

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
GUESSING GAME WORD WALL MEDIA**

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

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**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
GUESSING GAME WORD WALL MEDIA**

**(A Classroom Action Research on 7th Grade of SMP Negeri 2
Balongbendo Sidoarjo)**

UNDERGRADUATE THESIS

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ABSTRACT

Dewi Nur Fitriana, Putri. 2015. *Improving Students' Speaking Ability Through Guessing Game Word Wall Media (A Classroom Action Research at SMP Negeri 2 Balongbendo)*. Study Program of English Education, Universitas Brawijaya. Supervisor: Dr. Sugeng Susilo Adi, M.Hum.

Keywords: Speaking ability, Guessing game, Word wall media.

Speaking is one of language skill which is very important to deliver meaning. The ability of a person in communication can be shown in two ways, namely spoken and written communication. If students want to master speaking so, they should used and applied their English speaking skill. The aim of this study is to describe the use of guessing game strategy using word wall media to teach students' speaking ability and to investigate how guessing game strategy improve the students' speaking ability.

The guessing game was choosen as the focus of the study beacuse there are many theories of expert said that using laguange game can help students memorize the material of learning and the students' speaking ability is low. So, the researcher apply it to solve the students problem in speaking ability. Only 7 out of 33 students (5%) reached above 75 as the minimum standard based on Kkm that used by the teacher fo SMP Negeri 2 Balongbendo. As consequences, many of the students' ability to speak English is still lacking or low. From the previous study shown that guessing game could help students to increase students mastery in learning English.

This design of research is classroom action research, which consisted of two cycles. The subjects of this study were 33 students of VII-C at SMP Negeri 2 Balongbendo, in the 2nd semester of academic year of 2014/2015. The instruments used to collect the data were interview guide, observation checklist, field notes, speaking test, and questionnaire. The data about students' progress in mastery of speaking ability was taken by speaking test. The criteria of success was 80% of the students obtain the score 75 and above in speaking test.

In the end both of two cycle, there are 50% and 91% of the students could pass the minimum passing standard score of 75. In conclusion, the criteria of success were achieved. The students' active participation in the teaching and learning activities in the class was 85%. It can be concluded that the students have high motivation to participate in the class and enjoy the learning process. The steps that the researcher used to teach speaking is using pictures in textbook used to discussing, descriptive text, asking students to write and read their descriptive text, kind of guessing game, word wall, asking students to played the game. The game and media should have clear instructions for every step need to be prepared in order to make students understand what to do and make the time more effective.

ABSTRAK

Dewi Nur Fitriana, Putri. 2015. *Meningkatkan Kemampuan Siswa Berbicara Melalui Permainan Menebak Media Word Wall (Penelitian Tindakan Kelas di SMP Negeri 2 Balongbendo)*. Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Dr. Sugeng Susilo Adi, M.Hum.

Kata Kunci: Kemampuan Berbicara, Permainan Menebak, Media *Word Wall*

Berbicara merupakan salah satu keterampilan berbahasa yang sangat penting untuk menyampaikan makna. Kemampuan seseorang dalam komunikasi dapat ditampilkan dalam dua cara, yaitu berbicara dan menulis. Jika siswa ingin lancar berbicara bahasa Inggris, mereka harus sering menggunakan dan menerapkan keterampilannya. Tujuan penelitian ini adalah untuk mendeskripsikan penggunaan strategi *guesing game* menggunakan media *word wall* untuk mengajar kemampuan berbicara siswa dan untuk menyelidiki apakah strategi dari *guesing game* meningkatkan kemampuan berbicara siswa.

Guesing game dipilih sebagai fokus penelitian karena ada banyak pakar teori mengatakan bahwa menggunakan permainan bahasa dapat membantu siswa menghafal materi pembelajaran dan kemampuan berbicara siswa rendah. Jadi, peneliti menerapkannya untuk memecahkan masalah siswa dalam kemampuan berbicara. Hanya 7 dari 33 siswa (5%) mencapai nilai 75 sebagai nilai standar minimal dari KKM yang digunakan oleh guru di SMP negeri 2 Balongbendo. Sebagai konsekuensi, banyak dari siswa kemampuan berbicara bahasa Inggris masih kurang atau rendah. Dari penelitian sebelumnya menunjukkan bahwa *guesing game* yang bisa dilakukan guru untuk membantu siswa dalam meningkatkan penguasaan siswa dalam belajar bahasa Inggris.

Desain penelitian ini adalah penelitian tindakan kelas, terdiri dari dua siklus. Subyek penelitian ini adalah 33 siswa kelas VII-C di SMP Negeri 2 Balongbendo, di semester ke-2 tahun akademik 2014/2015. Instrumen yang digunakan untuk mengumpulkan data yaitu panduan wawancara, daftar cek observasi, catatan lapangan, tes berbicara, dan kuesioner. Data tentang kemajuan siswa dalam kemampuan berbahasa diambil dengan uji berbicara. Kriteria keberhasilan adalah 80% dari siswa memperoleh skor 75 dan di atas dalam tes berbicara.

Pada akhir kedua siklus, ada 50% dan 91% dari 33 siswa yang lulus lewat dari minimum skor standar 75. Kesimpulannya, telah berhasil mencapai kriteria yang ditentukan. Partisipasi siswa aktif dalam kegiatan di kelas adalah 85%. Dapat disimpulkan bahwa siswa memiliki motivasi yang tinggi untuk berpartisipasi dan menikmati proses belajar. Langkah-langkah yang digunakan peneliti untuk mengajar berbicara adalah menggunakan gambar dalam buku teks yang membahas teks deskriptif, meminta siswa untuk menulis dan membacakan teks deskriptif mereka, jenis *guesing game*, media *word wall*, siswa diminta untuk memainkan permainan. Permainan dan media harus memiliki instruksi yang jelas disetiap langkah perlu dipersiapkan agar siswa memahami apa yang harus dilakukan dan membuat waktu lebih efektif.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of problems of the study. It contains six sub chapters. They are background of the study, research problems, scope and limitation of the study, subject, objective of the study, significances of the study, and definition of key terms.

1.1 Background of The Study

In English for communication purposes, there are four skills in teaching and learning English. They are speaking, reading, writing and listening. One of language skills which very important to deliver meaning is speaking. If students want to master speaking so, they should used and applied their English speaking skill. Students should practice their speaking ability. Without it, they cannot master the speaking skill.

The ability of a person in communication can be shown in two ways, namely spoken communication and written communication. In verbal communication or speaking ability, an element that deserves consideration is utterance or enunciation or pronunciation.

A mistake in utterance is caused by a person that cannot say in proper way, then a mistake in his/her speech also affect the ability to understand what he heard. Similarly if the person listens the talks of other people who pronounce correctly, certainly he/she understand the point.

Based on the phenomenon that the researcher find in SMP Negeri 2 Balongbendo, there are many students that also shy when their teacher ask them to speak up or to say what they think or their opinion. Undergirding of this problem that when they want to speak or say something they do not know how to say in English. According Tarigan (1990, p.3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learnt.

Besides that, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. The researcher will do this research to get the data that are needed to complete this final project through the school that had been chosen as the object of the research activity. Based on the preliminary research with the English teacher, researcher found students have problems in speaking skill.

Based on *Peraturan Menteri Pendidikan dan Kebudayaan No. 65 in 2013* about Standard of Process (2013, p. 2-3), the important thing of learning model in the implementation of Curriculum 2013 is Inquiry Based Learning, Discovery Learning, Project Based Learning, and Problem Based Learning. Furthermore, Competency-Based of Curriculum with Scientific Approach (2013) can be seen in English syllabus of Curriculum 2013.

The researcher will use Project Based Learning as the method teaching in the lesson plan. Project Base Learning have five phases learning and teaching activity such as observing, questioning, experimenting, associating and networking. Here, students have to be more active and creative than teachers in such way. Speaking is one important skill for students to be mastered because if students can speak English very well they can express their ideas and feelings, give information, interactive, and building social relationship in the form of interesting activities.

Based on preliminary research, the research will conduct at 7 grades. The reason why the resercher conducting this research in there because based on interview of the English teacher in that school, they have problems in speaking are found in 7-C class of SMP Negeri 2 Balongbendo. However, the researcher think that speaking is the one skill that is also important to note. If not trained early students do not have the ability or the courage to talk then they will find it difficult to express their ideas or to express their feelings in English so, that the need for the strategy to increase the speaking ability students. The population of 7-C class is 33 students in the classroom. They are only handled by one teacher at all 7 grades. The students consist of 16 male and 17 female. The standard of English score using Minimum Passing Standard is 75, but there were 5% students get below score of the Minimum Passing Standard (MPS) in learning English based on the assignment that teacher given to he students.

The condition of the class is good but teaching and learning facilities such as LCD and projector still does not yet available in every classroom, school only provides some projectors and LCD if the teacher requires such tools, teachers have to borrow in the multimedia room so it is quite a hassle. The atmosphere of the class is monotonous because the strategy in teaching speaking that is used by the teacher is not interesting. In addition, teacher gets difficulty in teaching speaking, especially if they are lack of creativity and use the old technique or strategy such as asking students to make a script of conversation and do the conversation in front of their friends.

The last problem is SMP 2 Balongbendo does not have good and complete facility. So, it will be difficult to help the teacher in teaching learning process. In this school, there are three teachers that teach English and they are graduated from English department. The environment of this school is supported. It means this school is a bit far with the noisy. So, the students will be more focused in learning.

Based on the above phenomenon, the writer wants to use of guessing game strategy by using word wall media to improve students' speaking ability at the seventh grade of SMP Negeri 2 Balongbendo. The researcher wants to make other way in teaching and learning English especially in speaking skill by using guessing game with word wall to improve the students' speaking ability. The researcher will try different strategy of teaching speaking such as the use of word wall and guessing game, and ect.

There are many types of games, including memory and guessing games, as Slattery and Willis (2001, p.49) suggest, “help children become familiar with new vocabulary in an enjoyable way”. In this research the researcher wants to use guessing game as a strategy for teaching and learning process by using word wall to improve the students’ speaking skill. Based on Marzano (2004, p.68-69) a word wall is an measuring up to ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term.

Based on Gairns and Redman (1986) say that there are three techniques used in the presentation of new vocabulary item. The first one is visual techniques including mime, gestures, and visual such as flash cards, Photographs, black board drawings, wall charts, and regalia. The second one is verbal techniques: (1) use of illustrative situation, (2) use of synonym and definition, (3) contrasts and opposites, (4) scales, and (5) examples of the type.

The significant of the study can be theoretically and practically. In theoretically, the result of the study may give the information in learning English; this research also informs the readers that there are many ways of students in teaching speaking skill. In practically, the result of this study is expected to be used either in the classroom or out of the class as one of the class and the subject for students in teaching speaking skill

1.2 Research Problems

Based on the background, the researcher limit and formulate the problem to be adopted in this study is:

1. How do guessing game by using word wall media improve students' speaking ability at seventh grade of SMP Negeri 2 Balongbendo?
2. How is the use of guessing game strategy by using word wall media applied to teach students' speaking?

1.3 Objectives of The Study

Based on the problems which come up above, the researcher states the objective of the study as follow:

1. To describe the use of guessing game strategy using word wall media to teach students' speaking ability.
2. To investigate how guessing game strategy improve the students' speaking ability.

1.4 Definition of Key Terms

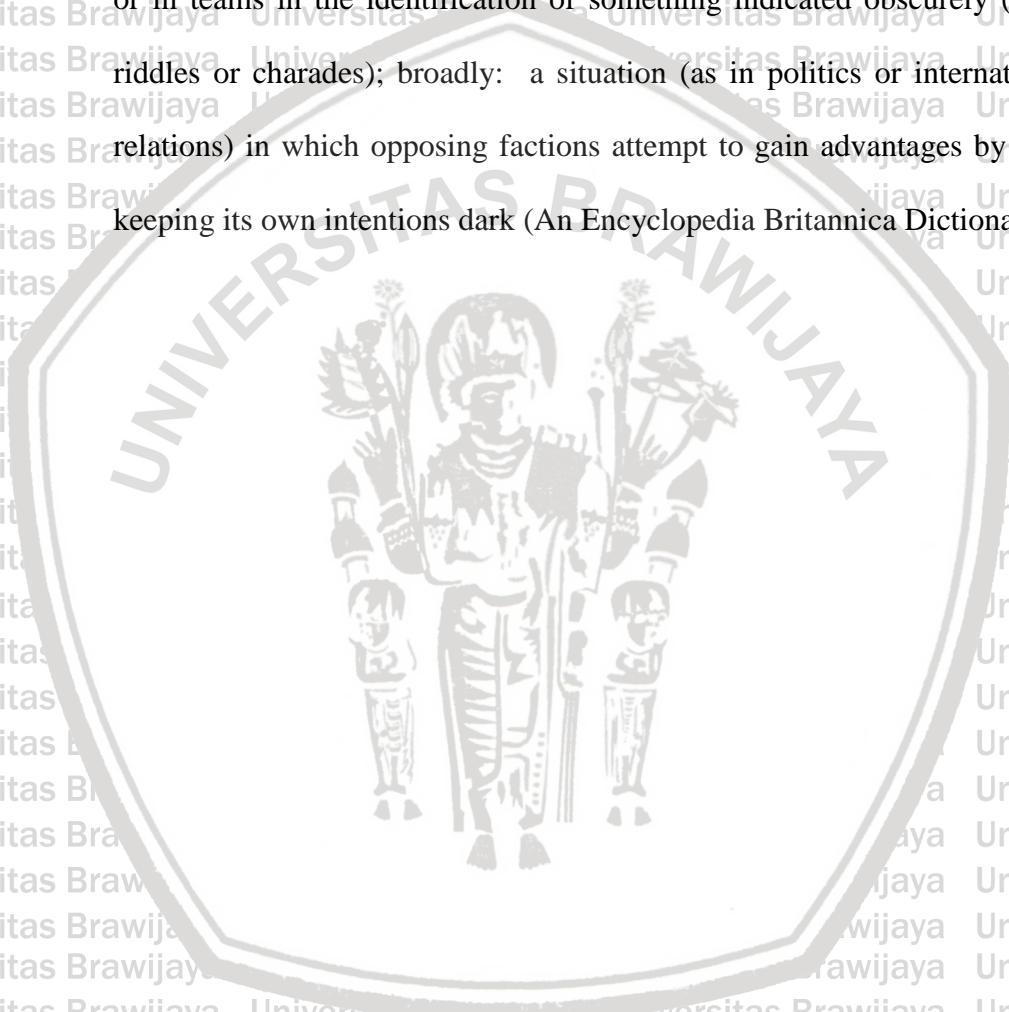
To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms which are used.

- a. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997).
- b. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in

a large font so that they are easily visible from all student seating areas.

These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities (Jennifer, 2004, p. 3).

- c. A guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades); broadly: a situation (as in politics or international relations) in which opposing factions attempt to gain advantages by each keeping its own intentions dark (An Encyclopedia Britannica Dictionary).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. It is divided into three sub chapters: theoretical background and reference review from the books related to the topic will be discussed in this chapter. The further descriptions are as the followings.

2.1 Theoretical Framework

This is review related theories of speaking and the strategy teaching speaking covers the purpose of teaching speaking skill based on the 2013 competency based curriculum, the problems of speaking, the strategy of teaching speaking through guessing games, advantages of guessing games, kind of guessing games, the criteria of guessing games and the techniques of the implementation of guesing games, and word wall media in teaching and learning English.

2.1.1 Definition of Speaking

According to Ladouse (in Nunan, 1991, p. 23) speaking is described the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener,

the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991, p. 23) say that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function is as a system for expressing meaning, as Nunan (1991, p. 39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

The students can be said successful in speaking ability if they full fill the indicators criteria of success. Indicators assessing speaking skills research emphasis on the elements of conversational skills is grammatical, fluency, pronunciation, and vocabulary. Here, the researcher give number of scoring 1 as low score and 4 as high score then the researcher calculate it with the formula which has been modified into a table.

2.1.2 The Purpose of Teaching Speaking Skill Based on The Subject Competence Based Learning With Scientific Approach in Curriculum 2013

English has different characteristics with the other subject. The difference lies in the function of language as a tool of communication. This indicates that not only learning English in the vocabulary and grammar in every skills aspect especially in speaking, but it should be tried to be used or applied this knowledge in the communication. Students could not become mastery in English if they never practice.

Based on Permendikbud No. 65 in 2013 about Standard of Proses, the important thing of learning model in implementation of Curriculum 2013 is Inquiry Based Learning, Discovery Learning, Project Based Learning, and Problem Based Learning. As we can see in English syllabus of Curriculum 2013 that use Project Based Learning, there are five phases learning and teaching activity such as observing, questioning, experimenting, associating and networking. Here, students should be more active and creative than teachers in such a way that speaking is the one of important skills for students to be mastered because if students can speak English very well they can express their ideas and feelings, giving information, interactive, and building social relationship in form of activities.

2.1.3 The Problems in Teaching Speaking Ability

In teaching English, the problems of teaching speaking may be caused by both the students and the teacher. From the teacher's point of view, as suggested by Cox (1999, p. 152-153) students' lack of speaking ability may be caused by three reasons. Firstly, the opportunities for the teaching of the speaking skill are limited because the teaching is influenced by the evaluation system which focuses mostly on reading and writing performance. Secondly, the students have fewer opportunities to practice their speaking ability. Thirdly, teacher tends to dominate the classroom activities with the teacher's explanation and evaluation.

2.1.4 The Strategies of Teaching Speaking Through Language Games

To be effective in teaching speaking, we need to possess strategies, which may be gained through practice. Moon (2000, p. 7) states that if pupils enjoy the learning activities, they will be more involved and this may increase their desire to continue. This is very positive for language learning because if children want to continue with an activity for sometime, it will give them more exposure to language input and more chance to practice the language.

They will also develop more positive attitude toward English, as they will associate with something enjoyable and pleasing. She further states that if there is a friendly atmosphere in the classroom and the teacher and the pupils get on together, then they will both feel more secure and learning is more likely to be encouraged. Thus, it can be said that a teaching strategy can be considered useful if it can make the students enjoy the learning and at the same time give more exposure to language input and more chance to practice the language.

2.1.5 Definition of Guessing Games

According to Klippel (1984, p. 31) states that the basic role of guessing game is very simple. One person knows something that the other one wants to find out. He further states "as the person who try to guessing has a real urge to find out something. Guessing games are true communication situations and as such are very important for foreign language learning". They are generally liked by students of all ages because they combine language practice with fun and excitement".

Besides, Allen (1983, p. 52) points out that "guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess". Similarly, Wright, Betteridge and Buckby (1984, p. 139) agree that memory games "challenge the players' ability to remember".

A guessing game is one of a game in which the participants compete individually or in teams to identification and guesing of something indicated obscurely. Staines (1990, p. 7) suggests that "There is no mystery to learning through play. When children play, they cannot help but learn and develop". The researcher believes that we provide for children through games will help learning to be successful. Similarly, Moon (2000, p. 12) argues that when we use games with young learners, we "appeal to their sense of fun and arouse their interest games which give them a real purpose for using language and provide opportunities for them to use language more freely".

According to Rixon (1992, p. 82), "Games help students revise vocabulary and recalling something that happened. A game may help a student remember the language connected with it". Therefore, when playing a game they will concentrate and will try to recall words learnt in order to play the game. If games were used more often in classrooms, this may help students learn vocabulary because vocabulary is introduced and used in an enjoyable and challenging way, instead of asking students to copy vocabulary in their copybooks.

2.1.6 The Advantages of Games

Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright et al, 2005). After all, learning a language involves long-term effort.

Wright, et al (2005) say that games provide a context for meaningful communication. Even if the game involves discrete language items such as spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game.

This meaningful communication provides the basis for comprehensible input (Krashen, 1985) for example what students understand as they listen and read, will enhance their ability comprehensibility, (Long, 1991) asking for repetition or giving examples, and comprehensible output, speaking and writing so that others can understand (Swain, 1993). The emotions aroused when playing games add

variety to the sometimes dry, serious process of language instruction ((Bransford et al., 2000) Ersoz, 2000; Lee, 1995).

The variety and intensity that games offer may have lower anxiety (Richard-Amato, 1988) and encourage shyer learners to take part (Uberman, 1998), especially when games are played in small groups. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).

Games are student-centered in which students are active in playing the games, and games can often be organized such students in leading the roles, and teachers are as facilitators. Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996).

Other advantages of games which are played in groups include:

- a. The team aspect of many games can encourage cooperation and build team spirit (Ersoz, 2000).
- b. Although many games involve competition, this is not necessarily the case (Orlick, 2006).
- c. In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.

As many games can be played outside the class, they provide a means for students to use the language outside the class time (Ellis, 2005). Games can connect to a variety of intelligences (Gardner, 1999), e.g., (a) games are played with others involve interpersonal intelligence, (b) games involve drawing connect with visual/spatial intelligence and (c) games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence.

To sum up, it is figured out that the implementation of guessing games as a teaching strategy in class offers a lot of advantages, which can help the students masters the laguange.

2.1.7 Types of Language Games

Games can play a range of roles in the language curriculum. Traditionally, games have been used in the language class as warms up at the beginning of class, fills in when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. All these are fine, but games can also constitute a more substantial part of language courses (Lee, 1979; Rixon, 1981, Uberman, 1998).

In the Presentation-Practice-Production framework (Mauer, 1997), (in which language items are first *presented* for students to listen to and/or read, then *practiced* in a manner in which the language used is controlled, e.g., students read out a dialogue from the textbook in which the two characters compare study habits, and then *produced* by students in a less controlled manner, e.g., two students discuss their own study habits), the games can be either for practicing specific language items or skills or for more communicative language production.

Similarly, games can also be used as a way to revise and recycle previously taught language (Uberman, 1998).

Children often are very enthusiastic about games, but precisely for that reason, some older students may worry that games are too childish for them.

Teachers need to explain the purpose of the game in order to reassure such students that there is such a phenomenon as “serious fun.” Also, older students can be involved in modifying and even creating games. Furthermore, adults have long participated in games on radio and television, not to mention the fact that popular board games, such as Monopoly are played by adults.

As with other learning activities, teachers need to pay careful attention to the difficulty level of games. Part of the appeal of games lies in the challenge, but if the challenge is too great, some students may become discouraged. The challenge can be divided into two kinds: understanding how to play the game and understanding the language content. Some suggestions for promoting both types understanding are:

- a. Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.
- b. A kind of script of what people said as they played or a list of useful phrases. Similarly, key vocabulary and concepts may need to be explained.
- c. Clear directions. Demonstrations can accompany directions, and directions can be given when it is needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications can be accepted.
- d. Games have already known by students.

- e. Games are used to revise and recycle previously studied content, rather than involving new content.
- f. Groups are heterogeneous in terms of current language proficiency, so that the more proficient members can help others.
- g. Resources, online or print, such as dictionaries and textbooks.

Classifying games into categories can be difficult, because categories are often overlap. Hadfield (1999) explains two ways of classifying language games.

First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identify the differences between their two pictures which are similar to one another but not exactly alike.

Correct language usage, though it is still important, secondary to achieve the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. The classification of games as linguistic games or communicative games, will contain elements of more than one type.

1. Sorting, ordering, or arranging games. For example, students have a set of cards with different products of them, and they sort the cards into products found at a grocery store and products found at a department store.
2. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar

drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

3. Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

4. Search games. These games are is another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

5. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after

Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

6. Labeling games. These are a form of matching, here participants match labels and pictures.
7. Exchanging games. In these games, students barter cards, other objects, or ideas. It is similar to exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish:
<http://www.pagat.com/quartet/gofish.html>.
8. Board games. Scrabble is one of the most popular board games that specifically highlights language.
9. Role play games. The terms *role play*, *drama*, and *simulation* are sometimes used interchangeably but it can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Another distinction among games is that between competitive games and cooperative ones (Jacobs, in preparation). Research suggests that learning, as well as affective variables, are enhanced by a cooperative environment (Johnson, Johnson, & Stanne; Slavin, 1995). Millis (2005) outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

2.1.8 Definition of Word Wall

A word wall is an organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities. High-frequency word walls are usually located on a bulletin board or wall above or below the alphabet (Cooper & Kiger, 2003) as this location allows the words to be a focus point of the classroom assisting students while reading and writing independently (Brabham & Villaume, 2001).

Word walls serve multiple purposes. Effective word walls is to support the teaching of key words and subject-specific terminology, to promote independence in reading and writing by building vocabulary, to provide visual clues and reference for language learners and to help students remember connections between words and concepts. The words are written with thick black marker or colored paper and are placed under the initial letter of the word (Hall & Cunningham, 1999).

Word walls also serve to teach word analysis and to build vocabulary from units of study. Teachers may also use these words to focus on spelling rules

(Brabham & Villaume, 2001). Overall, the word wall focuses on mastering high-frequency words that are in texts (Cooper & Kiger, 2003).

Word wall activities are incorporated to give students the opportunity to use these words in various ways. These words then become anchored in long-term memory allowing quick and easy access, promoting detection of patterns, and encouraging connections between words (Hall & Cunningham, 1999).

The following suggestions will help teachers create word wall for social studies terms: First, select words whose meaning/use has already been taught.

Second, add no more than five words per week. Third, include words that have connections. Fourth, select words which will help students understand social studies concepts to be stressed. Fifth, add illustrations if necessary. Sixth, always place new words in the same location so students can easily locate them then move “old” words to a place in the classroom where they are still accessible to students and last encourage the use of the words in both discussions and assignments.

2.2 Previous Studies

In relation to the use guessing game in the teaching English, there have been some studies conducted on using guessing game to improve English class, which have been conducted prior to this research. Based on Zulkifli (2005) research that use guessing game strategy is appropriate for teaching speaking skill. It can improve the students' speaking ability. The improvement is indicated by the increase of the percentage of the students who could respond the teachers'

questions in preliminary study to 94.2% students' participation in learning activities and the students' speaking ability from 8.6%.

Besides, Sitti (2014) make a product that is a package of application software entitled Interactive Multimedia-Based "Guessing Games" for Teaching Speaking to the Eight Grades of Junior High School in form of CD-room and a teacher's guidebook. The research analyzed the data by doing validation and try-out stages reveal that the experts of validation, teacher and students show positive responses towards the use of games in the teaching descriptive texts.

From all the studies above, it can be concluded that there are many ways especially using guessing games that can be done by the teachers to help students in improving the students' mastery in their learning English. In teaching, to make students get more understanding, teachers may be assisted by media, techniques, strategies and so on. Therefore, the researcher conducted a study by using word wall media in guessing game to improving student's speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. The research method includes research design, the role of the researcher, setting of the study, subject of the study, the data and score of the data, data collection, data analysis, evaluation and reflection, and the procedures of the research.

3.1 Research Design

The researcher design in this study is Classroom Action Research (CAR). Wiraatmaja (2008) say that the Classroom Action Research is also defined as one of problem solving strategies in which uses the action, and the process of skill development to detect and solve the problems. It could be concluded that the Classroom Action Research has purposes that are solving problems and it is reflective. Initially, the researcher conducted a preliminary study to find out the problem faced by students.

This Classroom Action Research (CAR) was completely done through several cycles. The first step is planning a teaching strategy to solve the problem. The second step is implementing the strategy. It will be followed by observing the teaching-learning activities as the third step. As the final step is reflecting how the strategy improve the students' speaking ability. The aforementioned steps form one cycle of Classroom Action Research. After having reflection, we can see if the criteria of success have been met. If the first cycle result does not full fill the criterion of success, it signifies that the second cycle is required to be

implemented. The diagram of the four main steps in Classroom Action Research can be seen as follow:

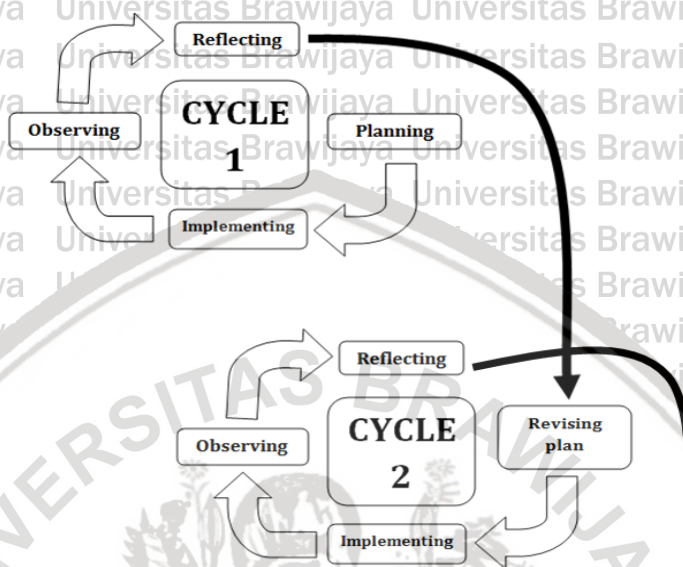


Figure: *The Four Steps of Classroom Action Research*

3.2 The Role of The Researcher

In classroom action research, the researcher will act as the teacher. The teacher teach and speaking skill by using guessing game strategy that has been planned before. The teacher did all the four steps in classroom action research as well as teaching them to speak by using guessing game strategy. Students may not be familiar with this strategy. As a consequence, the teacher will explain what they have to do in following the guessing game strategy.

3.3 Setting of The Study

This classroom action research carried out at SMP Negeri 2 Balongbendo which is located in Jln. Sumokembangsri, Balongbendo - Sidoarjo. This school was chosen because although the environment is conducive to learning, the students still and problem with speaking ability.

3.4 Subject of The Study

This classroom action research will be carried out on a class of seventh graders of SMP Negeri 2 Balongbendo. This study will involve all students in the class. This class is chosen because the students have problem in their speaking. By implementing guessing game strategy, the researcher hopes that the students' speaking ability will be improved.

3.5 Data and The Source of The Data

There were two kinds of data collected in this study. The first data were scores resulted from students' speaking assignments. The second data was the supporting data in form of students' questionnaire and interview. The source of the data was all students in a class of seventh grade in SMP Negeri 2 Balongbendo.

3.6 Data Collection

The data were collected are in form score of students' speaking test, students' questionnaires and interview. There are two cycle conducted in this research. Cycle 1 was done in three meetings. In the third meeting, the teacher

will ask the students to collect their product of descriptive text after they have assigned to write. They have to follow the steps on guessing game strategy.

In Cycle 1 the researcher did not get increase of students' score in speaking so the researcher trs to continue the research into Cycle 2. In Cycle 2 was done in three meetings. In the third meeting, the teacher will ask the students to collect their score from students performance in front of the class played guessing game.

They have to follow the steps on guessing game strategy and students are also asked to answer a set of questions in the questionnaire. The questionnaires were given at the end of the Cycle 2. The result of the questionnaire was in form of checklist which shows students responses. This data could help the researcher as teacher to figure out the students' feeling and attitude toward the strategy implemented in the class.

Observation checklist data resulted from a questionnaire may not be sufficient to reveal the real attitude of the students. This condition then leads the researcher to conduct some interviews to some students as a continuation of the questionnaire. The interview will be conducted out of class. The researcher will choose only some high achievers and low achievers. The result of the interview will help the researcher to know whether the strategy fits all students both low and high achievers. Interviews are also done in preliminary study. In preliminary study, the researcher interviews the English teacher of the class in seventh grade of SMP Negeri 2 Balongbendo.

3.7 Data Analysis, Evaluation and Reflection

The data analysis was done by analyzing the students' scores of speaking assignments, data from questionnaires and interview. The questionnaires and the interview results were analyzed by the researcher to know how the strategy fits the students. If it does not really accommodate all ranges of the students, the researcher would revise the strategy or the implementation of the strategy.

3.8 Method of Data Analysis

There were some data that were analyzed in this research:

1. The data from observation.

This research used observation guide to observe the classroom. In selecting an observation scheme, it was necessary to match the purpose of the research.

The researcher used the instrument of observation to know the students' participation.

2. The Data of Students' Test.

The researcher will give speaking test about descriptive text by using guessing game. In giving scores, the researcher referred to the rating scale modeled by David P. Harris, but there is modification in this scoring guide. The formula that will be used to calculate the result of the test are:

$$\text{TOTAL SCORE} : 16 \times 100 = \text{SCORE}$$

3.9 The Research Procedure

The research was done in two cycles. Each cycle consisted of four steps, those are: planning, implementing the strategy, observing the data, and reflecting implementation of the strategy.

1. Planning

In this step, the researcher prepared the lesson plans, the materials which were taken from course books used in the class, the instruments, and the criterion of success.

a. Lesson Plan

The lesson plans were constructed based on the standard of content 2013. Lesson plan (RPP) was adopted from syllabus as it aimed at teaching and learning process to reach basic competence (KD). It was arranged in every basic competence (KD) in one meeting even more. The components are the same as syllabus. However, lesson plan was completed with subject identity, method and steps in teaching and learning activity. The researcher constructed the lesson plan by herself and later revise the lesson plan was based on the suggestion of the teacher.

b. Materials

The researcher took the materials from course book used in the class. Yet, the researcher would get supplementary material from other sources if it was necessary. The materials given were adjusted to the curriculum demand and the standard of content.

c. Research Instruments

To conduct this research, the researcher used some instruments, it is described as follows:

1. Observation Checklist

The observation checklist was used to collect information about students' activity during the teaching and learning process.

2. Interview guide

There were two kinds of interview guides used in this study. The first interview guide was used in preliminary study to collect the data related to the classroom English teacher's activities in teaching speaking. The second interview was used in Cycle 2 to collect information related to the English teacher's responses on the application of guessing game strategy in the class.

3. Designing Lesson Plan

The lesson plan used in the class was prepared by the researcher and the English teacher. Also, it was constructed on the basic of the current curriculum.

4. Preparing the Media

The researcher prepared three kinds of media before teaching speaking in the class. The media used was a model of descriptive text and word wall.

5. Field Note

Field note was focused on recording the interaction between the teacher and the students and among the students. The teacher also writes some notes dealing with the learning process as well as the weakness and corection for the learning process.

6. Questionnaires

There were only one kind of questionnaires used in this study. The questionnaires used in Cycle 2 to know the students' responses on the application of guessing games strategy.

d. The criterion of Success

The criterion of success was set in order to determine whether the strategy successfully solved the problem or not. In this case, the success of the implementation of this strategy was measured by the increase of the students' score. The detail is explained as at least 80% of the students obtained the score 75 and above in speaking test. The researcher determined 75 as the standard of passing score based on KKM that used by the teacher of SMP Negeri 2 Balongbendo.

2. Implementation

In this step, the researcher conducted the action that had been planned. The action was aimed solving the problem that had been made-up. Therefore, the teacher and the researcher used the guessing game strategy in teaching speaking.

3. Observation

In this step, the researcher took data from the implementation of the strategy. The main data was collected from the scores of students' speaking test.

The supporting data was resulted from the questionnaires and the interview with the students.

4. Reflecting on the Observation

In this step, the researcher reflected the data of the observation to see the result of the cycle. This activity evaluated the change of students' success in learning English especially in speaking skill. The researcher will also saw whether the criterion of success was met and whether the further cycle was needed. If the result had already met the criterion of success, the researcher came to the conclusion of the study. Yet, if it is not yet met, the researcher will conduct the second cycle.

CHAPTER IV

RESEARCH FINDING

This chapter is devoted to presenting the findings of the research which was conducted in the class for about a month in the academic year of 2014/2015.

It consist of the data teaching speaking in the lass by using guessing game strategy.

This chapter then presents the data and findings of the research in solving the students' speaking ability problem using guessing game as strategy. The data obtained were presented in sequence based on the two cycles that was done in this study. It covers the planning of action, the implementation of action, the analysis and reflection.

4.1 Data Presentation

The data about the implementation obtained during the implementation of the action were presented by describing the activities done in each cycle of the study that covered the planning, the implementation, observation, and the reflection of the action.

The data were describe separately from Cycle 1 to another with the purpose of showing the similarities, the differences, the changes and the development that occured in teaching and learning proces and between the Cycle

4.1.1 Finding of Cycle 1

This section describes the teaching and learning process in every meeting.

The first cycle was carried out in two meetings, i.e. on Wednesday, 20 May 2015 and on Thursday, 21 May 2015.

4.1.2 Planning the Action

Before implementing Cycle 1, the researcher prepared the lesson plans, the materials, the guessing games, word wall media and the research instruments for two meetings.

4.1.3 Implementation The Action

Cycle 1 was completed in three meetings, i.e. on Wednesday, 13 May 2015, Thursday, 14 May 2015 and Wednesday, 20 May 2015. The English teacher acted as an observer who wrote the field notes. The researcher gave the lesson plan to the English teacher.

4.1.3.1 First Meeting (13 May 2015)

As in Curriculum 2013 that used of the school the method of teaching is use *Scientific Approach*. The steps of this method is observing, questioning, experimenting, associating, and networking. In first activity, teacher greeted the students and gave them brainstorming about the topic of lesson plan “ Kind of Animals” in the form of descriptive text.

First meeting conducted in Wednesday, 13 May 2015 at 08:20-09:40 a.m.

The time is 40 minutes. In opening activity, greeting by the teacher then asked to students to praying together before starting lesson of the day. Then check attendance of the students and there were 33 students who attended the class. It is all students complete.

The agenda of the day is introducing the material based on the topic. In the first is observing activity, students try to observed the picture in the text book based on the topic of the lesson plan then the teacher gave an example of the descriptive sentences appropriate with the characteristic of animals based on the picture. In the second is questioning activity, students asking some questions related the material that they still did not understand and teacher giving feedback.

In the third is experimenting activity, teacher guidance the students in pairs to discussing about descriptive text. They tried to identification about the generic structure and social function of the descriptive text then teacher asking to the students to making simple sentences then made became a descriptive text. In the networking activity, teacher asking the students to presented their product in front of class and teacher guidance other students to correcting directly about the pronunciation and wording of their friends' product then teacher giving feedback about students' performance.

The last activity is closing, teacher reminding about the material that has been learned in this meeting, asking students about the difficulties and their impression of the meeting of the day then gave them homework to find out picture about their favorite animals and described that in descriptive form.

4.1.3.2 Second Meeting (14 May 2015)

Second meeting was held on Thursday, 14 May 2015 at 11:30-12:50 a.m.

In opening activity, greeting by teacher and check students attendance. The time of this meeting is 40 minutes. There were 33 students who attended the class. In observing activity, students observed the result of their homework and teacher correction of the students' homework then ask students to write again become good product.

In relation of the topic, teacher introduce the game that selected for the teaching and learning activities were is guessing game and the name of the game "Guess It". The basic rule of this game is that the students have to guess something which was hidden from them, but they had to find it out in certain limit of time (three or five minutes). Then in questioning activity, the students asking about something they did not understand, then teacher gave the students to feedback.

The next is experimenting activity, teacher asked to choose member of group consist of 4 or 5 students groups and assembled according to a group that is chosen. Teachers give details about the rules of the guessing game. Each group of students were asked to explain and practicing alternately described in front of class. Then in associating activity, students gave a chance to choose paper that contained with number of word wall about the name of animals. Teacher gave a few minutes to each group for excersing in improvisation to description using good pronunciation about the name of animals.

In networking activity, students do the guessing game with the guidance of teachers with the word wall as the media in the group and turns in front of their friends. Each member of the group have something as a duty is one or two students as describer/practicer, two students as guesser or answering the question and one student as writer the answer. Other group have a chance to answer the question if the group that played in front of class cannot answer the question and teacher will give one point to the group. The last is closing activity, teacher give feedback about students presentation, deliver about next topic for next meeting and homework.

4.1.3.3 Third Meeting (20 May 2015)

Third meeting was held on Wednesday, 20 May 2015 at 08:20-09:40 a.m.

In opening activity, greeting by teacher and check students attendance. The time of this meeting is 40 minutes. There were 32 students who attended the class.

Only one students cannot came to the class because she was sick. Topic of today is still played the game. Then in observing activity, teacher and students observed home work that gave by teacher together and teacher gave feedback about students product.

Related with the subject lesson of the day teacher explained about "Who Am I?" game using Word Wall as media in teaching descriptive text in groups. In questioning activity, students asking question about something that they did not understand and teacher gave feedback. Next the experimenting activity, teacher asked to choose member of group consist of 4 or 5 students in group and

assembled according to a group that is chosen. Teachers give details about the rules of “Who Am I?” game. Each group of students has a chance to practicing.

In associating activity, teacher asked the leader of each group to choosed a piece of paper that has been shuffled by teacher. Then networking activity, in rotation each group played the game in front of class. Like in last meeting each member of the group have something as a duty is one or two students as describer/practicer, two students as guesser or answering the question and one student as writer the answer. If group that played in front of class cannot answer/guess answer of the question in 10 minutes, teacher allow to other group to answer the question and teacher will give two point to the group. Last is closing activity, teacher give feedback about students presentation, teacher asking students feelings after doing game, is that funny strategy or not doing this activity of the day in learning process.

4.1.4 Observing the Action

In this observation stage, the researcher read from the fied notes and observed the implementation of guessing game and word wall as media to increase students’ speaking ability. From three meetings of cycle 1, it is showed that there are two kind of guessing games that used in teaching speaking. They are “Guess It” and “Who Am I?”. From the data of the field notes showed that the implementation still need to conducted in next cycle that is cycle 2, beacuse the researcher looked that the students still confused and 50% students did not get below score of the Minimum Passing Standard (MPS) is 75.

4.1.5 Reflection on The Observation

The action phase, the researcher continued to final phase of the cycle 1, that was reflecting the action. The researcher compare the result of the cycle 1 post test with the criterion of succes and the result of the cycle 1 post test showed that from 33 students only 16 students reached the standart score. The researcher concluded that the criterion of success was not reached so, the researcher will proceed to cycle 2

4.2.1 Implementation The Action Cycle 2

Cycle 2 was completed in three meetings, i.e. on Wednesday, 21 May 2015, Thursday, 27 May 2015 and Wednesday, 28 May 2015. The English teacher acted as an observer who wrote the field notes. The researcher gave the lesson plan to the English teacher.

4.2.1.1 Fourth Meeting (21 May 2015)

Fourth meeting was held on Wednesday. 20 May 2015 at 08:20-09:40 a.m. The time of this meeting is 40 minutes. In opening activity, greeting by the teacher then asked to students to praying together before starting lesson of the day. Next, teacher checking the attendances of students. There were 30 students who attended in the class. Then is observing activity, here with the guidance of teachers, students observe several pictures of animals that exist in textbooks in accordance with the topic. With the guidance of a teacher, students are asked to discuss in pair about the descriptive text material.

Next is questioning activity, with the guidance of teachers prompted students to ask things that they have not understood the animal pictures. Teachers provide feedback on student questions. In experimenting activity, the students conduct discussions with each friend bench to create descriptive sentences short and clear. Students try to create descriptive text in a simple form.

In associating activity, all of the students presented the results of his work alternately in front of their friends. Teachers provide feedback and evaluation directly. Students make groups of 3 to 4 people to make a game of "Guess and Write". Teacher notify the rules in the game. Then in networking activity, with the guidance of teachers, groups of students start the game. Each group there are two students who describe and demonstrate the form or nature of the name of the animal that has been explain by the teacher while two students to guess and then take the appropriate picture and write the name of the animal is under the image.

For a group that has not had a turn presentations, allowed to seize an answer if the group presentation for 5 minutes cannot answer the question. If the group can answer the presentation, the students correct errors presented by their writings directly. Each group will get a reward. Teachers provide feedback on student performance. Each group had a presentation must write the results in the paper folio presentation in descriptive text simple and collected. The last is closing activity, teacher give feedback about students' presentations and deliver about next topic for next meeting.

4.2.1.2 Fifth Meeting (27 May 2015)

Fifth meeting was held on Wednesday, 27 May 2015 at 11:30-12:50 a.m.

The time of this meeting is 40 minutes. Next is opening activity, greeting by the teacher then asked to students to praying together before starting lesson of the day. Then check attendance of the students. There were 33 students who attended in the class. In observing activity, with the guidance of teachers, students sit in accordance groups like the previous meeting. Discussing and observe students' writing from the previous meeting. The teacher gives examples of some of the descriptive sentences in based on the characteristics of the animal. In questioning activity, with the guidance of teachers prompted students to ask things that they have not understood the animal pictures. Teachers provide feedback on student questions.

Then in experimenting activity, the teacher asked some students to explain about the definition and linguistic characteristics of descriptive text in turns. Teachers provide feedback and evaluation directly. Students make groups of 3-4 students. In associating activity, teacher explains about the game "Blank". Teachers give a different image to each student. Teachers also distributed colorful flags that have marked the letter as a sign of each group. Students create descriptive sentences short and clear about animals without giving the title of the text.

In networking activity, each group reads the result of work by turns in front of his friends. Students who sat were asked to guess what animal names are described by his friend by lifting the flag and fill in the "Blank" the name of the animal is on board. Teachers provide feedback on student performance and get a reward. Results of student writings that have been presented to the teachers then collected. The last is closing activity, teacher give feedback about students' presentations and deliver about next topic for next meeting.

4.2.1.3 Sixth Meeting (28 May 2015)

Sixth meeting was held on Thursday, 28 May 2015 at 08:20-09:40 a.m. In opening activity, greeting by teacher and check students attendance. The time of this meeting is 40 minutes. All of the students came to the class. Then we moved to observing activity, students seeking extensive information and observe about the topic/theme of the material to be studied. Teachers provide feedback.

Then in questioning activity, with the guidance of teachers prompted students to ask things that they did not yet understand. Teachers provide feedback on student questions. Next is experimenting activity, students form groups with team bench. Students who received envelopes containing a picture puzzle animals were distributed by the teacher.

In associating activity, the teacher explained the usefulness of the puzzle to play a game. During the student has not yet begun permianan not allowed to open the envelope. Teacher explains the game rules "Describe It" and in networking activity, each group advancing alternately called ahead to describe directly on the image that has been arranged in front of the teacher verbally. The

teachers guide the students who have not had a turn presenting allowed to practice pronunciation and susuanan word is good and right before being called for presentation to the next. Teachers provide assessment and feedback on student performance. After that closing activity, teacher asks what is learned at the meeting. The teacher asks the most memorable things and there are difficulties in the learning process. The teacher asks the students to lead prayers and ended the lesson.ended the lesson.

4.1.6 Observing the Action

In this observation stage, the researcher read from the field notes and observed the implementation of guessing game and word wall as media to increase students' speaking ability. From three meetings of Cycle 1 and three meeting of Cycle 2, it is showed that there are four kind of guessing games that used in teaching speaking. They are "Guess It", "Who Am I?", "Guess and Write", "Blank" and "Describe It". The teacher also used media word wall to supported teaching and learning process more interesting.

The data from the field notes showed that the implementation ran well from the first meeting until the sixth meeting. However, there were some students did not actively involved in the teaching and learning process. In the first meeting teacher just explained the general material that will studied at six the next meeting. From second until sixth meeting, grouped students into 8 groups (each group consist of 4-5 students), but in the first and fourth meeting teacher grouped the students in pairs. It was done to make all of the students involved in the

teaching and learning process because in pair group each student had different descriptive text.

The result of the speaking test showed that 27 students (91%) reached or scored above 75. The result raised from 5% in pre-test to 91% in post-test. Based on the result of observing the action, the students' and teacher's activities in six meetings had good class atmosphere. All the activities in the implementation stage which were done by the researcher finished and almost all students (85%) participated in the class activities.

4.1.7 Reflecting the Action

After observing the action phase, the researcher continued to the final phase of the Cycle I and Cycle 2, which was reflecting the action. The researcher compared the result of the Cycle I and Cycle 2 post-test with the criterion of success. The result of the Cycle I post-test showed that 16 students (50%) reached the standard score and in the Cycle 2 post-test showed that 27 students (90%) reached the standart score.

The researcher concluded that the criterion of success was reached. The result of observation checklist was good because most of the students are participated in the class activities. The result of the observation checklist and field notes shows that the students paid more attention, followed and enjoyed the activities.

4.2 The Students' Speaking Achievement and Their Participation

The result of students' speaking test was analyzed by the researcher. Based on the data presented in the table of students' score (See appendix 5), the finding shows that the students' achievement in speaking test in Cycle 1 and Cycle 2 depicted a satisfactory result. It was found that percentage of the students achieving the score greater than or equal 75 was 91% or 28 out of 33 students.

From the finding, it means that the students' achievement in speaking test has met the criteria of success. It was stated that the strategy was considered successful if 80% of the students were able to get equal to or above 75 in term of total score.

Before the researcher implementation of the action, the result of the vocabulary test shows that the students had difficulties doing the test. This was indicated by the scores in vocabulary test in preliminary study which were below the minimum passing score of 75. From 30 students, only 7 students (5%) achieved the minimum passing standard of pre-test, with the lowest score of 56,25 and the highest score of 75 and after implementation of action, the result of speaking test shows that 16 students (50%) reached score above the minimum standard score in Cycle 1 and 28 students (91%) reached score above the minimum standard score in Cycle 2. The students' speaking ability met the criteria of success. During the implementation of the action, the students paid more attention and participated in the process of teaching and learning.

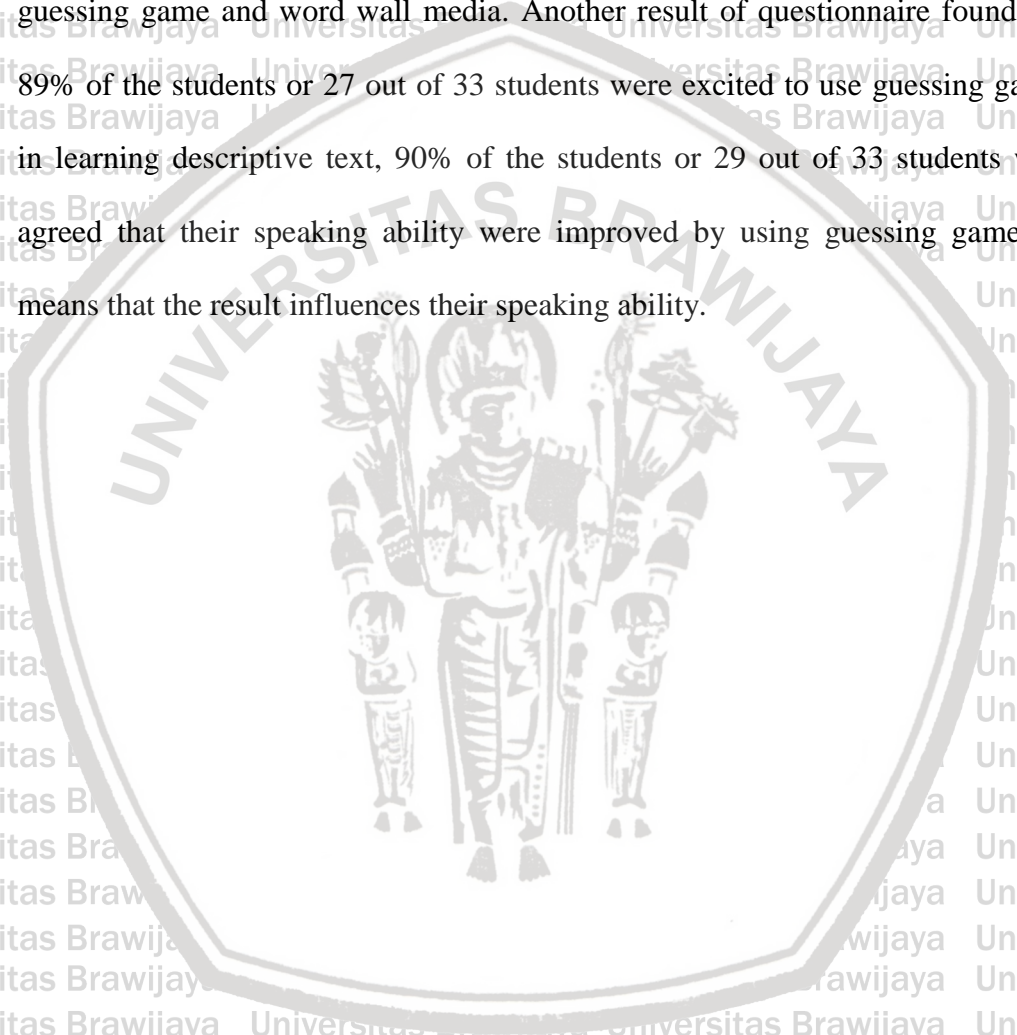
The students' result of speaking test in preliminary study and the result of the students' speaking test in post-test. There are two tests that had been conducted in this study, pre-test and post-test. There were two categories result of students' speaking test was the lowest score was 56,25 and the highest score was 75 in pre-test. In post-test of Cycle 1 the lowest score was 62,5 and the highest score was 87,5. The lowest score in post-test was 68,75 and 93,75 was highest score of Cycle 2.

The data from the observation checklist showed that the students' active participation in the teaching and learning activities in the class was 85%. During the implementation of Cycle 1 to Cycle 2 from the first until sixth meeting, the students who were active in having interaction with other students were 90% of the students. It can be seen from how they cooperate with other, their activeness in having group discussion, and students who did not disturb others during the teaching and learning process.

The students were also active in having interaction with the teacher. In the observation checklist, it showed that students who had interaction with the teacher such as paying attention to the teacher's explanation, giving comment, asking and answering questions, and do the teacher's instruction were 78% of the students.

Due to the students' involvement throughout the teaching and learning process the researcher conducted, it can be concluded that the students have high motivation to participate in the class. Moreover, the strategy was considered successful if at least 90% of the students in the questionnaire like to learn English using guessing game and word wall as media.

Based on the result of questionnaire after implementation of the use of guessing game in teaching descriptive text, 85% students were felt easy to learned using games. From the result of questionnaire also found that 90% of the students or 28 out of 33 students were interested to learning descriptive text by using guessing game and word wall media. Another result of questionnaire found that 89% of the students or 27 out of 33 students were excited to use guessing games in learning descriptive text, 90% of the students or 29 out of 33 students were agreed that their speaking ability were improved by using guessing games. It means that the result influences their speaking ability.



CHAPTER V

DISCUSSION

This chapter presents the discussions of the research findings. It consists of two sections: the use of guessing game and word wall media in teaching speaking, the students' speaking ability and their participation in the class.

5.1 The Use of Guessing Game and Word Wall Media In Teaching Speaking

Before the implementation of the action, the researcher prepared the lesson plan based on Curriculum 2013 because teaching and learning process should be done based on the curriculum that made by government. Intan (2013, p.4) stated that curriculum has long been considered as the most important guidelines and component of teaching and learning processes needed by teachers to achieve the purposes of their teaching activities. Related to that, the teachers believed that curriculum and lesson plans were the most important guidelines that they mainly consulted in determining their daily teaching and learning activities including in deciding on the exercises and evaluation that they usually administer.

In the first meeting of cycle 1, the researcher explained and introduced the objective of the lesson to students, after that the researcher asked to the students try to observed the picture in the text book based on the topic of the lesson plan then the researcher as the teacher gave an example of the descriptive sentences appropriate with the characteristic of animals based on the picture in textbook.

This activity called as the brainstorming activities before explaining the material.

The aimed of the brainstorming activities as a warming up to build a good

atmosphere in the class. Asmar (2012, p.27) stated that good class situation could increase the interest in learning language.

Teaching speaking by using language game as the strategy is teachers way to make students interesting to study in class. Not only that, the researcher as teacher believed that by using language game e.g. guessing game as the strategy in this reasearch could made students easier to memorizing the marerial of the study. It is line with Allen (1983, p. 52-54) stated that games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. In additional Allen also comment that "Not all games are helpful for language learning, of course ... when we are considering possible games for use, we should ask, "Will this game help to make several English words seem interesting and important to my students?"

Now many English as Foreign Language teachers agree on that students learn to speak in the foreign language by interacting. So, communicative language teaching and collaborative learning served best for this aim. Communicative language teaching is based on real-life situations that require communication.

Moreover, Antonaros and Couri (2003, p.6) state that "Games in the foreign language classroom ... encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning". By using guessing game in this research, students will have the opportunity of communicating with each other in the target language. In brief, teachers should create a classroom environment where students have real-

life communication, authentic activities, and the meaningful tasks that promote oral language.

In this study, the researcher chooses descriptive text as the reading material.

The descriptive text is a text that illustrates the object appearances. According to Samra (in Ronald (2012, p.5) states descriptive text is a kind of the text that gives illustrations or describes person, place and thing with in detail that the readers can visualize or imagine about the object being describes. It is line with Cali (in Ronald (2012, p.5) adds that descriptive text is used to describe the characteristics features and events of a specific subject. So, descriptive text is to used describes something to make the students as reader understand, agree and imagine that things are perfect.

In the first until third meeting of cycle I, the teacher asked students to observing the pictures in text book based on the topic. The pictures in the text book is related with descdrptive text that is to be teach in the class. After they observing the piture, teacher asked students tried to make simple descriptive sentees according to the picture. The teacher invited student to join the games.

The games one of the way to delivered teaching material in order to mke it fun. It line with Hadfield (1998, p.4) defines “game as an activity with rules, a goal and an element of fun”. So, teacher asked the students to make a group of three until five students. Not only in first meeting but until sixth meeting teacher asked to the students to make a group because in teaching and learning process by using guessing game as strategy in this research needs of correlation among students.

5.2 The Students' Speaking Ability and Their Participation

The result of the speaking test showed that the use of guessing game and word wall as media learning could improve the students' speaking ability successfully.

The improvement of students' speaking ability increased from 5% students who passed the minimum passing grade of 75 in speaking pre-test to 50% students' speaking post-test in Cycle 1 to 91% students in speaking post-test of Cycle 2.

The findings of this study are in line with Rixon (1992, p. 82), mentioned that games help students revise vocabulary and recalling something that happened. A game may help a student remember the language connected with it. The guessing game can be used in every level of age. In doing the game, the researcher sometimes make variation of it. Klippel argues "variation is a vital ingredient of good games. You can try changing the rules of familiar games or doing things in a different order, and you will find that one game idea can be the nucleus of many new games".

The data from the observation checklist showed that the students' active participation in the teaching and learning activities in the class was 85%. During the implementation of Cycle 1 until Cycle 2 from the first until sixth meeting, the students who were active in having interaction with other students were 90% of the students. It can be seen from how they cooperate with other, their activeness in having group discussion, their teamwork when played the game and students who did not disturb others during the teaching and learning process.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the study which had been conducted. The conclusion and suggestion were explained as follows:

6.1 Conclusion

Based on the field notes, observation checklist and questionnaire, guessing game increasing the students' speaking ability. It is good for teaching speaking using descriptive text. In Cycle 1 until Cycle 2, the teacher used the picture of animals in the textbook to deliver the game to teach the students descriptive text whereas the researcher used the picture of animals too and word wall as the media. The researcher use picture of animals because it is very easy for students to find out. The use of them in implementing guessing game strategy can help them understand the material well, so the students can produce better descriptive texts orally than before at the end of the lesson.

The students gave positive response by showing students' interest, enthusiasm and motivation during the action. It was known from observation, questionnaire and the interview was done during the research. The researcher invite the students to played guessing game in every meeting, because the researcher believes that with playing a guessing game could helps students to remember the material in teaching descriptive text.

Using guessing game and word wall as the media to increase students' speaking ability can improve the students' ability to speaking and to write descriptive text. It was shown the results of the tests as one of the indicators of the improvement gave distinct evidence. The students who passed the minimum passing standard (75) improve score from 5% or 7 out of 33 students in pre-test increased 50% or 16 students out of 33 students in Cycle 1 test and 91% or 28 students out of 33 students in Cycle 2 test. Moreover, the improvement is supported by the results of observation checklist, questionnaire, and interview which showed good results.

6.2 Suggestion

The study using guessing game word wall strategy to improve the students' speaking ability in teaching descriptive text had been done. Some suggestions are given as follows:

First, the use of guessing game word wall strategy to improve the students' speaking ability in teaching descriptive text has to be prepared well because using both the game and the media means that there will be many steps which have to be done. The game and media should have clear instructions for every steps need to be prepared in order to make students understand what to do and make the time more effective.

Second, because descriptive text is not only taught in junior high school level, the English teacher can use guessing game strategy using word wall media to improve students' speaking ability as an interesting alternative way for teaching and learning process. The last but not the least was that this research finding can give information or knowledge for readers and become reference for other researchers.



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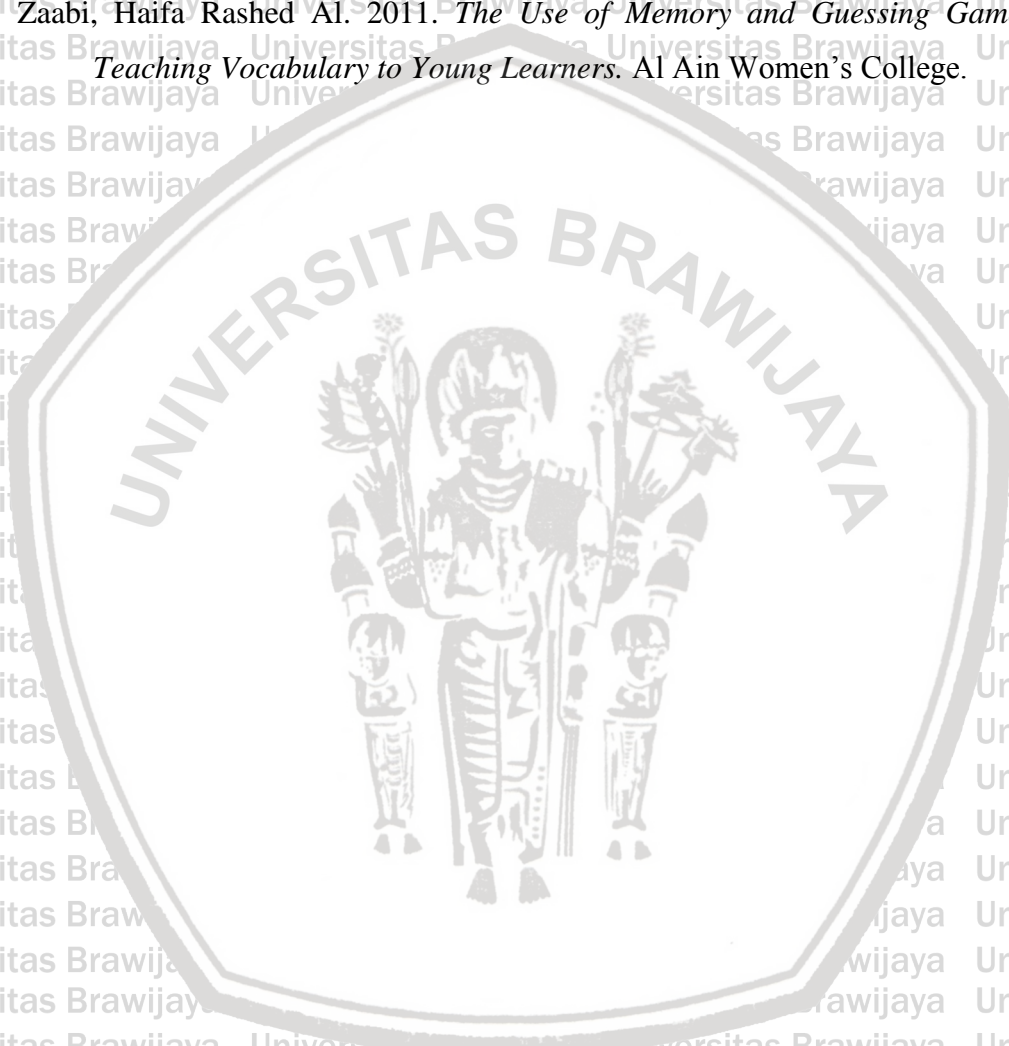
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Appendix 1

SMP NEGERI 2 BALONGBENDO
SPEAKING PRE-TEST SCORE
CLASS 7-C

No	Name	Score				TOTAL	SCORE
		ACU	VOC	GRM	FLU		
1	AMR	3	3	3	3	12	75
2	ADA	2	3	3	2	10	62,5
3	ADI	3	3	2	3	11	68,75
4	AERH	3	3	3	3	12	75
5	ACN	3	3	2	2	10	62,5
6	BHLM	2	3	3	3	11	68,75
7	CIW	3	3	2	2	10	62,5
8	DDPW	3	3	3	3	12	75
9	DBA	3	3	2	3	11	68,75
10	DITA	2	3	2	3	10	62,5
11	EDA	3	3	3	2	11	68,75
12	ERK	3	3	3	3	12	75
13	HEW	3	3	2	3	11	68,75
14	LIA	2	3	2	3	10	62,5
15	MHD	2	3	3	2	10	62,5
16	MNB	3	3	2	3	11	68,75
17	MOA	3	3	3	3	12	75
18	MRAG	2	3	2	2	9	56,25
19	MUAL	3	3	3	3	12	75
20	MICM	3	3	3	2	11	68,75
21	MNA	3	2	2	3	10	62,5
22	NAFR	3	3	3	2	11	68,75
23	NWR	3	3	2	2	10	62,5
24	OSTW	3	2	3	2	10	62,5
25	QOA	3	3	3	2	11	68,75
26	RKD	2	3	2	2	9	56,25
27	RRP	2	3	2	2	9	56,25
28	RAP	2	3	3	2	10	62,5
29	RMR	2	3	3	3	11	68,75
30	RSFP	3	3	2	2	10	62,5
31	SIM	3	3	3	3	12	75
32	SYK	3	2	3	2	10	62,5
33	WDY	3	3	2	3	11	68,75
AVERAGE						10,66667	66,66667

RUMUS NILAI:

$$\text{TOTAL SCORE} : 16 \times 100 = \text{SCORE}$$

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 2 Balongbendo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 7 / Genap

Materi Pokok : Describe it!

Alokasi Waktu : 6 x 40 menit (Pertemuan ke 1, 2, 3, 4, 5, dan 6)

A. Kompetensi Inti:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang menyatakan dan menanyakan sifat orang, binatang, benda berdasarkan konteks.
2	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku percaya diri dalam berkomunikasi dalam bahasa Inggris tentang menyatakan dan menanyakan sifat orang, binatang, benda berdasarkan konteks.
3	3.7 Memahami fungsi sosial, struktur teks, dan unsur	7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur

	kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda berdasarkan konteks.
4	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	8.1 Menanyakan dan menyatakan secara lisan sifat orang, binatang, dan benda dengan tepat berdasarkan gambar. 8.2 Mendeskripsikan sifat orang, binatang, dan benda secara tertulis dengan tepat berdasarkan gambar.

C. Tujuan Pembelajaran:

Siswa terampil dalam memahami dan menyusun tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis, menanyakan dan menyatakan secara lisan dan mendeskripsikan sifat orang, binatang, dan benda secara tertulis dengan tepat berdasarkan gambar, sesuai dengan konteks penggunaannya untuk melakukan komunikasi interpersonal dengan struktur teks yang runtut dan dengan dengan unsur kebahasaan yang benar dilandasi dengan sikap santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru/orang yang lebih dewasa, teman, serta keluarga.

D. Materi Pembelajaran:

❖ Pertemuan 1, 2, 3, 4, 5, dan 6

1. *Topic*

Mendeskripsikan dan menyatakan sifat orang, binatang dan benda secara lisan dengan tepat berdasarkan gambar.

2. *Fungsi sosial*

Mendeskripsikan dan mengidentifikasi sifat orang, binatang, dan benda dengan tepat berdasarkan gambar

3. *Struktur teks*

- Macam- macam profesi: a doctor, a gardener, a biology teacher, a cook, a police woman.
- Macam- macam tugas pada profesi tertentu.
- Tempat kerja: a school, a garden, a hospital, a market, a police station, a bank.

4. *Unsur Kebahasaan:*

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Kata keterangan (*very, so, really, extremely, dsb.*)
- Bentuk pendek (*It's, They're, dsb.*)

- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they, dsb.*)
- *Introductory there (there is, there are)*
- Nama-nama benda
- Kata kerja dalam *the simple present tense: have, has, be, dsb.*
- Ucapan, tekanan kata, intonasi, dan ejaan.

E. Metode Pembelajaran:

Scientific Approach :

- *Observing*
- *Questioning*
- *Experimenting*
- *Associating*
- *Networking*

F. Model Pembelajaran: *Project Based Learning*

G. Media Pembelajaran:

- Whiteboard
- Pictures
- Books
- Word wall

H. Sumber Belajar:

1. Buku Guru Bahasa Inggris *When English Rings The Bell*. Kelas VII. Asep Gunawan, Yuli Rulani Khatimah, Siti Wachidah. Jakarta.
2. Buku Siswa Bahasa Inggris *When English Rings The Bell*. Kelas VII. Asep Gunawan, Yuli Rulani Khatimah, Siti Wachidah. Jakarta.

I. Langkah Pembelajaran:

a. Pertemuan 1

No	Kegiatan	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Siswa merespon sapaan guru. • Siswa menjawab pertanyaan guru terkait keadaannya. • Siswa memimpin doa. • Guru mengecek daftar hadir siswa. • Apersepsi: Siswa menjawab pertanyaan guru berkaitan 	5 menit

	<p>dengan materi sebelumnya.</p> <ul style="list-style-type: none"> Brainstorming: siswa menjawab pertanyaan terkait topik yang akan diajarkan dan juga tentang guessing game dan word wall. <i>Do you have a pet?</i> <i>How nice they are!</i> <i>Please describe the picture.</i> <i>Who is she/he?</i> <i>What do you think about him/her?</i> <i>What does he/she do?</i> 	
	<p>Guru menyampaikan materi yang akan dipelajari, yaitu:</p> <ul style="list-style-type: none"> Mendeskripsikan tentang bentuk dan karekteristik orang. 	
2	<p>Kegiatan inti:</p> <p>Observing:</p> <ul style="list-style-type: none"> Siswa mengamati beberapa gambar sesuai dengan topik yang dipelajari. Guru memberikan contoh beberapa kalimat deskriptif sesuai karakterisrik dari gambar hewan tersebut. <p>Questioning:</p> <ul style="list-style-type: none"> Dengan bimbingan guru siswa diminta menanyakan hal-hal yang mereka belum pahami dalam gambar hewan. Guru memberikan feedback terhadap pertanyaan siswa. <p>Experimenting:</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa diminta untuk berdiskusi dengan teman sebangku tentang materi teks deskriptif. Siswa melakukan diskusi dengan teman sebangku masing-masing untuk membuat kalimat deskriptif secara singkat dan jelas. Siswa mencoba membuat teks deskriptif dalam bentuk sederhana. <p>Associating:</p> <ul style="list-style-type: none"> Siswa mempresentasikan hasil pekerjaannya secara bergantian di depan teman-temannya. Guru memberikan feedback dan evaluasi secara langsung. 	<p>10 menit</p> <p>10 menit</p> <p>15 menit</p> <p>15 menit</p> <p>20</p>

	<p>Networking:</p> <ul style="list-style-type: none"> • Setiap siswa mempresentasikan hasil pekerjaannya secara bergantian di depan teman-temannya • Dengan bimbingan guru, siswa yang belum mendapat giliran presentasi mengoreksi hasil yang dipresentasikan oleh temannya secara langsung kesalahan pengucapan dan susunan kata • Guru memberikan feedback terhadap penampilan siswa 	menit
3	<p>Penutup:</p> <ul style="list-style-type: none"> • Guru menanyakan apa saja yang dipelajari pada pertemuan tersebut. • Guru menanyakan ada kesulitan dalam proses belajar. • Guru menanyakan hal yang paling berkesan selama proses belajar. • Guru memberikan pekerjaan rumah untuk mencari gambar hewan yang disukai dan mendeskripsikan hewan tersebut. • Guru menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. • Guru meminta siswa untuk memimpin doa. • Guru mengakhiri pelajaran. 	5 menit

b. Pertemuan 2

No	Kegiatan	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Siswa merespon sapaan guru. • Siswa menjawab pertanyaan guru terkait keadaannya. • Siswa memimpin doa. • Guru mengecek daftar hadir siswa. • Apersepsi: Siswa menjawab pertanyaan guru berkaitan dengan materi sebelumnya. • Brainstorming: siswa menjawab pertanyaan terkait topik yang akan diajarkan dan juga tentang guessing game dan word wall. <i>Do you have a pet?</i> <i>How nice they are!</i> <i>Please describe the picture.</i> <i>Who is she/he?</i> <i>What do you think about him/her?</i> <i>What does he/she do?</i> 	5 menit

	<p>Guru menyampaikan materi yang akan dipelajari, yaitu:</p> <ul style="list-style-type: none"> Mendeskripsikan tentang sifat binatang. 	
2	<p>Kegiatan inti:</p> <p>Observing:</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengamati hasil pekerjaan yang telah diberikan di pertemuan sebelumnya. Guru mengkoreksi hasil kerja siswa dan siswa mencoba untuk membenarkan kembali susunan kalimat atau kata yang telah dikoreksi. Kemudian guru memberikan point istimewa bagi siswa yang memiliki sedikit kesalahan. Siswa diperkenalkan guessing game yang akan dimainkan. <p>Questioning:</p> <ul style="list-style-type: none"> Siswa menanyakan hal-hal yang mereka belum pahami tentang permainan tersebut. Guru memberikan feedback terhadap pertanyaan siswa. <p>Experimenting:</p> <ul style="list-style-type: none"> Siswa diminta untuk memilih kelompok yang terdiri dari 4 atau 5 anggota dan berkumpul sesuai kelompok yang sudah dipilih. Guru memberikan keterangan mengenai aturan dalam permainan “Guess It” tersebut. Setiap kelompok memiliki satu anggota untuk mengambil nomor urut untuk tampil yang telah disediakan oleh guru. Setiap kelompok siswa diminta untuk berlatih menjelaskan dan mendeskripsikan di depan kelas secara bergantian. <p>Associating:</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk memilih sebuah kertas yang berisikan nomor urut kertas yang sudah ditempel di dinding berisikan nama-nama binatang. Kelompok siswa berdiskusi untuk berlatih mendeskripsikan secara improvisasi dengan menggunakan ejaan yang benar tentang nama-nama binatang yang telah didapat. 	<p>10 menit</p> <p>10 menit</p> <p>15 menit</p> <p>15 menit</p> <p>20</p>

	<p>Networking:</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa melakukan permainan dengan word wall sebagai media dalam permainan secara kelompok dan bergantian sesuai urutan di depan kelas. Setiap anggota kelompok mempunyai tugas masing-masing yaitu satu/dua siswa untuk mempraktikkan/mendeskripsikan, dua siswa menjawab, satu siswa menulis hasil deskripsi mereka dalam guessing game tersebut dengan cara menebak gambar atau kata yang ada di dalam word wall tersebut. Kelompok siswa yang lain diperbolehkan untuk berebut untuk menjawab pertanyaan dengan cara mengangkat tangan yang diwakili salah satu anggota kelompok siswa. 	menit
3	<p>Penutup:</p> <ul style="list-style-type: none"> Guru menanyakan apa saja yang dipelajari pada pertemuan tersebut. Guru menanyakan ada kesulitan dalam proses belajar dan hal yang paling berkesan selama proses belajar. Guru memberikan feedback terhadap penampilan siswa. Guru memberikan PR untuk mendeskripsikan hewan. Guru menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. Guru meminta siswa untuk memimpin doa. Guru mengakhiri pelajaran. 	5 menit

c. Pertemuan 3

No	Kegiatan	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> Siswa merespon sapaan guru. Siswa menjawab pertanyaan guru terkait keadaannya. Siswa memimpin doa. Guru mengecek daftar hadir siswa. Apersepsi: Siswa menjawab pertanyaan guru berkaitan dengan materi sebelumnya. Brainstorming: siswa menjawab pertanyaan terkait 	5 menit

	<p>topik yang akan diajarkan dan juga tentang guessing game dan word wall.</p> <p><i>Do you have a pet?</i> <i>How nice they are!</i> <i>Please describe the picture.</i> <i>Who is she/he?</i> <i>What do you think about him/her?</i> <i>What does he/she do?</i></p>	
	<p>Guru menyampaikan materi yang akan dipelajari, yaitu: ➤ Mendeskripsikan tentang sifat binatang.</p>	
<p>2</p>	<p>Kegiatan inti:</p> <p>Observing:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa mengamati tulisan hasil pekerjaan rumah masing-masing pada pertemuan kedua. • Siswa dan guru berdiskusi bersama-sama tentang hasil tulisan mereka. • Guru menjeaskan tentang game (Who Am I) yang akan dimainkan oleh siswa secara kelompok. <p>Questioning:</p> <ul style="list-style-type: none"> • Siswa diminta menanyakan hal-hal yang mereka belum pahami. • Guru memberikan feedback terhadap pertanyaan siswa. <p>Experimenting:</p> <ul style="list-style-type: none"> • Siswa diminta untuk membentuk kelompok yang terdiri dari 4 sampai 5 orang dan berkumpul sesuai kelompok yang sudah dipilih. • Guru memberikan keterangan mengenai aturan dalam permainan “Who Am I?” tersebut. • Setiap kelompok siswa diminta untuk berlatih menjelaskan dan mendeskripsikan di depan kelas secara bergantian sesuai urutan yang telah ditentukan oleh guru. <p>Associating:</p> <ul style="list-style-type: none"> • Setiap kelompok siswa diberikan kesempatan untuk memilih sebuah kertas yang sudah dikocok • Setiap kelompok siswa akan diminta untuk mengisi bagian yang kosong terdapat dalam kertas berisikan 	<p>10 menit</p> <p>10 menit</p> <p>15 menit</p> <p>15 menit</p> <p>20</p>

	<p>nama-nama binatang yang telah ditempel di dinding.</p> <p>Networking:</p> <ul style="list-style-type: none"> • Setiap kelompok secara bergantian bermain game tersebut di depan kelas. • Setiap kelompok mempunyai perwakilan satu/dua siswa untuk mempraktikkan/mendeskripsikan, satu siswa menjawab, dua siswa menulis hasil deskripsi mereka dalam guessing game tersebut dengan cara menebak gambar atau kata yang ada di dalam word wall tersebut. • Setiap kelompok diberikan waktu 10 menit untuk menjawab tebakan dalam permainan ini. • Kelompok siswa yang lain diperbolehkan untuk berebut menjawab dengan cara mengangkat tangan yang diwakili salah satu anggota kelompok siswa. • Guru memberikan feedback terhadap penampilan siswa. 	menit
3	<p>Penutup:</p> <ul style="list-style-type: none"> • Guru menanyakan apa saja yang dipelajari pada pertemuan tersebut. • Guru menanyakan ada kesulitan dalam proses belajar. • Guru menanyakan hal yang paling berkesan selama proses belajar. • Guru meminta siswa untuk memimpin doa. • Guru mengakhiri pelajaran. 	5 menit

d. Pertemuan 4

No	Kegiatan	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Siswa merespon sapaan guru. • Siswa menjawab pertanyaan guru terkait keadaannya. • Siswa memimpin doa. • Guru mengecek daftar hadir siswa. • Apersepsi: Siswa menjawab pertanyaan guru berkaitan dengan materi sebelumnya. • Brainstorming: siswa menjawab pertanyaan terkait topik yang akan diajarkan dan juga tentang guessing game dan word wall. <i>Do you have a pet?</i> <i>How nice they are!</i> <i>Please describe the picture.</i> <i>Who is she/he?</i> 	5 menit

	<p><i>What do you think about him/her?</i> <i>What does he/she do?</i></p>	
	<p>Guru menyampaikan materi yang akan dipelajari, yaitu: ✚ Mendeskripsikan tentang bentuk dan karekeristik orang.</p>	
<p>2</p>	<p>Kegiatan inti:</p> <p>Observing:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa mengamati beberapa gambar hewan yang ada di buku teks sesuai dengan topik yang dipelajari. • Dengan bimbingan guru, siswa diminta untuk berdiskusi dengan teman sebangku tentang materi teks deskriptif. <p>Questioning:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa diminta menanyakan hal-hal yang mereka belum pahami dalam gambar hewan. • Guru memberikan feedback terhadap pertanyaan siswa. <p>Experimenting:</p> <ul style="list-style-type: none"> • Siswa melakukan diskusi dengan teman sebangku masing-masing untuk membuat kalimat deskriptif secara singkat dan jelas. • Siswa mencoba membuat teks deskriptif dalam bentuk sederhana. <p>Associating:</p> <ul style="list-style-type: none"> • Siswa mempresentasikan hasil pekerjaannya secara bergantian di depan teman-temannya. • Guru memberikan feedback dan evaluasi secara langsung. • Siswa membuat kelompok yang terdiri dari 3 sampai 4 orang untuk melakukan sebuah permainan yaitu "Guess and Write" • Guru memberitahukan peraturan dalam permainan tersebut. <p>Networking:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, kelompok siswa memulai permainan. • Setiap kelompok ada 2 siswa yang mendeskripsikan 	<p>10 menit</p> <p>5 menit</p> <p>15 menit</p> <p>15 menit</p> <p>25 menit</p>

	<p>dan memperagakan bentuk atau sifat dari nama hewan yang sudah diberitahukan oleh guru sedangkan 2 siswa menebak kemudian mengambil gambar yang sesuai dan menulis nama hewan tersebut dibawah gambar.</p> <ul style="list-style-type: none"> • Bagi kelompok yang belum mendapat giliran presentasi, diijinkan untuk merebut jawaban jika kelompok yang presentasi selama 5 menit tidak dapat menjawab pertanyaan. • Jika kelompok yang presentasi bisa menjawab maka, siswa mengkoreksi kesalahan tulisan yang dipresentasikan oleh temannya secara langsung. • Setiap kelompok akan mendapatkan reward. • Guru memberikan feedback terhadap penampilan siswa. • Setiap kelompok yang sudah presentasi harus menulis hasil presentasi di kertas folio dalam bentuk teks deskriptif yang sederhana dan dikumpulkan. 	
3	<p>Penutup:</p> <ul style="list-style-type: none"> • Guru menanyakan apa saja yang dipelajari pada pertemuan tersebut. • Guru menanyakan ada kesulitan dalam proses belajar dan hal yang paling berkesan selama proses belajar. • Guru menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. • Guru meminta siswa untuk memimpin doa. • Guru mengakhiri pelajaran. 	5 menit

e. Pertemuan 5

No	Kegiatan	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Siswa merespon sapaan guru. • Siswa menjawab pertanyaan guru terkait keadaannya. • Siswa memimpin doa. • Guru mengecek daftar hadir siswa. • Apersepsi: Siswa menjawab pertanyaan guru berkaitan dengan materi sebelumnya. • Brainstorming: siswa menjawab pertanyaan terkait topik yang akan diajarkan dan juga tentang guessing game dan word wall. <p><i>Do you have a pet?</i> <i>How nice they are!</i></p>	5 menit

	<p><i>Please describe the picture.</i> <i>Who is she/he?</i> <i>What do you think about him/her?</i> <i>What does he/she do?</i></p> <p>Guru menyampaikan materi yang akan dipelajari, yaitu:  Mendeskripsikan tentang bentuk dan karakteristik orang.</p>	
2	<p>Kegiatan inti:</p> <p>Observing:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa duduk sesuai kelompok seperti pertemuan sebelumnya. • Siswa berdiskusi dan mengamati hasil tulisan dari pertemuan sebelumnya. • Guru memberikan contoh beberapa kalimat deskriptif sesuai karakteristik dari gambar hewan tersebut. <p>Questioning:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa diminta menanyakan hal-hal yang mereka belum pahami dalam gambar hewan. • Guru memberikan feedback terhadap pertanyaan siswa. 	10 menit 5 menit
	<p>Experimenting:</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, beberapa siswa diminta untuk menjelaskan definisi dan ciri kebahasaan teks deskriptif secara bergiliran. • Guru memberikan feedback dan evaluasi secara langsung. • Siswa membuat kelompok yang terdiri dari 3-4 siswa. <p>Associating:</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang permainan “Blank”. • Guru memberikan gambar yang berbeda kepada setiap siswa. • Guru juga membagikan bendera warna-warni yang telah diberi tanda huruf sebagai tanda disetiap kelompok. • Siswa membuat kalimat deskriptif secara singkat dan jelas tentang hewan tanpa memberikan judul dari teks. <p>Networking:</p>	10 menit 15 menit 25 menit

	<ul style="list-style-type: none"> • Setiap kelompok membacakan hasil pekerjaannya secara bergantian di depan teman-temannya. • Siswa yang duduk diminta untuk menebak apa nama hewan yang didiskripsikan oleh temannya dengan cara mengangkat bendera dan mengisi “Blank” nama hewan tersebut di papan. • Guru memberikan feedback terhadap penampilan siswa dan mendapat reward. • Hasil tulisan siswa yang telah dipresentasikan kemudian dikumpulkan kepada guru. 	
3	<p>Penutup:</p> <ul style="list-style-type: none"> • Guru menanyakan apa saja yang dipelajari pada pertemuan tersebut. • Guru menanyakan ada kesulitan dalam proses belajar. • Guru menanyakan hal yang paling berkesan selama proses belajar. • Guru memberikan pekerjaan rumah untuk mencari gambar hewan yang disukai dan mendeskripsikan hewan tersebut. • Guru menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. • Guru meminta siswa untuk memimpin doa. • Guru mengakhiri pelajaran. 	5 menit

f. Pertemuan 6

No	Kegiatan	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Siswa merespon sapaan guru. • Siswa menjawab pertanyaan guru terkait keadaannya. • Siswa memimpin doa. • Guru mengecek daftar hadir siswa. • Apersepsi: Siswa menjawab pertanyaan guru berkaitan dengan materi sebelumnya. • Brainstorming: siswa menjawab pertanyaan terkait topik yang akan diajarkan dan juga tentang guessing game dan word wall. <p><i>Do you have a pet?</i> <i>How nice they are!</i> <i>Please describe the picture.</i> <i>Who is she/he?</i> <i>What do you think about him/her?</i> <i>What does he/she do?</i></p>	5 menit

	<p>Guru menyampaikan materi yang akan dipelajari, yaitu:</p> <ul style="list-style-type: none"> Mendeskrripsikan tentang bentuk dan karekteristik orang. 	
<p>2</p>	<p>Kegiatan inti:</p>	<p>10 menit</p>
	<p>Observing:</p> <ul style="list-style-type: none"> Siswa mencari informasi yang luas dan mengamati tentang dengan topik/tema materi yang akan dipelajari. Guru memberikan feedback.. 	<p>10 menit</p>
	<p>Questioning:</p> <ul style="list-style-type: none"> Dengan bimbingan guru siswa diminta menanyakan hal-hal yang mereka belum pahami. Guru memberikan feedback terhadap pertanyaan siswa. 	<p>15 menit</p>
	<p>Experimenting:</p> <ul style="list-style-type: none"> Siswa membentuk kelompok dengan teamn sebangku Siswa mendapat amplop yg berisikan puzzle gambar hewan yang dibagikan oleh guru. 	<p>15 menit</p>
	<p>Associating:</p> <ul style="list-style-type: none"> Guru menjelaskan kegunaan puzzle tersebut untuk bermain sebuah permainan. Selama permianan belum dimulai siswa dilarang membuka amplop tersebut. Guru menjelaskan tentang peraturan game “Describe It”. 	<p>15 menit</p>
	<p>Networking:</p> <ul style="list-style-type: none"> Setiap kelompok dipanggil maju bergantian ke depan untuk mendeskripsikan secara langsung tentang gambar yang telah disusu di depan guru secara lisan. Dengan bimbingan guru, siswa yang belum mendapat giliran presentasi dibolehkan berlatih cara pengucapan dan susuanan kata yang baik dan benar sebelum dipanggil untuk presentasi ke depan. Guru memberikan penilaian dan feedback terhadap penampilan siswa 	<p>20 menit</p>

3	<p>Penutup:</p> <ul style="list-style-type: none"> • Guru menanyakan apa saja yang dipelajari pada pertemuan tersebut. • Guru menanyakan ada kesulitan dalam proses belajar. • Guru menanyakan hal yang paling berkesan selama proses belajar. • Guru meminta siswa untuk memimpin doa. • Guru mengakhiri pelajaran. 	5 menit
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J. Penilaian

1. Keterampilan

Teknik Penilaian : Unjuk Kerja

Bentuk Instrumen : Tes keterampilan menulis dan berbicara

Rubrik untuk penilaian keterampilan menulis

No	Aspek yang Dinilai	Kriteria	Skor
1	Originalitas Penulisan	Sangat original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Kesesuaian Isi dengan Tema	Isi sangat sesuai dengan tema	5
		Isi sesuai dengan tema	4
		Isi cukup sesuai dengan tema	3
		Isi kurang sesuai dengan tema	2
		Isi tidak sesuai dengan tema	1
3	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2

		Keruntutan teks tidak tepat	1
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5
		Pilihan kosakata tepat	4
		Pilihan kosakata cukup tepat	3
		Pilihan kosakata kurang tepat	2
		Pilihan kosakata tidak tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5
		Penulisan kosakata tepat	4
		Penulisan kosakata cukup tepat	3
		Penulisan kosakata kurang tepat	2
		Penulisan kosakata tidak tepat	1
7	Kerapian Tulisan	Tulisan rapi dan mudah terbaca	5
		Tulisan cukup rapi tapi mudah terbaca	4
		Tulisan rapi tapi mudah terbaca	3
		Tulisan tidak rapi dan sulit terbaca	2
		Tidak pernah menunjukkan sikap kerja sama	1

Pedoman Penskoran

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rubrik untuk penilaian keterampilan berbicara

No	Aspek Yang dinilai	Kriteria	Skor
1	Pengucapan	Hampir sempurna	5

		Ada beberapa kesalahan umum tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahandan mengganggu makna	1
2.	Intonasi	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan mengganggu makna	1
3.	Kelancaran	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4.	Ketepatan	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

Pedoman Penskoran

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Appendix 3

INTERVIEW IN PRELIMINARY STUDY

1. Berapa kali pertemuan dalam seminggu untuk pembelajaran bahasa Inggris di sekolah SMP Negeri 2 Balongbendo ini khususnya di kelas 7?
3 kali dalam seminggu.
2. Diantara semua kelas 7, manakah yang menurut bapak/ibu kurang dalam kemampuan berbicara?
Siswa di kelas 7 C yang menurut saya kurang dalam hal kemampuan berbicara bahasa Inggris.
3. Apa strategi yang biasa dipakai oleh bapak/ibu untuk melihat dan meningkatkan kemampuan berbicara siswa?
Memberikan *drilling* kepada siswa secara terus menerus dalam kemampuan berbicara.
4. Bagaimana cara bapak/ibu meningkatkan kreatifitas siswa dalam kemampuan berbicara bahasa Inggris?
Mengajak siswa dalam bermain peran, membaca dialog, dan bermain *games*.
5. Apakah siswa tertarik dengan cara tersebut?
Selama ini siswa tertarik dan cukup mampu meningkatkan kemampuan siswa dalam berbicara bahasa Inggris.
6. Kurikulum apa yang digunakan di sekolah SMP Negeri 2 Balongbendo ini untuk mengajar di kelas?
Di sekolah SMP Negeri 2 Balongbendo ini menggunakan kurikulum 2013.

Appendix 4a**FIELD NOTE 1**

Date/Time : May 13, 2015

Meeting : 1

Notes:

In the first meeting of cycle 1, the research conducted on Wednesday, May 13, 2015 at 08:20-09:40 a.m. There are 33 students in the class. All of the students were come to the class. The situation in the class was very conducive and many students enthusiast in teaching and learning process.

At the first time, this activity of the day there are only greeting by researcher that will conducted the research as English teacher in 7-C class then the reseacher as the English teacher did the brainstorming by using textbook that use in SMP Balongbendo 2 as the students textbook. Explain to students how to make descriptive sentences became a text , how to describe something in brief and clear. Then, teacher asked the students to discussing with their friend to make descriptive text. After that, teacher aksed to some of the students presentation their product in front of the class. The last activity, students submitted their product to teacher and teacher give feedback about the matrial lesson of the day.

In the first meeting, the teaching and learning process was run well. Many students followed the learning well, but some students still chatting with the other friends. When teacher asked questions to the students, some students raise their hands and some of them still reluctant. The things that need to be improved in this meeting is to make students more interest and make the teaching and learning process more attractive. In this part, the English teacher filled the observation checklist and helped the researcher to handle the classroom.

Appendix 4b**FIELD NOTE 2**

Date/Time : May 14, 2015

Meeting : 2

Notes:

In the second meeting of implementation stage in cycle 1, the researcher conducted on Thursday, May 14, 2015 at 11:30-12:50 a.m. In this second meeting, all of the students were come to the class. After greeting and check attendances, students observed the result of their homework and teacher correction of the students' homework then ask students to write again become good product. In relation of the topic, teacher introducing the game that selected for the teaching and learning activities were is guessing game and the name of the game "Guess It". The teacher grouped the students into eighth groups. The member of group consist of 4 or 5 students in groups and assembled according to a group that is chosen.

The basic rule of this game is that the students have to guess something (a word phrase) which was hidden from them, but they had to find it out in certain limit of time. Teachers give details about the rules of the guessing game. Each group of students were asked to explain and practicing alternately described in front of class. Then, students gave a chance to choose paper that contained with number of word wall about the name of animals. Teacher gave a few minutes to each group for excersing in improvisation to description using good pronunciation about the name of animals.

After that, students do the guessing game with the guidance of teachers with the word wall as the media in the group and turns in front of their friends. Each member of the group have something as a duty is one or two students as describer, two students as guesser or answering the question and one student as writer the answer. Other the group have a chance to answer the question if the group that played in front of class cannot answer the question and teacher will give one point to the group.

In the second meeting, teaching and learning process was run well. Many students followed the learning well, but some students still chatting with the other friends. The situation of the class is not very conducive because students doing Sport lesson before English lesson started. Some of students still confused about the game. When teacher asked group to played the game, they cannot speak clearly. They still confused how to say something or a word in Bahasa Indonesia into English version. They look like not ready so, the reseacher did not yet to scoring their speaking activity.

Appendix 4c**FIELD NOTE 3**

Date/Time : May 20, 2015

Meeting : 3

Notes:

In the third meeting was conducted on Wednesday, 20 May 2015 at 08:20-09:40 a.m. The first activity is always greeting by teacher and check students attendance. There were 32 students who attended the class. Only one students cannot come to the class because she was sick. Topic of today is still played the game. Teacher believe that games is one of the best way to delivered the material in teaching dan learning process in the classroom.

Teacher and students observed home work that gave by teacher together and teacher gave feedback about students product. Related with the subject lesson of the day teacher explained about "Who Am I?" game using Word Wall as media in teaching descriptive text in groups. teacher gave a chance to the students to asking a question about something that they did not understand and teacher gave feedback.

Next activity is, teacher asked to choose member of group consist of 4 or 5 students in group and assembled according to a group that is chosen. Teachers give details about the rules of "Who Am I?" game. Each group of students has a chance to practicing. The teacher asked the leader of each group to choosed a piece of paper that has been shuffled by teacher. Then, in rotation each group played the game in front of class. Like in last meeting before, each member of the group have something as a duty is one or two students as describer, two students as guesser or answering the question and one student as writer the answer. If group that played in front of class cannot answer/guess answer of the question in 10 minutes, teacher allow to other group to answer the question and teacher will give two point to the group.

The meeting of the day was run well because students starting understand about the aim of games and they enjoy the game, but some of students still confused about the game. They still shame to speak up. The researcher took their speaking score from they palyed the game because hwen they palyed the game they should became speak up but no 100% get PMS osr score Passing Minimum Standard is 75.

Appendix 4d**FIELD NOTE 4**

Date/Time : May 21, 2015

Meeting : 4

Notes:

In the fourth meeting of implementation stage in cycle 2, the researcher conducted on Thursday, May 21, 2015 at 11:30-12:50 a.m. In fourth meeting, there were 30 students who attended in the class. After, teacher greeting and checking the attendances teacher misguid the students to observe several pictures of animals that exist in textbooks in accordance with the topic.

Teacher asked students to discuss in pair about the descriptive text material. With the guidance of teachers prompted students to ask things that they have not understood the animal pictures. Teachers provide feedback on student questions. In next activity, the students conducted discussions with each friend bench to create descriptive sentences short and clear. Students try to create descriptive text in a simple form. All of the students presented the results of their work alternately in front of their friends. Teachers provide feedback and evaluation directly.

In fourth meeting, students make a groups of 3 to 4 people for played a game of "Guess and Write". Teacher notify the rules in the game. Then in networking activity, with the guidance of teachers, groups of students start the game. Each group there are two students who describe and demonstrate the form or nature of the name of the animal that has been explain by the teacher while two students to guess and then take the appropriate picture and write the name of the animal is under the image.

For a group that has not had a turn presentations, allowed to seize an answer if the group presentation for 5 minutes cannot answer the question. If the group can answer the presentation, the students correct errors presented by their writings directly. Each group will get a reward. Teachers provide feedback on student performance. Each group had a presentation must write the results in the paper folio presentation in descriptive text simple and collected.

In fourth meeting, the students be familiar with teaching and learning process by using games to teach English. They could be more speak up when they want to say their opinion. The students enjoy the game and make their feeling are happy. The reseacher gave for every students/group two point as reward who doing the games very well or could answered the question and the point will calculated in sixth meeting.

Appendix 4e**FIELD NOTE 5**

Date/Time : May 27, 2015

Meeting : 5

Notes:

The fifth meeting was conducted on Wednesday, 27 May 2015 at 11:30-12:50 a.m. The first activity is greeting by the teacher then asked to students to praying together before starting lesson of the day. Then check attendance of the students. There were 33 students who attended in the class. With the guidance of teachers, students sit in accordance groups like the previous meeting. Discussing and observe students' writing from the previous meeting. The teacher gives examples of some of the descriptive sentences in based on the characteristics of the animal.

Teacher guide the students to ask things that they have not understood the animal pictures. Teachers provide feedback on student questions. Then in experimenting activity, the teacher asked some students to explain about the definition and linguistic characteristics of descriptive text in turns. Teachers provide feedback and evaluation directly. Students make groups of 3-4 students. The teacher explains about the game "Blank". Teachers give a different image to each student. Teachers also distributed colorful flags that have marked the letter as a sign of each group. Students create descriptive sentences short and clear about animals without giving the title of the text.

Each group reads the result of work by turns in front of his friends. Students who sat were asked to guess what animal names are described by his friend by lifting the flag and fill in the "Blank" the name of the animal is on board. Teachers provide feedback on student performance and get a reward. Results of student writings that have been presented to the teachers then collected.

Appendix 4f**FIELD NOTE 6**

Date/Time : May 28, 2015

Meeting : 6

Notes:

The sixth meeting was conducted on Thursday, 28 May 2015 at 08:20-09:40 a.m. In opening activity, greeting by teacher and check students attendance. The time of this meeting is 40 minutes. All of the students came to the class. Then we moved to next activity, students seeking extensive information and observe about the topic/theme of the material to be studied. Then, with the guidance of teachers prompted students to ask things that they did not yet understand. Teachers provide feedback on student questions. Next is students form groups with team bench. Students who received envelopes containing a picture puzzle animals were distributed by the teacher.

The teacher explained the usefulness of the puzzle to play a game. During the student has not yet begun permianan not allowed to open the envelope. Teacher explains the game rules "Describe It" and each group advancing alternately called ahead to describe directly on the image that has been arranged in front of the teacher verbally. With the guidance of teachers, students who have not had a turn presenting allowed to practice pronunciation and susuanan word is good and right before being called for presentation to the next. Teachers provide assessment and feedback on student performance.

In this meeting, teacher gave students a test of speaking using guessing game in directly or face to face because it will be more intense with speaking students to get the best score. The test so far is ran well and the students' score result of the test is good.

Appendix 5a

SMP NEGERI 2 BALONGBENDO
SPEAKING POST-TEST SCORE IN CYCLE 1
CLASS 7-C

No.	Name	Score				TOTAL	SCORE
		ACU	VOC	GRM	FLU		
1	AMR	4	4	3	3	154	87,5
2	ADA	3	4	3	4	14	87,5
3	ADI	3	4	3	4	14	87,5
4	AERH	3	4	3	3	13	81,25
5	ACN	3	4	2	4	13	81,25
6	BHLM	3	4	3	3	13	81,25
7	CIW	3	3	2	3	11	68,75
8	DDPW	3	4	3	3	13	81,25
9	DBA	3	3	2	3	11	68,75
10	DITA	2	3	2	3	10	62,5
11	EDA	3	3	3	2	11	68,75
12	ERK	3	4	3	3	13	81,25
13	HEW	3	3	2	3	11	68,75
14	LIA	3	3	2	3	11	68,75
15	MHD	3	3	3	2	11	68,75
16	MNB	4	3	2	3	12	75
17	MOA	4	4	3	3	14	87,5
18	MRAG	3	3	2	2	10	62,5
19	MUAL	4	4	3	3	14	87,5
20	MICM	3	3	3	2	11	68,75
21	MNA	3	2	2	3	10	62,5
22	NAFR	3	3	3	2	11	68,75
23	NWR	3	3	2	3	11	68,75
24	OSTW	3	2	3	3	11	68,75
25	QOA	3	3	3	3	12	75
26	RKD	3	3	2	3	11	68,75
27	RRP	3	3	2	4	12	75
28	RAP	3	3	3	2	11	68,75
29	RMR	3	3	3	3	12	75
30	RSFP	3	3	2	2	10	62,5
31	SIM	3	3	3	3	12	75
32	SYK	3	2	3	2	10	62,5
33	WDY	4	3	2	3	12	75
AVERAGE						11,81818	67,61364

Appendix 5b

SMP NEGERI 2 BALONGBENDO
SPEAKING POST-TEST SCORE IN CYCLE 2
CLASS 7-C

No.	Name	Score				TOTAL	SCORE
		ACU	VOC	GRM	FLU		
1	AMR	4	4	3	4	15	93,75
2	ADA	3	4	3	4	14	87,5
3	ADI	3	4	3	4	14	87,5
4	AERH	3	4	3	3	13	81,25
5	ACN	3	4	2	4	13	81,25
6	BHLM	3	4	3	3	13	81,25
7	CIW	3	4	2	3	12	75
8	DDPW	3	4	3	3	13	81,25
9	DBA	3	4	2	3	12	75
10	DITA	3	3	2	3	11	68,75
11	EDA	3	3	3	2	11	68,75
12	ERK	3	4	3	3	13	81,25
13	HEW	3	4	2	3	12	75
14	LIA	3	4	2	3	12	75
15	MHD	3	3	3	2	11	68,75
16	MNB	4	3	2	3	12	75
17	MOA	4	4	3	3	14	87,5
18	MRAG	3	4	2	2	11	68,75
19	MUAL	4	4	3	3	14	87,5
20	MICM	3	4	3	3	13	81,25
21	MNA	3	4	2	3	12	75
22	NAFR	3	4	3	2	12	75
23	NWR	3	4	2	3	12	75
24	OSTW	3	4	3	3	13	81,25
25	QOA	3	3	3	3	12	75
26	RKD	3	3	3	3	12	75
27	RRP	3	3	2	4	12	75
28	RAP	3	4	3	2	12	75
29	RMR	3	3	3	3	12	75
30	RSFP	3	3	2	3	11	68,75
31	SIM	3	3	3	3	12	75
32	SYK	3	3	3	2	11	68,75
33	WDY	4	4	2	3	13	81,25
AVERAGE						12,39394	77,46212

Appendix 6

INTERVIEW GUIDE FOR TEACHER

Peneliti : Bagaimana kesan bapak/ibu terhadap pembelajaran berbicara melalui strategi permainan ini?

Guru :

Peneliti : Apakah ada hal-hal yang menurut bapak/ibu masih anggap sulit atau yang dapat menghambat pelaksanaan pembelajaran dengan menggunakan permainan *Guessing game* ini?

Guru :

Peneliti : Apakah ada hal-hal yang masih harus diperbaiki dalam pembelajaran berbicara melalui strategi permainan *Guessing game* ini?

Guru :

Peneliti : Apakah siswa tertarik dengan proses pembelajaran berbicara melalui strategi permainan *Guessing game* ini?

Guru :

Peneliti : Bagaimana menurut pendapat bapak tentang langkah-langkah pembelajaran melalui *Guessing game* ini masih sulit dipahami oleh siswa atau tidak?

Guru :

Peneliti : Apakah ada kritik atau saran dari bapak/ibu mengenai proses pembelajaran berbicara melalui strategi permainan *Guessing game* ini?

Guru :

Peneliti : Apakah bapak/ibu akan mencoba menerapkan proses pembelajaran berbicara melalui strategi permainan *Guessing game* ini di kelas lain?

Guru :

Guru,

Sidoarjo, 28 Mei 2015
Pewawancara,

Nurani Indah Sayekti, S.Pd
NIP. 19661219 199402 2 003

Putri D. N. Fitriana
NIM. 115110507111030

Appendix 8a

OBSERVATION FORM

Hari/tanggal :
 Tema : Kind of Animals
 Pertemuan :
 Jenis permainan : Guessing game
 Nama permainan :

Checklist

Kegiatan	Ya	Tidak	Catatan
GURU: <ol style="list-style-type: none"> Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. Memberikan contoh dari prosedur permainan. Menggunakan media pembelajaran secara efektif. Mengawasi dan mengontrol permainan dengan baik. Memotivasi siswa untuk berpartisipasi aktif di kelas. 			
SISWA: <ol style="list-style-type: none"> Aktif terlibat dalam permainan Guessing game. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. Mampu melakukan tanya jawab. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 			

10. Berani mengutarakan
pemikiran.

11. Terlihat senang dan antusias.

Adopted from Syamaun, Zulkifri. 2005. *Teaching Speaking Skill by Using Guessing Games at The Second Year of MTs Sunan Kalijogo Malang*. Thesis. Malang: State University of Malang.



Appendix 8b

OBSERVATION FORM

Hari/tanggal : Rabu, 13 Mei 2015

Tema : Kind of Animals

Pertemuan : 1

Jenis permainan : Guessing game

Nama permainan : Guess It

Checklist

Kegiatan	Ya	Tidak	Catatan
<p>GURU:</p> <ol style="list-style-type: none"> 1. Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. 2. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. 3. Memberikan contoh dari prosedur permainan. 4. Menggunakan media pembelajaran secara efektif. 5. Mengawasi dan mengontrol permainan dengan baik. 6. Memotivasi siswa untuk berpartisipasi aktif di kelas. 			
<p>SISWA:</p> <ol style="list-style-type: none"> 7. Aktif terlibat dalam permainan Guessing game. 8. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. 9. Mampu melakukan tanya jawab. 10. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 11. Berani mengutarakan pemikiran. 12. Terlihat senang dan antusias. 			

Appendix 8c

OBSERVATION FORM

Hari/tanggal : Kamis, 14 Mei 2015
 Tema : Kind of Animals
 Pertemuan : 2
 Jenis permainan : Guessing game
 Nama permainan : Guess It

Checklist

Kegiatan	Ya	Tidak	Catatan
GURU: 1. Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. 2. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. 3. Memberikan contoh dari prosedur permainan. 4. Menggunakan media pembelajaran secara efektif. 5. Mengawasi dan mengontrol permainan dengan baik. 6. Memotivasi siswa untuk berpartisipasi aktif di kelas.			
SISWA: 7. Aktif terlibat dalam permainan Guessing game. 8. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. 9. Mampu melakukan tanya jawab. 10. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 11. Berani mengutarakan pemikiran. 12. Terlihat senang dan antusias.			

Appendix 8d

OBSERVATION FORM

Hari/tanggal : Rabu, 20 Mei 2015
 Tema : Kind of Animals
 Pertemuan : 3
 Jenis permainan : Guessing game
 Nama permainan : Who Am I?

Checklist

Kegiatan	Ya	Tidak	Catatan
GURU: 1. Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. 2. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. 3. Memberikan contoh dari prosedur permainan. 4. Menggunakan media pembelajaran secara efektif. 5. Mengawasi dan mengontrol permainan dengan baik. 6. Memotivasi siswa untuk berpartisipasi aktif di kelas.			
SISWA: 7. Aktif terlibat dalam permainan Guessing game. 8. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. 9. Mampu melakukan tanya jawab. 10. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 11. Berani mengutarakan pemikiran. 12. Terlihat senang dan antusias.			

Appendix 8e

OBSERVATION FORM

Hari/tanggal : Rabu, 21 Mei 2015
 Tema : Kind of Animals
 Pertemuan : 4
 Jenis permainan : Guessing game
 Nama permainan : Guess and Write

Checklist

Kegiatan	Ya	Tidak	Catatan
<p>GURU:</p> <ol style="list-style-type: none"> 1. Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. 2. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. 3. Memberikan contoh dari prosedur permainan. 4. Menggunakan media pembelajaran secara efektif. 5. Mengawasi dan mengontrol permainan dengan baik. 6. Memotivasi siswa untuk berpartisipasi aktif di kelas. 			
<p>SISWA:</p> <ol style="list-style-type: none"> 7. Aktif terlibat dalam permainan Guessing game. 8. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. 9. Mampu melakukan tanya jawab. 10. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 11. Berani mengutarakan pemikiran. 12. Terlihat senang dan antusias. 			

Appendix 8f

OBSERVATION FORM

Hari/tanggal : Kamis, 27 Mei 2015
 Tema : Kind of Animals
 Pertemuan : 5
 Jenis permainan : Guessing game
 Nama permainan : Blank

Checklist

Kegiatan	Ya	Tidak	Catatan
GURU: 1. Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. 2. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. 3. Memberikan contoh dari prosedur permainan. 4. Menggunakan media pembelajaran secara efektif. 5. Mengawasi dan mengontrol permainan dengan baik. 6. Memotivasi siswa untuk berpartisipasi aktif di kelas.			
SISWA: 7. Aktif terlibat dalam permainan Guessing game. 8. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. 9. Mampu melakukan tanya jawab. 10. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 11. Berani mengutarakan pemikiran. 12. Terlihat senang dan antusias.			

Appendix 8g

OBSERVATION FORM

Hari/tanggal : Rabu, 28 Mei 2015
 Tema : Kind of Animals
 Pertemuan : 6
 Jenis permainan : Guessing game
 Nama permainan : Describe It

Checklist

Kegiatan	Ya	Tidak	Catatan
GURU: 1. Menyebutkan nama dan tujuan permainan diawal proses pembelajaran. 2. Menjelaskan langkah-langkah permainan dengan cara yang mudah dipahami siswa. 3. Memberikan contoh dari prosedur permainan. 4. Menggunakan media pembelajaran secara efektif. 5. Mengawasi dan mengontrol permainan dengan baik. 6. Memotivasi siswa untuk berpartisipasi aktif di kelas.			
SISWA: 7. Aktif terlibat dalam permainan Guessing game. 8. Aktif terlibat dalam kerja sama dan saling membantu dalam kelompoknya. 9. Mampu melakukan tanya jawab. 10. Mampu berbicara satu sama lain dengan menggunakan bahasa Inggris. 11. Berani mengutarakan pemikiran. 12. Terlihat senang dan antusias.			

Appendix 9



PEMERINTAH KABUPATEN SIDOARJO
DINAS PENDIDIKAN
SMP NEGERI 2 BALONGBENDO
Jl. Sumokembangri Kec. Balongbendo Telp.(031)99890023
Email : smpnduabalongbendo@yahoo.co.id

Nomor : 800/22/404.3.1.10.2/2015
Lampiran : dua lembar
Perihal : Balasan Ijin Penelitian

Kepada :
Yth. Dekan Fakultas Ilmu Budaya
Universitas Brawijaya
Di Malang

Menindak lanjuti surat Saudara nomor : 0731/UN10.12/AK/2015 perihal permohonan ijin penelitian, kami bersedia menerima mahasiswa tersebut di bawah ini :

Nama : Putri Dewi Nur Fitriana
NIM : 115110507111030
Semester : VIII
Program Studi : ST Pendidikan Bahasa Inggris
Judul Skripsi : "IMPROVING STUDENTS' SPEAKING ABILITY THROUGH GUESSING GAME WORLD WALL MEDIA (A Classroom Action Research on 7th Grade at SMP Negeri 2 Balongbendo Sidoarjo in Academy Year 2014/2015)"

Untuk melakukan penelitian di SMPN 2 Balongbendo, Sidoarjo dari tanggal : 10 April 2015 sampai dengan selesai.

Demikian untuk menjadikan periksa.

Balongbendo, 11 April 2015
Kepala Sekolah



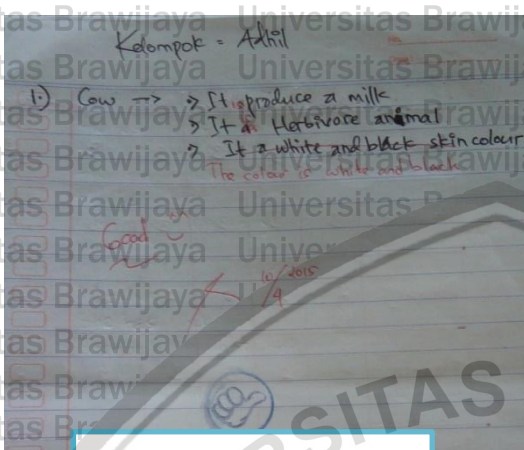
NEY Y ARIFAN, M.Pd
NIP. 96303061987102001

Appendix 10

Textbook Take Part From When English Rings Bell



Appendix 11 Documentation



Student's product



Students discussing in group



Teacher explain the rule of games



Student presentation their product



Students played the game

Appendix 12

Word wall Media



Appendix 13**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama : Putri Dewi Nur Fitriana
2. NIM : 115110507111030
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : Improving Students' Speaking Ability Through Guessing Game Word Wall Media
6. Tanggal Mengajukan : 22 Desember 2014
7. Tanggal Selesai : 24 Agustus 2015
8. Nama Pembimbing : Dr. Sugeng Susilo Adi, M.Hum
9. Keterangan Konsultasi :

No.	Tanggal	Keterangan	Paraf
1.	22 Desember 2014	Pengajuan Judul	
2.	22 Desember 2014	Persetujuan Judul	
3.	12 Februari 2015	Pengajuan Bab I, II, III	
4.	25 Februari 2015	Revisi Bab I,II,III	
5.	11 Maret 2015	Revisi Bab I,II,III	
6.	24 Maret 2015	Revisi Bab I,II,III	
7.	4 Mei 2015	ACC Seminar Proposal	
8.	12 Mei 2015	Seminar Proposal	
9.	24 Juli 2015	Pengajuan Bab IV,V,VI	
10.	29 Juli 2015	Revisi Bab IV,V,VI	
11.	4 Agustus 2015	Revisi Bab IV,V,VI	
12.	4 Agustus 2015	ACC Seminar Hasil	
13.	12 Agustus 2015	Seminar Hasil	

14.	14 Agustus 2015	Revisi Semua Bab & ACC Ujian Skripsi	
15.	20 Agustus 2015	Ujian Skripsi	
16.	24 Agustus 2015	Revisi Hasil Ujian Skripsi	
17.	24 Agustus 2015	Konsultasi Hasil Ujian Skripsi	
18.	24 Agustus 2015	ACC Jilid Skripsi	

10. Telah dievaluasi dan diuji dengan nilai:

Mengetahui
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Dosen Pembimbing

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