# ABSTRACT

Batan, Flavianus. 2014. *Improving Speaking Participation of KKO Students with Group Games: A Study in XI IPS 3 of SMAN 4 Yogyakarta*. Yogyakarta: English Language Education Study Program. Department of Language and Arts Education. Faculty of Teachers Training and Education. Sanata Dharma University.

SMAN 4 Yogyakarta is a High School which offers a special class named KKO (*Kelas Khusus Olahraga*). Unlike regular students, all of the students of KKO are athletes who enroll to the school with their psychomotor achievement such as competition certificates, instead of their cognitive aspect. Through an observation in XI IPS 3 KKO, the researcher found that the students had problems participating in the English class, especially in speaking. The cause of the problems was students' boredom and fear to make a mistake. This triggered the researcher to conduct a study to improve the students' speaking participation with group games. Group games were expected to be able to help the students to improve their speaking participation because they were suitable with the nature of the students who are dominant in psychomotor aspect.

There were two problems in this study: (1) How do the group games improve XI IPS 3 KKO students' participation in speaking English?(2) To what extent do group games improve XI IPS 3 KKO students' participation in speaking English? To solve the problems the researcher employed games theories by Wright, Betteridge, and Bucky (2006), group work theories by Harmer (2007), speaking theories by Goh and Burns (2012), and Classroom Action Research theories by Kemmis and McTaggart (1988).

This study was qualitative and quantitative research in the form of Classroom Action Research (CAR) since the researcher diagnosed and fixed problems occurred in a classroom. To collect the data the researcher used participation checklist, observation sheet, field notes, and open-ended and close-ended questionnaire. Therefore, the CAR study was done in two cycles.

The results of the research showed improvement on students' speaking participation from preliminary study, the first cycle, and the second cycle. The group games helped the students to ease their fear of making a mistake, engaged them to speak English confidently, and also provided the excitement of the learning process.

**Keywords**: speaking, participation, KKO, group games

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*SMAN 4 Yogyakarta adalah sebuah sekolah yang menyediakan kelas kejurusan KKO (Kelas Khusus Olahraga). Tidak seperti siswa reguler, semua siswa kelas KKO adalah atlet yang diterima sekolah atas dasar prestasi psikomotor seperti sertifikat pemenang kompetisi. Melalui sebuah observasi di kelas XI IPS 3 KKO, peneliti menemukan bahwa para siswa kelas tersebut memiliki masalah dalam berpartisipasi di kelas Bahasa Inggris, terutama untuk berbicara dengan bahasa Inggris. Penyebab masalah tersebut adalah kebosanan dan rasa takut untuk membuat kesalahan. Hal ini mendasari peneliti untuk mengadakan sebuah studi demi meningkatkan partisipasi siswa dalam berbicara bahasa Inggris menggunakan* group games.

*Pokok permasalahan dalam studi ini adalah: (1) Bagaimana* group games *dapat meningkatkan partisipasi siswa XI IPS 3 KKO dalam berbicara bahasa Inggris? (2) Seberapa besar* group games *dapat meningkatkan partisipasi siswa XI IPS 3 KKO dalam berbicara bahasa Inggris? Untuk menjawab pokok permasalahan tersebut, peneliti menggunakan teori tentang* games *dari* Wright, Betteridge, *dan* Bucky (2006), *teori grup work dari* Harmer (2007), *teori* speaking *dari* Goh and Burns (2012), *dan teori* Classroom Action Research *dari* Kemmis *dan* McTaggart (1988).

*Studi ini merupakan sebuah penelitian kualitatif dan kuantitatif dalam bentuk* Classroom Action Research (CAR) *karena peneliti mendiagnosis dan menyembuhkan permasalahan di dalam sebuah kelas. Untuk mengumpulkan data, peneliti menggunakan* participation checklist, observation sheet, field notes, *serta* open-ended *dan* close-ended questionnaire sampling. *Oleh karena itu, studi CAR tersebut dapat terselesaikan dalam dua* cycles.

*Hasil dari penelitian menunjukkan adanya peningkatan pada partisipasi siswa dalam berbicara menggunakan bahasa Inggris dari studi pendahuluan sampai pada* cycle *terakhir.* Group games *dapat membantu siswa menghilangkan rasa takut mereka akan membuat kesalahan dalam berbicara bahasa Inggris.* Group games *juga dapat mendorong mereka untuk lebih menikmati proses pembelajaran bahasa Inggris.*

*Kata kunci:* speaking, participation, KKO, group games