



**TEACHING ENGLISH FOR YOUNG LEARNERS BY USING
“GUESSING” GAMES IN STUDENTS’ SPEAKING SKILL
(An Action Research at the Fifth Grade Students of SD Negeri Bugangin Kendal
in the Academic Year of 2008/2009)**

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for the degree of *Sarjana Pendidikan*
in English

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**TEACHING ENGLISH FOR YOUNG LEARNERS BY USING
“GUESSING” GAME IN STUDENTS’ SPEAKING SKILL**

**(An Action Research at the Fifth Grade Students of SD Negeri Bugangin
Kendal in the Academic Year of 2008/2009)**

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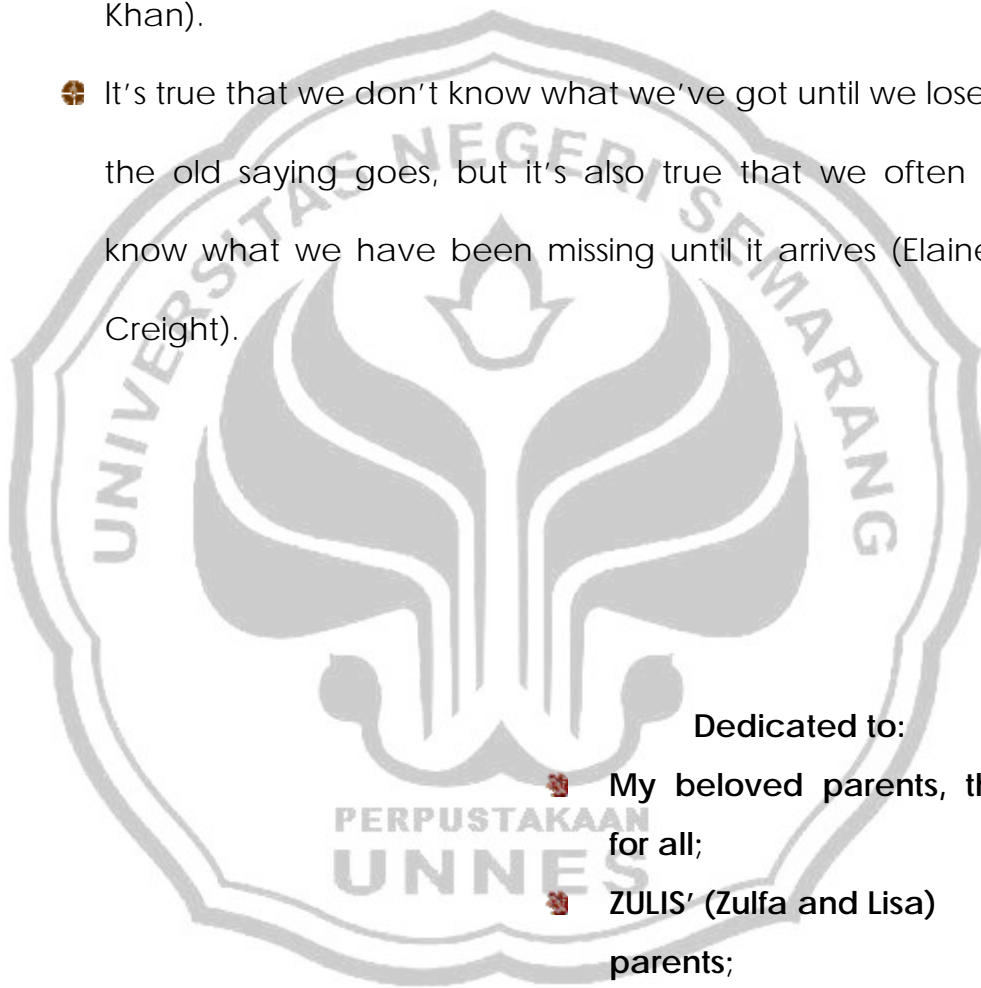
Demikian harap pernyataan ini dapat digunakan seperlunya.

Semarang,

Yang membuat pernyataan,

Dyah Rizqi Nurul Hidayati

- ✿ Allah will not make your efforts useless. Ensure that Allah will not change the condition of people unless they make changes to themselves.
- ✿ Make your self the best and the one in everything (Saif Udin Khan).
- ✿ It's true that we don't know what we've got until we lose it. As the old saying goes, but it's also true that we often don't know what we have been missing until it arrives (Elaine Mc. Creight).



Dedicated to:

✿ My beloved parents, thanks for all;

✿ ZULIS' (Zulfa and Lisa) parents;

✿ My sisters and brothers;

✿ My nephews and nieces;

✿ All my friends.

✿ Cemara Kalialang-
Kalibawang's Family

ABSTRACT

Hidayati, Dyah. R. N. 2009. *Teaching English for Young Learners by Using "Guessing" Games in Students' Speaking Skill (An Action Research at the Fifth Grade Students of SD Negeri Bugangin Kendal in the Academic Year of 2008/2009)*. Final Project. English Department. Languages and Arts Faculty. Semarang State University. First advisor: Dr. Dwi Anggani LB, M.Pd. Second advisor: Dr. Abdurrahman Faridi, M.Pd.

Keywords: *English for Young Learners, Speaking, Guessing Games*

This final project analyzed the use of "Guessing" games as a technique in teaching English speaking for young learners for Elementary students. The objectives of the study were to describe how the guessing game was applied in teaching speaking and to know the problems that faced by the teacher and the students in applying the game.

In this study, the writer used Action Research and qualitative method with simple counting in presenting the data. To gather the data, the writer applied a classroom observation which was supported by questionnaires, tests, and field notes. The observation was conducted to the teaching of the fifth grade students of SD N Bugangin Kendal in the academic year of 2008/2009.

From the classroom observation, the writer could see the problems that faced both the teacher and the students, and also some advantages and the disadvantages in doing the game.

According to the result obtained, in pre-test from 25 students who got Poor categories (below 35 grades) were 9 students (36%), Fair categories (35-39) were 8 students (32%), and Good categories (40-44) were 8 students (32%). In twice treatment the students who got Poor categories in the first treatment were 7 students (28%) and in the second treatment was none (0%), the students who got Fair categories in the first treatment were 10 students (40%) and in the second treatment were 13 students (52%), who got Good categories in the first treatment and in the second treatment were 8 students (32%), and who got Excellent categories in the first treatment was none but in the second treatment were 4 students (16%). And the last was post test, the students who gained Poor categories was none, Fair categories were 6 students, Good categories were 9 students, and Excellent categories were 10 students.

The writer concluded that there were some advantages of using the game of *Guessing games* such as enlarging knowledge, enriching vocabulary, receiving and sending message, and also problem solving. It is a simple interesting game and can motivate the students' speaking habit to communicate in English with each other. The disadvantage was it could waste the time if the teacher could not use the time effectively and efficiently. Finally, the writer suggested that the teacher should apply interesting techniques or methods in her/his teaching and be a creative person in promoting the students' speaking habit. He/she also can apply the game of *Guessing Game* as a technique in teaching speaking or oral test for Elementary students.

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The writer realizes that there are many shortcomings in this final project. She would be grateful for any corrections and comments from the readers to improve this final project.

The Writer



TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES AND FIGURES	vi
LIST OF APPENDICES	vii
 CHAPTER I INTRODUCTION	
1.1. General Background of the Study	1
1.2. Reasons for Choosing the Topic.....	3
1.3. Statements of the Problem.....	3
1.4. Purposes of the Study	3
1.5. Significance of the Study.....	4
1.6. Outline of the Thesis.....	4
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1. Definition of Young Learners.....	5
2.1.1 The Characteristics of Young Learners.....	6
2.2. Guessing Games as One of the Communicative Games.....	9
2.2.1 The Criteria and Design of Guessing Games.....	11
2.3. Speaking Skill.....	14
2.3.1 Strategies for Developing Speaking Skill	19

2.3.2	Speaking for Young Learners	21
2.3.3	Speaking for the Fifth Grade Students	23

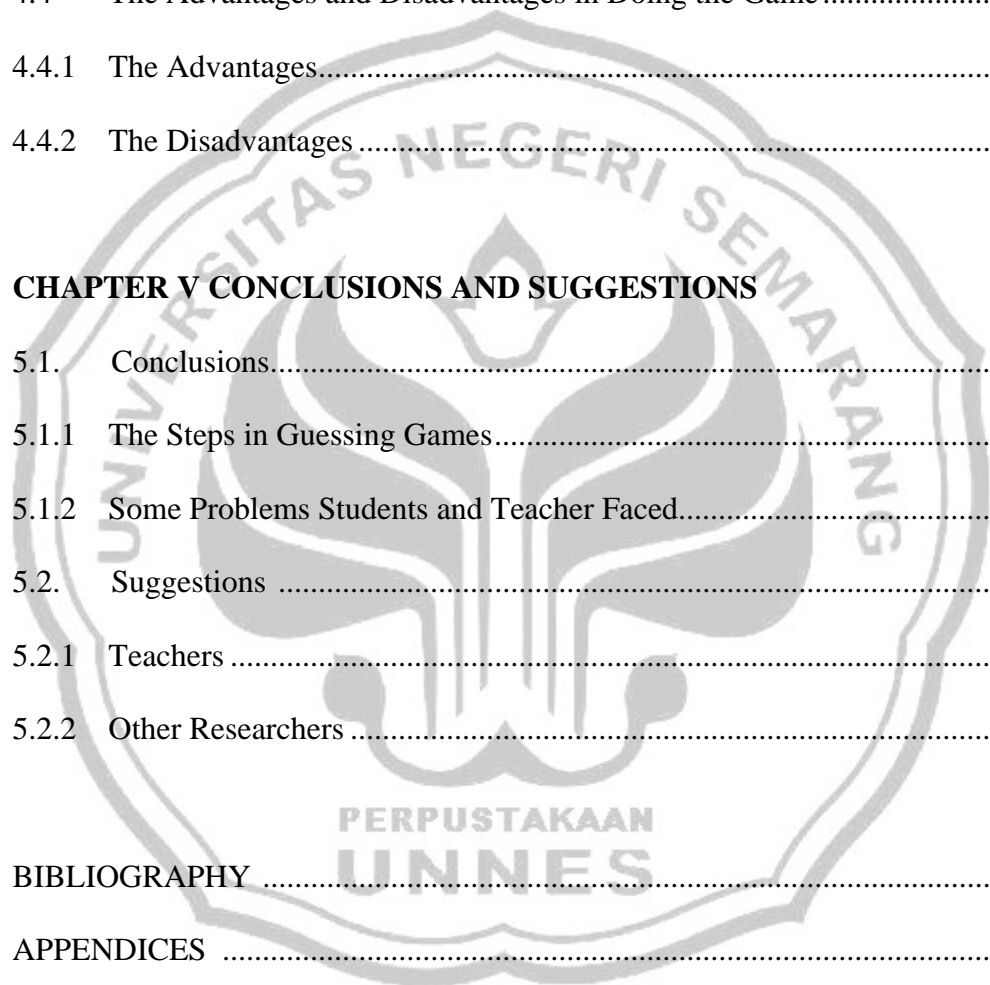
CHAPTER III METHOD OF INVESTIGATION

3.1.	Approach of Research	25
3.2.	Object of the Study	26
3.3.	Population and Sample	26
3.4.	Role of the Researcher	26
3.5	Procedure of the Study	26
3.6	Method of Collecting Data	29
3.7	Instruments of the Study	30
3.7.1	Observation, Check Listing of Note and Recording	30
3.7.2	Questionnaire	30
3.7.3	Cue Cards (Pictures)	30
3.7.4	Test.....	31
3.7.5	Scoring System	31
3.8	Method of Data Analysis	32

CHAPTER IV RESULT OF THE STUDY

4.1.	The Analysis of the Cycle	33
4.1.1	The First Cycle.....	33
4.1.2	The Second Cycle	34
4.2.	The Analysis of Questionnaire	36

4.3.	The Analysis of Field Notes.....	38	
4.3.1	The Students' Involve	39	
4.3.2	The Students' Learning.....	40	
4.3.3	The Students' Active.....	41	
4.4	The Advantages and Disadvantages in Doing the Game.....	42	
4.4.1	The Advantages.....	42	
4.4.2	The Disadvantages	43	
CHAPTER V CONCLUSIONS AND SUGGESTIONS			
5.1.	Conclusions.....	44	
5.1.1	The Steps in Guessing Games.....	44	
5.1.2	Some Problems Students and Teacher Faced.....	45	
5.2.	Suggestions	46	
5.2.1	Teachers	46	
5.2.2	Other Researchers	47	
BIBLIOGRAPHY			48
APPENDICES			50

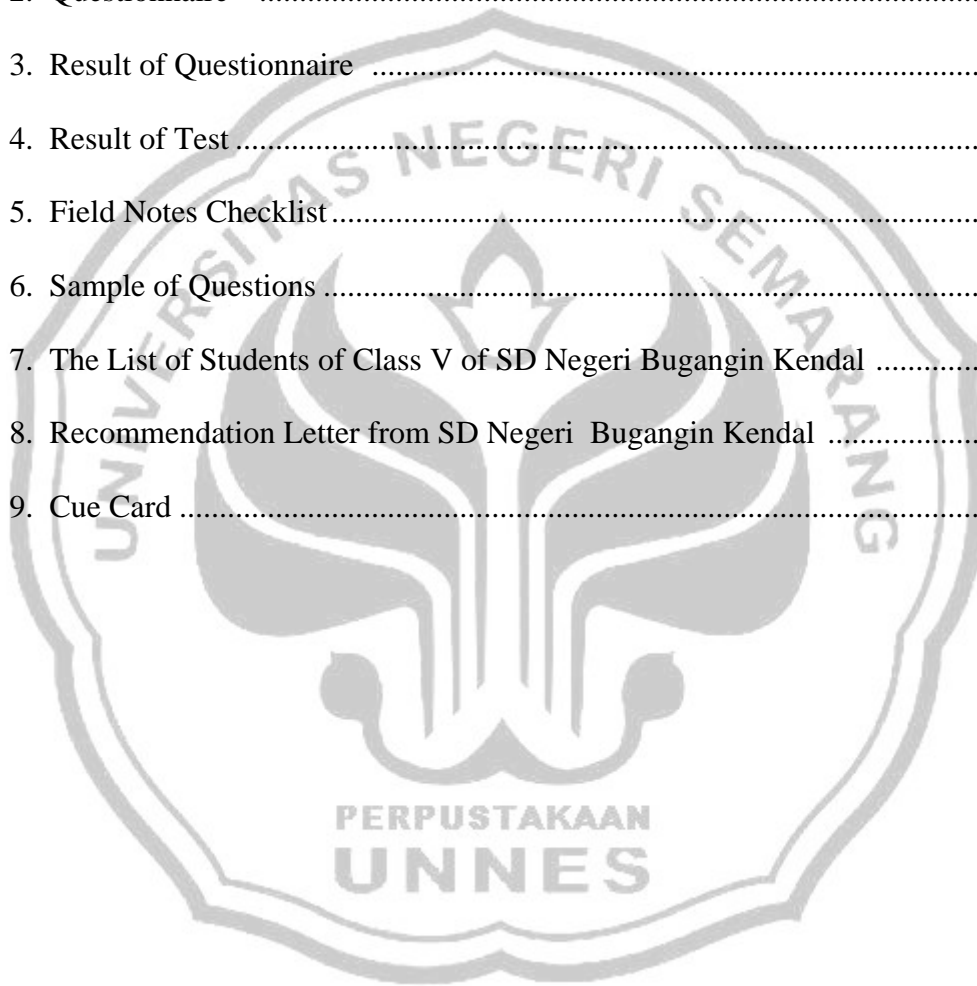


LIST OF TABLES AND FIGURE

	Figure
1. 3.1 Diagram of Action Research	25
1. 3.5 Resume of the Activities.....	29
2. 3.6 Criteria of the Test	31
3. 4.1 Pre-Test Result.....	34
4. 4.1 The First Treatment Result.....	35
5. 4.1 The Second Treatment Result.....	35
6. 4.1 Post-Test Result	35
7. 4.1 Resume of the Activities	35
8. 4.2 Questionnaire Result No.1	36
9. 4.2 Questionnaire Result No.2	36
10. 4.2 Questionnaire Result No.3	36
11. 4.2 Questionnaire Result No.4	37
12. 4.2 Questionnaire Result No.5	37
13. 4.2 Questionnaire Result No.6	37
14. 4.2 Questionnaire Result No.7	37
15. 4.2 Questionnaire Result No.8	38
16. 4.2 Questionnaire Result No.9	38
17. 4.2 Questionnaire Result No. 10	38
18. 4.3 The Students' Involved	40
19. 4.3 The Students' Learned	40
20. 4.3 The Students' Active.....	41

LIST OF APPENDICES

	Appendix
1. Lesson Plan	50
2. Questionnaire	58
3. Result of Questionnaire	59
4. Result of Test	60
5. Field Notes Checklist	61
6. Sample of Questions	62
7. The List of Students of Class V of SD Negeri Bugangin Kendal	63
8. Recommendation Letter from SD Negeri Bugangin Kendal	64
9. Cue Card	65



CHAPTER I

INTRODUCTION

1.1 Background of the study

People need a means of communication called a language to express their ideas and wishes. In this world, English has been considered as an international language. It becomes the language of international communication (Harmer 1983: 2). People use language to communicate and to interact with each other in daily activity.

Nowadays, English plays an important role in International communication process. People who want to develop their relationship in the world have to learn a foreign language e.g. English. As one of the developmental country, Indonesia chooses English as the first foreign language.

Since 1994,-in Indonesia- English has been taught for the students in Elementary School as a local content. In 2004, English has been taught for the students in Elementary School as a primary content.

The objective of teaching English in Elementary School is that the students have ability as the following:

- (1) To develop their communication competence orally in language accompanying action in school context.
- (2) To motivate students about the meaning and the importance of English in global community. (Depdiknas, 2006)

Learning a foreign language is different from learning the first language, even for children at the young end of our age range, because the young learners

already learned the first language in their surroundings and it has different patterns within foreign language.

In addition to developing a lifelong ability to communicate with more people in foreign language, children may derive some advantages in learning a foreign language. According to <http://www.kidsource.com> there are some advantages for children in learning a foreign language early:

- (1) Children are more creative and better solving complex problems.
- (2) Children are more likely to have native-like pronunciation.
- (3) Children are improving their skills in global communication.

Speaking as one of four essential skills-beside listening, reading, and writing a major role in learning foreign language. In teaching children, it is also as a main productive skill after they can hear and before they can write. Scott and Ytreberg (1993: 33) state:

In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make it fun of it, so they expect to be able to do the same in English. Part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language.

There are many the practice teaching books giving alternative activities teaching a foreign language for young learners such as by using picture, role-play, crossword puzzle, games, etc. Some of games usually used are the example of communicative games-“games [sic] which are designed to provoke communication between students frequently depend on information gap” (Harmer 2001:272). It is also encourage the students to cooperate with their partner.

Based on the consideration above, the writer chooses a communicative game as teaching technique to teach a foreign language for young learners, because she thinks that it can motivate them to speak more, enrich their vocabulary, and also encourage them to work in pairs or group.

1.2 Reasons for Choosing the Topic

In this study, the writer proposes one of the communicative games entitled “Guessing Games” as a teaching technique to teach a foreign language for children based on the following considerations:

- (1) The game is simple and exciting.
- (2) Making teaching and learning process more fun.
- (3) Basically, children mostly like playing games.
- (4) Naturally, children like ask questions all the time.

1.3 Statements of the Problem

- (1) How are the steps of a communicative game proposed by “guessing games” conducted in a classroom of the students?
- (2) What are the problems faced by the teacher and the students in applying the proposed model of “guessing games” in a communicative game activity in a classroom of the students?

1.4 Purposes of the Study

- (1) To find out the steps of a communicative game proposed by “guessing games” conducted in a classroom of the students.
- (2) To find out the problems that faced by the teacher and the students in applying the proposed model of “guessing games” in a communicative game activity in a classroom of the students.

1.5 Significances of the Study

The significances of the study are:

- (1) The study is expected to give the English teacher a teaching technique that may create a communicative English class.
- (2) The study is expected to motivate the students in learning English and encourage them to speak in English.

1.6 Outline of the Final Project

Chapter one includes the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significances of the study, and the outline of the final project.

Chapter two presents the review of related literatures, which discuss about definition of young learners, the characteristics of young learners, definition of guessing games as one of the communication games, the criteria and design of guessing games, speaking skill, strategies for developing speaking skill, speaking for young learners, and also speaking for the fifth grade students..

Chapter three presents the method of investigation. It covers the classroom study, role of the researcher, and procedure of analyzing data.

Chapter four covers the detail of the study analysis. It covers the result of the study, the teacher's procedure in conducting communicative game, and some problems in conducting communicative game. Chapter five gives the conclusion of the result of the study and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present the definition of young learners, the characteristics of young learners, the definition of guessing games, the criteria and design of guessing games, speaking skill, the strategies for developing speaking skill, speaking for young learners, and also speaking skill for the fifth grade students.

2.1 Definition of Young Learners

Young learners are referring to a student in five to ten years old (Scott and Ytreberg 1993:1). Reilly and Sheila (2003:3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven.

<http://www.ials.ed.ac.uk/teacher/courses/Summer07/YungLeraners.htm> defines young learners as the students in eight to eleven years old. But www.teyl.com has a different meaning about that, it states that young learners as children aged six to twelve.

Meanwhile, http://www.york.ac.uk/celt/teyl/ma_teyl.htm defines young learners as the students in aged six to sixteen years old.

Based on the consideration above, the writer can conclude that young learners are the children up to the age of six years old and who have not yet started compulsory schooling and also have not yet read. But, in our country (Indonesia) the children up to six years old mostly already started to school and have already read also.

2.1.1 The Characteristic of Young Learners

Teaching a foreign language especially English to young learners is different with teaching a foreign language to adults or adolescents students. Cameron (2001:1) states that some differences in teaching a foreign language to young learners are immediately obvious:

“Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about grammar/ discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent.” (Cameron (2001:1))

Scott and Ytreberg (1993:2-4) define some characteristics concerning with the characteristics of young learners:

“Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning...they ask questions all the time, rely on the spoken word as well as the physical word to convey and understand meaning, they are able to work with others and learn from others...” (Scott and Ytreberg (1993:2-4))

So, the characteristics of young learners as learners based on the consideration above are that they love to play and learn best when they are enjoying themselves, they either pretend to understand, or they understand in their own terms and do what they think you want them to do, they also have a very short attention and concentration span. But, actually as we know that children as a learner have a high imagination about what they thought, they saw and they

heard. And also they can tell you what they have done or heard or what they are doing.

Play with language in teaching foreign language for young learners introduce them about meaning, and it is a first stage in learning language. It means students must know about spoken language first because “meaning must come first: if children do not understand the spoken language, they cannot learn about it” (Cameron 2001:36).

Becoming aware of language as something separate from the events taking place takes time. Most eight to ten years olds already have this awareness in their own language. The spoken word is often accompanied by other clues to meaning- facial expression, movement, etc. We should make full of these clues (Scott and Ytreberg 1993:5).

Young learners world are cheerful, joyful, fun, and the first stage of their learning life. Make up their education environment more exciting, attractive, and active can give them unforgettable memories about their learning and they will enjoy their study.

Uchida (http://www.ektnews.com/features/kids/007_hu.shtml) gives some tips for teachers of children, especially elementary school children. Because in this level, three very important conditions before them even enter the classroom: they are naturally cooperative, curious, the least self-conscious of all levels, and also they learn very quickly. Twelve tips for teaching children are:

- (1) Make the rules, which should be fair and consistent, clear from the first day of class.

- (2) Remember the students' names the first time you meet them. Encourage all students to remember their classmates' names. Use their names often when teaching.
- (3) Show your students what to do. Don't explain. Just do. Just be. They will follow your lead. English needs to be experienced, not explained.
- (4) Nourish trust between you and the students with each class. Through your actions let them know that you will never embarrass them for making a mistake in English.
- (5) Use eye contact to communicate your praise and disappointment.
- (6) Create well-planned, consistent lessons with a predictable format which gives the students a sense of security and balance. Students feel more confident if they know what to expect.
- (7) Always be pleasantly surprised when students interact with each other or you in English.
- (8) Reassure your students that you understand their English and you approve of their attempts.
- (9) Show respect to the children (since they are worthy of it) and let them sometimes be the teacher.
- (10) Use English as a tool to build their self-esteem.
- (11) Be their 'sensei' not their parent.
- (12) Remember childhood through your students.

2.2 Definition of Guessing Games as One of the Communicative Games

Actually guessing games has a similarity by twenty questions YES or NO game. The game which is the students/players has to ask question to guess the object. The difference is that guessing game which the writer will conduct just using question based on the amount of students, it is not have to twenty questions. Learning English through games and activities enable young learners to take charge in target language and make the education environment more attractive and active. It is also give them the situation whereas they can be as themselves, and they can use their imagination freely but still in teacher's guiding.

Games in teaching and learning process also help the students to acquire language in natural way. Some of the games usually used are example of communicative games.

Harmer (2001: 272) defines communication games as “games, which are designed to provoke communication between students frequently depend on information gap.”

Bailley (2005: 56) states the information gap as” a useful activity in which one person has information that the other lacks.” The examples of games that are often used to teach speaking for young learners is guessing games, and it is intended to make students speak more.

According to <http://www.patentstorm.us/patents/6183367-fulltext.html> communicative games as a system enabling exchange of information relating the players and communicate between them to solve the problem.

Before the teachers use the games in teaching, it is better to them to know

five purposes of playing English games to be that Uchida (http://www.ektnews.com/features/kids/007_hu.shtml) gives:

- (1) The students should learn new vocabulary as a result of playing the game.
- (2) They should also learn new, useful English expressions while playing.
- (3) Students should be able to think in English during the game.
- (4) The playing of the game should promote English interaction among students.
- (5) Students should demonstrate good manners to each other and the teachers while playing.

Further, Uchida (http://www.ektnews.com/features/kids/007_hu.shtml) states that:

“If students can successfully put into use the five points listed above, then playing games will naturally be fun and exciting. But, if the students are busy speaking their mother tongue during the game, they will miss out on chances to learn new vocabulary and absorb and use new phrases. If they speak their mother tongue during the game, they will also miss out on many chances to think in English and interact with their peers in English. And in the final analysis, they will be denied opportunities to display good manners in English.”

Playing games in teaching and learning, especially in teaching and learning language for young learners have a few point to apply, Reilly and Sheila (2003: 26) suggest a few point, which is important to remember when apply a game “...firstly, small children always expect to win...avoid competitive games with the youngest ones. Secondly, children... are not well coordinated and they find it difficult to throw a ball...avoid games which require this degree of precision. Thirdly, if you have a large class of very small language, it might not

be wise to do very active and exciting games.”

Playing games is fun, builds class unity, and teach concrete lessons. Guessing games teach communication skills between students to others. They practice sending and receiving messages, and also practice eye contact, focusing despite distractions, nonverbal communication, getting along with others, problem solving, and listening skills.

2.2.1 The Criteria and Design of Guessing Games

There are so many design of guessing games that can be applied by teachers to support their teaching and learning process. Those are as the following:

(1) According to <http://www.english-4kids.com/gamespkwordguess.html>, the design of guessing games is as the following:

- a. The teacher splits the class into two teams and calls up a student from one team to the front of class.
- b. The teacher sticks a card or word on the student’s back. Make sure the other students sitting down know what is on the student’s back, but not the student standing.
- c. The student standing has to ask the others many questions to guess what is stuck on his/her back. Needles to say that other the students can’t tell the student directly what the word is. Also, discourage the use of the mother tongue in helping the student guess.
- d. Any student loses a point if they try and tell the student directly or use the mother tongue. Students can help him/her guess the word

by giving him/her only verbal clues, but only after the student standing has ask a question. For example if the word is PIG, s/he should ask questions like this “is it a person?”, “is it an animal?” Then the class says “yes it is animal.” The student standing can follow up to ask “it is a farm animal?” and so on.

- e. The student asks questions until s/he has guessed the word correctly and scores a point for his/her team. Set a time limit if need be.

(2) Jim Solomon from Tokyo has a different design of this game

(<http://www.eslcafe.com/idea/index.cgi?disply:984642976-12078.txt>).

And the design as like the following:

- a. The students have to guess of what thing the person who is it is thinking by asking him or her at most 20 yes/no type questions.
- b. If no one guesses the answer after 20 tries, the answer is revealed. A “yes” answer earns the questioner another chance to ask, a “no” passes the asking on to the next player.
- c. Teachers can use the print of questions in order to their students (e.g. can I eat you? Can I ride you? And so on)

(3) Debbie Nielson from Los Angeles California gives an idea about the designing of guessing games as the following:

(<http://www.eslcafe.com/idea/index.cgi?display:1077176411-98009.txt>)

- a. Divide the class into two groups. Have each of these groups sit together and tell them they must come up with a team name.

- b. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that you will be giving their selected teammate a secret word that can be anything.
- c. This person can say only 2 words, YES or NO.
- d. Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.
- e. The winning team will get three options:
 - 1) They can make the other team come to the front and sing a song in English.
 - 2) They can make the other team come to the front and do 20 jumping jacks.
 - 3) They can leave the classroom first and the losing team must wait to leave until each person from the winning team has left the classroom.

(4) According to <http://members.tripod.com/~ESL4Kids/games/who.html>.

The designing of guessing games as like the following:

- a. By using pictures of popular characters, call one student away from group.
- b. Show the student a card (make sure that the student recognizes the individual on the card) and then stands in front of the class and

his/her classmates ask questions in order to guess who the individual is.

c. Students may ask questions such as...

- 1) Are you male or female?
- 2) Are you a real person?
- 3) Are you a child or an adult?

And so on

For this study, the writer chooses the designing of the guessing game that recommended by Jim Solomon and the website of game for kids <http://members.tripod.com/~ESL4Kids/games/who.html>, whereas the design are using a card of the object, dividing students into two groups and using a print of questions.

2.3 Speaking Skill

<http://www.sil.org/lingualink/langaugelearning/OtherResources/GudlnsFrALnggAndCltrLrnngPrgrm/SpeakingSkill.htm> defines speaking as the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

In communication, speaking is one of four skills beside writing, reading, and listening. It is also as one of productive skill besides writing that use to express meaning, so the other people can make a sense of them. Florez as cited by Bailey (2005:1-2) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. It is “often spontaneous, open-ended, and evolving.”

Cameron (2001:40) suggests that “to construct understanding in a foreign language, learners will use their existing language resource...speaking is much more demanding than listening on language, learners’ language resources and skills...require careful and plentiful support of various types...support for production.”

Many people regard that speaking in foreign language is not easier than speaking in mother tongue. Those are because “first, unlike reading or writing, speaking happens in real time. Usually the person you are talking to is waiting for you to speak right away to them. Second, when you speak you cannot edit and revise what you wish to say, as you can if you are writing” (Bailey, 2005: 42).

According to Harmer (2001: 270), there are four elements of speaking that necessary for spoken production. Those are as the following:

(1) Connected Speech

In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contractions and stress patterning).

(1) Expressive Devices

Speakers change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra of emotion and intensity.

(2) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical

phrases especially in the performance of certain language functions.

(3) Negotiation Language

Effective speaking benefits from the negotiatory [sic] language we use to seek clarification and to show the structure of what we are saying.

In speaking, we need the social processing to make our communication with others more success and effectively. Harmer (2001:271) suggests that:

“If part of a speaker’s productive ability involves the knowledge of language skills, success is also dependent upon the rapid processing skills that talking necessitates: language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequence. Interactions with others involve a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. And also the (on the spot) information processing that involve our response to other’s feeling and our ability to process the information they tell us the moment we get it.”

The principle of teaching English for beginning learners is different with the principles of teaching English for intermediate or advanced learners. And according to Bailley (2005:36-40) there are three principles for teaching English to beginning learners. Those are providing something for learners to talk about, creating opportunities for students to interact by using group work or pair work, and manipulating physical arrangement to promote speaking practice.

In teaching English especially in speaking skill, there are so many techniques that teacher can be practiced. Harmer (2001:271-275) suggests some technique that can be applied. Those are as the following:

(1) Acting from a Script

Students will often act out dialogues that they have written themselves.

This frequently involves them in coming out to the front of the class.

By giving students practice in these things before they give their final performance, we ensure that acting out is both learning and a language producing activity.

(2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

(3) Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

(4) Prepared Talk

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations, because they are prepared, they are more 'writing like'. However, if possible, students

should speak from notes rather than from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

(5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum.

(6) Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations.

For a simulation to work it must, according to Ken Jones, have the following characteristics:

- a. **Reality of function:** the students must not think of themselves as students, but as real participants in the situation.
- b. **A simulated environment:** the teacher says that the classroom is an airport check-in area, for example.
- c. **Structure:** students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

2.3.1 The Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies—using minimal responses, recognizing scripts, and using language to talk about language—that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

<http://www.nclrc.org/essentials/speaking/stratspeak.htm> has some strategies to develop speaking skill, and the strategies are as the following:

(1) Using minimal responses

Learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

(2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges—a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

(3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help

students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that may encounter outside the classroom.

2.3.2 Speaking for Young Learners

The principle of teaching English speaking for beginning learners is dissimilar with the principles of teaching speaking for intermediate or advanced learners. And according to Bailey (2005:36-40) there are three principles for teaching English speaking for beginning learners. Those are providing something for learners to talk about, creating opportunities for students to interact by using group work or pair work, and manipulating physical arrangement to promote speaking practice.

Teaching speaking especially English for young learners has different way with teaching speaking for adults or adolescents. Because, their undeclared statement that the foreign language is just another way of expressing what they

want to express, but there are limitations because of their lack of actual language. Although in their mother tongue language children are able to express emotions freely and communicate intentions. So, they expect to be able to do the same in English. There are so many techniques in teaching speaking for young learners that can be applied, Scott and Ytreberg (1993:34-48) gives some of them:

(1) Through the Pupils

The teacher knows what his or her pupils can do, so she or he gives the example of sentences by using his/her names of students.

(2) Using a Mascot

One of the most successful ways of presenting language to young learners is through puppets or a class mascot. Having 'someone' familiar constantly on hand with whom you can have conversations about anything and everything is a wonderful way of introducing new subjects and new language to young children.

(3) Drawings, silhouettes, puppets, telling the time, what's s/he doing?

Activities like these provide the basis for oral work, but do not always produce 'real' language at once. Their purpose is to trail pupils to use context. Pupils may have to repeat sentences, be corrected and go through the same thing several times. Familiarity and safety are necessary to help build up security in the language.

(4) Chain Work

Chain work uses picture card or word cards. Put all the cards face down in a pile. Pupil 1 picks up a card on which there are some

bananas. Turning to pupil 2 he or she says 'Do you like bananas?' pupil 2 then picks up the next card on which there are some apples and answer, 'No, I don't like bananas, but I like apples.' Pupil 2 turns to pupil 3 and says 'Do you like apples?' to which pupil 3 replies, 'No, I don't like apples, but I like...' so on. Obviously, this activity can be used to practice whatever vocabulary or structure you are working on at the time-it is not limited to bananas and apples.

(5) Dialogue and Role-Play

Working with dialogue is a useful way to bridge the gap between guided practice and freer activities. Controlled dialogue can easily develop into freer work when the pupils are ready for it. Putting pupil into pairs for doing the dialogue is a simple way of organizing even large classes.

(6) Pair works

Pair work is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain, and group work should not be attempted before the children are used to working in twos first.

2.3.3 Speaking for the Fifth Grade Students

The objective of teaching English in Elementary School is that the students have ability as the following:

- (1) To develop their communication competence orally in language accompanying action in school context.

- (2) To motivate students about the meaning and the importance of English in global community. (Depdiknas, 2006)

Speaking in Elementary School especially to the students in the fifth grade has the objective in order to the students have ability in communication both written and spoken in language accompanying action.

The standard competence of speaking for the fifth grade students is:

- (1) Expressing the simple instruction and information in the school context.

The basic competences of speaking for the fifth grade students are:

- (1) Talking accompanying action in relevant which involving language features in giving example to do something, giving command, and giving directions.
- (2) Talking to take/give services/good which relevant and involving: giving and taking assist, giving and taking directions, and also giving and taking good.
- (3) Talking to take/give information which relevant and involving: introducing, prohibition, permission, and also agreement.
- (4) Expressing the politeness which relevant and involving the expression of *Do you mind....* and *Shall we....* (Depdiknas, 2006)

CHAPTER III

METHOD OF INVESTIGATION

In order to get data required in this study, the writer used the following method:

3.1 Approach

The writer used action research as a method to get data in this study. Action research is a form of applied research that helps teachers change practices in teaching and learning where they act themselves as the researchers (<http://www.nald.ca/CLR/action/p4.htm>). Kemmis (1990) as cited by Mill (2000) describes the process of action research in the series of cycling activity that consist of planning, acting, observing, and reflecting. The diagram as like below:

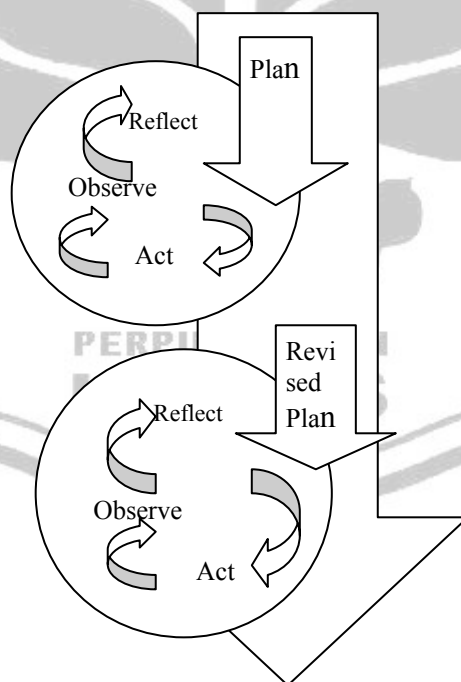


Figure.1 Diagram of Action Research

3.2 Object of the Study

The observation the writer held in SD Negeri Bugangin, which is located at Jalan Lambat Bugangin Kendal. There are six classes, one class for each grade and consist of 15-25 students for each class. The English learning and teaching process in that school always do in Tuesday for the students in grade 4, 5, and 6 and Saturday for the students in grade 1, 2, and 3.

The class that used as an object of observation is the Fifth grade class.

3.3 Population and Sample

The writer chose the fifth grade students because they had been learned English for two year since fourth grade. The Population of class is 25 students and the writer took the sample all of the population.

3.4 Role of the Researcher

In that study, the writer as an active participant that taken a part actively and made a checklist of note, observe and test during the classroom activities.

3.5 Procedure of Research

The action research proposed in two cycles, each cycle consists of four steps. Those were as follows:

3.5.1 Cycle 1

The objective of cycle 1 is to know how far the students use their speaking skill. Cycle 1 consists of four steps as follows:

(1) Planning

In order to get optimal result, the writer made a plan that involves:

- a) Finding an institution to do a research.

b) Conducting preliminary observation in the class that investigated.

(2) Action

The writer divided the class into two groups; each group consists of ten or more students. The steps were as follows:

- a) Providing tape recorder to record the voice and situation of the class.
- b) Explaining about the game and its rules.
- c) Providing an object of guessing.

(3) Observing

The writer observed the situations and the result of their action.

(4) Reflecting

The weaknesses were happen in their action will be analyzed by using descriptive approach, and it used as considerations to decide further steps in cycle 2.

3.5.2 Cycle 2

The activities in this step actually similar to in Cycle 1, but those were some developmental activities in order to improve the students' ability in speaking. The purposes of Cycle 2 were as follows:

- (1) To overcome weaknesses in Cycle 1.
- (2) To give more opportunities for the students to practice their ability in speaking.
- (3) To encourage them to be more active.

The steps in this cycle were as the following:

a) Planning

In this step, the writer did as the following:

- 1) Preparing pictures as an object of guessing.
- 2) Preparing a list of questions to help students in asking question.
- 3) Preparing checklists to observe the game.
- 4) Preparing tape recorder to record the voice and the situation of the class.
- 5) Preparing a questionnaire that will be divided to students after the last game.

b) Action

The procedures in this action were:

- 1) Dividing the class into two groups, with ten or more students in each group.
- 2) Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that the teacher will give their selected teammate a secret object that can be anything.
- 3) This person can say only two words YES or NO.
- 4) Each member of team will rotate ask question to their teammate who is standing at the front of the classroom. They will continue to ask questions until the last member of that team. After that, they must guess their respective object. If it's true

they get the score, but if it's wrong the other team has a chance to guess.

c) Observing

In this step, the writer ordered a questionnaire to find out the difficulties that may be faced by the students, and their causes. The writer also wanted to know whether the teacher's technique in conducting the game is acceptable and easily understood by the students or not.

d) Reflecting

In this step, the writer compared the students' ability in asking question skill between Cycle 1 and Cycle 2. Furthermore, simple counting the writer did to find out the percentages of problems or difficulties that may be faced by the students in doing the game through the questionnaire given and checklist in observation.

Resume of the Activities

No	Activity	Week			
		I	II	III	IV
1.	PreTest	xxx			
2.	Treatment I		xxx		
3.	Treatment II			xxx	
4.	Post-Test				xxx

Table.1 Resume of the Activities

3.6 Method of Collecting Data

The writer used questionnaire, observation checklist, and test in that study. The questionnaire gave in the end of the study. The observation checklists used to monitor the activities during the game. It used to decide what kind of reflection

made for the next action. The pre test presented before the game facilitated with a list of question and pictures and the post test presented in the end of the study.

3.7 Instrument of the Study

In that study, the writer used four instruments in order to get the data needed. The instruments in this study are used to measure the achievement in English asking questions skills.

3.7.1 Observations, Check listing of note and Recording

The first instrument in getting data was through observation and recording. The observation checklist used to monitor the students and the teacher's activities during the game.

3.7.2 Questionnaire

The second instrument was distributing questionnaire. The writer distributed the questionnaire to the students to fill in. The purposes of this questionnaire were to find out the difficulties that may be faced by the students in doing the game and used to complete the data. Through questionnaire, the writer wanted to find out the students' difficulties and their causes. The writer also wanted to know whether the teacher's technique in conducting the game is acceptable and easily understood by the students or not.

3.7.3 Cue Cards (Pictures)

Pictures are selected in terms of authenticity, attractiveness, and appropriate to the students. The writer used animal cue card as an object of guessing. In the first cycle the writer chose four objects of animal (tiger, giraffe,

elephant, and rabbit) and in the second cycle chose five objects of animal (elephant, giraffe, panda, kangaroo, and rabbit).

3.7.4 Test

The test is used to assess the students' skill in asking question and it conducted in each cycle. In cycle 1, the writer ordered the students to ask question as the pre-test. In cycle 2, the writer provided the game with picture and a list of questions. The post-test conducted in the end of study.

3.7.5 Scoring System

(1) Scoring of Questionnaire

The questionnaire is scored based on the percentage of the answer.

Whereas, if the students agree they showed it by signal "YES" or if they disagree they showed it by signal "NO" in the statement.

(2) Scoring of the test

To make it easier, the writer made the criteria for each component.

The criteria were mentioned below:

Excellent (45-50)	The categories of Excellent: a. The students can ask question fluently, clearly, and with genuine question in simple sentence. b. The students ask question without doubtful
Good (40-44)	The categories of Good: a. The students can ask question well, fluently, but in unsuitable question. b. The students ask question without doubtful.
Fair (35-39)	The categories of Fair: a. The students ask question but uncertain well. b. The students ask question without doubtful.
Poor (below 35)	The categories of Bad: a. The students are not able to ask question in English.

Table.2. Criteria of the Test

(3) Scoring of the Field Notes

The writer used the criteria in each component based on Paul (2003: 66-67) to assess that game. The criteria were in appendices.

3.8 Method of Data Analysis

The writer analyzed the data both questionnaire and test through the steps provided by Mills (2000). To find out whether or not the students improve significantly in their asking question or speaking skill by using the guessing game, the mean of the score of the pre-test, the post-test, and the questionnaire are calculated by using the formula as the following:

$$P = \frac{\sum X}{\sum N} \times 100 \%$$

Where;

P : The percentage

$\sum X$: The amount of students who got category.

$\sum N$: The amount of the students in the class.

The results were summarized in an appropriate format. The use of tables and figures are helpful to support the data.

CHAPTER IV

RESULT OF THE STUDY

The writer did that study from November 4th 2008 until November 25th 2008.

4.1 The Analysis of the Cycle

4.1.1 The First Cycle

The first cycle did on November 4th 2008. The students had been studied English for two years. Before the writer did the game, she introduced herself and the game to students. She divided the class into two groups, with ten or more students in each group (because the class had 25 students, so one group had 12 members, and the other had 13 students).

Teacher told to each team that they must select a teammate to go to the front of the classroom and faced their team. She explained both teams that the teacher will give their selected teammate a secret object that can be anything. In that cycle, they had to guess some object like tiger, giraffe, elephant, and rabbit. And the rules in that game were as the following:

- (1) This person can say only two words YES or NO.
- (2) Each member of team will rotate ask question to their team mate who is standing at the front of the classroom. They will continue to ask questions until the last member of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

Actually they could use English vocabulary and felt excited to conduct the

game. But to ask question in English, they faced difficulties. So, in this cycle, when the writer tried to conduct the game they used Indonesia question to guess the object. The class divided into two groups, each group consisted of twelve or more students. The action in this cycle the writer did as the pre-test. The result of the pre-test as the following:

Pre-test Result

No	Categories	Male	Female	ΣX	ΣN	P
1.	Excellent	0	0	0	25	0 %
2.	Good	2	6	8	25	32%
3.	Fair	5	3	8	25	32%
4.	Poor	6	3	9	25	36%
Totally		13	12	25		100%

Table.3. Pre-Test Result

4.1.2 The Second Cycle

The writer observed that many of students faced difficulties in the first cycle. Some weaknesses that faced by them were:

- (1) They could not use their knowledge in vocabulary to ask question.
- (2) They still confuse what question they had to ask.

To help them the writer gave a list of question and used picture of animal as an object of guessing.

This cycle did in three times activity from November 11th until November 25th, twice activity as treatment, the last study as the post-test and ordered the questionnaire. After they got the list of question, they felt more enthusiast and it became easier to them did the game. The writer gave them more vocabulary in order to use in this game. In this cycle, they had to guess five animal objects (elephant, giraffe, kangaroo, panda, and rabbit). After doing twice treatment the

writer could see that the students' skill in asking English question had increased. And to prove it, the writer conducted the last activity as the post-test. The results of first treatment, second treatment, and also post-test were as the following:

The First Treatment Result

No	Categories	Male	Female	ΣX	ΣN	P
1.	Excellent	0	0	0	0	0%
2.	Good	2	6	8	25	32%
3.	Fair	5	5	10	25	40%
4.	Poor	6	1	7	25	28%
Totally		13	12	25		100%

Table.4. the First Treatment Result

The Second Treatment Result

No	Categories	Male	Female	ΣX	ΣN	P
1.	Excellent	1	3	4	25	16%
2.	Good	4	4	8	25	32%
3.	Fair	8	5	13	25	52%
4.	Poor	0	0	0	25	0%
Totally		13	12	25		100%

Table.5. the Second Treatment Result

Post-test Result

No	Categories	Male	Female	ΣX	ΣN	P
1.	Excellent	3	7	10	25	40%
2.	Good	4	5	9	25	36%
3.	Fair	6	0	6	25	24%
4.	Poor	0	0	0	25	0%
Totally		13	12	25		100%

Table.6. Post-Test Result

Resume of the Activities

No	Activity	Week			
		I	II	III	IV
1.	PreTest	xxx			
2.	Treatment I		xxx		
3.	Treatment II			xxx	
4.	Post-Test				xxx

Table.7. Resume of the Activities

4.2 The Analysis of Questionnaire

The writer ordered the questionnaire in the end of study after did the post-test. The questionnaire contained ten questions with two choices, "YES" or "NO".

The questions were:

(1) Do you face difficulties in doing this game?

There were 25 students that answered "NO". So, it could be certainly that 100% students did not get difficulties when they did this game.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
1.	Difficulty in doing game	NO	13	12	25	25	100 %

Table.8. Questionnaire Result No. 1

(2) Do you face difficulties when ask question in English

There were 7 students that answered "YES", and 18 students that answered "NO". So, 72 % students did not face difficulties when they asked questions in English.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
2.	Difficulty in asking question in English	YES	4	3	7	25	28%
		NO	9	9	18	25	72%

Table.9. Questionnaire Result No. 2

(3) Can your teacher's instruction be understood?

What they had to do based on teacher's command. There were 18 students or 72% students could understand their teacher's instruction.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
3.	Understanding in teacher's instruction	YES	9	9	18	25	72%
		NO	4	3	7	25	28%

Table.10. Questionnaire Result No. 3

(4) Do you like English study?

Only 3 students did not like English study, 88% students like English

study.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
4.	Students' feel in English study (like/not)	YES	11	11	22	25	88%
		NO	1	2	3	25	12%

Table.11. Questionnaire Result No.4

(5) Do you get some new vocabulary during this game?

92% students answered that they got new vocabulary during the game.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
5.	Getting new vocabulary during the game	YES	11	12	23	25	92%
		NO	2	0	2	25	8%

Table.12. Questionnaire Result No.5

(6) Do you enjoy this game?

In this game, only 2 students answered "NO". It means that only 8% whose did not enjoy this game.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
6.	Enjoying the game	YES	12	11	23	25	92%
		NO	1	1	2	25	8%

Table.13. Questionnaire Result No. 6

(7) Do you feel challenged in this game?

There were 60 % students that feel challenged when ask questions in English and 40% students did not feel challenged.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
7.	Challenged in asking question in English	YES	8	7	15	25	60%
		NO	5	5	10	25	40%

Table.14. Questionnaire Result No.7

(8) Do you fell bored during this game?

76% students did not feel bored during the game. It means that only 6 students whose feel bored in that game.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
8.	Feeling bored during the game	YES	4	2	6	25	24%
		NO	9	10	19	25	76%

Table.15. Questionnaire Result No.8

(9) Can you cooperate with your team-mates in doing this game?

In this category only 2 students whose could not cooperate with their team-mates.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
9.	Ability in cooperating with team-mates	YES	11	12	23	25	92%
		NO	2	0	2	25	8%

Table.16. Questionnaire Result No.9

(10) Is it any difficulties beside the difficulties above (no 1, 2, and 3) that you faced during the game?

There were no difficulties that students face in the game. 25 students answered "NO" in this category.

No	Categories	Answer	Male	Female	ΣX	ΣN	P
10.	Facing difficulties beside no 1, 2, and 3	YES	0	0	0	25	0%
		NO	13	12	25	25	100%

Table.17. Questionnaire Result No.10

After the writer analyzed the questionnaire, she knew that the students faced problem in asking questions in English. Actually, all students have learned English vocabulary, but they still confused to use it. So, in applying guessing games the writer hoped the students could use their knowledge to speak in English.

4.3 The Analysis of Field Notes

To asses the game, whether this game is acceptable or not, the writer used the criteria that recommended by Paul (2003: 66-67). The criteria were:

4.3.1 The Students' Involved

Questions	Grade		
	Low (10-33 %)	Medium (34-67%)	High (68-100%)
a. Can all of the children fell involved?	----	----	100 %
b. Is the game clear to understand and use?	----	----	72%
c. Does the activity keep the children's interest until the end?	----	----	76%
d. Is the activity visually stimulating?	----	----	72%

Table.18. the Students' Involved

In these criteria, we could see that the students' involved got high score, why the writer gives this high score? Because as one of the example of communicative game, it designed to provoke communication between each team-mate. It means, if one of students can not be involved or participate in this game, his/her team would face difficulty to guess the object. Based on the writer's observation, all students in that study could cooperate with their team-mates and the other team.

The game was clear to understand and use is based on the result of questionnaire (question No.3), pre-test, and post-test that had an increasing result. Based on the result of questionnaire (questionnaire No. 6 (92%) and 8 (76%)) and the writer's observation, we could see that the game keep the students' interest until finished. Because of that, the students looked more enjoy in doing it until the end.

The activity was stimulating visually, because it was the game that the students never knew before. If it was not stimulating visually, the students could not to conduct the game effectively.

In all categories above, the game could make the students be involved, and

because this game was easy to use and stimulated visually it keep their interest until the end of game.

4.3.2 Are the Students Learning?

Questions	Grade		
	Low (10-33 %)	Medium (34-67%)	High (68-100%)
a. Do the children practice English enough?	----	64%	----
b. Do the children feel challenged by the game?	----	60%	----
c. Can new words or patterns be introduced during the activity?	----	----	92%

Table.19. the Students' Learned

Actually, the students practice English enough. 64% or 16 students could practice their skill in asking question in English. The other students also could practice their skill but they mix English with Indonesian question.

60% students or 15 students felt challenged in doing the game. It based on the result of questionnaire that the writer ordered.

During they conducted the game, they learn new words and new pattern (questioning). It proved with the result of questionnaire that 92% students answered "YES" that they learn new vocabulary.

Based on the result above, this game introduced them new word, and made them practice and challenged in speaking English.

4.3.3 Are the Students Active?

Questions	Grade		
	Low (1-33 %)	Medium (34-67%)	High (68-100%)
a. Are the students asking genuine questions??	----	----	80 %
b. Are the students anticipating and guessing?	----	----	92%
c. Are the students reflecting and thinking?	----	----	76%
d. Can the students do the activity without too much explanation from us?	----	----	92%
e. Are there ways for the children to be confused at first but later have a sense of accomplishment?	8%	----	----

Table.20. the Students' Active

Based on the observation that the writer had done, 80% or 20 students asked the genuine questions to guess the object.

The anticipation, reflecting and thinking in guessing that the students had done gave them a high score in those categories. They thought the question, cooperated in asking after that together they tried to find the answer.

With less explanation from their teacher, they could conduct the game. And by the teacher's guiding they learned new game, vocabulary, and also pattern.

At first, they felt confuse and strange in doing the game. But, after they tried to do that, they could understand and began to enjoy it. Only some students that until the end of study whose still confused to do their knowledge in vocabulary.

4.4 The Advantages and Disadvantages in Doing the Game

In doing this game, there are some advantages and disadvantages. Those are as the followings:

4.4.1 The Advantages

By doing this game or other game in teaching and learning process, both the students and teacher get some advantages like as follows:

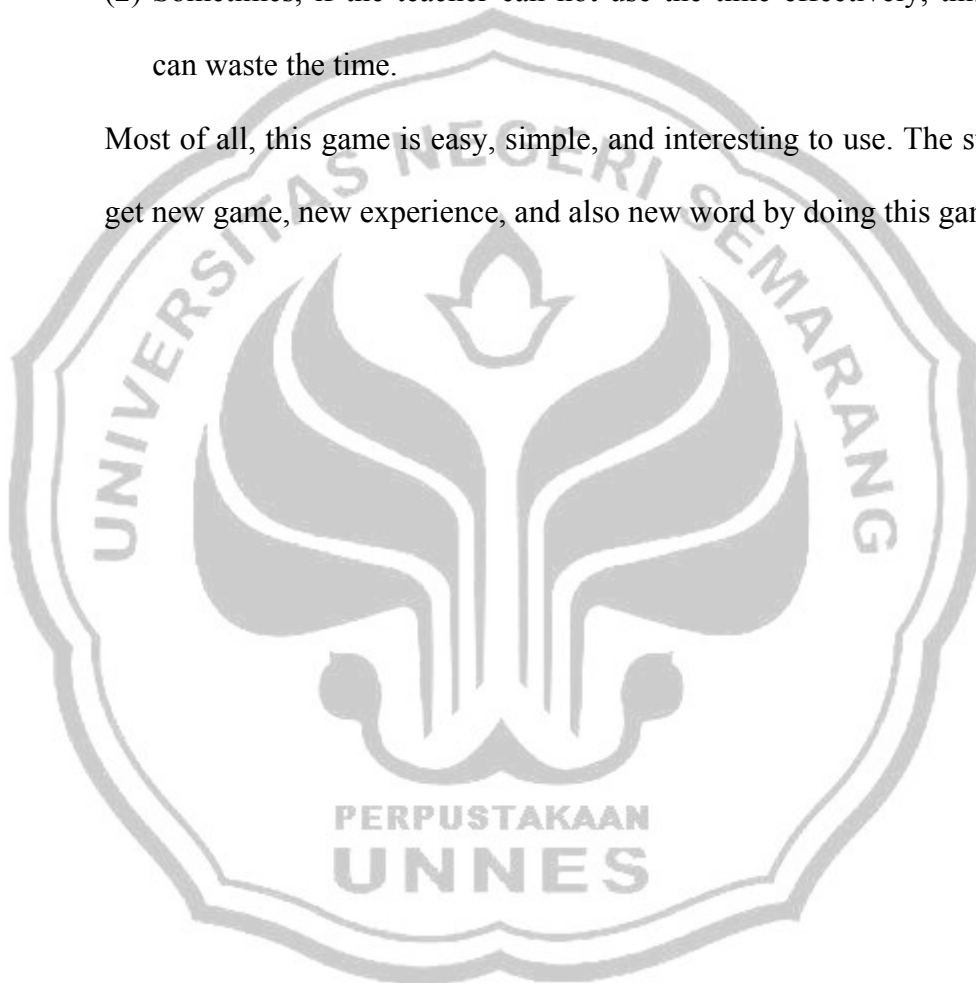
- (1) This game teaches us how to cooperate with each other. It means, if teacher conducts this game, the students can use their knowledge in English to communicate and cooperate with their team-mates.
- (2) The communication and relation between teacher and students will be more intensive. Teacher should take a part actively in conducting this game, not just only as facilitator, but also as motivator, guider, and conductor.
- (3) Playing games is fun, builds class unity, and teach concrete lessons. Guessing games teach communication skills between students to others. They practice sending and receiving messages, and also practice eye contact, focusing despite distractions, nonverbal communication, getting along with others, problem solving, and listening skills.
- (4) The students can enrich their vocabulary and also stimulate their imagination in asking question and guessing.

4.4.2 The Disadvantages

Besides the advantages, this game also has the disadvantages. Those are as the followings:

- (1) It needs the basic knowledge in questioning.
- (2) Sometimes, if the teacher can not use the time effectively, this game can waste the time.

Most of all, this game is easy, simple, and interesting to use. The students get new game, new experience, and also new word by doing this game.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After the writer did the study, she found the data through test, questionnaire, and observation of the class. After doing all of those above, the writer made some notes during and after the study. The following are as notes:

- (1) The students' ability in speaking skill especially in asking questions had increased after they did the game. It can be proved by looking the result of pre-test, the first treatment, the second treatment, and also the post-test.
- (2) By doing that game the students learned some new vocabulary.
- (3) That game encouraged the students to ask questions.

5.1.1 The Steps in Guessing Games

In this study, the writer chose the designing of the guessing game that recommended by Jim Solomon and the website of game for kids <http://members.tripod.com/~ESL4Kids/games/who.html>, whereas the design are using a card of the object, dividing students into two groups and using a print of questions.

The writer divided the class into two groups, with ten or more students in each group (because the class had 25 students, so one group had 12 members, and the other had 13 students).

She told to each team that they must select a team-mate to go to the front

of the classroom and faced their team. She explained both teams that the teacher will give their selected team-mate a secret object that can be anything. In that cycle, they had to guess some object like tiger, giraffe, elephant, and rabbit. And the rules in that game were as the following:

- (1) This person can say only two words YES or NO.
- (2) Each member of team will rotate ask question to their team-mate who is standing at the front of the classroom. They will continue to ask questions until the last member of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

There are some advantages the writer and the students gained by using this steps or designing of guessing games. The advantages are as the following:

- a) This game teaches us how to cooperate with each other.
- b) The communication and relation between teacher and students will be more intensive.
- c) By using the game besides make the teaching learning process more interesting. It makes the students enrich their vocabulary and stimulate their imaginative in asking question and guessing.

Besides the advantages, this game also has disadvantages. The disadvantages from this game are:

- a) It needs the basic knowledge in questioning.

- b) Sometimes, if the teacher can not use the time effectively, this game can waste the time.

Most of all, this game is easy, simple, and interesting to use. The students get new game, new experience, and also new word by doing this game.

5.1.2 Some Problems Students and Teacher Faced

(1) The Problems Teacher Faced

Because of the situation that happened in the school, in this observation beside as researcher the writer also as the English teacher in that school. The writer faced the problems when applied this game, the problems is that the game took much time in explaining and applying. Because the knowledge that would use in this game never given before by their teacher. So, the writer should give the knowledge that they need in doing this game.

(2) Some Problems Students Faced

Beside the teacher, the students also had some problems in doing this game, and some problems that their faced are as the following:

- a. They could not use their knowledge in vocabulary to ask question.
- b. They still confuse what question they had to ask.
- c. The students still have a shame in asking question.

5.2 Suggestions

5.2.1 Teachers

If teachers have a plan to use the game in teaching and learning process, it's better for them to use the simple, easy, and interesting game. Especially for the teachers who teach first basic students, they must avoid the competitive game

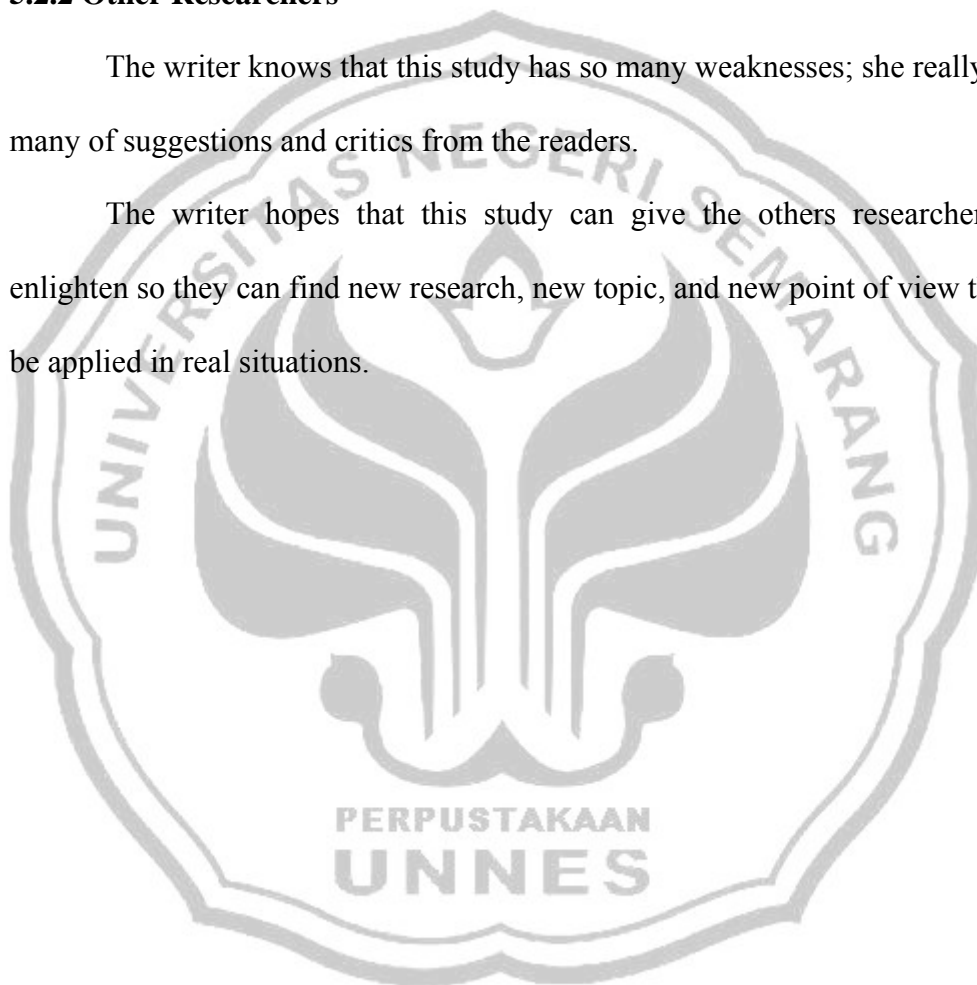
and the actively game.

Before giving the game, the teacher should give the students the basic knowledge/skills which they will use in conducting the game. So, when the game is conducted it will not take much time in explaining and repeating.

5.2.2 Other Researchers

The writer knows that this study has so many weaknesses; she really wants many of suggestions and critics from the readers.

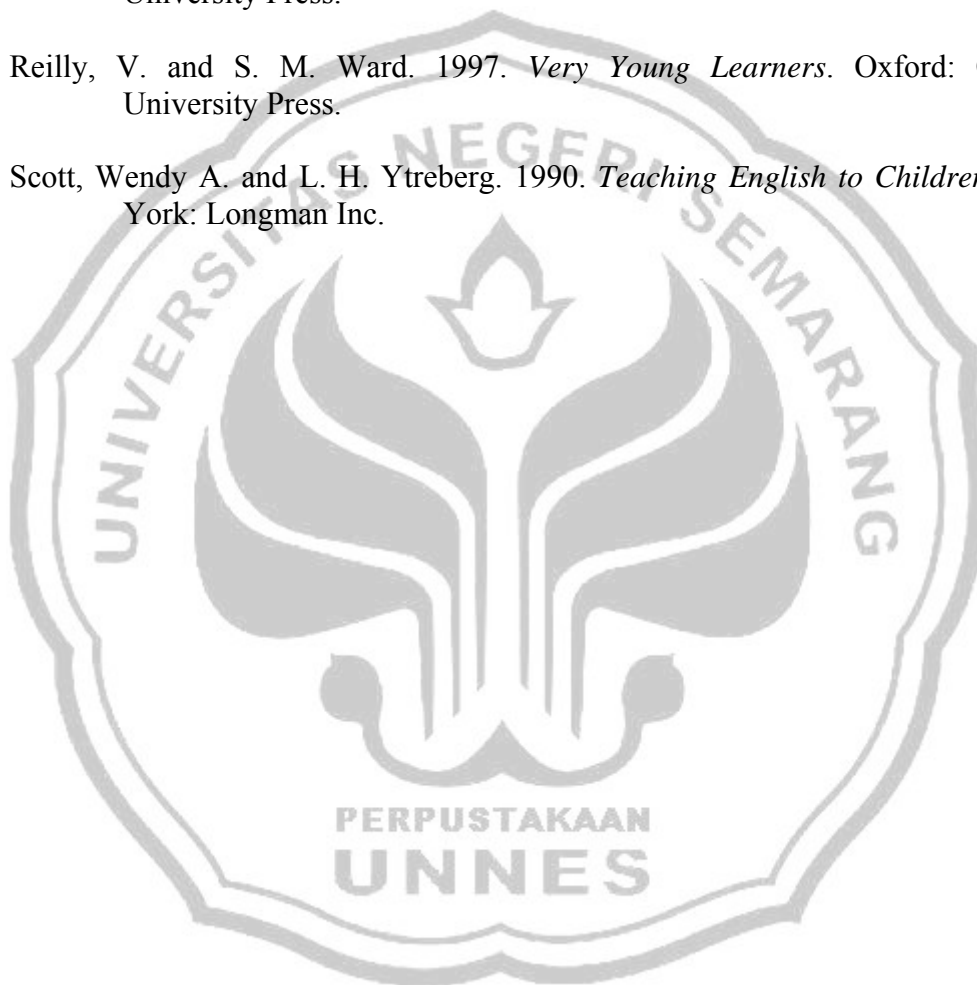
The writer hopes that this study can give the others researcher some enlighten so they can find new research, new topic, and new point of view that can be applied in real situations.



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LESSON PLAN

SD/MI	: SD Negeri Bugangin Kendal
Subject	: English
Level/Semester	: V/I
Competence Standard	: 2. Expressing the simple instruction and the simple information in the school context.
Basic Competence	: 2.2 Chatting to take/give service/good that relevant which involving: Giving and taking assist, giving and taking direction, giving and taking good.
Indicator	: The students are able to asking in English to get the information by using the simple sentence questions and answer that by using the simple sentence “YES” or “NO”
Theme	: Animal
Skill	: Spoken
Time Allotment	: 2 X 30 Minutes (The First Meeting)
I. The goal of Learning	: In the end of learning process, 75% students are able to: <ol style="list-style-type: none">1. Ask and answer to get information by using the simple sentence questions and answer.2. Cooperate with their teammate to get information by using the simple sentence.
II. The material of Learning	: The use of “guessing” game in asking and answering question to get information by using simple question “Do you...” and “Can you...” and simple answer “Yes” or “No”.
III. Sequence of Learning	: <ol style="list-style-type: none">1. Warming Up :<ol style="list-style-type: none">a. Greeting and checking the Roll.2. Main Activity :<ol style="list-style-type: none">a. Teacher explains about the material that day.b. Teacher explains that the material will be presented by using the “guessing” game and its rules.c. Dividing the class into two groups, with ten or more students in each group.d. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that the teacher will give their selected teammate a secret object that can be anything.e. This person can say only two words YES or NO.f. Each member of team will rotate ask question to their teammate who is standing at the front of the classroom. They will continue to ask questions until the last member of that team. After that, they must guess their respective

object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

3. Concluding :

- a. Teacher asks the difficulties that may face by the students.
- b. Teacher gives motivation and reinforcement to the students.

IV. Source of Learning :

Jim Solomon (Tokyo) on the design of Guessing Game online at:
<http://www.eslcafe.com/idea/index.cgi?disply:984642976-12078.txt>.

V. The Scoring :

The criteria of scoring are mention below:

Excellent (45-50)	The categories of Excellent: a. The students can ask question fluently, clearly, and with genuine question in simple sentence. b. The students ask question without doubtful
Good (40-44)	The categories of Good: a. The students can ask question well, fluently, but in unsuitable question. b. The students ask question without doubtful.
Fair (35-39)	The categories of Fair: a. The students ask question but uncertain well. b. The students ask question without doubtful.
Poor (below 35)	The categories of Poor: a. The students are not able to ask question in English.

LESSON PLAN

SD/MI	: SD Negeri Bugangin Kendal
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Level/Semester	: V/I
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Basic Competence	: 2.2 Chatting to take/give service/good that relevant which involving: Giving and taking assist, giving and taking direction, giving and taking good.
Indicator	: The students are able to asking in English to get the information by using the simple sentence questions and answer that by using the simple sentence "YES" or "NO"
Theme	: Animal
Skill	: Spoken
Time Allotment	: 2 X 30 Minutes (The Second Meeting)
VI. The goal of Learning	:
	In the end of learning process, 75% students are able to:
	1. Ask and answer to get information by using the simple sentence questions and answer.
	2. Cooperate with their teammate to get information by using the simple sentence.
VII. The material of Learning	:
	The use of "guessing" game in asking and answering question to get information by using simple question "Do you..." and "Can you..." and simple answer "Yes" or "No".
VIII. Sequence of Learning	:
	1. Warming Up :
	a. Greeting and checking the Roll.
	2. Main Activity :
	a. Teacher reviews the material that learned last day.
	b. Teacher gives them a list of questions to make easier in doing the game.
	c. Teacher explains that the rules in that day as same as the game last day.
	d. Dividing the class into two groups, with ten or more students in each group.
	e. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that the teacher will give their selected teammate a secret object that can be anything.
	f. This person can say only two words YES or NO.
	g. Each member of team will rotate ask question to their teammate who is standing at the front of the classroom. They will continue to ask questions until the last member

of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

3. Concluding :
- a. Teacher asks the difficulties that may face by the students.
 - b. Teacher gives motivation and reinforcement to the students.

IX. Source of Learning :

Jim Solomon (Tokyo) on the design of Guessing Game online at:
<http://www.eslcafe.com/idea/index.cgi?disply:984642976-12078.txt>.
 The website of game for kids:
<http://members.tripod.com/~ESL4Kids/games/who.html>.

X. The Scoring :

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Good (40-44)	The categories of Good: a. The students can ask question well, fluently, but in unsuitable question. b. The students ask question without doubtful.
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Poor (below 35)	The categories of Poor: a. The students are not able to ask question in English.

LESSON PLAN

SD/MI	: SD Negeri Bugangin Kendal
Subject	: English
Level/Semester	: V/I
Competence Standard	: 2. Expressing the simple instruction and the simple information in the school context.
Basic Competence	: 2.2 Chatting to take/give service/good that relevant which involving: Giving and taking assist, giving and taking direction, giving and taking good.
Indicator	: The students are able to asking in English to get the information by using the simple sentence questions and answer that by using the simple sentence "YES" or "NO"
Theme	: Animal
Skill	: Spoken
Time Allotment	: 2 X 30 Minutes (The Third Meeting)
XI. The goal of Learning	:
	In the end of learning process, 75% students are able to:
	1. Ask and answer to get information by using the simple sentence questions and answer.
	2. Cooperate with their teammate to get information by using the simple sentence.
XII. The material of Learning	:
	The use of "guessing" game in asking and answering question to get information by using simple question "Do you..." and "Can you..." and simple answer "Yes" or "No".
XIII. Sequence of Learning	:
	1. Warming Up :
	a. Greeting and checking the Roll.
	2. Main Activity :
	a. Teacher reviews the material that learned last day.
	b. Teacher gives them a list of questions and a pictures of object in guessing to make easier in doing the game.
	c. Teacher explains that the rules in that day as same as the game last day.
	d. Dividing the class into two groups, with ten or more students in each group.
	e. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that the teacher will give their selected teammate a secret object that can be anything.
	f. This person can say only two words YES or NO.
	g. Each member of team will rotate ask question to their teammate who is standing at the front of the classroom. They will continue to ask questions until the last member

of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

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- b. Teacher gives motivation and reinforcement to the students.

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LESSON PLAN

SD/MI	: SD Negeri Bugangin Kendal
Subject	: English
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Competence Standard	: 2. Expressing the simple instruction and the simple information in the school context.
Basic Competence	: 2.2 Chatting to take/give service/good that relevant which involving: Giving and taking assist, giving and taking direction, giving and taking good.
Indicator	: The students are able to asking in English to get the information by using the simple sentence questions and answer that by using the simple sentence "YES" or "NO"
Theme	: Animal
Skill	: Spoken
Time Allotment	: 2 X 30 Minutes (The Fourth Meeting)
	XVI. The goal of Learning :
	In the end of learning process, 75% students are able to:
	1. Ask and answer to get information by using the simple sentence questions and answer.
	2. Cooperate with their teammate to get information by using the simple sentence.
	XVII. The material of Learning :
	The use of "guessing" game in asking and answering question to get information by using simple question "Do you..." and "Can you..." and simple answer "Yes" or "No".
	XVIII. Sequence of Learning :
	1. Warming Up :
	a. Greeting and checking the Roll.
	2. Main Activity :
	a. Teacher reviews the material that learned last day.
	b. Teacher gives them a list of questions and a pictures of object in guessing to make easier in doing the game.
	c. Teacher explains that the rules in that day as same as the game last day.
	d. Dividing the class into two groups, with ten or more students in each group.
	e. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that the teacher will give their selected teammate a secret object that can be anything.
	f. This person can say only two words YES or NO.
	g. Each member of team will rotate ask question to their teammate who is standing at the front of the classroom. They will continue to ask questions until the last member

of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

3. Concluding :

- a. Teacher asks the difficulties that may face by the students by giving them a list of questionnaire and they have to answer those questions by "Yes" or "No".
- b. Teacher gives motivation, reinforcement, and also a big applause to the students in their cooperation with their teammate.

XIX. Source of Learning :

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Poor (below 35)	The categories of Poor: a. The students are not able to ask question in English.

Questionnaire

Jawablah pertanyaan –pertanyaan berikut dengan memberi tanda (✓) pada kolom yang kamu pilih!

Pertanyaan	Ya	Tidak
1. Apakah kamu kesulitan dalam melakukan permainan ini?		
2. Apakah kamu kesulitan ketika bertanya dalam bahasa Inggris?		
3. Apakah kamu bisa memahami keterangan dari guru?		
4. Apakah kamu menyukai pelajaran bahasa Inggris?		
5. Apakah kamu mendapat kata-kata baru dalam permainan ini?		
6. Apakah kamu menikmati/menyukai permainan ini?		
7. Apakah kamu merasa tertantang dalam permainan ini?		
8. Apakah kamu merasa bosan selama permainan ini?		
9. Apakah kamu bisa bekerjasama dengan temanmu dalam permainan ini?		
10. Adakah kesulitan lain selain kesulitan diatas (no.1, 2, dan 3) yg kamu rasakan selama permainan ini? Bila ada, tulislah jawabanmu dibawah ini!		

The Result of Questionnaire

No	Number of Questions									
	1	2	3	4	5	6	7	8	9	10
1	No	Yes	No	Yes	Yes	Yes	No	No	Yes	No
2	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
3	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
4	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
5	No	No	Yes	Yes	No	Yes	Yes	No	Yes	No
6	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
7	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
8	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
9	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
10	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
11	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
12	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No
13	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
14	No	No	Yes	Yes	No	Yes	No	Yes	No	No
15	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
16	No	No	No	Yes	Yes	Yes	No	No	Yes	No
17	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
18	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
19	No	No	Yes	No	Yes	No	Yes	Yes	Yes	No
20	No	No	No	Yes	Yes	No	No	Yes	Yes	No
21	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
22	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
23	No	No	Yes	No	Yes	Yes	Yes	No	Yes	No
24	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
25	No	Yes	No	No	Yes	Yes	No	No	Yes	No
$\sum X$ (yes)	0	7	18	22	23	23	15	6	23	0
$\sum X$ (no)	25	18	7	3	2	2	10	19	2	25
$\sum N$	25	25	25	25	25	25	25	25	25	25
P (yes)	0	28%	72%	88%	92%	92%	60%	24%	92%	0
P (no)	100%	72%	28%	12%	8%	8%	40%	76%	8%	100%

THE INSTRUMENT of OBSERVATION

Checklist in Observation

Assessing game

The Students' Involved

Questions	Grade		
	Low (10-33 %)	Medium (34-67%)	High (68-100%)
1. Can all of the children fell involved?	----	----	----
2. Is the game clear to understand and use?	----	----	----
3. Does the activity keep the children's interest until the end?	----	----	----
4. Is the activity visually stimulating?	----	----	----

Are the Students Learning?

Questions	Grade		
	Low (10-33 %)	Medium (34-67%)	High (68-100%)
1. Do the children practice English enough?	----	----	----
2. Do the children feel challenged by the game?	----	----	----
3. Can new words or patterns be introduced during the activity?	----	----	----

Are the Students Active?

Questions	Grade		
	Low (1-33 %)	Medium (34-67%)	High (68-100%)
1. Are the students asking genuine questions??	----	----	----
2. Are the students anticipating and guessing?	----	----	----
3. Are the students reflecting and thinking?	----	----	----
4. Can the students do the activity without too much explanation from us?	----	----	----
5. Are there ways for the children to be confused at first but later have a sense of accomplishment?	----	----	----

Questionnaire

Jawablah pertanyaan –pertanyaan berikut dengan memberi tanda (✓) pada kolom yang kamu pilih!

Pertanyaan	Ya	Tidak
1. Apakah kamu kesulitan dalam melakukan permainan ini?		
2. Apakah kamu kesulitan ketika bertanya dalam bahasa Inggris?		
3. Apakah kamu bisa memahami keterangan dari guru?		
4. Apakah kamu menyukai pelajaran bahasa Inggris?		
5. Apakah kamu mendapat kata-kata baru dalam permainan ini?		
6. Apakah kamu menikmati/menyukai permainan ini?		
7. Apakah kamu merasa tertantang dalam permainan ini?		
8. Apakah kamu merasa bosan selama permainan ini?		
9. Apakah kamu bisa bekerjasama dengan temanmu dalam permainan ini?		
10. Adakah kesulitan lain selain kesulitan diatas (no.1, 2, dan 3) yg kamu rasakan selama permainan ini? Bila ada, tulislah jawabanmu dibawah ini!		

The Result of Questionnaire

No	Number of Questions									
	1	2	3	4	5	6	7	8	9	10
1	No	Yes	No	Yes	Yes	Yes	No	No	Yes	No
2	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
3	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
4	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
5	No	No	Yes	Yes	No	Yes	Yes	No	Yes	No
6	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
7	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
8	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
9	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
10	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
11	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
12	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No
13	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
14	No	No	Yes	Yes	No	Yes	No	Yes	No	No
15	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
16	No	No	No	Yes	Yes	Yes	No	No	Yes	No
17	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
18	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
19	No	No	Yes	No	Yes	No	Yes	Yes	Yes	No
20	No	No	No	Yes	Yes	No	No	Yes	Yes	No
21	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
22	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
23	No	No	Yes	No	Yes	Yes	Yes	No	Yes	No
24	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
25	No	Yes	No	No	Yes	Yes	No	No	Yes	No
$\sum X$ (yes)	0	7	18	22	23	23	15	6	23	0
$\sum X$ (no)	25	18	7	3	2	2	10	19	2	25
$\sum N$	25	25	25	25	25	25	25	25	25	25
P (yes)	100%	28%	72%	88%	92%	92%	60%	24%	92%	0
P (no)	0	72%	28%	12%	8%	8%	40%	76%	8%	100%

The Result of Questionnaire

No	Number of Questions									
	1	2	3	4	5	6	7	8	9	10
1	No	Yes	No	Yes	Yes	Yes	No	No	Yes	No
2	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
3	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
4	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
5	No	No	Yes	Yes	No	Yes	Yes	No	Yes	No
6	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
7	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
8	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
9	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
10	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
11	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
12	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No
13	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
14	No	No	Yes	Yes	No	Yes	No	Yes	No	No
15	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
16	No	No	No	Yes	Yes	Yes	No	No	Yes	No
17	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
18	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
19	No	No	Yes	No	Yes	No	Yes	Yes	Yes	No
20	No	No	No	Yes	Yes	No	No	Yes	Yes	No
21	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
22	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
23	No	No	Yes	No	Yes	Yes	Yes	No	Yes	No
24	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
25	No	Yes	No	No	Yes	Yes	No	No	Yes	No
$\sum X$ (yes)	0	7	18	22	23	23	15	6	23	0
$\sum X$ (no)	25	18	7	3	2	2	10	19	2	25
$\sum N$	25	25	25	25	25	25	25	25	25	25
P (yes)	0	28%	72%	88%	92%	92%	60%	24%	92%	0
P (no)	100%	72%	28%	12%	8%	8%	40%	76%	8%	100%

LESSON PLAN

SD/MI	: SD Negeri Bugangin Kendal
Subject	: English
Level/Semester	: V/I
Standard Kompetensi	: 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.
Kompetensi Dasar	: 2.2. Bercakap-cakap untuk meminta/ memberi jasa/barang secara berterima yang melibatkan tindak tutur: Meminta informasi, memberi bantuan, meminta bantuan, meminta barang, dan memberi barang.
Indikator	: Bertanya dan menjawab dengan kalimat sederhana untuk meminta dan memberi informasi.
Tema	: Animal
Skill	: Berbicara
Alokasi Waktu	: 6 X 30'

I. Tujuan Pembelajaran :

Pada akhir pembelajaran diharapkan 70% siswa mampu:

- a. Bertanya dengan kalimat sederhana untuk meminta informasi.
- b. Mampu bekerjasama dengan teman sejawat untuk meminta dan memberi informasi dengan kalimat sederhana.

II. Materi Pembelajaran :

Penggunaan permainan "Guessing Game" untuk melatih siswa bertanya dengan kalimat tanya sederhana menggunakan kalimat tanya "Do you....?" dan "Can you....?" Serta menjawab pertanyaan dengan jawaban sederhana "No" dan "Yes".

III. Skenario Pembelajaran :

1. Pertemuan Pertama (2 X 30')

a. Kegiatan Pendahuluan :

- 1) Guru memasuki ruang kelas, megucap salam dan menyapa siswa.
- 2) Tanya jawab terkait kondisi siswa dilanjut perkenalan.

b. Kegiatan Inti :

- 1) Guru menjelaskan materi yang akan dipelajari pada pertemuan itu.
- 2) Guru menerangkan bahwa materi tersebut akan disajikan dengan permainan "Guessing Game" dan menjelaskan aturan-aturan pada permainan tersebut.
- 3) Guru membagi kelas menjadi dua kelompok, masing-masing 12 siswa atau lebih.
- 4) Guru meminta setiap kelompok memilih satu siswa untuk mewakili kelompoknya maju kedepan.
- 5) Guru memberikan 4 soal tebakkan secara bergantian (Gajah, Jerapah, Harimau, dan Kelinci).
- 6) Siswa yang terpilih akan maju kedepan menghadap teman-temannya. Guru memberikan soal tebakkan yang harus ditebak dengan cara

bertanya pada siswa terpilih. Siswa terpilih hanya bisa menjawab dengan kata “Yes” atau “No”.

- 7) Setiap kelompok diberi kesempatan hingga anggota terakhir bertanya. Setelah itu, mereka harus menebak soal yang diberikan.
- 8) Soal akan dilempar ke kelompok lawan jika dalam 10 hitungan mereka tidak bisa menebak.
- 9) Kelompok yang bisa menebak akan memperoleh nilai 100.

c. Kegiatan Penutup :

- 1) Guru mereview kembali materi dan memberikan pujian atas hasil pekerjaan mereka.

2. Pertemuan Kedua (2 X 30')

a. Kegiatan Pendahuluan :

- 1) Guru memasuki kelas, mengucapkan salam dan menyapa siswa.
- 2) Tanya jawab terkait kondisi siswa.

b. Kegiatan Inti :

- 1) Guru mereview pelajaran minggu lalu tentang bertanya dalam Bahasa Inggris menggunakan kalimat tanya sederhana.
- 2) Guru memberikan daftar kosakata atau pertanyaan yang bisa digunakan dalam permainan “Guessing Games”.
- 3) Dalam pertemuan ini guru menggunakan gambar dalam pelaksanaan permainan sebagai patokan untuk mempermudah siswa untuk menebak.
- 4) Pelaksanaan permainan seperti minggu lalu dimana kelas dibagi menjadi dua kelompok.
- 5) Guru meminta setiap kelompok memilih satu siswa untuk mewakili kelompoknya maju kedepan.
- 6) Guru memberikan 4 soal tebakkan secara bergantian (Gajah, Jerapah, Harimau, dan Kelinci).
- 7) Siswa yang terpilih akan maju kedepan menghadap teman-temannya. Guru memberikan soal tebakkan yang harus ditebak dengan cara bertanya pada siswa terpilih. Siswa terpilih hanya bisa menjawab dengan kata “Yes” atau “No”.
- 8) Setiap kelompok diberi kesempatan hingga anggota terakhir bertanya. Setelah itu, mereka harus menebak soal yang diberikan.
- 9) Soal akan dilempar ke kelompok lawan jika dalam 10 hitungan mereka tidak bisa menebak.
- 10) Kelompok yang bisa menebak akan memperoleh nilai 100.

c. Kegiatan Penutup :

- 1) Guru mereview kembali materi dan memberikan pujian atas hasil pekerjaan mereka.

3. Pertemuan Ketiga (2 X 30')

a. Kegiatan Pendahuluan :

- 1) Guru memasuki ruang kelas, megucap salam dan menyapa siswa.
- 2) Tanya jawab terkait kondisi siswa dilanjut perkenalan.

b. Kegiatan Inti :

- 2) Guru mereview pelajaran minggu lalu tentang bertanya dalam Bahasa Inggris menggunakan kalimat tanya sederhana.
- 3) Guru memberikan daftar kosakata atau pertanyaan yang bisa digunakan dalam permainan “Guessing Games”.
- 4) Dalam pertemuan ini guru menggunakan gambar dalam pelaksanaan permainan sebagai patokan untuk mempermudah siswa untuk menebak.
- 5) Pelaksanaan permainan seperti minggu lalu dimana kelas dibagi menjadi dua kelompok.
- 6) Guru meminta setiap kelompok memilih satu siswa untuk mewakili kelompoknya maju kedepan (siswa yang belum pernah mendapat giliran maju).
- 7) Guru memberikan 5 soal tebakkan secara bergantian (Gajah, Jerapah, Panda, Kangguru, dan Kelinci).
- 8) Siswa yang terpilih akan maju kedepan menghadap teman-temannya. Guru memberikan soal tebakkan yang harus ditebak dengan cara bertanya pada siswa terpilih. Siswa terpilih hanya bisa menjawab dengan kata “Yes” atau “No”.
- 9) Setiap kelompok diberi kesempatan hingga anggota terakhir bertanya. Setelah itu, mereka harus menebak soal yang diberikan.
- 10) Soal akan dilempar ke kelompok lawan jika dalam 10 hitungan mereka tidak bisa menebak.
- 11) Kelompok yang bisa menebak akan memperoleh nilai 100.

d. Kegiatan Penutup :

- 1) Guru mereview kembali materi dan memberikan pujian atas hasil pekerjaan mereka.

4. Pertemuan Keempat (2 X 30')

a. Kegiatan Pendahuluan :

- 1) Guru memasuki ruang kelas, megucap salam dan menyapa siswa.
- 2) Tanya jawab terkait kondisi siswa dilanjut perkenalan.

b. Kegiatan Inti :

- 1) Guru mereview pelajaran minggu lalu tentang bertanya dalam Bahasa Inggris menggunakan kalimat tanya sederhana.
- 2) Guru memberikan daftar kosakata atau pertanyaan yang bisa digunakan dalam permainan “Guessing Games”.
- 3) Dalam pertemuan ini guru menggunakan gambar dalam pelaksanaan permainan sebagai patokan untuk mempermudah siswa untuk menebak.

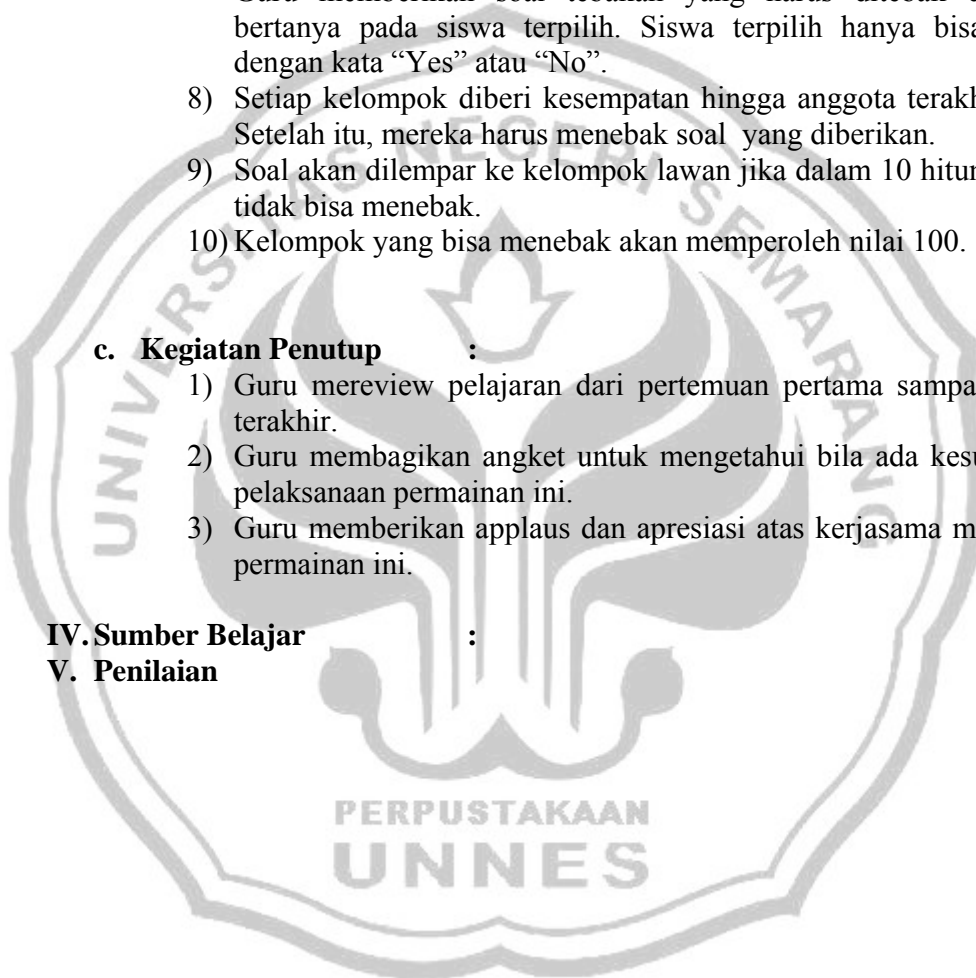
- 4) Pelaksanaan permainan seperti minggu lalu dimana kelas dibagi menjadi dua kelompok.
- 5) Guru meminta setiap kelompok memilih satu siswa untuk mewakili kelompoknya maju kedepan (siswa yang belum pernah mendapat giliran maju).
- 6) Guru memberikan 5 soal tebakkan secara bergantian (Gajah, Jerapah, Panda, Kangguru, dan Kelinci).
- 7) Siswa yang terpilih akan maju kedepan menghadap teman-temannya. Guru memberikan soal tebakkan yang harus ditebak dengan cara bertanya pada siswa terpilih. Siswa terpilih hanya bisa menjawab dengan kata "Yes" atau "No".
- 8) Setiap kelompok diberi kesempatan hingga anggota terakhir bertanya. Setelah itu, mereka harus menebak soal yang diberikan.
- 9) Soal akan dilempar ke kelompok lawan jika dalam 10 hitungan mereka tidak bisa menebak.
- 10) Kelompok yang bisa menebak akan memperoleh nilai 100.

c. Kegiatan Penutup :

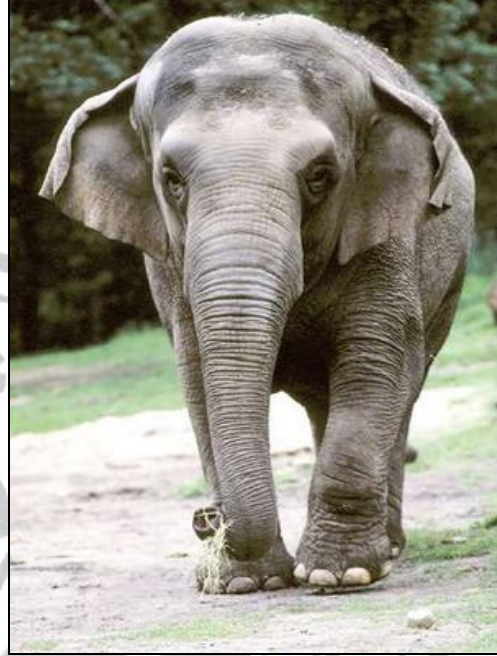
- 1) Guru mereview pelajaran dari pertemuan pertama sampai pertemuan terakhir.
- 2) Guru membagikan angket untuk mengetahui bila ada kesulitan dalam pelaksanaan permainan ini.
- 3) Guru memberikan applaus dan apresiasi atas kerjasama mereka dalam permainan ini.

IV. Sumber Belajar :

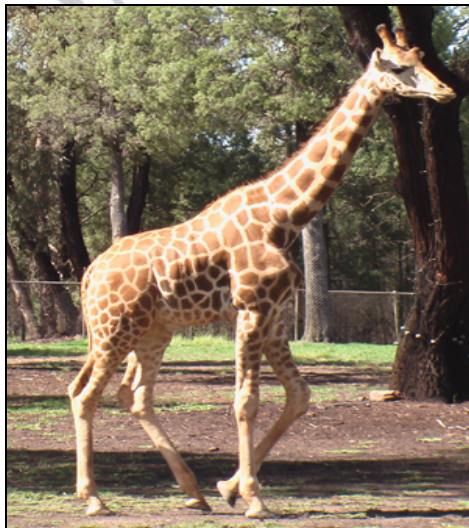
V. Penilaian



The Objects of Guessing in the First Cycle



The Object of Guessing in the Second Cycle



The Result of Pre-Test

No	Name	Final Score
1	Ade Eka Darmawan	Poor (30)
2	Dwi Septiadi	Poor (32)
3	<i>Avinda Deviana</i>	Good (42)
4	A. Ridwan	Fair (35)
5	Chusnul Rizal	Fair (35)
6	<i>Emi Nur Faidah</i>	Good (41)
7	<i>Fitriani</i>	Fair (36)
8	<i>Fauzia malinda</i>	Good (42)
9	Imam Fathuri	Poor (34)
10	Ivan Krisdayanto	Fair (36)
11	<i>Laras Asih</i>	Poor (34)
12	M. Ilham Teguh P	Poor (33)
13	M. Arif Faza	Good (41)
14	M. Toto Nuswantoro	Poor (33)
15	<i>Maftuhatul Fitriyah</i>	Fair (37)
16	Rizki Fajar	Fair (37)
17	<i>Susanti</i>	Good (41)
18	<i>Melia Afriyani</i>	Good (40)
19	<i>Ayuni Indah P</i>	Poor (34)
20	Agus Rusmanto	Poor (33)
21	<i>Meliani Esti M. P</i>	Fair (38)
22	<i>Laila Saraswati</i>	Good (40)
23	M. Yasir Maulana	Fair (39)
24	Adam	Good (42)
25	<i>Tri Wulandari</i>	Poor (34)

The Result of Post-Test

No	Name	Final Score
1	Ade Eka Darmawan	Fair (35)
2	Dwi Septiadi	Fair (37)
3	<i>Avinda Deviana</i>	Excellent (48)
4	A. Ridwan	Good (42)
5	Chusnul Rizal	Good (43)
6	<i>Emi Nur Faidah</i>	Excellent (45)
7	<i>Fitriani</i>	Good (42)
8	<i>Fauzia malinda</i>	Excellent (47)
9	Imam Fathuri	Fair (38)
10	Ivan Krisdayanto	Good (42)
11	<i>Laras Asih</i>	Good (41)
12	M. Ilham Teguh P	Fair (38)
13	M. Arif Faza	Excellent (46)
14	M. Toto Nuswantoro	Fair (39)
15	<i>Maftuhatul Fitriyah</i>	Excellent (45)
16	Rizki Fajar	Good (44)
17	<i>Susanti</i>	Excellent (47)
18	<i>Melia Afriyani</i>	Excellent (46)
19	<i>Ayuni Indah P</i>	Good (40)
20	Agus Rusmanto	Fair (38)
21	<i>Meliani Esti M. P</i>	Good (42)
22	<i>Laila Saraswati</i>	Excellent (45)
23	M. Yasir Maulana	Excellent (45)
24	Adam	Excellent (47)
25	<i>Tri Wulandari</i>	Good (40)

The Result of First Treatment

No	Name	Final Score
1	Ade Eka Darmawan	Poor (31)
2	Dwi Septiadi	Poor (33)
3	<i>Avinda Deviana</i>	Good (43)
4	A. Ridwan	Fair (36)
5	Chusnul Rizal	Fair (37)
6	<i>Emi Nur Faidah</i>	Good (42)
7	<i>Fitriani</i>	Fair (37)
8	<i>Fauzia malinda</i>	Good (43)
9	Imam Fathuri	Poor (34)
10	Ivan Krisdayanto	Fair (38)
11	<i>Laras Asih</i>	Fair (36)
12	M. Ilham Teguh P	Poor (34)
13	M. Arif Faza	Good (42)
14	M. Toto Nuswantoro	Poor (34)
15	<i>Maftuhatul Fitriyah</i>	Fair (38)
16	Rizki Fajar	Fair (39)
17	<i>Susanti</i>	Good (42)
18	<i>Melia Afriyani</i>	Good (42)
19	<i>Ayuni Indah P</i>	Fair (36)
20	Agus Rusmanto	Poor (34)
21	<i>Meliani Esti M. P</i>	Fair (39)
22	<i>Laila Saraswati</i>	Good (41)
23	M. Yasir Maulana	Fair (39)
24	Adam	Good (42)
25	<i>Tri Wulandari</i>	Poor (34)

The Result of Second Treatment

No	Name	Final Score
1	Ade Eka Darmawan	Fair (35)
2	Dwi Septiadi	Fair (35)
3	<i>Avinda Deviana</i>	Excellent (45)
4	A. Ridwan	Fair (38)
5	Chusnul Rizal	Good (40)
6	<i>Emi Nur Faidah</i>	Good (43)
7	<i>Fitriani</i>	Fair (39)
8	<i>Fauzia malinda</i>	Excellent (45)
9	Imam Fathuri	Fair (36)
10	Ivan Krisdayanto	Fair (39)
11	<i>Laras Asih</i>	Fair (38)
12	M. Ilham Teguh P	Fair (36)
13	M. Arif Faza	Good (44)
14	M. Toto Nuswantoro	Fair (36)
15	<i>Maftuhatul Fitriyah</i>	Good (40)
16	Rizki Fajar	Good (40)
17	<i>Susanti</i>	Excellent (45)
18	<i>Melia Afriyani</i>	Good (43)
19	<i>Ayuni Indah P</i>	Fair (38)
20	Agus Rusmanto	Fair (36)
21	<i>Meliani Esti M. P</i>	Fair (39)
22	<i>Laila Saraswati</i>	Good (43)
23	M. Yasir Maulana	Fair (39)
24	Adam	Excellent (45)
25	<i>Tri Wulandari</i>	Fair (36)

THE INSTRUMENT of OBSERVATION

Checklist in Observation

Assessing game

The Students' Involved

Questions	Grade		
	Low (10-33 %)	Medium (34-67%)	High (68-100%)
1. Can all of the children fell involved?	----	----	----
2. Is the game clear to understand and use?	----	----	----
3. Does the activity keep the children's interest until the end?	----	----	----
4. Is the activity visually stimulating?	----	----	----

Are the Students Learning?

Questions	Grade		
	Low (10-33 %)	Medium (34-67%)	High (68-100%)
1. Do the children practice English enough?	----	----	----
2. Do the children feel challenged by the game?	----	----	----
3. Can new words or patterns be introduced during the activity?	----	----	----

Are the Students Active?

Questions	Grade		
	Low (1-33 %)	Medium (34-67%)	High (68-100%)
1. Are the students asking genuine questions??	----	----	----
2. Are the students anticipating and guessing?	----	----	----
3. Are the students reflecting and thinking?	----	----	----
4. Can the students do the activity without too much explanation from us?	----	----	----
5. Are there ways for the children to be confused at first but later have a sense of accomplishment?	----	----	----

Questionnaire

Pilihlah jawaban dengan menyilang jawaban yang kamu anggap betul !

1. Apakah kamu kesulitan dalam melakukan permainan ini?
 - a. Ya
 - b. Tidak

Jika jawaban kamu YA maka jawab pertanyaan berikut:

2. Apakah itu karena temanmu sulit diajak kerjasama?
 - a. Ya
 - b. Tidak
3. Apakah itu karena kamu kurang bisa berbahasa Inggris?
 - a. Ya
 - b. Tidak
4. Apakah itu karena kamu kesulitan dalam memahami instruksi dari guru?
 - a. Ya
 - b. Tidak
5. Apakah itu karena ketidaksukaan kamu dengan bahasa Inggris?
 - a. Ya
 - b. Tidak

Jika jawaban kamu pada pertanyaan No.1 TIDAK maka jawab pertanyaan berikut:

2. Apakah temanmu bisa diajak kerjasama?
 - a. Ya
 - b. Tidak
3. Apakah kamu mampu berbahasa Inggris?
 - a. Ya
 - b. Tidak
4. Apakah guru memberikan instruksi dengan jelas?
 - a. Ya
 - b. Tidak
5. Apakah kamu menyukai pelajaran bahasa Inggris?
 - a. Ya
 - b. Tidak
6. Menurut kamu perlukah permainan ini diterapkan dalam pelajaran bahasa Inggris?

Questionnaire

Jawablah pertanyaan –pertanyaan berikut dengan memberi tanda (✓) pada kolom yang kamu pilih!

Pertanyaan	Ya	Tidak
1. Apakah kamu kesulitan dalam melakukan permainan ini?		
2. Apakah kamu kesulitan ketika bertanya dalam bahasa Inggris?		
3. Apakah kamu bisa memahami keterangan dari guru?		
4. Apakah kamu menyukai pelajaran bahasa Inggris?		
5. Apakah kamu mendapat kata-kata baru dalam permainan ini?		
6. Apakah kamu menikmati/menyukai permainan ini?		
7. Apakah kamu merasa tertantang dalam permainan ini?		
8. Apakah kamu merasa bosan selama permainan ini?		
9. Apakah kamu bisa bekerjasama dengan temanmu dalam permainan ini?		
10. Adakah kesulitan lain selain kesulitan diatas (no.1, 2, dan 3) yg kamu rasakan selama permainan ini? Bila ada, tulislah jawabanmu dibawah ini!		

Daftar pertanyaan yang dapat kamu gunakan:

- ☞ Are you an animal? (Apakah kamu seekor binatang?)
- ☞ Can I ride you? (Bisakah saya mengendaraimu?)
- ☞ Can I eat you? (Bisakah saya memakanmu?)
- ☞ Can I touch you? (bisakah saya menyentuhmu?)
- ☞ Can I hear you? (bisakah saya mendengarmu?)
- ☞ Can you bite? (bisakah kamu menggigit?)
- ☞ Can you produce milk? (bisakah kamu menghasilkan susu?)
- ☞ Are you dangerous? (apakah kamu berbahaya?)
- ☞ Are you wild? (apakah kamu liar?)
- ☞ Do you have a pair of wings? (apakah kamu mempunyai sepasang sayap?)
- ☞ Do you have four legs? (apakah kamu mempunyai empat kaki?)
- ☞ Do you have a pocket? (apakah kamu punya kantong?)
- ☞ Can you fly? (bisakah kamu terbang?)
- ☞ Can you swim? (bisakah kamu berenang?)
- ☞ Can you jump? (bisakah kamu melompat?)
- ☞ Do you have a thick feather? (apakah kamu mempunyai bulu yang tebal?)
- ☞ Do you eat meat? (apakah kamu makan daging?)
- ☞ Do you eat grass? (apakah kamu makan rumput?)
- ☞ Are you big? (apakah kamu besar?)
- ☞ Are you small? (apakah kamu kecil?)
- ☞ Do you have a long neck? (apakah kamu mempunyai leher yang panjang?)
- ☞ Do you have trunks? (apakah kamu mempunyai gading?)
- ☞ Do you eat carrot? (apakah kamu makan wortel?)
- ☞ Are you funny? (apakah kamu lucu?)
- ☞ Do you have sharp claws? (apakah kamu mempunyai cakar yang tajam?)
- ☞ Can you run so fast? (bisakah kamu berlari cepat?)
- ☞ Do you eat bamboo? (apakah kamu makan bamboo?)
- ☞ Are you black/brown/white colour? (apakah warnamu hitam/coklat/putih ?)
- ☞ Do you have a long tail? (apakah kamu mempunyai ekor yang panjang?)
- ☞ Do you have a poison? (apakah kamu mempunyai racun?)

List of Students in Grade V SD Negeri Bugangin Kendal

Male Students

1. Ade Eka Darmawan
2. Dwi Septiadi
3. A. Ridwan
4. Chusnul Rizal
5. Imam Fathuri
6. Ivan Krisdayanto
7. M. Ilham Teguh P
8. M. Arif Faza
9. M. Toto Nuswantoro
10. Rizqi Fajar
11. Agus Rusmanto
12. M. Yasir Maulana
13. Adam

Female Students

1. Avinda Deviana
2. Emi Nur Faizah
3. Fitriani
4. Fauzia Malinda
5. Laras Asih
6. Maftuhatul Fitriyah
7. Susanti
8. Melia Afriyani
9. Ayuni Indah P
10. Meliani Esti M.P
11. Laila Saraswati
12. Tri Wulandari

Students Grouping

Group A (Odd)

1. Ade Eka Darmawan
2. Avinda Deviana
3. Chusnul Rizal
4. Fitriyani
5. Imam Fathuri
6. Laras Asih
7. M. Arif Faza
8. Maftuhatul Fitriyah
9. Susanti
10. Ayuni Indah P
11. Meliani Esti M.P
12. M. Yasir Maulana
13. Tri Wulandari

Group B (Even)

1. Dwi Septiadi
2. A. Ridwan
3. Emi Nur Faizah
4. Fauzia Malinda
5. Ivan Krisdayanto
6. M. Ilham Teguh P
7. M. Toto Nuswantoro
8. Rizki Fajar
9. Melia Apriyani
10. Agus Rusmanto
11. Laila Saraswati
12. Adam

Daftar pertanyaan yang dapat kamu gunakan:

- ☞ Are you a person? (apakah kamu orang?)
- ☞ Do you work in school? (apakah kamu bekerja di sekolah?)
- ☞ Do you work in aeroplane? (apakah kamu bekerja dipesawat?)
- ☞ Do you work in hospital? (apakah kamu bekerja di rumah sakit?)
- ☞ Do you work in rice field?
- ☞ Do you work in workshop?
- ☞ Do you work in law office?
- ☞ Do you work in restaurant?
- ☞ Do you work in company/
- ☞ Do you work in fabric?
- ☞ Do your work is helping the manager?
- ☞ Do your work is helping the suspect of criminal or helping someone in law?
- ☞ Do your work is repairing motorcycle or car?
- ☞ Do your work is serving customers?
- ☞ Do your work is helping the pilot to serve the meal and etc?
- ☞ Do your work is deciding the sentence to criminal?
- ☞ Do your work is teaching students?
- ☞ Do your work is flying the plane?
- ☞ Do your work is examining the patient?
- ☞ Do your work is planting rice or vegetables?
- ☞ Do you use



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The Writer



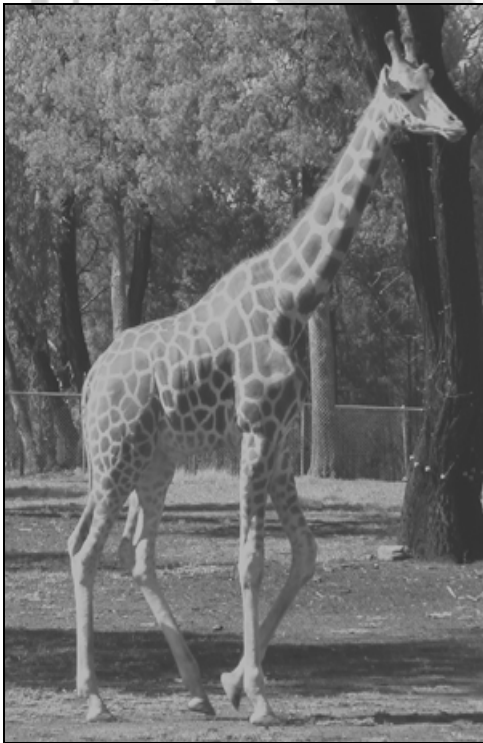
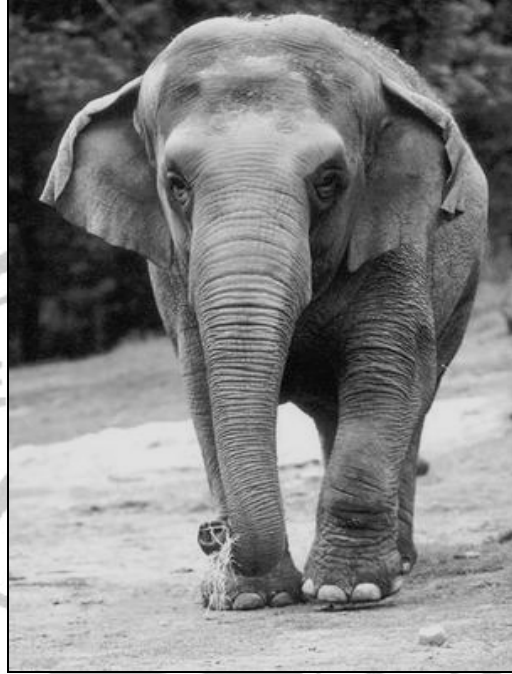
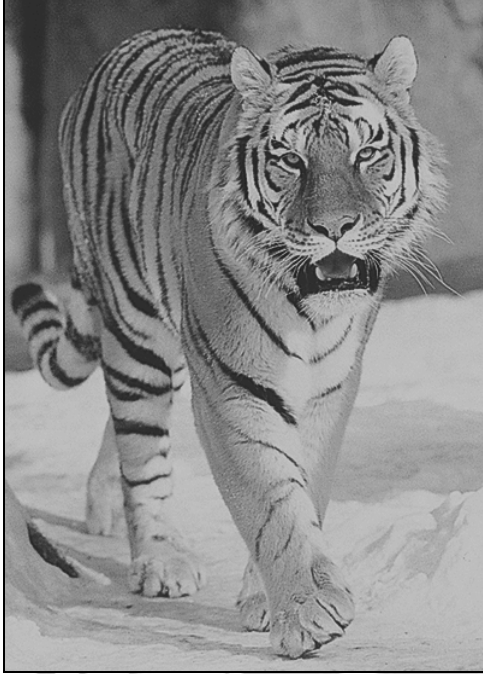
The Result of Pre-Test

No	Name	Final Score
1	Ade Eka Darmawan	Bad
2	Dwi Septiadi	Bad
3	Avinda Deviana	Good
4	A. Ridwan	Fair
5	Chusnul Rizal	Fair
6	Emi Nur Faidah	Good
7	Fitriani	Fair
8	Fauzia malinda	Good
9	Imam Fathuri	Bad
10	Ivan Krisdayanto	Fair
11	Laras Asih	Bad
12	M. Ilham Teguh P	Bad
13	M. Arif Faza	Good
14	M. Toto Nuswantoro	Bad
15	Maftuhatul Fitriyah	Fair
16	Rizki Fajar	Fair
17	Susanti	Good
18	Melia Afriyani	Good
19	Ayuni Indah P	Bad
20	Agus Rusmanto	Bad
21	Meliani Esti M. P	Fair
22	Laila Saraswati	Good
23	M. Yasir Maulana	Fair
24	Adam	Good
25	Tri Wulandari	Bad

The Result of Post-Test

No	Name	Final Score
1	Ade Eka Darmawan	Fair
2	Dwi Septiadi	Fair
3	Avinda Deviana	Excellent
4	A. Ridwan	Good
5	Chusnul Rizal	Good
6	Emi Nur Faidah	Excellent
7	Fitriani	Good
8	Fauzia malinda	Excellent
9	Imam Fathuri	Fair
10	Ivan Krisdayanto	Good
11	Laras Asih	Good
12	M. Ilham Teguh P	Fair
13	M. Arif Faza	Excellent
14	M. Toto Nuswantoro	Fair
15	Maftuhatul Fitriyah	Excellent
16	Rizki Fajar	Good
17	Susanti	Excellent
18	Melia Afriyani	Excellent
19	Ayuni Indah P	Good
20	Agus Rusmanto	Fair
21	Meliani Esti M. P	Good
22	Laila Saraswati	Excellent
23	M. Yasir Maulana	Excellent
24	Adam	Excellent
25	Tri Wulandari	Good

The Objects of Guessing in the First Cycle



The Object of Guessing in the Second Cycle

