

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENT'S SPEAKING ABILITY
THROUGH COMMUNICATION GAME
AT THE FIRST GRADE OF THE MTs MUHAMMADIYAH
PURBOLINGGO EAST LAMPUNG**

By:

MEILIANI CANDRA SAFITRI
Student Number: 13107677

Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2017 M

**IMPROVING THE STUDENT'S SPEAKING ABILITY
THROUGH COMMUNICATION GAME
AT THE FIRST GRADE OF THE MTs MUHAMMADIYAH
PURBOLINGGO EAST LAMPUNG**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department**

By:

**MEILIANI CANDRA SAFITRI
Student Number: 13107677**

**Tarbiyah and Teacher Training Faculty
English Education Department**

**Sponsor :Dr. Widhiya Ninsiana, M.Hum
Co-Sponsor :Ahmad Subhan Roza' , M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2017 M**



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0726) 41507, Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH
COMMUNICATION GAME AT THE FIRST GRADE OF THE MTs
MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG

Name : Meiliani Candra Safitri
Students Number : 13107677
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, October 2017
Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Websit.: www.metro Univ.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Meiliani Candra Safitri**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research tesis script which is written

by:

Name : Meiliani Candra Safitri

Students Number : 13107677

Title : IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH
COMMUNICATION GAME AT THE FIRST GRADE OF THE MTs
MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in
order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, October 2017

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metro.univ.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudari Meiliani Candra Safitri

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Meiliani Candra Safitri

Students Number : 13107677

Judul Skripsi : IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH
COMMUNICATION GAME AT THE FIRST GRADE OF THE MTs
MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, Oktober 2017

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

STATEMENT OF RESEACH ORIGINALITY

The undersigned:

Name : Meiliani Candra Safitri
St. Number : 13107677
Stuty Program : English Education Study Program
Faculty : Tarbiyah and Teaching Tranining

States that undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographises mentioned.

Metro, October 2017

The writer,



PT. TERAI
TEPAPEL
6000
Meiliani Candra Safitri
St. Number 13107677

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Meiliani Candra Safitri
NPM : 13107677
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, October 2017
Penulis

Meiliani Candra Safitri
NPM. 13107677

ME TERAI
TEMPEL
E7407AEF732400214
6000
INAMBUKURSIAN

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles "IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH COMMUNICATION GAME AT THE FIRST GRADE OF THE MTs MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG"

Regarding to the undergraduate thesis, the writer offers her big thank to the Dr. Widhya Ninsiana, M.Hum as the sponsor and to Ahmad subhan roza', M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, August 1st, 2017

The Writer,



MEILIANI CANDRA SAFITRI
St. Number. 13107677

TABLE OF CONTENTS

| | |
|--|--------------|
| COVER PAGE | i |
| TITLE PAGE | ii |
| APPROVAL PAGE | iii |
| NOTA DINAS | iv |
| RATIFICATION PAGE | vi |
| ABSTRACT | vii |
| STATEMENT OF RESEACH ORIGINALITY | ix |
| MOTTO | x |
| DEDICATION PAGE | xi |
| ACKNOWLEDGEMENT | xii |
| TABLE OF CONTENTS | xiv |
| LIST OF TABLES | xvii |
| LIST OF DIAGRAMS | xviii |
| LIST OF APPENDIXES | xix |
| | |
| CHAPTER II INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Problem Identification | 4 |
| C. Froblem Limitation | 4 |
| D. Problem Formulation | 4 |
| E. Objectives and Benefits of the research | 5 |
| | |
| CHAPTER IITHEORETICAL FRAMEWORK | 6 |
| A. The Concept of Speaking | 6 |
| 1. Definition of Speaking | 6 |
| 2. The Element of Speaking | 10 |
| a. Connected Speech | 10 |
| b. Expressive Devices | 10 |
| c. Grammar And Lexis..... | 10 |

| | |
|--|----|
| d. Negotiation Language | 11 |
| 3. Common problem of Speaking..... | 12 |
| a. Clustering | 13 |
| b. Redundancy | 13 |
| c. Reduced forms..... | 13 |
| d. Performance variables | 13 |
| e. Colloquial language..... | 14 |
| f. Rate of delivery | 14 |
| g. Stress, rhythm, and intonation..... | 14 |
| h. Interaction..... | 14 |
| 4. Reasons of Teaching Speaking | 15 |
| 5. Measurement of the students' speaking ability..... | 16 |
| B. The Concept of Communication games..... | 17 |
| 1. The Definition Communication games..... | 17 |
| 2. The Kinds of Communication Games | 19 |
| 3. Implementation of Communication Games Activates In Teaching Speaking | 20 |
| C. Hypothesis formulation..... | 22 |

CHAPTER III RESEARCH METHODOLOGY 23

| | |
|---------------------------------|----|
| A. Setting of the Research..... | 23 |
| 1. Location Setting | 23 |
| 2. The Research Subject..... | 23 |
| B. Object of the Research | 23 |
| C. Action Research | 23 |
| 1. Action Plan..... | 24 |
| D. Data Collecting Method | 29 |
| 1. Observation | 29 |
| 2. Test..... | 30 |
| 3. Documentation | 31 |
| 4. Field Note..... | 31 |

| | |
|---|-----------|
| E. Data Analysis technique..... | 31 |
| F. Indicators of success | 32 |
| CHAPTER IV RESULT AND DISCUSSION..... | 33 |
| A. Description of the Result Location | 33 |
| 1. The brief History of Location | 33 |
| 2. The Condition of Research Location | 33 |
| 3. Number of Students Muhammadiyah Purbolinggo..... | 36 |
| B. Description of Research Data..... | 41 |
| C. Interpretation | 61 |
| CHAPTER V CONCLUSION AND SUGGESTION | 73 |
| A. Conclusion | 73 |
| B. Suggestion | 74 |
| BIBLIOGRAPHY | |
| APPENDICES | |
| CURRICULUM VITAE | |

LIST OF TABLES

| | |
|---|----|
| Table 1 The Speaking Score of First Thought Communication Game | 3 |
| Table 2 Table of Analytic Speaking Criteria | 16 |
| Table 3 The Condition of the Teacher and Official Employer | 34 |
| Table 4 The Quantity of students at MTs Muhammadiyah Purbolinggo..... | 37 |
| Table 5 The Total Building of MTs Muhammadiyah Purbolinggo | 38 |
| Table 6 The Students' Speaking Ability Score of Pre-Test | 41 |
| Table 7 The Frequency of Student Score at Pre-test..... | 43 |
| Table 8 The Result of students Activity in Cycle 1 | 46 |
| Table 9 The Students' Speaking Ability Score in Post-Test 1 | 50 |
| Table 10 The Student Activities Result in Cycle I of Speaking Ability | 52 |
| Table 11 The Result of students Activity in Cycle 2 | 58 |
| Table 12 Frequency the Students' Speaking Ability Score in Post-Test II | 58 |
| Table 13 The Student Activities Result in Cycle II of Speaking Ability | 61 |
| Table 14 Table of the Result Score of Student Pre-test and Post-test II..... | 64 |
| Table 15 Table of the Result Score of Student Post-test I And Post-test II | 66 |
| Table 16 The Comparison of Average Score at Pre-Test, Post-Test I and Post Test II | 68 |

LIST OF DIAGRAMS

| | |
|--|----|
| Diagram 1 Organization Structure of MTs Muhammadiyah Purbolinggo | 40 |
| Chart 1 The Comparison of score Average at Pre-Test, Post-Test I and Post Test II | 71 |

LIST OF APPENDIXES

1. Syllabus
2. Lesson Plans
3. Instrument
4. The Students' observation sheet
5. The research letter of IAIN Metro
6. The research letter of MTs Muhammadiyah Purbolinggo
7. Documentation
8. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesia is one of the developing countries that set educational curriculum to include English as a foreign Language, which is studying from junior high school up to the university level. Language has many functions, it means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expecting to master the four skills of language: listening, speaking, reading, and writing.

Speaking is the activity that used by people to communicate with the other. Speaking is one of the part communication in our life. Speaking is also one the important part in language. We can build a good communication with our speaking ability.

Moreover, speaking is a process of interaction to bulid meaning that involved a production receives, and processing information. Speaking is voice produce skill of the languages people share something by spoken language. There are some approaches can use in teaching speaking. One of them is used communication game, is a game that emphasizes in the speaking skill.

Communication game is consist of two content words, 'communication' and 'game'. Communication in game-theoretic terms. In this paper we study a fundamental aspect of linguistic communication in the form the point of view of communication game of natural language.¹ Communication game defines as a set of games that is designed to help students learning English with joyful activity or activities and is aimed to get learners talk as quickly and easily as probable.² Other reason are; games support student to stimulate their motivating and their work, in view of language learning as tough work that students have to shot to understand to and repeat the lesson accurately. Therefore, it's important for english teacher in teaching English to use games. Games present one way of help the learner to practice language quite than only study it.³

There are many student English problems. The first problem, students do not practice in English. It makes them difficult to speak up in English. Although, the students have been studying English in junior high school. The second they are still unable to use English teacher and friends in the classroom. The third problems, the students feel unconfident, even they feel be afraid to speak up in English, because they have made mistakes in their speaking. Those problems it makes their got low score is English.

¹ Hasida Koiti, *Issues in Communication Games*, (Japan: Journal International, 1994), p. 531.

²Jeremy Harmer, *The practice of English Language Taeching*, 4nd Ed(England: Person Education Limited, 2001), p. 349.

³Andrew Wright, et all, *Opcit*,...p.2.

The pre survey had done on November 5rd, 2016, the researcher got the data from the observation, that is, most students of MTs Muhammadiyah Purbolinggo have low score in English subject. The data of English speaking subject score, it can be seen on the table below:

Table 1
Students's English Speaking Ability

| NO | SCORE | NUMBER OF THE STUDENTS | PERCENTAGE |
|-----------|--------------|-------------------------------|-------------------|
| 1 | ≤ 65 | 6 | 25% |
| 2 | ≥ 65 | 18 | 75 % |
| 3 | Σ | 24 | 100% |

Source : English teacher in the first grade of MTs Muhammadiyah Purbolinggo

Based on the table above, there are 24 students get score ≥ 65 and 18 students get score ≤ 65 got score 6 students. Referring that data able, we can assumed, that the students have problem in their speaking.

To solve the problem above, the researcher will use communication games. Communication game is a way of reinforcing the acquisition of communication skills, is through enjoyable activities. A time-honoured way of improving the speaking skill.

Based on the problem above the writer will conduct a research entitled "*Improving The Studens Speaking Ability Through Communication Game At The First Graders of The MTs Muhammadiyah Purbolinggo East Lampung*".

B. Problem Identification

Based on the explanation above, the researcher could identify the problem as follows:

1. The students speaking skill is low.
2. The students to be silent when they speak up in English
3. The student are afraid for being mistake
4. The students unconfidence to speak up in English, because they lack of vocabularies

C. Problem Limitation

Based on the problem identification above that The students unconfidence to speak up in English, because they have lack vocabularies so researcher will focus on communication games.

D. Problem Formulation

Based on the background of the research and problem identifications above, the writer formulates the problem in this research are: Can the Communication Games Activities Improve the Student Speaking Ability at The First Graders MTs Muhammadiyah Purbolinggo East Lampung?

E. Objectives of the Research

In line with the problems above, the objective of the research is to know whether communication game can improve the student speaking ability of the first grade of MTs Muhammadiyah Purbolinggo East Lampung.

F. The Benefits of the Research:

1. For the students,

By using communication games in teaching speaking, it is hoped for the students to be more interested and motivated in learning English. By using communication Games until make develop their speaking first grades of MTs Mummadiyah Purbolinggo East Lmpung.

2. For the teacher,

Teacher can reduce the problem in speaking English and can encourage students to speak English in the classroom.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Concept of Speaking

1. The Definition of Speaking

Speaking is so a good agreement a part of every day that we get it for granted. The typical person produces tens of thousands of words a day, though some people-like auctioneers or politicians-may produce yet more than that. So normal and intergal is speaking that we forget how we formerly struggle to realize this ability-until, that, is, we have to study how to do it all over again a foreign language.⁴

Speaking is a skill that is fundamental and has not demand to be mastered by learner of English as a foreign language (EFL). Compare to other language skills, talk has been given less attention in second language acquisition, do research, lessons, and evaluation.⁵

Speaking is talk is a major challenge a student base, and cause difficulties students since the beginning of the title; proposed to conduct special studies based on the strategy of speaking skills at a basic level in order to support and augment an oral contribution of the student.⁶

Speaking is the telecommunications company, Orange, claims that ‘the most natural way to communicate is simply to speak’. (Well, they would,

⁴ Scott Thornbury, *How To Teach Speaking*, (Longman), p. 1

⁵ Mohammad Bagher Shabani, “The Effect of Background Knowledge on Speaking Ability of Iranian EFL learners”, (International SAMANM Journal of Marketing and Management, No.1, 2003), p. 25

⁶ Melendez, M, A,S. Zavala,Q, G,G and Mendez,Ferrer.R, ”Teaching Speaking Strategi To Beginners”, (Maxcico: European Spcientific Journal February, 2014), p. 549

wouldn't they?) It's true that most young children acquire the ability to speak quite naturally and most of us could get by in general terms without formally being taught how to speak.⁷

Speaking is a skill, just like swimming, driving a car, or playing ping-pong. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or no attention paid to committed language skills.⁸

Speaking is one of the most difficult aspects for students to master. This is not surprising when one considers everything concerned when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation and listening and reacting to people you communicate with.⁹

Speaking ability is very important for the contact of people where people barely speak everywhere and everyday through English. In this global era, many people use English as a medium of communication and it makes people who come from different countries to more easily create interaction and contact. As one international language English is also taught in Indonesia, equally in planned religion or non-religion. The condition of education, schools also have English language learning program as a means of communication in daily conversation.

⁷Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*. (USA and Canada : 2001), p. 17

⁸ Liao Guoqiang, "Improving of Speaking Ability Through Interrelated Skills", (China: English Language Teaching Journal, September 2009), p. 11

⁹Lucy Pollard's, *Teaching English*, (London, 2008), p. 33

Regarded as process simple. Schools language commercial about of the can employing the without training for conversation technology. Although speaking is totally natural, speaking in other words our own was that something but modest. Speaking is a way to communicate that ideals orally. To allow students communication well, we really need to apply for communication real language.

According to Gert and Hans, speaking is speech or utterances with the purpose of have purpose to be predictable by speaker and the receiver processes the statement in order to identify their intention. Brown and Yule, stated that speaking is depending on the involvedness of the information to be communicate; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca, stated that speaking is the first mode in which childrens get language, it is part of the every day contribution of most people with language activities, and it is the prime motor of language modify. It moreover provide our main data for accepting bilingualism and language contact. As language learner who had learned English intensively, the students should be intelligent to interrelate orally each other throughout English.

But in fact, the majority of students in mts ma' arif not doing english in conversation their language. They preferred to use the arabic language or the indonesian language besides english as a medium of communication, because the method in teaching of english used by english teachers in the methods of class is boring, there is no innovation in teaching english, who

was the teacher in a traditional an atmosphere of england made in class apparently monotonous.¹⁰

Speaking is the single most important aspect of learning a second or foreign language, and success in measured in term of the ability to carry out a conversation in the language.¹¹

Speaking is production speech can a part of our day-to-day activities, thornburry. While underwood, said that talk means the creative; a interaction between the speaker active and a hearer involving the mind .Of speaking involving three of a field of knowledge.They are mechanical (pronunciation, grammar, and vocabulary).This is the ability to utilize the exact words, for which a function (transactions and interaction): know a clarity a message that matters (transactions exchange of information) and understanding when precised not required (interaction relationship building) and cultural norms.

It consisting of knowledge turn-taking, the speech; (the length of the pause between the speaker, the role of relatives participants).This is the ability to see how reckon who had to speak to whom, under any circumstances, about what and to why.Then weir define that there are five aspects must pay attantion speak, they were delighted, vocabulary, grammar, performance, and smoothness. Rychman, said that there was a

¹⁰Dedi Efrizal, "Improving Students' Speaking through Communication Language Method at Mts Ja-alhaq", sentot Ali Basa Islamic Broarding Scgool of Bengkulu, Indonesia, (Bengkulu : State Institute of Islamic Studies (IAIN)), No. 20/ special Issue – October 2012), p. 127

¹¹Nunan. David. *Language Teaching Methodology. A Textbook For Teacher. Pretince Hall International English Language Teaching. 1991. P. 39*

lot of conditions to make a speech a better, as speech speaking, sound and delivery, vocabulary indecent, grammar, and suggestions self-improvement.¹²

So it needs Tremendous amount of practice to be more successful language learner. In short, it can be said that, speaking skill is the ability to produce utterance (or utterances) to express though and to convey meaning.

2. The Element of Speaking Ability

To be speaker good, ability to produce (a speech) not enough. There are many linguistics harusyang controlled by the language students to be able to express the feeling that will be gave and ide-ide that they can. The following are elements talk according. To Harmer in his book *Practice Teaching English*.¹³Speakers should competent in skill to speak, namely : language features in which contains 4 points. They are:

- a. **Connected Speech** is the sound modify into produce utterance when group speaks. In which include modifying (assimilation), omitting (elision), adding (linking r), or declining (through contraction and stress patterning).
- b. **Expressive Devices** is the trauma and field difference in produce utterance in order to communicate the reality meaning of the messages inevitable by the speaker. It include the variation of the volume and

¹²Akhyak and Anik Undramawan, "Improving the Student English Speaking Competence Through Storytelling", (Nganjuk : No. 2, desember 2013), p. 19

¹³Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed (Longman: Pearson Education Limited, 2001), p.269-271

speed of the speeches. By using these strategy people will be bright to show what and how they are reaction to whom they are talking to.

- c. **Grammar And Lexis.** People living in a way that is different, places, and environments lead to different mindset as well. Therefore, teachers should have to provide a variety of expressions for different functions for activities in their classroom while talking. For example, how to express agreement and disagreement they know, a look of surprise, and others, so that when students have the opportunity to know they are using their expression in different stage of interaction, they know what they express, they must use appropriately.
- d. **Negotiation Language.** This is ni is clarifying speech. It is the use of language about how to be able to clarify and demonstrate what it means in a speaker. Sometimes, people do not hear or understand correctly what others are talking about "s maxim. Therefore, it is necessary the appropriate language to clarify how to avoid a mistake between the speaker and the listener.

In addition, harmer states concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are: mental/social processing and the rapid processing skill that involves language processing, interaction, and information processing;

- 1) **Language Processing:** successful speaker want to be intelligent to process language in their own head and put it into rational order, so

that it comes out in forms that are not only understandable, but also convey the meaning that are intend.

- 2) **Interaction:** Most speaking involving interaction with one or more participants. This means to a very effective can also people listening, understanding of how other participants can feel, and knowledge of how speaking in turn or allow others to do so an activity want to do.
- 3) **Information Processing:** Regardless of our response to the feelings of others', we should also can process information that they have and take us when we get it. Length of time needed to ' penny to drop is ineffective for us as communicator more instant. But, it must be remembered that we an instant this special culture, and unappreciated by a speaker there are many communities other languages.¹⁴

In line with these elements, the writer conclude that, speaker who wishes to say anything has to consider two things; first, the language feature by which people know the use of language such as; how to modify the sound and how to use appropriate expression. Second, people also know how to arrange words into the right order.

Therefore, the intended massages are sent. In this case, people not only hope to be understood by someone else solely, but also they have to understand of what participants are feeling. Here, people are

¹⁴Ibid, p.269-271

demanding to know when they have to take turn on the conversation and to allow the others to do so.

3. Common Problem of Speaking Ability

In the same characteristics must be taken into account in the generation of productive talk, but with a slight twist in learner now producer. Remember that when the characteristics of spoken language can make an oral essay performance as a wall, in some cases, difficult.

a. Clustering

Fluent speech is phrase, is not a word for word in speech. Learning a to set a output they whether cognitive and physical (in the group breath) through grouping.

b. Redundancy

Speaker very had a chance to make a meaning clearer to through redundancy of language. Students must be can use this feature of spoken language in learn.

c. Reduced forms

Reduction, omission of a sound in a conversation, reduce a vowel, etc, all in a form of specific issues in teaching english (see the bottoms on teaching pronunciation). Students who did not learn contraction daily can develop stiff, the quality of knowledge talk less which in turn the disgrace them.

d. Performance variables

One of the advantages of the spoken language is that a process of thoughts as you talk allows you to be able to realize a number of performance pauss, bactracking, hesitational and correction. Learners can also really taught how to pause and hesitate. For example, in the language of our time thinking ' United Kingdom ' is not Razor: we enter a cartain ' *filler* ' *sach as ub, um, well, you know, I mean, like*, etc. One of the most notable different between the original and the normative spekers of a language is a experience of their indecision.

e. Colloquial language

Make sure each student you just recognizable and many by words idiom, and phrases english and they can also received exercise for producing this form .

f. Rate of delevary

Another salient characteristic of confidence is rate of delevary. One of your taks in teaching spoken English is to help learners realize an suitable speed beside with other attribute of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronouncation, as will be explain below. The stress-timed rhyhrm of spoken English and its modulation paterns suggest important messages.

h. Interaction

As noted in the preceding division, learning to construct weves of language in a vacuum-without interlocutors-would rob speaking skill of its richest compobent: the creativity of convercation negotistion.¹⁵

4. Reasons of Teaching Speaking

There are three most important reason for getting students to speak in class. Firstly, the speaking activities give training opportunities - chances to practice in real life speak in class the safety.

Secondly, the task of speaking in which students try to use one or all of the language they know to provide **feedback** to teachers and students. Everyone can see how well they are doing: well how successful they are, and also what problems they natural language.

And finally, more and more students have the opportunity to activate various elements language they has been stored in their brains, the automatic use of this element becomes. Results As, students gradually become autonomous language users. This means that they will be able to use words and phrases smoothly without much conscious thought.

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they

¹⁵H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedogagy*, 2nd Ed (New York: Prentice Hall, 2001) , p.270-2071

will get tremendous satisfaction from it.¹⁶ Students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. that the students are communicating something the others don't know or that the others would like to hear regarding.¹⁷

5. Measurement of The Students' Speaking Ability

In evaluating the students' speaking score, there are five aspects to be tested: fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

Table 2
Analytic speaking criteria¹⁸

| Aspect | Category | Indicators |
|---------------|------------|--|
| Fluency | excellent) | Generally natural delivery, only occasional halting when searching for appropriate word/expressions. |
| | good) | The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt. |
| | adequate) | Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts. |
| | fair) | The student speaks so little that no 'fluent' speech can be said to occur. |
| Pronunciation | excellent) | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |

¹⁶Jeremy Harmer, *How To Teach English*, 2nd Ed (Harlow: Pearson Education Limited, 2007), p. 123

¹⁷Lucy Pollard's, *Teaching English*, (London, 2008), p. 34

¹⁸Cyrril J. Weir, *Language Testing And Validation*, (New York: Palgrave MacMillan, 2005), p. 195-196

| | | |
|-----------------------|------------|---|
| | good) | hythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to in comprehension |
| | adequate) | omprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | fair) | ord are unintelligible. |
| vocabulary | excellent) | ffective use of vocabulary for the task with few in appropriacies. |
| | good) | r the most part, effective use of vocabulary for the task with some examples of inappropriacy. |
| | adequate) | imited use of vocabulary with frequent in appropriacies. |
| | fair) | appropriate and inadequate vocabulary. |
| ammatical accuracy | excellent) | ry few grammatical errors evident. |
| | good) | me errors in use of sentence structures and grammatical form but these do not interfere with comprehension. |
| | adequate) | eech is broken and distorted by frequent errors. |
| | fair) | able to construct comprehensible sentences. |
| eractional strategies | excellent) | eracts effectively and readily participates and follows the discussion. |
| | good) | e of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently. |
| | adequate) | eraction ineffective. Can seldom developan interaction |
| | fair) | nderstanding and interaction minimal. |

B. The Concept of Communication games

1. The Definition Communication games

Communication Games consist of two cotent word'communication' and 'game'. Communication in game-theoretic terms. In this paper we study a fundamental aspect of linguistic communication in the form the

point of view of communication game of natural language.¹⁹ Clark notes that the setting in which these communications can occur can be basic in a speak and a written setting. The difference between the two is that in the former the speaker express a speech act by using her body as a medium.²⁰

For the purpose of all three edition of this book we have in use the word ‘game’ to mean an movement which is engaging and engaging, often difficult, and an action in which the learner play and regularly interact with other.²¹ A game is an activity with rures, a goal and an element of fun.²² If both words are combined into one, communication game defines as a set of games that is designed to help students learning english with joy ful activity or activities and is aimed to get learners talk as quickly and easily as probable.²³ Other reason are; games support student to stimulate their motivating and their work, in view of language learning as tough work that students have to shot to understand to and repeat the lesson accurately. Therefore, it’s important for english teacher in teaching english to use games. Games present one way of help the learner to practice language quite than only study it.²⁴

¹⁹ Hasida Koiti, *Issues in Communication Games*, (Japan: Journal International, 1994), p. 531

²⁰Mthias Nordvall, *Communcation in Games*, (Linkoping University, 2002), p. 10

²¹Andrew Wright, et all, *Games For Language Learning*, 3nd Ed (Cambrige: Cambrige University Press, 2006), p.1

²²Jill Hadfield, *Beginners’ Communication Games*, (Pearson Education: Longman, 1996), p. 8

²³Jeremy Harmer, *The practice of English Language Taeching*, 4nd Ed(England: Person Education Limited, 2001), p. 349.

²⁴Andrew Wright, et all, *Opcit*,...p.2

Moreover, certain games can make students feel comfort in learning; reducing students 'frustration and stimulating students' interaction among other, so they are not only learning the language but also socialize their selves.

2. The Kinds of Communication Games

According to Harmer, there are two particular categories of communication games, they are:

- a. Information-Gap Games: games that involves solving a puzzle, drawing a picture (describe and draw), putting things in the right order (describe and arrange), and finding similarities and differences between pictures. These games are commonly accomplished in pairs. Student has to talk to his/her partner in order to obtain the task.
- b. Television And Radio Games: this game activity is accomplished in grouping or team work. Each team has to ask "yes/no question" to the chair person from the other team. The chair person has to think of an object that is either animal, vegetables or mineral or combination of two or three of these by giving opportunities to other team to ask about 20 questions and each team must guess what object is being imagined by the chairperson. The team will get points if they guess the answer correctly in fewer.

Other games are also recommended by Harmer such as first; 'just a minute' in which each applicant has to speak for 60 seconds on the

subject that is given by the president without indecision, repetition, or difference. If another contestant hears any mistakes, he or she has to disrupt, by which she/he gets a point. The person who is speaking at the end of 60 seconds gets two points. Second; 'call my bluff' it is a game that consists of two teams. Team a is given a word that members of the other team are unlikely to know. Team a finds a correct dictionary definition of the word and then makes up two false one. They read out their definitions and team b has to guess which is the correct. Now team b is given a word and reads out three definition of their word (one correct and two false) and team a has to guess. Each team will get point if the answer correct, in contrast, if their answer is false the other team will take the point.²⁵

From the three-game suggested by harmer, as for the writer the television and radio games are considered the suitable one for teaching speaking. In view of students limited vocabulary and expressions, that to play the game they only have to ask question in the form of simple sentence. So these games will not force them to do what they can not do.

3. Implementation of Communication Games Activites in Teaching Speaking

There are several kinds of communication games that are recommended by Harmer. However, in this research, the researcher will

²⁵Jeremy Harmer, *The Practice of English Teaching*, 4nd Ed, (England: Pearson Education Limited , 2001), p. 349

implement Television and Radio Games for teaching speaking to the student in MTs Muhammadiyah Purbolinggo. The following are the steps of implementing the game:

1. Firstly the teacher divides the student into three or four groups can be any group consisting of 6-8 students.
2. Secondly then the teacher gives a picture of the animal, fruit, school equipment, etc. to each respective group.
3. Thirdly from one class group leader came forward by bringing the picture given to play the game. And then she/he asks the other group to guess what the picture is on her/his hand.
4. The next the picture the other groups most give yes/no questions, for example: group A give the question does his four foot? And the other group B does it fish?
5. The last group who guess the picture get the point. And who could not answer, for his group to come forward to explain the problems they get.

The benefit of the television and radio games to improve the ability of vocabulary and speaking in this examples the games give this opportunity to make yes/no question sentences which are commonly used in daily conversation. Sometimes activity in students strays or can not think about what to say cause to lose it is hoped that teacher idea for them. Hence, the teacher to help them by giving some suggestions that students

would not feel stalemate ideas and language. It is relevant to Wrights' statement in following:

“In most appropriately seen as communicative interaction involving all the participants in the learning and including the various material resources on which the learning is exercised. Therefore, language learning may be seen as a process which grows out of the interaction between learners, teachers, texts and activities”.²⁶

Good materials would be useless without any cooperative work among other (learner, teacher, and activities). Which is why we as a teacher must be able to teach well so material we provide not vian.

C. Hypothesis Formulation

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow :

By using communication games, the students will be able to improve their speaking skill of first grade of MTs Muhammadiyah Purbolinggo East Lampung.

²⁶ B. Kumaravadivelu, *Understanding Language Teaching*, (New York: Lawrence Erlbaum Associates, 2006), p. 118

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

1. Location Setting

The researcher would this research of MTs Muhammadiyah Purbolinggo East Lampung. It is located in Lapangan Merdeka Barat 3-4 Taman Fajar Purbolinggo – Lampung Timur.

2. The Research Subject

Subject of the research is the student of first grader of MTs Muhammadiyah Purbolinggo East Lampung. The researcher chooses this class because the students have the difficulties in speaking.

B. Object of the Research

The object of this research is improve the students speaking ability. The kind of this research is Classroom Action Research (CAR). In this research would collaborated with an English teacher, her name is Nurhayati, S.Pd

C. Action Research

Implicit in the term action research is the idea that teachers was begin a cycle of posing questions, gathering data, reflection, and deciding on a

course of action. When these decisions begin to change the school environment, a different set of circumstances appears with different problems posed, which require a new look. Indeed, many action research projects are started with a particular problem to solve, whose solution leads into other areas of study. While a teacher may work alone on these studies.²⁷

1. Action Plan

As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral:

Planning

acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting, and so on....

²⁷ Eileen Ferrance, *Theme in Education Action Research*. LAB at Brow University, 2000.
P. 1-2

The Action research Spiral

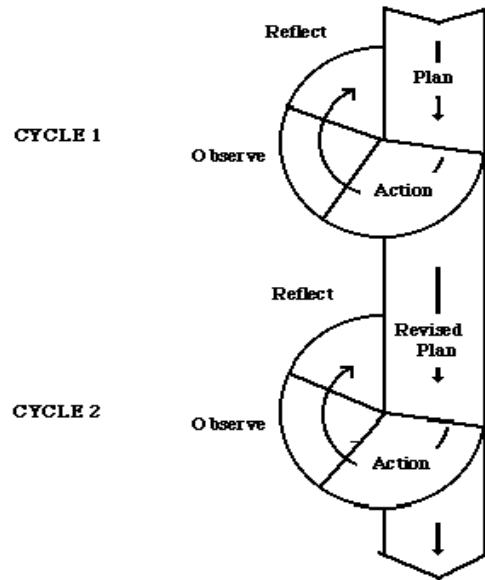


Figure 1.1 illustrates the spiral by Kemmus and McTaggart²⁸

From the design above, here is the explanation about procedure that was conducted by the writer in classroom action research.

a. Cycle 1

1) Planning

Planning is the first steps in activity. Without planning the activity that the writer does not focus. Here is step that research can make is planning:

- a) the writer was prepared the lesson plan
- b) the writer was prepared the material
- c) the writer was prepared observation sheet

²⁸ Koshy Valsa. *Action Research for Improving Practice*. Crownwell. 2005. P. 4

2) Acting

The second step in the action research in acting. It is the implementing of the planning. The general steps that was done by the researcher as follow :

a) Pre Teaching Activities

- 1) praying and greeting the student.
- 2) checking the attendent list.
- 3) choosing the appropriate with the matrial going to be taught.

b) While teaching process

- 1) The teacher applies the lessoon plan.
- 2) The teacher explains about what is communication games in speaking.
- 3) The teacher gives an example about communication games by picture.
- 4) The teacher gives an evaluation.

c) Post teaching activities

- 1) The teacher was ask the idea or the topic to student then, choose the student in group to do communication games in front class.
- 2) The teacher gives the score for student.

3) Observing

In this step the research was observed by process of teaching learning by using observation format, and the outline of observation in

this step such as : the student speaking ability by using games suggestive shapes.

4) Reflecting

Based on data observation, the researcher was reflect the activites in the first cycle. The result was used as the evaluation for the next treatment.

b. Cycle 2

1) Planning

Planning is the first steps in teach activity. Without planning the activity, the researcher was not focus. Here are step that the researcher was make in planning :

- a) The researcher was make a lesson plan based on the competence and syllabus.
- b) The writer was prepared the lesson plan
- c) The writer was prepared the material
- d) The writer was prepared observation sheet
- e) The researcher determining the instrument elaluation of the test (pre-test and post-test).

2) Acting

the second steps is acting. It is the implementation about the planning. In this step the writer was act as follow :

a) pre teaching activities

- 1) praying and greating to the student.
- 2) chacking the attentent list.
- 3) Asking the student condition.
- 4) The writer was choosed the appropriate matrial.

b) While teaching process

- 1) The teacher applies the lesson plan.
- 2) The teacher explains about what is communication games in speaking, like step of communication games.
- 3) The teacher gives an example about communication games by picture, and give the idea or topic student in group.
- 4) The teacher gives an evaluation by the student performence in communication games in speaking.

c) Post teaching activities

- 1) The teacher was asked the idea or the topic to student then, choose the student in group to do communication games in front class.
- 2) The teacher gives the score for student.

3) Observing

In this step, the writer was observed the process of teaching and learning activity by using observation sheet. The writer was observed such as, the student activities, student communication games, pronouncation, vocabulary and grammar when speaking in front of class and the meaningful learning strategy.

4) Reflecting

The researcher was corrected and analysis the result of the action. By reflecting, the reseacher was know the weakness and strength of the action. In the step the researcher was compared the score distribution of pre test and post test. The research review and reflect on the student's attitude whether it is positive and negative. So the researcher could be stoped this research until cycle 1.

D. Data Collection Methods

The research collects the data by using data collecting method as follow :

1. Observation

Observation is collecting data technique that the observer erveything that is happing. Observation is the viewed tool cannot be divided from the acting in each cycle. In the research, the research was obsevered something that related to activites of teacher that appropriate

with the problem. By observing, the researcher could observe the subject that would be researched without other mediator.

2. Test

According to Douglas Brown that test is a method of measuring a person's ability or knowledge in a given domain.²⁹ The researcher used test in from pre-test and post-test.

a. Pre-test

Pre-test was conducted in the first meeting before implementing the meaningful learning strategy, in order to know the level and ability of student speaking ability before doing the action research.

b. Post-test

Post-test was conducted in the last meeting after implementing the meaningful learning strategy, in order to know whether the implementing the meaningful learning strategy give contribution to be student speaking ability at seven grade of MTs Muhammadiyah Purbolingo. The increasing could be known if the score of post-test was higher than pre-test and the score could achieve the passing grade.

²⁹ Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Second Edition. San Francisco State University. 2001. P. 384

3. Documentation

Documentation is data collection method that is used to get information from written such as book, magazine, document, note and others. The researcher used this method to get the data about the history of school, total of teachers, official employed and student at MTs Muhammadiyah Purbolingo East Lampung.

4. Field Note

In Classroom Action Researcher (CAR), the researcher needs a field note to see the action and student's development in learning process. It is important to make a note of kind of action by the researcher in every cycle and response of student toward the action.

E. Data analysis technique

Data analysis was conducted by taking the average of score of the pre-test and post-test. Furthermore to know gain, the researcher was compared between pre-test and post-test. Then the result was matched by the minimum standard in this semester at least 65. If from cycle 1 there are some student not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Researcher) were two cycle, if from cycle II all of the student were successful the cycle able to be stopped until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning

result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow³⁰ :

$$\bar{X} = \frac{\sum X}{N}$$

Notes :

X = Mean

Σ = Sum Of

X = Raw Score

N = Number Of Cases

Σx = The Total Number Of Student Score

To get total score and increased the student progress from the implemented treatments, the researcher compare the average of pre-test and post-test.

F. Indicators of Success

The indicator of success is needed to know the successful of the process and learning result. In this research, student are called success if 68% of student active in learning process and get minimal score 65, so this research could be done.

³⁰ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth), 2010, P. 108-109.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Brief history of MTs Muhammadiyah Purbolinggo

MTs Muhammadiyah Purbolinggo established in 1963. It has location in kecamatan Purbolinggo kabupaten east Lampung with postcode 34192 and e-mail mtsmuhammadiyahpurbolinggo@yahoo.co.id. It established on are 1089 M².

This school was founded in Wakaf Land and the status of the building was owned alone (Swasta). Now, the headmaster of this school was H. Maruf Abidin M.Pd. This school consist of three level. Those are the seventh, the eight and the nineth grades.

2. The Conditions of Teacher and Official Employers in MTs Muhammadiyah Purbolinggo

The total of the teacher and official employers of MTs Muhammadiyah Purbolinggo in the academic year of 2016/2017 was 27 that could be identified in table bellow :

Table 3
The Condition of The Teacher and Official Employer at
MTs Muhammadiyah Purbilinggo in the Academic Year of
2016/2017

| | Nama | Jurusan | Jabatan |
|--|----------------------------|----------------|----------------------------------|
| | H. Ma'ruf Abidin, M.Si | S.2 Biologi | Kepala Sekolah |
| | Hj. Fasikha, S.Pd | S.1 MTK | MTK |
| | Abdurrohman Sholeh, S.Pd.I | S.1 PAI | Waka Kepeserta didikan/Fiqih |
| | Fatchul Inayah, S.Pd.I | S.1 PAI | Waka Humas/Al- qur'an Hadits |
| | Haryati Cahaya, S.Pd.I | S.1 PAI | SKI |
| | Sofyantoni, BA | SARMUD | Bahasa Indonesia |
| | Bini Wiyono | PGSMTP | Waka Sarpras/IPA |
| | H. Supriyadi, S.Pd | S.1 Bhs Ind | Waka Kurikulum/Bahas a Ind |
| | Subadri, S.Ag | S.1 | Al-qur'an Hadits/Fiqih |
| | Henri Tri W, S.Pd.I | S.1 PAI | PKn |

| | | | |
|--|----------------------------|-----------------|------------------|
| | Marfu'ah, S.Ag | S.1 Bhs Arab | Bahasa Arab |
| | Rohim Sopeni, S.Pd | S.1 BK | BK |
| | Dwi Sri Mulyaningsih, S.Pd | S.1 | IPS |
| | Rusmawati, S.Pd | S.1 Biologi | IPA |
| | Sri Yani, A.Md | D.3 | SBK |
| | Ahmad Rudianto, S.Kom | S.1 Komputer | TIK |
| | Achmad Asrianto, S.Pd | S.1 B.Ingggris | Bahasa Inggris |
| | Billy Firnando, S.Pd | S.1 Olahraga | Olahraga |
| | Nurhayati, S.Pd | S.1 | Bahasa Inggris |
| | Suparmi, S.Pd.Ind | S.1 B.Indonesia | Bahasa Indonesia |

| | | | |
|--|----------------------------|------------|---------------|
| | Septia Amelia Wati, S.Pd.I | S.1 PAI | Akidah Akhlaq |
| | Indah Fitri M, S.Pd | S.1 MTK | MTK |
| | Agung Jatmiko, S.Pd | S.1 PKn | PKn |
| | Rhemo Hastian, S.Pd | S.1 | IPS |
| | Zainudin Bayu Fauzi, S.Pd | S.1 Fisika | IPA |
| | Sri Susanti, S.Pd | S.1 MTK | MTK |
| | Abdul Malik, S.Pd.I | S.1 PAI | KMD |
| | RENI WIDI ASTUTI, S.Pd | S.1 BK | BK |

Sources : Observation Result In MTs Muhammadiyah Purbolinggo On May , 06 2017.

3. Number of students at Muhammadiyah Purbolinggo

The number of the students In MTs Muhammadiyah

Purbolinggo always change every years. The number of the students could be identified on the table bellow :

Table 4
The quantities of the students of MTs Muhammadiyah
Purbolinggo Since 2017-2018

| No. | KELAS | Sub Kelas | JUMLAH SISWA | | JUMLAH |
|-----|-------|-----------|--------------|----|--------|
| | | | L | P | |
| 1 | VII | VII A | 15 | 15 | 30 |
| | | VII B | 16 | 13 | 29 |
| | | VII C | 15 | 15 | 30 |
| | | VII D | 14 | 15 | 29 |
| | | | 60 | 58 | 118 |
| 2 | VIII | VIII A | 16 | 14 | 30 |
| | | VIII B | 15 | 14 | 29 |
| | | VIII C | 15 | 12 | 27 |
| | | VIII D | 15 | 12 | 27 |
| | | | 61 | 52 | 113 |
| 3 | IX | IX A | 15 | 15 | 30 |
| | | IX B | 16 | 16 | 32 |
| | | IX C | 11 | 17 | 28 |
| | | IXD | 14 | 15 | 29 |

| | | | | | |
|--|---------------|--|------------|------------|------------|
| | | | 56 | 63 | 119 |
| | JUMLAH | | 177 | 173 | 350 |

Sources : Observation Result In MTs Muhammadiyah Purbolinggo On october, 06 2017.

a. The buildings of MTs Al-Hikmah Batanghari

The building of MTs Muhammadiyah Purbolinggo consist 24 building as follow:

Table 5

The total Building of MTs Al-Hikmah Batanghari

| | Nama Bangunan | Jumlah | Kondisi Bangunan | | |
|----|----------------------|--------|------------------|---------------|--------------|
| | | | Baik | Rusak Rin gan | Rusak Bera t |
| 1. | Ruang Kelas/Belajar | 12 rg | 12 rg | - | - |
| 2. | Ruang Perpustakaan | 1 rg | 1 rg | - | - |
| 3. | Laboratorium | 2 rg | 2 rg | - | - |
| 4. | Ruang Kepala Sekolah | 1 rg | 1 rg | - | - |
| 5. | Ruang WAKA | 1 rg | 1 rg | | |
| 6. | Ruang Guru | 1 rg | 1 rg | - | - |
| 7. | Ruang BK | 1 rg | 1 rg | - | - |
| 8. | Ruang TU | 1 rg | 1 rg | - | - |

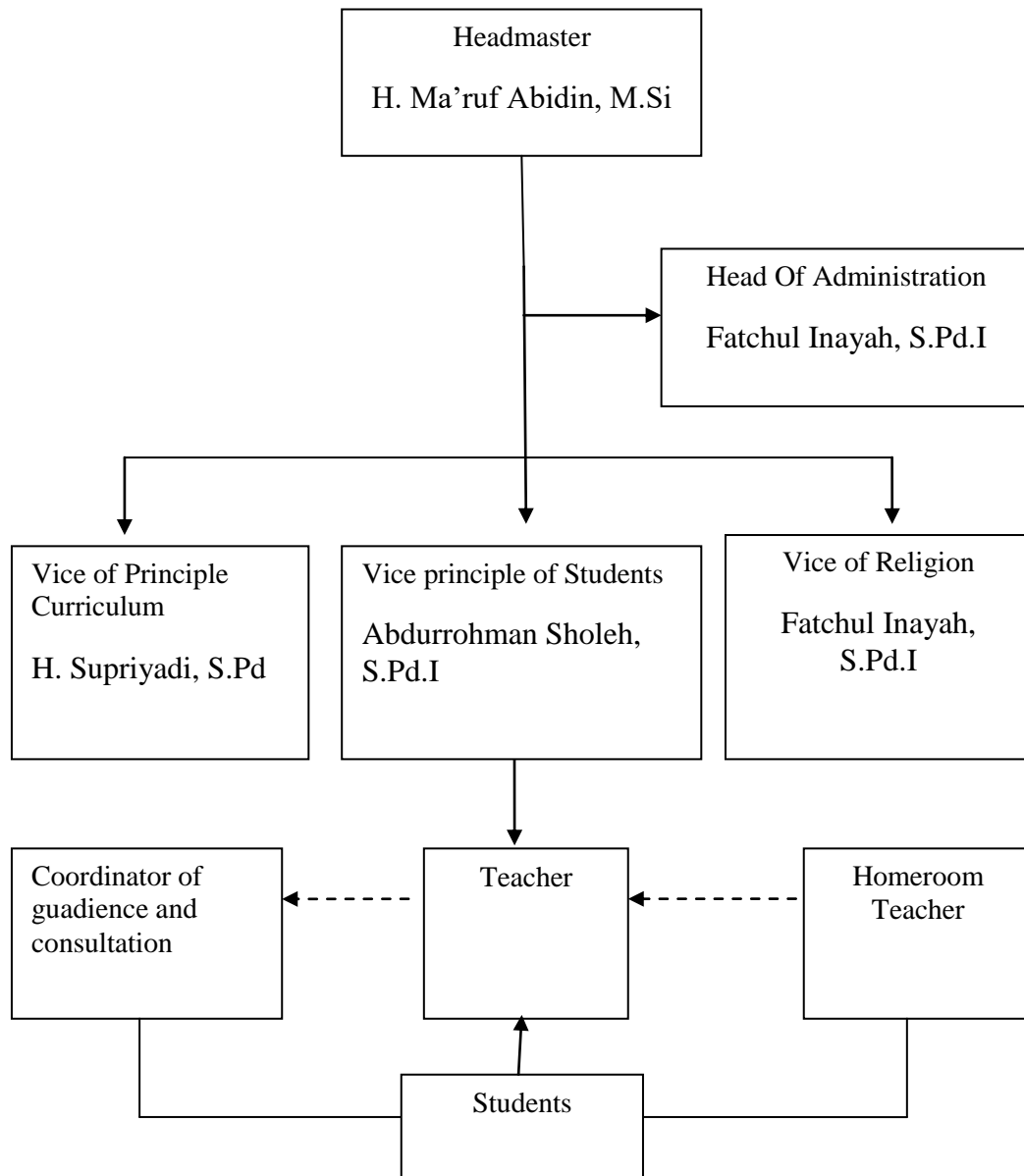
| | | | | | |
|-----|--------------|------|------|------|---|
| 9. | Ruang IPM | 1 rg | 1 rg | - | - |
| 10. | Gudang | 1 rg | 1 rg | - | - |
| 11. | Musholla | - | - | - | - |
| 12. | Aula | 1 rg | 1 rg | 1 rg | - |
| 13. | Keterampilan | 1 rg | 1 rg | 1 rg | - |

Sources : Observation Result In MTs Muhammadiyah Purbolinggo On May, 06 2017.

Organizations structured of MTs Muhammadiyah Purbilinggo

Figure 1

The Structure Organization Of MTs Muhammadiyah Purbilinggo



B. The Description of Research Data

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in MTs Muhammadiyah Purbolinggo East Lampung, previously the researcher done the pre test first. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

In this reserach, before the process of cycle one, the researcher conducted the pre-test on Thursday, August 4th, 2017. The students to read text and practice in front of the class. The result of the students' pre-test can be seen on the table as follos :

Table 6

The Students' Speaking Ability Score of Pre- test

| NO. | NAME | TOTAL |
|------------|-------------|--------------|
| 1 | AGP | 65 |
| 2 | BP | 55 |
| 3 | CSHQ | 65 |
| 4 | DAK | 60 |
| 5 | DR | 65 |
| 6 | EY | 60 |
| 7 | ET | 55 |
| 8 | FWJ | 55 |
| 9 | GGPF | 60 |
| 10 | HH | 70 |
| 11 | HJWI. | 60 |

| | | |
|----------------|------|-------|
| 12 | IAA | 65 |
| 13 | IAC | 55 |
| 14 | MBS | 65 |
| 15 | MHA | 70 |
| 16 | MY | 70 |
| 17 | NSHN | 70 |
| 18 | RDA | 60 |
| 19 | RNAZ | 60 |
| 20 | ST | 55 |
| 21 | SS | 55 |
| 22 | TAHP | 60 |
| 23 | UPS | 60 |
| 24 | VR | 65 |
| Total | | 1,480 |
| Average | | 61,66 |

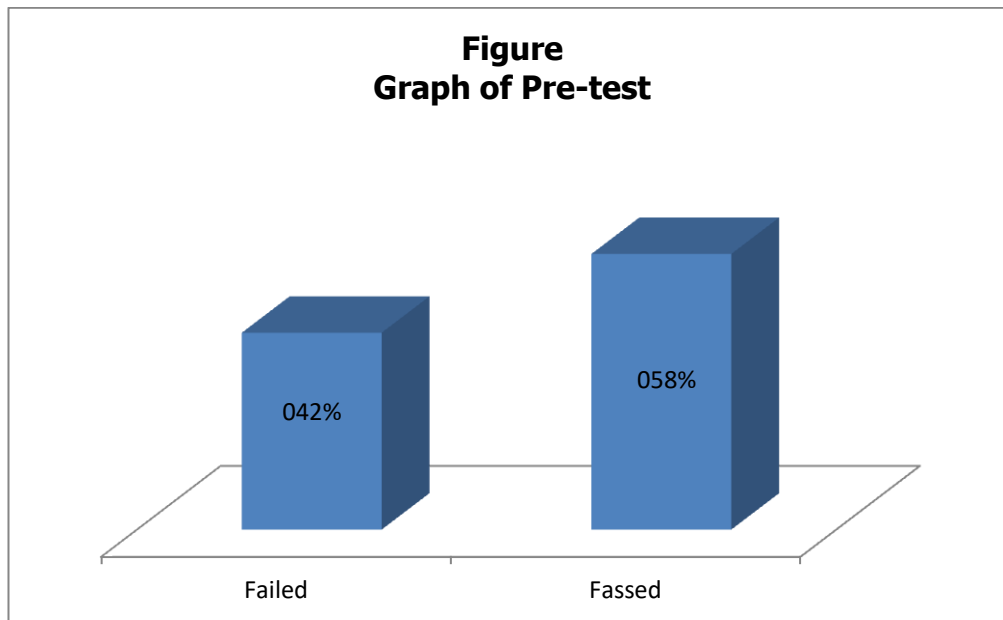
Source: The result of pre test in Thursday, August 4th 2017

Based on the table above, can be seen that 10 from 24 students were success beside that 14 students were not success. The average from the data was 61,66. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 7

Frequency of Students' Score at Pre-test

| No | Score | Frequency | Percentage | Category |
|----|-----------|-----------|------------|----------|
| | ≥ 65 | 10 | 41,66% | Failed |
| | ≤ 65 | 14 | 58,33% | Passed |
| | tal | 24 | 100% | |



Referring the table above, the Minimum Mastery Criteria (MMC) for English lesson at MTs Muhammadiyah Purbolinggo at least 65. It can be seen that only 10 students (41,66%) got score up to the standard, then 14 students (58,33%) got score less than the standard. That is the reason, the researcher used Improving the student's speaking ability through Communication game at MTs Muhammadiyah Purbolinggo east Lampung.

1. Cycle 1

a. The First Meeting

1) Planning

In this stage the researcher planned to give material about speaking. The researcher prepared several things related to teaching learning process such as: prepared the lesson plan, material, prepare

the instrument, prepared all equipments which need by the researcher, and made observation sheet of students activity.

2) Acting

The first meeting was conducted on thursday, August 8th 2017, the time allocation is 2×45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that the teacher explained what they are were going to learn and what to be reached. This meeting the teacher attempted to introduce communication games technique in teach English by using the theme that has been determined. To ensure student understanding of matrial, the teacher trained students by using game, the games called "who am I". This game is propose to stimulate student' confidence of expressing thir ideas by asking question in the form of simple present. The group was divided based on theletter A,B,C,D,E that mentioned by student. Student 'A' become one with student who mentions letter 'A' and so on until all students get their own group. After finising choosing group, the teacher began to give an instruction to appoint one of group's members to be the leader. In this game, each group has to make a small discussion to decide the things (it can be the name of famous thing, sach as: animal, fruits, thing, or people or comedian) that guesses by other groups. After deciding the thing, each group has to delegate one of their member to come forward and stand in front of the class. For example: one group chooses animal. Its , no

body know except the big and the group of the chairperson. To guess it, the group may ask several yes or no question. Each group has three minutes to have the answer, if until the third minute the other group could not get answer: the point would be given to the group whose question can not be guessed by other. For the group which could guess the answer, 10 points would be given to them, while for each person who responses asking question, he/she would get 5 points, the more she/he asks question the more they will get the point.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities. There were five indicators used and mentioned to know students activities.

Every students who active in learning process give a tick in observation sheet. For students were not active in learning, let the observation sheet empty. It can be seen on the appendix. The indicators of the students' activity are:

- a : Attention to the teacher explanation
- b : Finding the key word
- c : Participating in learning process
- d : Following teacher instruction

e : Making the communication game

The data of students activity can be seen in the table below:

Table 8
The Result of Students Activity in Cycle 1

| No | Students Activity | Frequency | Percentage |
|----|--------------------------------------|-----------|------------|
| 1 | Attention to the teacher explanation | 15 | 75% |
| 2 | Finding the Key Words | 10 | 50% |
| 3 | Participating in learning process | 17 | 85% |
| 4 | Following Teacher Instruction | 8 | 40% |
| 5 | Making the communication game | 12 | 60% |

From table above, it was revealed that there are 15 students (75%) who paid attention to the teacher explanation, 10 students (50%) can find the key word, 17 students (85%) of students did the task given from the teacher, 8 students (40%) of students can follow the teacher instruction and 12 students (12%) of students made the communication game.

The weaknesses in the implementation of the learning process in cycle I were the students still confuse with the material was given and some students noisy with their friends.

b. The Second Meeting

The second meeting was conducted on thursday, August 10th, 2017 for 2×45 minutes.

1) Planning

In this stage the researcher planned to give the test about speaking. The researcher prepared several things related to the test such as: prepared the lesson plan, material, prepare the instrument that would be examined as the post test 1 in the cycle 1, prepared all equipments which need by the researcher, made observation sheet of students activity.

2) Acting

In the second meeting was conducted on thursday, August 10th, 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition.

The material at this day is talking about hobby. At this meeting to measure the students' Speaking Ability after Communication Games the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. Not all of the group, but only some who are choosen because of their lack vocabulary and pronunciation. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

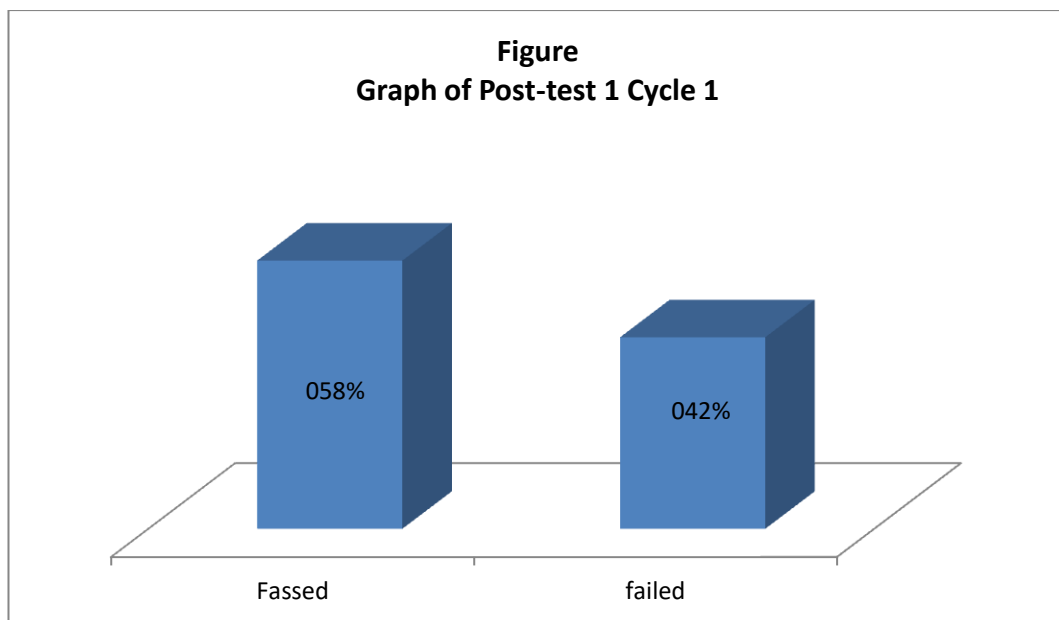
Table 9
The Students' Post- Test 1 Result of Cycle 1

| NO. | NAME | TOTAL |
|----------------|------|-------|
| 1 | AGP | 65 |
| 2 | BP | 60 |
| 3 | CSHQ | 65 |
| 4 | DAK | 60 |
| 5 | DR | 65 |
| 6 | EY | 65 |
| 7 | ET | 60 |
| 8 | FWJ | 60 |
| 9 | GGPF | 60 |
| 10 | HH | 70 |
| 11 | HJWI | 65 |
| 12 | IAA | 65 |
| 13 | IAC | 60 |
| 14 | MBS | 65 |
| 15 | MHA | 70 |
| 16 | MY | 73 |
| 17 | NSHN | 73 |
| 18 | RDA | 70 |
| 19 | RNAZ | 65 |
| 20 | ST | 60 |
| 21 | SS | 60 |
| 22 | TAHP | 60 |
| 23 | UPS | 60 |
| 24 | VR | 65 |
| Total | | 1,541 |
| Average | | 64,20 |

Source: The result of pre test in Thursday, August 10th 2017

Table 9**Frequency of Students' Score at Post-test 1 of Cycle 1**

| No | Score | Frequency | Percentage | Category |
|----|-----------|-----------|------------|----------|
| | ≥ 65 | 14 | 58,33% | Fassed |
| | ≤ 65 | 10 | 41,66% | Failed |
| | tal | 24 | 100% | |



Based on the data above can be seen that 10 students (41,66%) got score less than standard and 14 students (58,33%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said success when 70% students got score 65. The fact showed that the result was unsatisfying.

3) Observing

The result of learning process to improve the students' speaking Ability by using Communication Game in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The use of Communication Game in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case, the first meeting many of them still hard to speak up. In the test 1 there were 14 (58,33%) out students got good score. Although, only 14 the students who got good score. But, the result of the students' test was better than students' yes before giving treatment.

Table 10

The Students' Activities Result in Cycle 1

| No | Name | First Meeting | | Second Meeting | | Category |
|----|------|---------------|-------------|----------------|-------------|----------|
| | | Act | Percantages | Act | Percantages | |
| 1 | AGP | 2 | 40% | 2 | 40% | Constant |
| 2 | BP | 3 | 60% | 3 | 60% | Decline |
| 3 | CSHQ | 2 | 40% | 2 | 40% | Constant |
| 4 | DSK | 2 | 40% | 3 | 60% | Improve |
| 5 | DR | 2 | 40% | 2 | 40% | Constant |
| 6 | EY | 2 | 40% | 1 | 20% | Improve |

| | | | | | | |
|----|------|---|-----|---|-----|----------|
| 7 | ER | 1 | 20% | 2 | 40% | Constant |
| 8 | FWJ | 1 | 20% | 3 | 60% | Improve |
| 9 | GGPF | 3 | 60% | 2 | 40% | Decline |
| 10 | HH | 3 | 60% | 3 | 60% | Constant |
| 11 | HJWI | 2 | 40% | 3 | 60% | Improve |
| 12 | IAA | 2 | 40% | 2 | 40% | Constant |
| 13 | IAC | 3 | 60% | 3 | 60% | Constant |
| 14 | MBS | 3 | 60% | 3 | 60% | Constant |
| 15 | MHA | 1 | 20% | 3 | 60% | Improve |
| 16 | MY | 2 | 40% | 3 | 60% | Increase |
| 17 | NSHN | 3 | 60% | 2 | 40% | Decline |
| 18 | RDA | 3 | 60% | 3 | 60% | Constant |
| 19 | RNAZ | 2 | 40% | 3 | 60% | Improve |
| 20 | ST | 3 | 40% | 2 | 40% | Decline |
| 21 | SP | 1 | 20% | 3 | 60% | Improve |
| 22 | TAHP | 2 | 40% | 2 | 40% | Constant |
| 23 | UPS | 3 | 60% | 3 | 60% | Constant |
| 24 | VR | 2 | 40% | 3 | 60% | Constant |

Note : $\leq 50\%$: Not Active

$\geq 50\%$: Active

The students Mark Criteria :

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

Scoring :

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

4) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were intereted enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the condition be noise.

Based on the analyzing above, the researcher conclude that this research should be continuing in cycle 2. The researcher tried to get solution as follows:

- 1) The researcher should manage class well

- 2) The researcher asks students to focus on study and not make a noise
- 3) Teacher should motivate students to be more active in class.

2. Cycle 2

a. The First Meeting

1) Planning

The researcher prepares the lesson plan, the material and identifies the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It means that the learning process could do effectively.

2) Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weaknesses on cycle 1 such as the students do not have confidence in the learning process, especially in speaking ability, and lack of spelling, then the researcher planned to combine in the learning process for students in speaking ability by using Communication Game. The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

The first meeting was done on Friday, August 18th, 2017, after greeting and briefing. The learning continues to the material that was prepared. At this meeting the teacher told about asking and giving

something. The material that was given focused on the preposition. To know student understanding of preposition, then the teacher gets student to practice it by using game. The game was "look and say". Student pay attention to the teacher's explanation. If it considered enough student, then the teacher begins to apply it into the real situation by using theme. The procedures of the game, firstly student are divided into pairs, then they are given map of a school.

b. The Second Meeting

1) Planning

Based on observation and reflection in cycle 1, it showed failure. The problem faced in the first cycle. The researcher made a lesson plan that focused on it, he also prepared observation sheet of the student.

Secondly student take turn asking and answering questions about locations of some rooms. Each student is not allowed to see their partner's picture. They have to obtain the information by asking questions. Each student has 15 minutes to find the location of the room, and each item has 20 points. The points they earn is depending on how many rooms they could guess.

2) Acting

The second meeting conducted on Tuesday August 22nd, 2017. This meeting is final meeting of second cycle, in which students

have their examination or test in the form of oral test. Before the test, in previous meeting students were told by the teacher to make a description about their close friend, my sister, my hobby. One by one each student demonstrates and describes their close friends personality. Along with the teacher as an observer, the writer take student takes student score. Each student has only 5 minutes to describe the object.

Table 11
The Students' Post- Test 2 Result of Cycle 2

| NO. | NAME | TOTAL |
|-----|-------|-------|
| 1 | AGP | 70 |
| 2 | BP | 65 |
| 3 | CSHQ | 70 |
| 4 | DAK | 60 |
| 5 | DR | 65 |
| 6 | EY | 65 |
| 7 | ET | 60 |
| 8 | FWJ | 65 |
| 9 | GGPF | 60 |
| 10 | HH | 73 |
| 11 | HJWI. | 65 |
| 12 | IAA | 70 |
| 13 | IAC | 65 |
| 14 | MBS | 70 |
| 15 | MHA | 73 |
| 16 | MY | 75 |

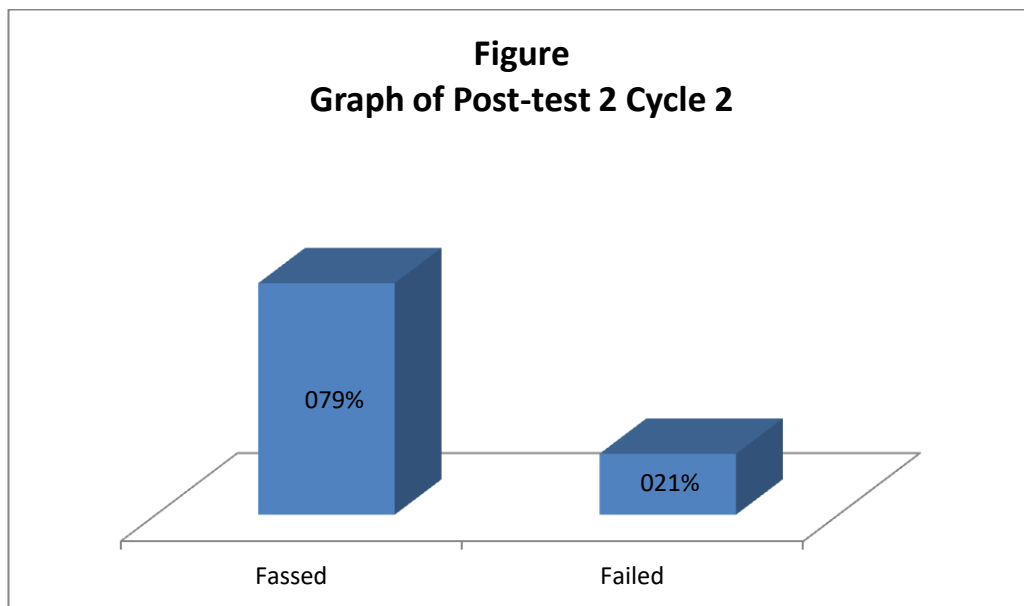
| | | |
|----------------|------|-------|
| 17 | NSHN | 75 |
| 18 | RDA | 73 |
| 19 | RNAZ | 65 |
| 20 | ST | 65 |
| 21 | SS | 60 |
| 22 | TAHP | 65 |
| 23 | UPS | 60 |
| 24 | VR | 65 |
| Total | | 1,599 |
| Average | | 66.62 |

Source: The result of pre test in Tuesday, August 22th 2017

Table 12

Frequency of Students' Score at Post-test 1 of Cycle II

| No | Score | Frequency | Percentage | Category |
|----|-----------|-----------|------------|----------|
| | ≥ 65 | 19 | 79,17% | Fassed |
| | ≤ 65 | 5 | 20,83% | Failed |
| | tal | 24 | 100% | |



Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their speaking Ability. It means that cycle 2 was succesful.

3) Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more avtive and enthusiastic in following the teaching learning process. It can be seen as follow :

Table 13**The Students' Activities Result in Cycle II**

| No | Name | First Meeting | | Second Meeting | | Category |
|----|------|---------------|-------------|----------------|-------------|----------|
| | | Act | Percentages | Act | Percentages | |
| 1 | AGP | 4 | 80% | 5 | 100% | Improve |
| 2 | BP | 5 | 100% | 5 | 100% | Constant |
| 3 | CSHQ | 4 | 80% | 4 | 80% | Constant |
| 4 | DAK | 5 | 100% | 5 | 100% | Constant |
| 5 | DR | 4 | 80% | 5 | 100% | Improve |
| 6 | EY | 5 | 100% | 5 | 100% | Constant |
| 7 | ET | 4 | 80% | 4 | 80% | Constant |
| 8 | FWJ | 4 | 80% | 5 | 100% | Improve |
| 9 | GGPF | 5 | 100% | 5 | 100% | Constant |
| 10 | HH | 4 | 80% | 5 | 100% | Improve |
| 11 | HJWI | 3 | 60% | 5 | 100% | Improve |
| 12 | IAA | 4 | 80% | 4 | 80% | Constant |
| 13 | IAC | 3 | 60% | 5 | 100% | Improve |
| 14 | MBS | 3 | 60% | 5 | 100% | Improve |
| 15 | MHA | 4 | 80% | 4 | 800% | Constant |
| 16 | MY | 4 | 80% | 4 | 80% | Constant |
| 17 | NSHN | 5 | 100% | 4 | 80% | Decline |
| 18 | RDA | 3 | 60% | 4 | 80% | Improve |

| | | | | | | |
|----|------|---|------|---|-----|----------|
| 19 | RNAZ | 3 | 60% | 4 | 80% | Improve |
| 20 | ST | 3 | 60% | 4 | 80% | Improve |
| 21 | SP | 5 | 100% | 4 | 80% | Decline |
| 22 | TAHP | 4 | 80% | 4 | 80% | Constant |
| 23 | UPS | 3 | 60% | 4 | 80% | Improve |
| 24 | VR | 4 | 80% | 4 | 80% | Constant |

Note : $\leq 50\%$: Not Active

: $\geq 50\%$: Active

The students Mark Criteria :

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

Scoring :

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

4) Reflecting

The result of cycle 2 was better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in speaking ability. It happened because the teacher used Communication Game. The students have serious in doing the assignment. In this meeting, most of students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to performance. It means that Communication Game is effective to improve the students speaking ability. The students who got score more than 65 were 19 (79,17%) out of 24 students. The research did not continue to the next cycle because the students' average 76,66.

C. Interpretation

1. Action and Learning Result at Cycle 1

English learning process at cycle 1 was successful enough, although the students' average score is low. Nevertheless, there is an improvement score of the students post test 1 than pre test score. This is the table of illustration score in cycle 1:

Table 14**Table of the Result Score of Students' Pre test and Post test 1I**

| | NAME | Pre-tes score | Post-test 1 score | Increasing score | Note |
|--|-------------|------------------|-------------------------|---------------------|----------|
| | AGP | 65 | 65 | 0 | Constant |
| | BP | 55 | 6 | 5 | Improve |
| | CSHQ | 65 | 6 | 0 | Constant |
| | DAK | 60 | 6 | 0 | Constant |
| | DR | 65 | 6 | 0 | Constant |
| | EY | 60 | 6 | 5 | Improve |
| | ET | 55 | 6 | 5 | Improve |
| | FWJ | 55 | 6 | 5 | Improve |
| | GGPF | 60 | 6 | 0 | Constant |
| | HH | 70 | 7 | 0 | Constant |
| | HJWI | 60 | 6 | 5 | Improve |
| | IAA | 65 | 6 | 0 | Constant |
| | IAC | 55 | 60 | 5 | Improve |

| | | | | | |
|--|---------|-------|----|----|----------|
| | | | | | |
| | MBS | 65 | 6 | 0 | Constant |
| | MHA | 70 | 7 | 0 | Constant |
| | MY | 70 | 7 | 3 | Improve |
| | NSHN | 70 | 7 | 3 | Improve |
| | RDA | 60 | 7 | 10 | Improve |
| | RNAZ | 60 | 6 | 5 | Improve |
| | ST | 55 | 6 | 5 | Improve |
| | SS | 55 | 6 | 5 | Improve |
| | TAHP | 60 | 6 | 0 | Constant |
| | UPS | 60 | 6 | 0 | Constant |
| | VR | 65 | 6 | 0 | Constant |
| | Total | 1,480 | 1, | | |
| | Average | 61,66 | 6 | | |

Source: the result of pre test and post test 1

In this research, pre-test and post test had done individually It is aimed to know the ability of students before and after treatment. From the result of pre-test and post-test, we know that there was an increasing from the result score, and there was some students get same score or constant but commonly their performance increased. It can be seen from average score in pre-test 61,66 became 64,20 in post-test 1 at cycle 1.

At the cycle 1, the teacher found some difficulties that happend in the class such as students was nervous when speak in frot of the class and did not have imagination about it, and so they can not express and develop their idea. Another case is some students confused how to pronounce the words, because some of word that they want to says is never they listened before.

a. The Result of Students Learning in Cycle 2

The result and data from the cycle 1 make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The table below show the increasing of students' speaking ability based on the result of post-test 1 and post-test .

Table 15**The Result Score of Students' Post test 1 and Post test 2**

| | NAME | Post-test 1 score | Post-test 2 score | Increasing score | Note |
|--|-------------|----------------------|----------------------|---------------------|----------|
| | AGP | 65 | 7 | 10 | Improve |
| | BP | 60 | 6 | 5 | Improve |
| | CSHQ | 65 | 7 | 5 | Improve |
| | DAK | 60 | 6 | 0 | Constant |
| | DR | 65 | 6 | 0 | Constant |
| | EY | 65 | 6 | 5 | Improve |
| | ET | 60 | 6 | 0 | Constant |
| | FWJ | 60 | 6 | 5 | Improve |
| | GGPF | 60 | 6 | 0 | Constant |
| | HH | 70 | 7 | 3 | Improve |
| | HJWI | 65 | 6 | 0 | Constant |
| | IAA | 65 | 7 | 5 | Improve |
| | IAC | 60 | 6 | 5 | Improve |

| | | | | | |
|---------|------|-------|-------|---|----------|
| | MBS | 65 | 7 | 5 | Improve |
| | MHA | 70 | 7 | 3 | Improve |
| | MY | 73 | 7 | 2 | Improve |
| | NSHN | 73 | 7 | 2 | Improve |
| | RDA | 70 | 7 | 3 | Improve |
| | RNAZ | 65 | 6 | 0 | Constant |
| | ST | 60 | 6 | 5 | Improve |
| | SS | 60 | 6 | | Improve |
| | TAHP | 60 | 6 | 5 | Constant |
| | UPS | 60 | 6 | 0 | Constant |
| | VR | 65 | 6 | 0 | Constant |
| Total | | 1,541 | 1,599 | | |
| Average | | 64,20 | 66.62 | | |

Source: the result of post test 1 test and post test 2

Actually, the result of post-test 1 is good enough. But, the students score could not achieve the target (KKM), after the second treatment and the same test done, most of them increased. It means that improving the student's speaking ability through communication game.

At the second treatment, the students can explore their idea, decrease emotional, and more understand about the material. It can be seen from their score at post-test 2. Most of the students achieved the KKM.

The increasing of students speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table and chart below :

.Table 16

The Result Score of Students' Pre-Tes, Post test 1 and Post test 2

| | NAME | Students Result | | | Category |
|--|------|-----------------|-------------|-------------|----------|
| | | Pre-tes | Post test 1 | Post-test 2 | |
| | AGP | 65 | 65 | 70 | Improve |
| | BP | 55 | 60 | 65 | Improve |
| | CSHQ | 65 | 65 | 70 | Improve |
| | DAK | 60 | 60 | 60 | Constant |
| | DR | 65 | 65 | 65 | Constant |
| | EY | 60 | 65 | 65 | Constant |
| | ET | 55 | 60 | 60 | Constant |
| | FWJ | 55 | 60 | 65 | Improve |
| | GGPF | 60 | 60 | 60 | Constant |
| | HH | 70 | 70 | 73 | Improve |
| | HJWI | 60 | 65 | 65 | Constant |
| | IAA | 65 | 65 | 70 | Improve |
| | IAC | 55 | 60 | 65 | Improve |

| | | | | | |
|---------|------|-------|-------|-------|----------|
| | MBS | 65 | 65 | 70 | Improve |
| | MHA | 70 | 70 | 73 | Improve |
| | MY | 70 | 73 | 75 | Improve |
| | NSHN | 70 | 73 | 75 | Improve |
| | RDA | 60 | 70 | 73 | Improve |
| | RNAZ | 60 | 65 | 65 | Constant |
| | ST | 55 | 60 | 65 | Improve |
| | SS | 55 | 60 | 60 | Improve |
| | TAHP | 60 | 60 | 65 | Improve |
| | UPS | 60 | 60 | 60 | Constant |
| | VR | 65 | 65 | 65 | Constant |
| Total | | 1,480 | 1,541 | 1,599 | |
| Average | | 61,66 | 64,20 | 66.62 | |

Source: the result of pretest, post test 1 and post test 2

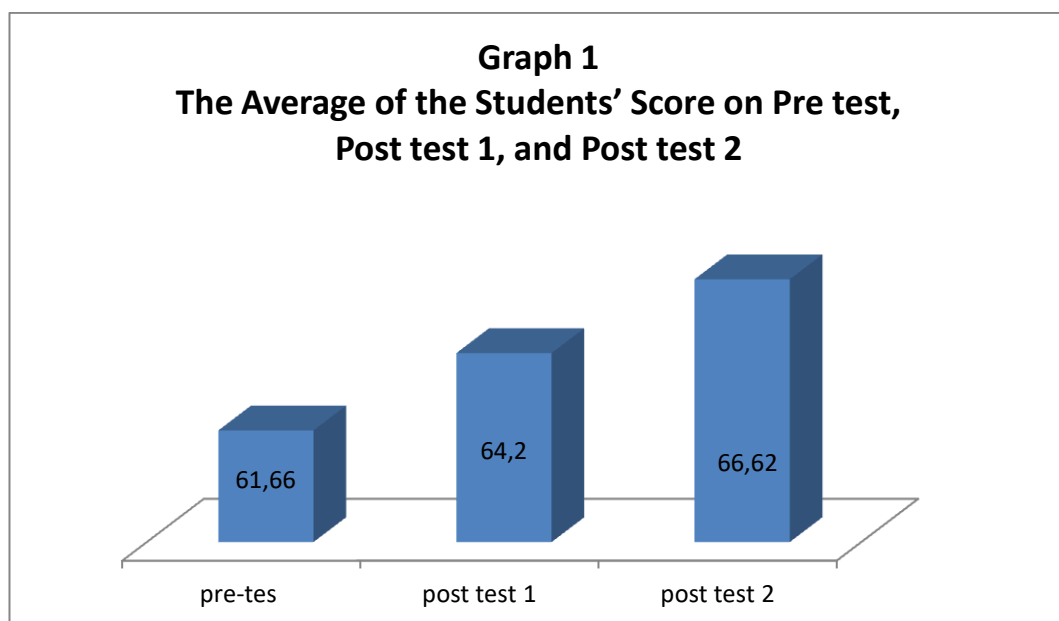
The data above is presented the improving score of students in speaking ability. The improving can be examined from the results of the students' score in pre-test. The mean score was only 61,66 which far

from satisfying. But, after using communication game the score was improve.

Besides that, there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 65% of students got minimum score 65 and they could understand the material and can speaking English well than before. It means that they can improve their idea in speaking ability. So, it can be concluded that using communication game can improve the students' speaking ability.

Chart 1.

The Comparison of score average at pre-test, post-test 1 and post-test 2



Based on the table 14 and chart 2 above, it can be inferred that improving the student's speaking ability through communication game. There was improving of students score in pre-test, post-test 1 and post-

test 2. From pre-test to post-test I 61,66 became 64,20 or improve 2,54 point and from post-test I to post-test II 64,20 became 66,62 or improve 2,42 point.

Based on the result of pre-test, post-test 1 and post-test 2 it can be seen that there is any significant increasing in students speaking ability. Based on the result of post –test 2 the students who get score ≥ 65 is 19 or 80% students of 24 students. Referring to the indicator of success that the students who get score 65 as much as 65%, the research is success. So it can be conclude that this research has been success and no need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of data analysis, the researcher inferred that teaching English by using communication is effective and can improve students speaking ability. It can be proved through several data such as; It is supported by result of pre-test that is lower than the result of post-test. The average score pre-test is 61,66 the average score of post-test in cycle 1 is 64,20, and the average score of post-test in cycle 2 is 66,62. So, it can conclude that the use of communication game can improve the students speaking ability at seven grade of MTs Muhammadiyah Purbolinggo.

By using communication game in teaching speaking made students' more confidence when speak English, and the students more easier in describe something. So, it could be improve the students' speaking ability.

B. Suggestion

Based on the result of the research above, the writer would like to suggest as follows:

1. For the Headmaster

The headmaster should support the English learning process by the preparing the facilitation and instruments completely. The headmaster is recommended to make the further research about improving the students' ability on applying communication game in speaking.

2. For English Teacher

- a. The English teachers should motivate the students to be more active in speaking by using communication game in English learning process.

- b. The English teachers are suggested to help students to improve their ability on applying communication game in speaking.

3. For Students

- a. The students should enrich the vocabulary in order can explore their speaking.

- b. The students should be more active in learning English, if they not understand about the lesson that delivered by the teacher, they should ask to the teacher.

BIBLIOGRAPHY

- Akhyak and Anik Undramawan, “*Improving the Student English Speaking Competence Through Storytelling*”, *International Journal of Language and Literature* : No. 2, Desember 2013
- Andrew Wright, David Betteridge & Michael Buckby, *Games For Language Learning*, 3rd Ed, Cambrige: Cambrige University Press, 2006
- B. Kumaravadivelu, *Understanding Language Teaching*, New York: Lawrence Erlbaum Associates, 2006
- Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Lnguage Pedagogy*. Second Edition, Son Francisco State University : 2001
- Dedi Efrizal, “Improving Students’ *Speaking through Communication Language Method* at Mts Ja-alhaq”, sentot Ali Basa Islamic Broarding School of Bengkulu, Indonesia, (Bengkulu : State Institute of Islamic Studies (IAIN), No. 20/ special Issue – October 2012
- Donald Ary, Lucy Chaser Jacobs, Chris Sorensen & Asghar Rezavieh. *Introduction to Research in Education*, Eighth Edition, USA: Wadsworth Cengage Learning, 2010
- Eileen Ferrance, *Theme in Education Action Research*. LAB at Brow University, 2000
- H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* 2nd Ed , New York: Prentice Hall, 2001
- Hasida Koiti, *Issues in Communication Games*, Japan: Journal International, 1994
- Jeremy Harmer, *The Practice of English Teaching*, 4nd Ed, England: Pearson Education Limited , 2001
- Jeremy Harmer, *How To Teach English*, 2nd Ed ,Harlow: Pearson Education Limited, 2007
- Jeremy Harmer,, *The Practice of English Language Teaching*, 3nd Ed, Longman: Pearson Education Limited, 2002
- Jill Hadfield, *Beginners’ Communication Games*, Pearson Education: Longman, 1996

- Koshy Valsa. *Action Research for Improving Practice*. Crownwell: 2005
- Liao Guoqiang, “*Improving of Speaking Ability Through Interrelated Skills*”, China: English Language Teaching Journal, September 200
- Lucy Pollard’s Gauide, *Teaching English*, London: 2008
- McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002
- Melendez, M, A,S. Zavala,Q, G,G and Mendez,Ferrer.R, ”*Teaching Speaking Strategy To Beginners*”, Maxcico: European Spcientific Journal February, 2014
- Mohammad Bagher Shabani, “*The Effect of Background Knowledge on Speaking Ability of iranian EFL learners*”, International SAMANM Juournal of Markiting and Management, No.1, 2003
- Mthias Nordvall, *Commmunication in Games*, Linkoping University, 2002
- Sandra Cornbleet and Ronald Carter, *The Lnguage of Speech and Writing*. USA and Canada: 2001
- Scott Thornbury, *How To Teach Speaking*, Pearson Education : Longman, 2007
- Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Age International Publisher, New Delhi, 2006.

CURRICULUM VITAE

The name of the writer is Meiliani Candra Safitri.

She was born in Purbolinggo, on May 5th 1994.

She is the third child of Mr. Bambang Surajim and Mrs. Markhamah, her beloved parents.

She was enrolled her study at state elementary School at SD N 1 Tanjaung Inten on 2000 and graduated on 2007. In line with her focus of the study, she continued her study at MTs Muhammadiyah Purbolinggo on 2007 and graduated on 2010. She decided to continued her study at SMA Muhammadiyah 1 Purbolinggo on 2010 and graduated on 2013. And than on 2013, she was registered as a S-1 student of English Educational Department of State Institute for Islamic Studies of Metro.



APPENDIXES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Lingsmluyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1414/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Meiliani Candra Safitri
NPM : 13107677
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2017

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Hargomulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47299
Website: www.iainmetro.ac.id, Email: iainmetro@iainmetro.ac.id

Nomor : B-3000/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH
PURBOLINGGO
di-
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan Surat Tugas Nomor: B-2999/In 28/R/TL.01/06/2017, tanggal 15 Juni 2017 atas nama saudara

Nama : **MELIANI CANDRA SAFITRI**
NPM : 13107677
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH PURBOLINGGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATION GAME AT FIRST OF MTS MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,



Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH WILAYAH LAMPUNG
MADRASAH TsANAWIYAH MUHAMMADIYAH
 PURBOLINGGO LAMPUNG TIMUR
 STATUS : TERAKREDITASI (B)

Alamat : Jl. Lapangan Merdeka Barat Purbolinggo - Lampung Timur Kode Pos 34192 Telp. (0725) 7631170

Nomor : 300/III.4.AU/F/2017

Lampiran : -

Perihal : Izin Research

Kepada

Yth. Wakil Rektor Bidang Akademik dan Kelembagaan

Di -

METRO

Dengan Hormat,

Menindaklanjuti surat Nomor : B-3000/In.28/R.1/TL.00/06/2017. Pada tanggal 15 Juni 2017 tentang permohonan izin untuk mengadakan penelitian yang saudara/i sampaikan. Maka dengan ini kami tidak berkeberatan menerima Mahasiswa tersebut di bawah ini:

Nama : **MEILIANI CANDRA SAFITRI**

NPM : 13107677

Program Studi : Pendidikan Bahasa Inggris

Dalam rangka Penyusunan Skripsi Mahasiswa dengan judul "IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH COMMUNICATION GAME AT FIRST OF MTs MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG".

Demikian surat ini kami sampaikan, atas kerjasamanya diucapkan terimakasih.

Purbolinggo, 29 Juli 2017

Kepala Madrasah



H. M. Arif Abidin, M.Si

0680122 199703 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507 Faksimili (0725) 47291
 Website: www.metrouni.ac.id e-mail: iainmetro@metrouni.ac.id

SURAT TUGAS

Nomor: B-2999/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara

Nama : **MEILIANI CANDRA SAFITRI**
 NPM : 13107677
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MUHAMMADIYAH PURBOLINGGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATION GAME AT FIRST OF MTS MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 15 Juni 2017



Handwritten signature: **ABDIN.M.S**
 Handwritten ID number: **6801221097031001**



Wakil Rektor Bidang Akademik,
 Handwritten signature: **Suharti, S.Ag, MH**
 Handwritten ID number: **2100119990310034**



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH WILAYAH LAMPUNG
MADRASAH TsANAWIYAH MUHAMMADIYAH
 PURBOLINGGO LAMPUNG TIMUR
 STATUS : TERAKREDITASI (B)

Alamat : Jl. Lapangan Merdeka Barat Purbolinggo - Lampung Timur Kode Pos 34192 Telp. (0725) 7631170

SURAT KETERANGAN RESEARCH
 NO: 319/III.4.AU/F/2017

Yang bertanda tangan dibawah ini :

Nama : H. MA'RUF ABIDIN, M.Si

NIP : 196801221997031001

Jabatan : KEPALA MADRASAH

Menerangkan bahwa :

Nama : MEILIANI CANDRA SAFITRI

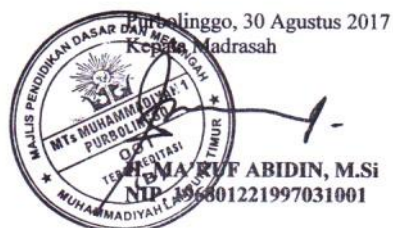
NPM : 13107677

Program Studi : Pendidikan Bahasa Inggris

Perguruan Tinggi : Institut Agama Islam Negeri Metro

Telah melaksanakan Research pada MTs Muhammadiyah Purbolinggo Sejak tanggal 04 Agustus s.d 22 Agustus 2017.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Meiliani Candra Safitri**

Jurusan : TBI

NPM : 13107677

Semester : X

| No | Hari/ Tanggal | Pembimbing | | Hal-hal yang dibicarakan | Tanda Tangan Mahasiswa |
|----|------------------|------------|----|---|---------------------------|
| | | I | II | | |
| 1. | 27/09 2017 | | | - Cover and Abstrak - Revisi Bab V - Revisi Capital letter | |
| 2. | 05/10 2017 | | | - Revisi Abstrak - Revisi Dedication page - Revisi Bab 9 student Activities Revisi in cycle I and cycle II - Revisi Grammar, Bab V. | |
| 3. | 28/10/2017 | | | Acc to Munings | |

Diketahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Pembimbing I

Dr. Widhiya Ninsiana, M. Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Meiliani Candra Safitri**

Jurusan : TBI

NPM : 13107677

Semester : X

| No | Hari/ Tanggal | Pembimbing | | Hal-hal yang dibicarakan | Tanda Tangan Mahasiswa |
|----|------------------|------------|----|----------------------------------|---------------------------|
| | | I | II | | |
| 1. | 15/09 2017 | | ✓ | Revisi Bab III | |
| 2. | 18/09 2017 | | ✓ | Revisi Cover Revisi Grammatik | |
| 3. | 20/09 2017 | | ✓ | Revisi Abstrak Revisi Bab V | |
| 4. | 22/09 2017 | | ✓ | <i>Ah Subhan Roza</i> | |

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

SILABUS MTs

Nama Sekolah : MTs Muhammadiyah Purbolinggo
Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

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

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|----------------------------------|-----------------------|-----------|---------------|----------------|
| Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | | | | | |
| 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal | | | | | |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|--|---|---------------|--|
| <p>dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> | | | | | |
| <p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan</p> | <p>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> | <p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, | <p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, | <p>12 JP</p> | <ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|---------------|--|
| <p>konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan semacamnya</p> <p>c. <i>Thank you. You are welcome.,</i> dan semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.,</i> dan semacamnya</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata dan tata bahasa baku</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p>Topik</p> | <p>(d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai dengan konteksnya (keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan | <p>serta responnya.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. <p>CARA PENILAIAN:</p> | | <p>dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re_source_files http://learnenglish.britishcouncil.org/en/ |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|---|---|--|---------------|----------------|
| | <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p> | <p>menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang | <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. | | |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|----------------------------------|---|--|---------------|----------------|
| | | <p>terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan berbagai ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta | <ul style="list-style-type: none"> • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, termasuk kemudahan dan kesulitannya.</p> | | |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|---|---|--|---------------|---|
| | | <p>responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | | | |
| <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk</p> | <p>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</p> <p>Fungsi sosial</p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> | <p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengar, dan dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat. Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk | <p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya. Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, | <p>4 JP</p> | <ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|---------------|---|
| <p>menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | <p><i>My name is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan sebagainya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata (2) Tata bahasa: <i>be, have</i>; kata ganti <i>I, he, she, they</i>, dst.; kata ganti kepunyaan <i>my, your, his, their</i>, dst. (3) Ucapan, tekanan kata, dan intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p> | <p>mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri.</p> <ul style="list-style-type: none"> Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi | <p>serta responnya.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai perkenalan diri, serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan perkenalan diri, serta responnya.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa | | <p>dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|----------------------------------|--|---|---------------|----------------|
| | | <p>ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa | <p>menggunakan bahasa Inggris untuk perkenalan diri, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan perkenalan diri, termasuk kemudahan dan kesulitannya.</p> | | |

| Kompetensi Dasar | Materi Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|----------------------------------|---|-----------|---------------|----------------|
| | | <p>Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat.</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | | | |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Muhammadiyah Purbolinggo

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : VII/ 1

Topik pembahasan : Speaking

Alokasi : 2 x 45 menit (1x pertemuan)

A. Tujuan Pembelajaran

- Mengungkapkan ungkapan tentang perkenalan diri
- Mengungkapkan ungkapan memperkenalkan orang lain.

B. Kompetensi Inti (Ki)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

C. Kompetensi dasar

3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator

- Mengidentifikasi diri sendiri
- Mengidentifikasi orang lain
- Menyusun teks lisan dan tulisan sederhana tentang perkenalan diri
- Menyusun teks lisan dan tulisan sederhana tentang memperkenalkan orang lain.
- Menyusun teks lisan untuk mendeskripsikan diri sendiri.
- Menyusun teks lisan untuk mendeskripsikan orang lain.

D. Materi pokok

Struktur teks

Myname is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan semacamnya.

Memperkenalkan orang lain:

1. This is my friend
2. This is my brother
3. This is my father.....

E. Metode Pembelajaran

1. Contextual Teaching and Learning
2. Communicative Language Teaching

F. Media pembelajaran

Laptop and whiteboard

G. Langkah-langkah pembelajaran

a. Pendahuluan (5 menit)

1. Guru menyapa siswa menggunakan bahasa Inggris agar tercipta English environment.
2. Guru mengecek kehadiran siswa.

b. Kegiatan inti (60 menit)

➤ **Mengamati:**

1. Siswa mengamati teks tentang perkenalan diri
2. Siswa berlatih mengucapkan ungkapan-ungkapan yang digunakan untuk memperkenalkan orang lain.
3. Siswa berlatih mengucapkan abjad dengan tepat
4. Siswa berpasangan berlatih meneja nama mereka masing-masing.
5. Siswa berlatih untuk mewawancarai.
6. Siswa berpasangan berlatih untuk saling mewawancarai.

➤ **Mempertanyakan:**

1. Dengan bimbingan guru, siswa mempertanyakan makna dan fungsi sosial ungkapan-ungkapan, meneja abjad. tersebut.

➤ **Mengeskplorasi:**

1. Siswa mencari ungkapan-ungkapan lain yang dapat digunakan untuk menyapa orang lain.

2. Siswa mencari nama-nama temanya yang lain mengejanya dengan lancar.

➤ **Mengumpulkan informasi:**

1. Siswa mencari ungkapan-ungkapan lain yang dapat digunakan untuk menyapa orang lain.
2. Siswa mencari nama-nama temanya yang lain mengejanya dengan lancar.

➤ **Mengasosiasikan:**

1. Dengan berkerja kelompok, siswa mempelajari ungkapan-ungkapan untuk menyapa orang untuk memperoleh informasi.
2. Siswa mengeja nama temanya dan nama sendiri dengan baik.

➤ **Mengkomunikasikan:**

1. Melalui berbagai situasi yang diberikan oleh guru, siswa berlatih menggunakan ungkapan untuk memperkenalkan diri, dan memperkenalkan orang lain.
2. Melalui berbagai situasi yang diberikan oleh guru, siswa berlatih mengeja huruf-huruf dengan tepat.

c. Penutup (5 menit)

1. Guru dan siswa bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar mengajar.
3. Guru memberikan tugas kepada siswa untuk memperhatikan ungkapan berterimakasih dan mencatat kepada siapa saja siswa mengucapkan ungkapan tersebut.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian Hasil Pembelajaran

Analytic Speaking Criteria

| Aspect | Category | Indicators |
|---------------|---------------|--|
| Fluency | 4 (excellent) | General natural delivery, only occasional halting when searching for appropriate word/expressions |
| | 3 (good) | The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts. |
| | 2 (adequate) | Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts. |
| | 1 (fair) | The student speaks so little that no 'fluent' speech can be said to occur. |
| Pronunciation | 4 (excellent) | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |
| | 3 (good) | Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension. |
| | 2 (adequate) | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | 1 (fair) | Words are unintelligible. |
| | 4 (excellent) | Effective use of vocabulary for the task with few improprieties. |
| | 3 | For the most part, effective use of vocabulary |

| | | |
|----------------------|---------------|--|
| Vocabulary | (good) | for the task with some examples of inappropriate. |
| | 2 (adequate) | limited use vocabulary with frequent inappropriate. |
| | 1 (fair) | appropriate and inadequate vocabulary. |
| Grammatical accuracy | 4 (excellent) | very few grammatical errors evident. |
| | 3 (good) | some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. |
| | 2 (adequate) | speech is broken and distorted by frequent errors. |
| | 1 (fair) | unable to construct comprehensible sentences. |

I. Instrument Penilaian

Please introduction about my themselves in your life!

Taman fajar , 2017

Guru Mata Pelajaran

Mahasiswa

Nurhayati, S.Pd

Meiliani Candra Safitri

NIP.

NPM. 13107677

**INSTRUMENT PRE TEST OF
SPEAKING ABILITY**

A. Read the following dialog text after listening your teacher!

Kenzo : Hello, how are you?
Kenza : I am fine, thanks
Kanzo : What your name?
Kenza : My name is kenza
Kenzo : Where do you came from?
Kenza : I come from Taman Fajar.
Kenzo : Where do you live?
Kenza : I live in Purbolinggo.
Kenzo : Where do you study?
Kenza : I study in MTs Muhammadiyah Purbolinggo.
Kenzo : What your father's name?
Kenza : My father name is tony.
Kenzo : My mother your name?
Kenza : My mother name isti.
Kenzo : What your is hobby?
Kenza : My hobby is volly ball
Kenzo : Oke, thanks you kenza
Kenza : Oke, see you
Kenzo : See you too.

B. Make a dialogue talking about your introduction and practice it in front of the class with your friend ! (work fair)

| | | |
|--|--------------|--|
| | | interfere with comprehension. |
| | 2 (adequate) | each is broken and distorted by frequent errors. |
| | 1 (fair) | able to construct comprehensible sentences. |

I. Instrument Penilaian

Please introduction about my themselves in your life!

Taman fajar , Agustus 2017

Guru Mata Pelajaran

Mahasiswa

Nurhavati, S.Pd
NIP.

Meiliani Candra Safitri
NPM. 13107677



ia Madrasah

RUUF ABIDIN, M.Si
196801221997031001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Muhammadiyah Purbolinggo

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : VII/ 1

Alokasi : 2 x 45 (Pertemuan ke 2)

A. Tujuan Pembelajaran

1. siswa mendefinisikan ciri-ciri interaksi sapaan, fungsi sosial, stuktur dan unsur kebahasaan.
2. siswa terampil menggunakan ungkapan menyapa dalam percakapan sehari-hari seperti contoh yang diberikan.

B. Kompetensi Inti (Ki)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

C. Kompetensi dasar

3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator

- Mendefinisikan fungsi sosial ucapan sapaan, pamitan.
- Mendefinisi struktur teks ungkapan sapaan, pamitan
- Menerapkan unsur kebahasaan yang berkaitan dengan ungkapan sapaan, pamitan.
- Melakukan dialog untuk menyapa, pamitan.

D. Materi pembelajaran

Teks lisan untuk sapaan

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

| GREETING | RESPONSES |
|---|--|
| - Good...(morning/afternoon/evening.....) | - Good...(morning/afternoon/evening...) - Hi! |

| | |
|--|---|
| <ul style="list-style-type: none"> - Hi - Hello! - How are you? - How's life? - How are you doing? - What's going on? - What up | <ul style="list-style-type: none"> - Hello! - Fine/ I'm fine/grat - not bad / never batter - very well, thank you - how do you do? |
|--|---|

E. Metode pembelajaran

- ✓ Scientifi Aproach
- ✓ problem basic learning and
- ✓ tanya jawab, wawancara dan bermain peran.

F. Media pembelajaran

Whiteboard and Laptop

G. Lngkah-langkah pembelajaran

a. Pendahuluan (5 menit)

1. Mengucapkan salam dan berdoa
2. Menyampaikan materi mnggu lalu,
3. Memberikan motivasi dan apresiasi
4. Menginformasikan tujuan belajar

b. Kegiatan inti (60 menit)

➤ Mengamati:

1. Mendengarkan/ menonton interaksi spaan yang diputar dalam video.
2. Mengikuti interaksi sapaan

3. Menirukan model interaksi sapaan.
4. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri sapaan.

➤ Menanyakan:

1. Dengan pertanyaan dari guru, siswa terpancing untuk mempertanyakan tentang menyapa dengan responya dari tanyangan yang didengar.

➤ Mengeksplorasi:

1. siswa melakukan permainan snowball throwing untuk memasang ungkapan menyapa dengan responya bersama temman sekelas.
2. siswa mempraktekan ungkapan-ungkpan yang didapat untuk menyapa atau meresponya dengan teman bahasa inggris.

➤ Mengumpulkan informasi:

1. Mendengarkan dan menyaksikan banyak contoh interaksi sapaan, pamitan.
2. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi sapaan, pamitan, ucapan terima kasih, dan permintaan maaf, serta responnya.

➤ Mengasosiasikan:

1. siswa memperhatikan kembali video dan mencatat ungkapan yang digunakan dalam video.
2. Siswa membacakan ungkapan-ungkapan yang digunakan untuk menyapa yang disalin kepada teman sebangkunya.

3. siswa membaca ungkapan-ungkapan yang digunakan untuk menyapa yang disalin dengan pengucapan dan tekanan kata yang tepat.

➤ Mengkomunikasikan:

1. secara berkelompok mempersiapkan presentasi percakapan yang berkaitan dengan sapaan.
2. secara berkelompok mempraktekan presentasi dengan bahasa Inggris dengan konteks simulasi, role play.

c. penutup (5 menit)

1. guru dan siswa membuat rangkuman /simulasi pembelajaran
2. guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram.
3. memberikan umpan balik terhadap proses dan hasil pembelajaran. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian hasil pembelajaran

Analytic Speaking Criteria

| Aspect | Category | Indicators |
|--------|---------------|---|
| | 4 (excellent) | General natural delivery, only occasional halting when searching for appropriate word/expressions |
| | 3 | The student hesitates and repeats himself at |

| | | |
|----------------------|---------------|--|
| Fluency | (good) | times but can generally maintain a flow of speech, although s/he may need an occasional prompts. |
| | 2 (adequate) | speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts. |
| | 1 (fair) | the student speaks so little that no 'fluent' speech can be said to occur. |
| Pronunciation | 4 (excellent) | occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |
| | 3 (good) | rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension. |
| | 2 (adequate) | comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | 1 (fair) | words are unintelligible. |
| Vocabulary | 4 (excellent) | effective use of vocabulary for the task with few improprieties. |
| | 3 (good) | for the most part, effective use of vocabulary for the task with some examples of inappropriate. |
| | 2 (adequate) | limited use vocabulary with frequent inappropriate. |
| | 1 (fair) | appropriate and inadequate vocabulary. |
| Grammatical accuracy | 4 (excellent) | very few grammatical errors evident. |
| | 3 (good) | some errors in use of sentence structures and |

| | | |
|--|--------------|--|
| | | grammatical forms but these do not interfere with comprehension. |
| | 2 (adequate) | speech is broken and distorted by frequent errors. |
| | 1 (fair) | able to construct comprehensible sentences. |

POST TEST 1**EXAMPLE THE DIALOGUE**

A. Read the following dialogue after listening your teacher !

Alfrida : It's a good day for a long ride.

Reza : Yes. It's perfect. I love to read while travelling.

Alfrida : I'm Alfrida . I'm from .

Reza : So, you like reading? What do you like read?

Alfrida : Yes, I like history, astrology, palmistry and all related stuff, and what is your hobby Eny ?

Eny : My hobby is to play games.

Reza : Which games do you play?

Eny : I can play Unreal Tournament for hours.

Alfrida : Wow , but I don't like video games.

Reza : Yes! So do I!

B. Make a dialogue talking about your hobby and practice it in front of the class with your friend ! (work fair)

I. Instrument Penilaian

B. Make a dialogue talking about your hobby and practice it in front of the class with your friend !

Taman fajar , 04 Agustus 2017

Mahasiswa

Guru Mata Pelajaran



Nurhayati, S.Pd

NIP.

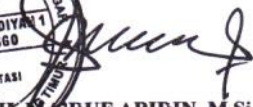


Meiliani Candra Safitri

NPM. 13107677



Kepala Madrasah


H. RUF ABIDIN, M.Si
NIP. 196801221997031001

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-------------------------|---------------------------------------|
| Sekolah | : MTs Muhammadiyah Purbolinggo |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : VII/1 |
| Waktu | : 2 x 45 (1 kali pertemuan) |

A. Standar Kompetensi :

3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

- 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan Interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: memberikan informasi tentang posisi/letak suatu benda.

C. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

Memberikan informasi tentang posisi/letak suatu benda.

D. Materi Pembelajaran

1. Tenses : Simple Present tense
2. Use : to show the things position

➤ Menanyakan:

2. Dengan pertanyaan dari guru, siswa terpancing untuk mempertanyakan tentang menyapa dengan responya dari tanyangan yang didengar.

➤ Mengeksplorasi:

1. Siswa melakukan permainan Communication Game untuk memasangkan ungkapan menyapa dengan responya bersama tman sekelas.
2. Siswa mempraktekan ungkapan-ungkpan yang didapat untuk menyapa atau meresponya dengan teman bahasa inggris.

➤ Mengumpulkan informasi:

3. Mendengarkan dan menyaksikan banyak contoh interaksi sapaan, pamitan.
4. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi sapaan, pamitan, ucapan terima kasih, dan permintaan maaf, serta responnya.

➤ Mengasosiasikan:

1. Siswa memperhatikan kembali memperhatikan guru
2. Siswa membacakan ungkapan-ungkapan yang digunakan untuk menyapa yang disalin kepada teman sebangkunya.
3. Siswa membaca ungkapan-ungkapan yang digunakan untuk menyapa yang disalin dengan pengucapan dan tekanan kata yang tepat.

➤ Mengkomunikasikan:

1. Secara berkelompok mempersiapkan presentasi percakapan yang berkaitan dengan sapaan.

2. Secara berkelompok mempraktekan presentasi dengan bahasa Inggris dengan konteks simulasi, role play.

c. Kegiatan Akhir

1. Siswa bersama guru menyimpulkan materi
2. Guru menanyakan kesulitan siswa selama KBM
3. Siswa diberikan tugas tugas PR

H. Penilaian hasil pembelajaran

1. Penilaian

| Indikator Pencapaian Kompetensi | Penilaian | |
|--|------------------|--|
| | Teknik Bentuk | Instrumen |
| Memberikan informasi tentang letak suatu benda | Performance | <i>Can you mention the things of each picture?</i> |

Analytic Speaking Criteria

| Aspect | Category | Indicators |
|--------|---------------|---|
| | 4 (excellent) | General natural delivery, only occasional halting when searching for appropriate word/expressions |
| | 3 (good) | The student hesitates and repeats himself at times but can generally maintain a flow |

| | | |
|----------------------|---------------|--|
| Fluency | | of speech, although s/he may need an occasional prompts. |
| | 2 (adequate) | Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts. |
| | 1 (fair) | The student speaks so little that no 'fluent' speech can be said to occur. |
| Pronunciation | 4 (excellent) | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |
| | 3 (good) | Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension. |
| | 2 (adequate) | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | 1 (fair) | Words are unintelligible. |
| Vocabulary | 4 (excellent) | Effective use of vocabulary for the task with few improprieties. |
| | 3 (good) | For the most part, effective use of vocabulary for the task with some examples of inappropriate. |
| | 2 (adequate) | Limited use vocabulary with frequent inappropriate. |
| | 1 (fair) | Inappropriate and inadequate vocabulary. |
| Grammatical accuracy | 4 (excellent) | Very few grammatical errors evident. |
| | 3 (good) | Some errors in use of sentence structures and grammatical forms but these do not |

| | | |
|--|--------------|--|
| | | interfere with comprehension. |
| | 2 (adequate) | Speech is broken and distorted by frequent errors. |
| | 1 (fair) | Unable to construct comprehensible sentences. |

POST TEST 2**EXAMPLE THE DIALOGUE**

A. Read the following dialogue after listening your teacher !

Ayub : Hello, what are you doing now?

Ita : Hello I am doing my homework about my idol now.

Indri : who is your idol?

Ita : My idol is Prily Latuconsina, how about you?

Indri : My idol is Justin Bieber

B. Make a dialogue talking about your idol and practice it in front of the class with your friend ! (work fair)

C. Post test 2 make a talking about description my friend in class one by one!

Taman fajar , Agustus 2017

Guru Mata Pelajaran

Mahasiswa

Nurhavati, S.Pd
NIP.

Meiliani Candra Safitri
NPM. 13107677



Madrasah

H. M. RUF ABIDIN, M.Si
196801221997031001

Note :**Speaking Criteria :**

66-100 : Good

56-65 : Fair

0-55 :Bad

| Aspect | Score | Indicator |
|---------------|-------|---|
| Fluency | 4 | Generally natural delivery, only occasional halting when searching for appropriate words/expressions. |
| | 3 | The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt. |
| | 2 | Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts. |
| | 1 | The student speaks so little that no 'fluent' speech can be said to occur. |
| Pronunciation | 4 | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |
| | 3 | Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension. |
| | 2 | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | 1 | Words are unintelligible. |
| Vocabulary | 4 | Effective use of vocabulary for the task with few inappropriacies. |
| | 3 | For the most part, effective use of vocabulary for the task with some examples of inappropriacy. |

| | | |
|--------------------------|---|---|
| | 2 | Limited use of vocabulary with frequent inappropriacies. |
| | 1 | Inappropriate and inadequate vocabulary. |
| Grammatical accuracy | 4 | Very few grammatical errors evident. |
| | 3 | Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. |
| | 2 | Speech is broken and distorted by frequent errors. |
| | 1 | Unable to construct comprehensible sentences. |
| | | |
| Interactional strategies | 4 | Interacts effectively and readily participates and follows the discussion. |
| | 3 | Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently. |
| | 2 | Interaction ineffective. Can seldom develop an interaction. |
| | 1 | Understanding and interaction minimal |

OBSERVATION SHEET
PRE TEST

| No | Name | Fluency | | | | Pronunciation | | | | Vocabulary | | | | Grammatical | | | | Interactional | | | | Score | Total Score | Category | | |
|----|------|---------|---|---|---|---------------|---|---|---|------------|---|---|---|-------------|---|---|---|---------------|---|---|---|-------|-------------|----------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | | |
| 1 | AGP | ✓ | | | | | | | | | | | | | | | | | | | | | 13 | 65 | Good | |
| 2 | BP | | ✓ | | | | | | | | | | | | | | | | | | | | | 11 | 55 | Fair |
| 3 | CSHQ | | | ✓ | | | | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 4 | DAK | | ✓ | | | | | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 5 | DR | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 6 | EY | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 7 | ET | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 11 | 55 | Fair |
| 8 | FWJ | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 11 | 55 | Fair |
| 9 | GGPF | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 10 | HH | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 11 | HWI | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 12 | IBA | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 13 | IAC | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 11 | 55 | Fair |
| 14 | MBS | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 15 | MHA | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 16 | MY | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 17 | NSHN | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 18 | RDA | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Bad |
| 19 | RNAZ | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 20 | ST | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 11 | 55 | Fair |
| 21 | SP | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 11 | 55 | Fair |
| 22 | TAHP | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 23 | UPS | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 24 | VR | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | 13 | 65 | Good |

OBSERVATION SHEET
POST TEST 1

| No | Name | Fluency | | | | Pronunciation | | | | Vocabulary | | | | Grammatical | | | | Interactional | | | | Score | Total Score | Category |
|----|------|---------|---|---|---|---------------|---|---|---|------------|---|---|---|-------------|---|---|---|---------------|---|---|---|-------|-------------|----------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | |
| 1 | AGP | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | BP | ✓ | | | | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 3 | CSHQ | | ✓ | | | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 4 | DAK | | ✓ | | | | | | | | | | | | | | | | | | | 13 | 65 | Fair |
| 5 | DR | | | ✓ | | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 6 | EY | | | | ✓ | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 7 | ET | | | | ✓ | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 8 | FWJ | | | | ✓ | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 9 | GGPF | | | | ✓ | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 10 | HH | | | | ✓ | | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 11 | HJWI | | | | ✓ | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 12 | IBA | | | | ✓ | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 13 | IAC | | ✓ | | | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 14 | MBS | | ✓ | | | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 15 | MHA | | ✓ | | | | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 16 | MY | | | | ✓ | | | | | | | | | | | | | | | | | 15 | 75 | Good |
| 17 | NSHN | | | | ✓ | | | | | | | | | | | | | | | | | 15 | 75 | Good |
| 18 | RDA | | | | ✓ | | | | | | | | | | | | | | | | | 14 | 70 | Good |
| 19 | RNAZ | | | | ✓ | | | | | | | | | | | | | | | | | 13 | 65 | Good |
| 20 | ST | | ✓ | | | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 21 | SP | | ✓ | | | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 22 | TAHP | | | | ✓ | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 23 | UPS | | | | ✓ | | | | | | | | | | | | | | | | | 12 | 60 | Fair |
| 24 | VR | | ✓ | | | | | | | | | | | | | | | | | | | 13 | 65 | Good |

OBSERVATION SHEET
POST TEST 2

| No | Name | Fluency | | | | Pronunciation | | | | Vocabulary | | | | Grammatical | | | | Interactional | | | | Score | Total Score | Category |
|----|------|---------|---|---|---|---------------|---|---|---|------------|---|---|---|-------------|---|---|---|---------------|---|---|---|-------|-------------|----------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | |
| 1 | AGP | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 14 | 70 | Good |
| 2 | BP | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 3 | CSHQ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 14 | 70 | Good |
| 4 | DAK | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 12 | 60 | Fair |
| 5 | DR | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 6 | EY | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 7 | ET | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 12 | 60 | Fair |
| 8 | FWJ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 9 | GGPF | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 12 | 60 | Fair |
| 10 | HH | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 14 | 75 | Good |
| 11 | HJWI | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 12 | IBA | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 14 | 70 | Good |
| 13 | IAC | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 14 | MBS | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 14 | 70 | Good |
| 15 | MHA | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 15 | 75 | Good |
| 16 | MY | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 15 | 75 | Good |
| 17 | NSHN | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 15 | 75 | Good |
| 18 | RDA | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 15 | 75 | Good |
| 19 | RNAZ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 20 | ST | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Fair |
| 21 | SP | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 12 | 60 | Fair |
| 22 | TAHP | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |
| 23 | UPS | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 12 | 60 | Fair |
| 24 | VR | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | 13 | 65 | Good |

ATTENDANCE LIST OF POST TEST CYCLE 1

Class : VII/A

























Date : August , 06th , 2017

| NO. | NAME | SIGNATURE |
|-----|-------------------------------|-----------|
| 1 | Arjuna galang pradana | 1. |
| 2 | Bambang priambodo | 2. |
| 3 | Chacha salsabila haziratul q. | 3. |
| 4 | David agus kurniawan | 4. |
| 5 | Desti rahmawati | 5. |
| 6 | Efa yulianti | 6. |
| 7 | Ely tasari | 7. |
| 8 | Fatma wardatul jannah | 8. |
| 9 | Gigih gharda perkasa fajri | 9. |
| 10 | Hanif hasbullah | 10. |
| 11 | Havidz julajivda wahyu i. | 11. |
| 12 | Irfan abdul aziz | 12. |
| 13 | Ita anggun cahyani | 13. |
| 14 | Muh. Bagus solehudin | 14. |
| 15 | Muh. Hafidz albana | 15. |
| 16 | Muh. Yusuf | 16. |
| 17 | Nurmahira syifa' helau nihan | 17. |
| 18 | Ramadan dini avrilita | 18. |
| 19 | Rizka nadila az-zahra | 19. |
| 20 | Salma tiara | 20. |
| 21 | Sendi saputra | 21. |
| 22 | Tria amelia heryanto putri | 22. |
| 23 | Umi puspita sari | 23. |
| 24 | Vanessa rakasiwi | 24. |

ATTENDANCE LIST OF POST TEST CYCLE 2

Class : VII/A









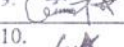















Date : , 2017

| NO. | NAME | SIGNATURE |
|-----|-------------------------------|--|
| 1 | Arjuna galang pradana | 1.  |
| 2 | Bambang priambodo | 2.  |
| 3 | Chacha salsabila haziratul q. | 3.  |
| 4 | David agus kurniawan | 4.  |
| 5 | Desti rahmawati | 5.  |
| 6 | Efa yulianti | 6.  |
| 7 | Ely tasari | 7.  |
| 8 | Fatma wardatul jannah | 8.  |
| 9 | Gigih gharda perkasa fajri | 9.  |
| 10 | Hanif hasbullah | 10.  |
| 11 | Havidz julajivda wahyu i. | 11.  |
| 12 | Irfan aodul aziz | 12.  |
| 13 | Ita anggun cahyani | 13.  |
| 14 | Muh. Bagus solehudin | 14.  |
| 15 | Muh. Hafidz albana | 15.  |
| 16 | Muh. Yusuf | 16.  |
| 17 | Nurmahira syifa' helau nihan | 17.  |
| 18 | Ramadan dini avrilita | 18.  |
| 19 | Rizka nadila az-zahra | 19.  |
| 20 | Salma tiara | 20.  |
| 21 | Sendi saputra | 21.  |
| 22 | Tria amelia heryanto putri | 22.  |
| 23 | Umi puspita sari | 23.  |
| 24 | Vanessa rakasiwi | 24.  |

ATTENDANCE LIST OF PRE TEST

Class : VII/A

Date : Agustus , 18th , 2017

| NO. | NAME | SIGNATURE |
|-----|-------------------------------|--|
| 1 | Arjuna galang pradana | 1.  |
| 2 | Bambang priambodo | 2.  |
| 3 | Chacha salsabila haziratul q. | 3.  |
| 4 | David agus kurniawan | 4.  |
| 5 | Desti rahmawati | 5.  |
| 6 | Efa yulianti | 6.  |
| 7 | Ely tasari | 7.  |
| 8 | Fatma wardatul jannah | 8.  |
| 9 | Gigih gharda perkasa fajri | 9.  |
| 10 | Hanif hasbullah | 10.  |
| 11 | Havidz julajivda wahyu i. | 11.  |
| 12 | Irfan abdul aziz | 12.  |
| 13 | Ita anggun cahyani | 13.  |
| 14 | Muh. Bagus solehudin | 14.  |
| 15 | Muh. Hafidz albana | 15.  |
| 16 | Muh. Yusuf | 16.  |
| 17 | Nurmahira syifa' helau nihan | 17.  |
| 18 | Ramadan dini avrilita | 18.  |
| 19 | Rizka nadila az-zahra | 19.  |
| 20 | Salma tiara | 20.  |
| 21 | Sendi saputra | 21.  |
| 22 | Tria amelia heryanto putri | 22.  |
| 23 | Umi puspita sari | 23.  |
| 24 | Vanessa rakasiwi | 24.  |

APPENDIXES

PRE TEST

Picture 1



Picture 2



The researcher introduced herself and her research

Picture 3



Picture 4



The researcher introduced herself and her dialogue

Picture 5



Picture 6



Picture 7



Picture 8



The researcher introduced herself and her research
Treatment 1 in Cycle 1

Picture 9



Picture 10



The researcher explained the communication game

Picture 11



Picture 12



The student practiced communication game

POST TEST 1

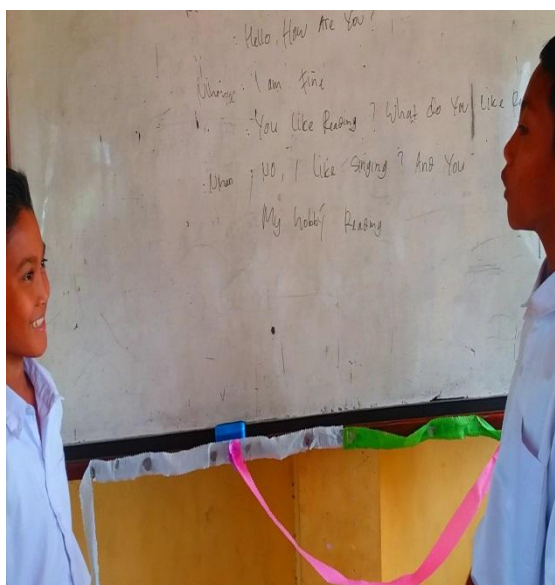
Picture 13



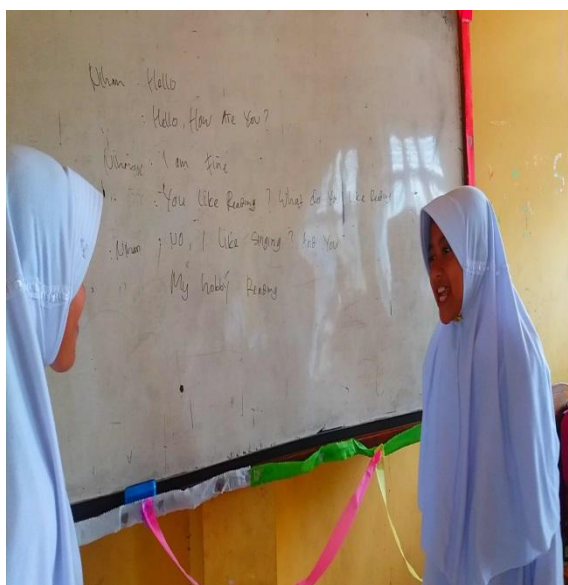
Picture 14



Picture 15



Picture 16



The student practiced the dialogue in front of the class

Treatment 2 in Cycle 2

Picture 17



Picture 18



Picture 19

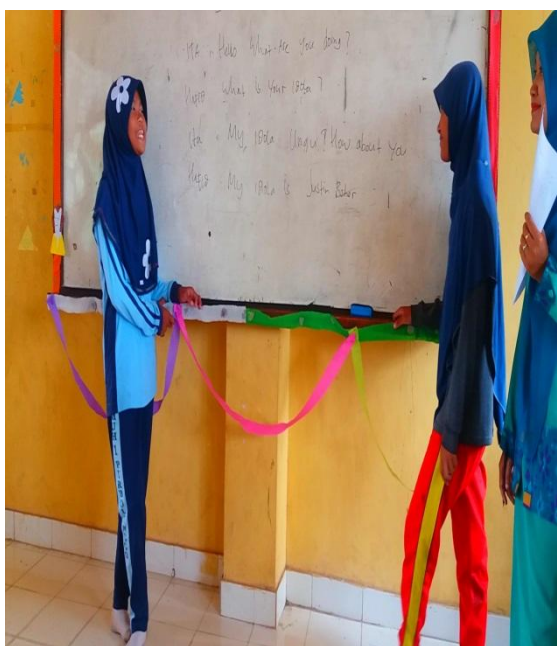
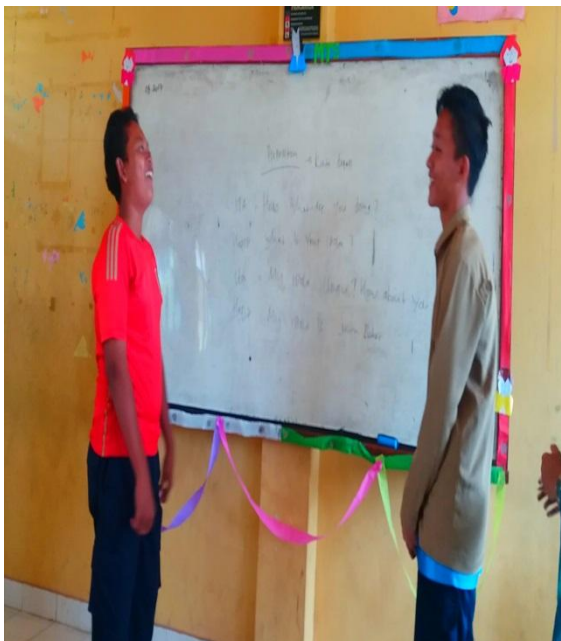


Picture 20



The researcher practiced with communication game

POST TEST 2



The students practiced the dialogue with their friend about the thema that researcher had given

CURRICULUM VITAE

The name of the writer is Meiliani Candra Safitri.

She was born in Purbolinggo, on May 5th 1994.

She is the third child of Mr. Bambang Surajim and Mrs. Markhamah, her beloved parents.

She was enrolled her study at state elementary School at SD N 1 Tanjaung Inten on 2000 and graduated on 2007. In line with her focus of the study, she continued her study at MTs Muhammadiyah Purbolinggo on 2007 and graduated on 2010. She decided to continued her study at SMA Muhammadiyah 1 Purbolinggo on 2010 and graduated on 2013. And than on 2013, she was registered as a S-1 student of English Educational Department of State Institute for Islamic Studies of Metro.

