USING STORY GAMES TO IMPROVE STUDENTS' SPEAKING COMPETENCE TO THE EIGHTH YEAR STUDENTS OF SMP KEMALA BHAYANGKARI 1 SURABAYA

THESIS

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To Fulfill the One of the Rules in Finishing English Department

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ABSTRACT

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English is one of the international languages, taught in elementary school as a local content subject and in junior high school until universities as a compulsory subject. The ability of using it in speaking becomes the objective of most English teaching nowadays. But in fact, the students are often reluctant and discouraged to speak English because they hesitate to talk and many teachers still get difficulties in finding strategy or techniques to encourage the students to speak. Games, which facilitate the students to learn and practice the language they learn in comfortable atmosphere, may be an alternative to be applied to improve students' speaking competence. The researcher used Story Games in her research. The objective of this study can be stated as an attempt to describe how 'story games' is implemented to the eighth year students in speaking class, describe whether the use of 'story games' improve students' speaking competence or not and to find out the students' responses toward the application of this technique.

Based on the study above, the researcher used descriptive qualitative design to obtain some information concerning the students' speaking competence. The subject of the study was the eighth year students of SMP Kemala Bhayangkari 1 Surabaya. This study was a collaborative action research, which took four cycles in order to find the most effective techniques to play the game. Each cycle contains four steps. First step is planning the action. In this stage the researcher prepared the form of lesson plan, which contained formulated objectives, selected materials and organized the class. Then she implemented what she had planned in the implementing the action. The next step was observing the action. In this action, she observed the implementation of her modified techniques as well as assessed the students' speaking ability while they were playing the games in the speaking class. The last step was reflection. In this action, the researcher evaluated and explained what should be changed for further planning, implementing and so on for the next cycle. This kind of activity was repeated four times until the expected result was obtained. The data from the observation checklist result, field notes, and assessment of the students' speaking ability then were compared with each other to see which technique gave the best score.

After conducting the research for almost a month, it can be seen that the story games technique could assist the students to practice their speaking competence in an expected atmosphere to learn, i.e. relaxed but still controlled. The assessment showed that the students' speaking ability was improved in their accent, grammar, vocabulary, fluency and comprehension. In the first meeting it was only 1+ level

which means that the students were able to ask and answer questions on topics which were familiar to them and they can understand and participate in a simple conversation. While in the last meeting it reached level 2 to 3+ which means that the students were able to participate actively in speaking activity covering many issues. In addition, the students were not afraid of making mistakes and they could speak up freely and confidently to express their ideas than the first meeting.

Based on the explanation above, it can be concluded that 'story games' can be used as a means of teaching speaking for the students of Junior High School students especially in the eighth year students. The games can give enjoyment, motivation and fun to the students. The topics given to the students are accordance with the curriculum. Story games have been proved to be able to activate the students to speak in front of the class.

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CHAPTER I

INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

A. Background of the study

Language is primarily used for communication. The term of language is defined as a system of sound, words and etc used by humans to communicate thoughts and feelings. In the world, there are a lot of languages. The languages used in each country, called national language. While the language used all over the world called international language. As we know the language used in all over the world is English, the use is to make easy communicate with others. English is also a language which is mostly learned by people around the world.

Stern states that English is learnt in many countries across the world, this is not only with references to specified English speaking territories, but as a

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means of international communication across national boundaries among speakers of other languages.[1]

Since English is known as an international language which is used, learned and understood by people in almost countries all over the world. English becomes very important subject in many areas. The function of it is as a means of communication in meeting business or other activities among government over the world. As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects of what are usually faced by all countries. One of these aspects is education; almost all of schools in Indonesia use English as a medium of instruction in teaching and learning process in the class. However, most of the students of school in Indonesia some feel happy and enjoy studying English and some feel bored and afraid of studying English. They consider that English is difficult language to study. It is caused by the lack of motivation in themselves, whereas, the motivation is the essential factor in reaching the purpose of teaching and learning in the class.

English has many components and skills, such as listening, speaking, reading and writing. All of these components and skills are very important to learn, and each component has its own function. Nida has said that scientifically valid procedure in language learning involves listening first to be followed by speaking then comes reading and finally writing. From those four skills, speaking

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[1] Stern, H.H. *Fundamental Concepts of Language Teaching,* (New York: Oxford University Press, 1983), p.17

considered as primary. Murcia also said that "speaking in a second or foreign language has often been viewed as the most demanding of the four language skills.[2]" Finocchiaro also stated that "spoken language considered primary, because all normal people in he world can speak well enough in their community although many can not read and write.[3]" Richard and Rodger state that "a person whether he can interact or communicate in his community or not will depend much on his speaking ability."[4]

In mastering speaking ability, students should meet several factors that will make them quickly learn the language so they will have high quality of speaking. Such as their mood, motivation, readiness, etc. As stated by Hastuti in Kisyani "speaking ability is complicated skill that include several factors namely readiness to study, readiness to think, readiness to practice, motivation and guidance."[5]

Richards and Rodgers state that having a good speaking in language learning is very essential. But learning to speak is obviously more difficult than any other skills since speaking happens in real time and in spontaneous way[6]. The fact that many junior high school students still have nothing to say prove that techniques and methods that are already used to improve students speaking ability

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[2] Murcia, C.C.M. *Teaching English as a Second or foreign Language,* (United States of America: Heinle & Heinle, 2001), p.103

[3] Marry Finocchiaro. *Teaching English as Second or foreign Language,* (United States of America: Heinle & Heinle, 1969), p.96

[4] Jack C Richards and Rodgers. *Approaches and Methods in Language Teaching,* (United States of America: Cambridge University Press, 2001), Vol.2, p.78

[5] Laksono Kisyani. *Teori Berbicara.* (Surabaya: University Press IKIP Surabaya, 1999), h.31

[6] Jack C Richards and Rodgers. *Approaches and Methods in Language Teaching.* Loc.cit.

do not work effectively. The students are still afraid of making mistakes when they want to speak in front of the class and even in front of their friends. So that, they prefer to keep silent and just listen to whatever the teacher's explanation. It is often quite the students are afraid of failure and ridiculed. Nunan also states when students speak, they are sometimes afraid of making mistakes. They often keep silent and don't know what they want to say when the teacher asks them to speak[7]. By seeing this fact, English teacher should find a better teaching technique to be applied in the teaching learning process. The teacher should be able to encourage and facilitate the students in order to speak English as much as possible and also make English is understandable and easy to learn. According to Sauvignon,[8] the most important to the learners' progress is the variety activity in which the students can use the language in the real situation which is created by the teacher and can avoid students' boredom. Here, games may be an alternative to do, because the students will feel free, relax and also can enjoy the class. Halliwel says games provide an opportunity for the real language use.[9]

There are many kinds of games that can be used by English teacher in teaching speaking for the students in the class. Here, the researcher chooses the technique of story games as an alternative way to teach speaking for the junior high school students at eighth grade. The reason why the researcher wants to

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[7] David Nunan. *Practical English Language Teaching.* (New York: McGraw-Hill Companies. Inc, 2003), p.48

[8] Sandra J. Savignon, *Communicative Competence Theory and Classroom Practice.* (United States of America: Addition Wesley Publishing Company Inc, 1982), p.34

[9] Susan Halliwell, *Teaching English In The Primary Classroom.* (London: Longman, 1992), p.6

By referring to the previous research which had been conducted by Fadmawati entitled *"Story Games As An Alternative Way to Improve Speaking Ability of The Second Grade Students in SMPN I Torjun "*, the researcher wanted to conduct and implement this applied technique by seeing the differences in presenting the data. If the previous research used a descriptive qualitative research method, here the researcher would use collaborative action research as the research method in implementing her study. Besides, the topics used in this research were also different with the previous research. The other reasons why the researcher wanted to implement story games in speaking class is to know how far it influences students' speaking ability. It is a game that provides a framework for learners to speak and write at length instead of engaging in short exchanges. It can be used to break up the routine class activity and provide fun. Since junior high school students are young learners, the researcher is quite sure that the students will be interested in story games and motivated to speak.

B. Problem of the Study

After analyzing the problems above, the researcher tries to formulate the problems of study below:

1. How is story games technique implemented to the eighth year students of SMP Kemala Bhayangkari in a speaking class?

2. Does story games technique improve students' speaking ability?

3. How are the students' responses toward the implementation of story games technique?

C. Objective of the Study

1. To describe the steps and kinds of activities in implementing and applying story games technique to the eighth year students of SMP Kemala Bhayangkari 1 Surabaya in speaking class.

2. To know how far story games improve students' speaking ability.

3. To find out and describe the students' responses toward the implementation of story games technique

D. Significance of the Study

The results of the study are expected to be able to give a little contribution to the English teaching and learning process, especially for teaching English speaking that can be implemented and applied on every school in Indonesia to grow and increase students' motivation in speaking competence.

The result of study is also useful for the English teacher of SMP Kemala Bhayangkari1 Surabaya as an additional inventory of English teaching and learning process, especially for teaching English speaking and to tell them that teaching English speaking using story games is one of the interesting solutions that can grow and increase students' motivation in speaking competence.

And for the students of SMP Kemala Bhayangkari 1 Surabaya, especially for the eighth year students, this result of study is useful to increase their English speaking achievement and give them motivation in order to be brave to speak English fluently. Besides, it can useful to enrich their vocabularies as well.

The last is for the researcher, by applying this story games technique hopefully can provide a scientific reference and knowledge especially for a speaking competence.

E. Scope and Limitation of the Study

To avoid misunderstanding what the researcher has explained, the researcher will give object; Ones will arrange the thesis organize each problem more easily. The focuses are more intensively on the problems that have been in this research. Thus, the researcher did a collaborative action research on the scope and limitation below.

1. This study was implemented to the eighth year students of SMP Kemala Bhayangkari 1 Surabaya.

2. Among the four skills of English, the researcher taught more in speaking ability.

3. The researcher introduced and used a technique of story games in teaching speaking.

4. The topics of story games technique were limited into: *Build up a story, Bits and pieces, Passing on story* And *Describe and draw.*

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F. Definition of Key Term

The researcher includes some definition of key term to support the readers' understanding this thesis easily. They are as follows:

1. Teaching

    The action to organize something which has contact with learning, so created the situation then can motivate the students to study effectively.

2. Speaking

    To express taught a loud using the voice or talk. It is also uttering word and sentence to express idea and give responses to the information that given by other speakers.

3. Games

    An activity with rules, goals and an element of fun.

4. Story games

    Games that provide a framework for learners to speak and write at length instead of engaging in short exchanges.[10]

5. Technique

    The tricks and strategies used by the teacher in the classroom activity. The teacher should apply the various techniques to the students.

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[10] Andrew Wright, Batteridge D. And Michael Buckby, *Games For Language Learning.* (New York: Cambridge University Press, 1983), p.98

G. The Systematization of Discussion

Chapter I : Introduction

This chapter comprises the background of the study, problem of the study, objective of the study, significance of the study, the scope and limitation of the study, the definition of key terms, and the systematization of discussion.

Chapter II : **Review and Related Literature**

This chapter reviews the understanding theory used in the study concerning with the speaking competence and action research. To be more specific, this review discussed about: English globally, Speaking, The Teaching of Speaking, Games, and Story Games Technique.

Chapter III : **Research Methodology**

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, and data analysis.

Chapter IV : **Result and Discussion**

This chapter is focused on data presentation and discussion of the research concerning with the glance

description of the research object, the descriptions of research findings and the discussions of research findings.

Chapter V : **Conclusion and Suggestion**

The last chapter of this study will mainly presents the conclusion and the suggestion of this thesis.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the speaking competence and action research. To be more specific, this review discussed about: (1) English globally, (2) Speaking, (3) The Teaching of Speaking, (4) Games, and (5) Story Games Technique.

A. Teaching English

English has an important role in education since it is an international language used by most of people in the world. Nowadays, the fluency of English becomes the qualifying factors needed to apply a job. If people do not master English well they will be left behind. Those are why Indonesian government decides English as the compulsory subject taught since elementary school.

English is considered as the difficult subject since students do not use it to communicate in their daily life. The teachers have to find the solution in order to motivate the students and try to reach the effectiveness of teaching and learning activity. Blum as cited by Richards and Renandya states there are some characteristics of effective teaching as follows[1]:

- The instruction is guided by preplanned curriculum

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[1] Jack C Richards and Renandya. *Methodology in Language Teaching an Anthology of Current Practice.* (New York: Cambridge University Press, 2002), p.21

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- There are strong expectations for student learning
- Students are carefully oriented to the lessons
- The instruction is clear and focused
- The teachers have to monitor the learning progress closely
- The teachers will replay teaching when students do not understand
- Class time is considered for learning
- There are efficient classroom routines
- Instructional groups formed in the classroom behaviors are high
- There are positive interactions between teachers and students
- The teachers encourage and reward the students.

There are many types of English teaching, which of them are including the four skills of English, such as speaking, reading, listening and writing. After the researcher described some characteristics of effective teaching, in the next section, the researcher will discuss about speaking, teaching speaking and some aspects of it.

B. Speaking

Speaking is one of the skills in English. So, it plays an important rule in studying the subject, because as we know that English is an international language. Since most of books are written in English, so Indonesians student have opportunity to practice this language in the class. In this case, the teachers must

be able to help them to master the language in the limited time. Beside that, the students themselves should study hard in order to be able to understand it well.

Speaking is to express thoughts a loud using the voice or talk (Longman Dictionary of Contemporary English) David P. Harris, in his book "Testing English as a Second Language" defines speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of speech process: pronunciation, grammar, vocabulary, fluency and comprehension.

He further says that the definition of speaking as second language: Student's skill in speaking a second language our fundamental concern with his ability to communicate informally on everyday subject with sufficient ease and fluency to hold the attention of his listener.

C. Teaching Speaking

Speaking is considered as the productive and oral skill. Many people view that it is the most difficult skill. Nunan says there are two reasons why speaking harder than listening, reading, and writing. The first one is because speaking happens in real time[12]. In the conversation, people speak spontaneously and the listener will be waiting for them to speak right then. It is impossible for the listener waiting for a long time so that the speaker has to think as fast as possible.

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[12] David Nunan, *Practical English Language Teaching.* Loc.cit.

The other one is when people speak they can not revise and edit the conversation like people do when they are writing.

For students, learning to speak English is also more difficult than other skills since they never practice English in real situation. Most of students prefer to just listening whatever the teacher says and they don't have any effort to speak English in front of the class.

In speaking class, the teacher plays an important role she / he is the key of success to help the students having good English proficiency. There are three things that have to be recognized by the teacher in teaching speaking. They are from:

1. The mechanic form such as: pronunciation, grammar and vocabulary.

2. The function of communication includes transaction and interaction.

3. Social and cultural rules and norms. It is the way of understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[13]

Moreover, teacher should create the enjoyable learning in speaking class. According to Zoltan Dornyei,[14] there are three types of strategy making the class more interesting and enjoyable:

1. The teacher is able to break the monotony of learning

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[13]Arsham, Hossein, *Teaching speaking*. (http://www. nclrc.org/essentials/speaking/spandex.htm, 2003)

[14] Zoltan Dornyei, *Motivational Strategies in the Language Classroom*. (UK: Cambridge University Press, 2001), p.73

2. The teacher is able to make the tasks more interesting

3. The teacher is able to increase the involvement of the students.

According to researcher's opinion, the teacher also should propose or encourage the students to develop activities which have an intrinsic interest for them, the teacher can not just send the students off in group or pairs and tell them to speak. Motivation to speak must be aroused in some way. In selecting speaking activities, the teachers must always remember that the goal is make the students able to interact freely with others; to understand what other speak in the broadest sense, and to be able to convey the others what they themselves wish to share.

1. **The Principle of Teaching Speaking**

   Nunan states there are five principles for teaching speaking as follows[15]:

   a. Consider about the differences between second language and foreign language learning context. The target language of second language context is the language of communication in the society since the use the target language almost everyday. Whereas in the foreign language context, the target language is not the language of communication in the society, so that learning speaking skill in this context is very challenging.

   b. Give the opportunities for the students to develop both fluency and accuracy.

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[15] David Nunan, *op.cit*, p.54

"Fluency is the extent, to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searchers, etc. And accuracy is the extent to which students' speech matches what people actually say when they use the target language."

The teachers have to consider about students' mistakes as a natural part of learning a new language.

c. Give the opportunities for the students to talk by using pair work and group work. Those activities used to increase the time of learners' speaking practice and to limit the teacher talk.

d. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

e. Design the classroom activities that involve guidance and practice in both transactional and interactional speaking.

"Interactional speech is communicating with someone for special purpose. It includes both establishing and maintaining social relationship. And transactional speech involves communicating to get something done, including the exchange of goods and/or services."

Besides the five principles for teaching speaking which have been mentioned above, here the researcher wants to add that the teacher also should

provide intrinsically motivating technique, appropriate feedback and correction and encourage the development of speaking strategies that will be described clearly in the next section.

2. The Technique of Teaching Speaking

Teaching techniques are the way in which the information that is learned is presented. There are various techniques can be used in teaching learning activity include textbook, video, computer, and many others. But the teachers have to consider several things. Firstly, the technique should be adjusted with the needs of different students. Secondly, it should be able to encourage the students to become active involved with learning. Next, it should cover sufficient material so that it can be learnt by all of students that have different ability. And the last, it should be able to monitor the students' progress in teaching learning process.

In teaching English especially for speaking skill, teachers have to find the best techniques for their students. The good techniques should be able to increase and improve students' ability. There are various techniques given for language teaching. One of the categories is adapted from Crooker & Chadron in Brown.[16] It is based on taxonomy of language-teaching techniques. They are:

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[16] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco State University: Addison Wesley Longman, Inc, 2001), Vol.2, p.133

a. Controlled techniques such as: warming up activity, reading aloud, drilling, question-answer (display), meaningful drill, etc.

b. Semi-controlled techniques such as: brain storming, story telling, question-answer (referential), information transfer, etc.

c. Free techniques such as: role-play, games, report, problem solving, drama, interview, discussion, etc.

In applying those kinds of technique, the teachers have to consider about the students' level and ability so that they will accept the lesson easily.

3. The Principles for Designing Speaking Techniques

According to Brown,[17] there are several principles used for designing the technique of speaking. They are:

a. Using the technique that covers the spectrum of learner needs.

It is important to apply interactive activities that do not focus on grammatical pointers or pronunciation tips only. And the teacher should not make the students get bored with lifeless activities and repetition drills.

b. Providing intrinsically motivating techniques.

The teacher should help the students to see how a certain kind of activity will benefit for them.

c. Encouraging the use of authentic language and meaningful context.

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[17] H. Douglas Brown, *op, cit*, Vol.2, p.275

It is very useful for students to learn something adapted with their real world.

d. Providing appropriate feedback and correction.

It is important to give the corrections that are appropriate as a feedback.

e. Capitalizing on the natural link between speaking and listening.

The integration between speaking and listening activities is important so that the activities will reinforce each other.

f. Giving students opportunities to initiate oral communication.

The teacher asks question, give direction and provide information and condition the students as to control the students' conversation.

g. Encouraging the development of speaking strategies.

The developing can be done by giving strategies such as asking for clarification, asking someone to repeat something, getting some attention, etc.

If the teacher is able to apply several principles for designing speaking techniques that has been described by Brown above, the teaching learning process of speaking will run smoothly because there will be connection and good cooperation between teachers and students in the class.

4. The Objective of Teaching Speaking at Junior High School

There are two competences that must be achieved by the students of junior high school. They are standard competence and communicative

competence. The standard competence expects the students to be able to communicate in oral and written language by using appropriate language fluently and accurately in transactional and interactional or in monolog discourse in the form of narrative, descriptive and recount.[18]

D. Games

Games are set of activities with some rules but full of fun. Many teachers use games because they are not only amusing and interesting, but also highly motivating the students in learning a language. Johnson and Johnson stated that games are attractive because they are fun, the pleasant relaxed atmosphere fostered by the games has proven to be efficient learning.[19] While Ersoz stated that games can be used to give practice in all language skills and be used to practice many types of communication. Moreover young learners' characteristics support that games can help them learn English as a foreign language[20].

Brown stated that games involves (1) rules which must be followed (2) competition between individuals or teams (3) determination of winner if teams of

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[18] Depdiknas, *Panduan Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama,* (Jakarta: Dirjen Pendidikan Dasar dan Menengah, Direktorat Pembinaan Sekolah Meenengah Perama), h. 19

[19] David W. Johnson and Roger T. Johnson, *Learning Together and Alone: Cooperation, Competitive and Individualization* (New Jersey: Prentice Hall Inc. Englewood cliffs, 1975), p. 75

[20] Aydan Ersoz. *Six Games For The EFL ESL Classroom* (The Internet TESL Journal, Vol. VI, No.6 June)

players are a part of the games plans, cooperative learning as well as competition can result[21].

The teacher might want to try many games in the classroom as a part of the lesson. But there are some factors that must be taken into consideration for selecting games in order to meet students need. Nguyen and Khuat said that whenever a game is to be conducted, the number of the students, proficiency level, cultural context, timing, learning topic and the language classroom settings are factors that should b taken into account[22].

Meanwhile, Lubis stated some criteria of good language games. They are:

1. Requires little or no advance preparation

2. Is easy to play and yet provides the students with an intellectual challenge.

3. Is short enough to occupy the convenient space in the conversation program

4. Entertains the students but does not cause the group to get out of control

5. Requires no time consuming correction of written responses afterward[23].

E. Games in Language Learning

It can be accepted that young learners and adults are interested in playing games. By playing games, students are unconsciously far from worry of making

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[21] George Yule and Douglas Brown. *Teaching The Spoken Language* (London: Cambridge University Press, 1985), p. 317

[22] Nguyen Thi Thanh Huyen aand Khuat Thi Thu Nga, *Learning Vocabulary Trough Games* (Asian EFL Journal – December, 2003)

[23] Yusnaini Lubis, *Developing Communicative Proficiency In The English As Foreign Language(EFL) Classes* (Jakarta: Depdikbud, 1988), h. 58

mistake. Russell quoted in Johnson and Johnson stated that games are attractive because they are fun, the pleasant relaxed atmosphere fostered by the game has proven to be efficient learning Games also stimulate the students to acquire the target language without even realizing it[24].

Almost all of the English teachers perceive that the use of a game in the language classroom is only just as a time-filler, or a reward and relaxation after the class activity. Games are also often wrongly regarded as end of term activity. It is something to fill the last of five minutes of a lesson. In fact, they can be used at all stages of practice from control to free. In addition, Wright stated that if it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as a central to a teacher repertoire. They are thus not for use solely on wet days and at the end of the terms.[25] It means that games provide meaningful practice of language that is useful for the students. And the English teacher should not perceive games as a mere time-filler but consider them as one of the useful technique that can be used in teaching English.

Meanwhile, according to Kim there are many advantages of using games in the classroom[26]:

1. Games are a welcome break from the usual routine of the language class.

2. They are motivating and challenging.

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[24] David W. Johnson and Roger T. Johnson, *Learning Together and Alone: Cooperation, Competitive and Individualization*. Loc, cit.

[25] Andrew Wright, Batteridge D. And Michael Buckby, *op.cit*, p.1

[26] Lee Su Kim, *Creative Games for Language Classes* (English Teaching Forum Vol. XXXIII No. 1 January, 1995), p. 35

3. Learning a language requires a great deal of effort. Games help the students to make and sustain the effort of learning.

4. Games provide a language practice in the various skill-speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

From the explanation above, the researcher concludes that game also may enhance and motivate students to speak. Games help the teacher to create contexts in which the language is useful and meaningful. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. There are many advantages of using games. Games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings.

F. The Teacher's Role of Games in Language Learning

The success of teaching learning activity in the class depends on teacher herself / himself. Teacher should be able to manage and organize activity properly so that the students can accept the material well and they also attracted to join the class activities.

A good teacher is not traditionally authoritative in the class. He is not the one who is always right, the one who has the knowledge the students need to acquire, the one who manages and controls everything that happens in the classroom.[27]

Recently, the learned-centered teaching has been more emphasized wider the influence of communicative theories.[28] Here, the student activity takes place in the central of education process. And teacher's role suggested more as the facilitator. Furthermore, Harmer states the teachers' roles are divided into 8 as follows:

1. Teacher as a controller

    The teacher should not only control the students' activity but also their language and speak. But they may not control all over the time even talk too much to their student. Since, the measure of good lesson is the students' activity not the performance of the teacher. The examples of teacher as the controller are: give announcement, order, explain, lead a question and answer session, etc.

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[27] Richard Kern, *Literacy and Language Teaching,* (New York: Oxford University Press, 2000), p. 306
[28] Jeremy Harmer, *The Practice of English Language* Teaching, (Cambridge: Longman, 1991), p.56

2. Teacher as an organizer

   The examples of this teacher's role are: give the information to the students, tell what they have to do in the activity, put them into pairs or group and give feedback when the class over.

3. Teacher as an assessor

   Here, the teachers have function to show where incorrectness happens and help the students to put it right. The teacher should be offering the feedback on the students' performance, handing out grades or saying whether they can past to the next level, etc.

4. Teacher as prompter

   Sometimes, the students are confused or silent about what to do next. So, teacher should help them by giving any suggestion or information. When teachers prompt they should do it encouragingly with good judgment.

5. Teacher as a participant

   There are good reasons why teacher may participate or take part in the students' activity for example in discussion. It is because the teacher can enliven things from the inside. Students will enjoy having the teacher with them. But, the teacher should consider that they won't tend to dominate the students by giving them a large chance to practice English in the class.

6. Teacher as a resource

   Students may have difficulty in understanding the information they got from book, website or the other resource. The teachers should be ready to

offer help if it is needed. They can be the important resources the students have.

7. Teacher as a tutor

This teacher's role has a more intimate relationship than that of a controller and organizer. The teachers make a personal contact to their learners so that the learners have a real chance to feel supported and helped. For example when students are working in groups or pairs, the teacher can go round them, staying with a particular group or individual to offer guidance they are describing.

8. Teacher as an observer

It can be done by taking notes on students' performance or having columns when the students get wrong or do right. The teachers have to work and observe simultaneously, listening, watching, and absorbing so they can create the good rapport for themselves and their students. Moreover, they should observe the different materials and activities and evaluating them appropriately. The teacher should be able to switch those various roles and judge the appropriate one.[29]

G. Story Games

Creating a story in longer sentences will express the students' feeling. In story games, the students are not only able to create their own story that are

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[29] Jeremy Harmer, *The Practice of English Language Teaching*, Loc.cit.

brought into the rule of the games that is full of fun but they are also able to create the spoken text directly based on the given topics, for example making up the other students and guessing the end of the story.[30]

The descriptions can be described as follow:

1. BUILD UP A STORY

Language   : Using past tense giving instruction (imperative) linking devices

Control   : Guided

Materials   : White board and piece of picture

Procedure   : Distribute a piece of picture. Then ask the students to interpret it. When the story is complete, the students can speak.

2. BITS AND PIECES

Language   : Using present tense, speculating, descriptive text

Control   : Guided

Materials   : Bits and pieces of paper

Procedure   : Each group is given a bit of paper. These are studied and not shown to the other group. The group then discusses the content of their topic. When everyone in the group feels sure the story is correct, the text can be given to the teacher, then the group

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[30] Andrew Wright, Batteridge D. And Michael Buckby, *Op.cit*, p. 24

comes forward together and each of them presents the story in order. After the story is finished, other groups are given time to ask any questions.

3. PASSING ON A STORY

Language : Making up stories collectively, using simple past tense and past continuous as well as wide range of language points.

Control : Free

Materials : Lottery paper

Procedure : Each group comes forward to take a lottery paper. Then the teacher explains to the learners that the story is begun from a lottery paper they took. Each students of the group have to pass and continuo the story in turn adding sentences or part of a sentence using past tense or past continuous tense.

4. DESCRIBE AND DRAW

Language : Using descriptive text, using some imperatives, adjectives, prepositions and some vocabularies.

Control : Free

Materials : A paper of picture and the whiteboard

Procedure : Ask the students to discuss with their group about the things will be described and drawn in front of the class. While the

presenting group describes the things in front of the classroom, the other group guesses what the things they meant. If the other group still can not guess what they meant, the presenting group has to display a large picture which all the class can see and invite them to guess what the picture meant.

CHAPTER III

RESEARCH METHODS

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, and data analysis. All of those components are discussed as follows:

A. Research Design

The research is classified as Collaborative Action Research. A collaborative action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.[36] McNiff defines action research is an approach to improve the education through change, by encouraging teacher to be aware of his/her practice , to be critical of that practice, and to prepare to change it.[37] It means that when the teacher becomes more aware of how his/her students learnt, then the whole educational process hopefully becomes more enjoyable and meaningful. McNiff also adds that by using action research teacher will be encouraged to be reflective of his/her own practice in order to enhance the quality of education for him/herself and his/her pupils. In this study, for the first and second cycle the

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[36] Anne Burns. *Collaborative Action Research for English Teachers,* (New York: Cambridge University Press, 2003), p. 30

[37] Jean Mckniff, *Action Research Principles and Practice* (London: Rutledge, 1988), p. 475

researcher acted as the practitioner, while the real teacher played as an observer during the teaching and learning process. And when the third and fourth cycle were conducted, the real teacher acted as a practitioner who carried out the lesson plan and the researcher played as an observer who observed the teaching and learning process in the classroom.

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classrooms' problem in the teaching of speaking. To cope with the classrooms' problem in the teaching of speaking, the real teacher applied 'story games' technique during the teaching and learning process.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below[38]:

(1) Planning the action

(2) Implementing the action

(3) Observing the action

(4) Reflection / reflecting the action

Considering the purpose of this study, this research design employed in this study will belong to a descriptive methodology to obtain the information of the students' speaking competence while they were playing story games. This information became an indicator whether the 'story games' that students played

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[38] Iskandar, *Penelitian Tindakan Kelas*, (Ciputat: Gaung Persada, 2009), h. 28

improved their speaking or not. The using of story games technique in the classroom will be described in the form of the words rather than in numbers.

Below are the models of classroom action research.

1. Action Reflection Spiral Model.[39]

In the plan levels, after the problem had been identified, the plan of action will be done to improve the present situation; the detailed plan was needed to inform what the modification of presenting "story games" was and how the revised teaching strategies would be implemented. In action level, what the

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[39] Jean Mckniff. *Op, cit*, p. 27

researcher had planned will be implemented in this level. Meanwhile, the effects of action level will be observed and documented at the observation level. Finally, the effects that were found during the observation will be evaluated and explained to be further planning, acting and reflecting for the next cycle.

Below is also the model of classroom action research according to Dr. Iskandar, M.Pd. [40]

1st Cycle	1. Planning the action: problem identification and solving the problem	Preparing lesson plan, instructional material and media, some instruments, and the criteria of success.
	2. Implementing the action	Applying the first implementation based on the lesson plan.
	3. Observing the action	Conducting the observation and assessing to the result of the implementation.
	4. Reflecting the action	Evaluating the first implementation and the learning result and revising the first implementation of plan based on the evaluation result.
2nd Cycle	1. Planning the action	Identifying the problem, determining problem solving and developing the second implementation.
	2. Implementing the action	Applying the second implementation.
	3. Observing the action	Data collection of second

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[40] Iskandar, *op, cit*, h. 70

		implementation.		
	4. Reflecting the action	Evaluating	the	second
		implementation.		
The next cycles				
Conclusion, suggestion and recommendation.				

B. Research Location and Subject

The setting of this study will be conducted at SMP Kemala Bhayangkari 1 Surabaya. This school is located next to the main road, so it is easy to reach for because the location is very strategic, while the subject of this study is the eighth grade students of SMP Kemala Bhayangkari 1 Surabaya.

C. Population and Sample

Because there are too many students it will have to observe or get the data, so, it is quite difficult for the researcher to take all of the numbers of population. That is why the researcher just takes one class as a sample. That is class VIII and each of those classes consists of 35 students. Since the number of eighth grade students is very big, the researcher took class VIII A for the sample because the students need sufficient knowledge to improve their speaking competence. Moreover, they still like activities that promote a lot of fun, such as games.

D. Research Procedure

This study is conducted under the following procedures: preliminary study, planning, implementing the action, observing and reflection.

1. **Preliminary Study**

The researcher did preliminary study to get any information about the way and the model of teaching and learning English at SMP Kemala Bhayangkari 1 Surabaya, especially in teaching and learning of speaking competence. It is also done to obtain some information and find out many problems faced by English teacher and students in teaching and learning process especially in the teaching and learning of speaking competence. In the preliminary study of her research, the researcher meets the curriculum vice of SMP Kemala Bhayangkari 1 Surabaya on the permission of the headmaster to talk about the plan of conducting the research. After that, the researcher meets the English teacher of eighth grade students for doing interview and direct observation to find out the situation in the classroom, the students' speaking competence and some problems faced by the teacher and students in the teaching and learning process. While the observation is conducted, the analysis is carried out. From this analysis, the researcher will find out the students' speaking achievement of speaking competence. The data obtained from those is used to set up a planning of action.

2. Planning

After the researcher conducted a direct observation to the classroom and did some informal interview to the English teacher of VIII A students, the researcher makes a prior preparation to the implementation of the action based on the preliminary study. As the next step, the researcher prepares a suitable topics and materials of story games technique in the speaking class, designs lesson plans, prepares instructional materials and media, criteria of success and tests.

a. The Topics and Teaching Materials of Story Games Technique

➢ *Build Up A Story*

Language : Using past tense giving instruction (imperative) linking devices

Control : Guided

Materials : White board and piece of picture

Procedure : Distribute a piece of picture. Then ask the students to interpret it. When the story is complete, the students can speak.

➢ *Bits And Pieces*

Language : using present tense, speculating, descriptive text

Control : guided

Materials : Bits and pieces of paper

Procedure : Each group is given a bit of paper. These are studied and not shown to the other group. The group then discusses the content of their topic. When everyone in the group feels sure the story is correct, the text can be given to the teacher, then the group comes forward together and each of them presents the story in order. After the story is finished, other groups are given time to ask any questions.

➤ *Passing On A Story*

Language : Making up stories collectively, using simple past tense and past continuous as well as wide range of language points.

Control : Free

Materials : Lottery paper

Procedure : Each group comes forward to take a lottery paper. Then the teacher explains to the learners that the story is begun from a lottery paper they took. Each students of the group have to pass and continuo the story in turn adding sentences or part of a sentence using past tense or past continuous tense.

➢ *Describe And Draw*

Language   : Using descriptive text, using some imperatives, adjectives, prepositions and some vocabularies.

Control   : Free

Materials   : A paper of picture and the whiteboard

Procedure   : Ask the students to discuss with their group about the things will be described and drawn in front of the class. While the presenting group describes the things in front of the classroom, the other group guesses what the things they meant. If the other group still can not guess what they meant, the presenting group has to display a large picture which all the class can see and invite them to guess what the picture meant.

b. Lesson Plan

The lesson plan designed by the researcher will consist of these following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) learning materials, (e) teaching and learning activities, (f) assessments, and evaluation. (see appendix 14, 17, 19 and 22)

c. Instructional Material and Media

In conducting the research, the researcher prepares the instructional materials and media which are relevant to the topics of

speaking competence. Both materials and media are taken from the students' workbook and other available sources selected by the researcher. The instructional materials are appropriate with the topics that are given and the students' level. The media used by the researcher are interesting, varied, motivated students to speak in front of the class, enjoyable and supporting the teaching and learning activity in the classroom.

d. The Criteria of Success

The researcher set up criteria of success to estimate whether the implementation of the action is effective or not. These criteria of success are formulated to see whether the application of story games technique in teaching English speaking competence succeeded or failed.

The researcher limited three criteria in her research to measure the success of this story games application, they are as follows:

1) The teacher is considered to have a good performance in implementing the story games technique.

2) Most of the students are interesting and enthusiastic in applying this story games technique. Approximately 75 percent of them are able to implement the rules of this technique well and participate totally on the teaching and learning process in the classroom.

3) More than or equal to 60 percent of the students' score of speaking competence tasks is greater than or equal to (2+) according to the conversion table of FSI level or approximately (53 – 62).

3. Implementing the Action

After the planning was finished, the researcher implemented the story games technique to the eighth grade students of SMP Kemala Bhayangkari 1 Surabaya. In implementing this study, the researcher carried out the lesson plan four times. In the first and second cycle the researcher acted as the practitioner, while the real teacher played as an observer during the teaching and learning process. And when the third and fourth cycle were conducted, the real teacher acted as a practitioner who carried out the lesson plan and the researcher played as an observer who observed the teaching and learning process in the classroom. The implementation of the plan for each cycle would take about 2 X 40 minutes.

4. Observing the Action

Observation is conducted at the same time when the action is being implemented in the classroom. It is to identify the activities occurring during the teaching and learning process in the classroom. Here, the researcher used an observation checklist and field notes in carrying out her observation. These observations are used to monitor the teacher's step of action and the students'

response toward the action given by the teacher during the teaching and learning activities occurs in the classroom. The result of observation and the field notes will become input for improvement of teacher performance in the following meeting.

a. Data and Source of Data

The data of this research comprised the observation checklist, field notes, interviews, questionnaires and the students' scores of speaking proficiency measured by FSI (Foreign Service Institute) levels from the four meetings during the observation. The data themselves were expected to give information of how story games applied as a technique to increase speaking competence of eighth year students' of SMP Kemala Bhayangkari 1 Surabaya and whether it can improve their speaking competence or not. The data would be presented in the descriptive manner and a numerical form. The description one was used to explain the result from the observation checklist, field notes and some interviews, meanwhile the numerical form was the scores of measuring the students' oral proficiency and the questionnaires to find out the students' responses toward the implementation of this technique.

b. Data Collection Technique

In this research, the data were collected four times during the research. The researcher did it by considering that there were only four meetings

that would be given to the students to apply story games. The researcher collected the data through direct observation. This technique is meant to observe and make a note on what was going on in the classroom especially to the subject of the observation when they were applying the story games. To make the data easier to be analyzed, the researcher used a checklist and field notes, besides, she also did some interviews to the English teacher and give questionnaires to the students to find out the students' responses toward the application of story games technique in speaking class. Not only that, but she also identified inappropriate aspects on the presentation or implementation of story games. Therefore, after the inappropriate aspects are identified, she solved some weaknesses to be improved in the next meeting. In this case, the researcher repeated the activities until four times. Meanwhile in scoring students' speaking competence, the researcher carried out four treatments, each of those was considered in the first cycle, and the assessment was done in every treatment.

c. Instruments

The researcher was the key instrument. It means that she had an important role in doing this research. In other words, the success of the research greatly depended on her role. Here, the researcher used some instruments to collect the data which are described as follows:

1). *Observation Checklist*

An observation checklist is used to gather, inspect and observe any information on what was going on in the classroom when the 'story games' is implemented during the teaching and learning process. The answers of the checklist would be the answer of the first question of the research problem; it is how story games are implemented in speaking class. The indicators being measured in the observation checklist were:

1. The topic of story games which comprises 6 items

2. The technique of conducting story games which consist of 5 items

3. The teaching-learning process which is divided into *'teacher activities'* which have 8 items and *'students' activities'* which consists of 10 items (see appendix 1 - 4).

2). *Field-notes*

The field notes are used to investigate the teacher's and students' activities which are beyond the observation checklists. They contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. These field notes are intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the appropriateness of speaking task, the practicality and ease of the technique used, and the

students' behaviors and problems during the implementation of story games technique (see appendix 5-8)

3). Assessments forms

Assessment is process by which information is obtained relative to some known objectives or goals. Assessment requires the gathering of evidence of students' performance over a period of time to measure earning and understanding.[41]

Here, the FSI (Foreign Service Institute) rating procedure was used as a means of oral assessment of which the main objective is to determine the level of the speaking proficiency of the students. The FSI rating procedure measured elements of speaking competence. They were accent, grammar, vocabulary, fluency and comprehension. (See appendix 11-13). In each element there was six level of acquisition ranging from poor to excellent. They were:

➤ *Accent:*

1. Pronunciation frequently unintelligible

2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

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[41] Richard I. Arends, *Learning to Teach: Belajar untuk Mengajar*, (Yogyakarta: Pustaka Pelajar, 2008), Edisi VII, h. 217

3. "Foreign accent" requires concentrated listening, and mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary.

4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.

5. No conspicuous mispronunciations, but would not be taken for a native speaker.

6. Native pronunciation, with no trace of "foreign accent"

➤ *Grammar:*

1. Grammar almost entirely inaccurate except in stock phrases.

2. Constantly errors showing control of very view major patterns and frequently preventing communication.

3. Frequent errors showing some major patterns uncontrolled and causing irritation that cause misunderstanding.

4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.

5. Few errors, with no patterns of failure.

6. No more than two errors during the activity.

➤ *Vocabulary:*

1. Vocabulary is in adequate for even in the simplest conversation.

2. Vocabulary limited to basic personal and survival areas (time, food, transportation and etc.)

3. Choice of words sometimes inaccurate limitation of some common professional and social topic.

4. Professional vocabulary adequate to discuss special interest general vocabulary permits discussion any non-technical subject with some circumlocutions.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

➢ *Fluency:*

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow and uneven except for short or routine sentences.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.

6. Speech on all professional and general topics is as effortless and smooth as a native speaker's.

➢ *Comprehension*:

1. Understand too little or the simplest type of conversation.

2. Understand only slow, very simple speech, on common social and tourist topic; requires constant repetition and rephrasing.

3. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.

4. Understanding quite normal educated speech directed to him but requires occasional repetition and rephrasing.

5. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptional rapid and slurred speech.

6. Understand everything in both formal and colloquial speech to be accepted of an educated native speaker. [42]

To determine the description of each category, the researcher would use a weighting table.

Table I: assessment of students' speaking competence table

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[42] Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), 2nd Edition, p. 131-132

Proficiency	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

The total score would be interpreted into conversion table below

Table II: conversion table

Total score	FSI level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

The sign "+" indicates a position half way between two levels.

Score 2+ means that it falls between level 2 and 3.

Here are the descriptions of each FSI level

1. Able to satisfy routine travel needs minimum courtesy requirement, can ask and answer questions on topics very familiar to him. Within the scope of his limited language experiences, can understand simple questions and statement.

2. Able to satisfy routine social demands and limited work requirements, can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical information.

3. Able to speak the language with sufficient structural accuracy and vocabulary, to participate actively in most formal and informal conversation on practical, social and professional topics; can discuss particular interest and special fields of competence with reasonable ease; comprehension is quite complete for normal rate on speech; vocabulary is broad enough that he rarely has to group for a word; accents may be obviously foreign, control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

4. Able to use the language fluently and accurately and all levels normally pertinently to professional needs, can understand and participate in any conversational within his range of experience

with a high degree of fluently and precision of vocabulary; would rarely be taken for a native speaker but can respond appropriately even in any informal situations, errors and pronunciation and grammars quite rarely; can handle informal interpreting from into the language.

5. Speaking proficiency equivalent to that of an educated native speaker, has complete fluency in the language such is fully accepted by vocabulary and idiomatic, colloquialism, and pertinent cultural references.[43]

4). Questionnaires

Questionnaire is an instrument that contains some written questions including attitudes, opinion, preference, and information. The questionnaires are used to know the students opinion on the strategy on story games technique in teaching speaking. They are also used to know whether the strategy is helpful to solve their problem in improving their speaking competence. The questionnaire is done in the end of the story games activity in teaching and learning process.

The researcher explains each question in the questionnaire before the students give some answers of the questionnaires (see appendix 9).

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[43] *Ibid*, p. 128-129

5). Set of tests

A test can be defined as a method of measuring an individual's ability, skill or knowledge in some area.[44] This last instrument is used to see the students' achievement after the implementation of action. By doing this, the researcher will know how far the students' achievement after given a story games technique in their speaking class. The type of test is chosen under the objective of the students' performance in front of the class; such as that they can express their ideas flexibly in line with their understanding after they discuss any set of tasks given by the teacher with their group.

The performance of students is measured from how they present the task given by the teacher in front of the class; the way how they give their opinions, self confidence and the most important is how they use the right grammar and vocabularies in their sentences. Not only that, fluency and comprehension are also needed in their speaking performance. Here, a given tasks related to the topics and materials of story games in the classroom. Some of the tasks are also adapted from eighth grade students' workbook (See appendix 15, 18, 20, 23).

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[44] Renzo Titone and Marcel Danesi, *Applied Psycholinguistic: An Introduction the Psychology of Language Learning and Teaching* (Toronto: University of Toronto Press, 1985), p. 154

The data obtained from the above instruments are used to provide information of what aspects of the target which have been achieved.

5. Reflection

Reflection is concerned with analysis, feedback and adaptation as a recursive cycle in the classroom.[45] The result of reflection will become input in improvement of teaching and learning activity.

There are two kinds of reflection employed in this study. The first reflection is concerning to what teacher has done in implementing the action and students' behavior in applying story games in the speaking class. It is conducted after the teaching and learning process finished on each meeting. It is gained based on the result of observation checklist and field notes. The researcher and the real teacher crosschecked the results of the observation checklist and the field notes. The crosscheck is to share perception about the strength and the weakness of the teacher in implementing the story games technique. Furthermore, it was also used to check the students' behavior in doing the task. In conclusion, the objective of this reflection is to improve the teacher's step in implementation in the next meeting,

The second and the following reflection are a reflection as a total process conducted at the end of each cycle. It was made to judge to what

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[45] Iskandar, *op, cit*, h. 120

degree the students' competence in each cycle that has been improved. In addition, the strengths and weaknesses in implementing story games technique were also evaluated. It was conducted after analyzing the data obtained from observation, field notes and set of tests.

E. Data Analysis

The researcher would analyze the data obtained from four meetings by using descriptive qualitative manner. She would describe the data to give information on how 'story games' technique was implemented to improve the speaking competence of eighth year students of SMP Kemala Bhayangkari 1 Surabaya, teacher and students' activities in the classroom, teaching and learning process, does the story games technique improve students' speaking ability and to find out the students' responses toward the application of this story games technique. The data were analyzed based on the notes, observation checklist, the students' scores and involvement during the teaching and learning process in the classroom. And the last was the questionnaire to find out the students' responses toward the application of story games technique.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter the researcher tries to introduce the data, which were obtained during the research. The results and discussions including the answers to the research problems which are as follows (1) How is story games technique implemented to the eighth year students in a speaking class? (2) Does story games technique improve students' speaking ability? (3) How are the students' responses toward the implementation of story games technique?

To answer the first question, the researcher needed to describe the data from the result of the observation that contains the descriptions the application of the story games technique in teaching speaking based on the action research with action-reflection model.

Related to the second question, the researcher used the data from the students' speaking ability scores that were obtained in every meeting. This data could inform whether there was any improvement on the students' speaking ability or not.

To answer the third question, the researcher used the data of questionnaires, which contains many questions given to the students in the last meeting of the teaching and learning process during the application of story games. The researcher then describes and analyzes the data to know the students' responses toward the implementation of story games technique.

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A. The Glance Description of Research Object

SMP Kemala Bhayangkari 1 Surabaya is located in Jend. A. Yani Number 30-32 Surabaya. It is very easy to reach from many other sides. Since the location is near the main road, so the location of the school is also very strategic. There are many kinds of public transportation such as bus, jitney and some others that can be used to reach the location of the school. Not only that, but this school is also easy to be accessed by all citizens around the town of Surabaya.

The school has many facilities, such as yard, hall, laboratories, sickbay, canteen, parking lot, mosque, library, computer and etc. Each classroom is also completed with two air conditioners which are set up in both its side. That, all of the students of SMP Kemala Bhayangkari 1 Surabaya can study and accept the lesson and material comfortably in their classroom. During the breaking period, students are very happy enjoying the school facilities. Some of them are gathering in the canteen, and some others play around the yard because there are some trees that make the yard comfortable as a playground.

All the teachers and the school workers of SMP Kemala Bhayangkari 1 Surabaya are very kind and friendly. They are very competent in their fields. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teachers, but all the school workers also consider discipline and responsibility as most important matter. The teachers and school workers work each other to keep the school's good reputation and the students' quality.

All the students of SMP Kemala Bhayangkari 1 Surabaya are considered as selected students who have many achievements. They have a good interaction with their teacher, either in the classroom or the outside of the class. One of the strategic classrooms is VIII A. There are 35 students consisting of 19 boys and 16 girls. The classroom is well equipped with the pictures of Indonesian hero and the board of students' creativity. There are two large whiteboards in front of the class as the facility to explain the lesson and material during teaching and learning process. Two air conditioners which are set up two sided complete the classroom facility to make the students enjoyable in following the classroom activities. The students of class VIII A also have sufficient knowledge in English skill.

B. The Descriptions of Research Findings

1. The Description of the Teacher's Activities in Implementing Story Games Technique

As what researcher stated in chapter III before, there were four meetings in this research. The chosen topics were different in each cycle. The teacher had prepared the topic that would be used in implementing story games technique. The description of the teacher's activities in implementing story games technique is explained as follows:

a. First Cycle

➤ Planning

This first cycle was held on December 15th, 2009. The game that was given to the students was "Build up a story" and the topic was relationship. Here the researcher prepared lesson plan, a material used for the game such as, some pieces of picture that would be given to the students and many sheets of observation checklist and field notes. The main objective of this game was arranged a story based on the picture using past tense and made longer speech such as then..., after that..., finally..., and etc. Before playing the game, the researcher planned to start the class by greeting her students and ask them some simple questions about English subject then continue by asking them some questions that would introduce them to the topic. The introduction would cover the explanation about what the game was like and how the game should be played. After that, the researcher also planned to use observation checklist and FSI level as the assessment of students' speaking ability and make notes as a reflection for the next cycle.

➤ Implementing

The researcher started to introduce the game. The introduction covered explanation of what the game was like, the objective of the game and how the game should be played and implemented. The researcher, who acted as the practitioner then continued to remind the

students about recount text and asked them to mention the generic structure of it, then gave them a statements and questions related to the topic. She did it because the text had been already taught by their English teacher in the classroom. After that, she drew a large picture on the whiteboard and asked the students to make a group of seven which where each group consisted of five students. The researcher then distributed a piece of picture to each group and asked them to work with their group to arrange and build a story based on the picture and the material given by the researcher using recount text. In this activity, the students were given 30 minutes to finish their work, they had to discuss with others about the work that would be presented in front of the class. Whose group was able to finish their work before others, it became the first group who had to perform their work in front of the class. While the group was performing their work in front the class individually, all of the students were to pay attention to the group as the correction of their work as well. In this activity, the researcher needed time about 35 minutes to evaluate their speaking ability performance in front of the class. Then the researcher gave opportunities for the students to ask question when they found difficulties in using the words. She also corrected the students when they mispronounced some words and asked them to practice pronouncing them. The researcher corrected the grammar mistakes

only if the sentence were not understandable. All of the correction was directly done but not often in order not to discourage the students to speak. In addition, the researcher always appreciated the students' participation by saying "good" or "that's right" in order that the students were always motivated to be active to play the game.

➢ **Observing**

The observation process included the topics, the technique of conducting games, and the teaching learning process of speaking class. Here, the researcher used the observation checklist, field notes and the assessment forms of FSI level to measure and assess their speaking performance. It was done when the students present their work in front of the class. The researcher observed the activity directly. In this cycle, the game was not done perfectly. Most of the students did not pay attention to the teachers. The researcher got difficulties to ask the students to speak in front of the class. The students were shy to express their idea. They still made mistakes in their speech which were mostly on grammar and their pronunciation.

➢ **Reflection**

In this cycle the researcher found that there were some important points that should be given more attention. The first was about the technique. It was found that there were many students who were still confused about the rules. Here the researcher should explain

the rules more clearly to them. Besides, she had to give more attention in introducing the technique of the game to control the students' interaction well. The second was about the time allocation. Most of the students made mistake in their speech and took a longer time to play the game. Seeing this, it was important for the researcher to control the allocated time to play the game. The next was about the class setting. The undetermined group made the students' seating arrangement messed up, so in the next meeting the group's members had to be written in order not to spend much time to look for their own group each other.

a. **Second Cycle**

> **Planning**

The second cycle was held on December 22ⁿᵈ, 2009. The game that was given to the students was "Bits and Pieces" and the topic was "Tell me what you got". The main objective of this game was using present tense as a descriptive text, speculating and asking questions. In this stage the researcher who acted as the practitioner once more made some improvement based on the result of the first meeting. It was about the explanation. Here the researcher planned to explain the rules of the game clearly than before and translate the procedure into Indonesian. She also planned to try answering any questions related to

the game procedure and give them an example in order the students got clear explanation and understood what they would do. The researcher then prepared many words that were already cut into pieces as the second cycle's material. Like in the first cycle, the researcher also planned to use observation checklist and FSI level as the assessment of students' speaking ability and make notes as a reflection for the third cycle.

➢ **Implementing**

The researcher began to introduce the rules clearly than before by writing and giving more detailed about the process of the game on the whiteboard. She also gave opportunities for the students to ask any questions about the rules. It was done because she wanted to make sure the students got clear explanation. The researcher then explained the interrelated topic that would be taught and reminded the students about descriptive text and also the generic structure of the text, then gave the statements and the questions related to the topic, discussed the difficult words in the text. To make the class easy to be controlled, the researcher asked the students to make a group, but here, the group was organized well before the researcher asked them to gather with their group respectively. The researcher then asked one of the group's members came forward to take one small piece of paper randomly containing a vocabulary that had to be discussed with their group and

asked them to present their work in front of the class individually after their work was finished like what had been conducted in the first cycle. In this second cycle, the researcher made a competition amongst the groups by giving an opportunity to the other groups to ask any questions to the presenting group and gave them a score in order to motivate them to speak. The students were more interested than before. They were very attractive in asking many questions. In this activity, the researcher gave the students 20 minutes to finish their work and 7 minutes to each group to present their work in front of the class and also answer just three questions from the other groups. The researcher corrected their mistakes directly only if the message they conveyed were not understandable. This was also done in order to help another students understand what their friends were saying. In this meeting, the researcher had not got any difficulties anymore to handle the group because the students had already sit with their own group before the researcher and the real teacher came to the class.

➤ **Observing**

In this second cycle, the students played the game better than before. The topic motivated the students to speak. They also understood what they had to do and they showed cooperative behavior during the game was played in the classroom. Sometimes there were some students who seemed too dominate the games, but the researcher

as the teacher always reminded them to give their friends a chance to speak. And sometimes some students seemed to be silent because they were still shy to express their idea and they were afraid of making mistakes. In this meeting their pronunciation and grammar were still imperfect, but the most important thing they could enjoy this activity and were quite confidence in expressing their thoughts.

➢ **Reflection**

In general, the game was played well than before. The students became quite confidence to speak up. They were not afraid to express their thoughts although some of them still mispronounced some words and grammar mistakes in producing sentences. The researcher as teacher should give punishment for the students who spoke Indonesia. It would motivate them to use English most of the time when they interacted with their friends. Unfortunately, there were some of the students who had not chance to speak.

In this meeting, the teaching and learning process was appropriate with one of three types of strategy which was described by Dornyei; the teacher is able to make the tasks more interesting. Besides, it was also appropriate with the principles of teaching speaking according to Nunan; Give the opportunities for the students to talk by using pair work and group work. Those activities used to increase the time of learners' speaking.

b. **Third Cycle**

> **Planning**

This meeting was held on December 29th, 2009. The writer used the second reflection as guideline for preparing the third planning. Because the researcher used a collaborative classroom action research in her research, here, the researcher asked the English teacher's willingness to be the practitioner to conduct the third part of story games technique by "Passing on Story" topic. The main objective of this game was making up the stories using past tense and past continuous tense as recount text and some expressions of fillers like hmm..., well..., alright... and etc. In this third cycle, the researcher and the real teacher well discussed about the lesson plan, the topic and the material of the game and also the weaknesses that were to be improved at this meeting. The researcher prepared a lottery paper and a piece of key words related to the topic for the third cycle's materials. She then asked the real teacher to divide the class into groups like in the previous meeting.

> **Implementing**

The real teacher began to introduce the game by the topic of "Passing on Story" and explained what the game was like, the objective of the game and how the game should be played and implemented. She then checked the students' group and reminded

them about tenses used in the recount text such past tense and past continuous tense. Before the real teacher implemented the game to the students, she described more about recount text and the generic structure of the text, gave it statements and some questions related to the topic. It was done to motivate their speaking competence and encourage them to speak better than before. The real teacher also gave the students chance to ask any questions and unclear explanation. There were about six to seven students who wanted to speak and asked some questions about the material they didn't understand. After the real teacher answered the questions, she then described that this third cycle's material was not same with the first and the second cycles' materials which was given time to discuss with their group. But, in this cycle, one of the group's members was asked to come forward and take a lottery paper which contained about a sentence of story that had to be continued by them suddenly in front of the class without given a discussion time. Initially, they were very surprised, but when they wanted to try finally they were very interested in this topic and they were not afraid of expressing their idea although there were still several of them who asked about some words to their friends. Like in the second meeting, here, a competition was also conducted amongst the groups. The other group could ask any questions to the presenting

group related to the topic. They were allowed to discuss with their group members in answering any questions given by others.

➢ **Observing**

The game played well by the students. They also made some improvements of their speaking ability. Although there were some problems existed but that was not crucial which caused them could not do the activities. In this game the real teacher made some improvements. It seemed from the real teacher as the practitioner who rarely translated the procedure of the game into Indonesia. She tried to use another simple word to describe what she was saying. Not only that, the technique also should give each students chance to speak. Each student showed cooperative work with other members in their own groups. They also had a great responsibility. When one of the members did not understand the story that made by their own group, the others helped her / him to understand the story. When the students found difficulties in understanding the words from their friends' sentence they immediately discussed the words with their friends in the groups. They were even willing to help their friends to speak. Moreover, the students' interaction in and out of each group was surprising because they were able to accomplish the task given faster than in the previous meeting. The students also could organize the story based on the generic structure of the text.

➤ **Reflection**

The games played better than before. All of the students were enjoyed the activity. There were only few grammars mistake and mispronunciation occurred in this game. The real teacher should remind the students to use English when they discussed the game with their friends. They were also noisy because they were too busy with their own group. So, they did not pay attention to the other saying. Here, the real teacher should remind the students to pay attention to their friends' speech.

c. **Fourth Cycle**

➤ **Planning**

The last cycle was held on December30th, 2009. The name of the game was "Describe and Draw". This was the last game that would be given to the students. Like in the previous meeting, the students would work in a group. Here, the researcher asked the English teacher's willingness for the second time to be the practitioner to conduct the last part of story games technique. The researcher allocated the shorter time than in the previous meeting with the consideration that they would get used to do the activity and it could also train them to think fast. The students had to describe their story

using descriptive text while the others guessed what she / he meant. The other group who could guess the answer would get the score.

➢ **Implementing**

Like in the previous meeting, the real teacher explained them about the topic that would be taught. Teacher gave the students some examples of descriptive text and mentioned the generic structure of the text. Beside that, the real teacher also explained about the language features used in descriptive text. After the real teacher conducted the activities of giving them feedback toward the materials, the real teacher then checked the students' group and gave them some instruction how to play the game entitled "Describe and Draw". Before playing the game, the real teacher gave the students a chance to ask any question related to the topic of the game. But, no one of them raised their hand to ask any questions. It means that, they had understood what the real teacher explained. After that, the teacher distributed them a piece of paper and asked them to work with their group in discussing and deciding what the things would be described and presented in front of the class. In this activity, the real teacher allocated only 15 minutes to each group to finish the game. When the work had been finished, they had to present their work by describing what they had discussed in front of the class individually, while others had to guess what word they meant, if the other groups still could not

guess what they meant, the presenting group then drew a large picture on the whiteboard and asked them to guess what the picture was. The group who could answer well, would get the score from the teacher and whose group got the most value would be the winner of the game. At the end of this cycle, the real teacher scored the students individual performance and discussed briefly some grammar mistakes and wrong pronunciation that occurred. She corrected the grammar errors directly only if the sentence were not understandable. When the students mispronounced some words she asked them to practice it. The real teacher also motivated the students to use English when they discussed or interacted with their friends.

> **Observing**

The students played the game very well because they were used with the game. However, in this game the students were all motivated to speak and learn together with their groups. Their willingness to speak up much better compared with the previous cycle. And their teamwork was more solid. The students were more comfortable when they were speaking with their friends. The topic encouraged them to speak and the technique improved their speaking competence although there were still little errors found in their speech. For the last observation of this cycle, beside the researcher did some observations using observation checklist, field notes, and students'

speaking assessment forms, here the researcher also distributed a questionnaire to the students to know their responses toward the story games technique that was given to them during four meetings in the classroom in the teaching and learning of speaking class.

➢ **Reflection**

In this cycle the students showed some improvements. They were easier to be controlled than before. They also became confidence to speak up although there were still grammar mistakes made. All technique and suggestions that had been applied during the research were applicable. And the result of the technique could assist the students to improve their speaking ability.

After having done the previous games and used different techniques in each games as well as considering the reflection of each cycle, the researcher tried to give some suggestions in order to make the Story Games improve the students' speaking ability as follows: first, the topic must be interesting. The second controlling allocated time in order the students could play the next games effectively. Third, explaining the technique of the game and describing the scoring of the students' speaking ability as well controlled the students' interaction and observed the students' motion in order they would be serious and used their speaking ability. Fourth, the students should be given more chance to speak up in front of their friends. Fifth, non-treating situation should be made around the students especially when they were speaking. Sixth,

motivating them to speak and explaining their mistakes, if it is necessary correction should be done directly if only the message is not understandable. Seventh, giving rewards or punishment to what the students did though they made mistake or not. It can stimulate them to be better.

2. The Result of the Students' Speaking Ability

The researcher attempted to examine the students' speaking ability in every cycle starting from the first up to the fourth cycle. The scores are presented completely in an FSI rating procedure table:

Table III: Assessment Scores of Students' Speaking Ability

NO	NAME	1st Cycle		2nd Cycle		3rd Cycle		4th Cycle	
		Scores	Level	Scores	Level	Scores	Level	Scores	Level
1	Aditya Pramono Putra	44	2	50	2	66	3	73	3+
2	Adrian Rhesa Cicely	40	1+	50	2	64	3	76	3+
3	Akhyar Abdan Fillah	34	1+	49	2	56	2+	62	2+
4	Alfido Kharismadika K.	36	1+	48	2	59	2+	66	3
5	Alia Cindy	36	1+	46	2	55	2+	63	3
6	Alifatul Muzdalifah	33	1+	36	1+	56	2+	59	2+
7	Annisa Wahyu Alifiany	34	1+	44	2	58	2+	67	3
8	Arvin Yuandhana S.	34	1+	48	2	58	2+	68	3
9	Ayu Citra	44	2	52	2	62	2+	76	3+
10	Dea Nissa Budiarto	39	1+	46	2	59	2+	67	3
11	Dewi Kusumawati	34	1+	40	1+	55	2+	58	2+
12	Dewi Triana	33	1+	39	1+	55	2+	59	2+
13	Dila Arma Yunita	39	1+	50	2	61	2+	70	3
14	Eka Kurniawan	42	1+	52	2	64	3	74	3+
15	Eka Piyati Indriyani	34	1+	44	2	56	2+	61	2+
16	Eka Rahmat Afif	33	1+	36	1+	55	2+	59	2+
17	Eno Satria Putra	48	2	52	2	68	3	77	3+
18	Farchan Ali Muhammad	34	1+	40	1+	56	2+	58	2+
19	Haidar Ali	36	1+	42	1+	59	2+	69	3
20	Hamzah Bagas W.	40	1+	50	2	62	2+	72	3
21	Ika Novita Sari	34	1+	46	2	55	2+	66	3
22	Isa Rajak Saimina	34	1+	46	2	58	2+	69	3
23	Keke Puspitasari	33	1+	40	1+	58	2+	62	2+

24	Mahardika Putra	40	1+	50	2	61	2+	72	3
25	Meilani Sita Dewi	36	1+	42	1+	62	2+	70	3
26	Narda Devina Armalia	40	1+	50	2	62	2+	72	3
27	Nugroho Aji Saputra	39	1+	48	2	59	2+	63	3
28	Nunki Andas Sahita	36	1+	48	2	59	2+	63	3
29	Rahma Ulinuha	42	1+	50	2	61	2+	73	3+
30	Rendi Yuli Syahputra	33	1+	39	1+	55	2+	61	2+
31	Retno Darin Novindri	46	2	52	2	68	3	77	3+
32	Reza Aulia Yunita Dewi	39	1+	48	2	56	2+	68	3
33	Satrio Muji Pangestu	36	1+	40	1+	58	2+	66	3
34	Widdi Endila Depasa	34	1+	48	2	59	2+	70	3
35	Willy Bagus Husada B.	40	1+	50	2	56	2+	68	3

The Standard Score : 2+   (53 – 62)
The Maximum Score: 3+   (73 – 82)

Table IV: The Conversion Table

NUMBER OF CYCLE	SCORES	NUMBER OF STUDENTS	FSI LEVEL
I	33 – 42	31	1+
	43 – 52	4	2
II	33 – 42	10	1+
	43 – 52	25	2
III	53 – 62	30	2+
	63 – 72	5	3
IV	53 – 62	9	2+
	63 – 72	19	3
	73 – 82	7	3+

Based on the data of the table above, it can be identified that there was

an improvement on the students' speaking ability. In the first meeting, 31

students got the scores of 33 up to 42 means that they were at level 1+ and 4 students got scores from 43 up to 52, they were at level 2. It means that the students were not only being able to ask and answer question on topics which were familiar to them but also could understand and participated in a simple conversation.

In the second meeting, 10 students got scores 33 up to 42 at level 1+ and 25 students reached level 2. The competence gradually increased. It can be seen in the third meeting. There were 30 students who achieved level 2+ and 5 students at level 3. In the last meeting, there were significant progresses on their speaking ability since most of the students' scores were higher than those in the previous one. The scores increased to reach level 2+ for 9 students, level 3 with 19 students and level 3+ for 7 students which mean that the students were able to describe simple things, people or places and chronological events. Few errors on pattern and grammar or word order but errors never influence the understanding. And they were able to participate actively in short conversation.

3. The Results of the Questionnaire

In conducting her research, the researcher also used questionnaire to collect the data. She used this technique to know the students' responses to the use of story games technique. The analysis of the students' responses then indicates the effectiveness of using story games while the games were

implemented in the speaking class. Concerning the result of the questionnaire, the researcher comes with a conclusion that story games, in fact, could help the students to practice their speaking ability because the games could create a relaxed atmosphere so that the students could express their idea freely. Moreover, the topic used in the implementation of the story games could motivate them to participate actively in the speaking class activity because they had already been familiar with some words related to the topics. In shorts, from the students' responses in the questionnaire toward the use of story games, the researcher then concludes that story games could give a great deal of contribution to the students' speaking ability if the games are applied in an expected atmosphere. The followings are the indicators being measured and elaborated in the questionnaires:

1.   The students' opinion about English (1)

2.   The students' opinion about speaking (2)

3.   The students' opinion about the story games technique (3 - 7)

4.   The students' opinion about the topics used in the story games technique (8 - 10)

5.   The teacher's role in the application of the technique (11 - 15)

6.   The students' opinion of the advantages and disadvantages of using story games technique (16 - 20).

The result is presented in the following table:

NUMBER OF QUESTIONS	NUMBERS OF ANSWERS				NUMBER OF STUDENTS
	A	B	C	D	
1	9	21	5	-	35
2	6	19	10	-	35
3	20	15	-	-	35
4	17	17	1	-	35
5	20	15	-	-	35
6	11	22	2	-	35
7	6	8	18	3	35
8	13	19	3	-	35
9	17	17	1	-	35
10	25	8	2	-	35
11	9	23	1	2	35
12	-	4	12	19	35
13	15	19	1	-	35
14	18	14	3	-	35
15	20	11	4	-	35
16	15	18	2	-	35
17	14	20	1	-	35
18	23	12	-	-	35
19	16	17	2	-	35
20	22	11	2	-	35

After classifying them, the frequency of occurrence of each opinion type is counted to know the proportion of each opinion type. It is calculated using this formula:

$$\frac{\text{Number of comments of each type}}{\text{Total number of students}} \quad X\ 100\%$$

1. The students' opinion about English subject

No.	A	B	C	D
1.	25,7%	60%	14,3%	-

2. The students' opinion about speaking skill

No.	A	B	C	D
2.	17,3%	54,2%	28,5%	-

3. The students' opinion about the story games technique

No.	A	B	C	D
3	57,1%	42,9%	-	-
4	48,6%	48,6%	2,8%	-
5	57,1%	42,9%	-	-
6	31,4%	62,9%	5,7%	-
7	17,2%	22,9%	51,4%	8,5%

4. The students' opinion about the topics used in the story games technique

No.	A	B	C	D
8	37,3%	54,2%	8,5%	-
9	48,6%	48,6%	2,8%	-
10	71,4%	22,9%	5,7%	-

5. The teacher's role in the application of the technique

No.	A	B	C	D
11	25,7%	65,8%	2,8%	5,7%
12	-	11,5%	34,3%	54,2%
13	42,9%	54,3%	2,8%	-
14	51,5%	40%	8,5%	-
15	57,1%	31,4%	11,5%	-

6. The students' opinion of the advantages and disadvantages of using story games technique

No.	A	B	C	D
16	42,9%	51,4%	5,7%	-
17	40%	57,2%	2,8%	-
18	65,8%	34,2%	-	-
19	45,7%	48,6%	5,7%	-
20	62,9%	31,4%	5,7%	-

C. The Discussions of Research Findings

1. The Discussion of the Presentation of Each Cycle

The researcher found several things that can be noted down from the result of the observation during the game was played. The result showed the development of the students' speaking competence using story games. In this case, the researcher observed what was happening in some activities.

a. First Cycle

The first meeting, there were so many things happened. The game entitled "Build a Story" could not be played perfectly. There were only several students who were active and the others were passive. They were passive because they were too shy to speak English. They only smiled when they were in front of the class. The crucial problem arose when they got difficulties in the grammar construction, the vocabulary mastery and the pronunciation of words. Knowing that conditions, the researcher tried to give them motivation by appreciating their participation by saying "good" or "that's right" when their pronunciation were correct and also made the right sentences in good order. According to the real teacher, the researcher as the practitioner in this first cycle did not often corrected the grammar mistakes in order not discourage them to speak. Here are the examples of the grammar errors made by the students.

- Student 1 : *"Hello guys, here I want telling you story using title 'My Beauty House'. Once upon the time, my father plan build the house in empty land in South America. "*

Instead of : "Hello guys, here I want to tell you a story entitled 'My beautiful House'. Once upon the time, my father planned to build the house in empty land in South America."

- Student 2 : *"Then, the first step, my father bought building materials, he want building the house with four window and two doors and a good garden in front of thus."*

Instead of : "Then, for the first step, my father bought the building materials, he wanted to build the house with four windows and two doors and a beautiful garden in front of it;"

- Student 3 : *"After that, my father calling much laborers to building the house, they working everyday, beginned by building the wall house, many rooms and finally roof and the front door and windows."*

Instead of : "After that, my father called many laborers to build the house, they worked everyday, began by building the wall of the house, many rooms and finally the roof, front door and windows."

- Student 4 : *"Finally, the simple house is finish, we live in that, we happy together and my mother ask my father building a good garden in front of the house."*

Instead of : "Finally, the simple house finished, we stayed in it, we were happy each other and my mother asked my father to build a beautiful garden in front of the house."

- Student 5 : *"I water garden everyday, there is many flowers there. Then my father buy a car because the money is more. We much happy living that house."*

- Instead of : "I watered the garden everyday, there were many flowers there. And because there was more money, my father bought a car. We were very happy to live in that house."

They also mispronounced these words:

- Day [dai] instead of [deɪ]

- House [hos] instead of [haʊz]

- Bought [boghet] instead of [bɔ : t]

The errors occurred due to the students' limited experiences of practicing their speaking ability in the classroom. So, it was actually natural if they made mistake since the games encouraged spontaneous use of language. Other reasons why this game could not be played perfectly

were the students did not understand about the rules and the setting of the class also made the researcher difficult to handle them.

b. **Second Cycle**

In the second meeting, the game entitled "Bits and Pieces" played better than before. The students enjoyed the activity. The topic motivated them to speak up. In this game, the students were quite confidence to speak and expressing their idea. Although there were some students that seemed to be silent, but in general, most of the students were more active than in the previous meeting. The pronunciation of some words and the grammar mistakes were still found here. For example:

- *"Ok friend, here I want describe you much about 'school'. School is a place to studying. You can to study many lessons in the school likes: English lesson, mathematics and many others. "* Instead of:

- "Ok friend, here I want to describe you more about 'school'. School is a place for studying. You can study many lessons in the school like: English lesson, mathematics and many others."

- *"A mobile phone use to call some peoples. "* Instead of:

- "A mobile phone is used to call some people."

  They also mispronounced some words for example:

- Mobile phone [Mobil fon] instead of [məʊbail fəʊn]

- Fruit [fruwit] instead of [fru : t]

- Vegetable [vegetabel] instead of [Vedʒtɔbl   ]

- And etc.

The researcher could tolerate the errors by considering that in the previous meeting; the students seemed to keep silent and feel shy to express their idea. The students also made a variety in time sequences for their description. For example: perhaps...., could be...., etc.

c. **Third Cycle**

In the third meeting of "Passing on a Story" game, the students made progress in their speaking ability. They made only few errors in their grammar and pronunciation than in the previous meeting. It can be seen when they passed the story they got with the sentences of *"I saw a horse sitting..."* the student passed it by using their own sentences such as *"on the stone and ate the grass with his friend"*. This sentence showed that they could use the right pronunciation and construct the grammar in the right order compared with the previous meeting. Although there were still grammar mistakes and mispronunciation of some words, at least they could reduce the errors. Another important thing that can be found in this meeting was the participation of the students in their groups before they perform in front of the class. The students showed cooperative work and

they had a great responsibility. It was shown by a member of the groups who understood their own group story could help the other members who had still difficulty in understanding the story and any questions related to the topic. When the students found difficulties in understanding the words from their friends' sentences they immediately discussed it with the other members in their own group. The students got surprise when they accomplished the task given faster than the limited time given to them. The students also paid attention to their friend because they did not want to repeat their fault in the previous meeting by ignoring what their friends saying. They felt shy when they could not answer the questions that were given by the real teacher.

d. Fourth Cycle

In the last cycle of the game entitled "Describe and Draw", the students also made some improvements. The students got used to the game, so they felt confidence to speak in front of their friends. It made them feel free in expressing their idea. Their willingness to speak was better compared to the one at the previous meeting. The technique made the students and the atmosphere of the class become alive.

2. **The Discussions of the Results of Speaking Ability**

Concerning to the assessment of the speaking ability and the daily conversation, story games could improve the students' speaking ability. The improvement of them can be seen from the progress of the students' speaking ability scores. The improvement can be seen in the accent, grammar, vocabulary, fluency, and comprehension.

In the first meeting, the students' accent was in the level 2 with the scores of 1. It means that the students' accent needs some frequent repetition. They had problem in their pronunciation of their words. But in the last meeting, their accent reached level 5 with scores of 3. It means that they have no conspicuous mispronunciation in their sentences.

In the vocabulary acquisition, the students were in the 3 level. It means that the students' vocabulary was sometimes inaccurate. They had problem in word choice. While in the last meeting, the students' vocabulary acquisition reached level 5. It means their vocabulary was apparently accurate. Their vocabularies were adequate to discuss special interest; general vocabulary permitted discussion of any non technical subject with some circumlocution.

In grammar, the students' achievement was in level 2. It means that the students constantly made errors. It disturbed while they were made interaction with their friends. It was different with the result of the last cycle. The students could reach level 4 and few of them at level 5. It means that they made few errors in grammar but did not cause misunderstanding. It happened

because the researcher corrected directly and explained the students' errors while they were speak up. It makes them pay attention to their sentence.

Their fluency relatively increased from slow to occasional hesitant. In the first meeting they were able to reach level 3 which means their speech is frequently hesitant; their sentences night not incomplete. But at the last cycle they could reach level 5. It means that their speeches were effortless and smooth but perceptibly non native and evenness.

The last improvement was about the comprehension. In the first cycle the students were at level 3, which mean they could understand what other saying with considerable repetition and paraphrasing. In the last cycle they were able to reach level 5, which means they understood everything in normal conversation except for very colloquial or low frequency items or exceptionally rapid speech.

All of the explanation of the improvement that made by the students could improve their speaking ability.

3. The Discussion of the Results of Questionnaires

In the description of the research findings, the result of questionnaire has been briefly explained; the result of the questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into six matters. The first is about the students' responses of English lesson, the second is about the students' responses of

speaking skill, the third is about the students' responses of the story games technique, fourth is about the students' responses of the topics used in story games technique, the fifth is about the students' responses of the teacher's role in the application of the technique, and the last is about the students' responses of the advantages of the technique.

The first is about the students' responses of English lesson. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson. Although 14, 3% of the students stated that they rather liked English lesson and for the speaking ability.

The second is about the students' responses of speaking skill, it is pictured that 54,2% of them admitted that they liked speaking skill, although 28,5% of them rather liked learning speaking skill.

The third is about the students' responses of the story games technique. Based on the questionnaire, it could be concluded that the technique applied by the researcher as the teacher and the real teacher as the practitioner was interesting. About 57,1% of the students admitted that the implementation of the technique was easy to be followed. While 48,6% of the students said that it is very important to know the rules how to play this games. Only 2,8% said that it is not. About 57,1% admitted that story games technique is very interesting topic to be learned, and 42,9% said that they like playing this game. In addition, most of the students considered that the technique was appropriate and able to help them explore their opinion. This

could be seen from the result of the questionnaire that 62,9% of the students could get their idea by using this technique.

The fourth is about the students' responses of the topics used in story games technique. Based on the topic's level in the result of questionnaire, the data showed 54,2% of the students admitted that the topic was interesting and 48,6% said that the topics could help the students to participate actively in implementing the technique. 71,4% of them also admitted that by using this technique, their friends were very enthusiast in playing story games technique as well.

The fifth is about the students responses of the teacher's role in the application of the technique. Based on the result of the questionnaire, the data pictured that there were 65,8% of the students stated that the teacher could encourage them to be actively participate in the story games activity. 54,3% of the students also stated that the teacher often corrected their language when they presented the performance tasks in front of the class. In addition, there were 51,5% stated that the teacher always gave a chance for the students to ask any questions related to the topic. It could be concluded that the teacher's role was really good in the class that the students could comprehend the materials well.

The last is about the students' responses toward the advantages of story games technique. After the implementation of the strategy, there were 65,8% of the students who stated that this technique was very necessary to be

implemented in SMP Kemala Bhayangkari 1 Surabaya. In addition, there were 45,7% of the students who admitted that they had a very good progress in their speaking ability after they applied this technique, and 62,9% of the students agreed that this technique was beneficial to improve students' speaking ability. Based on the result of the questionnaire, it could be concluded that this technique has many advantages for the students in enhancing their speaking competence.

In conclusion, the above discussion showed students' responses toward the implementation of story games technique was gradually good because the students admitted by themselves that this technique was useful for them.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the result of the previous chapter. The conclusion is taken from the data analysis and some suggestions are given to the English teacher and other researcher whoa re going to conduct the similar research.

A. CONCLUSION

This study focuses on the implementation of story games technique, does story game technique improve students' speaking ability, and how are students' responses toward the implementation of story games technique. Based on the result of this study, it can be concluded that:

1. Story games technique is implemented through four topics on four meetings. The topics used are: *Build up a Story, Bits, and Pieces, Passing on a Story* and the last is *Describe and Draw.* These are implemented by using collaborative action research which has four steps such as planning, implementing, observing and reflection. Based on the description and the discussion in the previous chapter, it can be seen that the implementation of the story games could motivate the junior high school students of the eighth year to speak in front of the class confidently. The technique could lead the students to interact and socialize with others. The games also reduced the

students' fear of making mistake that was considered as one of the main factors inhibiting them for practicing the target language. So, by using this game the students could speak freely without being afraid of making mistakes.

2. Story games can improve students speaking ability, especially to the eighth year students of SMP Kemala Bhayangkari 1 Surabaya. It was proven that the result of students' speaking ability scores showed that 100% of the students could get the standard minimum score achievement in the last cycle. Therefore, the story games technique could minimize the students' problem they faced in speaking class.

3. The students' responses toward the implementation of story games technique were very good. The questionnaire showed that 65, 8% of the students stated that this technique was very necessary to be implemented SMP Kemala Bhayangkari 1 Surabaya. In addition, 62, 9% of the students agreed that this technique was beneficial to improve students' speaking ability. It could be concluded that this technique has many advantages for the students in enhancing their speaking competence.

B. SUGGESTION

In order to improve the students' speaking ability the researcher has formulated some suggestions that should be considered by English teachers. The suggestions presented as follows:

1. Controlling allocated time in order the students could play the next games effectively.

2. Non-treating situation should be made around the students especially when they are speaking.

3. Giving rewards or punishments to what the students did though they made mistakes or not. It could stimulate them to be better.

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APPENDIX 1

OBSERVATION CHECKLIST

Cycle   : 1st (First)

Topic   : Build Up a Story

Date   : December 15th 2009

INDICATORS	Active Involvement		
	Yes	Some	No
1. TOPICS			
1. The topics are in accordance with the curriculum	✓		
2. The topics are understandable	✓		
3. The topics make the students enthusiastic to speak		✓	
4. The topics are familiar to the students' daily life	✓		
5. The topics make the students interact each other	✓		
6. The topics are in line with the students' level	✓		
II. TECHNIQUE			
1. The technique is understandable	✓		
2. The technique is applicable	✓		
3. The technique motivates the students to speak		✓	
4. The technique leads the students to work in a group	✓		
5. The technique makes the students actively participate in the class		✓	
III. THE TEACHING LEARNING PROCESS			
a. Teacher Activities			
1. Teacher introduces the game	✓		
2. Teacher explains the rules of the game to the students clearly		✓	
3. Teacher motivates the students to speak	✓		

	Yes	Some	No
4. Teacher gives comments and corrects the errors made by the students	√		
5. Teacher controls the students' interaction	√		
6. Teacher gives feedback to the students	√		
7. Teacher checks the students' comprehension	√		
8. Teacher gives assignment to the students	√		
b. Students Activities			
9. The students are able to implement the rules of story games	√		
10. The students discuss the topic with their friend	√		
11. The students make note to outline their opinions		√	
12. The students give opinions by using English		√	
13. The students are able to organize their individual opinions effectively		√	
14. The students are willing to help their friends to say their opinions	√		
15. The students are willing to ask the teacher some questions	√		
16. The students are able to manage the time available in applying the story games		√	
17. All of the students pay attention while the other gives his/her opinions	√		
18. The students are able to play the story games very well	√		

Notes :

           Yes   = 75% of the students and teacher do

           Some = only 50% of the students and teacher do

           No   = none of the students and teacher do

APPENDIX 2

OBSERVATION CHECKLIST

Cycle   : 2nd (Second)

Topic   : Bits and Pieces

Date   : December 22nd 2009

INDICATORS	Active Involvement		
	Yes	**Some**	**No**
1. TOPICS			
1. The topics are in accordance with the curriculum	√		
2. The topics are understandable	√		
3. The topics make the students enthusiastic to speak	√		
4. The topics are familiar to the students' daily life	√		
5. The topics make the students interact each other	√		
6. The topics are in line with the students' level	√		
II. TECHNIQUE			
1. The technique is understandable	√		
2. The technique is applicable	√		
3. The technique motivates the students to speak	√		
4. The technique leads the students to work in a group	√		
5. The technique makes the students actively participate in the class	√		
III. THE TEACHING LEARNING PROCESS			
a. Teacher Activities			
1. Teacher introduces the game	√		
2. Teacher explains the rules of the game to the students clearly	√		
3. Teacher motivates the students to speak	√		

	Yes	Some	No
4. Teacher gives comments and corrects the errors made by the students	√		
5. Teacher controls the students' interaction	√		
6. Teacher gives feedback to the students	√		
7. Teacher checks the students' comprehension	√		
8. Teacher gives assignment to the students	√		
b. Students Activities			
9. The students are able to implement the rules of story games	√		
10. The students discuss the topic with their friend	√		
11. The students make note to outline their opinions		√	
12. The students give opinions by using English		√	
13. The students are able to organize their individual opinions effectively		√	
14. The students are willing to help their friends to say their opinions	√		
15. The students are willing to ask the teacher some questions		√	
16. The students are able to manage the time available in applying the story games	√		
17. All of the students pay attention while the other gives his/her opinions		√	
18. The students are able to play the story games very well	√		

Notes :

       Yes   = 75% of the students and teacher do

       Some   = only 50% of the students and teacher do

       No   = none of the students and teacher do

APPENDIX 3

OBSERVATION CHECKLIST

Cycle   : 3rd (Third)

Topic   : Passing on a Story

Date   : December 29th 2009

INDICATORS	Active Involvement		
	Yes	Some	No
1. TOPICS			
1. The topics are in accordance with the curriculum	√		
2. The topics are understandable	√		
3. The topics make the students enthusiastic to speak	√		
4. The topics are familiar to the students' daily life	√		
5. The topics make the students interact each other	√		
6. The topics are in line with the students' level	√		
II. TECHNIQUE			
1. The technique is understandable	√		
2. The technique is applicable	√		
3. The technique motivates the students to speak	√		
4. The technique leads the students to work in a group	√		
5. The technique makes the students actively participate in the class	√		
III. THE TEACHING LEARNING PROCESS			
a. Teacher Activities			
1. Teacher introduces the game	√		
2. Teacher explains the rules of the game to the students clearly	√		
3. Teacher motivates the students to speak	√		

	Yes	Some	No
4. Teacher gives comments and corrects the errors made by the students	√		
5. Teacher controls the students' interaction	√		
6. Teacher gives feedback to the students	√		
7. Teacher checks the students' comprehension	√		
8. Teacher gives assignment to the students	√		
b. Students Activities			
9. The students are able to implement the rules of story games	√		
10. The students discuss the topic with their friend	√		
11. The students make note to outline their opinions	√		
12. The students give opinions by using English		√	
13. The students are able to organize their individual opinions effectively		√	
14. The students are willing to help their friends to say their opinions	√		
15. The students are willing to ask the teacher some questions	√		
16. The students are able to manage the time available in applying the story games	√		
17. All of the students pay attention while the other gives his/her opinions		√	
18. The students are able to play the story games very well	√		

Notes :

Yes = 75% of the students and teacher do

Some = only 50% of the students and teacher do

No = none of the students and teacher do

APPENDIX 4

OBSERVATION CHECKLIST

Cycle   : 4th (Fourth)

Topic   : Describe and Draw

Date   : December 30th 2009

INDICATORS	Active Involvement		
	Yes	Some	No
1. TOPICS			
1. The topics are in accordance with the curriculum	√		
2. The topics are understandable	√		
3. The topics make the students enthusiastic to speak	√		
4. The topics are familiar to the students' daily life	√		
5. The topics make the students interact each other	√		
6. The topics are in line with the students' level	√		
II. TECHNIQUE			
1. The technique is understandable	√		
2. The technique is applicable	√		
3. The technique motivates the students to speak	√		
4. The technique leads the students to work in a group	√		
5. The technique makes the students actively participate in the class	√		
III. THE TEACHING LEARNING PROCESS			
a. Teacher Activities			
1. Teacher introduces the game	√		
2. Teacher explains the rules of the game to the students clearly	√		
3. Teacher motivates the students to speak	√		

4. Teacher gives comments and corrects the errors made by the students	√		
5. Teacher controls the students' interaction	√		
6. Teacher gives feedback to the students	√		
7. Teacher checks the students' comprehension	√		
8. Teacher gives assignment to the students	√		
b. Students Activities			
9. The students are able to implement the rules of story games	√		
10. The students discuss the topic with their friend	√		
11. The students make note to outline their opinions	√		
12. The students give opinions by using English	√		
13. The students are able to organize their individual opinions effectively	√		
14. The students are willing to help their friends to say their opinions	√		
15. The students are willing to ask the teacher some questions	√		
16. The students are able to manage the time available in applying the story games	√		
17. All of the students pay attention while the other gives his/her opinions	√		
18. The students are able to play the story games very well	√		

Notes :

Yes = 75% of the students and teacher do

Some = only 50% of the students and teacher do

No = none of the students and teacher do

APPENDIX 5

FIELD NOTES FORM

1ST CYCLE

1. **Teacher and students' activities in teaching and learning process**

    In the first meeting, the teacher introduces the game entitled "Build a Story" to the students. The teacher asked the students to make a group of 7 where each group consisted of 5 students. The teacher distributed a piece of picture to the students. They had to work with their group to discuss and build a story based on the picture. When they finished their task, they had to present their work in front of the class individually. When the students presented their work in front of the class, the teacher then evaluated their speech by making notes on how they expressed their idea and used their good accent, grammar, vocabulary, fluency and comprehension.

2. **Comments from observer about the teacher and students' activities**

    - The teacher should described the rules how to play this story games briefly in order not to make the students get confused about the game.

    - The teacher should pay attention to the time allocation. Because most of students often made mistakes in their speech, so it took a longer time to play the game.

    - The seating arrangement had to be controlled any more.

APPENDIX 6

FIELD NOTES FORM

2ND CYCLE

1. Teacher and students' activities in teaching and learning process

For the second meeting the teacher introduced a "Bits and pieces" topic on story games. Before the teacher introduced the game. She reminded the students about descriptive text that had been taught by their English teacher in the classroom, because this topic related to the material of descriptive text. So the students would not get difficulties in doing this task given by the teacher. In this meeting, the teacher made competition amongst the groups by giving an opportunity to the other group to ask any questions to the presenting group. and gave them score in order to motivate them to speak.

2. Comments from observer about the teacher and students' activities

The game was played better than before. The students were encouraged to speak and they were not afraid of making mistakes when the expressed their idea. But, teacher also has to pay attention to the students who doesn't speak English and gave them a little punishment when they speak Indonesia.

APPENDIX 7

FIELD NOTES FORM

3RD CYCLE

1. **Teacher and students' activities in teaching and learning process**

The third meeting is about "passing on a story". Before the teacher described the rules how to play this game and before the students play this game, the teacher explained them about recount text and the generic structure of it. Then gave them a statement and question related to the topic. This game is different with the first and the second meeting because the students are not given a time to discuss with their group. They're very surprised initially, but they can enjoy playing this game.

2. **Comments from observer about the teacher and students' activities**

The game was played better than before, but the teacher had to controll the students and asked them to pay attention when their friends presented their work in front of the class because they are too busy with their own group.

APPENDIX 8

FIELD NOTES FORM

4TH CYCLE

1. **Teacher and students' activities in teaching and learning process**

   Here the teacher described about the game entitled "Describe And Draw" the teacher explained that this game used a descriptive text in playing the game. The students then discussed about the determined topic with their group. But here the teacher allocated only 15 minutes for them to finish their work, and gave them a chance to ask any question. But no one raised their hand to ask for a question. It means that all of the students have understood about the materials and topics given by the teacher.

2. **Comments from observer about the teacher and students' activities**

   In this cycle, the students showed some improvements. They were easier to be controlled than before. They also become confidence to speak up in front of their friends. although there were still grammar mistakes made, but it proved that they enjoy playing this game and they understood about the materials and the topics given by the teacher during the implementation of this story games technique.

APPENDIX 9

QUESIONER

Nama   :

Hari / tanggal   :

        Peneliti mengharapkan bantuan anda dengan menjawab semua pertanyaan pada kuesioner ini. Kuesioner ini bertujuan bukan untuk menguji kemampuan anda tetapi untuk menggali informasi/keterangan tentang penggunaan teknik "story games" di dalam pengajaran kelas speaking. Berilah tanda silang (x) pada jawaban yang anda anggap tepat
        Terimakasih atas kerjasamanya yang baik selama ini.

1. Apakah anda senang dengan pelajaran Bahasa Inggris?
   a. Sangat senang   c. Kurang senang
   b. Senang   d. Tidak senang

2. Apakah anda senang dengan keterampilan speaking?
   a. Sangat senang   c. Kurang senang
   b. Senang   d. Tidak senang

3. Bagaimana pendapat anda tentang teknik "story games" di dalam pengajaran speaking?
   a. Sangat menarik   c. Kurang menarik
   b. Menarik   d. Tidak menarik

4. Menurut anda apa perlu jika siswa mengetahui aturan/cara dalam kegiatan "story games"?
   a. Sangat perlu   c. Kurang perlu
   b. Perlu   d. Tidak perlu

5. Apakah anda menyukai penerapan "story games" sebagai salah satu teknik di dalam pengajaran speaking?
   a. Sangat suka   c. Kurang suka
   b. Suka   d. Tidak suka

6. Apakah anda sering bekerjasama/berdiskusi dalam penerapan "story games" dalam pengajaran speaking?
   a. Sangat sering   c. Kurang sering
   b. Sering   d. Tidak pernah

7. Apakah anda sering mengacungkan tangan dan menyampaikan argument anda?
   a. Sangat sering   c. Kurang sering
   b. Sering   d. Tidak pernah

8. Bagaimanakah topik-topik yang disajikan dalam penerapan "story games"?
   a. Sangat menarik   c. Kurang menarik
   b. Menarik   d. Tidak menarik

9. Apakah topik-topik tersebut membantu anda berperan aktif dalam kegiatan "story games"?
   a. Sangat membantu   c. Kurang membantu
   b. Membantu   d. Tidak membantu

10. Apakah dengan topik-topik tersebut teman-teman anda terlihat antusias dalam mengikuti kegiatan "story games"?
    a. Sangat antusias   c. Kurang antusias
    b Antusias   d. Tidak antusias

11. Apakah guru anda mendorong anda untuk berpartisipasi aktif dalam kegiatan "story games"?
    a. Sangat mendorong   c. Kurang mendorong
    b. Mendorong   d. Tidak mendorong

12. Apakah guru anda mendominasi kelas dalam kegiatan "story games" dalam pengajaran speaking?
    a. Sangat mendominasi   c. Kurang mendominasi
    b. Mendominasi   d. Tidak mendominasi

13. Apakah guru menjelaskan topic-topik yang ada dalam teknik "story games" secara jelas?
    a. Sangat jelas   c. Kurang jelas
    b. Jelas   d. Tidak jelas

14. Apakah guru anda sering membetulkan kesalahan berbahasa anda ketika anda menyampaikan argument anda?
    a. Sangat sering   c. Kurang sering
    b. Sering   d. Tidak pernah

15. Apakah guru memberi anda kesempatan untuk mengeluarkan ide-ide?
    a. Selalu   c. Jarang
    b. Sering   d. Tidak pernah

16. Apakah penerapan "story games" memotivasi anda untuk aktif berkomunikasi?
    a. Sangat memotivasi
    b. Memotivasi
    c. Kurang memotivasi
    d. Tidak memotivasi

17. Apakah penerapan "story games" membuat anda merasa nyaman dalam menyampaikan argumen?
    a. Sangat nyaman
    b. Nyaman
    c. Kurang nyaman
    d. Tidak nyaman

18. Menurut pendapat anda, perlukah teknik "story games" ini diterapkan untuk siswa SMP Kemala Bhayangkari 1 Surabaya dalam meningkatkan kemampuan speaking?
    a. Sangat perlu
    b. Perlu
    c. Kurang perlu
    d. Tidak perlu

19. Apakah anda merasa ada kemajuan/peningkatan dalam berkomunikasi dengan menerapkan teknik "story games" di dalam pengajaran speaking?
    a. Sangat banyak
    b. Banyak
    c. Kurang banyak
    d. Tidak banyak

20. Setujukah anda bahwa teknik "story games" ini berguna bagi anda dalam meningkatkan kemampuan speaking pada pelajaran Bahasa Inggris?
    a. Sangat setuju
    b. Setuju
    c. Kurang setuju
    d. Tidak setuju

APPENDIX 10

RESULTS OF QUESTIONNAIRE

NUMBER OF QUESTIONS	NUMBERS OF ANSWERS				NUMBER OF STUDENTS
	A	B	C	D	
1	9	21	5	-	35
2	6	19	10	-	35
3	20	15	-	-	35
4	17	17	1	-	35
5	20	15	-	-	35
6	11	22	2	-	35
7	6	8	18	3	35
8	13	19	3	-	35
9	17	17	1	-	35
10	25	8	2	-	35
11	9	23	1	2	35
12	-	4	12	19	35
13	15	19	1	-	35
14	18	14	3	-	35
15	20	11	4	-	35
16	15	18	2	-	35
17	14	20	1	-	35
18	23	12	-	-	35
19	16	17	2	-	35
20	22	11	2	-	35

1. **The students' opinion about English subject**

No.	A	B	C	D
1.	25,7%	60%	14,3%	-

2. **The students' opinion about speaking skill**

No.	A	B	C	D
2.	17,3%	54,2%	28,5%	-

3. **The students' opinion about the story games technique**

No.	A	B	C	D
3	57,1%	42,9%	-	-
4	48,6%	48,6%	2,8%	-
5	57,1%	42,9%	-	-
6	31,4%	62,9%	5,7%	-
7	17,2%	22,9%	51,4%	8,5%

4. **The students' opinion about the topics used in the story games technique**

No.	A	B	C	D
8	37,3%	54,2%	8,5%	-
9	48,6%	48,6%	2,8%	-
10	71,4%	22,9%	5,7%	-

5. **The teacher's role in the application of the technique**

No.	A	B	C	D
11	25,7%	65,8%	2,8%	5,7%
12	-	11,5%	34,3%	54,2%
13	42,9%	54,3%	2,8%	-
14	51,5%	40%	8,5%	-
15	57,1%	31,4%	11,5%	-

6. **The students' opinion of the advantages and disadvantages of using story games technique**

No.	A	B	C	D
16	42,9%	51,4%	5,7%	-
17	40%	57,2%	2,8%	-
18	65,8%	34,2%	-	-
19	45,7%	48,6%	5,7%	-
20	62,9%	31,4%	5,7%	

APPENDIX 11

ASSESSMENT FORM FOR THE RESULT OF STUDENTS' SPEAKING COMPETENCE

Table I: assessment of students' speaking competence table

Proficiency	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

The total score would be interpreted into conversion table below

Table II: conversion table

Total score	FSI level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

APPENDIX 12

STUDENTS' ACHIEVEMENT SCORE

Lesson : English
Class : VIII A
Semester : I
Academic Year : 2009

Number of Students	First Cycle					
	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
1	2	18	12	4	8	44
2	2	12	12	6	8	40
3	2	12	8	4	8	34
4	2	12	8	6	8	36
5	2	18	8	4	4	36
6	1	12	8	4	8	33
7	2	12	8	4	8	34
8	2	12	12	4	4	34
9	2	18	12	4	8	44
10	1	18	8	4	8	39
11	2	12	12	4	4	34
12	1	12	8	4	8	33
13	1	18	8	4	8	39
14	2	18	8	6	8	42
15	2	6	8	6	12	34
16	1	12	8	4	8	33
17	2	18	12	4	12	48
18	2	12	8	4	8	34
19	2	12	8	4	8	36
20	2	18	8	4	8	40
21	2	12	8	4	8	34
22	2	6	8	6	12	34
23	1	12	8	4	8	33
24	2	12	12	6	8	40
25	2	18	8	4	4	36
26	2	18	8	4	8	40
27	1	18	8	4	8	39
28	2	18	8	4	4	36
29	2	18	8	6	8	42
30	1	12	8	4	8	33
31	2	18	12	6	8	46
32	1	18	8	4	8	39
33	2	12	8	6	8	36
34	2	12	8	4	8	34
35	2	12	12	6	8	40

Number of Students	Second Cycle					
	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
1	2	18	16	6	8	50
2	2	24	12	4	8	50
3	2	18	12	4	8	49
4	2	24	12	6	4	48
5	2	18	12	6	8	46
6	2	12	8	4	4	36
7	2	18	12	4	8	44
8	2	24	12	6	4	48
9	2	18	16	8	8	52
10	2	18	12	6	8	46
11	2	12	12	6	8	40
12	1	18	8	4	8	39
13	2	24	12	4	8	50
14	2	18	16	8	8	52
15	2	18	12	4	8	44
16	2	18	8	6	8	36
17	2	18	16	8	8	52
18	2	18	8	8	8	40
19	2	18	8	4	8	42
20	2	18	16	6	8	50
21	2	18	16	6	8	46
22	2	18	16	8	8	46
23	2	12	12	6	8	40
24	2	24	12	4	8	50
25	2	18	8	6	8	42
26	2	24	12	4	8	50
27	2	18	12	4	12	48
28	2	18	12	4	12	48
29	2	18	16	6	8	50
30	1	18	8	4	8	39
31	2	18	16	8	8	52
32	2	18	12	4	12	48
33	2	12	12	6	8	40
34	2	18	12	4	12	48
35	2	18	16	6	8	50

Number of Students	Third Cycle					
	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
1	2	24	20	8	12	66
2	3	18	20	8	15	64
3	2	24	26	6	8	56
4	3	24	12	8	12	59
5	2	18	12	8	15	55
6	2	24	16	6	8	56
7	3	18	16	6	15	58
8	3	18	16	6	15	58
9	2	24	16	8	12	62
10	2	18	16	8	15	59
11	2	18	12	8	15	55
12	2	18	12	8	15	55
13	2	24	12	8	15	61
14	3	18	20	8	15	64
15	2	24	16	6	8	56
16	2	28	12	8	15	55
17	3	24	16	10	15	68
18	2	24	16	6	8	56
19	3	24	12	8	12	59
20	2	24	16	8	12	62
21	2	18	12	8	15	55
22	3	18	16	6	15	58
23	3	18	16	6	15	58
24	2	24	12	8	15	61
25	2	24	16	8	12	62
26	2	24	16	8	12	62
27	2	18	16	8	15	59
28	3	24	12	8	12	59
29	2	24	12	8	15	61
30	2	28	12	8	15	55
31	3	24	16	10	15	68
32	2	24	16	6	8	56
33	3	18	16	6	15	58
34	2	18	16	8	15	59
35	3	18	12	8	15	56

Number of Students	Fourth Cycle					
	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
1	3	30	20	8	12	73
2	3	24	20	10	19	76
3	3	24	16	10	9	62
4	2	24	20	8	12	66
5	2	24	20	18	15	63
6	3	28	12	8	12	59
7	2	24	16	10	15	67
8	3	24	16	10	15	68
9	3	24	20	10	19	76
10	2	24	16	10	15	67
11	3	28	16	6	15	58
12	2	28	16	8	15	59
13	3	24	20	8	15	70
14	3	24	20	8	19	74
15	2	24	12	8	15	61
16	2	18	16	8	15	59
17	2	30	20	10	15	77
18	3	18	16	6	15	58
19	2	30	16	6	15	69
20	3	24	20	10	15	72
21	2	24	20	8	12	66
22	2	30	16	6	15	69
23	3	24	16	10	9	62
24	3	24	20	10	15	72
25	3	24	20	8	15	70
26	3	24	20	10	15	72
27	2	18	20	8	15	63
28	2	18	20	8	15	63
29	3	30	20	8	12	73
30	2	24	12	8	15	61
31	2	30	20	10	15	77
32	3	24	16	10	15	68
33	2	24	20	8	12	66
34	3	24	20	8	15	70
35	3	24	16	10	15	68

APPENDIX 13

THE RECAPITULATION OF STUDENTS' ACHIEVEMENT SCORE

Lesson   : English
Class   : VIII A
Semester   : I
Academic Year : 2009

NO	NAME	1st Cycle		2nd Cycle		3rd Cycle		4th Cycle	
		Scores	Level	Scores	Level	Scores	Level	Scores	Level
1	Aditya Pramono Putra	44	2	50	2	66	3	73	3+
2	Adrian Rhesa Cicely	40	1+	50	2	64	3	76	3+
3	Akhyar Abdan Fillah	34	1+	49	2	56	2+	62	2+
4	Alfido Kharismadika K	36	1+	48	2	59	2+	66	3
5	Alia Cindy	36	1+	46	2	55	2+	63	3
6	Alifatul Muzdalifah	33	1+	36	1+	56	2+	59	2+
7	Annisa Wahyu Alifiany	34	1+	44	2	58	2+	67	3
8	Arvin Yuandhana S.	34	1+	48	2	58	2+	68	3
9	Ayu Citra	44	2	52	2	62	2+	76	3+
10	Dea Nissa Budiarto	39	1+	46	2	59	2+	67	3
11	Dewi Kusumawati	34	1+	40	1+	55	2+	58	2+
12	Dewi Triana	33	1+	39	1+	55	2+	59	2+
13	Dila Arma Yunita	39	1+	50	2	61	2+	70	3
14	Eka Kurniawan	42	1+	52	2	64	3	74	3+
15	Eka Piyati Indriyani	34	1+	44	2	56	2+	61	2+
16	Eka Rahmat Afif	33	1+	36	1+	55	2+	59	2+
17	Eno Satria Putra	48	2	52	2	68	3	77	3+
18	Farchan Ali Muhammad	34	1+	40	1+	56	2+	58	2+
19	Haidar Ali	36	1+	42	1+	59	2+	69	3
20	Hamzah Bagas W.	40	1+	50	2	62	2+	72	3
21	Ika Novita Sari	34	1+	46	2	55	2+	66	3
22	Isa Rajak Saimina	34	1+	46	2	58	2+	69	3
23	Keke Puspitasari	33	1+	40	1+	58	2+	62	2+
24	Mahardika Putra	40	1+	50	2	61	2+	72	3

25	Meilani Sita Dewi	36	1+	42	1+	62	2+	70	3
26	Narda Devina Armalia	40	1+	50	2	62	2+	72	3
27	Nugroho Aji Saputra	39	1+	48	2	59	2+	63	3
28	Nunki Andas Sahita	36	1+	48	2	59	2+	63	3
29	Rahma Ulinuha	42	1+	50	2	61	2+	73	3+
30	Rendi Yuli Syahputra	33	1+	39	1+	55	2+	61	2+
31	Retno Darin Novindri	46	2	52	2	68	3	77	3+
32	Reza Aulia Yunita Dewi	39	1+	48	2	56	2+	68	3
33	Satrio Muji Pangestu	36	1+	40	1+	58	2+	66	3
34	Widdi Endila Depasa	34	1+	48	2	59	2+	70	3
35	Willy Bagus Husada B.	40	1+	50	2	56	2+	68	3

The Standard Score : 2+ (53 – 62)
The Maximum Score: 3+ (73 – 82)

Table IV: The Conversion Table

NUMBER OF CYCLE	SCORES	NUMBER OF STUDENTS	FSI LEVEL
I	33 – 42	31	1+
	43 – 52	4	2
II	33 – 42	10	1+
	43 – 52	25	2
III	53 – 62	30	2+
	63 – 72	5	3
IV	53 – 62	9	2+
	63 – 72	19	3
	73 – 82	7	3+

APPENDIX 14

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1ˢᵀ CYCLE

LESSON PLAN

</div>

SMP / MTS	: SMP Kemala Bhayangkari 1 Surabaya
Lesson / Subject	: English / Speaking
Class / Semester	: VIII / I
Standar Competence	: 1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	: 1.1. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.
Indicator	: Melakukan monolog pendek sederhana dalam bentuk descriptive dan recount.
Topic	: Build Up a Story
Time Allotment	: 2 X 40 Minutes

A. Learning Objectives.

1. General instructional Objective:

   This course is designed to develop and increase students' speaking ability in some aspects such as grammar, vocabulary, fluency and comprehension of using descriptive and recount text.

2. Specific Instructional Objective:

   At the end of the session, students are expected to be able to:

- Use a simple past tense
- Understand and arrange a recount text then present it in front of the class.
- Use some conjunctions like: then...., after that...., next..., finally..., and etc.
- Tell the story by using a good and right convention and intonation.

B. Learning Materials
- Language features:
  - Simple past tense
  - Action verb
  - Interrelated vocabularies
- A paper of given picture
- Hand out

C. Teaching and Learning Activities
a. Pre – Activities   (5 minutes)
- Greeting
- Checking the students' attendance
- Giving some motivations to the students by asking their experiences and ask them to retell their story in front of the class.

b. Main Activities   (65 minutes)
- Teacher explains and shows the interrelated topic that will be taught
- Teacher reminds the students about recount text and the generic structure of it, and then gives the statements or questions related to the topic.
- Teacher asks the students to make a group of 7 and each group consists of 5 students.
- Giving them some instructions and modeling about the rules of how to play this kind of story games entitled "Build up a story" topic.
- Asking the students to work in their group to arrange a recount text based on a material given by the teacher in the form of a picture and one of them presents their work in front of the class.
- Asking the students to practice by using some conjunctions like: then..., after that..., next..., finally... and etc.

- Asking the students to practice a good pronunciation, intonation and convention well.
- When the students present their work in front of the class, the teacher does some observations of their activeness and gives some assessments to their speaking ability.

c. **Post – Activities** **(10 minutes)**
- Feed back as a teacher's reflection
  - Asking the students to give some comments on the activities they have done.
- Asking about students' difficulties in teaching and learning activity.
- Giving them some suggestions on how to pronounce some words in English well.
- Giving them assignment to use what they've studied in the previous teaching and learning activity to be applied in the real situation.
- Leave taking.

Surabaya, December 15th 2009

Observer.

(...................)

Variation 8 Building up a picture

Second or third step.

Finished picture

APPENDIX 16

KEY WORDS

1. Then...   : Lalu / kemudian...
2. After that...   : Setelah itu...
3. Next...   : Selanjutnya...
4. Finally...   : Akhirnya...
5. Once upon time..   : Pada suatu hari..
6. When...   : Ketika
7. Build - built   : Membangun
8. Buy – Bought   : Membeli
9. Develop – ed   : Mengembangkan
10. Plan – ed   : Merencanakan
11. Enjoy – ed   : Menikmati
12. Relish – ed   : Menyukai
13. Plant – ed   : Menanam
14. Water – ed   : Menyiram / i
15. Arrange – ed   : Menata / mengatur
16. Finish – ed   : Selesai
17. A year ago   : Setahun yang lalu
18. Simple   : Sederhana
19. Comfortable   : Nyaman
20. Glad = Happy   : Senang / bahagia

APPENDIX 17

2ND CYCLE
LESSON PLAN

SMP / MTS   : SMP Kemala Bhayangkari 1 Surabaya

Lesson / Subject   : English / Speaking

Class / Semester   : VIII / I

Standar Competence   : 1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Basic Competence   : 1.1. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indicator   : Melakukan monolog pendek sederhana dalam bentuk descriptive dan recount.

Topic   : Bits And Pieces

Time Allotment   : 2 X 40 Minutes

D. Learning Objectives.

1. General instructional Objective:

   This course is designed to develop and increase students' speaking ability in some aspects such as grammar, vocabulary, fluency and comprehension of using descriptive and recount text.

2. Specific Instructional Objective:

   At the end of the session, students are expected to be able to:

- Understand a descriptive text
- Arrange the sequences of a descriptive text then present it in front of the class.
- Use some expressions of speculations like: perhaps…, might be…, could be…, and etc.
- Identify the generic structure of descriptive text.
- Mention new vocabularies they've studied.

E. Learning Materials

- Language features:
    - Simple present tense
    - Action verb
    - Interrelated vocabularies
- Hand out
- Students' work book

F. Teaching and Learning Activities

a. Pre – Activities   (10 minutes)
- Greeting
- Checking the students' attendance
- Ask the students about the last meeting, such as:
    - Do you remember what we're talking last week?
    - Can you review our last session?
    - Etc.

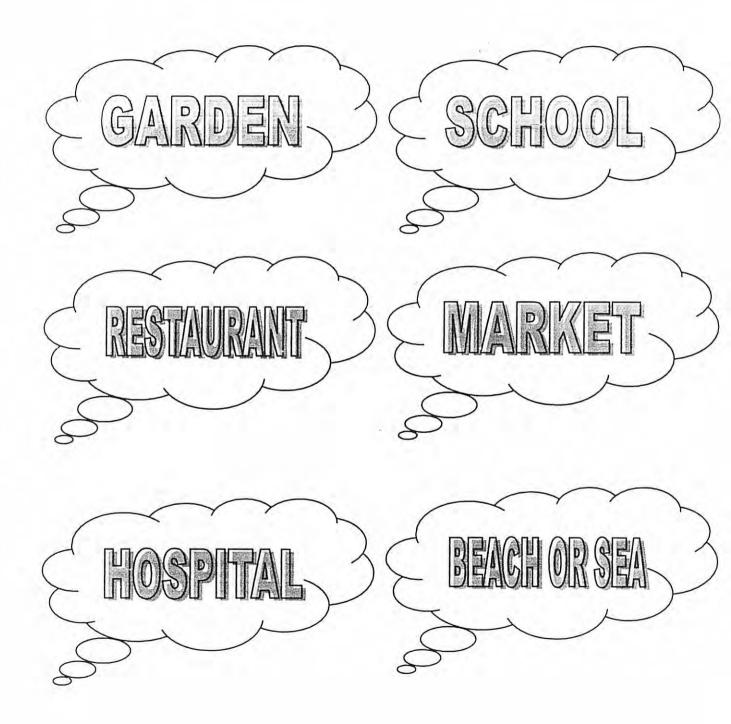### b. Main Activities   (65 minutes)
- Teacher explains and shows the interrelated topic that will be taught
- Teacher reminds the students about descriptive text and the generic structure of it, then giving the statements or questions related to the topic.
- Discussing the difficult words in the text.
- Teacher asks the students to make a group of 7 and each group consists of 5 students.

- Giving them some instructions and modeling about the rules of how to play this kind of story games entitled "Bits and Pieces" topic.
- Teacher gives a bits and pieces of interrelated topic to each group
- Asking the students to discuss with their group about a given topic which is written in a piece of paper to be arranged into descriptive text.
- Asking the group to come forward to present their work in front of the class.
- Asking the students to practice by using some expressions of speculations like: perhaps..., might be..., could be..., and etc.
- Asking the students to practice a good pronunciation and intonation well.
- When the students present their work in front of the class, the teacher does some observations of their activeness and gives some assessments to their speaking ability.

c. **Post – Activities**   **(5 minutes)**
  - Feed back as a teacher's reflection
    - Asking the students to give some comments on the activities they have done.
  - Asking about students' difficulties in teaching and learning activity.
  - Giving them some suggestions on how to pronounce some words in English well.
  - Giving them assignment to use what they've studied in the previous teaching and learning activity to be applied in the real situation.
  - Leave taking.

Surabaya, December 22nd 2009

Observer.

(.........................)

APPENDIX 18

GARDEN

SCHOOL

RESTAURANT

MARKET

HOSPITAL

BEACH OR SEA

APPENDIX 19

3RD CYCLE
LESSON PLAN

SMP / MTS	: SMP Kemala Bhayangkari 1 Surabaya
Lesson / Subject	: English / Speaking
Class / Semester	: VIII / I
Standar Competence	: 1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	: 1.1. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.
Indicator	: Melakukan monolog pendek sederhana dalam bentuk descriptive dan recount.
Topic	: Passing On a Story
Time Allotment	: 2 X 40 Minutes

G. Learning Objectives.

1. General instructional Objective:

   This course is designed to develop and increase students' speaking ability in some aspects such as grammar, vocabulary, fluency and comprehension of using descriptive and recount text.

2. Specific Instructional Objective:

   At the end of the session, students are expected to be able to:

   - Understand a recount text

- Express a story in the form of recount text.

- Use some expressions of fillers like: hmm..., well..., alright...   and etc.

- Identify the generic structure of recount text.

- Mention new vocabularies they've studied.

H. Learning Materials

- Language features:
  - Simple past tense and past continuous tense
  - Action verb
  - Interrelated vocabularies.

- A lottery containing the interrelated topic.

- Students' work book

I. Teaching and Learning Activities

a. Pre – Activities   (10 minutes)
- Greeting
- Checking the students' attendance
- Ask the students about the last meeting, such as:
  - Do you remember what we're talking last week?
  - Can you review our last session?
  - Etc.

b. Main Activities   (65 minutes)
- Teacher explains and shows the interrelated topic that will be taught
- Teacher gives the students some examples of recount text and mentions the generic structure of it, and then asks some questions related to the topic.
- Teacher explains the tenses like past tense and past continuous tense which are used in recount text.
- Teacher checks the students' group.
- Giving them some instructions and modeling about the rules of how to play this kind of story games entitled "Passing on a story" topic.
- Giving students chance to ask any questions related to the given topic.

- Asking the group to come forward and take a lottery containing the interrelated topic and then present it individually in front of the class.
- Asking the students to practice by using some expressions of fillers like: hmm…, well…, alright…, and etc.
- Asking the students to practice a good pronunciation and intonation well.
- When the students present their work in front of the class, the teacher does some observations of their activeness and gives some assessments to their speaking ability.

c. **Post – Activities   (5 minutes)**
- Feed back as a teacher's reflection
    - Asking the students to give some comments on the activities they have done.
- Asking about students' difficulties in teaching and learning activity.
- Giving them some suggestions on how to pronounce some words in English well.
- Giving them assignment to use what they've studied in the previous teaching and learning activity to be applied in the real situation.
- Leave taking.

Surabaya, December 29th 2009

Observer.

(……………….)

When I swam in the sea.....

I saw a horse sitting.....

When I met crazy man.....

When Bejo said love to me.....

When I fell in love.......

I heard the wolves howling.....

APPENDIX 21

KEY WORDS

1. Suddenly   : Tiba-tiba
2. After that...   : Setelah itu...
3. Therefore   : Maka dari itu
4. Finally...   : Akhirnya...
5. Because   : Karena
6. When...   : Ketika
7. Coral reef   : Batu karang
8. Seaweed   : Rumput laut
9. Sink – sank   : Tenggelam
10. Steal - stole   : Mencuri
11. Hear - heard   : Mendengarkan
12. Scared   :Takut / ketakutan
13. Terrify   : Seram
14. Howling   : Melolong
15. Cats and dogs : Deras sekali
16. Stomachache : Sakit perut
17. Affected   : Terharu
18. Frightened   : Terkejut / kaget
19. Chase – ed   : Mengejar
20. Glad = Happy : Senang / bahagia

APPENDIX 22

4TH CYCLE
LESSON PLAN

SMP / MTS   : SMP Kemala Bhayangkari 1 Surabaya
Lesson / Subject   : English / Speaking
Class / Semester   : VIII / I
Standar Competence   : 1. Mengungkapkan makna dalam teks lisan fungsional
                            dan monolog pendek sederhana yang berbentuk
                            descriptive dan recount untuk berinteraksi dengan
                            lingkungan sekitar.
Basic Competence   : 1.1. Mengungkapkan makna dalam monolog pendek
                            sederhana dengan menggunakan ragam bahasa lisan
                            secara akurat, lancar, dan berterima untuk berinteraksi
                            dengan lingkungan sekitar dalam teks berbentuk
                            descriptive dan recount.
Indicator   : Melakukan monolog pendek sederhana dalam bentuk
                            descriptive dan recount.
Topic   : Describe and Draw
Time Allotment   : 2 X 40 Minutes

J. Learning Objectives.
1. General instructional Objective:

    This course is designed to develop and increase students' speaking
    ability in some aspects such as grammar, vocabulary, fluency and
    comprehension of using descriptive and recount text.

2. Specific Instructional Objective:

    At the end of the session, students are expected to be able to:

    • Understand a descriptive text

- Describe something using descriptive text.
- Use some imperatives, adjectives, prepositions and some vocabularies.
- Identify the generic structure of descriptive text.
- Mention new vocabularies they've studied.

K. Learning Materials

- Language features:
  - Simple present tense
  - Action verb
  - Interrelated vocabularies
- Students' work book
- Hand out

L. Teaching and Learning Activities

a. Pre – Activities   **(10 minutes)**
- Greeting
- Checking the students' attendance
- Ask the students about the last meeting, such as:
  - Do you remember what we're talking last week?
  - Can you review our last session?
  - Etc.

b. Main Activities   **(60 minutes)**
- Teacher explains and shows the interrelated topic that will be taught
- Teacher gives the students some examples of descriptive text and mentions the generic structure of it, and then asks some questions related to the topic.
- Teacher explains a language features used in descriptive text.
- Teacher checks the students' group.
- Giving them some instructions and modeling about the rules of how to play this kind of story games entitled "Describe and draw" topic.
- Giving students chance to ask any questions related to the given topic.
- Asking the group to discuss and decide what vocabulary they will present in front of the class.

- Asking the group to come forward and present their work in front of the class individually, and then asking the others to guess what the group mean and draw it in the white board.
- Asking the students to practice by using some imperatives, adjectives, prepositions and some vocabularies they've studied.
- Asking the students to practice a good pronunciation and intonation well.
- When the students present their work in front of the class, the teacher does some observations of their activeness and gives some assessments to their speaking ability.

c. **Post – Activities** (10 minutes)
- Feed back as a teacher's reflection
  - Asking the students to give some comments on the activities they have done.
- Asking about students' difficulties in teaching and learning activity.
- Giving them some suggestions on how to pronounce some words in English well.
- Giving them assignment to use what they've studied in the previous teaching and learning activity to be applied in the real situation.
- Leave taking.

Surabaya, December 30th 2009

Observer.

(………………….)

APPENDIX 23

????????? **What am I?** ?????????

I am smaller than a big dog.
Am I a mouse?

I am faster than a fat dog.
Am I a rabbit?

I can hear very well. Am I a bat?

I can see in the night. Am I a fox?

What am I?
??????????????????

BIOGRAPHY

Name   : A'yuni Qur'ana

Date of Birth   : Gresik, September 8th, 1986

Address   : Jl. Kanoman Utara No. 24

                  Sungonlegowo Bungah Gresik

Email   : ayunieq@yahoo.com

                  www.ayunieq.blogspot.com

Educational Background   :

At the age of four, in 1990, her parents sent her to a kindergarten school "TK Muslimat 11 Al-Asyhar" for one year and she graduated in 1991. In the same year she continued her study at an Elementary School "MI. Al-Asyhar" and graduated in 1997. In the same year she continued her study at the Islamic Boarding School "MTs. Mamba'us Sholihin" Suci Manyar Gresik. After graduation from Junior High School, she still wanted to continuo her study in "MA. Mamba'us Sholihin" Suci Manyar Gresik and graduated in 2004. Then since four years ago she had studied in State Institute for Islamic Studies Sunan Ampel Surabaya, and graduated in 2010.

Nomor : In. 02/1/TL. 00/ *17 41* /XII/2009   Surabaya, 29 Oktober 2009

Lamp : --

Hal : <u>Izin Penelitian</u>

KEPADA Yth.

Kepala SMP Kemala Bhayangkari 1

Di,

     Surabaya

Assalamualaikum wr. wb.

Dengan hormat disampaikan bahwa mahasiswa tersebut di bawah ini :

Nama	: A'yuni Qur'ana
Nomor induk	: D05205059
Semester / Jurusan	: IX / Pendidikan Bahasa Inggris

Dalam rangka menyelesaikan **Skripsinya** perlu mengadakan penelitian dalam hal :

USING STORY GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' SPEAKING COMPETENCE TO THE EIGHTH YEAR STUDENTS OF SMP KEMALA BHAYANGKARI 1 SURABAYA

Untuk pelaksanaan penelitian tersebut di atas, mohon kiranya Saudara berkenan memberikan izin dan bantuannya.

Demikian atas bantuan dan kerjasamanya disampaikan terima kasih.

Wassalam,

Dekan.

H. NUR HAMIM, M.Ag.
NIP. 196 20312 1 991031002

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PENGURUS CABANG PIM STAF DAERAH JAWA TIMUR
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SURAT KETERANGAN PENELITIAN
Nomor : 420/175/402.4.9.24/P.I/Bhy/I/2010

Yang bertanda tangan dibawah ini :

Nama	:	Agus Setijarto, S.Pd
NIP	:	19650821 198703 1 005
Jabatan	:	Kepala SMP Kemala Bhayangkari 1 Surabaya

Menerangkan bahwa :

Nama	:	A'yuni Qur'ana
NIM	:	D05205059
Fakultas/Jurusan	:	Tarbiyah /Pendidikan Bahasa Inggris
		IAIN Sunan Ampel Surabaya

Adalah benar-benar telah melaksanakan penelitian selama 1 bulan, tanggal 1 – 31 Desember 2009 dengan judul Tugas Akhir : *" USING STORY GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS SPEAKING COMPETENCE AT EIGHTH YEAR OF SMP KEMALA BHAYANGKARI 1 SURABAYA"*

Demikian surat keterangan ini dibuat, mohon dipergunakan sebagaimana mestinya.

Surabaya, 31 Desember 2009
Kepala,

Agus Setijarto, S.Pd
NIP. 19650821 198703 1 005

S U R A T   T U G A S
No. : In.02/1/PP.00.9/ST/   /XII/2009

ansi Pemerintah RI yang memberi tugas	:	Fakultas Tarbiyah IAIN Sunan Ampel Surabaya
ma / NIP yang diberi tugas	:	Drs. Muhammad Salik, M.Ag. / 150270709
atan yang diberi tugas	:	Lektor/Kalab Bahasa
ngkat yang diberi tugas	:	Penata Tingkat I (III/d)
amat	:	Jl. Achmad Yani 117 Surabaya
ng bersangkutan diberi tugas untuk	:	Membimbing Skripsi
ma Mahasiswa / NIM	:	A'YUNI QUR'ANA / D05205059
Jul Skripsi	:	USING STORY GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' SPEAKING COMPETENCE THE EIGHTH YEAR STUDENTS OF SMP KEMALA BHAYANGKARI 1 SURABAYA
gas tersebut berlaku mulai sampai dengan	:	30 April 2009 s/d selesai.
Keterangan Lain-lain	:	1. Pembimbing dapat mengadakan perbaikan judul bila dipandang perlu; 2. Harap dilaksanakan dengan sebaik-baiknya dan penuh tanggung jawab.

Surabaya, 30 April 2009

DEKAN /
Pejabat Pembuat Komitmen.

Drs. H. Nur Hamim, M.Ag.
NIP. 150246739

DEPARTEMEN AGAMA
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KARTU KONSULTASI SKRIPSI

Nama Mahasiswa : A'YUNI QUR'ANA   Jurusan : Pendidikan Bahasa Inggris

NIM : D05205059   Pembimbing : Drs. Mohammad Salik M.Ag.

NO.	TANGGAL	MATERI KONSULTASI	TANDA TANGAN PEMBIMBING
1	24/08 09	Revisi Proposal	
2	24/11 09	Revisi proposal	
3	21/01 10	Bab I. II. III	
4	23/01 10	Revisi Bab I. II. III	
5	02/02 10	Bab IV V	
6	11/02 10	Revisi Bab IV V	
7	15/02 10	Conclusion & Suggestion. (Revisi)	
8	17/02 10	ACC Bab I - V	
9			
10			
11			
12			
13			
14			
15			

JUDUL SKRIPSI : USING STORY GAMES TO IMPROVE STUDENTS' SPEAKING COMPETENCE TO THE EIGHTH YEAR STUDENTS OF SMP KEMALA BHAYANGKARI 1 SURABAYA.

Surabaya, 17 Februari 2010
DOSEN PEMBIMBING,

Drs. Mohamad Salik. M.Ag.
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