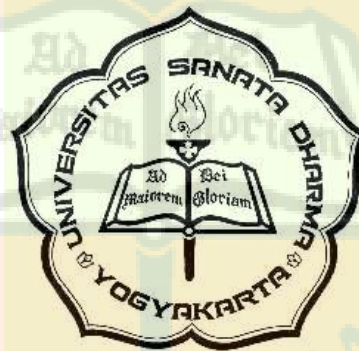


**IMPROVING SPEAKING PARTICIPATION
OF KKO STUDENTS WITH GROUP GAMES:
A STUDY IN XI IPS 3 OF SMAN 4 YOGYAKARTA**

A SARJANA PENDIDIKAN THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



By

Flavianus Batan

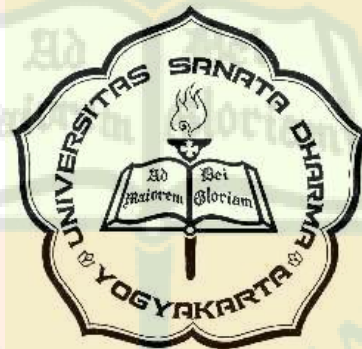
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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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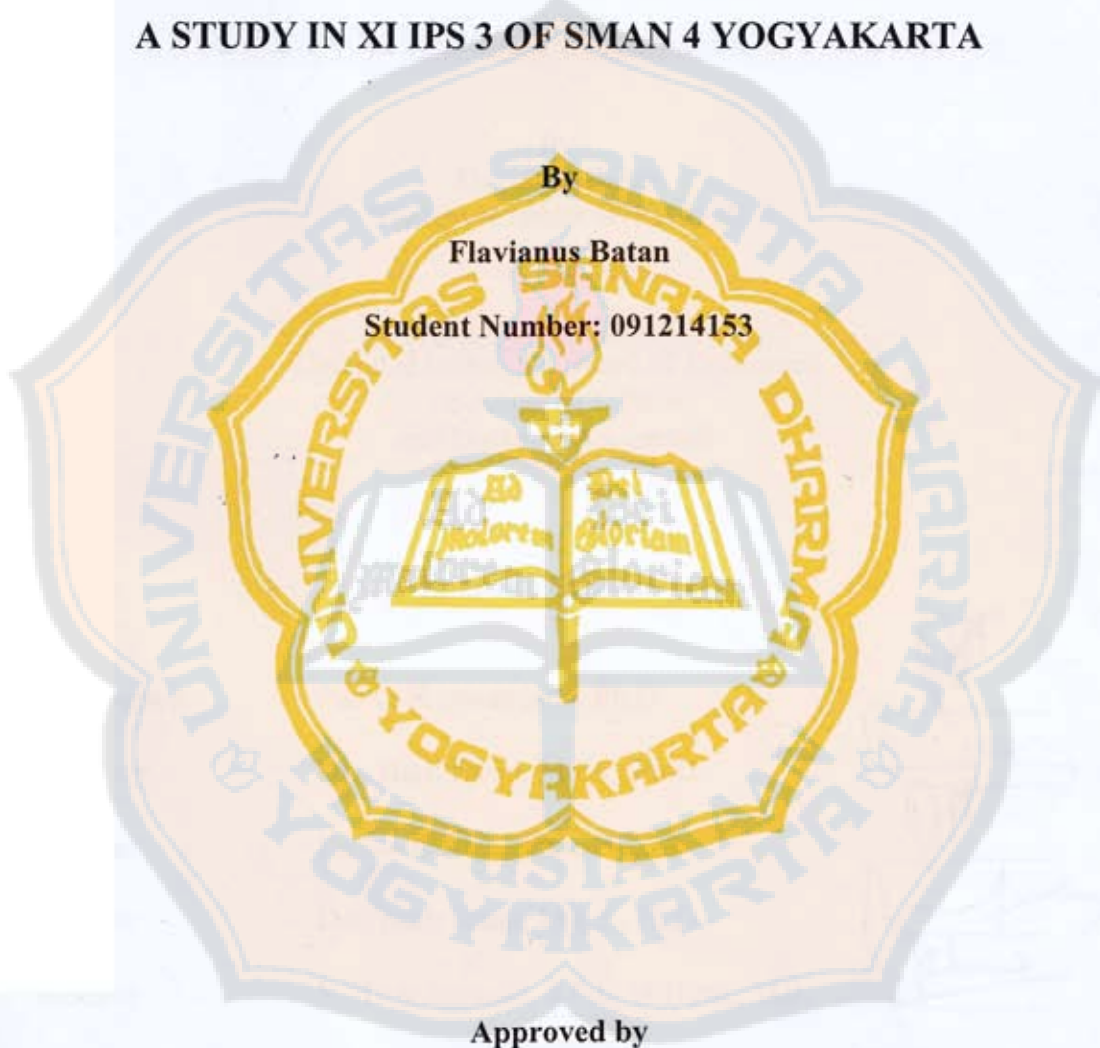
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Approved by

Advisor

A handwritten signature in black ink, appearing to read "Veronica Triprihatmini".

Veronica Triprihatmini, S.Pd., M.Hum., M.A.

Date

August 3, 2014

A Sarjana Pendidikan Thesis on

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Defended before the Board of Examiners
on August 13, 2014
and Declared Acceptable

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Sanata Dharma University




Konardi, Ph.D.

Dedicated to

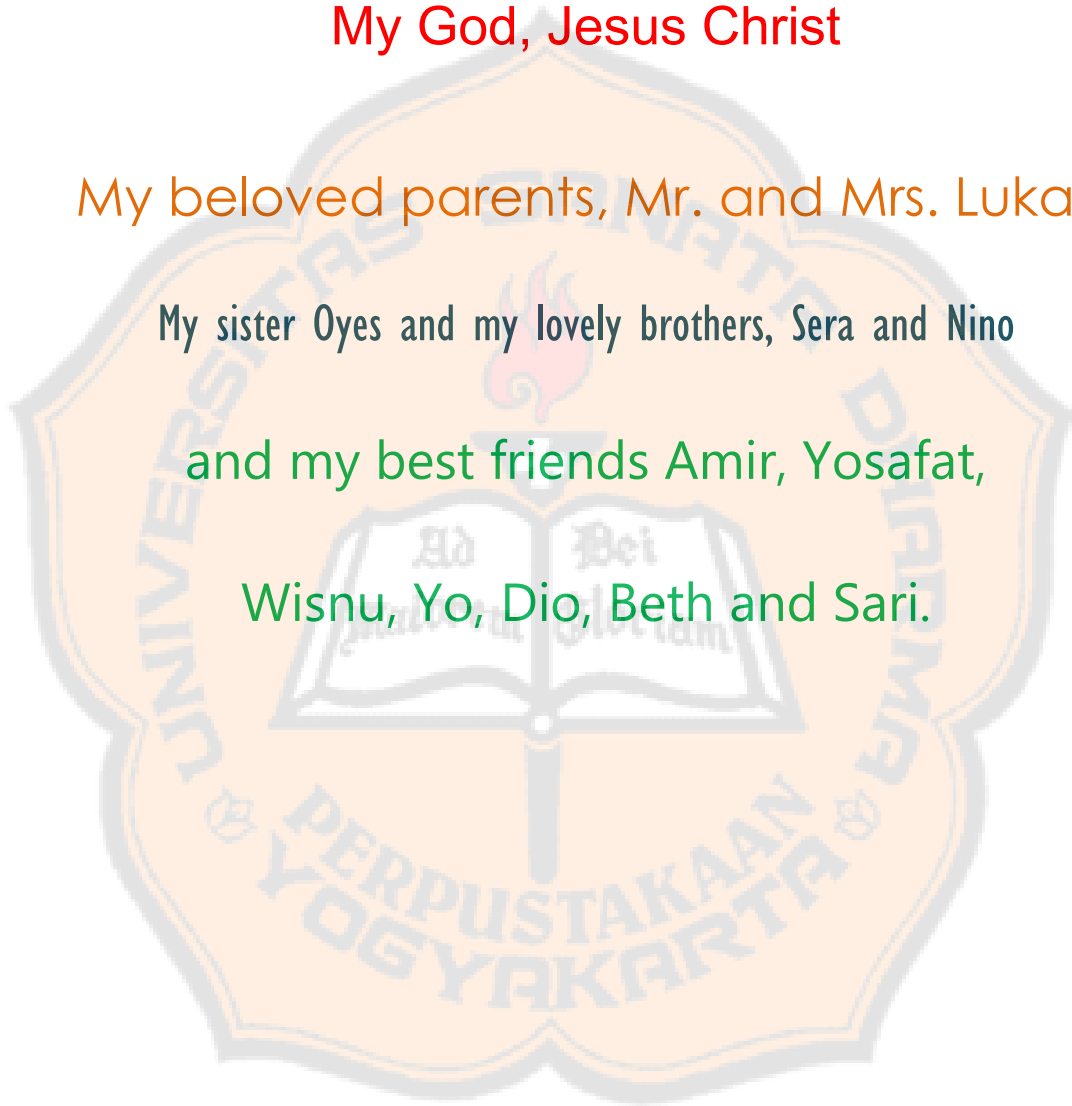
My God, Jesus Christ

My beloved parents, Mr. and Mrs. Lukas

My sister Oyes and my lovely brothers, Sera and Nino

and my best friends Amir, Yosafat,

Wisnu, Yo, Dio, Beth and Sari.



"I trust no words

I trust action"

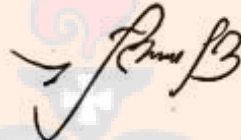
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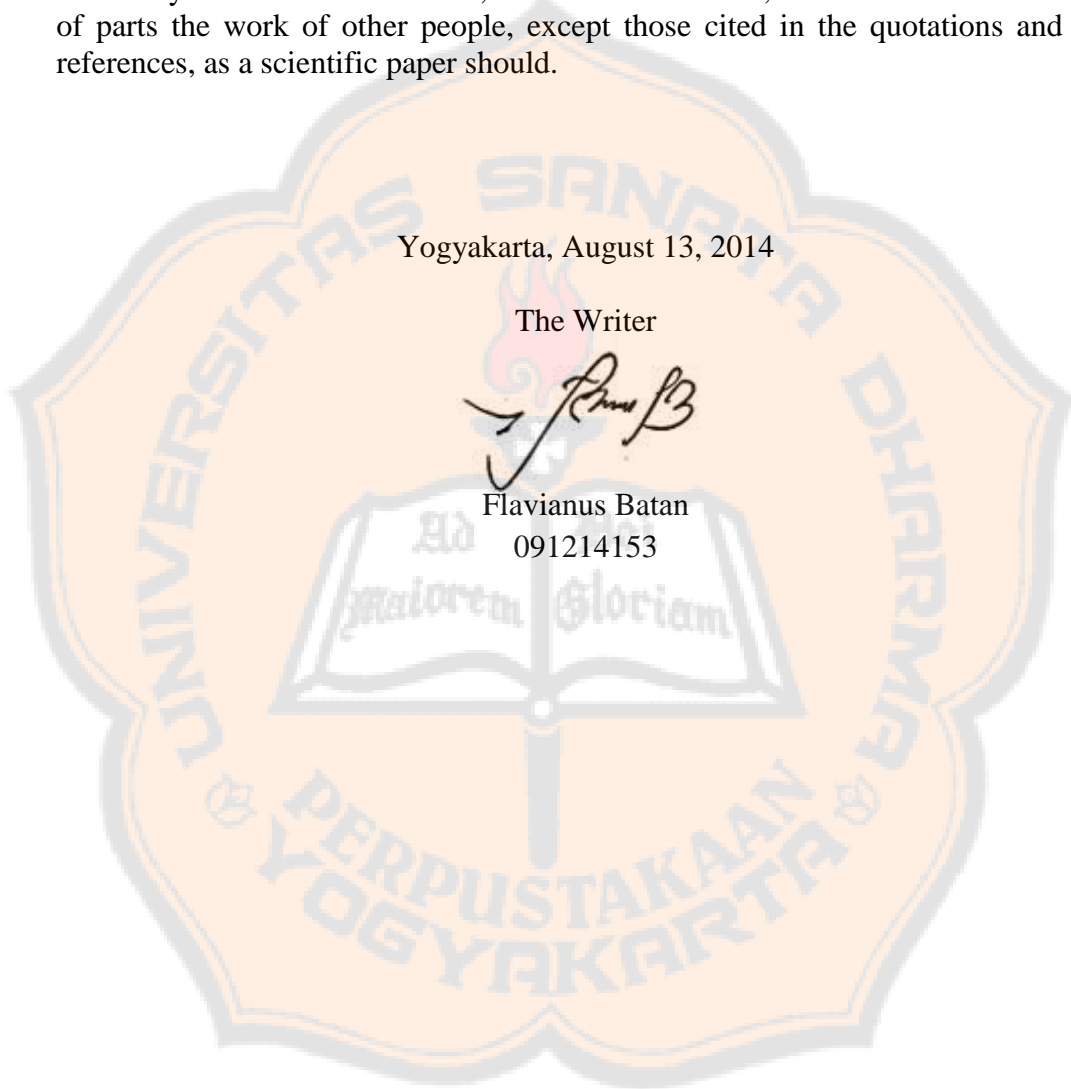
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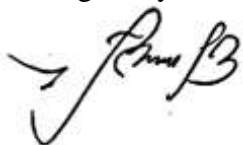
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ABSTRACT

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

ABSTRAK

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 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

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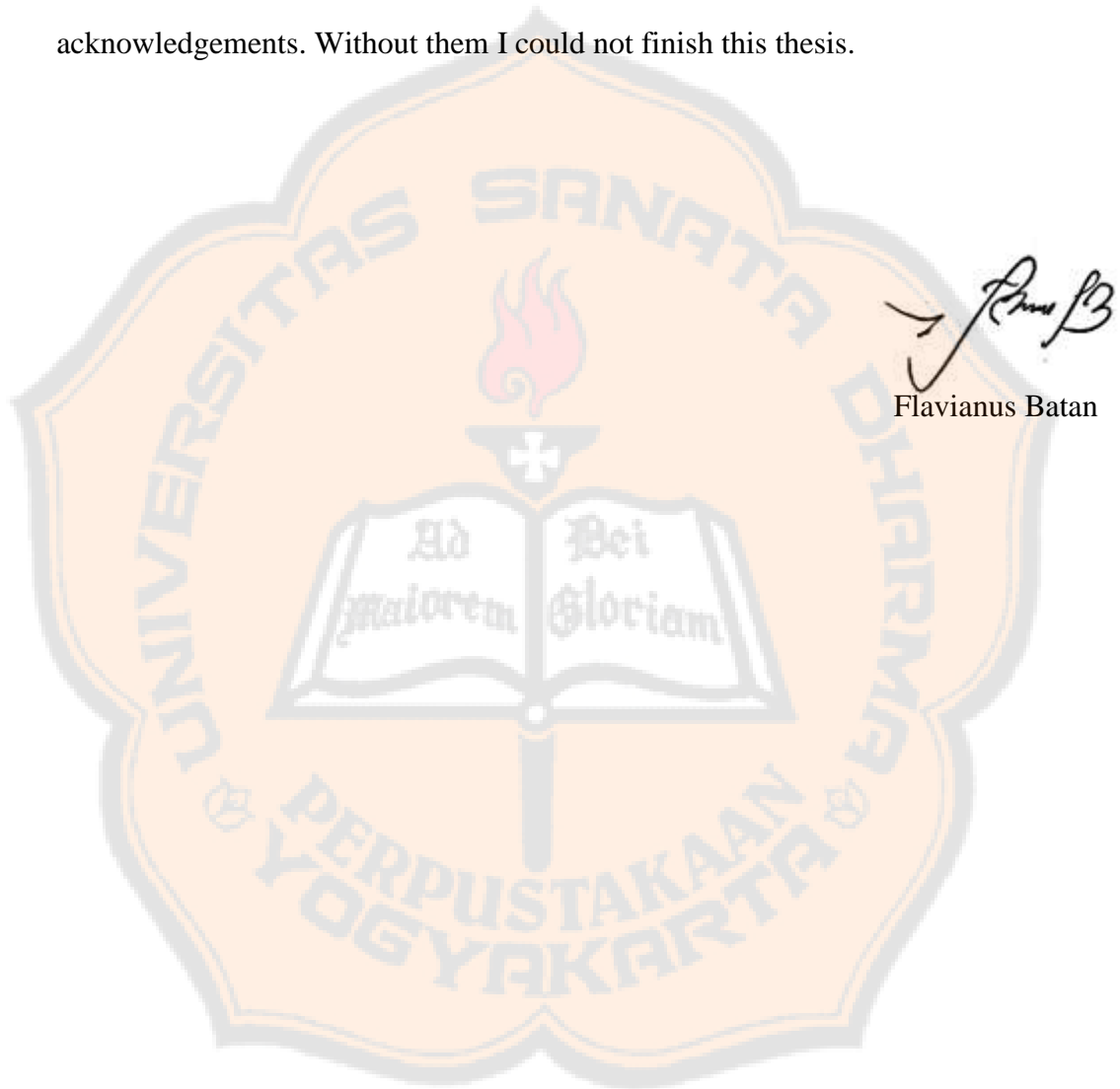


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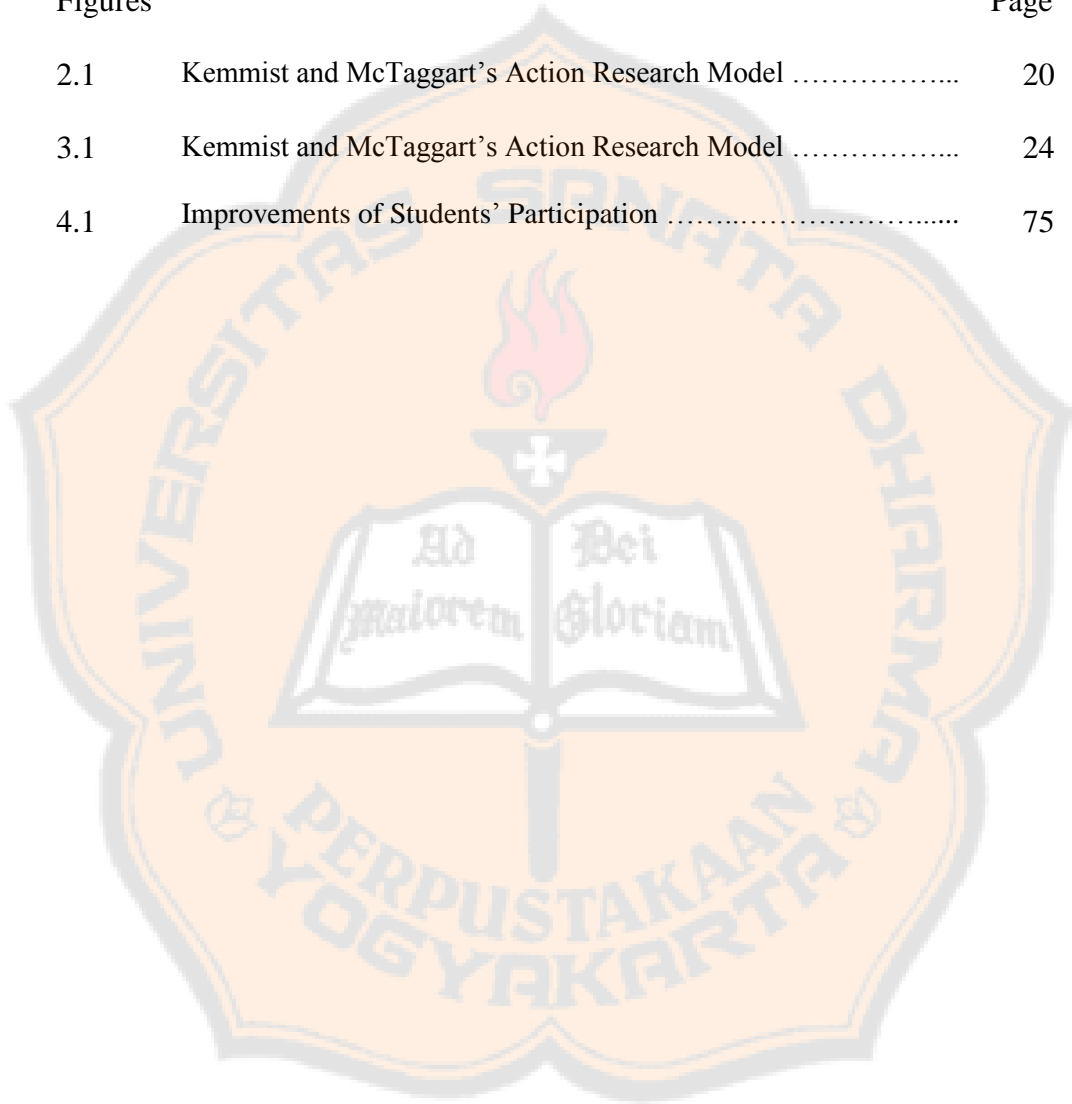
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CHAPTER I INTRODUCTION

In this chapter, the researcher introduces the field and background of the study in XI IPS 3 KKO of SMAN 4 Yogyakarta. It is divided into six parts that present the basic information of the study. Those are research background, problem formulations, problem limitations, research objectives, research benefits, and definition of terms.

A. Research Background

Speaking, as one of English skills, is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney & Burk, 1998, p.13). People communicate with verbal language to deliver their thoughts, ideas, and needs. Today, speaking becomes a crucial part of second language learning and teaching, and it is one of mandatory English skills for any English learners to learn. However, the fact that the researcher encounters during the preliminary study at a vocational class in SMAN 4 Yogyakarta is most of the learners meet difficulties to participate in English speaking activities given by their English teacher.

The researcher discovers a phenomenon in a vocational class in SMAN 4 Yogyakarta, which is considered as a critical situation. There is a special vocational class named KKO, which stands for *Kelas Khusus Olahraga* or Gymnastic Class, where the students are having problems in participating in

English speaking activities. Through a preliminary study, the researcher finds that more than 75% of the students in class XI IPS 3 do not want to participate in English speaking activities. Moreover, the English teacher of the class describes that the class have good participation in other English skills such as reading, writing, and listening. However the students seem to have low interest to speak up in speaking activity. The researcher chooses students from XI IPS 3 of SMAN 4 Yogyakarta as the subject of the research with a consideration that students in the class have a unique characteristic; all of the students are athletes.

Some other problems that they have are fatigue. It causes them to have less interest to follow other materials given to them. After the gymnastic activity, they often get sleepy during the English class. Furthermore, different from other vocational classes in SMAN 4 Yogyakarta, most of the KKO students enrolled themselves to the school by their psychomotor achievements such as sport competition certificates.

According to the English teacher of the class, she had tried some activities in order to stimulate students' participation in her class. The result showed that activities which involve physical movement, such as games, were effective to be used to teach English speaking in the class. However, the English teacher of XI IPS 3 still has difficulty to develop the games to be more effective as a teaching technique. It engages the researcher to find out the suitable teaching technique to improve their participation in speaking activities.

The researcher finds out that the students in XI IPS 3 have more energy and capability to follow the activities given to them, especially when they are

working in group. Harmer (2007) states group work encourages boarder skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class. Then, the researcher sees the need to include the essence of group games in the learning.

The game technique provides students a fun-field and relaxing atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998). While learning about speaking with games, the learner's focus will be on the message than the language. The students will do all they can to win the game, rather than paying attention to correctness of linguistic forms. This eases the fear of negative evaluation from the public, which is one of the factors that inhibiting language learners to use the target language in front of people (Horwitz, Horwitz & Cope, 1986). If games could ease student's fear of negative evaluation, it will help them to learn English confidently.

There are four games that are chosen by the researcher in this study, they are *word guessing game*, *Chinese whisper*, *boys and girls*, and *jumbled sentences*. These games are used by the researcher with consideration that they are group games which were adapted to be suitable with the students' needs. The researcher engages four games in order to implement two games for each cycle.

Word guessing game is a game where one student knows a word that another one wants to find out. Goodman (1967) states conception of a guessing game has a number of important respects of spoken language. In word guessing

game, students are triggered to speak more in order to be able to find out about the answer.

In Chinese whisper, the teacher will divide the students into groups which are equal in number, and students whisper a phrase to each other around the class and the last student has to compare his phrase with the original.

In boys and girls game there will be two groups; male group and female group. One of each comes up to the front, then, they must do rock-scissor-paper to decide who is going to answer first. Thereafter, the teacher will show some silhouette-like pictures of people with their activities and students from other groups must guess what activity it is about. If they fail to answer, the teacher will pass the opportunity to the next group. If there is a group that able to guess what is the activity in the pictures, the teacher will reward them with points.

The next game is jumbled sentences. In this game, the students will group themselves into groups to arrange the jumbled sentences into a conversation. After that, one of each member of the group will go to the front of the class and they have to stick the sentences on the whiteboard provided. If a group can arrange the sentences into the right-ordered-conversation, that group will be the winner. These four games are group games which require physical movement of the participants. More details about the group games will be explained in the next chapter.

The researcher's main reason for choosing group games is the characteristics of the students themselves. Based on the preliminary study the researcher conducts in XI IPS 3 of SMAN 4, the researcher discovers that the students in that class actually have more energy to move around the class. They

are also shy to speak individually, but work well in group. Since they are all athletes, they have potential to learn English actively with group games, which include physical movements.

This research is conducted to describe the use of the group games to teach students in class XI IPS 3 of SMAN 4 Yogyakarta and their impact to students' participation in the learning English speaking.

B. Research Problem

In order to answer the researcher's interest about the use of group games to improve students' participation in learning speaking English in class XI IPS 3 of SMAN 4 Yogyakarta the researcher formulates two problem formulations. They are stated in form of question.

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?

C. Problem Limitation

The research is limited to discover the phenomenon that happened in XI IPS 3 KKO class of SMAN 4 Yogyakarta, which is about speaking participation problem that happened in the class. The researcher decided to choose XI IPS 3 KKO Class due to the unique characteristic of the class, which all of the students are athletes. The study focuses to answer, how group games improve students' participation in speaking English in class XI IPS 3 of SMAN 4 Yogyakarta and to

what extent do group games improve XI IPS 3 KKO students' participation in speaking English.

The researcher uses four games because the research is using CAR as the research method and it will take two cycles or more, in which four games are included. The problem limitation is made to avoid any misunderstanding and misleading which possibly happen during the research.

D. Research Objectives

Herbert (2002) defines Classroom Action Research as a process that pursues improvement in practical situations without substantively prescribing objectives to be achieved. Since in CAR the researcher does not prescribe objective to be achieved, this research will only find out the answer of the problem formulations, which are: (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?

E. Research Benefits

The result of the study hopefully will be beneficial for readers, students of SMAN 4 Yogyakarta, KKO English teachers, and the future researchers:

1. Readers

This study will help the readers, especially those who are looking for more references about this kind of research, to understand the use of games technique in enhancing students' participation in speaking activity. The research will be

helpful for the readers to get more references about the use of group games and their impacts for students' participation in English speaking skill.

2. Students of SMAN 4 Yogyakarta

This study will help KKO students of XI IPS 3 SMAN 4 to learn about their own needs. This study will help them to understand more about themselves and to motivate themselves in participating English speaking activities in the future.

3. KKO English Teachers

This study will help KKO English teachers, especially new teachers, who have difficulties to engage less motivated students to learn speaking. This study presents four kinds of group games which are adapted to be suitable in teaching speaking skills.

4. Future Researchers

This study will be the reference for future researchers to continue this kind of research. This research is reserved for researchers who are interested in finding out the use of group games to increase students' participation in English speaking activity.

F. Definition of Terms

The terms employed in this study are:

1. Group Games

According to Wright, Betteridge, & Bucky (2006), “Game is an activity in which the learners can play and interact with their friends and even the teacher. It is also an activity that can entertain, engage, and challenge the students to do their tasks” (p.1). That is clear that games facilitate students to play, discover, experiment and interact with their friends and teacher.

In this research, the games are implemented in groups, since the group games have some benefits than individual games. Harmer (2007) states group work encourages boarder skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class. In this study, the researcher uses word guessing game, Chinese whisper, boys and girls, and jumbled sentences which are adapted and redesigned by the researcher to improve students’ participation in learning English speaking.

2. Participation

According to Sidorenko (2006), “Participation is simply of a process of taking part in any different environment” (p.1). Participation includes students’ response and frequency of taking part in any class activities. The target of the research is to increase the response and students participation in speaking English.

In this study participation is the target study of this research. The researcher will note and record every sign on participation during the research to monitor the changes in the class, before and after treatment.

3. KKO Students

KKO stands for *Kelas Khusus Olahraga* in SMAN 4 Yogyakarta, in which the students are athletes. The class is reserved by the school to accommodate talented athlete students who are willing to study in a regular school. This vocational class does not have their own curriculum and they are following regular class' curriculum. Most of the students of KKO class are showing good psychomotor achievement. Unlike regular students, they enrolled themselves to the school with their sport achievements and competition certificates. In this research, the researcher chose KKO students of XI IPS 3 SMAN 4 Yogyakarta as the research subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present two-sub chapters of discussion. The first sub-chapter is the discussion of the theories related to this study, which is represented in theoretical description. The second sub-chapter contains theoretical framework. It summarizes all relevant theories related to this study.

A. Theoretical Description

In the theoretical description, the researcher will discuss four fundamental theories that related to the study. They are speaking skills, games, participation, and Classroom Action Research (CAR).

1. Speaking Skill

In this part, the researcher discusses two parts which are related to the study. The parts are the nature of speaking and teaching speaking in EFL classes. In the nature of speaking, the researcher discusses the definition of speaking and the characteristics of speaking. While in the teaching speaking in EFL classes' part, the researcher discusses the importance of teaching speaking.

a. Nature of Speaking

Tarigan (1990: 2) states speaking is the ability to pronounce articulation of sounds or words to express, state, and convey thoughts, ideas, and feelings.

Therefore, in terms of use, speaking is an essential ability to have in daily life conversation, because by having good speaking skill a person can express, state, and convey their thoughts, ideas and feelings, which are extremely important in the life.

Martin (1995:1) as cited in Brewster and Ellis (2004:172) states, “It is obvious that in order to be able to speak a foreign language, someone needs to know a certain amount of grammar and vocabulary”. In order to have good speaking skills, a person need to be taught about grammar and vocabulary as the basic knowledge. However, knowing and understanding grammar and vocabulary is not enough, the EFL students also need to act. According to Bygate (1987:9), to test whether learners can speak or not, it is necessary to make them to actually say something. To do this they must act on their knowledge of grammar and vocabulary by practicing their English speaking more often.

Learning English speaking is not the same as learning other English skills. Harmer (2007) states, “What is perhaps more interesting is that certain grammatical rules seem to be completely ignored” (p.56). Biber, Johansson, Leech, Conrad, & Finegan (1999) add that the grammar of speech has it own constructional principles; it is organized differently from writing (pp.1066-1108). In learning speaking, the EFL students will learn more about practicing speaking rather than grammar and vocabulary. According to Luoma (2004), a major difference among two kinds of language is oral language contain idea units, which are shorter in clause and phrase compared to written language. The grammar of oral language is simpler than written language. However in the school, learners

need to deal with pronunciation, intonation, expression, and other real situations which require them to be more precise in pronunciation, or their speaking will not understandable as it should.

b. Teaching Speaking

There are some important reasons why speaking is taught in Indonesia as a foreign language. Goh and Burns (2012) say about the importance of teaching speaking as follows:

Fluency became a goal of speaking courses, and this was developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, they would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills (p.9).

Therefore, the students learn and practice how to apply language features and construct correct sentences in speaking English. It is more challenging to the English teachers who taught EFL classes because English is not the students' daily language. However, the students will be able to compete with the other people in their life and in this global era.

2. Games

a. Definition of Games

Games are considered as fun, enjoyable, and exciting activities. Lee (1965) states in language learning process, fun and excitement can be beneficial in every situation. Therefore, learners will be more interested to activities which include excitement and fun like games.

According to Wright, Betteridge, and Bucky (2006), “Game is an activity in which the learners play and interact with their friends and the teacher. It is also an activity that can entertain, engage, and challenge the students to do their task” (p.1). The games included in this research are *word guessing game*, *Chinese whisper*, *boys and girls*, and *jumbled sentences* in which the students are encouraged to be more confident in speaking English through fun activities.

Martin (1995) states, “Games are fun activities which give young learners the opportunity to practice the foreign language in a relaxed and enjoyable way” (as cited in Brewster and Ellis, 2004, p.172). Therefore, the learners will learn in an enjoyable situation without realizing it. It means that the learners learn the materials in a fun way, and that will be one of the advantages of using games as the teaching technique.

b. The Advantages of Using Games

There are many advantages of using games in language learning. Bell and Wieckert (1985) say that games can increase students’ motivation in learning because games will make them active and participate in language learning. Moreover, Wright, Betteridge, and Bucky (2006) say, “Games encourage many learners to sustain their interest and work” (p.2).

Students’ motivation is important in the learning activity, as stated by Harmer (2007), “Without such motivation we will almost certainly to make the necessary effort” (p.98). Therefore, teachers are expected to be creative to

improve students' motivation. The teachers can create fun learning and conducive atmosphere in class to improve students' participation by using games.

Afterwards, games create more than only fun in language learning. According to Brewster and Ellis (2004), "Games are not only motivating and fun but also can provide excellent practice for improving pronunciation, vocabulary, grammar and the four English skills" (p.172). Therefore, it is clear that games help the learners to learn English and improve the learners' English skills. It is supported by Wright, Betteridge, and Bucky (2006), who say that games in EFL classes are language games which help the students experience the language rather than study it. Moreover, Lee (1965), states that games bring a foreign language to life in the classroom. It is obvious that games really help learners learn target language by practicing and using the language in a fun way. Therefore, the learners' skill in language skills will improve.

c. Games in Language Learning

According to Wright, Betteridge, and Bucky (2006), "Game is a fun activity, in which enable the learners to play and interact with their friends and the teacher" (p.1). Thus, games are beneficial for language learners because they can grasp the material with excitement and joy, without any pressure. With that basic of understanding, the researcher includes game in his teaching plan, which has a role as the teaching technique. The four games that will be implemented on the research are group work based games.

1) Word Guessing

Word guessing game is a game where one student knows a word that another one wants to find out. In this game, the students will group themselves into 4 groups consist of 7 to 8 members. Then, each group will need to solve jumbled words into a sentence. After that, one of each member of the group will go the front of the class and model the meaning of the sentence with body gestures. Then, the other groups will have 5 chances to guess what is the sentence hidden from the model. Every taken chance will decrease the game score.

2) Chinese Whisper

In this game, the students will be divided equally in group. Then, each group will make a line. After that, the students who are at the front will get a sentence related to the materials given by teacher. The students who know the sentence will need to whisper the other students in their group one by one. Finally, the students who are standing in the most back of the line will have responsibility to write down what they have heard on the white board. The more accurate the sentence they deliver, the higher the game score.

3) Boys and Girls

In this game, the students will be divided into two big groups; male group and female groups. The teacher and voluntary students will stick piece of papers consisting interpersonal expressions in a form of words on students shoulders. Each group must choose their members whose words that can be combined to be a sentence. Then, the male group must choose their members to go to the front of

the class to show the words in line. Then the girls group must do the same. The longer the sentence formed, the higher the game score.

4) Jumbled Sentences

In this game, the students will group themselves into groups to arrange the jumbled sentences into a conversation. After that, one of each member of the group will go the front of the class and sticks the sentences on the whiteboard provided. If a group can arrange the sentences into the right-ordered-conversation, that group will be the winner.

Harmer (2007) states that group work encourages boarder skills of cooperation and negotiation than pair work, and yet it is more private than work in front of the whole class. Harmer (2007) also states that in group work some students can choose their level of participation more readily than in a whole-class or pair work situation. Therefore, the games provided in this research are games which require physical movement of the participant, and they can express themselves, also the four games are implemented in groups.

Grouping the students by considering their friendship between one student and other students will be necessary. The consideration is based on Harmer statement. Harmer (2007) states the students are free to choose their group member since the consideration when putting students in groups is to make sure that we put friends with friends, rather than risking the possibility of people working with others whom they find difficult or unpleasant.

Lee (1965) states games help the teacher to ease the process of teaching in learning activity. It implies that the games are used because games can bridge the gap between the learners and teacher during the learning process, and also it is good to lower the tension of speaking itself.

3. Participation

Sidorenko (2006: 1) states participation is simply a process of taking part in any different environment. Participation, in this study, is every single positive response which is given by the students in the teaching activities.

The students will have plenty of opportunities to be more active in the class because they have more stamina as athletes. Sidorenko (2006) also states, “People are empowered through participation” (p.2). That means that students are indirectly being encouraged by their own participation in the class. Active and participative students will be more encouraged to include themselves in the learning activities. Thus, the improvement of students’ participation in XI IPS 3 SMAN 4 Yogyakarta in English speaking class is the expected outcome of the study.

4. Classroom Action Research (CAR)

a. The Definition of CAR

Herbert (2002) defines CAR as a process that pursues improvement in practical situations without substantively prescribing objectives to be achieved. The emergence of CAR comes from action research. Generally, people use action

research to find solution of a certain problem in their daily lives; it could be in a company, hospital, school and other domains. Therefore, the researchers of action research do not expect that their findings could make theories that are acceptable in general domain. Since this action research is specified in the educational domain, the research becomes classroom action research.

McNiff (2007) defines CAR as the name given to an increasingly popular movement in educational research that encourages teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students. The research is done alone by the researcher; started from determining topic, problem formulation, planning, implementation, analysis, and the reporting. In order to be reflective, the researcher will observe any problems that happen in the class as a teacher and improve his teaching quality or someone else's in the future.

The researcher uses CAR as the research method because the researcher will be the part of investigation process. CAR provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners.

Miller (2007) states that CAR is a natural part of teaching because the researcher are continually observing students as the teacher, collecting data, and changing practices to improve student's learning, and the classroom, and school environment. Group games could bridge the gap between the researcher and the students. Thus, it will be easy for the researcher to retrieve the necessary data. The researcher applies the CAR method and group games during the teaching activity.

b. The Characteristics of Classroom Action Research

CAR is a process that improves education, in general by incorporating change (Johnson, 2008). According to Kemmis and McTaggart (1988, p.10), as cited in Burns (1999, p.32), “An action research is a spiral cycle consists of four steps. They are planning, action, observation, and reflection”. The purpose of CAR is to have effective teaching method in managing certain classes to help students’ to reach the expected improvement. The steps of CAR are described in a cycle of planning, acting, observing and reflecting. If the goal can not meet the expectation, the researcher will go to the next cycle. Each cycle has different teaching activities, depending on the observing result and students’ need. Plan, action, observation and reflection are the essential elements of the cycles.

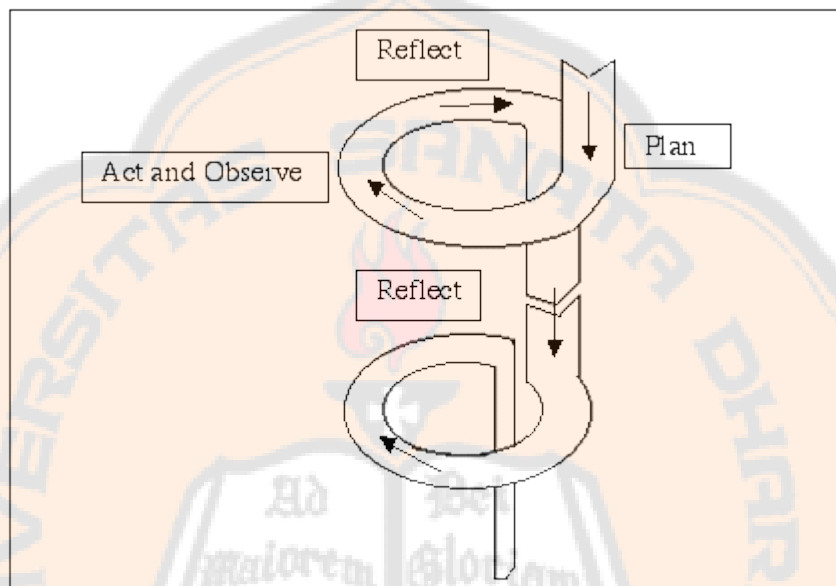
Kemmis and McTaggart (1998, p.10) as cited in Burns (1999, p.32) also state that in the classroom action research, the researcher should:

- 1) Develop a plan of critically informed action to improve what is already happening,
- 2) Act to implement the plan,
- 3) Observe the effects of the critically informed action in the context in which it occurs, and
- 4) Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

In CAR, the teacher may continue to go through subsequent cycles of planning, acting and observing, developing a new plan, and reflecting. The

following figure is the Kemmis and McTaggart's Action Research Spiral as the researcher's guidance for the research:

Figure 2.1 Kemmist and McTaggart's Action Research Model



According to Johnson (2008), CAR is a process involving educators working together to improve their own practices. In the research, the researcher put himself as a facilitator and students' friend who involved himself in the activities provided. Action research is persuasive and authoritative, since it is done by teachers for teachers (Mertler & Charles, 2008). Therefore, the researcher will persuasively ask the students to involve into the activities and then he will observe their response for the better treatment next time.

In this study, the researcher concerns to find out how to increase students' participation in speaking class. Therefore, the researcher conducts CAR to help students to achieve the expected outcome which is to be more participative in speaking English.

c. The Advantages of Action Research

Fraenkel and Wallen (2008: 13) state there are five advantages of action research. First, action research can be done by any professional in any type of school, at any grade. The aim is to solve any kind of problem in specific domain. Second, it improves practice in educational field. Teachers or other education professionals can develop their competent in educational practice. Third, teachers or other education professionals can practice their design in effective ways. It helps them to reflect and enrich their teaching strategies and techniques. Fourth, action research helps teachers or other education professional diagnose problems so they can find solution to solve those problems. Fifth, it helps teachers or other education professionals share what they had learned through their action research.

Those advantages show that action research is important to be conducted in the educational field. Therefore, the problems of the educational field; the problems of certain school or class, can be solved. Besides, there will be competence improvement in both the practitioners and the participants.

B. Theoretical Framework

To answer the research problem formulations, which are to find out how do the games improve XI IPS 3 KKO students' participation in speaking English and to what extent do group games improve XI IPS 3 KKO students' participation in speaking English, the researcher will use games theories, group work theories, speaking theories and Classroom Action Research theories.

Speaking is considered as the hardest skill for beginner learners because it includes pronunciation, intonation, and accuracy which might cause difficulties in the learning process. Otherwise, Wright, Betteridge and Bucky (2006) say, “Games help and encourage many learners to sustain their interest and work” (p.2). It means that by involving actively in games, students also learn English in an enjoyable way. These two different elements are able to complete each other if they are applied accordingly. The researcher combines speaking and games to increase students’ participation in learning speaking since speaking participation is the expected outcome of this research.

The improvement of the students’ speaking participation will be shown by elaborating the related theories and research data. Rivers (1972: 142) states that learning is not a passive chaining of adjacent items, but requires instead an active analytic mode of response. It implies that the parameter of success on learning language could not be seen through the student’s grades only, but also from their participation as well.

In implementing CAR in the research, the researcher uses two cycles to find out how group games improve XI IPS 3 KKO students’ participation in speaking English and to find out to what extent do group games improve XI IPS 3 KKO students’ participation in speaking English. The theory of CAR will help the researcher to answer the problem formulations.

CHAPTER III

METHODOLOGY

In this section, the researcher would like to explain the methodology used in this study. This chapter consists of six parts, which are, research method, research setting, research instruments, data gathering techniques, data analysis technique, and research procedure.

A. Research Method

In this section, the researcher will present the method used to solve the research problem in this study; to find out how do group games improve XI IPS 3 KKO students' participation in speaking English, and to what extent do group games improve XI IPS 3 KKO students' participation in speaking English.

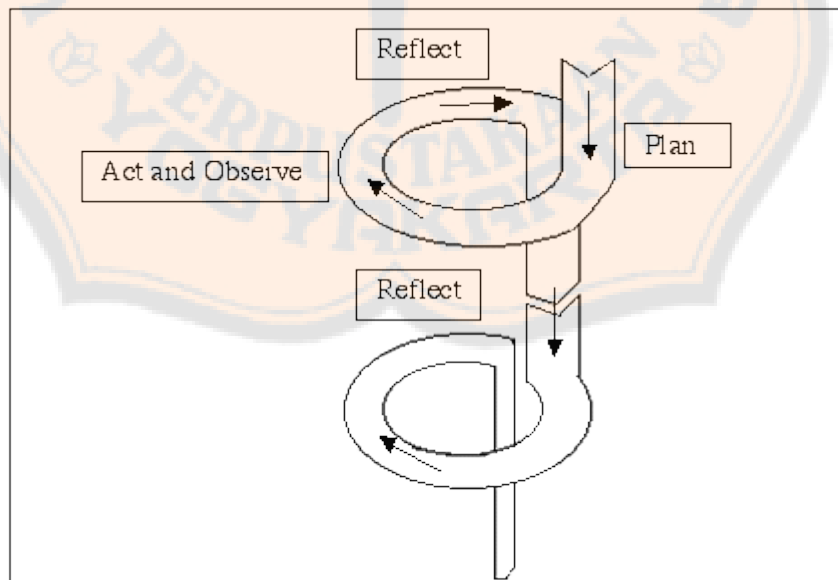
The study is classified into qualitative and quantitative research. It focused on finding out how do the group games improve speaking participation and the significance of speaking participation improvement after the CAR conducted. The researcher considers that the most suitable research method for this study is CAR since it allows the researcher to be a part of the investigative process. A research was conducted to obtain the data using this method.

CAR is collaborative research which includes the research subjects into the research activity. This research employed CAR in order to find out the most

appropriate games that can be used to improve English speaking skill of KKO students in XI IPS 3 SMAN 4 Yogyakarta and to uncover the influences of game technique to the speaking participation of KKO students in XI IPS 3 SMAN 4 Yogyakarta.

The researcher decided to use CAR based on Kemmis and McTaggart’s model. This action research model looks like a spiral of steps repetition including planning, action and observation, and reflection. Kemmis and McTaggart (1988) describe, “The action research process shows a self-reflective spiral of planning, acting, observing, reflecting, and re-planning as the basis for understanding how to take action to improve an educational situation”. Kemmis and McTaggart diagrammatic model was presented in Figure 3.1, as follows:

Figure 3.1 Kemmist and McTaggart’s Action Research Model



The classroom action research included four stages: plan, action, observation, and reflection. The explanation of the stages was presented below.

1. Planning

In this research, CAR is employed to solve problems found in XI IPS 3 KKO class SMAN 4 Yogyakarta, about improving students' participation in the English speaking learning process. Diagnosing the problems in the form of observation is conducted in order to find an appropriate solution. The researcher used group games technique to solve it. The group games technique has a principle about work actively and responsibly in the teamwork. The researcher planned to conduct two cycles for two meetings. The research is conducted to know the improvement of students' participation in speaking English by using the group games technique. In this stage, the researcher planned to use interpersonal conversation as teaching materials because the interpersonal conversation was included in syllabus of the eleventh grade students of Senior High School for even semester.

2. Acting

This stage is the implementation of the group games technique. The teaching and learning process was divided into three parts: pre-activity, whilst activity, and post-activity. The group games technique was implemented in whilst activity which was divided in two games for each meeting.

In the first meeting, the games were *word guessing game* and *boys and girls*. *Word guessing game* was a game where one student knew a word that another one wanted to find out. In this game, the students grouped themselves into 4 groups. Then, each group needed to solve jumbled words into a sentence. After that, one of each member of the group went to the front of the class and modeled the meaning of the sentence with body gestures. Other groups had 5 chances to guess what was the sentence hidden from the model. Every taken chance decreased the game point.

Then, in *boys and girls game*, the students were divided into two big groups; male group and female groups. The teacher and voluntary students stick piece of papers consisting interpersonal expressions in a form of words on students shoulders. Each group chose their members, whose words that could be combined to be a sentence. Then, the male group chose one of their members to go to the front of the class to present the words in line. Then the girls group did the same. The longer the sentence formed, the higher the game score. The score from the games were not the indicator of participation improvement since the researcher used the score to encourage the students to play.

In the second meeting, there were two games namely *jumbled sentences* and *Chinese whisper*. In *jumbled sentences* game, the students stayed still in the previous groups. Firstly, each group needed to arrange the jumbled sentences provided into a conversation. After that, one of each member of the group went to the front of the class and sticks the sentences on the whiteboard provided. If a

group could arrange the sentences into the right-ordered-conversation, that group would be the winner.

Then, in *Chinese whisper*, the students were divided equally in group. Then, each group created a line. After that, a student who was standing at the front line got a sentence related to interpersonal communication. The students at the front needed to whisper to other students in their back one by one. Finally, the students who were in standing in the most back of the line had responsibility to write down what they have heard on the white board. The more accurate the sentence they delivered, the higher the game score.

3. Observing

In this stage, the researcher collected all data by observing the action. The observing activity was conducted at the same time with acting stage. The activity in the class was recorded by the researcher's assistance, who was the English teacher of the class, in a form of field notes and observation sheets. The field notes were used to help the researcher to analyze the data about what happened in the class during the action was implemented. The researcher observed the implementation of the group games technique also by using field notes.

Participation checklist consisted of five aspects; (A) speaking English loudly (B) asking questions about the games to the other students using English (C) sharing the information about the game to friends using English (D)

participating in the games provided by the researcher (E) asking the researcher about the materials given using English.

4. Reflecting

In this stage, the researcher made a reflection after analyzing the observation data. In the first and second cycle, the researcher made a reflection by using class observer's field notes, questionnaire, and an interview with the English teacher. In this stage, the researcher considered reflecting what went well and some solutions to solve the problems in the cycle in order to make improvement on the next cycle.

B. Research Setting

The setting of this study is in XI IPS 3 KKO class of SMAN 4 Yogyakarta in 2013/2014 academic year. KKO stands for *Kelas Khusus Olahraga* and all of the students are athletes. They enrolled themselves to the school with their achievements in sports, in the form of certificates, instead of cognitive aspects. Their background and vision of learning are different compared to regular vocational class in SMAN 4 Yogyakarta. The students in KKO class have less interest in participating English speaking activity given by teachers.

In this research, the researcher conducted two cycles for two meetings. Each cycle consisted of planning, acting, observing, and reflecting. The first cycle was conducted on Wednesday, March 12, 2014. The second cycle was conducted on Friday, March 14, 2014.

C. Research Instruments and Data Gathering Technique

In this research, the researcher divided the research instruments into two parts. They were the preliminary study instruments and the implementation of the group games technique instruments.

1. Instruments for Preliminary Study

The researcher used four instruments to gather the data from the preliminary study. They were field notes, a students' participation checklist, a questionnaire, and interviews. The researcher conducted the preliminary study twice to know the classroom situation.

In the first observation, the researcher used the field note to describe the classroom's situation. In the second observation, the researcher used the students' participation checklist. Then, the researcher distributed a questionnaire and conducted interviews with the teacher and three students. The researcher randomly chose the three students after conducting the observation. The following explanations gave the detail of each instrument.

a. Field Notes

The researcher used field notes as one of the essential preliminary instruments with a consideration that field notes might provide detailed and accurate data of the real situation inside the class. Field note is essential to track down any progress of students' participation in the class. Besides, the researcher could diagnose the problems which were found in XI IPS 3 KKO class.

b. Interview With the English Teacher

Interview was used to help the research to prepare the plan for the implementation of group games. The interview was done to the English teacher of XI IPS 3 KKO class after the first observation in the class. The interview was open-ended where the participant was free to answer the researcher's questions (see Appendix 1).

c. Questionnaire

Questionnaire was used to collect students' opinion about what they feel at the preliminary study. The questionnaire was given to the students at the end of the meeting. The researcher distributed the questionnaires to 30 students to know the class background. It consisted of two open questions: (1) What factors make the students participate or not participate in the classroom during English teaching and learning process? (2) What is the students' opinion about the class situation during English teaching and learning process?

d. Participation Checklist

The researcher used participation checklist to diagnose students' speaking participation in the classroom by used observable student behavior as a criterion. The researcher used five aspects of students' participation which occurred in the XI IPS 3 KKO class. They were (A) speaking English loudly (B) asking questions about the games to the other students using English (C) sharing the information about the game to friends using English (D) participating in the games provided

by the researcher (E) asking the researcher about the materials given using English. The students' participation checklist was presented as follows:

Table 3.1 Sample of Students' Participation Checklist for the Preliminary Study

Students Number	Participation Aspect				
	A	B	C	D	E
1.					
2.					
30.					
Total					

2. Instruments for the Group Games Implementation

The researcher employed several instruments to gather the data during the implementation of the group games technique. They were students' participation checklist, observation sheets, field notes, and questionnaire.

a. Students' Participation Checklist

The researcher used students' participation checklist to know individual students' participation in the classroom. The researcher asked the English teacher of XI IPS 3 KKO class to be the observer to fill the students' participation checklist when the researcher implemented the group games technique. The students' participation checklist consisted of 30 students' names and five aspects of the students' participation in the teaching and learning process. The five aspects were (A) paying attention to the teacher, (B) speaking English in the class, (C) asking questions to the teacher, (D) responding the teacher, and (E) joining the games.

b. Observation Sheets for the Group Games Implementation

The researcher used observation sheet to observe the participation of the students during the learning process. The observer was taking this sheet since the observer was the English teacher who knows the students well. The observation sheet was filled at the learning process taking place. Observation sheets contained some statements which were related with students' observable behaviors. The observation sheets were presented in Appendix 5.

c. Field Notes for Group Games Implementation

The researcher used field notes to make a reflection of the implementation of the group games technique. The field notes were filled by the class observer and the researcher. According to Bogdan and Biklen (1982), "Field notes are the written account of what the researcher hears, sees, experience, and thinks in the course of collecting and reflecting on the data in the qualitative research" (p.110).

The field notes consisted of four questions: (1) How is students' situation in the class during the learning process? (2) What kind of difficulty found in teaching interpersonal conversation using the group games technique? (3) What works well in teaching interpersonal conversation using the group games technique? (4) What part should be improved?

d. Questionnaire for Group Games Implementation

The researcher distributed a questionnaire after implementing the group games technique in the end of a cycle. It was used to know the students' participation in the learning process and the students' opinion about the use of the group games technique. The data were acquired from 30 students who attended the class and answered the questionnaire. The researcher provided 3 open-ended questions and 8 close-ended statements. It contained 3 open-ended questions about students' feeling about the implementation of group games and 7 close-ended statements related to the students' participation in English speaking activities.

According to Milne (1999), there are three advantages to collect data by questionnaire method:

The responses are gathered in a standardization way, so questionnaires are more objective, certainly more so than interviews, it is relatively quick to collect information using a questionnaire, and potentially information can be collected from a large portion of a group. Therefore, the questionnaire made the researcher gathered the data easily (p.4).

The form of the questionnaire for group games implementation was presented in Appendix 10.

D. Data Analysis Technique

The researcher analyzed the data in order to answer the questions which were formulated in the research problem. The researcher used a triangulation technique to analyze the data in this research. According to Cohen (1996), "Data

Triangulation involves the collection of data from multiple sources with the intent to obtain diverse views of the studied phenomenon with the purpose of enhancing the validity” (as cited in Ziyani & Ehlers 2006, p. 11). It helps the researcher to obtain the data from different perspective in order to get the validity.

Then, the researcher divided the data analysis from the instruments into two categories below:

1. Analysis of Preliminary Study

a. Field Notes

In the first observation, the researcher used the field notes to get the data. The data were taken during the teaching and learning process. The researcher noted some important things that occurred in the class. The field notes were analyzed by the diagnosing the problems found in the class.

b. Students' Participation Checklist

The researcher analyzed the data from the students' participation checklist by counting the students who participated in the teaching and learning process based on the five criterions of the participation checklist. The data were analyzed in the percentage form for each aspect of students' participation. If the students who participated were less than 50% of attending students, it could be concluded that the students' participation was low (see Table 3.2).

c. Observation Sheets

The researcher analyzed the data from the students' observation sheets by providing a list of statements related with students speaking participation. There are *yes* or *no* choices that must be filled with ticks according to the class and students situation.

d. Questionnaire

The questionnaire was analyzed by categorizing the students' answers into two parts. The first was about the factor which made the students participate and not participate. The second was about the class situation in the teaching and learning process. The researcher also analyzed each student's answer to the open-ended questions to gather the data.

e. Interview

The researcher conducted an interview with the English teacher of XI IPS 3 KKO SMAN 4 Yogyakarta. Some questions offered in the interviews were related to the students' problems in the class. The English teacher's answers became the consideration for the data analysis.

2. Analysis of Group Games Technique Implementation

a. Students' Participation Checklist Analysis

The researcher analyzed the students' participation by counting the score of the students who participated in the implementation of the group games technique. The researcher analyzed it based on five aspects of students' participation. Each ticked aspect was presented in the form of score. The five aspects were (A) paying attention to the teacher, (B) speaking English in the class, (C) asking questions to the teacher, (D) responding the teacher, and (E) joining the games. When a student performs one aspect he or she will get 1 score. Therefore, a student who performs all aspects will get the highest score of 5.

In the last cycle, the researcher compared the improvement of students' participation in the preliminary study and in the implementation of group games technique. According to Erickson and Nosanchuk (1992: 11), the formula to count the students' participation checklist was presented as follow:

$$P = \frac{f_o}{n} \times 100\%$$

P = Percentage

Fo = Frequency Observed

N = Number of sample

The percentage of the students' scores was based on calculation of frequency observed and number of sample. The indications of success rate each percentage was presented in Table 3.2.

Table 3.2 Qualification of Participation Checklist Score

No	Percentage (%)	Qualification
1.	$75\% \leq p \leq 100\%$	High
2.	$50\% \leq p \leq 75\%$	Medium
3.	$25\% \leq p \leq 50\%$	Low
4.	$0\% \leq p \leq 25\%$	Very Low

(Sugiyono, 2010, p.144)

If the students' participation was in the range of 0% to 25%, it meant that the students had very low participation. On the other hand, if the students' participation was in the range of 25% to 50%, it meant that the students had low participation. When the students' participation was in the range of 50% to 75%, it meant that the students had medium participation. When the students' participation was in the range of 75% to 100%, it meant that the students had high participation.

c. Observation Sheet Analysis

The researcher analyzed the data from the students' observation sheet by providing a list of statements related with students speaking participation. Then, the researcher concluded the result of the observation sheets. If all numbers of statements were marked on *yes* column, it meant that the indicator of the lesson was achieved. Besides, the learning activity was suitable for the lesson plan. When the observer did not mark all *yes* column in the observation sheet, it meant that the researcher needed to improve the action in the next cycle. The result of the data analysis was presented in percentage of total number of students who chose column of *yes* and *no* (see Appendix 5).

d. Field Notes

The researcher had made the criterion of the field notes in order to make more accurate data analysis. The data was analyzed in four aspects; students' situation in the class, the difficulties and the good things occurred in teaching interpersonal conversation using the group games technique, and the suggestion for improving the teaching technique. If each aspect indicated the positive result, it meant that the implementation of the group games technique did not need a reflection to the next cycle. On the other hand, if each aspect indicated lack of something, the researcher could make the reflection based on the field notes.

e. Questionnaire

The researcher discussed and analyzed the questionnaire per number. The researcher presented each number of the questions in the form of percentage. The formula to calculate the questionnaire was presented below:

$$P = \frac{f_o}{n} \times 100\%$$

P = percentage

Fo = frequency observed

N = number of sample

If the result of each number showed more than 50%, it means that the students had good responses to the statements in the questionnaire. On the other hand, if the percentage showed fewer than 50%, it meant that the students' disagree that group games could help them to improve their speaking participation.

E. Research Procedure

There were seven steps in conducting this classroom action research. They were (1) asking permission for research permission (2) conducting the preliminary study (3) finding the problems (4) planning (5) acting (6) observing (7) reflecting. The explanation was presented below.

1. Asking for Research Permission

The researcher asked for permission from the school principal to conduct a research in SMAN 4 Yogyakarta. In this step, the school principal did not ask the researcher to find a permission letter from *Dinas Pendidikan* Yogyakarta. Therefore, the researcher could conduct the research directly. The approval letter from the school was attached on Appendix 16.

2. Conducting the Preliminary Study

The researcher started to conduct a preliminary study in SMAN 4 Yogyakarta. The researcher was suggested conducting the preliminary study to the eleventh grade students. Then, the English teacher allowed the researcher to conduct a preliminary study in the class XI IPS 3 KKO class Yogyakarta. The researcher conducted the preliminary study to observe the situation in the classroom when the teacher delivered the materials and the teacher's teaching activity to teach the students.

3. Finding the Problems

In this step, the researcher listed some important things that occurred in the class. The researcher noted a major problem that occurred in XI IPS 3 KKO class. The students did not participate in speaking English during the learning process. Then, the researcher distributed questionnaires to the students and conducted an interview with the English teacher of XI IPS 3 KKO class to ensure that the problems really occurred in that class. The researcher considered the most appropriate method to solve it. Then, the researcher decided to use the group games technique to improve the students' participation in the classroom.

4. Planning

The researcher planned a learning activity by making teaching materials and lesson plans. The activity was based on the syllabus of even semester for eleventh grade in SMAN 4 Yogyakarta. The researcher also consulted with the English teacher and the researcher's major advisor.

5. Acting

In this step, the researcher implemented the group games technique to improve the students' participation. The teaching material was interpersonal conversation. There were three parts activities in the teaching and learning process. They were pre activity, whilst activity, and post activity. In the pre activity, the researcher invited the students to recall their experiences in doing interpersonal conversation.

In this activity, the students could also ask questions related to the materials given. While in the whilst activity, the researcher explained a handout about the materials. Then, the researcher divided the students into groups to play games. There are four games in total, however only two games implemented in each cycle. In the post activity, the researcher concluded about the lesson to the students.

6. Observing

It was conducted in the same time with the acting step. The researcher obtained the data from three instruments such as, students' participation checklist, observation sheets, field notes and questionnaire. In this step, the researcher analyzed the data through those instruments.

7. Reflecting

After analyzing the data, the researcher drew a conclusion from his experience while implementing group games in each cycle. In order to get better result in the next cycle, the researcher made a reflection based on the field notes result in the cycle. In the end of each cycle, the researcher also used all the data gathered to make the reflection. Furthermore, the researcher drew a conclusion of the study to make problem solutions for the next cycle.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

The researcher presents this chapter in six parts: the result of the preliminary study, group games implementation in the first cycle, research findings in the first cycle, group games implementation in the second cycle, research findings in the second cycle, improvement of students' speaking participation. This chapter presents the research results and discussion in implementing group games to improve students' speaking participation in English class. The research was conducted in two cycles which were applied in one meeting for each cycle. The study was conducted on March 9, and March 14, 2014.

A. The Result of Preliminary Study

The researcher did the preliminary study twice in KKO XI IPS 3 SMAN 4 Yogyakarta, academic year 2013/2014. The purpose of the preliminary study was to diagnose the students' problems that occurred in the class. The first preliminary study was on Wednesday, February 5, 2014. The materials at that day were transactional and interpersonal skill.

English teacher of XI IPS 3 SMAN 4 Yogyakarta explained the use of transactional and interpersonal skill and vocabulary used in expressing love and sadness. When the English teacher was explaining the materials, most of students were sleeping and some were talking with their friends. However, when the English teacher gave the students the chance to ask about the materials given,

some students asked some questions related to the materials given. Though, most of the students were not paying attention to the teacher.

In the syllabus, the students were expected to be able to respond the meaning of transactional and interpersonal communication. Therefore, after giving the students chance to ask some questions related to the materials given, the English teacher asked the students to do the task in their LKS (*textbooks*). Some of the students work immediately but most of the students were talking with their friends, some students even running around the class. Fifteen minutes before the English class was over, all of the students started to work their assignment. Before the teaching time was over, the English teacher discussed the answer of the transactional and interpersonal conversation tasks. However, most of the KKO students of XI IPS 3 did not answer the LKS seriously and some of them made jokes about the materials. The researcher filed the students' participation checklist and field notes while the English teacher taught students of XI IPS 3 KKO until the end of the class. Before the class was dismissed, the researcher asked the students to fill questionnaires. Afterwards, the researcher asked the English teacher to have an interview.

Based on the interview with the English teacher, XI IPS KKO class was described as a class who had potential in learning English. As the English teacher mentioned in her statements:

Actually the students of XI IPS 3 KKO are curious with any materials given, but it depends on how good the teacher can create a fun place to learn without pressure. They are easily got bored and also seem to be afraid to make a mistake.

The English teacher also mentioned that she had tried to give the students some activities in order to make the students more interested in her lesson. As the teacher said in her statements, “They are always very active when I give them activities which include competition and scores. They are also very participative in activities that make them able to move their body”. The information implies that the students were interested in competitive activities.

The second preliminary study was conducted on February 7, 2014. To give the researcher proof of her statement, instead of explaining materials, the English teacher gave the students jumbled sentences game. The English teacher asked the students to work in group to arrange jumbled sentences into a complete conversation related with transactional communication. They finished the game and discussed it with the teacher. In this study, the researcher found that students were more participative to do the activity.

Therefore, in order to obtain more information about the problems faced by the KKO students of XI IPS 3, the researcher distributed open-ended questionnaires to the students as the post activity. The questionnaire result showed that most of the students had difficulties in English vocabulary and grammar. They also felt afraid to make mistake in learning speaking. As some students wrote in the open-ended question number 1 (see Appendix 9):

Student 7 : *“Takut ngomong Bahasa Inggris soalnya kalo salah pasti diketawain temen-temen.”* (I am afraid to speak English because my friends must be laughing at me if I make a mistake)

Student 8 : *“Saya susah ngomong Bahasa Inggris soalnya banyak ga tau kosa katanya dan grammar.”* (It is difficult to speak English because I am lack of vocabulary and grammar)

Therefore, the researcher tried to find the appropriate method to let them participate in English speaking class. Based on the observation, the researcher concluded that it was better for the students to experience the practice and use of the language than to listen to teacher's explanation only. According to Brewster and Ellis (2002), "Games are not only motivating and fun but also can provide excellent practice for improving pronunciation, vocabulary, grammar and the four English skills" (p.172). Moreover, since the KKO students of XI IPS 3 felt afraid to make a mistake, they needed interesting and relaxing activities in learning English like group games.

B. Group Games Implementation in the First Cycle

The use of group games in teaching and learning process in the first cycle was conducted in one meeting on Wednesday, March 12, 2014. The meeting was conducted in ninety minutes. There were 25 of 30 students joined the class. The topic in the first cycle was interpersonal communication with the sub material expressing love and sadness. The group games of this study were implemented based on the steps of CAR. The steps were planning, acting, observing, and reflecting.

1. Planning

After identifying the writing problems faced by XI IPS 3 KKO students of SMAN 4 Yogyakarta, the researcher began to do CAR to help XI IPS 3 KKO

students of SMAN 4 Yogyakarta to improve their English speaking participation by using group games. In this step, the researcher prepared the lesson plan and the teaching materials. In the lesson plan, there were 3 main activities, namely: pre activities, whilst activities, and post activities.

In pre activities, the researcher planned to review the interpersonal communication that had been taught by the English teacher. The researcher planned to give some questions about students' experiences in expressing love and sadness. These activities aimed to give the students' view about what they were going to do in class and recalled what they have learned about interpersonal communication. After that, the researcher planned to group the students in order to let them work together in a group.

In the whilst activities, the researcher gave word guessing game and boys and girls to the students. The researcher introduced the first game, which was word *guessing game*, to the students. In this game, the students grouped themselves into 4 groups consisting of 7 to 8 members. Then, each group arranged jumbled words into a sentence. After that, one of each member of the group went to the front of the class and modeled the meaning of the sentence. Then, the other groups have 5 chances to guess what was the sentence hidden from the model. The maximum point is 5 and every taken chance decrease the game point. The class observer wrote down the field notes and participation checklist immediately along the teaching process.

After that, the researcher gave the students the second game which was *boys and girls* game. In this game, the students were divided into two big groups;

male group and female groups. The researcher helped by students, stick piece of papers consisting interpersonal expressions in a form of words on students' shoulders. Each group chose their member whose words could be combined to be a sentence. Then, the male group chose their members to go to the front of the class to show the words in line. Then the female group did the same. The longer the sentence was formed, the higher the game score. The result of the game was written on the board and every winning group would get a reward in form of snack.

In post activities, the researcher had question and answer session. It was to make sure that the students had understood the topic material. At the end of the cycle, the researcher gave written reflective questions in a form of questionnaire to the students. The questionnaire was aimed to help the students reflect what they had learned and help the researcher to reflect the teaching learning process of the first cycle.

2. Action

The action of first cycle was conducted in one meeting. The use of group games in teaching and learning process in the first cycle was conducted on Wednesday, March 12, 2014. The first meeting was conducted in ninety minutes. There were 25 of 30 students joined the class. The topic of the first cycle was interpersonal communication with the sub material expressing love and sadness.

1) Pre- Activity

In the beginning of the lesson, the researcher introduced the researcher's name. In pre activities, the researcher began the class by greeted the students. As the introduction, the students were asked about their experiences in expressing love and sadness.

2) Whilst Activities

In the whilst activities, the class was divided into four groups. The names of the groups were mantis, tiger, panda, and monkey. The groups' name helped students remember their group names and members. Each group consisted of six to seven students. Then, the students were asked to play word guessing game. They were given jumbled words and they worked in group to arrange them into a sentence. After they finish arranging the jumbled words into a sentence, one of each member of the group took a turn to go to the front of the class and modeled the expression of the sentence by expressing it with body gesture. Then, other groups have to guess what was the sentence hidden from the models. While a group is modeling the sentence and the other group guessed the sentence, the class observer wrote down the field notes and participation checklist. The group who had finished modeling the sentence wrote their group names on the blackboard. Then, the researcher and students discussed the correct arrangement of the jumbled words together. After discussed the arrangement of the expressing love and sadness, the students were asked to submit their group's jumbled words result.

After all the groups submitted their jumbled words, the researcher continued to the next game which was boys and girls. The researcher asked the

students to create two big groups consisted of all male and all female members. They played the game cooperatively by asking questions about some vocabulary to the researcher and followed the rules of the game. After finishing the boys and girls game the researcher asked the students to return to their seats.

3) Post Activities

In post activities, the researcher reviewed what the students had learned by asking and answering questions session. Then, the researcher concluded the lesson by asking the students orally. Finally, the researcher distributed the questionnaire to the students.

3. Observation

The first observation was conducted on Wednesday, March 12, 2014. At this stage, the researcher had role as a teacher. The researcher asked for help from the English teacher of XI IPS 3 KKO class to observe the researcher and students' activities during the implementation of group games in teaching interpersonal communication with the sub material expressing love and sadness. The observation was done at the implementation of group games in English teaching learning process. The data was obtained from participation checklist, field notes and questionnaire.

Based on the data from observation sheet on the students' activities, most of the students follow the instructions of the researcher. The students were involved in the teaching and learning process. Most of the students paid attention to the teacher's explanation. However, some students did not cooperate actively in

their group by sleeping during the class. Some students asked for the vocabulary and materials that they did not understand to the researcher. Almost all of the students participated in the learning process.

4. Reflection

Based on the implementation of games in the first cycle and all the observation data gathered, the researcher could reflect what went well and did not went well in the teaching learning process.

What went well could be seen from the data gathered along the action process. Based on the class observer's field note, in the implementation of group games technique the students would pay attention to the researcher's explanation and answered the researcher's questions actively. As the class observer wrote in the field notes:

The students would listen to his explanation and responded to his questions about their own experiences actively. Most of the students were focus to the teacher's explanation. The students were also enthusiastic in doing the games. They spoke English freely in the class without hesitance.

Based on the questionnaire filled in by the students, all of the students enjoyed the teaching and learning process by playing the group games. They were happy in following the lesson because they had interesting experience in the learning process. Most of them wrote that they understood more materials and vocabulary because of the group games. As some students wrote in the questionnaire number two:

- 2) What do you feel when learning and playing using English? Please explain why do you feel so?

Student 8 : *“Menyenangkan dan mengasyikkan. Karena belajar Bahasa Inggris menggunakan metode bermain akan lebih mudah masuk daripada hanya belajar duduk anteng.”* (I felt happy because the game was fun. Also, learning English with games is easier than just sitting seriously)

Student 19: *”Seru! Karena disaat belajar bahasa Inggris dengan memakai metode bermain, maka akan lebih santai dan mudah dalam mengingat kosa kata yang pernah diajarkan.”* (Excited! Because when learning English with games I felt more relaxed to remember the vocabulary that had been taught)

Student 16: *“Saya tidak bosan mengikuti pelajaran karena pelajaran diselingi games, tidak hanya penjelasan guru.”* (I am not bored in following the lesson because I do not only listen to the teacher’s explanation but also play games)

Most of them wrote that it was interesting when they had to cooperate with their group members and compete against the other groups as they wrote:

Student 2 : *“Pengalaman yang paling menarik adalah saat bekerja sama dengan teman sekelompok dan adu cepat dengan kelompok lain. Itu membuat saya termotivasi untuk menyusun kata- kata dengan benar dan cepat.”* (The most interesting experience was the time I cooperated with the members of my group. Then, the competition pushed me to arrange the words correctly and quickly)

Student 21: *“Saya sangat terbantu oleh teman dalam satu kelompok membantu saya menyusun kata- kata.”* (My group members helped me to arrange the jumbled sentences and jumbled words.)

However, there were some problems in the teaching learning processes that might affect the implementation of group games. The main problem was time management. Based on the field notes written by the class observer, there were some activities that consumed time more than that was allocated in the lesson plan. Some students, who came late to the class after taking a break, became the cause of the time management problem. It made the students who ready to play games had to wait for the students who came late.

The other problems were not all the students were enthusiastic to follow the games. It can be seen from the class observer's field notes, "There are two students who are too tired to follow the activity given by the researcher and sleeping in the class. They do not want to participate in any games provided by the researcher".

What the researcher learned from the first cycle was the importance of the time management. In teaching, all the plans were limited by time. The teacher and students should be responsible to use the time wisely, because without a good time management the learning process would not be effective.

The researcher realized that, as a future teacher, the researcher was demanded to have a good time management. Therefore, the researcher should have given the students an example by being in time to attend the class. The researcher also asked the student to come on time on the second meeting. So, the time management problem would not occur in the next meeting.

C. Research Findings in the First Cycle

To answer researcher's problem formulations, which are how the group games improve XI IPS 3 KKO students' participation in speaking English and to what extent do the group games improve XI IPS 3 KKO students' participation in speaking English, the researcher used some data gathered from the students' participation checklist, observation sheet, and questionnaire. These research instruments helped the researcher to see the improvement of speaking participation in XI IPS 3 KKO class.

1. Participation Checklist

The preliminary participation checklist was done by the researcher as an observer and the first cycle participation checklist was done by the class observer. Participation checklist was filled by the class observer, since the class observer is the English teacher of XI IPS 3 KKO class who knew well about the personality of each the students (see Appendix 6).

The researcher analyzed it based on five aspects of students' participations. The five aspects were (A) paying attention to the teacher, (B) speaking English in the class, (C) asking questions to the teacher, (D) responding the teacher, and (E) joining the games. Each ticked aspect in the participation checklist was presenting 1 scores (maximum 5 scores). The data of participation checklist was presented in Table 4.1, as follows:

Table 4.1 Participation Checklist Result of First Cycle

No.	Students' Numbers	Participation Score in Preliminary Study	Participation Score in the First Cycle
1.	Student 1	4	5
2.	Student 2	3	5
3.	Student 3	4	4
4.	Student 4	2	4
5.	Student 5	3	5
6.	Student 6	2	3
7.	Student 7	2	3
8.	Student 8	2	3
9.	Student 10	2	2
10.	Student 11	3	5
11.	Student 12	2	3
12.	Student 13	2	4
13.	Student 15	2	2
14.	Student 16	2	5
15.	Student 17	4	4
16.	Student 18	4	4
17.	Student 19	3	4
18.	Student 20	2	3
19.	Student 21	4	4
20.	Student 23	2	5
21.	Student 25	1	2
22.	Student 26	2	3
23.	Student 28	1	2
24.	Student 29	1	2
25.	Student 30	4	4
Average		2.52	3.60

It could be seen from the table 4.1 that there were some improvement in students' speaking participation. At the preliminary study the average score of the participation checklist was 2.52 (51.20%) of the highest qualification 5 (100%). After the group games was implemented the average score of the participation checklist was 3.60 (72%), the score was almost reaching highest qualification. It means the average of speaking participation score of XI IPS 3 KKO students have increased 20.8% from the preliminary participation score.

Table 4.2 Participation Percentage Qualification

No	Percentage (%)	Qualification
1.	$75\% \leq p \leq 100\%$	High
2.	$50\% \leq p \leq 75\%$	Medium
3.	$25\% \leq p \leq 50\%$	Low
4.	$0\% \leq p \leq 25\%$	Very Low

There were five students who considered having low participation in the first cycle because they could only contribute 2 participation scores during the first cycle.

2. Observation Sheet

Based on the observation sheet that was taken by class observer during the first cycle and with comparison of observation sheet of preliminary study which was taken by the researcher, the speaking participation of XI IPS 3 KKO students have improved. Even though there were still some students who did not cooperate well in the class. This data aimed to see student's participation during the action.

Table 4.3 Observation Sheet of Preliminary Study

No	Statement	Yes	No
1	The students willingly participate by speaking up in the class		✓
2	The students enjoy to speak in the activity provided by the teacher		✓
3	The students follow the instructions given by the teacher	✓	
4	The students are confident to speak English in English class		✓
5	The students are involved in the activity		✓
6	The students are more relaxed in English class because the activity given by teacher		✓
7	Students speak English in group		✓
8	Students speak English individually		✓

No	Statement	Yes	No
9	The students speak English fluently on the English class		✓
10	The students are easy to learn English with the activity given by teacher		✓
11	The students are curious about the activity given by the teacher		✓
12	The students mind their grammar when they speak English		✓
13	The students focus on the message rather than paying attention to grammar in speaking English		✓
14	The students are proactively communicate with the friends using English in the class		✓
15	The students ask the teacher about the vocabulary that they do not understand from the activity given		✓
16	The students ask the English teacher's feedback about their performance in the activity given		✓

All the statements in Table 4.3 were related to students' speaking participation. Ticks on *yes* choices represent the high participation of students and ticks on *no* choices represent the low participation. It could be seen from the data above that the speaking participation of students in XI IPS 3 KKO class was low. The data from Table 4.3 was taken before the group games method was implemented in the class.

Table 4.4 Observation Sheets of First Cycle

No	Statements	Yes	No
1	The students willingly participate by speaking up in the class	✓	
2	The students enjoy to speak in the activity provided by the teacher	✓	
3	The students follow the instructions given by the teacher	✓	
4	The students are confident to speak English in English class	✓	
5	The students are involved in the activity	✓	

No	Statements	Yes	No
6	The students are more relaxed in English class because the activity given by teacher	✓	
7	The students speak English in group	✓	
8	The students speak English individually		✓
9	The students speak English fluently on the English class		✓
10	The students are easy to learn English with the activity given by teacher	✓	
11	The students are curious about the activity given by the teacher	✓	
12	The students mind their grammar when they speak English		✓
13	The students focus on the message rather than paying attention to grammar in speaking English	✓	
14	The students are proactively communicate with the friends using English in the class		✓
15	The students ask the teacher about the vocabulary that they do not understand from the activity given	✓	
16	The students ask the English teacher's feedback about their performance in the activity given		✓

Based on the observation sheets data in Table 4.4, after the group games technique was implemented, there were some improvements that could be seen by the class observer. According to the class observer, the students began to enjoy speaking English in the games. They were also involved in the activity given and curious about the activity given. After the group games were implemented, to be able to play in the games properly, the students have to follow the researcher's instructions. The students were also more confident to speak English in the class. Some of them even asked about the vocabulary they did not understand to the

researcher. They were also felt relaxed and easy to learn English, even though they were only dared to speak in the group. The relaxing atmosphere could be seen from the fact that most of the students were focus on the message rather than focus in the grammar.

3. Questionnaire

Based on the questionnaire data, the result of the study in cycle one was there were 23 out of 25 students (92%) gave good responses in the first cycle. The data of questionnaire in the second cycle shows that most of students were participative in the first cycle. The indicator of success was accordingly from at least 6 ticks on *agree* or *strongly agree choice*.

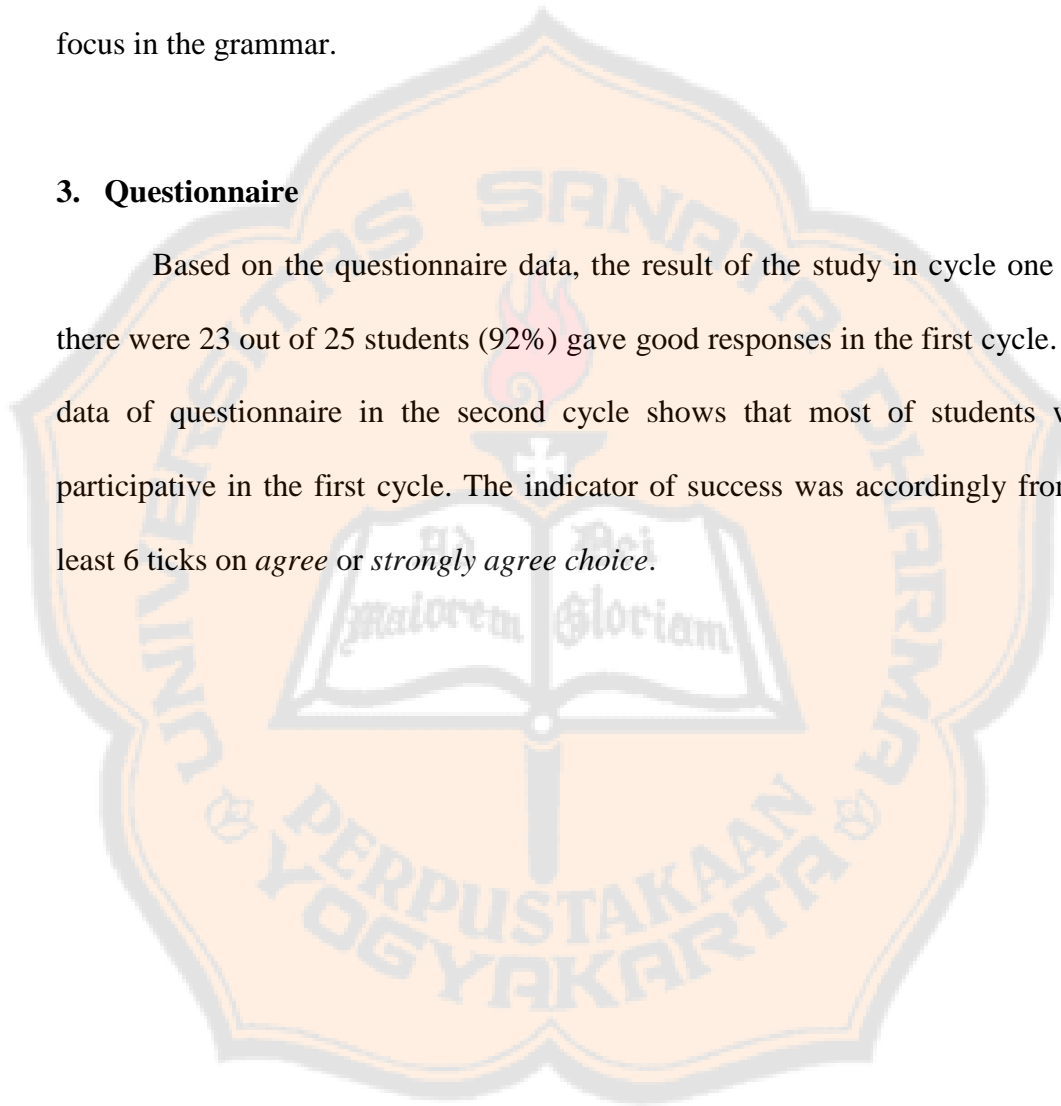


Table 4.5 Questionnaire Result of First Cycle

No.	Students' Numbers	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Student 1	3	4	1	0
2.	Student 2	8	0	0	0
3.	Student 3	0	8	0	0
4.	Student 4	3	4	1	0
5.	Student 5	0	8	0	0
7.	Student 7	0	8	0	0
8.	Student 8	0	8	0	0
9.	Student 9	1	7	0	0
12.	Student 12	0	8	0	0
13.	Student 13	3	4	1	0
14.	Student 14	0	8	0	0
15.	Student 15	1	7	0	0
16.	Student 16	3	5	0	0
18.	Student 18	3	5	0	0
19.	Student 19	1	7	0	0
20.	Student 20	3	5	0	0
21.	Student 21	0	8	0	0
22.	Student 22	0	8	0	0
23.	Student 23	1	7	0	0
25.	Student 25	1	7	0	0
26.	Student 26	0	3	5	0
27.	Student 27	0	8	0	0
28.	Student 28	0	5	3	0
29.	Student 29	0	7	1	0
30.	Student 30	0	8	0	0
	Total (percentage)	188 (94%)		12 (6%)	

According to the data above, there were 94% total answers of agree and strongly agree and there were 6% total answers of disagree and strongly disagree. Based on it, the researcher concluded that most of the students have positive response to the activity given by the researcher, which is group games technique.

Then, to see how games improve student's speaking participation, the data of questionnaire collected from the KKO students of XI IPS 3 was being analyzed. There are 31 ticks of strongly agree (ST), 157 ticks of agree (A), 12 ticks of disagree (D), and nil tick on strongly disagree (SD). The attending

students were 25 persons and the researcher accumulated their answers in a table below:

Table 4.6 Students' Responses to the Group Games in First Cycle

No	Statement	SA & A	D & SD
1	Through the games given by the English teacher, I was interested to participate to speak English actively	100%	0%
2	Through the games given by the teacher, I was able to follow the instructions given	100%	0%
3	I involved myself in the games given by the teacher	88%	12%
4	I felt relaxed and I wanted to participate in the English class because the games were fun	92%	8%
5	I find it easier to talk English in the group games	100%	0%
6	I could move freely in the English class and I was excited to follow the game given	100%	0%
7	I felt challenged to play the games given by the teacher	92%	8%
8	I spoke English actively with friends in the games given by the teacher	80%	20%
Average		94%	6%

According to the data above, the number of students who agreed that the group games had improve their English speaking participation was high. Twenty five (25) students (100%) that were attending the class agreed that the group games could help them to follow teacher's instruction better. All of the students could also find easier way to talk English and they moved freely in the group games. Twenty three (23) students (92%) admitted that they felt challenged, yet

relaxed, to participate in the English lesson because of the group games. Twenty two (22) students (88%) were showing their participation by involving themselves into the group games. However, there were only twenty (20) students (80%) who agreed that the group games could help them to speak English actively in the English speaking class.

Even though the data analysis showed that the group games could improve XI IPS 3 KKO students English speaking participation, there were two students who still need extra attention in the first cycle. The collected questionnaire data from the first cycle would lead the researcher to improve better materials in the next cycle.

D. Group Games Implementation in the Second Cycle

The use of group games in teaching and learning process in the second cycle was conducted in one meeting on Friday, March 14, 2014. The meeting was conducted in ninety minutes. There were 26 of 30 students joined the class. The topic in the second cycle was interpersonal communication with the sub material expressing feeling embarrassment, anger, and annoyance. The steps of the research were planning, action, observation, and reflection.

1. Planning

After reflected the first cycle, the researcher began to plan the second cycle action. In this step, the researcher prepared the lesson plan and the materials based on the reflection done in the first cycle. In the lesson plan, there were 3

main activities, namely; pre activities, whilst activities, and post activities. In pre activities, the researcher planned to review the interpersonal communication that had been taught by the researcher in the first cycle. The researcher planned to give some questions about students' experiences in expressing embarrassment, anger, and annoyance feeling. These activities aimed to give the students' view about what they were going to do in class and recalled what they have learned about interpersonal communication. After that, the researcher planned to group the students to let them work together in a group.

In the whilst activities, the researcher planned to give *Chinese whisper* and *jumbled sentences* to the students. In *Chinese whisper*, the students were divided equally in group. Then, each group made a line. After that, the students who were standing at the front line would get a sentence related to interpersonal communication. Then those students need to whisper to other students in their back one by one. Finally, the students who were standing in the most back of the line would have responsibility to write down what they have heard on the white board. Then, the researcher announced the winning group.

For the next activity, the researcher planned to give the second game, which was jumbled sentences game. In this game, each group needed to arrange jumbled sentences into a conversation. After that, one of each member of the group went to the front of the class and sticks the sentences on the whiteboard that had been provided. If a group could arrange the sentences into the right-ordered-conversation, that group would be the winner.

In post activities, the researcher had a question and answer session with the students. It was to make sure that the students had understood the topic material. The researcher gave questionnaire to the students in the end of this cycle. The questionnaire was aimed to help the students to make a reflection about what they had learned and help the researcher to make a reflection about the teaching learning process in the second cycle.

2. Acting

The action of second cycle was conducted in one meeting. The use of group games in teaching and learning process in the second cycle was conducted on, Friday, March 14, 2014. The second cycle was conducted in ninety minutes. There were 26 of 30 students joined the class. The topic in the second cycle was interpersonal communication with the sub material expressing feeling: embarrassment, anger and annoyance.

1) Pre- Activity

In pre activities, the researcher opened the class by greeted the students. As the stimulus, the researcher asked about students' experiences in expressing embarrassment, anger and annoyance feeling. Then, the researcher asked the students to make two groups that consisted of equal in number of members.

2) Whilst Activities

In the whilst activities, the researcher asked the students to play *Chinese whisper* game. The students grouped themselves into two big groups that were

equal in numbers of members. After the students chose their group, the researcher asked every group to make a line. Then the researcher explained the rules of the game to the students. They were listening to researcher's explanations carefully. Then, the researcher asked them to start the game.

After finishing the whispering session, the students who were standing at the most back line reported what they have heard to the front of the class by writing the sentence on the whiteboard. Both of groups did it well and played the game fairly. Meanwhile the students were writing the sentences, the researcher prepared the *jumbled sentences* game. Before the researcher asked the students to play the next game, the researcher asked the students to discuss the sentences they wrote on the white board.

The researcher then asked the students to play the *jumbled sentences* game. When the researcher explained about jumbled sentences game, the students paid attention to him. After that, the researcher distributed the jumbled sentence to the both groups. During the game time, the students were active to ask some vocabulary to the researcher. Some of them were talking in English with their friends. The researcher asked the students to ask questions using English to improve their confidence in speaking. Then, the researcher discussed the jumbled sentences game they have done to see whether they were correct in order as a conversation or not. The students did it well and most of the arrangements were correct.

3) Post Activities

In the post activities the researcher asked the students to write down their feelings and opinions about the group games they had played in a form of questionnaire. Then, the students who finished the questionnaire submitted it to the researcher. In the end of the class the researcher thanked the students for their cooperation and gave snacks to both winning groups and the losing groups.

3. Observation

The observation was done during the learning process by the class observer and also the researcher. The second observation was conducted in Friday, March 14, 2014. The researcher had role as a teacher. The researcher asked for help from the English teacher of XI IPS 3 KKO class to observe the researcher and students' activities during the implementation of group games in teaching interpersonal communication with the sub material expressing embarrassment, anger and annoyance feelings.

The observation was done at the implementation of group games in English teaching learning process. The data was obtained from participation checklist, observation sheets, field notes and questionnaire. Based on the data from participation checklist, most of the students were participative by actively asked questions and followed all activities given by the researcher. Based on field notes and questionnaire and observation sheets on the students' activities, most of the students followed the instructions of the researcher. The students were

involved in the teaching and learning process. Most of the students paid attention to the teacher's explanation.

5. Reflection

Based on the reflective question in the questionnaire filled in by the students, most of the students confessed that they were happy to speak English in the English class. They also had new experiences during the teaching learning process. Some students wrote in their reflective question:

Student 1 : *“Padahal saya paling malas belajar Bahasa Inggris, tapi lama-lama senang karena pelajaran Bahasa Inggris lebih menyenangkan dengan permainan.”* (Actually, I did not like English, but I am starting to like English with games)

Student 8 : *“Ngomong bahasa Inggris terasa mudah kalau pelajarannya pakai game, apalagi dalam grup.”* (Speaking English, especially in a group, is easier if there are games in it)

Student 19 : *“Saya paling nggak bisa ngomong bahasa Inggris soalnya takut salah, tapi dalam games saya jadi berani ngomong bahasa Inggris.”* (Speaking English was my biggest problem because I was afraid to make a mistake. However, the games ease my fear)

According to the data acquired from the second cycle, the researcher could say that the implementation of group games in the second cycle was satisfactory. The time management problem was solved, because the researcher simplified the rules of the game and asked the students to come on time to the class. Moreover, there were more students who asked questions related to the learning topic and spoke using English during the learning process. It indicated that the students had better participation in speaking English.

The researcher learned a lot about time management and how to encourage students to jump into the activities given. Before the second cycle was implemented, the researcher communicated with the student to come on time in the meeting. Therefore, in the second cycle, there was no student who came late. Students also needed to feel that they got researcher's attention in order to make them active in the class.

E. Research Findings in the Second Cycle

To answer researcher's problem formulations, which are how the group games improve XI IPS 3 KKO students' participation in speaking English, and to what extent do the group games improve XI IPS 3 KKO students' participation in speaking English, the researcher used some data gathered from the students' participation checklist, observation sheets, and questionnaire. These research instruments helped the researcher to see the improvement of participation in XI IPS 3 KKO class.

1. Participation Checklist

The researcher analyzed the participation checklist of the second cycle based on five aspects of students' participations. The five aspects were (A) paying attention to the teacher, (B) speaking English in the class, (C) asking questions to the teacher, (D) communicate with English, and (E) joining the games. Each ticked aspect in the participation checklist was presenting 1 scores (maximum 5 scores). The indicator of success was, at least, 3 scores. Following table was the data of participation checklist:

Table 4.7 Participation Checklist Result of Second Cycle

No.	Students' Numbers	Participation Score in the First Cycle	Participation Score in the Second Cycle
1.	Student 1	5	5
2.	Student 2	5	5
3.	Student 3	4	4
4.	Student 4	4	4
5.	Student 5	5	5
6.	Student 6	3	4
7.	Student 7	3	4
8.	Student 8	3	5
9.	Student 9	-	3
10.	Student 10	2	3
11.	Student 11	5	4
12.	Student 12	3	4
13.	Student 13	4	4
14.	Student 14	-	4
15.	Student 15	2	4
16.	Student 16	5	5
17.	Student 19	4	4
18.	Student 21	4	5
19.	Student 22	-	4
20.	Student 23	5	5
21.	Student 24	-	3
22.	Student 25	3	3
23.	Student 26	2	3
24.	Student 27	-	3
25.	Student 29	4	4
26.	Student 30	5	5
Average		380.95	407.69

It could be seen from Table 4.8 that there were some students who were attending the second cycle but they did not attend the first cycle. Their scores on the first cycle were nil, but they have good score in their first try in the second cycle. Based on the average score in the second cycle, compared to the first cycle, there was improvement from 380.85 (76.17%) average score to 407.69 (81.53%) average score.

2. Observation Sheet

Following table was the result of the observation sheets that was taken by class observer during the second cycle.

Table 4.8 Observation Sheets Result of Second Cycle

No	Statement	Yes	No
1	The students willingly participate by speaking up in the class	✓	
2	The students enjoy to speak in the activity provided by the teacher	✓	
3	The students follow the instructions given by the teacher	✓	
4	The students are confident to speak English in English class	✓	
5	The students are involved in the activity	✓	
6	The students are more relaxed in English class because the activity given by teacher	✓	
7	The students speak English in group	✓	
8	The students speak English individually	✓	
9	The students speak English fluently on the English class		✓
10	The students are easy to learn English with the activity given by teacher	✓	
11	The students are curious about the activity given by the teacher	✓	
12	The students mind their grammar when they speak English	✓	
13	The students focus on the message rather than paying attention to grammar in speaking English	✓	
14	The students are proactively communicate with the friends using English in the class		✓
15	The students ask the teacher about the vocabulary that they do not understand from the activity given	✓	
16	The students ask the English teacher's feedback about their performance in the activity given	✓	

All the statements on the table were related to student's speaking participation. Ticks on *yes* choice represented high participation of students and

no represented low participation. On the second cycle the students began to use English individually with the researcher, and the students paid more attention to the grammar even though the researcher did not demand them to do that. It showed that the students were more proactive to learn English. They also began ask the researcher about feedback of their performances in the game to the researcher. It could be seen from the data above that the speaking participation of students in XI IPS 3 KKO class had improved.

3. Questionnaire

Based on the questionnaire data of the second cycle, the result of the study was there were 26 out of 26 students (100%) that show a good participation in speaking. The quantitative data of questionnaire was presented in Table 5.1, as follows:

Table 4.9 Questionnaire Result of Second Cycle

No.	Students' Numbers	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Student 1	4	3	0	0
2.	Student 2	8	0	0	0
3.	Student 3	2	6	0	0
4.	Student 4	3	5	0	0
5.	Student 5	0	8	0	0
6.	Student 6	0	8	0	0
7.	Student 7	0	8	0	0
8.	Student 8	2	6	0	0
9.	Student 9	0	8	0	0
10.	Student 10	6	2	0	0
11.	Student 11	8	0	0	0
12.	Student 12	2	6	0	0
13.	Student 13	2	6	0	0
14.	Student 14	4	4	0	0
15.	Student 15	0	8	0	0
16.	Student 16	2	6	0	0
17.	Student 19	3	5	0	0
18.	Student 21	2	6	0	0

No.	Students' Numbers	Strongly Agree	Agree	Disagree	Strongly Disagree
19.	Student 22	3	5	0	0
20.	Student 23	2	6	0	0
21.	Student 24	0	8	0	0
22.	Student 25	0	8	0	0
23.	Student 26	0	7	0	0
24.	Student 27	0	7	1	0
25.	Student 29	0	8	0	0
26.	Student 30	1	7	0	0
	Total (percentage)	205 (99.52%)		1 (0.48%)	

According to the data above, there were 99.52% total answers of agree and strongly agree and there were only 0.48% total answers of disagree and strongly disagree. Based on it, the researcher concluded that most of the students have positive response to the activity given by the researcher, which is group games technique.

Then, to see how games improve student's speaking participation, the data of questionnaire collected from the KKO students of XI IPS 3 was being analyzed. There are 54 ticks of strongly agree, 151 ticks of agree, 1 ticks of disagree, and nil tick on strongly disagree. The total ticks were 205 ticks on agree and strongly agree, and 1 tick on disagree and strongly disagree. The attending students were 26 persons and the researcher accumulated their questionnaire answers in Table 4.10.

Table 4.10 Students Responses to the Group Games in Second Cycle

No	Statement	SA & A	D & SD
1	Through the games given by the English teacher, I was interested to participate to speak English actively	100%	0%
2	Through the games given by the teacher, I was able to follow the instructions given	100%	0%
3	I involved myself in the games given by the teacher	100%	0%
4	I felt relaxed and I wanted to participate in the English class because the games were fun	100%	0%
5	I find it easier to talk English in the group games	100%	0%
6	I could move freely in the English class and I was excited to follow the game given	100%	0%
7	I felt challenged to play the games given by the teacher	100%	0%
8	I spoke English actively with friends in the games given by the teacher	96.15%	3.85%
	Average	100%	0.48%

According to the data above, the number of students who agreed that the group games improved their English speaking participation. Twenty six students (100%), who attended the class, agreed that the group games could help them to follow teacher's instruction better. They found easier way to talk English and they moved freely in the group games. They also felt challenged, yet relaxed, in participate the English lesson because of group games. They were showing their participation by involving themselves into the group games. However, there was a student (3.85%) who disagreed that the group games could help him/her to speak English actively in the English speaking class.

F. Improvements on Students' Speaking Participation

The researcher compared students' speaking participation scores in preliminary study, the first cycle, and the second cycle to show the improvements of students' speaking participation.

The scores in the preliminary study were taken before implementing the action step. The scores in the first cycle were taken on the action step of the cycle one. The scores in the second cycle were taken on the action step of the cycle two. Table 5.3 shows students' scores in the preliminary study, the cycle one, and the cycle two based on participation checklist.

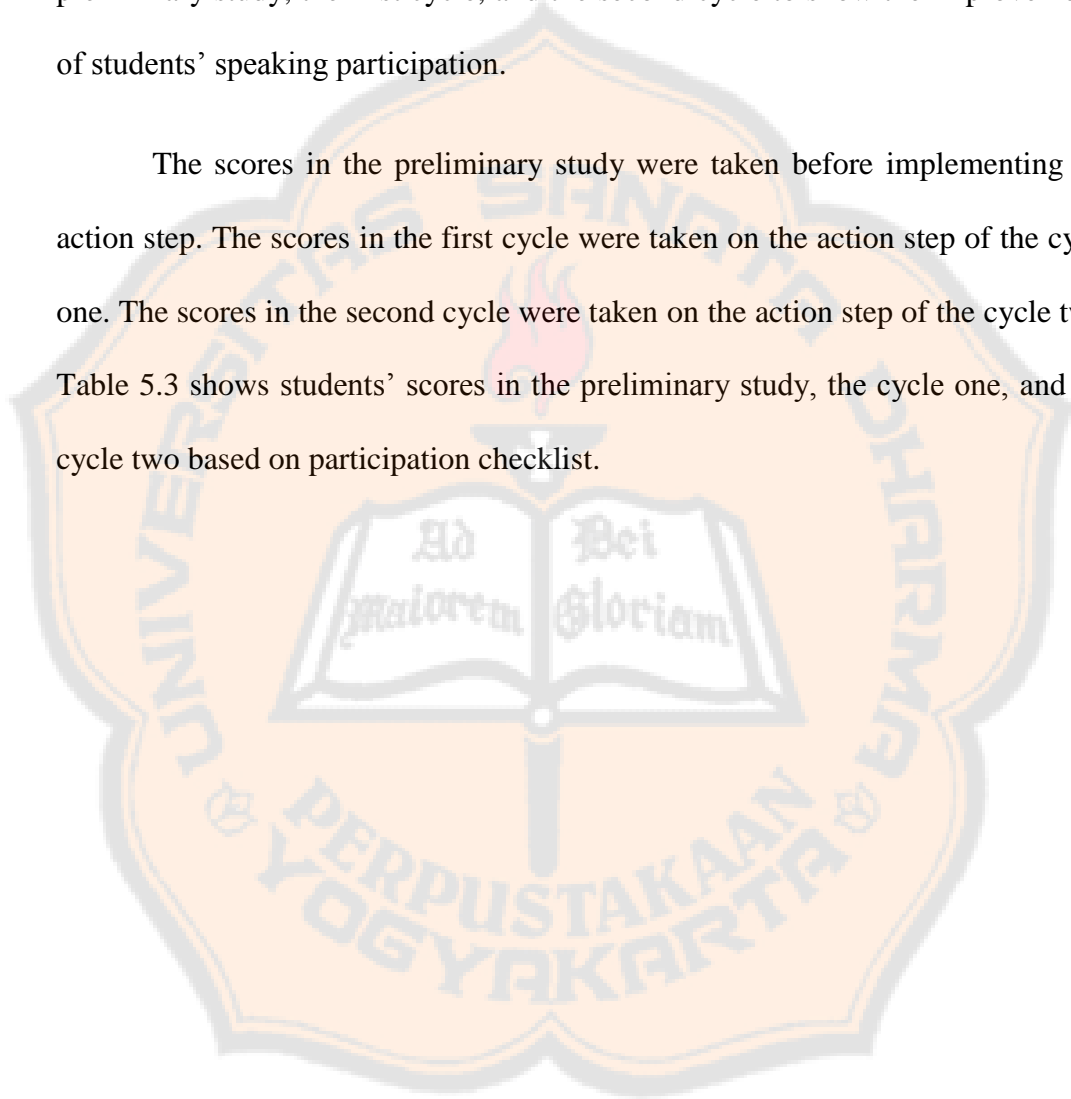


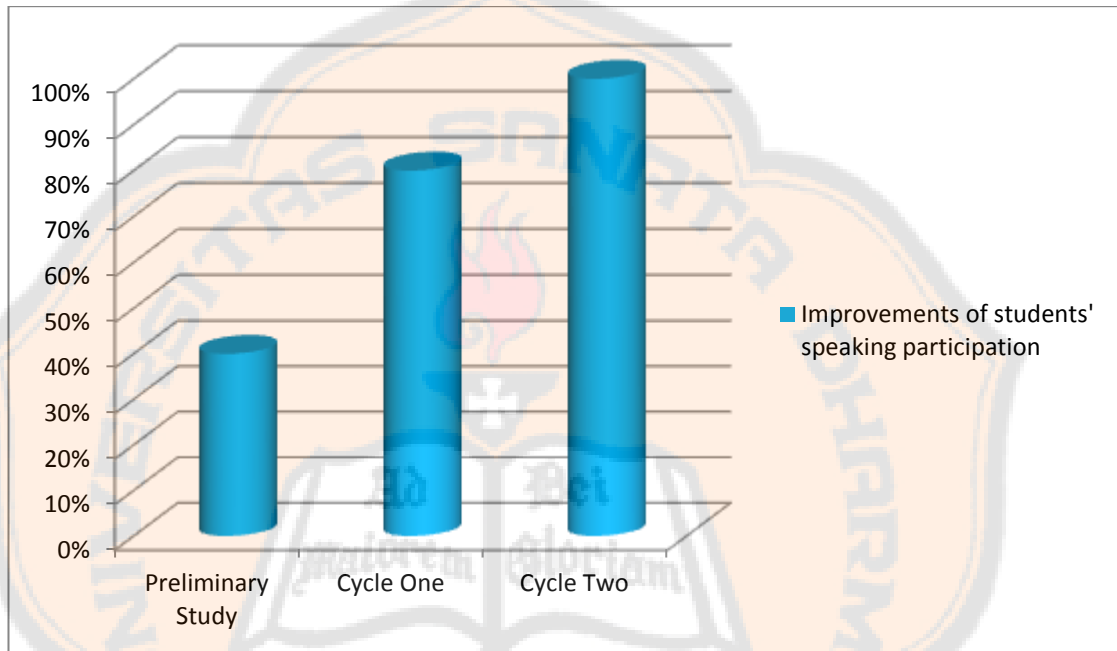
Table 4.11 Students Improvements on Speaking Participation

No.	Students' Numbers	Participation Score in Preliminary Study	Participation Score in the First Cycle	Participation Score in the Second Cycle
1.	Student 1	4	5	5
2.	Student 2	3	5	5
3.	Student 3	4	4	4
4.	Student 4	2	4	4
5.	Student 5	3	5	5
6.	Student 6	2	3	4
7.	Student 7	2	3	4
8.	Student 8	2	3	5
9.	Student 9	-	-	3
10.	Student 10	2	2	3
11.	Student 11	3	5	4
12.	Student 12	2	3	4
13.	Student 13	2	4	4
14.	Student 14	-	-	4
15.	Student 15	2	2	4
16.	Student 16	2	5	5
17.	Student 17	4	4	5
18.	Student 18	4	4	5
19.	Student 19	3	4	4
20.	Student 20	2	3	-
21.	Student 21	4	4	5
22.	Student 22	-	-	-
23.	Student 23	2	5	5
24.	Student 24	-	-	-
25.	Student 25	1	2	3
26.	Student 26	2	3	3
27.	Student 27	-	-	3
28.	Student 28	1	2	-
29.	Student 29	1	2	4
30.	Student 30	4	4	5
Average		2.52	3.60	4.19

Table 4.11 shows that there are some improvements of students' participation scores from preliminary study to the first and second cycle. The average score of preliminary study was 2.52 and in the first cycle it is improve into 3.60 and in the second cycle it is improve into 4.19. It indicates that the use of group games helps students improve their speaking participation. It could be seen in Table 4.11 that the group games help students to improve their speaking participation.

The percentage of students' improvement on speaking participation could be summarized in the following figure.

Figure 4.1 Improvements of Students Participation



In the preliminary study, the percentage of number of XI IPS 3 students that show a good participation in speaking was 40% (10 of 25 students). When in the cycle one, the percentage of students that show a good participation in speaking is increased to 80% (20 of 25 students). It has improved 40% from the preliminary study. Finally, in the second cycle, the percentage of students that show a good participation in speaking is increased to 100% (26 of 26 students). It has improved 20% from the first cycle, and it has improved 60% from the preliminary score.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the research conclusions and the suggestions for the implementation of group games in speaking class. The conclusions contain the summary of the findings based on the problem formulations: (1) to what extent do the group games improve XI IPS 3 KKO students' participation in speaking English (2) how the group games improve XI IPS 3 KKO students' participation in speaking English. In the later part, the researcher proposed suggestions for English teachers, and future researchers.

A. Conclusions

In solving students' problem dealing with the students' participation in English Speaking class, the researcher implemented classroom action research using group games. The researcher found some significant results through the processes implemented within this strategy. The researcher implemented a preliminary study and two CAR cycles in this study. Based on the students' improvements shown in each cycle, the researcher concluded that the use of group games was helpful for XI IPS 3 KKO students to improve their participation in speaking English.

After analyzing the students' scores, the researcher found that the group games improve students' participation in English speaking in three aspects. The

first aspect was that games helped the students to ease the tension to speak English. The second aspect is that games helped the students to participate the class by speaking in English. The third is that group games helped the students enrich their vocabulary. Games also helped the students implement tenses used in English interpersonal communication. However, the improvement of tenses aspect was not as significant as in three other aspects.

B. Recommendations

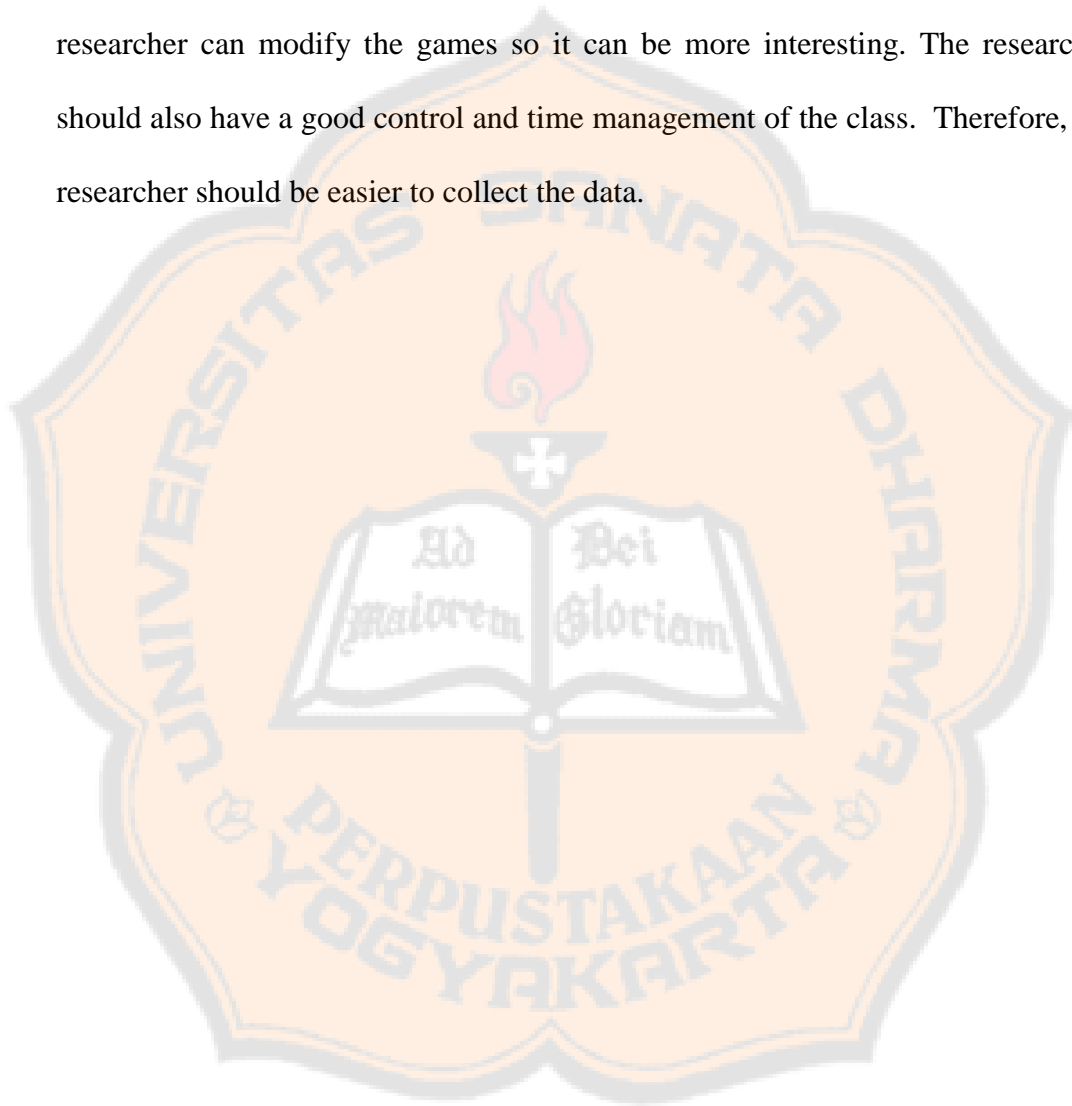
In this section, the researcher recommends some suggestions for English teachers and also future researchers who want to conduct a study on the similar topic. The suggestions are presented below:

1. For KKO English Teachers

It is suggested to KKO English teachers who want to teach their students about interpersonal communication using group games as the teaching tool. It is because the use of group games in learning speaking class, with materials interpersonal communication, provides a lot of benefits which have been explained in the result and discussion of this study. However, it is suggested to English teachers to provide the explanations of the materials besides group games. It would help the students to draw meanings from the games instead of only having fun. The group games should be well- planned to make time management effective. The teacher should also give clear instructions so the students could understand what they have to do because games have various rules which, if not clearly described, might be confusing.

2. For Future Researchers

Future researchers who would like to conduct a study on the similar topic may use the data in this study to support their study. Besides, it is better if the researcher can modify the games so it can be more interesting. The researcher should also have a good control and time management of the class. Therefore, the researcher should be easier to collect the data.



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APPENDICES



APPENDIX 1

INTERVIEW FORM WITH ENGLISH TEACHER

OF XI IPS 3 KKO



Questions for the Interview with English Teacher of XI IPS 3 KKO SMAN 4

Yogyakarta

1. Can you describe the KKO class?
2. How the students of XI IPS 3 KKO class enrolled the school?
3. What makes KKO students different from other vocational classes?
4. What is characteristic of KKO students in XI IPS 3?
5. What are XI IPS 3 KKO students' cognitive background?
6. What do usually do in teaching?

Follow up question: What are your objectives in those activities? How is the result?

7. Please tell me about the problems that you encounter when you implemented the activities?
8. How is XI IPS 3 KKO students' participation in the English class activity?

Follow up question: You mentioned that... How do you feel about it?

9. How do you think the best way to teach XI IPS 3 KKO students?
10. I would like to know your opinion of KKO students' interests?

APPENDIX 2

INTERVIEW TRANSCRIPT



**INTERVIEW TRANSCRIPT WITH ENGLISH TEACHER OF XI IPS 3
KKO SMAN 4 YOGYAKARTA**

1. Can you describe the KKO class?

“KKO class is a class for students who have sports achievements. The students in this class have problems with cognitive aspects since most of them are too focus in sports and competition outside the school instead of studying materials given in school. However, the students actually have enthusiasm in learning the materials. It depends on how the teacher can provide interesting activity in the class.”

2. How the students of XI IPS 3 KKO class enrolled the school?

“They enrolled the school with sports achievements such as certificates.”

3. What makes KKO students different from other vocational classes?

“All of them are athletes. They are lacking academic achievement. Most of teacher in the school labeled them as naughty kids.”

4. What is characteristic of KKO students in XI IPS 3?

“They are active in psychomotor aspects but not cognitive.”

5. What are XI IPS 3 KKO students’ cognitive background?

“Mostly, not all, they are graduated with a critical cognitive aspects.”

6. What do usually do in teaching?

“I asked them to do tasks in LKS. Sometimes I am using games which are very effective.”

Follow up question: What are your objectives in those activities? How is the result?

“To let them learn. When I am using games, they always give good response.”

7. Please tell me about the problems that you encounter when you implemented the activities?

“Most of them lose their motivation to learn because they do not know much vocabulary.”

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

8. How is XI IPS 3 KKO students' participation in the English class activity?

“They are quite good.”

Follow up question: You mentioned that... How do you feel about it?

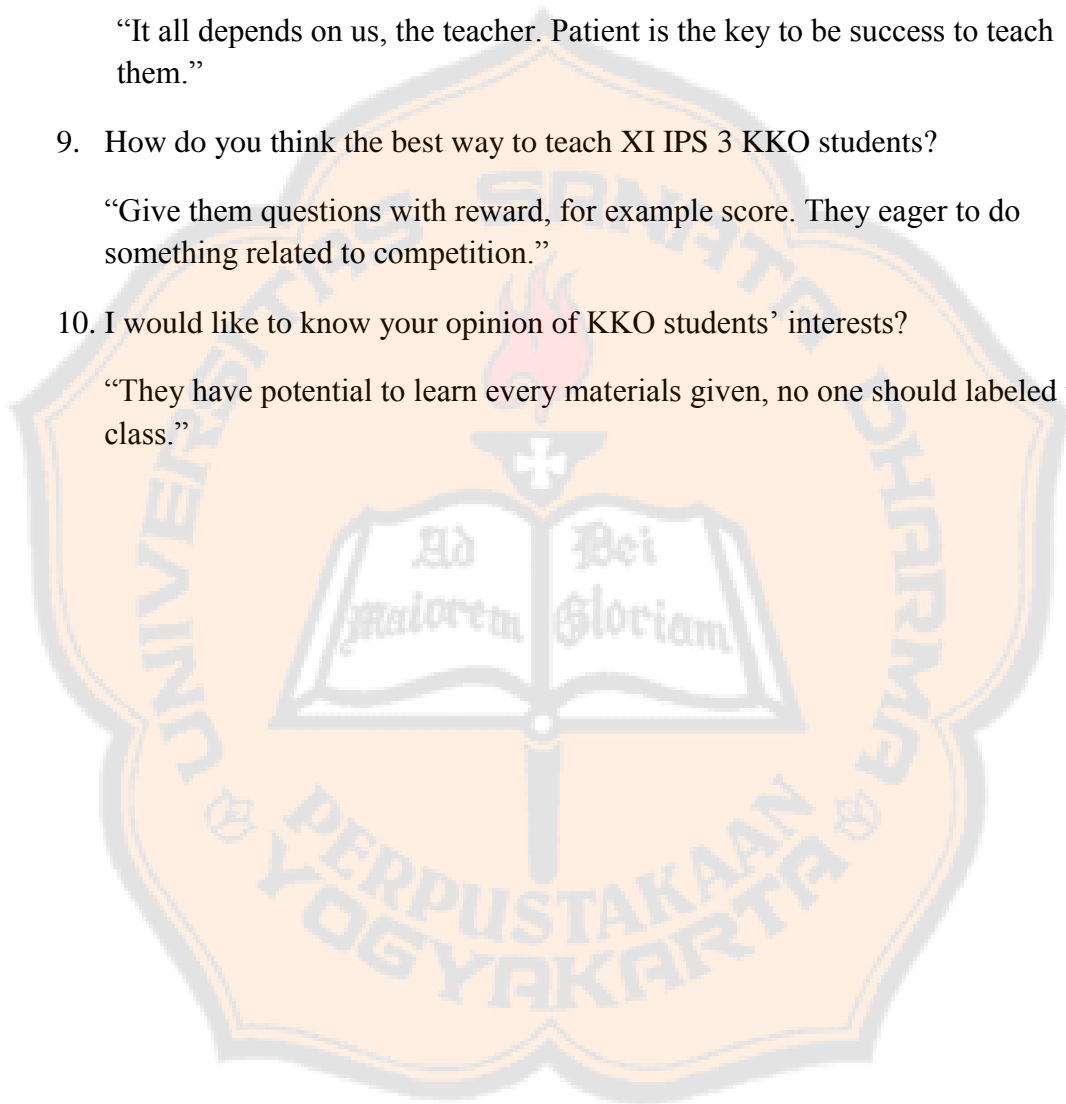
“It all depends on us, the teacher. Patient is the key to be success to teach them.”

9. How do you think the best way to teach XI IPS 3 KKO students?

“Give them questions with reward, for example score. They eager to do something related to competition.”

10. I would like to know your opinion of KKO students' interests?

“They have potential to learn every materials given, no one should labeled this class.”



APPENDIX 3

**LESSON PLAN AND
TEACHING MATERIALS
OF CYCLE ONE**



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

IDENTITAS

Satuan Pendidikan : SMA N 4 Yogyakarta
Kelas/Semester : XI IPS 3 / II (genap)
Program : IPS
Mata Pelajaran : Bahasa Inggris
Juml. Pertemuan : 2 X (4 Jam Pelajaran)

A. STANDAR KOMPETENSI:

9. Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR:

7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan **interpersonal** (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Menyebutkan kosa kata baru dari percakapan interpersonal tentang menyatakan perasaan cinta dan menyatakan perasaan sedih
- Menyusun kata acak yang terkait ekspresi menyatakan perasaan cinta dan menyatakan perasaan sedih
- Berbicara menggunakan ekspresi dalam bahasa Inggris untuk menyatakan perasaan cinta dan menyatakan perasaan sedih
- Berpartisipasi aktif dalam setiap aktivitas di kelas

D. TUJUAN PEMBELAJARAN

- Setelah pembelajaran diharapkan siswa dapat melakukan percakapan interpersonal menggunakan bahasa Inggris yang benar
- Setelah pembelajaran diharapkan siswa dapat menemukan kosa kata baru secara proaktif
- Setelah pembelajaran diharapkan siswa dapat mengekspresikan perasaan cinta dan sedih dengan tepat
- Setelah pembelajaran diharapkan siswa dapat memperhatikan penjelasan guru dengan seksama

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

- Setelah pembelajaran diharapkan siswa dapat berperan dalam setiap aktivitas di kelas dengan aktif

E. MATERI AJAR

Expressions :

- Social function of interpersonal communication
- Expressing feeling: love and sadness
- Games
- Vocabulary

F. ALOKASI WAKTU

4 JP x 45 (1 JP = 45 menit)

G. MODEL/METODE PEMBELAJARAN

1. Communicative Language Teaching (CLT) di mana satu ciri utama dari CLT adalah adanya kombinasi antara aspek-aspek bahasa secara fungsional dan struktural. Secara struktural, CLT menekankan pada sistem *grammar* atau tata bahasa, sedangkan fungsional menekankan pada penggunaan bahasa itu.
2. *Total Physical Response (TPR)* dengan *Students Centered Approach* di mana pada model ini guru hanya menjadi model dan fasilitator untuk menstimulus siswa agar lebih memegang peran aktif di kelas.

H. KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan: Apersepsi, Motivasi

1. Salam dan perkenalan singkat sebelum memulai pelajaran.
2. Guru membuka pelajaran dengan pertanyaan interaktif tentang pengalaman siswa
3. Siswa diberikan handout tentang teks interpersonal untuk mendapatkan gambaran materi pembelajaran
4. Guru memberikan kesempatan kepada siswa untuk bertanya.

b. Kegiatan Inti

Waktu	Kegiatan	Nilai Karakter
5 menit	Eksplorasi: Guru memberikan arahan kepada siswa untuk membentuk dua (atau 4) kelompok	<ul style="list-style-type: none">• penuh perhatian• menghargai satu sama lain

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

80 menit	Elaborasi: <ol style="list-style-type: none">1. Guru memberikan game pertama yaitu Guessing Game. Dalam permainan ini setiap kelompok mendapatkan ekspresi komunikasi interpersonal berupa kalimat yang harus ditebak oleh kelompok lain.2. Guru memberikan game kedua yaitu Boys and Girls. Dalam permainan ini siswa laki-laki dan siswa perempuan menjadi dua kelompok besar. Setiap anggota kelompok akan mendapatkan ekspresi dipunggung mereka masing-masing. Setiap kelompok harus menemukan pasangan dengan kalimat yang sama.	<ul style="list-style-type: none">• berkerja sama dalam kelompok• menghargai satu sama lain• mematuhi aturan
5 menit	Konfirmasi: Siswa di minta untuk menjawab pertanyaan guru tentang apa yang telah mereka pelajari. Kemudian guru merangkum hasil pembelajaran.	<ul style="list-style-type: none">• menghargai satu sama lain

c. Kegiatan penutup

Siswa diminta untuk membaca lebih dalam tentang interpersonal skill di dalam LKS.

I. SUMBER BELAJAR

Sumber belajar:

- Teacher's Thesis
- Teacher's handouts

Alat:

- Kertas games
- Handouts
- Double tip

Media:

- Handouts

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

J. PENILAIAN

Teknik :

- Tertulis (Questionnaire)
- Lisan (pelafalan dan intonasi saat berbicara Bahasa Inggris)
- Observasi

Bentuk Instrumen:

- Pengamatan sikap ketika bersinergi dalam kelompok menggunakan observation sheet, participation checklist dan field notes

Soal/Materi:

EXPRESSIONS OF LOVE

Words that refer to love

Adore
Attachment
Have a great interest
Crush

Responses to accept love

I love you too
So do I
Ditto

Expressing Love

I think I love you
I adore you
I admire you
I have a big crush on you
I fall for you
I have you in my heart
I love nobody but you

Responses to reject love

I am sorry I don't feel the same
Sorry, I think we're just friends
I am with someone already

EXPRESSION OF SADNESS

Expressing Sadness

I am sad to hear the bad news
My parent divorce comes to my great sadness
Now I am all alone
I just don't know what to do now
My day is turning blue
This story can't be more painful
I can't live without her

Responses

I am sorry to hear that
Don't worry, it's ok
Cheer up!
Let it go
All is well

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Conversation:

- Rhama : Hi babe, what are you doing here?
Shinta : Oh, hi honey. I am just sitting here to think.
Rhama : What are you thinking about?
Shinta : I am not sure. My best friend, Jojo, she leaves me because she thought I am not a good friend.
Rhama : Why does she think so?
Shinta : I accidentally hit her with my car and now she is hospitalized.
Rhama : Oh my God. Have you seen her and apologize?
Shinta : Not yet. I phoned her only to say sorry, and all I got is her scolding. She said we are not friends anymore. Now I don't know what to do!
Rhama : Take it easy. I think we should see her now and apologize face-to-face. I think she was too mad.
Shinta : What if she refuses apologize, again?
Rhama : We will never know if we never try, right?
Shinta : You are right honey. Thanks for cheering me up. I love you so much.
Rhama : So do I babe.

Soal:

1. Guessing Game

Teacher gives the first game, which is 'Guessing Game'. In this game, the students will group themselves into 4 groups consist of 7 to 8 members. Then, each group will need to solve a jumble words into a sentence. The sentences cut into pieces and some of the words have missing alphabet. The students have to fill the missing alphabet with the right alphabet and then they have to arrange them into a complete sentence. After that, one of each member of the group will go the front of the class and model the meaning of the sentence. Then, other groups will have 5 chances to guess what is the sentence hidden from the model. Every taken chance will decrease the game point.

Objective: To let the students actively participate in group activities to arrange words related to expressing love and sadness in a group and practice to speak English.

Jumble words:

I | A M | H _ _ P Y | T _ | B E | W I _ H | _ _ U |

***I am happy to be with you**

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

H _ W | _ O | Y _ _ | F _ EL | _ OW? |

***How do you feel now?**

I | _ M | FE _ _ IN _ | BL _ E | N _ W |

***I am feeling blue now**

DO | Y _ _ | L _ KE | H _ R ? | LI _ E | I | _ O |

***Do you like her like I do?**

I | _ _ | _ N | L _ VE | W _ _ H | H _ R |

***I am in love with her**

3. Boys and Girls

Teacher gives the last game, which is 'Boys and Girls'. In this game, the students will be divided into two big groups; male group and female groups. The teacher (being helped by students) will stick piece of papers consisting interpersonal expressions in a form of words on students shoulders. Each group must choose their member whose words that can be combined to be a sentence. Then, the male group must choose their members to go to the front of the class to show the words in line. Then the girls group must do the same. The longer the sentence formed, the higher the game score.

Objective: To make the students proactive to think creatively in group

Words for Boys (20 students):

Honey	Be	Love	Tonight	Forever	Hi
Would	Mine	my	Of	The	Me
To	And	A	Life	Like	Movie
Go	Do				

***Possible sentences:**

Hi Honey, would you be mine forever?

Hi Love, would you go to the movie tonight?

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Words for Girls (10 students):

Tonight	Do	Go	Out	With
Sweetheart	Want	To	Me	Hi

*Possible sentence: Hi sweetheart, do you want to go out with me tonight?



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Kunci/Pedoman Penilaian:

Aspects	Score
Participation (1 2 3 4)	
Total	

a. Participation:

- 4 = Volunteer to answer questions in the activities given
- 3 = Following the activities given in the group
- 2 = Being silent in the group
- 1 = Do not want to participate

Affective

Aspects	Score
Respect (1 2 3)	
Response (1 2 3)	
Total	

Criteria:

a. Respect:

- 3 = Will to listen to teacher's explanations enthusiastically
- 2 = Will to listen to teacher's explanations
- 1 = Not willing to listen

b. Response:

- 3 = Will to response to teacher's questions enthusiastically
- 2 = Will to response to teacher's questions
- 1 = Not willing to response

Yogyakarta, 12 Maret 2014

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Dra. Bambang Rahmawatiningsih
NIP. 19601028 198602 2 002

NIP.

APPENDIX 4

**FIELD NOTES
OF CYCLE ONE**



FIELD NOTES

THE FIRST CYCLE

The first cycle was conducted in, Wednesday, 12 March 2014. The first meeting was conducted in ninety minutes. There were twenty five of thirty students joined the class. The topic in the first cycle was interpersonal communication with the sub material expressing love and sadness.

The researcher had to wait the students to enter the class for 10 minutes because most of the students were still having break. In the beginning of the lesson, the researcher introduced the researcher's name. Then, the researcher began the class by greeting the students. As the introduction, the students were asked about their experiences in expressing love and sadness. At beginning, they were shy to answers researcher's question but gradually they started to answer researcher's question.

When the students were divided into four groups, some students found difficulties to make a group. It took some times to wait them to make groups. After the group was made, the researcher gave their groups names. The names of the groups were mantis, tiger, panda, and monkey. The groups' name helped students remember their group names and members. Then, the students were asked to play Guessing Game. Most of them listened to the researcher's explanation carefully, but there are two students who are too tired to follow the activity given by the researcher and sleeping in the class. They do not want to participate in any games provided by the researcher. However, there were more students who were enthusiastic to play the game. They were not hesitated to ask the researcher anything they do not know.

After the students finished playing Guessing Game, the researcher collected their answers and discussed them. The students were curious about their result and asked the researcher to announce the winner group. After that, the

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

researcher asked the students about what kind of expressions they learned from the Guessing Game and most of students could answer that question.

When the researcher continued to the next game, which was Boys and Girls, the students would listen to his explanation and responded to his questions about their own experiences actively. Most of the students were focus to the teacher's explanation. The students were also enthusiastic in doing the games. They spoke English freely in the class without hesitation. They played the game expressively by showing body gesture and loud voice.

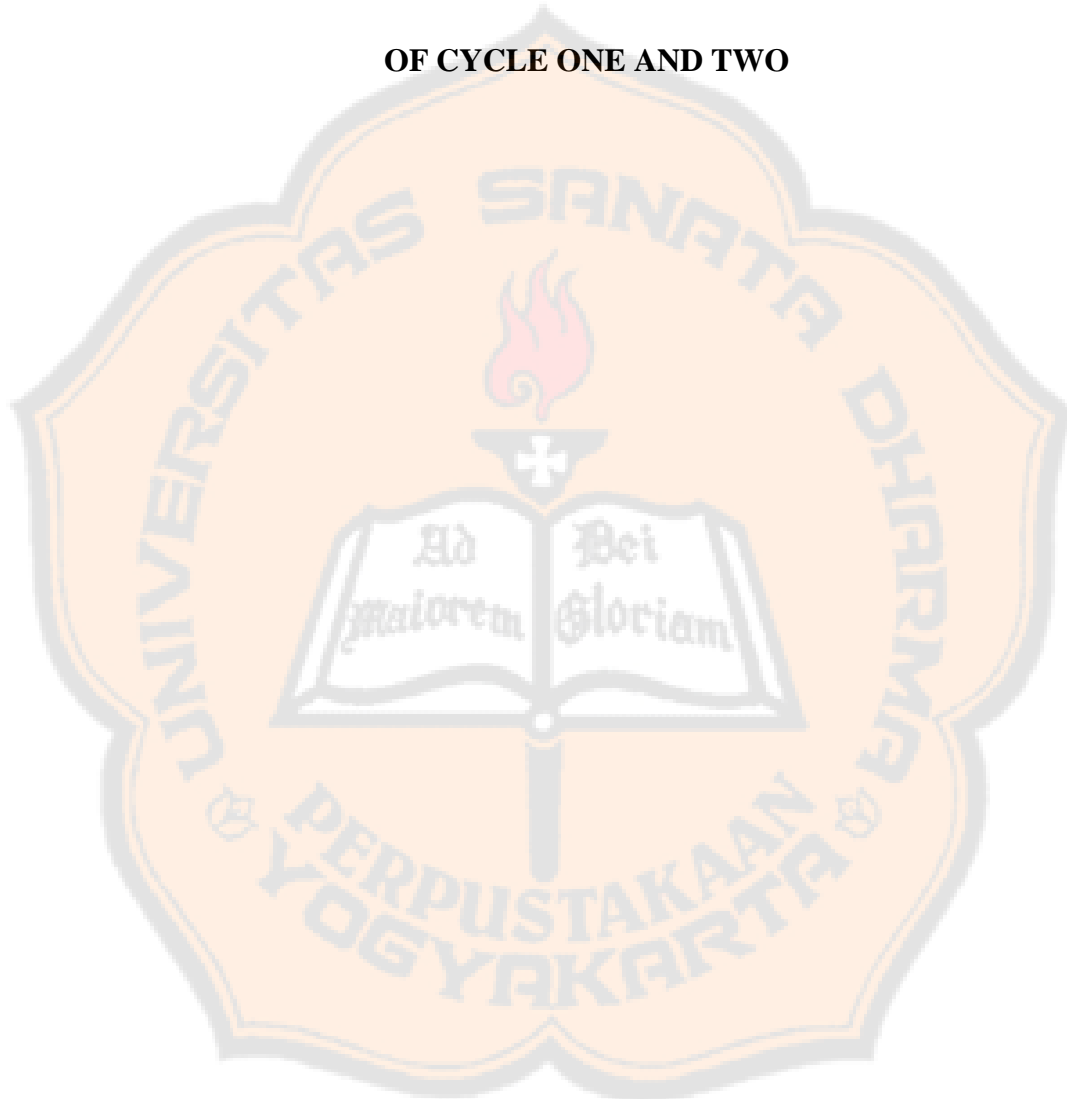
After the discussion, the researcher asked the students about what expressions they had learned from the games. The students answered it enthusiastically. Then, the researcher ended the lesson. Reflecting the first meeting of the first cycle, the researcher should be careful with time management and students' activity before the class start. The games should be simpler so all the students could understand easily about the rules of the game. The researcher should talk louder in XI IPS 3 KKO class because the students at the back would not be able to hear his voice. However, overall the implementation of group games technique was good because it could attract the students to include them selves into the activity given. What went well was the game itself. It could help the students to be more relaxed in following the learning process.

Yogyakarta, 12 March 2014

The Class Observer

APPENDIX 5

**OBSERVATION SHEET
OF CYCLE ONE AND TWO**



Observation Sheet of Cycle One and Two

No	Statements	Yes	No
1	The students willingly participate by speaking up in the class		
2	The students enjoy to speak in the activity provided by the teacher		
3	The students follow the instructions given by the teacher		
4	The students are confident to speak English in English class		
5	The students are involved in the activity		
6	The students are more relaxed in English class because the activity given by teacher		
7	Students speak English in group		
8	Students speak English individually		
9	The students speak English fluently on the English class		
10	The students are easy to learn English with the activity given by teacher		
11	The students are curious about the activity given by the teacher		
12	The students mind their grammar when they speak English		
13	The students focus on the message rather than paying attention to grammar in speaking English		
14	The students are proactively communicate with the friends using English in the class		
15	The students ask the teacher about the vocabulary that they do not understand from the activity given		
16	The students ask the English teacher's feedback about their performance in the activity given		

APPENDIX 6

**PARTICIPATION CHECKLIST
OF CYCLE ONE AND TWO**



Participation Checklist of Cycle One and Two

Students Number	Participation Aspect				
	A	B	C	D	E
1.					
2.					
30.					
Total					

Criterion:

- (A) Speaking English loudly
- (B) Asking questions about the games to the other students using English
- (C) Sharing the information about the game to friends using English
- (D) Participating in the games provided by the researcher
- (E) Asking the researcher about the materials given using English.

Note: When a student performs one aspect he or she will get 1 score. Therefore, a student who performs all aspects will get the highest score of 5.

APPENDIX 7

**LESSON PLAN AND
TEACHING MATERIALS
OF CYCLE TWO**



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

IDENTITAS

Satuan Pendidikan : SMA N 4 Yogyakarta
Kelas/Semester : XI IPS 3 / II (genap)
Program : IPS
Mata Pelajaran : Bahasa Inggris
Juml. Pertemuan : 2 X (2 Jam Pelajaran)

A. STANDAR KOMPETENSI:

9. Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR:

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan **interpersonal** (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, **menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel**

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Siswa mampu menyusun kalimat acak yang terkait ekspresi tentang menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel
- Siswa mampu menyebutkan kosa kata baru dari percakapan interpersonal tentang menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel
- Siswa mampu berbicara menggunakan ekspresi dalam bahasa Inggris untuk menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel
- Siswa mampu berpartisipasi aktif dalam setiap aktivitas di kelas

D. TUJUAN PEMBELAJARAN

- Diberikan percakapan interpersonal, siswa dapat melakukan percakapan interpersonal menggunakan bahasa Inggris yang benar
- Diberikan percakapan interpersonal, siswa dapat menemukan kosa kata baru secara proaktif

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

- Diberikan percakapan interpersonal, siswa dapat mengekspresikan perasaan malu, marah dan jengkel dengan tepat
- Diberikan percakapan interpersonal, siswa dapat memperhatikan penjelasan guru dengan seksama
- Diberikan percakapan interpersonal, siswa dapat berperan dalam setiap aktivitas di kelas dengan aktif

E. MATERI AJAR

Expressions :

- Expressing feeling: embarrassment, anger and annoyance
- Games
- Vocabulary

F. ALOKASI WAKTU

2 JP x 45 (1 JP = 45 menit)

G. MODEL/METODE PEMBELAJARAN

1. Communicative Language Teaching (CLT) di mana satu ciri utama dari CLT adalah adanya kombinasi antara aspek-aspek bahasa secara fungsional dan struktural. Secara struktural, CLT menekankan pada sistem *grammar* atau tata bahasa, sedangkan fungsional menekankan pada penggunaan bahasa itu.
2. *Total Physical Response (TPR)* dengan *Students Centered Approach* di mana pada model ini guru hanya menjadi model dan fasilitator untuk menstimulus siswa agar lebih memegang peran aktif di kelas.

H. KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan: Apersepsi, Motivasi

1. Salam dan perkenalan singkat sebelum memulai pelajaran.
2. Guru membuka pelajaran dengan pertanyaan interaktif tentang pengalaman siswa berhubungan dengan perasaan: malu, marah dan jengkel
3. Siswa diberikan handout tentang teks interpersonal untuk mendapatkan gambaran materi pembelajaran
4. Guru memberikan kesempatan kepada siswa untuk bertanya.

b. Kegiatan Inti

Waktu	Kegiatan	Nilai Karakter
5 menit	Eksplorasi: Guru memberikan arahan kepada siswa untuk membentuk dua (atau 4) kelompok	<ul style="list-style-type: none">• penuh perhatian

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

80 menit	Elaborasi: <p>1. Guru memberikan game pertama yaitu Jumble Sentences. Siswa membentuk kelompok beranggotakan enam orang. Kemudian guru memberikan setiap kelompok kalimat acak seputar ekspresi marah, malu dan jengkel yang harus disusun para siswa menjadi sebuah percakapan. Kemudian setiap kelompok menunjuk dua anggota kelompoknya untuk memperagakan percakapan. Kelompok tercepat dan benar menyusun kalimat acak menjadi pemenang.</p> <p>2. Guru memberikan game pertama yaitu Chinesse Whisper. Dalam permainan ini siswa membentuk kelompok beranggotakan sepuluh orang. Setelah setiap kelompok membentuk barisan, guru menjelaskan peraturan permainan. Setiap siswa yang berdiri paling depan barisan diberikan ekspresi marah, malu dan jengkel untuk dibisikkan kepada teman dibelakangnya satu persatu. Anggota paling belakang bertanggung jawab untuk menuliskan apa yang telah dia dengar dari bisikan temannya. Kemudian guru memberikan game kedua yaitu jumble sentences</p>	<ul style="list-style-type: none">• berkerja sama dalam kelompok• mematuhi aturan• menghargai satu sama lain
5 menit	Konfirmasi: Siswa di minta untuk menjawab pertanyaan guru tentang apa yang telah mereka pelajari. Kemudian guru merangkum hasil pembelajaran.	<ul style="list-style-type: none">• penuh perhatian

c. Kegiatan penutup

Siswa diminta untuk membaca lebih dalam tentang interpersonal skill di dalam LKS.

I. SUMBER BELAJAR

Sumber belajar:

- Teacher's Thesis
- Teacher's handouts

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Alat:

- Kertas games
- Handouts
- Double tip

Media:

- Handouts

J. PENILAIAN

Teknik :

- Tertulis (Questionnaire)
- Lisan (pelafalan dan intonasi saat berbicara Bahasa Inggris)
- Observasi

Bentuk Instrumen:

- Pengamatan sikap ketika bersinergi dalam kelompok
- Field notes, observation sheet, participation checklist, questionnaire

Materi:

Expression of Embarrassment

Expressing Embarrassment:

- I am embarrassed
- I feel ashamed
- Oh my God, I'm so silly
- Shame on me
- I feel awkward
- I am so stupid
- That was a real embarrassment

Responses:

- It is not that bad
- That is okay
- It's just your feeling
- I don't think it was silly

Conversation:

- Jojo** : Hi dear, what a long face.
Shinta : Oh hi Jojo. *I feel ashamed* today.
Jojo : What happened?
Shinta : I fell from my bike in front of Rhama, and you know what I'm feeling toward him.
Jojo : Really? Are you ok?
Shinta : I am ok. But *that was a real embarrassment*.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

- Jojo** : Hm.... *I don't think it was silly.* And I think Rhama wouldn't sweat such thing. He is a nice guy anyway.
- Shinta** : I think you are right Jojo. Thanks for encouraging me.
- Jojo** : That is okay. That is what a friend for.

Expression of Anger

Expressing Anger:

- It burns me up when....
- I am so angry
- Oh, stop complaining!
You drive me mad
- Get out of my sight!
- Get lost!
- What the hell
- I don't care
- It is none of your business
- Mind your own business!
- Shut your mouth please

Anger is one letter short of danger. So just be careful in conversation. If you say the wrong thing, the situation will get worse. Here the expression to resolve the anger:

Resolving Conflict:

- Oh come on, don't be mad
- Calm down
- Can we discuss this?
- Please let us discuss this

Expressing Annoyance:

Annoyance Expressions:

- I can't stand it!
- I'm annoyed!
- You made me annoyed
- You made me sick
- You are such a pain in the neck
- I am fed up with it!
- Would you stop annoy me?
- Can you stop doing that?
- I don't like the way you say it

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Conversation:

- Shinta** : Jojo, I heard you dated Rhama. Is that right?
Jojo : Yes, is it a problem?
Shinta : How dare you? You know I like him so much and now you take him away with you?
Jojo : Who fast win the race.
Shinta : *I can't stand it.* I can't believe you do this to me.
Jojo : Well. Everything is fair in love.
Shinta : Enough. *You made me sick* Jojo. *I am fed up with it.*
Jojo : That is what a friend for. Hahahaha....

Soal:

1. Jumble Sentences

Teacher gives the first game, which is 'Jumble Sentences'. In this game, the students will group themselves into 4 groups consist of 7 to 8 members. Then, each group will need to arrange the jumble sentences into a conversation. After that, one of each member of the group will go the front of the class and sticks the sentences on the whiteboard that has been provided. If a group can arrange the sentences into the right-ordered-conversation, that group will be the winner.

Objective: To let the students actively participate in group activities to arrange sentences related to expressing embarrassment, anger and annoyance in a group and practice to speak English.

Jumble Sentences:

- Rhama : Hi Shinta. How are you?
Shinta : I am not feeling so happy.
Rhama : Why? What happened?
Shinta : I heard that you dated Jojo.
Rhama : What? I did not!
Shinta : Don't lie. Jojo told me everything.
Rhama : What did she say?
Shinta : She said you were dating her. And we fought last night.
Rhama : Listen. Calm down. I will explain everything.
Shinta : There's no more conversation needed.

2. Chinese Whisper

Teacher gives the second game, which is 'Chinese Whisper'. In this game, the students will be divided equally in group (presumably 10 members each group). Then, each group will make a line. After that, the students who are at the front will get a sentence related to interpersonal communication. The students who know the sentence will need to whisper to other students in their group one by one. Finally, the students who are in standing in the most back of the line will have responsibility to write down what they have heard on the white board. The more accurate the sentence they deliver, the higher the game score.

Sentence used:

1. Shinta is too fast to get angry to Jojo.
2. Shinta feels embarrassed after knowing it was a joke.
3. This annoyance is the worst birthday surprise for Shinta.

Objective: To let all students participate in learning English, and also to let them speak English correctly

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Kunci/Pedoman Penilaian:

Aspects	Score
Participation (1 2 3 4)	
Total	

a. Participation:

- 4 = Volunteer to answer questions in the activities given
- 3 = Following the activities given in the group
- 2 = Being silent in the group
- 1 = Do not want to participate

Affective

Aspects	Score
Respect (1 2 3)	
Response (1 2 3)	
Total	

Criteria:

a. Respect:

- 3 = Will to listen enthusiastically
- 2 = Will to listen
- 1 = Not willing to listen

b. Response:

- 3 = Will to response enthusiastically
- 2 = Will to response
- 1 = Not willing to response

Yogyakarta, 14 Maret 2014

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

NIP. 19601028 198602 2 002

NIP.

APPENDIX 8

**FIELD NOTES
OF CYCLE TWO**



FIELD NOTES

THE SECOND CYCLE

The second cycle was conducted on, Friday, March 14, 2014. The second cycle was conducted in ninety minutes. There were 26 of 30 students joined the class. The topic in the first cycle was interpersonal communication with the sub material expressing feeling: embarrassment, anger and annoyance.

The students came early to the class because the researcher had reminded them to come to the class in time for the second cycle. Then the researcher opened the class. In pre activities, the researcher opened the class by greeting the students. As the stimulus, the researcher asked about students' experiences in expressing embarrassment, anger and annoyance feeling. Then, the researcher asked the students to make two groups consisted equal number of members. The students were not having any problems to make a group.

In the whilst activities, the researcher asked the students to play Chinese Whisper games. Then the researcher explained the rules of the game to the students. They were listening to researcher's explanations carefully. Then, the researcher asked them to start the game. The students played the game enthusiastically by following the rules of the game. Both of groups did it well and played the game fairly

Then the researcher asked the students to play the next game in their current group which was Jumble Sentences game. The students paid attention to the researcher's explanation about the rules of the game. After that, the researcher distributed the jumble sentence to the both groups. During the game time, the students were active to ask some vocabulary to the researcher. Some of them were talking in English with their friends. The researcher asked the students to ask questions using English to improve their confidence in speaking.

After discussing the Jumble Sentences, the researcher distributed questionnaire to the students. Some students need some time to write down the questionnaire. Then after collecting the questionnaire, the researcher thanked the

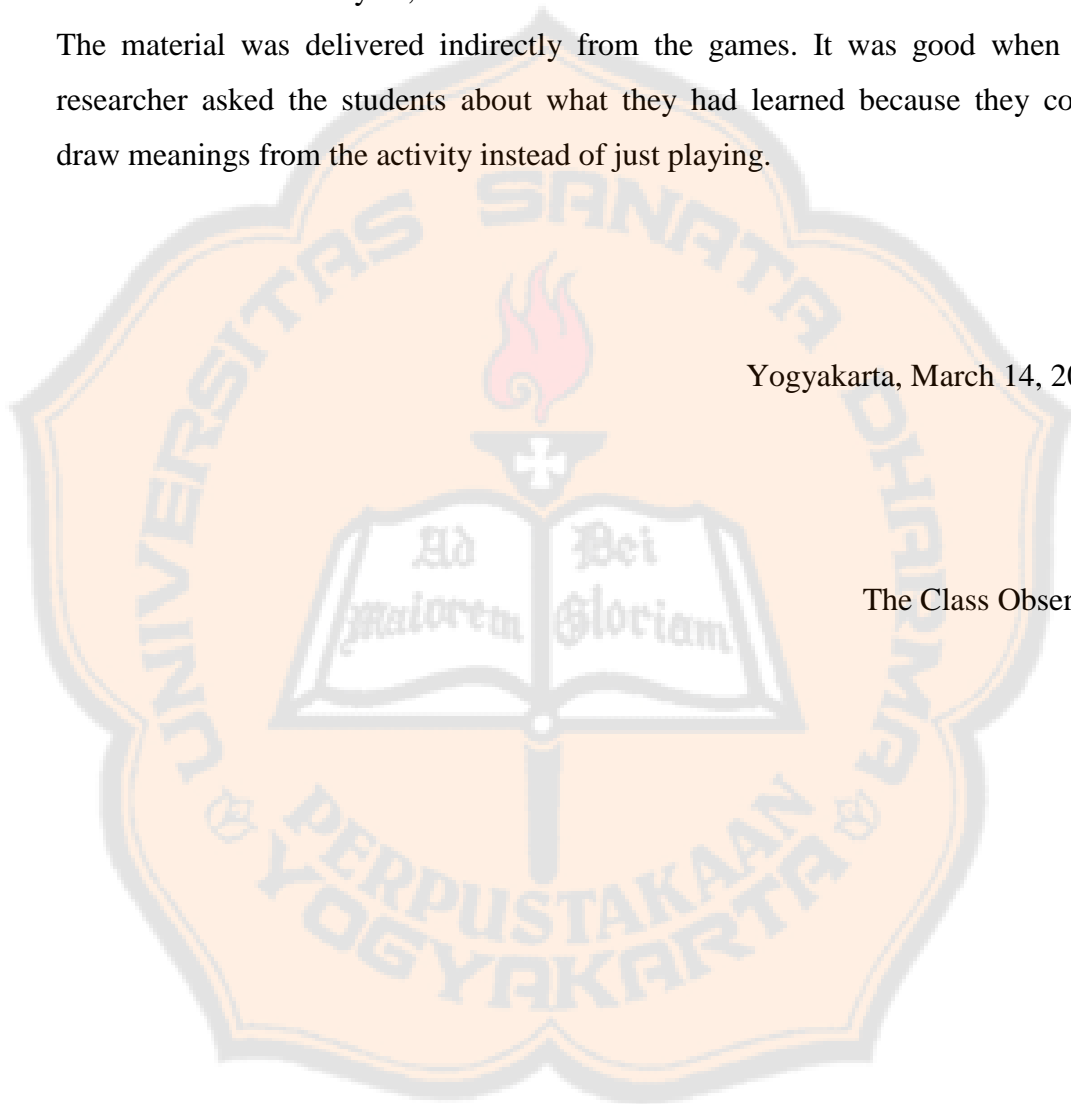
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

students for their cooperation during the first cycle to the second cycle. Then class dismissed and the researcher gave the students presents in form of snacks.

What went well were the games, time management and researcher's louder voice. At the second cycle, both the researcher and the students looked relaxed. The material was delivered indirectly from the games. It was good when the researcher asked the students about what they had learned because they could draw meanings from the activity instead of just playing.

Yogyakarta, March 14, 2014

The Class Observer



APPENDIX 9

**QUESTIONNAIRE
OF PRELIMINARY STUDY**



Questionnaire for the Preliminary Study

The questionnaire was directed to students of XI IPS 3 KKO SMAN 4 Yogyakarta, as follows:

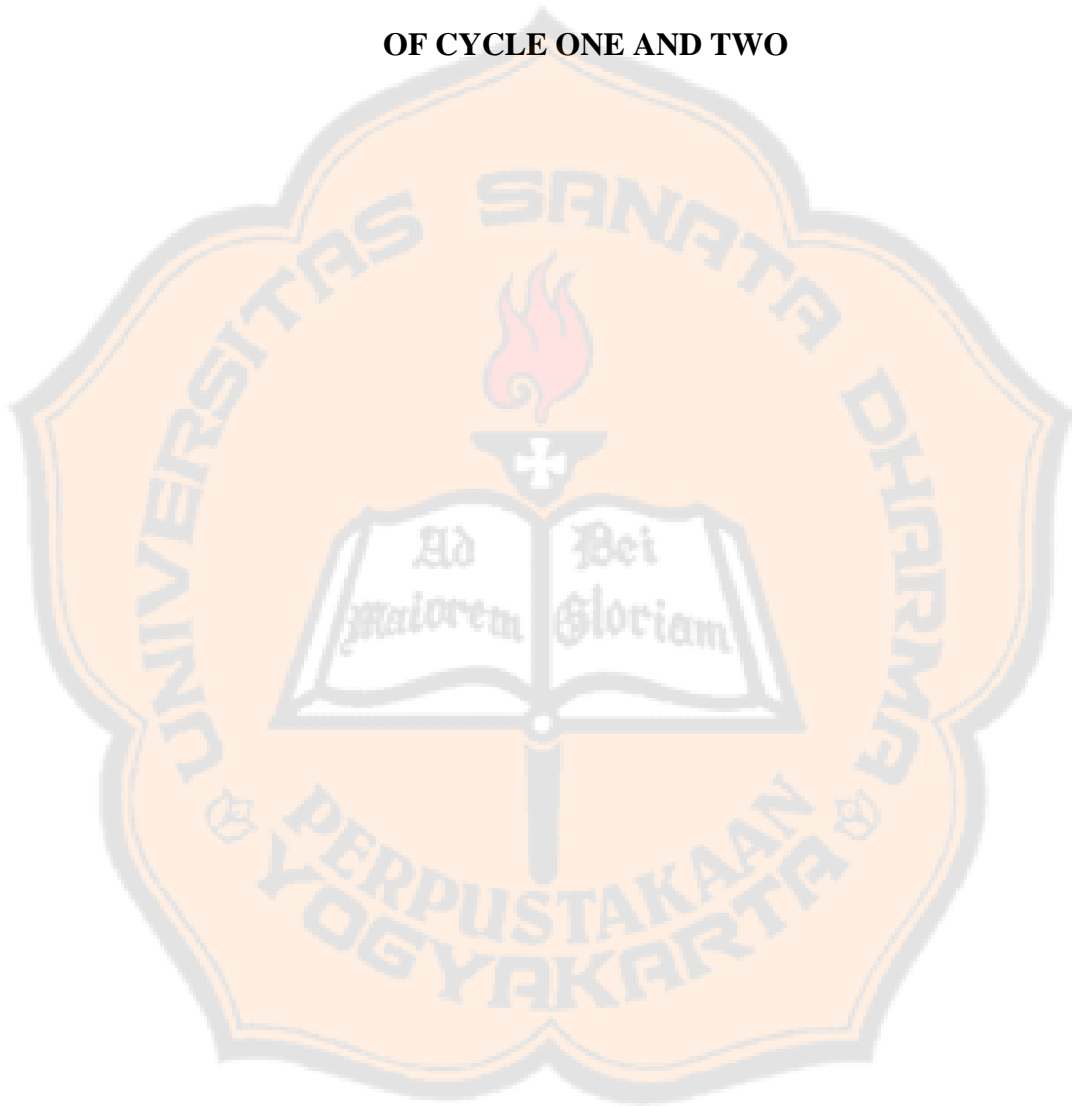
- (1) What factors make the students participate or not participate in the classroom during English teaching and learning process?
- (2) What is the students' opinion about the class situation during English teaching and learning process?

The students were given questionnaire in translated version, as follows:

- (1) *Apa faktor yang membuat siswa berpartisipasi atau tidak berpartisipasi di dalam kelas saat pelajaran Bahasa Inggris dan proses belajar mengajar?*
- (2) *Apa pendapat siswa tentang situasi kelas saat pelajaran proses belajar mengajar Bahasa Inggris?*

APPENDIX 10

**QUESTIONNAIRE
OF CYCLE ONE AND TWO**



Post-Activity Questionnaire:

Penelitian ini dilakukan oleh mahasiswa Pendidikan Bahasa Inggris, Universitas Sanata Dharma, demi memenuhi kebutuhan skripsinya. Bersama kuesioner ini, peneliti meminta partisipasi siswa-siswi Kelas Khusus Olahraga (KKO) XI IPS 3 SMAN 4 Yogyakarta sebagai responden dari penelitian ini. Kuesioner ini ditujukan untuk membantu peneliti dalam mengumpulkan data skripsi terutama untuk menjawab pertanyaan berikut ini:

1. Bagaimana permainan dapat meningkatkan partisipasi siswa-siswi KKO kelas XI IPS 3 dalam berbicara Bahasa Inggris?

Telah disediakan 3 pernyataan terbuka dan 8 pertanyaan tertutup berhubungan dengan pendapat anda terhadap aktivitas yang diterapkan oleh peneliti di dalam kelas anda. Silahkan baca pernyataan-pernyataan tersebut secara saksama dan berikan tanda centang pada kolom yang mewakili jawaban anda. Terima Kasih.

Nama : _____

NIS : _____

A. Open-ended Questions

1. Sebutkan kesan dan pesan anda setelah belajar sambil bermain menggunakan bahasa Inggris!

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

2. Apakah yang anda rasakan saat belajar sambil bermain menggunakan bahasa Inggris? Jelaskan mengapa anda merasa demikian?

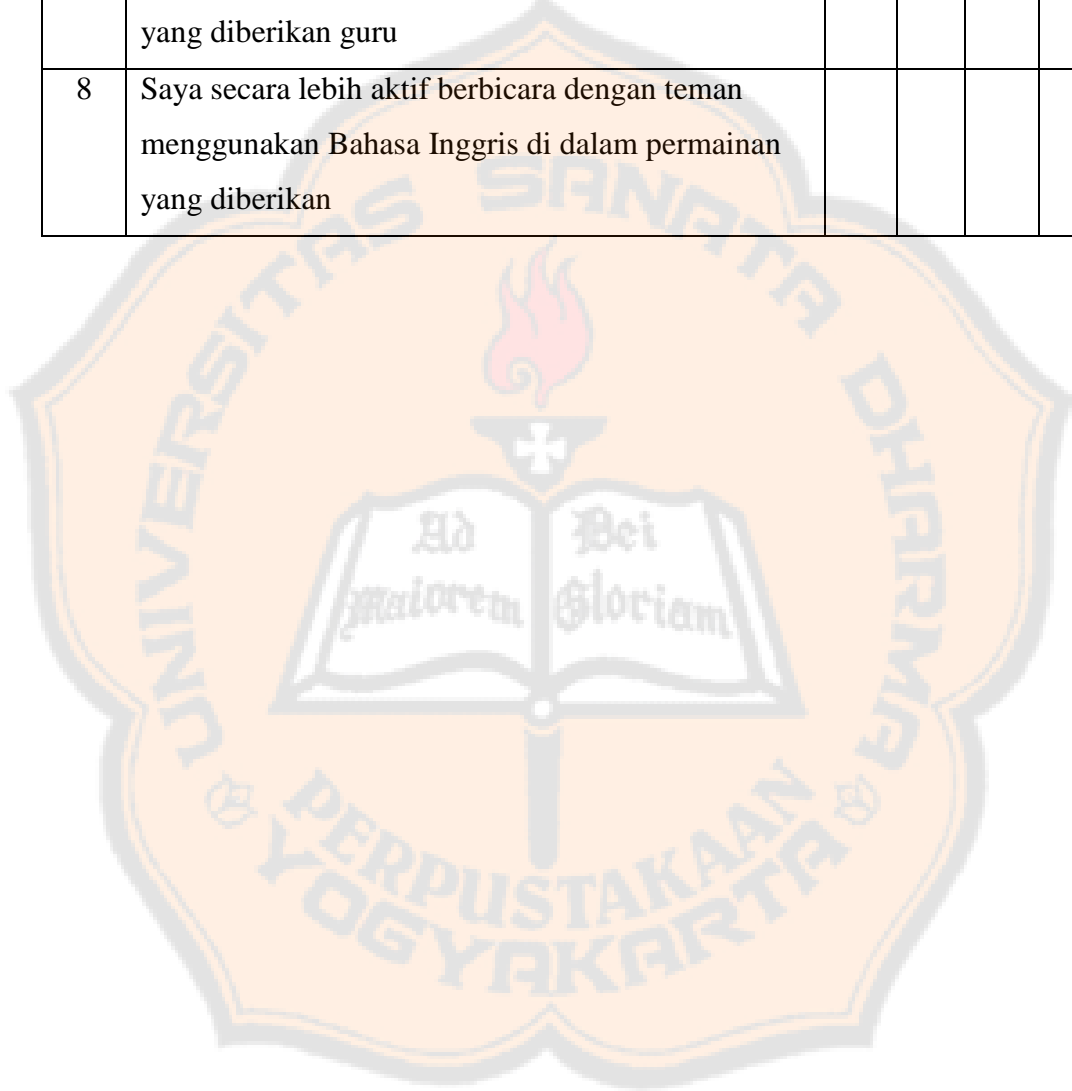
3. Apa yang perlu diperbaiki dari diri saya?

B. Close-ended Questions

No	Pernyataan	SS	S	TS	STD
1	Melalui permainan yang diberikan oleh guru Bahasa Inggris, saya tertarik untuk berpartisipasi lewat berbicara Bahasa Inggris aktif				
2	Melalui permainan yang diberikan guru, saya mampu mengikuti instruksi guru dengan baik				
3	Saya melibatkan diri saya di dalam permainan yang diberikan guru				
4	Saya merasa lebih santai dan ingin berpartisipasi di dalam kelas Bahasa Inggris karena permainannya menyenangkan				
5	Saya merasa lebih mudah berbicara Bahasa Inggris di dalam permainan kelompok				

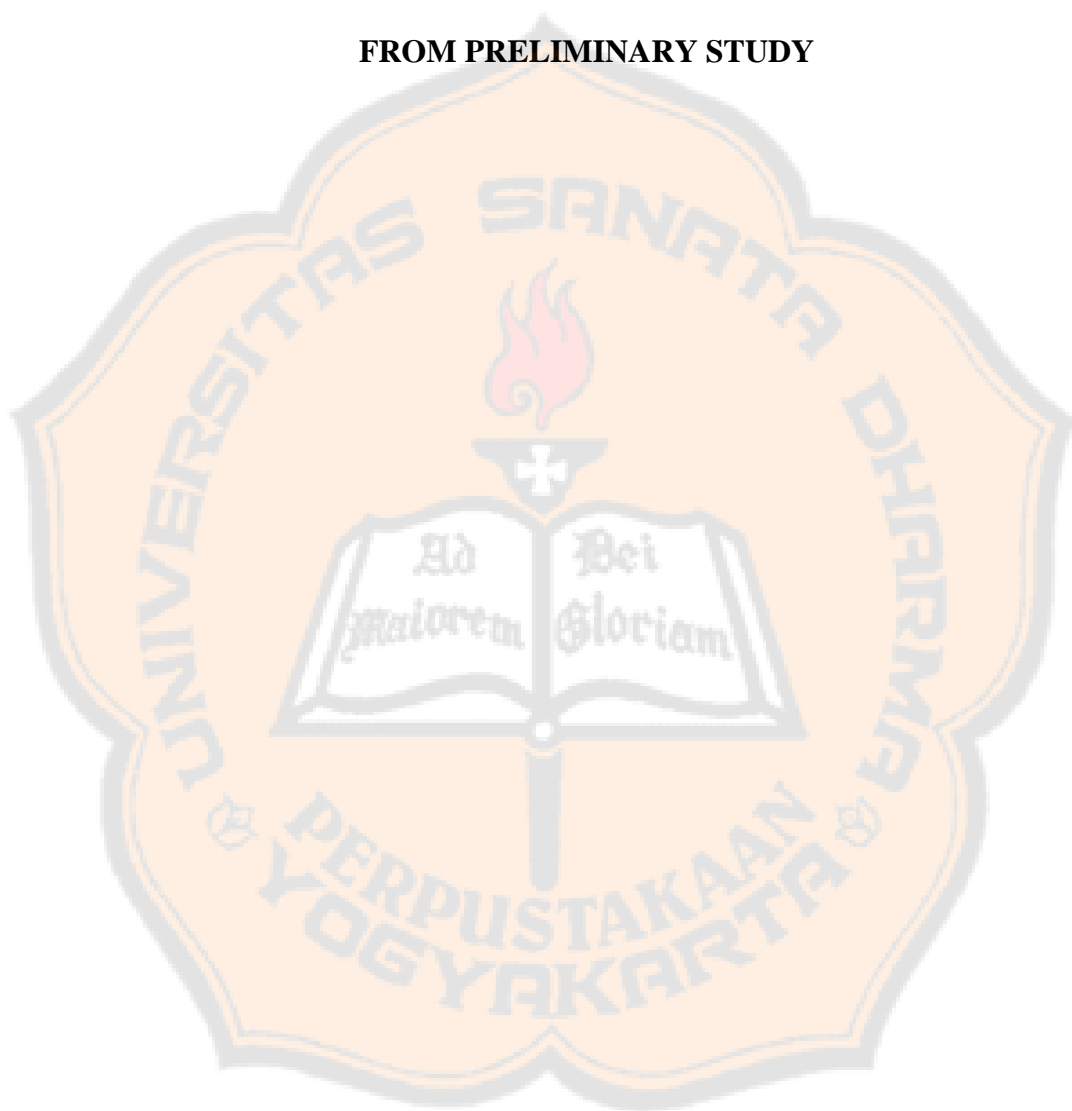
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

6	Saya dapat bergerak dengan leluasa di dalam kelas Bahasa Inggris dan merasa bergairah untuk mengikuti permainan yang diberikan				
7	Saya merasa tertantang untuk bermain permainan yang diberikan guru				
8	Saya secara lebih aktif berbicara dengan teman menggunakan Bahasa Inggris di dalam permainan yang diberikan				



APPENDIX 11

**DATA OF QUESTIONNAIRE
FROM PRELIMINARY STUDY**



QUESTIONNAIRE DATA

Preliminary Study

There were 25 students attended the class at preliminary study. Numbers in parentheses is number(s) of student(s) who answered the question.

1. What factors make the students participate or not participate in the classroom during English teaching and learning process?

Participate because

- Curious about the activity (1)
- Want to know more about English (3)

Not participate because

- Afraid to make a mistake (10)
- English is difficult (6)
- Not interested in English (1)
- Bored (2)
- Tired (1)

2. What is the students' opinion about the class situation during English teaching and learning process?

- The class is too serious (8)
- The class is always crowded (15)
- The class is boring (2)

APPENDIX 12

**THE RAW DATA OF QUESTIONNAIRE
FROM CYCLE ONE**



THE RAW DATA OF QUESTIONNAIRE

Cycle One

PART A

There were 25 students attended the class at first cycle. Numbers in parentheses is number of student who answered the question.

1. Sebutkan kesan dan pesan anda setelah belajar sambil bermain menggunakan bahasa Inggris!

Kesan

- Menyenangkan dan mengasyikkan (15)
- Seru, tidak membosankan (6)
- Lebih mudah mengingat kosa kata (4)

Pesan

- Games harus lebih sering diselipkan dalam pembelajaran (24)
- Jangan terlalu sering, nanti disepelekan (1)

2. Apakah yang anda rasakan saat belajar sambil bermain menggunakan bahasa Inggris? Jelaskan mengapa anda merasa demikian?
 - Lebih tertarik dan menyukai bahasa Inggris karena bisa belajar dengan cara yang menyenangkan (15)
 - Lebih santai dan mudah belajar bahasa Inggris karena tidak banyak tekanan (10)
3. Apa yang perlu diperbaiki dari diri saya?
 - Saya akan meningkatkan prestasi saya dalam Bahasa Inggris (5)
 - Saya harus bisa membagi waktu untuk belajar dan olahraga (15)
 - Saya akan lebih berani berbicara bahasa Inggris (6)

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PART B

NO.	STATEMENTS	Σ Responses (n People of 25 Responses)							
		STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
		Σ	%	Σ	%	Σ	%	Σ	%
1.	Melalui permainan yang diberikan oleh guru Bahasa Inggris, saya tertarik untuk berpartisipasi lewat berbicara Bahasa Inggris aktif	0	0	0	0	23	92	2	8
2.	Melalui permainan yang diberikan guru, saya mampu mengikuti instruksi guru dengan baik	0		0		10	50	10	50
3.	Saya melibatkan diri saya di dalam permainan yang diberikan guru	0		3	12	20	80	2	8
4.	Saya merasa lebih santai dan ingin berpartisipasi di dalam kelas Bahasa Inggris karena permainannya menyenangkan	0		2	8	18	72	5	20

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

NO.	STATEMENTS	Σ Responses (n People of 25 Responses)							
		STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
5.	Saya merasa lebih mudah berbicara Bahasa Inggris di dalam permainan kelompok	0		0		22	88	3	12
6.	Saya dapat bergerak dengan leluasa di dalam kelas Bahasa Inggris dan merasa bergairah untuk mengikuti permainan yang diberikan	0		0		20	80	5	20
7.	Saya merasa tertantang untuk bermain permainan yang diberikan guru	0		2	8	17	68	6	24
8.	Saya secara lebih aktif berbicara dengan teman menggunakan Bahasa Inggris di dalam permainan yang diberikan	0		5	20	18	72	2	8

APPENDIX 13

THE RAW DATA OF QUESTIONNAIRE

FROM CYCLE TWO



THE RAW DATA OF QUESTIONNAIRE

Cycle Two

PART A

There were 26 students attended the class at second cycle. Numbers in parentheses is number of student who answered the question.

1. Sebutkan kesan dan pesan anda setelah belajar sambil bermain menggunakan bahasa Inggris!
Kesan
 - Menyenangkan dan mengasyikkan (12)
 - Seru, tidak membosankan (8)
 - Lebih mudah belajar bahasa Inggris dengan game (5)Pesan
 - Games harus lebih sering diselipkan dalam pembelajaran (25)
 - Inovasi terus metode mengajar dengan games agar selalu seru (1)
2. Apakah yang anda rasakan saat belajar sambil bermain menggunakan bahasa Inggris? Jelaskan mengapa anda merasa demikian?
 - Lebih tertarik dan menyukai bahasa Inggris karena bisa belajar dengan cara yang menyenangkan (8)
 - Lebih santai dan mudah belajar bahasa Inggris karena tidak banyak tekanan (6)
 - Tidak merasa ngantuk dan bosan lagi (5)
 - Tertantang untuk menang karena diberikan hadiah (7)
3. Apa yang perlu diperbaiki dari diri saya?
 - Saya akan meningkatkan prestasi saya dalam Bahasa Inggris (2)
 - Saya harus lebih menurut kepada guru Bahasa Inggris saya (5)
 - Saya tidak boleh meremehkan Bahasa Inggris (1)
 - Saya harus lebih sadar pentingnya Bahasa Inggris dalam hidup saya (2)
 - Saya harus bisa membagi waktu untuk belajar dan olahraga (10)
 - Saya akan lebih berani berbicara bahasa Inggris (6)

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PART B

NO.	STATEMENTS	Σ Responses (n People of 25 Responses)							
		STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
		Σ	%	Σ	%	Σ	%	Σ	%
1.	Melalui permainan yang diberikan oleh guru Bahasa Inggris, saya tertarik untuk berpartisipasi lewat berbicara Bahasa Inggris aktif	0	0	0	0	18	69.25	8	30.75
2.	Melalui permainan yang diberikan guru, saya mampu mengikuti instruksi guru dengan baik	0		0	0	21	80.75	5	19.25
3.	Saya melibatkan diri saya di dalam permainan yang diberikan guru	0		0	0	17	65.38	9	34.62
4.	Saya merasa lebih santai dan ingin berpartisipasi di dalam kelas Bahasa Inggris karena permainannya menyenangkan	0		0	0	17	65.38	8	34.63

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

NO.	STATEMENTS	Σ Responses (n People of 25 Responses)							
		STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
5.	Saya merasa lebih mudah berbicara Bahasa Inggris di dalam permainan kelompok	0		0	0	17	65.38	8	34.63
6.	Saya dapat bergerak dengan leluasa di dalam kelas Bahasa Inggris dan merasa bergairah untuk mengikuti permainan yang diberikan	0		0	0	16	61.54	10	38.46
7.	Saya merasa tertantang untuk bermain permainan yang diberikan guru	0		0	0	20	76.93	6	73.07
8.	Saya secara lebih aktif berbicara dengan teman menggunakan Bahasa Inggris di dalam permainan yang diberikan	0		1	3.85	25	96.15	0	0

APPENDIX 14

SAMPLE OF STUDENTS' QUESTIONNAIRE



Post-Activity Questionnaire:

Open-Ended Questions

Penelitian ini dilakukan oleh mahasiswa Pendidikan Bahasa Inggris, Universitas Sanata Dharma, demi memenuhi kebutuhan skripsinya. Bersama kuesioner ini, peneliti meminta partisipasi siswa-siswi Kelas Khusus Olahraga (KKO) XI IPS 3 SMAN 4 Yogyakarta sebagai responden dari penelitian ini. Kuesioner ini ditujukan untuk membantu peneliti dalam mengumpulkan data skripsi terutama untuk menjawab pertanyaan berikut ini:

1. Bagaimana permainan dapat meningkatkan partisipasi siswa-siswi KKO kelas XI IPS 3 dalam berbicara Bahasa Inggris?

Telah disediakan 2 pernyataan terbuka dan 8 pertanyaan tertutup berhubungan dengan pendapat anda terhadap aktivitas yang diterapkan oleh peneliti di dalam kelas anda. Silahkan baca pernyataan-pernyataan tersebut secara saksama dan berikan tanda centang pada kolom yang mewakili jawaban anda. Terima Kasih.

Nama : Student 12

NIS : 139XX

1. Apakah yang anda rasakan saat belajar sambil bermain menggunakan bahasa Inggris?
Jelaskan mengapa anda merasa demikian!
Menyenangkan dan Mengaktifkan. Karena, belajar menggunakan b. Inggris menggunakan metode bermain akan lebih mudah masuk dari pada hanya belajar duduk anteng.
2. Sebutkan kesan dan pesan anda setelah belajar sambil bermain menggunakan bahasa Inggris!
Saya lebih senang belajar sambil bermain karena lebih menyenangkan.
Pesan: Lebih sering-sering melakukan metode belajar seperti itu.

3. Apa yang perlu diperbaiki dari diri saya?

Saya harus meningkatkan belajar agar menjadi lebih baik daripada sekarang. Serta saya akan meningkatkan prestasi dari akademik dan olahraga agar esat saya menjadi orang yang berguna serta dapat masuk di Universitas yang saya inginkan esat.

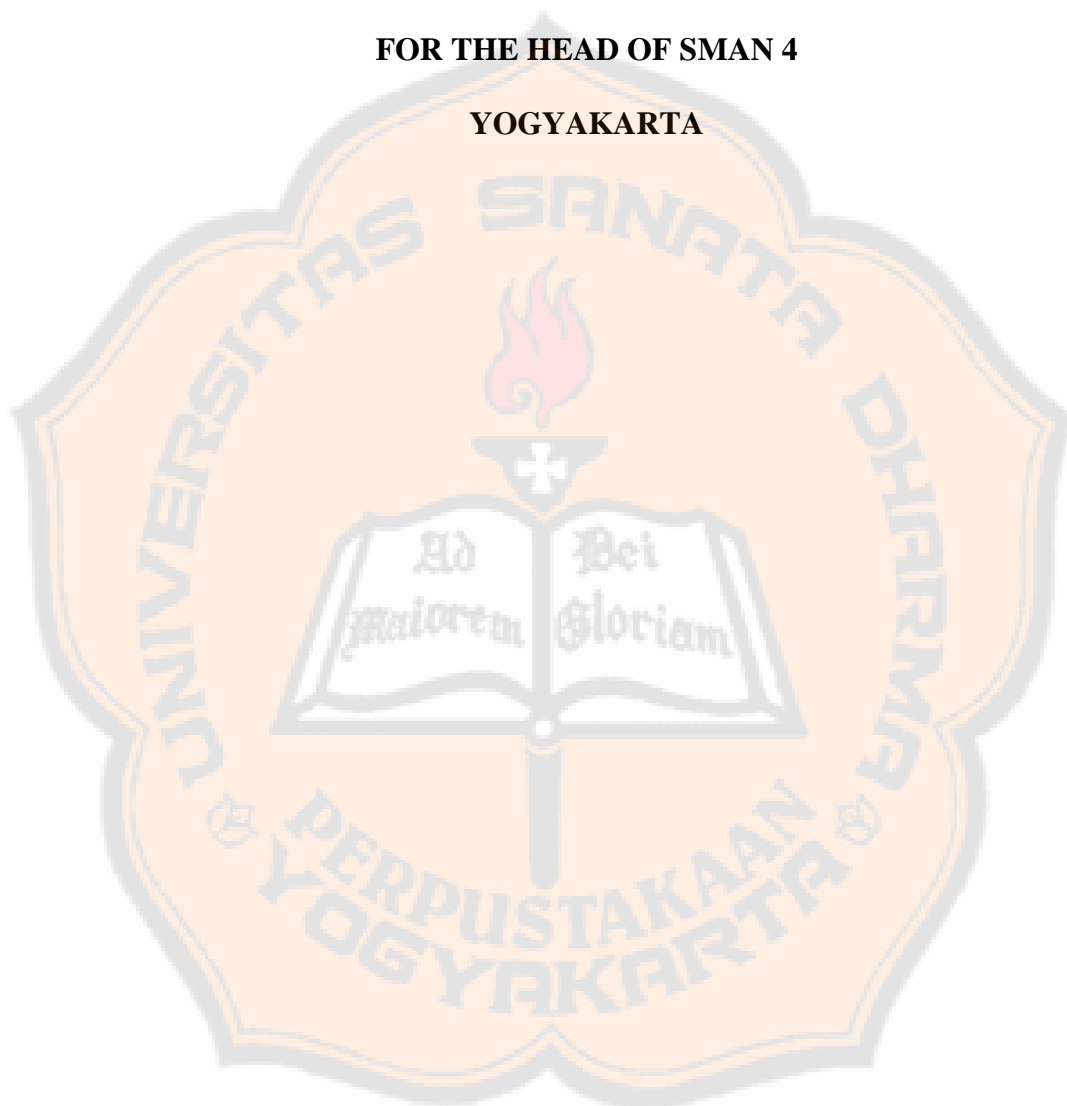
No	Pernyataan	SS	S	TS	STD
1	Melalui permainan yang diberikan oleh guru Bahasa Inggris, saya tertarik untuk berpartisipasi lewat berbicara Bahasa Inggris aktif		✓		
2	Melalui permainan yang diberikan guru, saya mampu mengikuti instruksi guru dengan baik		✓		
3	Saya melibatkan diri saya di dalam permainan yang diberikan guru		✓		
4	Saya merasa lebih santai dan ingin berpartisipasi di dalam kelas Bahasa Inggris karena permainannya menyenangkan		✓		
5	Saya merasa lebih mudah berbicara Bahasa Inggris di dalam permainan kelompok		✓		
6	Saya dapat bergerak dengan leluasa di dalam kelas Bahasa Inggris dan merasa bergairah untuk mengikuti permainan yang diberikan		✓		
7	Saya merasa tertantang untuk bermain permainan yang diberikan guru		✓		
8	Saya secara lebih aktif berbicara dengan teman menggunakan Bahasa Inggris di dalam permainan yang diberikan		✓		

APPENDIX 15

COVER LETTER

FOR THE HEAD OF SMAN 4

YOGYAKARTA





Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 09 /Pnl/Kajur/ JPB/ II / 2014
Hal : Permohonan Ijin Penelitian

Kepada

Yth. Dra. Bambang Rahmawati
Kepala Sekolah SMAN 4 Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Flavianus Batan
No. Mhs : 091219153
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni, Keguruan dan Ilmu Pendidikan
Semester : 10 (Sepuluh)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : Kelas XI IPS 3 KKO
Waktu : Februari - Maret 2014
Topik / Judul : Improving Speaking Participation of XI IPS 3 KKO Students of SMAN 4 Yogyakarta with Group Games

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 25 - 2 - 2014

u.b. Dekan,
Sekretaris Ketua Jurusan
Pendidikan Bahasa dan Seni



Tembusan Yth:

1. _____
2. Dekan FKIP

APPENDIX 16

RESEARCH OFFICIAL STATEMENT

FROM SMAN 4 YOGYAKARTA



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LEMBAR DISPOSISI			
INDEKS: Penelitian	KODE 070	NO. URUT 188	TGL. PENYELESAIAN 26-2-2014
PERIHAL / ISI RINGKAS: Penelitian ^{ca} / _n : Farranus Babay			
ASAL SURAT USD ^{ju}	TGL 24/2	NOMOR 009/1811/1 regsur/jpas	LAMPIRAN
DIAJUKAN / DITERUSKAN KEPADA:	INFORMASI / INSTRUKSI		
Waka Kurikulum 25/2-2014 g	untuk ditinjau kembali		
	English Teacher of XI IPS 3 KKO		
	Mohon di bank untuk penelitian 1/2-14		