

Appendix 1 Interview Guide with the Teacher

These questions below are the interview guide that conducted by the researcher in preliminary study.

1. Bagaimana pembelajaran *speaking* yang biasa bapak lakukan di sekolah?
2. Selama saya praktik lapangan disini, saya melihat siswa-siswa kelas VII (khususnya kelas VII-I) kurang aktif dalam kegiatan *speaking* pak. Apakah itu memang sering terjadi pak?
3. Kalau dikaitkan dengan aspek bahasa, kira-kira kesulitan apa yang sering dihadapi siswa ketika *speaking*? Apakah *pronunciation*, *spelling*, atau yang lainnya pak?
4. Strategi apa yang bapak lakukan untuk mengatasi kesulitan siswa tersebut?
5. Apakah nilai *speaking* para siswa telah menunjukkan hasil yang memuaskan?
6. Apakah bapak bersedia untuk menjadi *observer* sekaligus *rater* ketika saya melakukan penelitian tindakan kelas nanti?
7. Kemudian untuk materi test nanti, saya ingin memberikan test oral tentang *describing things around* pak, karena ini menyangkut *speaking* pada deskriptif text. Kira-kira apakah memungkinkan untuk melakukan test pada bab tersebut?

Appendix 2 Interview Transcript

A: Bagaimana pembelajaran *speaking* yang biasa bapak lakukan di sekolah?

B: Karena di sekolah ini menerapkan kurikulum 2013, maka pembelajaran “speaking” dalam Bahasa Inggris diintegrasikan dengan aspek-aspek yang lain seperti *writing* ataupun *reading*. Pembelajaran *speaking* sendiri, lebih kepada tugas-tugas Jadi sedikit sulit untuk melihat secara spesifik proses pembelajaran *speaking* tersebut.

A: Selama saya praktik lapangan disini, saya merasa siswa-siswa kelas VII (khususnya kelas VII-I) kurang aktif dalam kegiatan *speaking* pak. Apakah itu memang sering terjadi pak?

B: Ya, memang siswa seringkali terlihat pasif di kelas, itu kan ada faktor-faktor yang berhubungan dengan psikologis ya biasanya. Entah siswa malu, tidak percaya diri, atau yang lainnya.

A: Kalau dikaitkan dengan aspek bahasa, kira-kira kesulitan apa yang sering dihadapi siswa ketika *speaking*? Apakah *pronunciation*, *spelling*, atau yang lainnya pak?

B: Ya seperti yang saya katakan sebelumnya, karena pembelajaran bahasa Inggris terintegrasi, maka sulit untuk menemukan kesulitan-kesulitan setiap anak. Mungkin, nanti dapat lebih jelas terlihat jika Ariza melakukan pre-test. Jadi nanti, tugas Ariza untuk mencari tahu kesulitan siswa secara detailnya. Karena mereka juga kurang produktif, saya juga sering memberikan mereka latihan/tugas-tugas.

A: Strategi apa yang bapak lakukan untuk mengatasi kesulitan siswa tersebut?

B: Saya sering memberikan latihan pada mereka. Kemudian juga drilling kadang diperlukan untuk melatih mereka. Ya walaupun drilling dianggap kurang cocok dengan metode saat ini, tetapi itu sedikit banyak membantu.

Nah, nanti Ariza harus bisa menemukan sesuatu yang baru dan berbeda untuk dipraktikkan. Terapkan strategi baru bukan metode-metode lama yang sudah ada.

A: Apakah nilai *speaking* para siswa telah menunjukkan hasil yang memuaskan?

B: Ini hasil akhir semester ganjil untuk kelas VII-I (lihat appendix 3). Disitu nilai keterampilan memang terlihat bagus-bagus, tapi itu merupakan hasil dari rekapan beberapa aspek. Oleh karena itu, ariza nanti bisa lebih melihat persentase prestasi mereka, khususnya *speaking*. Test sebelum action juga penting tentunya untuk mengetahui aspek yang mana yang masih kurang.

A: Apakah bapak bersedia untuk menjadi *observer* sekaligus *rater* ketika saya melakukan penelitian tindakan kelas nanti?

B: Oh, iya. Pasti.

A: Kemudian untuk materi test nanti, saya ingin memberikan test oral tentang *describing things around* pak, karena ini menyangkut *speaking* pada deskriptif text. Kira-kira apakah memungkinkan untuk melakukan test pada bab tersebut?

B: Oh ya, kalau tidak salah deskriptif di bab 8 ya. Untuk pre-test nya nanti, Ariza bisa melakukan di bab 7 atau 8, tetapi Ariza harus mempertimbangkan alokasi waktu juga.

Appendix 3 Students' Speaking Score in the Previous Semester

No.	Nama Siswa	Tes		Keterangan
		tulis	lisan	
1.	AQR	88	72	< KKM
2.	APP	88	78	< KKM
3.	ANH	92	80	
4.	ASP	76	73	< KKM
5.	AFFM	86	85	
6.	AAS	50	72	< KKM
7.	ALV	86	60	< KKM
8.	AFZ	78	77	< KKM
9.	BP		88	
10.	DMH	90	85	
11.	DMAA	82	83	
12.	DF	76	80	
13.	DPS	70	65	< KKM
14.	FFE	76	70	< KKM
15.	FFAP	62	85	
16.	GLS	92	87	
17.	HAD	94	90	
18.	LWF	98	93	
19.	MMR	98	95	
20.	MRF	74	63	< KKM
21.	MRD	72	82	
22.	MRFM	78	83	
23.	NDF	94	93	
24.	NR	96	97	
25.	NCF	80	75	< KKM
26.	NDH	90	75	< KKM
27.	PADR	82	72	< KKM
28.	RNR	70	75	< KKM
29.	RFS	92	77	< KKM
30.	RS	72	70	< KKM
31.	RCD	86	78	< KKM
32.	SAP	96	87	
33.	TPD	50	65	< KKM
34.	TPKD	74	83	

Note:

Total students who got score below the KKM were 17 students:

Appendix 4 Test Material on the Preliminary Study

Observe the picture, and describe it!



Source: www.4-designer.com



What do you think about the girls?

Describe them!

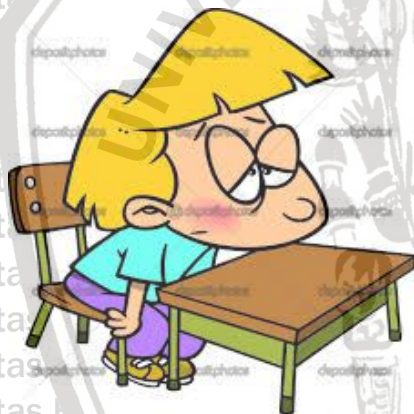
Source: www.google.co.id



Source: www.google.co.id



Source: www.google.co.id



Source: www.google.co.id



Source: www.google.co.id

Observe the picture below, and describe it.



Source: Buku Bahasa Inggris When English Rings a Bell Kelas VII Edisi Revisi 2014

How is the animal? Please describe each animal below.



Source: www.google.co.id



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Source: www.google.co.id



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Source: www.google.co.id

Appendix 5

Students' Test Score on Preliminary Study

No.	Name of the Students	Rater 1	Rater 2	Average
1	AIQR	60	60	60*
2	APP	80	80	80
3	ANH	76	72	74*
4	ASA	-	-	-
5	AFFM	76	76	76*
6	AAS	84	76	80
7	ALV	56	56	56*
8	AFZ	-	-	-
9	BP	88	84	86
10	DMH	60	56	58*
11	DMAA	60	60	60*
12	DF	80	80	80
13	DPS	64	60	62*
14	FFE	64	64	64*
15	FFAP	84	84	84
16	GLS	88	84	86
17	HAD	88	80	84
18	LWF	92	88	90
19	MMR	96	92	94
20	MRF	64	60	62*
21	MRD	68	68	68*
22	MRF	58	54	56*
23	NDF	92	88	90
24	NR	92	84	88
25	NCF	80	76	78*
26	NDH	84	84	84
27	PAAR	60	56	58*
28	RNR	56	56	56*
29	RFS	68	68	68*
30	RS	76	72	74*
31	RCD	84	76	80
32	SAP	80	80	80
33	TPD	60	56	58*
34	TPKD	84	80	82
TOTAL *				17

**Students who does not pass the KKM*

Note:

Rater 1: The researcher

Rater 2: The English teacher

KKM: 80

Appendix 6

Students' Test Score on Post-Implementation of the Action

No.	Name of the Students	Rater 1	Rater 2	Average
1	AIQR	80	80	80
2	APP	84	80	82
3	ANH	84	84	84
4	ASA	76	76	76*
5	AFFM	80	80	80
6	AAS	84	80	82
7	ALV	84	80	82
8	AFZ	80	80	80
9	BP	96	96	96
10	DMH	84	80	82
11	DMAA	84	80	82
12	DF	80	80	80
13	DPS	80	80	80
14	FFE	76	68	72*
15	FFAP	92	92	92
16	GLS	92	92	92
17	HAD	84	80	82
18	LWF	92	92	92
19	MMR	96	96	96
20	MRF	80	76	78*
21	MRD	80	80	80
22	MRF	76	76	76*
23	NDF	96	92	94
24	NR	96	80	88
25	NCF	76	68	72*
26	NDH	96	92	94
27	PAAR	80	76	78*
28	RNR	72	76	74*
29	RFS	80	80	80
30	RS	84	84	84
31	RCD	88	80	84
32	SAP	80	80	80
33	TPD	84	80	82
34	TPKD	88	88	88
TOTAL *				7

** Students who does not pass the KKM*

Note:

Rater 1: The researcher

Rater 2: The English teacher

KKM: 80

Appendix 7 Speaking Score's Criteria

Criteria of Students' Speaking Score					
Score	Pronunciation	Grammar	Vocabulary	Fluency	Compre.
5	Clear pronunciation, and understandable	Makes no or a few errors of grammar	Use of vocabulary which is exactly right	Speech as fluent as native speaker	Appear to understand everything without difficulty
4	Always intelligible, though it is conscious of mother tongue	Occasionally make grammatical errors, but do not change the meaning	Sometimes use inappropriate vocabulary so necessitate to re-explain	Speed of speech seems to be affected by language problem	Understand nearly everything, though occasionally repetition may be necessary
3	Pronunciation problems, necessitate fully concentrated from the listener	Make frequent grammatical errors and obscure the meaning	Frequently use the wrong words	Fluency seems to be affected by language problem	Understand most of what is said at slower speed with repetition
2	Pronunciation problem, leading to misunderstanding	Make serious grammatical errors, which lead listener difficult to understand	Very limited vocabulary make comprehension quite difficult	Usually hesitant; often forced into silence due to language limitations	Has great difficulty to comprehend what is said with frequent repetition
1	Pronunciation problems so severe as to make speech virtually unintelligible	Grammatical errors so severe as to make speech virtually unintelligible	Vocabulary limitations so extreme as to make conversation impossible	Speech is fragmentary and halting as to make conversation impossible	Cannot be said to understand of conversation al English

Appendix 8 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

CHAPTER VIII

She is So Nice

Satuan Pendidikan	: SMP Negeri 1 Singosari
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pokok	: Deskriptif
Alokasi Waktu	: 6 x 2 x 40 menit (12 jam pertemuan)

A. KOMPETENSI INTI

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 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. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 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

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1 Semangat dalam mempelajari bahasa Inggris sebagai Bahasa Internasional
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap santun dalam melaksanakan komunikasi dengan guru dan teman
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.2 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman

<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p>	<p>3.7.1 Menyebutkan sifat-sifat orang, binatang, maupun benda dengan struktur bahasa yang tepat</p>
<p>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.</p>	<p>4.8.1 Mendeskripsikan sifat orang, binatang, maupun benda secara lisan dalam konteks permainan <i>Guessing Game</i></p> <p>4.8.2 Berupaya berbicara secara lancar dengan ucapan dan intonasi yang benar serta berkomunikasi dengan penuh percaya diri</p>

C. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda

Fungsi sosial

Berkomunikasi mengenai sifat orang, binatang, benda dalam konteks

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

- The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?*, dan semacamnya.
- The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown.*, dan semacamnya.

Unsur kebahasaan

- Kata sifat terkait fisik, mental, psikologis
- Kata tanya *What ...look like? How?*
- Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.
- Adverbia: *very*
- Kata ganti *it, they, this, that, those, these*.
- Kata kerja dalam simple present tense: *be, have*.
- Ucapan, tekanan kata, intonasi,
- Ejaan dan tanda baca
- Tulisan tangan

Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

D. METODE PEMBELAJARAN

Pendekatan: Scientific
 Metode Pembelajaran: Communicative Language Teaching
 Strategi Pembelajaran: Guessing Game

E. MEDIA DAN ALAT PEMBELAJARAN

Media : Video, Gambar
 Alat : LCD Proyektor, Laptop
 Sumber belajar : Buku Bahasa Inggris, When English Rings a Bell Kelas 7
 Video yang relevan (sumber: <http://www.youtube.com>)

F. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN PERTAMA

Pendahuluan (10 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan scenario kegiatan pembelajaran

Kegiatan	Catatan
Mengamati <ul style="list-style-type: none"> • Siswa mengamati/mendengar penjelasan guru mengenai deskripsi sifat orang dan binatang. 	10 menit
Menanya <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa menanyakan tentang ungkapan-ungkapan yang berhubungan dengan deskripsi orang dan binatang. 	5 menit
Mengumpulkan Informasi <ul style="list-style-type: none"> • Siswa mencari tahu cara mendeskripsikan sifat orang dengan mengamati video yang diberikan oleh guru 	15 menit
Mengasosiasi <ul style="list-style-type: none"> • Secara kolaboratif, siswa berdiskusi dan menjawab pertanyaan guru tentang kosa kata dan tata bahasa yang digunakan dalam 	

deskriptif teks.

- Secara kolaboratif, siswa berkelompok untuk mempelajari tata cara permainan *guessing game*.
- Tata cara permainan:
 - Salah satu kelompok maju kedepan kelas sebagai kelompok yang memberikan klu/petunjuk dengan cara mendeskripsikan
 - Kelompok yang lain bertugas untuk mendengar dan mencatat klu yang diberikan
 - Setelah setiap anggota selesai mendeskripsikan, kelompok penebak akan berusaha menebak objek yang dimaksud

25 menit

Mengkomunikasikan

- Secara kolaboratif, siswa berlatih mendeskripsikan sifat orang dengan menggunakan *guessing game* yang telah dicontohkan oleh guru.

5 menit

Penutup (10 menit)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

PERTEMUAN KEDUA

Pendahuluan (10 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Mereview materi pembelajaran sebelumnya secara singkat
- Menginformasi tujuan pembelajaran
- Menyampaikan scenario kegiatan pembelajaran

Kegiatan	Catatan
<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengar penjelasan guru untuk melakukan <i>guessing game</i> tentang deskripsi orang. 	10 menit

Menanya	<ul style="list-style-type: none"> • Secara kolaboratif, siswa membuat klu/petunjuk dalam bentuk deskripsi tentang orang yang menjadi objek tebak-tebakan
Mengumpulkan Informasi	<ul style="list-style-type: none"> • Siswa yang menjadi kelompok penebak mendengarkan petunjuk yang diberikan dan berusaha mengumpulkan informasi
Mengasosiasi	<ul style="list-style-type: none"> • Dengan bimbingan guru, siswa saling berkomunikasi untuk menyatakan dan menanyakan sifat orang yang menjadi objek tebak-tebakan
Mengkomunikasikan	<ul style="list-style-type: none"> • Kelompok siswa yang memberikan petunjuk akan mendeskripsikan sifat orang secara individu • Siswa yang menjadi penebak berusaha menebak secara bergantian

Penutup (10 menit)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

PERTEMUAN KETIGA

Pendahuluan (10 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Mereview materi pembelajaran sebelumnya secara singkat
- Menginformasi tujuan pembelajaran
- Menyampaikan scenario kegiatan pembelajaran

Kegiatan	Catatan
Mengamati	
<ul style="list-style-type: none"> • Siswa mendengar penjelasan guru untuk melakukan guessing game tentang deskripsi binatang. 	

Menanya	<ul style="list-style-type: none"> • Secara kolaboratif, siswa membuat klu/petunjuk dalam bentuk deskripsi tentang binatang yang menjadi objek tebak-tebakan
Mengumpulkan Informasi	<ul style="list-style-type: none"> • Siswa yang menjadi kelompok penebak mendengarkan petunjuk yang diberikan dan berusaha mengumpulkan informasi
Mengasosiasi	<ul style="list-style-type: none"> • Dengan bimbingan guru, siswa saling berkomunikasi untuk menyatakan dan menanyakan sifat binatang yang menjadi objek tebak-tebakan
Mengkomunikasikan	<ul style="list-style-type: none"> • Kelompok siswa yang memberikan petunjuk akan mendeskripsikan sifat binatang secara individu • Siswa yang menjadi penebak berusaha menebak secara bergantian

Penutup (10 menit)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

PERTEMUAN KEEMPAT

Pendahuluan (10 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Mereview materi pembelajaran sebelumnya secara singkat
- Menginformasi tujuan pembelajaran
- Menyampaikan scenario kegiatan pembelajaran

Kegiatan	Catatan
Mengamati <ul style="list-style-type: none"> • Siswa mendengar penjelasan guru untuk melakukan <i>guessing game</i> tentang deskripsi benda. 	

Menanya	<ul style="list-style-type: none"> • Secara kolaboratif, siswa membuat klu/petunjuk dalam bentuk deskripsi tentang benda yang menjadi objek tebak-tebakan
Mengumpulkan Informasi	<ul style="list-style-type: none"> • Siswa yang menjadi kelompok penebak mendengarkan petunjuk yang diberikan dan berusaha mengumpulkan informasi
Mengasosiasi	<ul style="list-style-type: none"> • Dengan bimbingan guru, siswa saling berkomunikasi untuk menyatakan dan menanyakan sifat benda yang menjadi objek tebak-tebakan
Mengkomunikasikan	<ul style="list-style-type: none"> • Kelompok siswa yang memberikan petunjuk akan mendeskripsikan sifat benda secara individu • Siswa yang menjadi penebak berusaha menebak secara bergantian

Penutup (10 menit)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

PERTEMUAN KELIMA

Kegiatan	Catatan
Pendahuluan <ul style="list-style-type: none"> • Mengucapkan salam dan berdoa • Memberikan motivasi dan apersepsi • Mereview materi pembelajaran sebelumnya secara singkat 	
Inti <ul style="list-style-type: none"> • Siswa mendeskripsikan salah satu dari sifat orang/binatang telah dipersiapkan oleh guru sebagai tes speaking • Siswa melakukan presentasi mengenai deskripsi yang telah dipilih secara individu • Masing-masing siswa mendeskripsikan secara lisan selama 3 menit 	

Penutup

- Guru melakukan penilaian terhadap performa siswa

G. PENILAIAN HASIL BELAJAR

1. Rubrik Penilaian Sikap

Deskripsi Sikap	Nilai	
Berperilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Selalu	2
	Kadang-kadang	1
	Jarang	0.5

a. Pedoman Penskoran

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

2. Rubrik Penilaian Keterampilan Berbicara (Speaking)

Aspect	Description of the Criteria	Skor
Pronunciation	• Clear pronunciation, and understandable	5
	• Always intelligible, though it is concious of mother tongue	4
	• Pronunciation problems, necessitate fully concentrated from the listener	3
	• Pronunciation problem, leading to misunderstanding	2
	• Pronunciation problems so severe as to make speech virtually unintelligible	1
Grammar	• Makes no or a few errors of grammar	5
	• Occasionally make grammatical errors, but do not change the meaning	4
	• Make frequent grammatical errors and obscure the meaning	3
	• Make serious grammatical errors, which lead listener difficult to understand	2
	• Grammatical errors so severe as to make speech virtually unintelligible	1

Vocabulary	<ul style="list-style-type: none"> • Use of vocabulary which is exactly right • Sometimes use inappropriate vocabulary so necessitate to re-explain • Frequently use the wrong words • Very limited vocabulary make comprehension quite difficult • Vocabulary limitations so extreme as to make conversation impossible 	5 4 3 2 1
Fluency	<ul style="list-style-type: none"> • Speech as fluent as native speaker • Speed of speech seems to be affected by language problem • Fluency seems to be affected by language problem • Usually hesitant; often forced into silence due to language limitations • Speech is fragmentary and halting as to make conversation impossible 	5 4 3 2 1
Comprehension	<ul style="list-style-type: none"> • Appear to understand everything without difficulty • Understand nearly everything, though occasionally repetition may be necessary • Understand most of what is said at slower speed with repetition • Has great difficulty to comprehend what is said with frequent repetition • Cannot be said to understand of conversational English 	5 4 3 2 1

H. INSTRUMEN PEMBELAJARAN

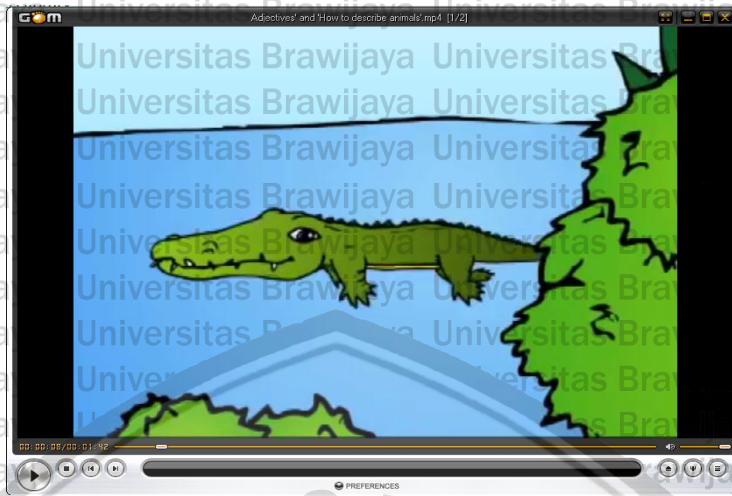
Video Deskriptif



Sumber: <http://www.youtube.com>



Sumber: <http://www.youtube.com>



Handout siswa berisi kosa kata adjectives

English

Translation or Definition

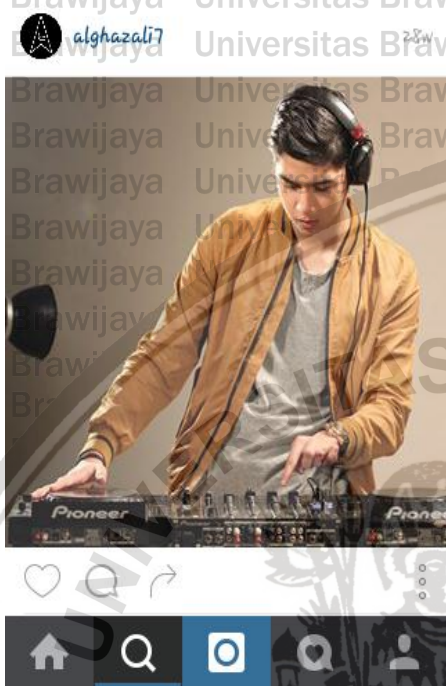
- furry
- ferocious
- dangerous
- poisonous
- tame
- agile
- clever
- aggressive
- tiny
- domestic
- wild
- herbivorous
- carnivorous
- fur
- mane
- snout
- paw
- hoof
- tail
- whiskers
- Claw
- beak
- wing
- feathers
- scales
- horn



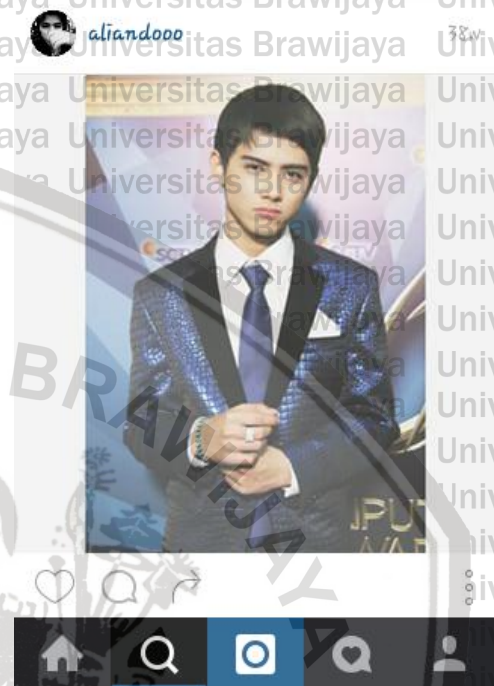
Sumber: www.bogglesworldesl.com

Appendix 9 Pictures for Guessing Game

Describing People



Source: [instagram.com/alghazali7](https://www.instagram.com/alghazali7)



Source: [instagram.com/aliandooo](https://www.instagram.com/aliandooo)



Source: [instagram.com/raisa6690](https://www.instagram.com/raisa6690)



Source: [instagram.com/justinbieber](https://www.instagram.com/justinbieber)



Source: facebook.com



Source: facebook.com



Source: facebook.com



Source: facebook.com

Describing Animals



Source: www.google.com



Source: www.google.com



Source: www.google.com



Source: www.google.com



Source: www.google.com



Source: www.google.com

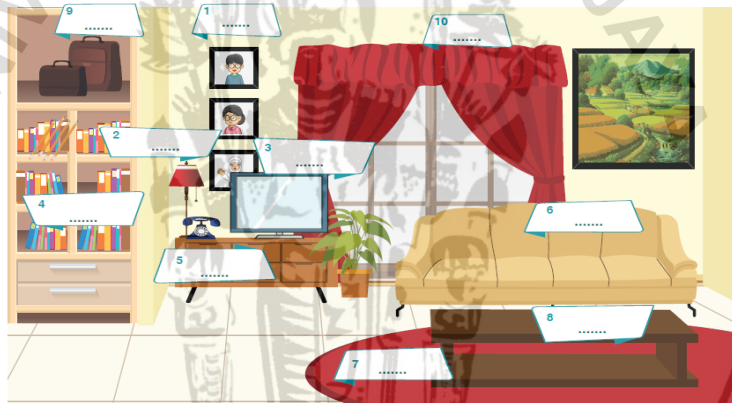


Source: www.google.com



Source: www.google.com

Describing Things Around



Source: Bahasa Inggris When English Rings a Bell

Appendix 10 Observation Checklist

Meeting 1

OBSERVATION SHEET

	CRITERIA	DEGREE OF ACHIEVEMENT		
		YES	NO	PARTLY
A. TEACHERS' ROLE				
1.	Teacher does pre-teaching activity	✓		
2.	Teacher explains the material well	✓		
3.	Teacher explains the guessing game technique to the students	✓		
4.	Teacher engages the students using language clearly and easy to understand			✓
5.	Teacher guides students during the game		✓	
6.	Teacher treats students fairly either as individual or group	✓		
7.	Teacher manages classroom well during the game			✓
8.	Teacher gives corrective feedback towards students' error	✓		
9.	Teacher gives positive feedback towards students' performance	✓		
10.	Teacher does post-teaching activity	✓		
B. STUDENTS' ROLE				
1.	Students pay attention to the teacher			✓
2.	Students build team work well during the game		✓	
3.	Students show positive attitude during the game		✓	
4.	Students show enthusiasm during teaching and learning process	✓		
5.	Students seem motivated in expressing their idea through speaking			✓
6.	Students have the same opportunity to speak			✓
7.	Students do the task well			✓
8.	Students communicate and interact each other during the game		✓	
9.	Students speak within the right context	✓		
10.	Students speak without hesitation			✓
C. CLASSROOM ATMOSPHERE				
1.	The class exhibit a friendly and comfortable atmosphere for learners	✓		
2.	Students show a high level of comfort and ease during the game			✓
3.	The sitting arrangement of the class favor effective oral communication skill	✓		

Malang, Februari 2016

DNS
 (.....DIASTIKA.....)

Meeting 2

OBSERVATION SHEET

A. TEACHERS' ROLE	CRITERIA	DEGREE OF ACHIEVEMENT		
		YES	NO	PARTLY
1.	Teacher does pre-teaching activity	✓		
2.	Teacher explains the material well	✓		
3.	Teacher explains the guessing game technique to the students	✓		
4.	Teacher engages the students using language clearly and easy to understand	✓		
5.	Teacher guides students during the game	✓		
6.	Teacher treats students fairly either as individual or group	✓		
7.	Teacher manages classroom well during the game			✓
8.	Teacher gives corrective feedback towards students' error	✓		
9.	Teacher gives positive feedback towards students' performance	✓		
10.	Teacher does post-teaching activity	✓		
B. STUDENTS' ROLE				
1.	Students pay attention to the teacher			✓
2.	Students build team work well during the game	✓		
3.	Students show positive attitude during the game	✓		
4.	Students show enthusiasm during teaching and learning process			✓
5.	Students seem motivated in expressing their idea through speaking	✓		
6.	Students have the same opportunity to speak			✓
7.	Students do the task well	✓		
8.	Students communicate and interact each other during the game	✓		
9.	Students speak within the right context	✓		
10.	Students speak without hesitation			✓
C. CLASSROOM ATMOSPHERE				
1.	The class exhibit a friendly and comfortable atmosphere for learners			✓
2.	Students show a high level of comfort and ease during the game	✓		
3.	The sitting arrangement of the class favor effective oral communication skill		✓	

Malang, 15 Februari 2016

(Diana Rindani)
 (Diana Rindani)

Meeting 3

Pertemuan III

OBSERVATION SHEET

CRITERIA	DEGREE OF ACHIEVEMENT		
	YES	NO	PARTLY
A. TEACHERS' ROLE			
1. Teacher does pre-teaching activity	✓		
2. Teacher explains the material well	✓		
3. Teacher explains the guessing game technique to the students	✓		
4. Teacher engages the students using language clearly and easy to understand	✓		
5. Teacher guides students during the game	✓		
6. Teacher treats students fairly either as individual or group	✓		
7. Teacher manages classroom well during the game	✓		
8. Teacher gives corrective feedback towards students' error		✓	
9. Teacher gives positive feedback towards students' performance	✓		
10. Teacher does post-teaching activity	✓		
B. STUDENTS' ROLE			
1. Students pay attention to the teacher			✓
2. Students build team work well during the game	✓		
3. Students show positive attitude during the game	✓		
4. Students show enthusiasm during teaching and learning process	✓		✗
5. Students seem motivated in expressing their idea through speaking	✓		
6. Students have the same opportunity to speak	✓		
7. Students do the task well	✓		
8. Students communicate and interact each other during the game	✓		
9. Students speak within the right context	✓		
10. Students speak without hesitation	✓		
C. CLASSROOM ATMOSPHERE			
1. The class exhibit a friendly and comfortable atmosphere for learners			✓
2. Students show a high level of comfort and ease during the game	✓		
3. The sitting arrangement of the class favor effective oral communication skill			✓

Malang, 18 Februari 2016

Diana
(...DIASTIKA PIANDIH...)

Meeting 4

OBSERVATION SHEET

CRITERIA	DEGREE OF ACHIEVEMENT		
	YES	NO	PARTLY
A. TEACHERS' ROLE			
1. Teacher does pre-teaching activity	✓		
2. Teacher explains the material well	✓		
3. Teacher explains the guessing game technique to the students	✓		
4. Teacher engages the students using language clearly and easy to understand	✓		
5. Teacher guides students during the game	✓		
6. Teacher treats students fairly either as individual or group	✓		
7. Teacher manages classroom well during the game	✓		
8. Teacher gives corrective feedback towards students' error	✓		
9. Teacher gives positive feedback towards students' performance	✓		
10. Teacher does post-teaching activity	✓		
B. STUDENTS' ROLE			
1. Students pay attention to the teacher			
2. Students build team work well during the game	✓		
3. Students show positive attitude during the game			✓
4. Students show enthusiasm during teaching and learning process	✓		
5. Students seem motivated in expressing their idea through speaking	✓		
6. Students have the same opportunity to speak	✓		
7. Students do the task well	✓		
8. Students communicate and interact each other during the game	✓		
9. Students speak within the right context	✓		
10. Students speak without hesitation	✓		
C. CLASSROOM ATMOSPHERE			
1. The class exhibit a friendly and comfortable atmosphere for learners			✓
2. Students show a high level of comfort and ease during the game	✓		
3. The sitting arrangement of the class favor effective oral communication skill	✓		

Malang, 22 Februari 2016

[Signature]
 (...Dianita Puandri...)

Appendix 11 Field Note

Meeting 1: February 4th 2016

In the first meeting, teacher gave explanation about the material to the students. Students learnt about descriptive, the expression of how to describe something (people and animals). They also learnt some vocabularies/adjectives related to the characteristics of people and animals. As expected, their vocabulary mastery was fair, especially about characteristics of people such as: smart, cute, handsome, beautiful, etc.

However, they did not know yet about characteristics of animals. Therefore, in this meeting they got something new that was adjective vocabulary for animals such as: feathers, scale, beak, fin, etc. They also learnt how to produce description sentence with appropriate form and pronunciation.

The classroom atmosphere was quite good. The teacher often asked to the students about the material to provoke their involvement. The students responded it pretty good, though most of them was not interested and chose to keep quite. Only few of them, who were active and clever answered the teacher's question well.

Meeting 2: February 15th 2016

In the second meeting, the action was begun. Teacher implemented guessing game to the students. Teacher provided some pictures to be described by students in a group. Group six was the first group who came forward and described the object as a duty. As one group consisted of three people, each students had to take turn to describe the object one by one. They description became the clues for other students. The other students in other group guessed the object when each students finished their description.

In this meeting almost all students seemed enthusiastic while playing the game. They were struggling to guess and answer what the object might be. The group who gave the clues were also having fun. They tried so hard to make clues. They discussed and built team work very well. They also spoke with less hesitation because they thought it was just a game. However, they still made some mistakes in grammar and pronunciation. Therefore, teacher should give positive feedback by repeating what they have said/ what they wanted to say in appropriate form and pronunciation.

Meeting 3: February 18th 2016

In the third meeting, the students played guessing game again with the topic describing animals. They were enthusiastic since the beginning as they knew that they would play again. The students' participation was higher than the previous meeting. The students was more joy and please to play the game. They guessed the object easily as it was just about the animals. However, the group who described the object needed too much time to describe the object as they did not memorize the adjective for animals yet. Besides, some of them still had difficulty to pronounce and produce the sentence with appropriate form. In here, the teacher helped the students when they discussed about the clues.

Generally, the learning process run effectively. The students were having fun, but they still got something to learn. They learnt and memorized new vocabularies, learnt how to pronounce certain words, and learnt how to create sentences with appropriate form. The important thing was the fact that students got more motivated in speaking and were not afraid in making mistakes.

Meeting 4: February 22th 2016

In the last meeting of action phase, the teacher implemented guessing game once more to make sure that students were already solve their hesitance in speaking. They played guessing game with the topic describing things around.

The procedure was similar with the previous meeting, but in this meeting the teacher chose the group who had to describe the object. The teacher focused on the students who were passive and asked them to give the clues in order to give them chance. Surprisingly, they were able to do it well. They spoke up eventhough their voice was so low. The teacher often gave them motivation and helped them when they hesitated.

The other group who took turn to guess the object still very enthusiastic.

The classroom atmosphere was even more enjoyable and the game ended with satisfying result. Most of students engaged and was ready to be tested.

Appendix 12 Documentation



The teacher gave the picture which became the object that had to be described.



The students heard and paid attention to their friend to get the clues.



The students described the object in front of the class.



The other students took turn to guess the object.



The students performed their description orally (Test on Post-Implementation).



The English teacher assessed students' performance.

Appendix 13 Recommendation Letter from Faculty



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Malang, 19 JAN 2016

Nomor : 0086 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Dinas Pendidikan dan Kebudayaan
Jalan Pendarukan nomor 1 Kepanjen
Kabupaten Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Ariza Nur Aini
NIM : 125110501111019
Semester : VII (Tujuh)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"THE USE OF GUESSING GAME IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' SPEAKING SKILL (A CLASSROOM ACTION RESEACH ON SEVENTH GRADE STUDENTS OF SMP NEGERI 1 SINGOSARI)

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Dr. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Tembusan : Yth.

Kepala SMPN 1 Singosari

Appendix 14 Recommendation Letter from Diknas



PEMERINTAH KABUPATEN MALANG

DINAS PENDIDIKAN

Jalan Penarukan No. 1 Telpun (0341) 393935-37, Fax (0341) 393935
Email: dispendik@malangkab.go.id - Website: http://www.malangkab.go.id

KEPANJEN 65163

Kepanjen, 27 Januari 2016

Nomor	: 420/ 271 /35.07.101/2016	Kepada	: Yth. Sdr. Kepala SMPN 1 Singosari
Sifat	: Biasa		
Lampiran	: -		
Hal	: Izin Penelitian		Di Singosari

REKOMENDASI

Memperhatikan surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya, No.: 0088/UN10.12/AK/2016, tanggal 19 Januari 2016, tentang Permohonan Ijin Penelitian, dengan ini Kepala Dinas Pendidikan Kabupaten Malang memberikan rekomendasi kepada:

Nama	: ARIZA NUR AINI
NIM	: 125110501111019
Program Studi	: S 1 Pendidikan Bahasa Inggris
Waktu	: Februari 2016
Tempat	: SMPN 1 Singosari
Judul	: THE USE OF GUESSING GAME IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' SPEAKING SKILL (A CLASSROOM ACTION RESEARCH ON SEVENTH GRADE STUDENT OF SMP NEGERI 1 SINGOSARI)

Catatan : Selama melaksanakan kegiatan dimaksud tidak mengganggu proses belajar mengajar.

Demikian rekomendasi ini dibuat untuk digunakan sebagaimana mestinya dan menyampaikan laporan kepada Kepala Dinas Pendidikan Kabupaten Malang setelah melaksanakan penelitian.

A.n. KEPALA DINAS PENDIDIKAN
KABUPATEN MALANG
KEPALA BIDANG SEKOLAH MENENGAH


Dra. PUJI HARIWATI, M.Pd.
Pembina Tingkat I
NIP. 196110091988032003

Tembusan Yth. :

1. Kepala Dinas Pendidikan Kabupaten Malang sebagai laporan
2. Dekan Fakultas Ilmu Budaya Universitas Brawijaya
3. Yang bersangkutan

Appendix 15 Research Letter from the School



PEMERINTAH KABUPATEN MALANG
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS DINAS (UPTD)
SMP NEGERI 1 SINGOSARI



Jalan Raya No. 1 Singosari Malang 65153 ☎ (0341) 458059 Fax. (0341) 459959
Email : smpn1_singosari@yahoo.com Website : www.smpn1-sgs.sch.id

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor: 073/213/421.102.830.003/2016

Yang bertanda tangan dibawah ini:

Nama : Drs. Achmad Muzakin, M.Ag.
NIP : 19591214 199003 1 002
Jabatan : Kepala Sekolah

Dengan ini menyatakan dengan sesungguhnya bahwa:

Nama : Ariza Nur Aini
NIM : 125110501111019
Program Studi : S1 Pendidikan Bahasa Inggris
Universitas : Universitas Brawijaya Malang

Yang bersangkutan benar-benar melaksanakan observasi dan penelitian yang berkaitan dengan penyusunan skripsi yang berjudul *"THE USE OF GUESSING GAME IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' SPEAKING SKILL (A CLASSROOM ACTION RESEARCH ON SEVENTH GRADE STUDENTS OF SMP NEGERI 1 SINGOSARI)"* di SMP Negeri 1 Singosari pada tanggal 01 s.d. 25 Februari 2016.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di: Malang
Pada : 02 Maret 2016
Kepala Sekolah,



Drs. Achmad Muzakin, M.Ag.
NIP.19591214.199003.1.002

