frequently needs to rephrase</td>
</tr>
<tr>
<td></td>
<td>constructions.</td>
</tr>
<tr>
<td>1</td>
<td>Errors in language used which make comprehension quite difficult.</td>
</tr>
</tbody>
</table>

After gaining the data, firstly, the researcher tries to find the average of students test result by using this formula bellow 16 17:

This is to know how well students achievement on speaking skill through analyzing the throughout score.

Then, the writer tempts to find the class percentage of students’ score who pass the criterion minimum of completeness (KKM), so the writer can identify the techniques successful implementation. In this case, the writer uses this formula bellow:  

\[
P = \frac{F}{N} \times 100%
\]

P : the Class Percentage  
F : Total Percentage  
N : Number of Students

---

The last, the improvement analysis of students’ score within the pre-implementation and after the implementation of the action research, the writer uses these formulas\(^\text{19}\):

\[
\frac{y1 - y}{y} \times 100\% = P
\]

- \(P\): percentage of students improvement
- \(y\): pre-test result
- \(y1\): post test result cycle 1

\[
\frac{y2 - y}{y} \times 100\% = P
\]

- \(P\): percentage of students improvement
- \(y\): pre-test result
- \(y2\): post test result cycle 2

3. Drawing conclusion

The last is making conclusion of the research. Here, the writer will discuss with the collaborator regarding the research conclusion. This is very important to be done in order to get good research conclusion.

I. Criteria of the Research Success

These are criteria by which this research considered success according to Nunan which are presented by the writer. Those are:

a. The result exceeds the determined target score.

b. The innovation had overall positive response from participating teachers.

\(^{19}\text{David E. Meiltzer, The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pre Test Score, (Iowa: Department of Physics and Astronomy), p.3}\)
c. The innovation had beneficial impact on students’ speaking. A comparative analysis students’ test score indicated, in terms of evaluation criteria identified by the researcher.

d. Teachers’ classroom practice changes as a result of participation innovation.

e. The objectives of the innovation largely met.

f. The innovation has a number of distinctive features which contributed to its effectiveness.\(^{20}\)

In line with these, the writer infers that the research will be considered success if the implementation of the communication game in teaching speaking for students first grade bring about changes and benefits by all mean for students’ speaking ability, students’ motivation, and the teaching and learning outcomes.

CHAPTER IV
RESEARCH FINDINGS

A. Result of Pre-implementation of the Action

In order to identify the problem that would be researched by the writer, she carried out interview and observation concerning the real cases happened in MTs. Manaratul Islam. The result of both interview and observation, the writer explains in the following points:

1. Interview Result

There two types of interview are discussed here; the semi-structured and the unstructured interview. Both were carried out toward the English teacher and the students at first grade exactly VII.B of Manaratul Islam Junior High School as well, in order to avoid subjectivism of teacher perspective toward the students or the other way. These interviews were conducted to get more information about the problem faced in English learning. It was held on Thursday, August 19th 2010 begun at 10:30 a.m. up to 12:00 a.m. The interview was in the form of small discussion, firstly, the researcher asked the teacher regarding the general condition of the English teaching primarily teaching speaking, the question involves how the teacher taught English in that class, what kinds of strategy used when she was

---

1 See appendix II no. 78 interview toward the English teacher...
teaching speaking, how she adjusted the material with techniques, and what obstacles faced by her during the teaching process.

From those interviews, it was known that the teacher seldom used games especially communication games in teaching speaking at first grade of Manaratul Islam Islamic Junior High School. She usually uses traditional strategy in teaching speaking, in which dialogue is given to students. After giving the dialogue, she reads it loudly and instructs students to repeat after her, thereby students practice one by one in front of the class.

Meanwhile, the interview result toward students found that students seldom learn English by using games, and they felt uncomfortable when they have to take part in the conversation and wait the other till their turn comes. Concerning with students’ difficulties in learning English are; difficulty in arranging words into the right order or sentences and feeling awkward to say things in English because they feel shy and afraid of making mistake.

2. Observation Result

To sustain the interview result and to clarify the problem, the researcher accomplished an observation toward teaching and learning process including the activities that conducted by students and the teacher in the classroom. It was conducted on Friday 20th of August 2010 at grade VII.B of MTs Manaratul Islam Junior High School

From the observation, it remained that in teaching speaking at first grade of Manaratul Islam Islamic Junior High School, the teacher used dialogue-based learning technique, in which she gave students dialogue and asked students to read the dialogue and then perform in the front of the class in pair. In this case, students only read a dialogue, give it meaning and then perform with their partner. They have never told the usage of expressions they are practicing. Furthermore, students have never been given chances to expos their ability to speak and to develop a more communicative conversation using their own way. On the other

\[\text{See appendix II no. 83 Observation form}\]
hand, the teacher only emphasizes on the importance of student writing ability than speaking ability.

The use of strategy like this would be an ongoing problem for students in learning and understanding oral English usage. Moreover, students whose vocabulary were limited which unable them to say anything to communicate. It brings about silent toward student and is lacking in speaking ability primarily in using expression likely in real communication.

3. Pre Test Result

To measure how far student speaking ability was, firstly the researcher took students score by conducting pre-test toward student of grade seven. The criteria of the test to be guideline were grammar, pronunciation, vocabulary, comprehension, and fluency. Those criteria were decided by the writer and the teacher by referring to what Harris proposed concerning with the speaking test validity measurement. Along with the test, the teacher gives a theme as the guideline. It was ‘introduction’, each student have to come forward to introduce themselves in front of the class by turns within three minutes. From the pre-test result remained that 12 of 36 students pass the criterion of minimum completeness (KKM), while the others are not pass yet, on the other hand it can be said that 33.3% of the whole numbers of students of grade seven are still lacking in speaking aspect. The KKM itself is determined by the English teacher to standardize the minimum score that have to make by students when they have the test. To be more detail, the writer explained in the following table;

---

3 See appendix IX no. 107 Test result
Table 4.1 Students’ Pre Test Score

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>P</th>
<th>G</th>
<th>V</th>
<th>C</th>
<th>F</th>
<th>Total Score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student A</td>
<td>55</td>
<td>60</td>
<td>40</td>
<td>45</td>
<td>40</td>
<td>240</td>
<td>48*</td>
</tr>
<tr>
<td>2</td>
<td>Student B</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>210</td>
<td>42*</td>
</tr>
<tr>
<td>3</td>
<td>Student C</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>70</td>
<td>75</td>
<td>355</td>
<td>71</td>
</tr>
<tr>
<td>4</td>
<td>Student D</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>75</td>
<td>70</td>
<td>355</td>
<td>71</td>
</tr>
<tr>
<td>5</td>
<td>Student E</td>
<td>55</td>
<td>60</td>
<td>40</td>
<td>45</td>
<td>40</td>
<td>240</td>
<td>48*</td>
</tr>
<tr>
<td>6</td>
<td>Student F</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>210</td>
<td>42*</td>
</tr>
<tr>
<td>7</td>
<td>Student G</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>70</td>
<td>75</td>
<td>355</td>
<td>71</td>
</tr>
<tr>
<td>8</td>
<td>Student H</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>75</td>
<td>70</td>
<td>355</td>
<td>71</td>
</tr>
<tr>
<td>9</td>
<td>Student I</td>
<td>45</td>
<td>70</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>310</td>
<td>62</td>
</tr>
<tr>
<td>10</td>
<td>Student J</td>
<td>45</td>
<td>60</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>240</td>
<td>48*</td>
</tr>
<tr>
<td>11</td>
<td>Student K</td>
<td>60</td>
<td>60</td>
<td>45</td>
<td>55</td>
<td>50</td>
<td>270</td>
<td>54*</td>
</tr>
<tr>
<td>12</td>
<td>Student L</td>
<td>55</td>
<td>70</td>
<td>60</td>
<td>75</td>
<td>70</td>
<td>330</td>
<td>66</td>
</tr>
<tr>
<td>13</td>
<td>Student M</td>
<td>45</td>
<td>65</td>
<td>60</td>
<td>50</td>
<td>50</td>
<td>270</td>
<td>54*</td>
</tr>
<tr>
<td>14</td>
<td>Student N</td>
<td>35</td>
<td>40</td>
<td>35</td>
<td>45</td>
<td>35</td>
<td>190</td>
<td>38*</td>
</tr>
<tr>
<td>15</td>
<td>Student O</td>
<td>35</td>
<td>30</td>
<td>30</td>
<td>35</td>
<td>30</td>
<td>160</td>
<td>32*</td>
</tr>
<tr>
<td>16</td>
<td>Student P</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>60</td>
<td>75</td>
<td>330</td>
<td>66</td>
</tr>
<tr>
<td>17</td>
<td>Student Q</td>
<td>45</td>
<td>50</td>
<td>60</td>
<td>50</td>
<td>55</td>
<td>260</td>
<td>52*</td>
</tr>
<tr>
<td>18</td>
<td>Student R</td>
<td>45</td>
<td>55</td>
<td>65</td>
<td>55</td>
<td>50</td>
<td>270</td>
<td>54*</td>
</tr>
<tr>
<td>19</td>
<td>Student S</td>
<td>30</td>
<td>30</td>
<td>35</td>
<td>35</td>
<td>30</td>
<td>160</td>
<td>32*</td>
</tr>
<tr>
<td>20</td>
<td>Student T</td>
<td>65</td>
<td>70</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>345</td>
<td>69</td>
</tr>
<tr>
<td>21</td>
<td>Student U</td>
<td>25</td>
<td>45</td>
<td>35</td>
<td>30</td>
<td>35</td>
<td>170</td>
<td>34*</td>
</tr>
<tr>
<td>22</td>
<td>Student V</td>
<td>60</td>
<td>75</td>
<td>65</td>
<td>65</td>
<td>70</td>
<td>335</td>
<td>67</td>
</tr>
<tr>
<td>23</td>
<td>Student W</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>65</td>
<td>55</td>
<td>270</td>
<td>54*</td>
</tr>
<tr>
<td>24</td>
<td>Student X</td>
<td>35</td>
<td>35</td>
<td>30</td>
<td>35</td>
<td>45</td>
<td>180</td>
<td>36*</td>
</tr>
<tr>
<td>25</td>
<td>Student Y</td>
<td>25</td>
<td>30</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>140</td>
<td>28*</td>
</tr>
<tr>
<td>26</td>
<td>Student Z</td>
<td>65</td>
<td>85</td>
<td>65</td>
<td>75</td>
<td>75</td>
<td>365</td>
<td>73</td>
</tr>
<tr>
<td>27</td>
<td>Student AA</td>
<td>35</td>
<td>45</td>
<td>35</td>
<td>45</td>
<td>50</td>
<td>210</td>
<td>42*</td>
</tr>
<tr>
<td>28</td>
<td>Student AB</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>35</td>
<td>45</td>
<td>165</td>
<td>33*</td>
</tr>
<tr>
<td>29</td>
<td>Student AC</td>
<td>65</td>
<td>60</td>
<td>50</td>
<td>70</td>
<td>75</td>
<td>320</td>
<td>64</td>
</tr>
<tr>
<td>30</td>
<td>Student AD</td>
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<td>65</td>
<td>65</td>
<td>60</td>
<td>70</td>
<td>310</td>
<td>62</td>
</tr>
<tr>
<td>31</td>
<td>Student AE</td>
<td>50</td>
<td>60</td>
<td>55</td>
<td>60</td>
<td>70</td>
<td>295</td>
<td>59*</td>
</tr>
<tr>
<td>32</td>
<td>Student AF</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>30</td>
<td>30</td>
<td>150</td>
<td>30*</td>
</tr>
<tr>
<td>33</td>
<td>Student AG</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>270</td>
<td>54*</td>
</tr>
<tr>
<td>34</td>
<td>Student AH</td>
<td>55</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td>70</td>
<td>310</td>
<td>62</td>
</tr>
<tr>
<td>35</td>
<td>Student AI</td>
<td>30</td>
<td>45</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>210</td>
<td>42*</td>
</tr>
<tr>
<td>36</td>
<td>Student AJ</td>
<td>20</td>
<td>30</td>
<td>35</td>
<td>25</td>
<td>35</td>
<td>145</td>
<td>29*</td>
</tr>
</tbody>
</table>

*Student who does not pass the KKM
### Figure 4.1 Scores’ Criteria

The Criteria of Students’ Scores

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80–100</td>
<td>Has few traces of foreign language</td>
<td>Makes few errors of grammar and word order</td>
<td>The use of vocabulary is virtually fluent</td>
<td>Speech as fluent as the native speaker</td>
<td>Understand everything without difficulty</td>
</tr>
<tr>
<td>60–79</td>
<td>Always intelligible</td>
<td>Occasionally make grammatical errors</td>
<td>Sometimes uses inappropriate terms and need rephrase</td>
<td>Speed of speech seems to be slight</td>
<td>Understand at normal speed</td>
</tr>
<tr>
<td>40–59</td>
<td>Occasionally lead to misunderstanding</td>
<td>Make frequent errors</td>
<td>Frequently uses the wrong words</td>
<td>Speed and fluency are rather strong</td>
<td>Understand at slower than normal speed</td>
</tr>
<tr>
<td>20–39</td>
<td>Very hard to understand</td>
<td>Hard to comprehend</td>
<td>Make conversation quite difficult</td>
<td>Usually hesitant</td>
<td>Comprehend in slow speed with repetition</td>
</tr>
<tr>
<td>1–19</td>
<td>Speech virtually unintelligible</td>
<td>Speech virtually unintelligible</td>
<td>Make conversation virtually impossible</td>
<td>Make conversation virtually impossible</td>
<td>Cannot be understood even in simple conversation.</td>
</tr>
</tbody>
</table>
The average of those students’ pre-test score is:

\[ \sum \text{Pre-test} = 1824 \]
\[ \sum x \text{Pre Test} = \frac{\sum x}{N} \]
\[ = \frac{1824}{36} \]
\[ = 50.66 \]

After calculating students’ score in the form of average, then the writer calculates it in the form of percentage, it is done to know the total student who passes the criterion of minimum completeness by dividing the number of students who passes the test with the total students who takes the test itself, and then multiplied by 100%, by which the total number of students who passes the KKM in percentage will be as follows:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{12}{36} \times 100\% \]
\[ = 33.3\% \]

B. Implementation of the Action

Here, the researcher attempts to discuss about the preparation of the device for the action research in which included the four-phase of cycle one and cycle two.

1. Cycle 1
   
   a. Planning Phase

   Planning is the first step to do the research. Here, the writer who acts as the teacher makes a lesson plan and selects the material based on the annual program that determined by the English teacher and also based upon the Standard of Competency and Basic Competence. (See appendix IV)

   Along with this, the determined technique (”who am I and TV & Radio”) would be implemented within the process of teaching and learning. Through these
games, the teacher is expected students to engage their will to be better in speaking ability. In this case, grammar, vocabulary, and pronunciation aspect are also the main goals to be obtained. For the first action, the writer takes ‘introduction’ as the topic. In this topic, likely mentioned in the English syllabus that students after learning the lesson, they have to be able to address someone else who is known or unknown by them before. It also talks about how to describe things around them. In detail the writer presents in acting phase.

b. Acting Phase

Acting phase is the implementation of the planning phase that has been planned by the teacher and the researcher as well. Here, the writer acts as the teacher who does the action by teaching students at first grade of MTs. Manaratul Islam using communication games. In teaching the lesson, the researcher uses three phase techniques; a technique that contains about three phases, those are; opening phase, core phase, and closing phase. In this acting, the writer tried to integrate students to participate in the classroom activities. In detail, the writer presents in the following action.

First meeting
Theme: The color of the world
Day/date : Tuesday, 2, November 2010
i. Opening

The teacher opens the class by saying greeting and asking students’ condition. Besides, he also asks students’ readiness to learn.

ii. Core activity

Based on the materials that have been selected in the planning phase before, in this meeting the teacher attempted to introduce communication games technique in teaching English by using the theme that has been determined. First of all, the teacher stimulated students by asking their experiences during vacation. Whether they have ever met unknown people in some occasion and what they did.
Some student shared their experience and the other paid attention. After sharing the experience, the teacher gave students materials and link it based on the students experience stated before. The material involved the use of simple present and expressions to address known or unknown people. In this case, she explained the simple present tense usage and so did the expressions and then she gave some example and then students made another different example by using their own word.

- How do you do?
  *Apakah kabar?*

- How are you?
  *Apakah kabar?*

- What is your name?
  *Siapa nama kamu?*

- My name is Marina, you can call me Rina.
  *Nama saya adalah Marina, anda bisa memanggil saya Rina*

- My full name is Marina Handayani
  *Nama lengkap saya Marina Handayani.*

- Where do you come from?, or where are you from?
  *Kamu berasal dari mana?*

- I come from (Jakarta), or I am from (Jakarta)
  *Saya berasal dari Jakarta*

- Pleased to meet you, or nice to meet you.
  *Senang bertemu dengan anda*

- Who are you?
  *Kamu siapa?*

- I am student
  *Saya adalah seorang siswa*

- See you
  *Sampai jumpa.*
To ensure students understanding of the materials, the teacher trained students by using games, the games called “who am I”. This game is proposed to stimulate students’ confidence of expressing their ideas by asking question in the form of simple present, so that they can retain the material that have been learned. To do this, the teacher decided to make group works in which each group contained of six persons. The group was divided based on the letter A, B, C, D, E, F that mentioned by students. Student ‘A’ becomes one with student who mentions letter ‘A’, and so on until all students get their own group. After finishing choosing group, the teacher began to give an instruction to appoint one of the group’s members to be the leader. In this game, each group has to make a small discussion to decide the things (it can be the name of famous people, such as; actress, actor, president, singer, or comedian or other things) that would be guessed by other group. After deciding the thing, each group has to delegate one of their members to come forward and to stand in front of the class. He/she will be a person that every body knows such as a president, singer, actress or actor, and etc; but she/he will not tell the other who she/he is. The other group job is to find out who the person is. For example: one group chooses Sule. Here, no body knows except the teacher and the group of the chairperson. To guess it, the group may ask several yes or no questions such as:

- Are you a woman?
  - Yes, I am
  - No, I am not.

- Are you a man?
  - Yes, I am
  - No, I am not.

- Do you have along hair?
  - Yes, I do
  - No, I don’t

- Are you taller than Arman?
  - Yes, I am
  - No, I am not.
- Are you an actress?
  - Yes, I am
  - No, I am not.
- Etc.

Each group has three minutes to have the answer, if until the third minute the other group could not get the answer; the point would be given to the group whose question can not be guessed by other. For the group which could guess the answer, 10 points would be given to them, while for each person who responses or asking question (questions), he/she would get 5 points, the more she/he asks question the more they will get the point. The points are given to encourage them to do their best, and compete with other group. This is accomplished till throughout the group get their turn.

iii. Closing.

Before closing the class, firstly the teacher asked students regarding their difficulties during the teaching and learning process. If it might there some questions concerning with the materials, the teacher will a bit explain and give the answer. Some advices are also given to students to motivate them to always practice their English. While to close the class, the teacher closes it by saying greeting or salam.

**Second meeting**

Theme: Things around us

Day/date : Friday, 5, November 2010

i. Opening

As usual, the teacher starts the class by saying salam and asks students condition. To stimulate students’ motivation to learn the teacher gives a brain storming and then asks their readiness in joining the class.
ii. Core activity

Still with the same topic but different theme, the teacher gave another material that related to that theme. The materials were given to students; it was also about simple present tense usage and expressions concerning with how to introduce someone else to another.

- Where is Rina from?
  *Dari mana Rina berasal?*

- What does she look like?
  *seperti apa dia?*

- She is tall, short, thin, fat.
  *Dia berbadan tinggi/pendek/kurus/gemuk.*

- She is beautiful, handsome, ugly.
  *Dia cantik/ganteng/jelek.*

After considering students have had enough understanding of the material, the teacher strengthens it by using games. It was about describing things. First of all, students divided into group of 4 to 5 students. After forming the group, then the teacher told the games’ procedure. It was “more creative games”, similar with the previous games, in this game the group has to guess thing that another team had. Firstly each group makes a small discussion to decide the thing by which another can not guess. Each group also has to decide the person who will come forward to be the representative. Each group has 50 points as their wealth; they have to keep the point. The point can be add up if the thing is immediately guessed by asking 5 questions relating to the thing had by the chairperson or it may be lost if the questions cannot answer or guess the thing. That depends on how fast the group can guess the thing. In asking the question, each group has to raise their hand, one who considers the first one, will have chance to guess. The group which had the highest point in final is the winner.
iii. Closing

The teacher asks students’ difficulties regarding the material given during the learning process. She also gave feedback concerning with the students work. The last, she closes the class by saying salam.

Third meeting
Theme: Things around us
Day/date: Tuesday, 16, November 2010

i. Opening

Likely in previous action, the teacher opened the class by addressing students and asking their daily activities in their home. At once she also gave a brain storming to activate students’ will in learning English. To know students knowledge, apperception seems necessary.

ii. Core Activity

In this phase, the teacher explained the main theme of that day class formerly. It is about ‘things around the classroom’, for the first activity the teacher gets students to recognize and to mention things they found around them. After overall things were mentioned, the teacher began to give materials involving conversation, expression, and vocabulary that related to the material. In this case, the expression and the conversation were demonstrated by the teacher to make it understandable obviously. So those expressions could be applied in their daily conversation.

To strengthen students understanding of the expression, evaluated it in the form of game. The game was ‘Television and radio games’. Actually this game is as the same as the ‘who am I game’. In which the activities accomplished in grouping or team through yes/no question that asked to the chairperson from the other team. the chair person thought of an object that is either animal, vegetables or mineral or combination of two or three of these by giving opportunities to other team to ask about 6 questions and each team must guess what object being imagine by the chairperson. The team will get points if they guess the answer
correctly in fewer. In guessing those things, the chairperson points which group will ask the question first, if the thing cannot be answered yet, she points the other group. Each person in each group has to ask question, if she/he do not have question to be asked, the member of the group have to help him or her. On the other hand, no one who do not actively participate.

These games (*who am I and TV and radio game*) are useful for students, not only to encourage students to speak but also to build their emotion to interact with the other students.

During the game, the teacher acts as a facilitator who facilitates students to practice and practice. If there are some trouble or students do not have sentence (or sentences) to say, or they forget to vocabulary they have. The teacher would help by giving clue till students can continue what they wish to say.

iii. Closing

The teacher gave feedbacks to students’ work. Here, the teacher also gave students opportunities to ask some questions related to the material. After all difficulties solved, the teacher gets students to make conclusion regarding the material the have been learning. And the last is greeting to close the class.

c. Observing Phase

Observing students’ activity in the classroom is the observer duty. She observed every single thing that happen in the classroom while the teaching and learning process were accomplishing. Here, she used observation form that has been formed by the researcher concerning with cases to be observed. Along with the observation, the observer also noticed things that did not note in the observation form by using unstructured observation form to help her in verifying the data.

Based upon the structured and unstructured observation data, as for the observer, the teacher has applied the games in teaching speaking, yet it still did not work well. Because, some students did not pay attention to the instruction given and did not actively participate in the learning process. The classroom
condition still uncontrolled yet. Still there was some trouble maker who disturbed the other students while the learning process was processing.

The observer then suggested the teacher to modify the game and clarify the instruction, so students will integrate and seriously pay attention to the material explanation. If the teacher still can not control students, the observer suggested her to give punishment.

d. Reflecting Phase

After finishing the three-phase, it was the time to reflect the all activities whether the implementation of the communication game developed students’ speaking skill or it did not. Based on data have been collected and analyzed by the teacher and the researcher as well, it shown that there was an improvement of students’ speaking ability in the classroom action research (CAR) by using communication games. Nevertheless, it was not prestigious or had not achieved the target yet. There were so many things to be well-prepared again to gain the target. To be an ongoing concern, the writer then limited three points for the discussion, those were; students’ speaking achievement, students’ participation in the classroom, and classroom situation.

Students speaking achievement is the primary concern for this research. Dealing with this case, the writer found that some students are lacking in several aspects that they cannot achieve the lesson as fast as another students can do. Consequently, the teacher had to be aware to whom that could not participate actively as the teacher expected to do. She also had to help them to activate their will to learn, at least they are able to response even in a short sentence. Concerning with the improvement of aspects that the teacher expected in the planning phase, it is found that students’ grammar and pronunciation are still low in speaking, because they are clearly need to practice orally not only in the form written.

The secondary concern was integrating students in the classroom. Relating to this case, the observer revealed that the implementation of games to stimulate students to speak is good way, besides it is fun, it also can make students socialize
themselves and build their solidarity. But teacher have to be more pay attention to students who lacks in speaking aspect. Because sometimes, students feeling so fool in front of their friend when they can not do likely the other did, so that student would not work well during the activity. Therefore, teacher has to cover all students without any exception and make them to attempt to do as best as their friend do to speak.

2. Cycle 2
   a. Planning Phase

   In the previous cycle, the writer did the four-phase of the cycle and from that cycle found the improvement of students speaking skill, even though it still there were many things to be improved. Therefore, in the second cycle the writer would like to improve things that have not been obtained yet. The previous lesson plan is revised; along with this, the writer also reselects the teaching material and modifies the games that would be implemented in the acting phase. By using the lesson plan, the teacher is expected improvements of students’ speaking ability not only in grammatical, vocabulary (common used verb and adjective), and pronunciation aspects but also the improvement of fluency and comprehension aspects. In this phase, the writer also formed the evaluation that would measure the students’ progress, by all means through discussion with the teacher.

   b. Acting Phase

   The revised lesson plan had been formed by the researcher based upon the problem that still happen at grade VII.B of Manaratul Islam after applying the communication games in teaching speaking. In cycle two, the teacher will teach students still using games, by all means adjusted the material with the SKKD that was suggested in the syllabus. Here, the writer wished to have more improvement of students speaking score than in previous section. Here are the actions;
First meeting
Theme: where is it?
Day/date : Friday, 19, November 2010
i. Opening

The teacher starts the class by saying salam, asking students condition, and asking students activities during the holiday. A small discussion was considering needed to give students opportunities to share their experience.

ii. Core activity

Relating to the theme was made; the teacher gives the material to students about giving and asking information. The material that was given focused on the preposition.

- **Preposition**
  - On the table
  - In the bag
    - in the classroom
  - Under the table
  - Behind the teacher
  - Next to the library
  - Beside the canteen
  - Across from the playground
  - Between the mosque and the canteen
  - In front of the headmaster’s office

After giving the preposition and explaining it to the students. The teacher then demonstrates it by using example. For instance; Preposition “between”, she implied two students to come forward to become the model. In the front of the class, she stood up between both students, and saying a sentence by using that preposition and so did all preposition. This was done till all preposition demonstrated.

To know students understanding of the preposition, then the teacher gets student to practice it by using game. The game was “look and say”. The teacher
mentions one thing – whiteboard - that was in the class and then students have to point it and say *the whiteboard is behind the teacher* as fast as possible. If one of the student wrong or late in pointing and saying the sentence, she/he has to write the sentence on the whiteboard and stand in the front of the class, he/she may sit down when she/he could points and make the right sentence. Therefore, to avoid punishment students have to concentrate to what the teacher mentions.

iii. Closing

The teacher calls the students’ name to ensure that they attend the class. After finishing it, she closes the class by saying salam

**Second meeting**

**Theme:** *where is it?*

**Day/date:** Tuesday, 23, November 2010

i. **Opening**

Saying salam and asking students’ condition. Here the teacher also asking students’ activity during idul adha holiday and making a short discussion regarding idul adha.

ii. **Core activity**

In this phase, the teacher gives materials about asking and giving information by using right expression such as yes/no question, and Wh-questions using modal. Firstly, the teacher explains the formula to form the sentence and the when to use those expression. Secondly, she gives examples of the expressions.

- Yes/no question
  - Is it in front of the class?
    - *Yes, it is*
    - *No. It isn’t*
  - Are they here?
    - *No. They aren’t*
    - *Yes, They are*
• **Wh-questions**
  
  o Where is the teacher?
    
    _she is in the front of the class_
  
  o Where is the mosque?
    
    _it is next to the library_
  
  o Where is the canteen?
    
    _it is in the front of the library_
    _it is nearby headmaster office._

  Students pay attention to the teacher explanation. If it considered enough for students, then the teacher begins to apply it into the real situation by using game. The procedures of the game were; firstly students are divided into pair, then they are given a map of a school.

**Picture A**

Find the following rooms:
Library, mosque, classroom C, and parking lot
Find the following rooms:
Basket ball court, teacher’ room, classroom D, and classroom B

Secondly students take turn asking and answering questions about the locations of some rooms. Each student is not allowed to see their partner picture. They have to obtain the information by asking questions. Each student has 15 minutes to find the location of the room, and each item has 20 points. The point they earn is depending on how many rooms they could guess.

iii. Closing

In closing phase, the teacher asks regarding students difficulties during the learning process and sometimes she gives advice to motivate and to encourage them to learn more and more. At the last, she closes the class by saying salam.

Third meeting
Theme: My friend’s daily activity
Day/date: Friday, 26, November 2010

i. Opening

Here, the teacher firstly addressed students by saying salam, and asked students’ condition.
ii. Core activity

The teacher gives the material which it about daily activity that usually done by students. First of all, the teacher gives a conversation that containing expressions about daily activity, as follow:

Andra : Hi, good morning Soni
Soni  : good morning, how are you today?
Andra : Good. Thank you. What about you?
Soni : fine. Where are you going?
Andra : I’m going to school
Soni : Oh, it’s not a school holiday today?
Andra : No. Soni. School holiday is over. We’re back to school
Soni : Where do you go to school?
Andra : I go to MTs. Manaratul Islam. I have to go now
   See you later Soni.
Soni : see you and take care
Andra : Thanks!

And some expressions which working with grammar:

- Do you go to the library everyday?
  *No. I don’t. I go there once a week*

- Does she do her homework?
  *No. She doesn’t. She is lazy*

- Where do you go to school?
  *I go to SMP Harapan Kita*

- What time does she wake up?
  *He wakes up at five o’clock*

- When does the school close?
  *It closes at four p.m*

- How do you go to school?
  *I go to school by bus*
After giving the conversation and the expressions thereby the teacher instruct students to read altogether the dialogue likely modeled by teacher. For ten to fifteen minutes later, she clears the conversation and the expressions given. This is to know how well students pay attention to the lesson. Then, she instructs students to make similar dialogue by using their own situation on a piece of paper. The paper that has been by students is collected to be analyzed by the teacher.

Thereby the teacher begins to give an instruction of the game that would be applied in that class. The game named ‘routines’. The procedures are; firstly students are divided into pairs, students A and student B. Both will be given a set of different pictures. Based on the pictures, they take turn in asking and answering questions about the activity that presents in the pictures.

Each student has about 3 opportunities to ask and to guess the other student pictures, if in 3 questions she/he can not guess the picture, the point will be given to students whose picture can not be answered yet by the other, and he/she would say “the point is mine” otherwise if a part of the picture can be guessed, the point will be given to one who can guess. The point that has been gotten by each student should be written on a point sheet that has been prepared by the teacher. In this game, each student has to think hard to ask the appropriate questions, and do not let the other student get her/his point. And so on till the picture are completely guessed by each student.

iii. Closing
The teacher asks students difficulties regarding the material given. To encourage students to speak English, once she gives an advice, motivation, and feedback. In the end of the class she closes by saying salam.

**Fourth meeting**

Theme: **Friend of mine**

Day/date: Tuesday, 30, November 2010

i. **Opening**

The teacher opens the class by saying salam, and asks the students readiness.

ii. **Core activity**

This meeting is the final meeting of the second cycle, in which students have their examination or test in the form of oral. Before the test, in previous meeting students were told by the teacher to make a description about their close friend. One by one each student demonstrates and describes their close friend’s personality. Along with the teacher as an observer, the writer takes students’ score. Each student has only 4 minutes to describe the object. By using holistic grading technique, the writer and the teacher value the students’ progress.

iii. **Closing**

After finishing the test, the teacher asks concerning with students’ difficulties in describing someone else personality. The teacher closes the class and says salam.

**c. Observing Phase**

This phase is as the same as in observation phase within the first cycle. The observer duty is notice everything that happens in the classroom during the teaching and learning process. She also notes whatever she found involving; students’ activities, teacher’s performance, and the classroom situation.

As for her, in teaching English the teacher has implemented the technique a bit better than in first cycle. The classroom situation controlling also can be
handled by her, so when students were playing the game, the overall students are participating enthusiastically, students seem more enjoyed joining the activities.

d. Reflecting Phase

Acting phase within the second cycle is completely accomplished. Data that were obtained from test and observations also have been collected. It is the time to analyze those data, reflects the all activities, and proves the students progress in learning English by using communication games techniques.

From the observation data and the post test result of the second cycle. The writer and the teacher felt satisfied to the action research result, because the implementation of communication technique in teaching English especially teaching speaking showed amount changes than before CAR. For example, student who is at the first time feeling afraid of making mistake in grammatical and the vocabulary, after learning by using who am I and TV and radio games, now they begin to understand the use of simple present in speaking even in simple sentence by which students can use the vocabularies that have been stored in their brain. Then, student who is at the first time feeling awkward to say in English, because they usually brush the material up only in the form of written, and after learning by using games in which expressions are involved in those games (routines), so students can practice which bring about habit of using English orally.

C. Post-Implementation of the Action

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</table>

*Student who does not pass the KKM*

Explanation:

P : Pronunciation
G : Grammar
V : Vocabulary
C : Comprehension
F : Fluency
60 : Criterion Minimum of Completeness (KKM)
The average of students’ post test I scores is:

\[
\sum \text{Post test I} = 1979 \\
\sum x \\
\text{Post test I} = \frac{\sum x}{N} \\
= \frac{1979}{36} \\
= 54.97
\]

From the calculation of students’ post test I score, it can be inferred that there are some improvement toward students’ speaking score after implementing the communication games in teaching English. It is proven by students’ mean test result comparison between pre test and post test in cycle I, the mean of pre test is 50.66 while the mean of post test result is 54.97. It means there are 4.31 improvements toward students speaking score.

This improvement is also can be calculated in percentage by calculating students’ pre test score with their post test I score. In which it calculates by using this formula below:

\[
P = \frac{y_1 - y}{y} \times 100\% \\
P = \frac{54.97 - 50.66}{50.66} \times 100\% \\
P = 4.31 \times 100\% \\
P = 8.50 \%
\]

Meanwhile the percentage calculation which shows the class percentage of students’ score who pass the KKM are:

\[
P = \frac{F}{N} \times 100\% \\
P = \frac{14}{36} \times 100 \% \\
P = 38.89 \%
\]
It means that there are about 5.56 % (38.89 - 33.33 = 5.56) of students’ score passed the KKM after learning English by using communication games. On the other hand, there are 14 students finally passed the KKM and the other 22 students are still in lower score.

2. Result of Post Test II

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</tbody>
</table>

*Student who does not pass the KKM*

Explanation:
P : Pronunciation
G : Grammar
V : Vocabulary
C : Comprehension
F : Fluency
60 : Criterion Minimum of Completeness (KKM)

Based on the data above, it can be interpreted that the average of students’ post-test II scores was:

\[ \sum \text{Post Test II} = 2256 \]

\[ \frac{\sum x}{N} = \frac{2256}{36} = 62.66 \]

From this data, the writer calculates students’ post test I score with students’ post test II score by using this formula below to find the improvement of students score in the form of percentage, it will be as follow:

\[ P = \frac{y_2 - y_1}{y_1} \times 100\% \]

\[ P = \frac{62.66 - 50.66}{50.66} \times 100\% \]

\[ P = 23.68\% \]
After finding the improvement of students’ score, then the writer tried to find the class percentage of the whole students’ who able to pass the KKM as follow:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{31}{36} \times 100\% = 86.11\%
\]

It is meant that about 7.69% (62.66 – 54.97 = 7.69) students’ score averages are increased. It is improved from the previous cycle which is only improved 4.31 points. It showed that the implementation of communication games in teaching English especially teaching speaking are successful.

From those interpretations, the writer obtained that there are 47.22% (86.11 – 38.89 = 47.22) of students score had improved within the second cycle, or 31 of 36 students are passed the KKM while the other 5 students are still bellow the KKM.

If it is calculated the whole improvement of students score from the pre test result, it would be 52.78 % of students score are passed the KKM. Or 12 students are better after learning by using games. In this case, those scores showed the successful of the classroom action research toward students of first grade of Manaratul Islam Islamic Junior High School.

Throughout these scores are derived not only within the tests that carried out to know students’ progress but also it derived from students’ English development during the research even oral or written. So that the researcher is not only value the final result of the research but also the process itself. As revealed by Finocchiaro and Brumfit concerning with the Communicative Language Teaching for the beginning Level\(^5\). Furthermore, the main problem is just matter

of habit to practice; the more students have opportunities to practice the better they will be.

Table 4.4

Students’ speaking score pre test, post test I, and post test II

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Total Score

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Students’ scores’ mean

\[ M = \frac{\sum x}{N} \]

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Students’ score class percentage

\[ P = \frac{\text{F}}{\text{N}} \times 100\% \]

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<tr>
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<th>86.11%</th>
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*Student who does not pass the KKM

**Figure 4.2** Students’ score mean improvement

**Figure 4.3** Students’ score class percentage per test (pre test, post test I, post II)
3. The Result of Post Interview

The writer did the post interview on Friday, 3rd of December 2010. This interview was done after finishing the second cycle. Along with this, she implied student to value the implementation and the writer’s work during the classroom action research. In this case, she categorized into four viewpoints, those were; students’ speaking achievement, students’ motivation to learn, teachers’ opinion on the implementation of games, and the last was classroom condition controlling.

Based on the students’ answers within the interview, they can express themselves by using English, without any hesitation even in simple sentence. They also felt satisfy that they do not feel awkward and feel afraid of making mistake when they are saying something in English. Besides it is fun, it also tends to make them comfort. Hence, they wanted to learn and learn again.

As for the teacher, it was good way to teach English by using games. Despite, for the first time she hesitated that this technique would make students crowded and unserious in learning. Moreover, it was the deadline to finish the all materials that she did not have much time to play. The demand of annual program target made her confuse and doubt to apply games within the teaching and learning process. Nevertheless, when the writer applied the games into the lesson for twice, she saw something different by which students more active in participate the class. The feedback given makes students compete to get more points from the competition. Since the games are applied in teaching process and for six times the writer applied the technique by using group work and pair bring about changes toward student; students who at the first time do not want to participate in the classroom, finally they tends to do their best; and students who are difficult to make group, at last they automatically become one when the instruction revealed.

From those results mentioned above, it can be inferred that teaching speaking by using communication games are effective for engaging students’ motivation and encouraging them to practice. So that, lessons that they have been store to their brain will be retained through those practices.
CHAPTER V
CONCLUSION

Based on the result of data analysis, the writer inferred that teaching English by using communication games is effective and can improve students' speaking ability. It can be proved through several data such as; observation result which it shows students enthusiastic, and actively participated in learning process. They were also motivated to learn spoken English which it reduces students’ hesitation to say in English. From the test result, the writer concluded that there were 52.78% of students’ score had passed the KKM; 5.56% derived from the post test I result, and 47.22% which it derived from the second post test result with the mean in each improvement were 4.31 for the first post test, and 7.69 for the second post test result. From these interpretations, in short it can be said that 31 of 36 students can pass the KKM after learning by using communication games. It is meant that the implementation of games in the classroom action research to improve students' speaking ability is success.
IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH COMMUNICATION GAMES
(A Classroom Action Research at First Grade of MTs Manaratul Islam, Cilandak)

By:
ULVIANA
106014000357

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2011
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini,

Nama : Ulviana
Tempat/Tanggal lahir : Bangkalan, 30 Agustus 1986
NIM : 106014000357
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students’ Speaking Ability through Communication Games (A Classroom Action Research at the First Grade of MTs. Manaratul Islam, Cilandak)

Dosen Pembimbing : Dr. Atiq Susilo, MA

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 23 Februari 2011
Mahasiswa Ybs

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IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH COMMUNICATION GAMES
(A Classroom Action Research at the First Year of MTs Manaratul Islam, Pondok Indah)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teacher’s Training
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd. (Bachelor of Art) in English Language Education

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The “Skripsi” (Scientific Paper) entitle “IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH COMMUNICATION GAMES (A classroom Action Research at First Grade of MTs. Manaratul Islam, Cilandak), written by ULVIANA, student’s registration number 106014000357 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on March, 18th 2011. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

Jakarta, 20th of March 2011

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