



**TEACHING ENGLISH USING “HIGH TOWN” CARD
GAME TO ENHANCE STUDENTS’ SPEAKING ABILITY**

**(Action Research at the Seventh Grade Students of
SMP Negeri 2 Sumbang in the Academic Year of 2010/2011)**

a final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

Eko Aji Prasetyo

2201407195

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2011

APPROVAL

This final project has been approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on August, 19 2011.

Board of Examiners

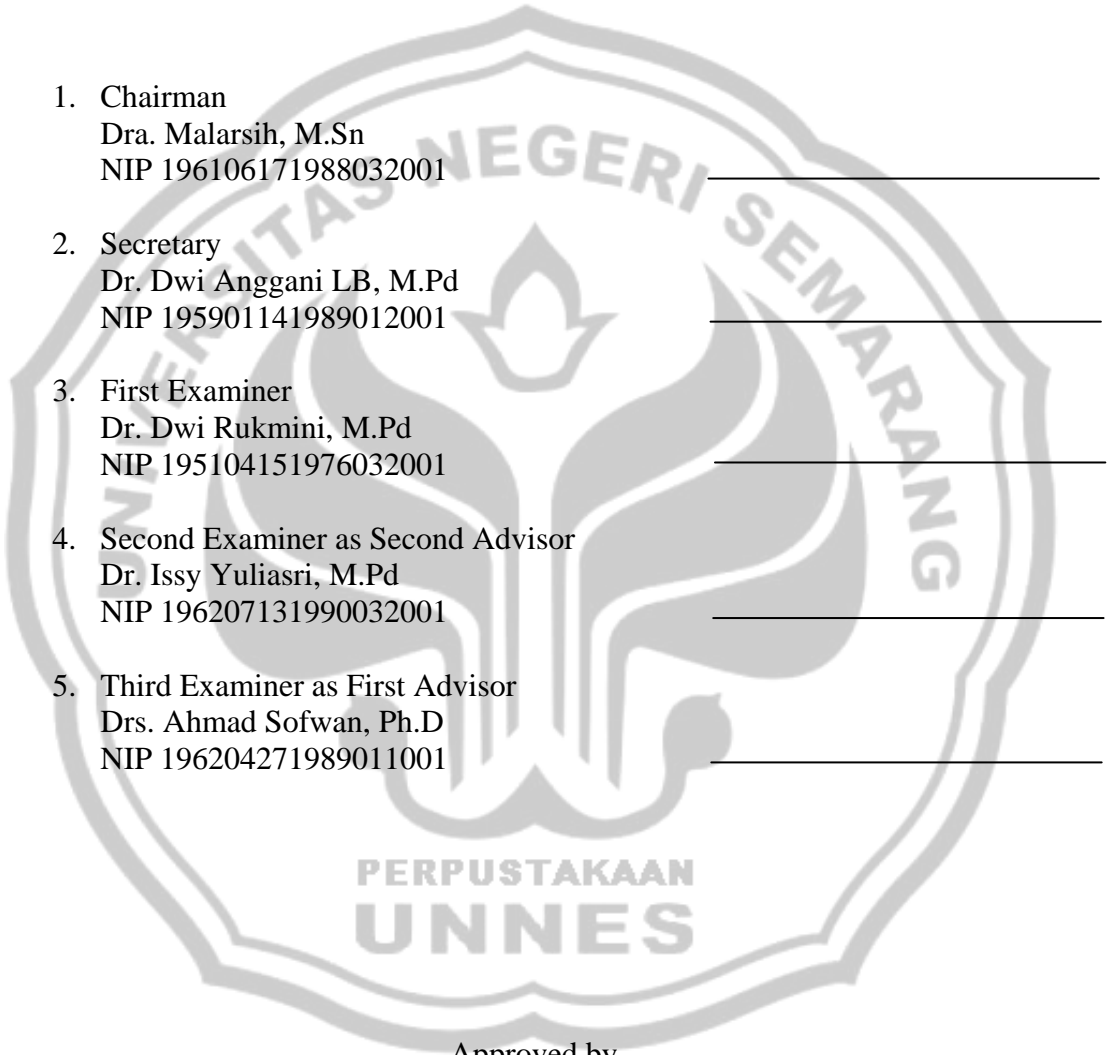
1. Chairman
Dra. Malarsih, M.Sn
NIP 196106171988032001

2. Secretary
Dr. Dwi Anggani LB, M.Pd
NIP 195901141989012001

3. First Examiner
Dr. Dwi Rukmini, M.Pd
NIP 195104151976032001

4. Second Examiner as Second Advisor
Dr. Issy Yuliasri, M.Pd
NIP 196207131990032001

5. Third Examiner as First Advisor
Drs. Ahmad Sofwan, Ph.D
NIP 196204271989011001



Approved by
The Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum
NIP 196008031989011001

PERNYATAAN

Dengan ini saya:

Nama : Eko Aji Prasetyo
NIM : 2201407195
Prodi/Jurusan : Pendidikan Bahasa Inggris/ Bahasa dan Sastra
Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Semarang

menyatakan dengan sesungguhnya bahwa skripsi/ *final project* yang berjudul:
TEACHING ENGLISH USING “HIGH TOWN” CARD GAME TO ENHANCE
STUDENTS’ SPEAKING ABILITY

(Action Research at the Seventh Grade Students of
SMP Negeri 2 Sumbang in the Academic Year of 2010/2011)

saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan diskusi, dan pemaparan/ ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 17 Agustus 2011

Yang membuat pernyataan

Eko Aji Prasetyo

NIM 2201407195

“Accept the challenges so that you may feel the exhilaration of victory”

~ George S. Patton ~



To my beloved Mom, *Ibu Sri Wahyuti*, and Dad, *Bapak Sutaryo*,
My Little brother, *Kukuh*,
All memorable people in my life till now and forever

ACKNOWLEDGEMENT

Alhamdulillahirobbil' alamin, first and foremost, all praise goes to Allah SWT, the Lord of the universe for blessing the writer to finish this final project. Peace and blessing be on the Messenger of Allah, Muhammad SAW the prophet, his family, his companions, and all of his followers.

The writer extends his gratitude to Drs. Ahmad Sofwan, Ph.D. as the writer's first advisor for the guidance during the writing of this final project, and to Dr. Issy Yuliasri, M.Pd. as the writer's second advisor for her valuable suggestions.

The writer also would like to thank Tohir, S.Pd, M.Pd. as the Headmaster of SMP Negeri 2 Sumbang, and also Mrs. Rina, the English teacher of grade VII, for their permission and help during the research.

I would like to dedicate my deepest gratitude to my beloved mother, father and little brother. They encourage me to step confidently and they never stop their prayers for me.

I also would like to thank all my friends in Rumah Prestasi Basmala (Ali bin Abi Tholib and Sa'ad bin Abi Waqqas), all friends in the English Education 07 of UNNES, Lingua Base, Obsesi, my "cow" for support and beautiful memories, and Miss Tiko and Bella who always accompanied me day and night, in happiness and sadness during finishing the final project.

I hope this final project will be useful for all the readers, especially for English teachers.

Semarang, August, 17 2011

Eko Aji Prasetyo

ABSTRACT

Prasetyo, Eko Aji. 2011. *Teaching English using “High Town” Card Game to Enhance Students’ Speaking Ability (Action Research at the Seventh Grade Students of SMP Negeri 2 Sumbang in the Academic Year of 2010/2011)*. Final Project, English Department of the Faculty of Languages and Arts Semarang State University. First Advisor: Drs. Ahmad Sofwan, Ph.D., Second Advisor: Dr. Issy Yuliasri, M.Pd.

Key words: “high town” card game, speaking ability

The objectives of this study are to describe the extent of student’s speaking ability that can be enhanced through the use of “High Town” Card Game as a learning medium and to describe the advantages and disadvantages of using “High Town” Card as a learning medium in teaching speaking to the seventh grade students of SMP Negeri 2 Sumbang in the academic year of 2010/2011.

A three cycle classroom action research approach was adopted with four activities in each cycle, namely planning, acting, observing and reflecting. The population of the study was the seventh grade students of SMP Negeri 2 Sumbang in the academic year 2010/2011. The methods used in collecting the data were students’ test, students’ observation checklist, and questionnaire.

The result of the students’ progress during the teaching learning process by using “High Town” Card was very good. The mean of students’ achievement increased from the first meeting to the last meeting. It could be seen from the average score, i.e. 1.26 points in pre-test and 3.18 points in post-test 3. The score improved by 1.92 points. It means that the use of “High Town” Card Game was effective in teaching speaking by considering the implementation of group work, free speaking activity and games.

From the analysis of the use of “High Town” Card Game in developing the students’ speaking ability, some advantages are identified, i.e.: it makes speaking lesson more enjoyable, it teaches the students how to ask and give information to their friends, it can reduce the students’ nervousness to speak English, and the material of “High Town” Card is not only for introducing or describing someone. However, there were some disadvantages, namely the teacher needs more time and activity for creating the contents of the cards, and the activity demands teacher’s skill in controlling the class.

“High Town” Card Game can be used by the teacher as an alternative medium in teaching speaking. Based on the result, the use of “High Town” Card Game could be said as one of the effective media in developing the students’ speaking ability.

TABLE OF CONTENTS

	page
ACKNOWLEDGMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURE	x
LIST OF TABLES	xi
LIST OF CHART	xii
LIST OF APPENDICES	xiii
CHAPTER	
1. INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	8
1.3 Statements of the Problem	8
1.4 Objectives of the Study	9
1.5 Significance of the Study	9
1.6 Outline of the Report	10
2. REVIEW OF THE RELATED LITERATURE	
2.1 Review of Previous Studies	12
2.2 Review of Related Theories	16
2.2.1 Speaking Skill	16
2.2.2 Technique of Teaching Speaking	21
2.2.2.1 Teaching Speaking	21
2.2.2.2 Techniques in Classroom Speaking Activities	24
2.2.3 “High Town” Card Game as a Learning Medium	26
2.2.4 The Characteristics of Junior High School	28
3. METHODS OF INVESTIGATION	
3.1 Research Design	31
3.2 Subject of the Study	34

3.2.1	Population	34
3.2.2	Sample	34
3.3	Research Instruments	34
3.4	Data Collection	38
3.4.1	Pre-Test	39
3.4.2	Cycle 1	39
3.4.3	Cycle 2	41
3.4.4	Cycle 3	44
3.5	Method of Analyzing the Data	46
3.5.1	Transcribing the Students' Speaking Test	46
3.5.2	Scoring the Students' Production	47
3.5.3	Analyzing the Students' Observation Checklist	48
3.5.4	Analyzing the Questionnaire	48
4.	RESULTS AND DISCUSSION	
4.1	Description of the Research	50
4.1.1	Pre-test	50
4.1.2	Cycle 1	52
4.1.3	Cycle 2	57
4.1.4	Cycle 3	64
4.2	Analysis of the Research	71
4.2.1	Achievement of the Students	71
4.2.2	The Use of "High Town" Card Game to Enhance Students' Speaking Ability	75
4.2.3	The Advantages and Disadvantages of "High Town" Card Game in Developing the Students' Speaking Ability	77
4.2.3.1	The Advantages of "High Town" Card Game	77
4.2.3.2	The Disadvantages of "High Town" Card Game	78
5.	CONCLUSIONS AND SUGGESTIONS	
5.1	Conclusions	80
5.2	Suggestions	82

REFERENCES 84
APPENDICES 87



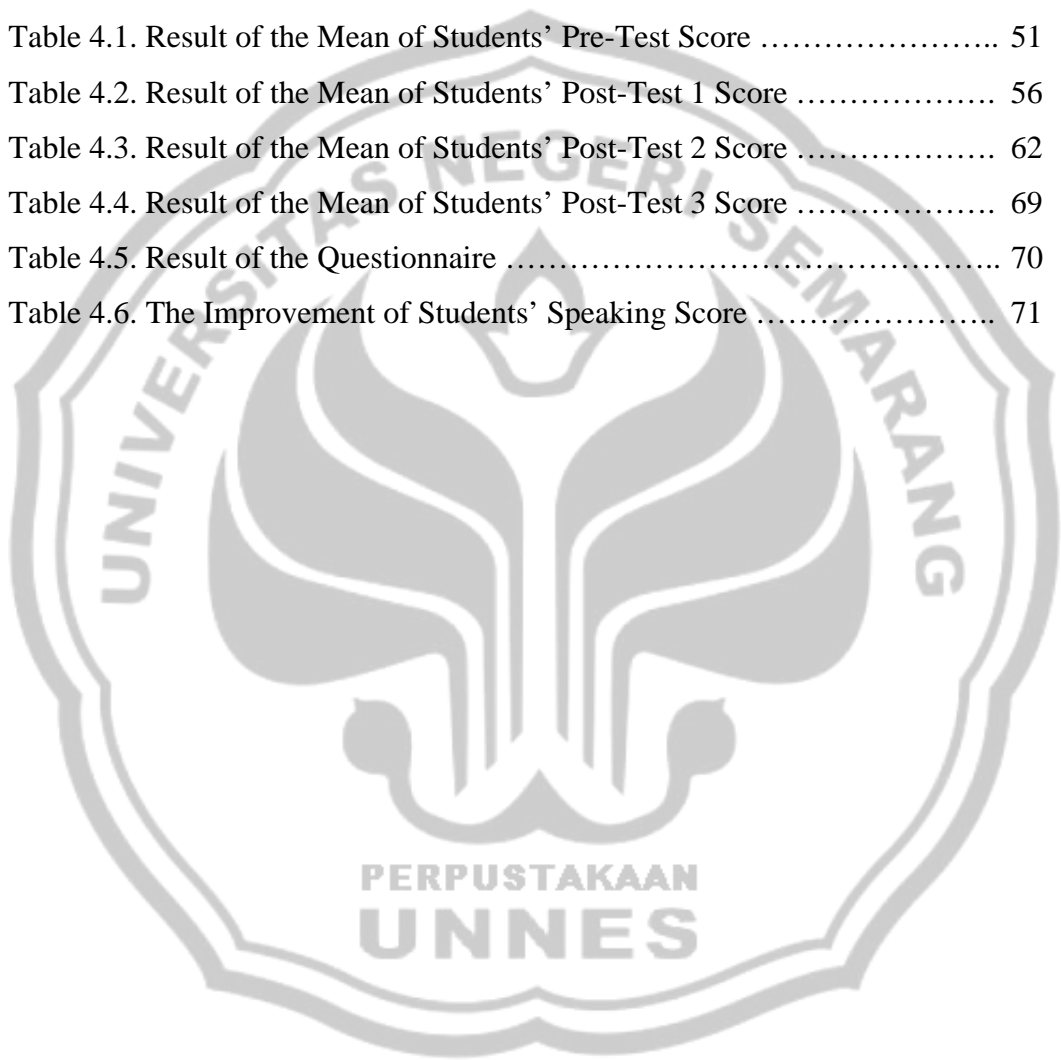
LIST OF FIFURE

	page
Figure 3.1. The Cycle of Action Research	33



LIST OF TABLES

	page
Table 3.1. The Classification of Graded Score	38
Table 3.2. Oral Proficiency Scoring categories	47
Table 3.3. Grading of Questionnaire	48
Table 4.1. Result of the Mean of Students' Pre-Test Score	51
Table 4.2. Result of the Mean of Students' Post-Test 1 Score	56
Table 4.3. Result of the Mean of Students' Post-Test 2 Score	62
Table 4.4. Result of the Mean of Students' Post-Test 3 Score	69
Table 4.5. Result of the Questionnaire	70
Table 4.6. The Improvement of Students' Speaking Score	71



LIST OF CHART

	page
Chart 4.1. The Development of Students' Speaking Ability	74



LIST OF APPENDICES

appendix	page
1. List of Students	87
2. Lesson Plan Cycle 1	89
3. Lesson Plan Cycle 2	101
4. Lesson Plan Cycle 3	113
5. Analysis of Students' Observation Checklist	123
6. The Percentage of Students' Observation Checklist	129
7. The Result of The Pre-Test	131
8. The Result of the Post-Test 1	132
9. The Result of the Post-Test 2	133
10. The Result of the Post-Test 3	134
11. Questionnaire	135
12. Questionnaire Analysis	136
13. High Town Card	137
14. Documentations	138

PERPUSTAKAAN
UNNES

CHAPTER I

INTRODUCTION

This chapter has six sections. They are the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the last is outline of the report.

1.1 Background of the Study

Language is a very important means of communication in daily human live. With language, people can cooperate and get along with each other. They can do whatever they are going to do, such as communicating with others or giving arguments. Dreyer (2009:10) states:

A language is a dynamic set of visual, auditory, or tactile symbols of communication and the elements used to manipulate them. Language can also refer to the use of such systems as a general phenomenon.

It means language is considered to be an exclusively human mode of communication; although other animals make use of quite sophisticated communicative systems, none of these are known to make use of all of the properties that linguists use to define language. In other words, we can say that language is the key of communication.

English is one of the international languages most widely used in the world. English as one of the international languages has been used in many countries at various fields worldwide. Harmer (2001:1) states “English is called a lingua

franca”. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language.

All around the world, students of all ages are learning to speak English, but their reasons for studying English may differ from one another. Harmer (2007:11) states “some students, of course, only learn English because it is on the curriculum at primary or secondary school”. Based on the Basic Course Outline 2006, English is the first foreign language in Indonesia and is regarded as an important subject to absorb and to develop science, technology and culture as well as to establish relationship with other nations. It has become an essential subject in curriculum and is first formally introduced in the fourth year of elementary school.

Education Ministry of Indonesia (2006:277) states that in the teaching of English in Junior High School it is expected to enable the students to achieve the functional literacy level, which means that they can communicate in spoken and written forms to solve the daily problem. Additionally, it should be supported with the communicative competence which can be defined as the competence in understanding or producing spoken and written texts that are realized in four language skills, namely: listening, speaking, reading, and writing. Those four skills are used to respond to or create discourse in society.

Based on Education Ministry of Indonesia (2006:278), the purposes of teaching English in Junior High School are as follows:

1. Improving communicative competence in the production of spoken and written to achieve the functional literacy.
2. Having awareness of the nature and importance of English to improve the competitiveness of nations in a global society
3. Improving the students' understanding about the relationship between language and culture.

As part of language teaching, speaking is an important skill besides listening, reading, and writing. Speaking is regarded as more representing what the speaker wants to say. By speaking, one can express his mind, ideas and thought freely and spontaneously. Speaking is the term that someone uses for verbal communication between people. When two people are engaged in talking to each other, they are doing communication. People do communication for some reasons. Harmer (2001:46) states the reasons as follows:

1. They want to say something.

What is used here is a general way to suggest that speakers make definite decisions to address to other people. Speaking may, of course, be forced upon them. But we can still say that they feel the need to speak, otherwise they would keep silent.

2. They have some communicative purposes.

Speakers say something because they want something to happen as a result of what they say. They may decide to flatter, agree or complain. In each of these cases, they are interested in achieving this communicative purpose, what is important is the message they wish to convey and the effect they want to have.

3. They select from their language store.

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select from the 'store' of language they have.

Bygate (1987:vii) states the definition of speaking.

Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.

Since English is a foreign language in Indonesia, it is understandable that the teaching of English is still unsatisfactory. Most Indonesia students consider English as a difficult subject to be learnt, especially speaking. It is not an easy way for students to communicate in English. They are afraid of making mistakes in their speaking. They do not have confidence to speak in front of the large audience. It is due to the fact that the rules of that language are different from those of their own language.

Besides, most students have difficulties in mastering English because teachers tend to emphasize on teaching grammatical rules than teaching to speak. Consequently, students have never been trained to speak the language and they are called 'passive learners'. Finally, they cannot be expected to master English as a means of communication.

As Fulcher (2003:22) states “learning to speak a language as an adolescent or adult is more difficult than learning to speak a primary language”. In accordance to Fulcher’s statement, it is common now that many private schools and courses introduce English earlier in pre-school or play group where the students are at the age of two or three. The age of the students must become the major consideration for teachers to decide on how and what to teach. People of different ages have different needs, competences, and cognitive skills. Harmer (2001:38) states “young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults”. By examining their characteristics, teachers can choose the most suitable methodology or media to apply.

So, teachers should use different kinds of teaching techniques in teaching speaking to their students. Nunan (2003:56) states there are some techniques in teaching speaking which provide communicative activities and which can be implemented to motivate students to speak actively in speaking class, such as

1. Information Gap

“Information gap is a technique in which one person has information that the other lacks” (Nunan 2003:56). In this activity the students must share the information using the target language. By exchanging or sharing the information they will attain the complete information.

2. Jigsaw Activities

Nunan (2003:56) argues that “jigsaw activities are activities which have two or multidirectional information gap, in which each person in a pair or group has

some information the other persons or groups need”. The difference between information gap and jigsaw activities is in the number of persons who share the information. In the information gap, it is done in pair, while in jigsaw activities it can be done in pairs, between pairs or groups.

3. Role-Plays

“In role-playing learners are asked to imagine themselves in a situation that could occur outside the classroom” (Nunan 2003:57). Role-plays mean to take a role of an existing character or person and act it out with a partner. The students can practice first using role-plays before they are ready in a real environment. This technique practices the students to speak bravely without fear of embarrassment although they make a mistake.

4. Simulation

Nunan (2003:57) states that “simulation is a technique in which props and documents provide a somewhat realistic environment for language practice”. It means the students must act a conversation as in a real situation. Simulation is almost similar to role-plays. The difference is role-plays just focus on what the students say to each other based on the situation but simulation focuses on the creating of the environment where the conversation takes place.

5. Contact Assignment

“This technique involves sending the students out of the classroom with a stated purpose to talk to people in the target language” (Nunan 2003:58). Contact assignment focuses on collecting information from the surrounding through interviewing foreigners.

6. Language Games

According to Harmer (2001:126), language games mean students are put into a situation in which they have to use all or any of the language they possess to complete a game-like task. Language games are used frequently in speaking class, because it is enjoyable. The students tend to perform well, and they are motivated to perform because usually a teacher gives a reward to them. Games also add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. There are many language games which can be used in teaching speaking such as card game, puzzle, cross word and picture games.

In this study, I combined the use of language games (i.e. Personal Card Game) and information gap as a technique in teaching speaking. Personal Card Game is used as a learning medium in teaching speaking that consists of personal information in each card, i.e. name, date of birth, address. I modify Personal Card Game into the new one, called "High Town" Card Game. "High Town" Card Game is a card game which requires the player to play a role and become the person as stated in the card. As a learning medium, teachers can modify the structures and information format in each card based on the intended material, so the variation of the personal information could be different according to the teachers' need of a given class.

Basically I used card game but in teaching activities I also used information gap for gaining students' interest. A game is an activity with rules, a goal and element of fun. So, students are not expected to find difficult to speak to others

because they don't realize that they are speaking and learning while the game is being done.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Based on the use of card game technique, I gave many chances for the students to practice in order to improve their speaking ability.

1.2 Reasons for Choosing the Topic

The reasons why the topic was chosen were as follows:

1. Speaking English is an important skill to communicate with people all over the world.
2. Since English is a foreign language in Indonesia, it is understandable that the teaching of English is still unsatisfactory.
3. Media and games are important to enable learners to acquire knowledge, skill and attitude.
4. "High Town" Card Game is a simple and unique medium and can be used as a medium and game to teach speaking.

1.3 Statements of the Problem

The problem in this study can be stated as follows:

1. How is "High Town" Card Game used as a medium in teaching speaking in Grade VII of SMP Negeri 2 Sumbang?

2. How can the use of “High Town” Card Game enhance the speaking skill of the Grade VII students of SMP Negeri 2 Sumbang?

1.4 Objectives of the Study

The objectives of the study are

1. To find out how “High Town” Card Game is used as a medium in teaching speaking in Grade VII of SMP Negeri 2 Sumbang.
2. To find out how the use of “High Town” Card Game can enhance the speaking skill of the Grade VII students of SMP Negeri 2 Sumbang.

1.5 Significance of the Study

Related to the objectives of the study, this final project has some significance:

1. For students

The use of “High Town” Card Game can motivate the students to learn English, especially in speaking. It may help the students to have a description and comprehension about the real situation they face according to the speaking material given in an active and communicative way. Besides, this learning medium can motivate the students to use English to communicate in their daily life. From this research this medium is expected to give students bravery to speak English.

2. For teachers

English teachers can encourage their students to use their English knowledge in the classroom and to make teaching learning process more enjoyable. It will also give better insight for the teachers to make them realize that card game (i.e. “High Town” Card Game) is worth trying in teaching speaking in Junior High School. Therefore, teachers should introduce and apply various teaching techniques which actually comply with the students’ interest and ability in order to achieve the objectives of the English teaching optimally. “High Town” Card Game is expected to stimulate English teachers to be more creative in using media in speaking class. The more interested the media used, the more enjoyable students feel during the class.

1.6 Outline of the Report

There are five chapters in this final project. Chapter I covers general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the report.

Chapter II presents review of previous studies and review of related theories which consists of speaking skill, technique of teaching speaking, “High Town” Card Game as a learning medium and the characteristics of Junior High School students.

Chapter III discusses the methods of investigation, which consists of research design, subject of study, research instruments, data collection, and method of analyzing data.

Chapter IV presents the results and discussion, and it is divided into two sections, i.e. description of the research and analysis of the research.

The last chapter is chapter V that consists of conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I present some theory related to the study. This chapter is divided into three parts: review of previous studies and review of related theories.

1.7 Review of Previous Studies

Developing the students' speaking skill is not a new topic. There are many ways to develop students' skill in speaking. In the area of language learning, there have been a number of studies conducted with the purpose of improving students' ability in speaking.

The previous studies related to this final project are:

1. A study by Nur Chofifah (2008) on the use of Log Book to develop students' fluency in speaking (a case of tenth grade students of SMA Semesta bilingual boarding school Semarang in the academic year of 2007 – 2008). The research findings showed that Log Book was a good medium in improving students' speaking skill, especially as conducted in bilingual school.
2. A study by Ari Faizatun Khamdiyah (2008) which aimed to assist students in improving their speaking skill ability through implementing pictures in narrative text to construct an oral narrative story. The result of the study

showed that it was successfully implemented to second year students of SMP N 2 Brebes, and it also gave a good improvement to the students.

3. A study by Tatas Transinata (2011) on the use of Motion Pictures in VCD "ayo belajar bahasa inggris" as learning media in improving speaking skills. This action research was conducted to the fifth year students of SD N Patemon 01 in the academic year 2009/2010. The result of the research showed that the students' speaking achievement improved. The mean of the students' speaking score was 1.17 in the pre-test and 2.98 in the post-test. The improvement between the two mean was 1.81 point. He concluded that one of the advantages of using Motion Pictures in VCD is motivating students to speak the language.
4. A study by Shanty Gunawan (2008) on the use of Talking Book as a learning medium in improving students' speaking skill. The result showed that students' speaking skill improved when they were given free activities for speaking, such as games using Talking Book.
5. A study by Heni Purwo Astuti (2010) on the use of Word Wall as a medium to improve students' speaking ability. This research was conducted in students of SMP N 1 Temanggung and the result of the study showed the improvement of the students' speaking skill after being taught by using Word Wall which was then suggested as an alternative medium to be implemented in the teaching learning process, especially in speaking activities.

6. A study by Lina Fransiskawati (2010), entitled “improving the students’ speaking ability in giving an opinion through the focusing-oriented English teaching technique”. Based on the result of the research, she concluded that the implementation of the focusing-oriented English teaching technique for learning English is very beneficial and applicable for the eighth grade of SMP Negeri 1 Gubug in the academic year 2009/2010 since the technique helped students solve their problem in speaking, especially in giving opinion. The technique also made students better in speaking English generally.
7. A study by Lasriati Manullang (2010) on the use of language chunks to develop students’ speaking skill. The result of the research showed that students’ understanding of learning classroom instructions improved after they were given the treatments. From the findings, she concluded that there was a contribution of Language Chunks technique to improve students’ speaking. She also suggests this activity to be used to improve classroom instructions.
8. A study by Kartika Yudhasari (2008) on the use of games as a teaching strategy to improve students’ speaking ability. The subject of the research was the seventh grade students of SMP Negeri 13 Semarang in the Academic Year of 2007/ 2008). From the result of her study, she concluded that students improved their speaking ability by 19.81%, so there was a significant result after the students were taught by using games.

9. A study by Ratna Dwi Yuniarti (2009) on the use of information gap in developing the students' speaking skill. The subject was the seventh grade students of SMP N 2 Tegowanu-Grobogan, academic year 2008/2009. At the end of the research she concluded that the students' progress during the teaching learning process by using Information Gap was very good. It could be seen from the students' achievement in expressing some expressions proposed in standard competence and basic competence of school-based curriculum. It means that the use of Information Gap was effective in teaching speaking by considering the implementation of group work, choice of interesting materials and application of different procedures.
10. A study by Laili Basalamah (2008) on the use of story retelling activity in teaching speaking (the case of the eleventh year students of SMA N 1 Slawi, Kab Tegal in the academic year 2008/2009). The result of this study was an improvement of students' speaking ability following the use of story telling activity. Among the advantages of story retelling activity were reducing the students' boredom in English learning process, reducing the students' nervousness in speaking English, making English lesson more enjoyable and interesting and motivating the students to speak English and training students to speak loudly.

In short, the conclusion that can be drawn from most of the studies conducted before was that media and games are effective shortcut to improve students' speaking ability.

1.8 Review of Related Theories

In this part, I present some theories underlining the study. They are speaking skill, technique of teaching speaking, “High Town” Card Game as a learning medium, and the characteristics of Junior High School students.

2.2.1 Speaking Skill

Speaking is the productive skill in the oral communication. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. The purpose of language is to communicate and one form of communication is the interaction between speakers. Unfortunately, speaking on many ways is constructed as an undervalued skill. Perhaps, this is caused that we can almost all speak, since it comes naturally, unless one born deaf.

Bygate (1987:3) states that speaking needs a knowledge and skill, so it can be explained by an analogy with the driver of a car.

What knowledge does a car driver need? Clearly he or she needs to know the names of the controls; where they are; what they do and how they operated (you move the pedals with your feet, not with your hands). However, the driver also needs the skill to be able to use the controls to guide the car along a road without hitting the various objects that tend to get in the way; you have to drive smoothly and without getting too close to any dangerous obstacles. And it is not enough to drive in a straight line: the driver also has to be able to manage the variations in road conditions safely. (Bygate 1987:3)

In a way, the job we do when we speak is similar. We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in

our path. Bygate (1987:4) also states that oral communication needs to be conceptualized as a skill rather than as knowledge.

In speaking skill there are two skills that should be done for the speaker, microskills and macroskills. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro- and macroskills are total roughly 16 different objectives to assess in speaking.

Brown (2004:142) states that there are several criteria to divide microskills and macroskills. Here are some of the microskills involved in speaking:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g. tense, agreement, pluralization) word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

And here are some of the macroskills involved in speaking:

1. Appropriately accomplish communicative function according to situations, participants, and goal.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, and –yielding, interrupting, and other sociolinguistic features, in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Respecting to the speaking skill in the foreign language learning, most of the learners will not find it as easy as learning their mother tongue. Specific languages can be more or less difficult to learn, depending on how different from or similar they are to the languages the learner already knows. Such difficulties also apply to the Indonesian learners of English due to a number of factors that need to be further explored. Therefore, speaking skills which consist of five aspects such as grammar, vocabulary, fluency, pronunciation, and content or comprehension should be improved to make the speaking process better.

1. Pronunciation

Pronunciation usually deals with the speech sound that is produced by speakers. Based on Burns (1997:126), pronunciation is, without doubt, an integral feature of learning to speak a language, and important pronunciation features such as stress, rhythm, and intonation contribute significantly to the developing of meaning. If a student has good grammar, but poor pronunciation, conversations or convey the meaning are likely to be very limited. It is important to remember, however, that in language learning the main aim is to enable learners to achieve intelligibility rather than native-like pronunciation.

2. Vocabulary

Vocabulary is needed not only in speaking but also in three skills else, such as listening, reading and writing. Speaking vocabulary refers to all the words a student can use in speech. As defined in Lexical Studies written by Sukrisno (2004:2), vocabulary is the understanding as the stock of words in a given language. In addition, based on Linse (2005:129), vocabulary is the collection of

words that an individual knows. In fact vocabulary is needed in producing what a speaker want to say. More vocabulary a speaker has, he/she is more easily to express or convey the idea to other people.

3. Grammar

Harmer (2001:12) states that “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.” From the definition, I draw a conclusion that since people know the grammar of their language, they also know how the language is used, and they know how to construct sentences or utterances in the accepted forms.

4. Fluency

Speaking English fluently is a goal of many learners of English. Fluency means being able to communicate your idea without having to stop and think too much about what you are saying. Thornbury (2005:6-7) states that “speed is a factor, but it is by no means the only—or even the most important—one. Research into listeners’ perceptions of a speaker’s fluency suggests that pausing is equally important. All speakers pause—they have to, to draw breath. In terms of how listeners rate a speaker’s fluency, the frequency of pausing is more significant than the length of the pauses.

In other words, it can be said that fluency is very important in speaking because without having it, the communication is less perfect and sometimes it is difficult to convey message.

5. Content or Comprehension

Linse (2005:150) argues that “comprehension refers to both speaking and listening comprehension because listening and speaking are intertwined”. So it’s clear that you can’t participate in a conversation if you don’t understand what has been said.

The clear content in utterances is very important. People would understand what others said in communication if the content of their utterances is clear and easy to be understood. The speakers will have a good content in their utterances if they speak based on the topic that is being talked.

2.2.2 Technique of Teaching Speaking

2.2.2.1 Teaching Speaking

In the 2006 high school curriculum, English is included as a compulsory subject in school. It has become a very important subject. The purpose and function of English teaching are to gain to communicative competence. The stress is on the meaningful and functional communication, so that the teaching process has to be related to the context and the situation of the language activities.

The process of teaching should be directed to make students able to communicate in English instead of memorizing the grammatical forms. Grammar will be useful if it can help and facilitate students to use the language in line with the appropriate social context.

The teaching materials are divided into two groups. They are language elements and language activities. Based on the 2006 high school curriculum,

language elements are vocabulary, pronunciation, grammar and spelling, and then language activities are listening, speaking, reading and writing.

As one of the language activities, speaking is also aimed at enabling the students to apply their English in real life for communication. The purpose of language is to communicate and one form of communication is the interaction between speakers. Unfortunately, speaking in many ways is considered as an undervalued skill. Perhaps, this is caused that we can almost all speak, since it comes naturally, unless one is born deaf.

To get successful communication in the classroom, the attention should be focused on the four aspects of classroom interaction that enhance communication: social climate, variety in the learning activities, opportunity for the students' participation, feedback and correction (Harmer 2001:276).

1. Social climate

Social climate is the most basic and fundamental aspect. Without a good social atmosphere, everything else we discuss becomes meaningless. Social climate refers to the proper atmosphere so that the students can relate to the teacher and to others in a positive and constructive way.

It is the task of the teacher to establish proper and good condition for the teaching and learning process. He or she should be fair to his or her students. It can be done by distributing turns equally among the students. It is true that a relaxed, enjoyable, and democratic climate promotes and encourages effective communication.

2. Variety in learning activities

The most important thing to the learner's progress in developing communication competence is a variety of activities in which the students can use the target language. The activities should be focused on the students in such a way that they can talk to each other.

The activities should not be only question and answer, or dialogues but also many communications on the part of the students. Some of them are games, role plays, storytelling, simulations, dramas, interviews and group discussion.

In term of this, the English teachers have to create and prepare the appropriate and interesting materials for such activities. If the teacher can use various ways in speaking class becomes more enjoyable. This can improve students' interest and motivation in learning English.

3. Opportunity for students' participation

The most direct way to facilitate communication is to provide opportunity for the students' participation (Harmer 2001:276). The students take part actively during the lesson by answering, questioning, or discussing.

The teacher is responsible initiating communication process among all participants in the class. He or she does not dominate the class; the activities are on the part of students. For this purpose, the teacher can ask the students to work in pairs or groups in his case. The teacher should become a resource person rather than the dominant figure in the class.

4. Feedback and correction

Feedback is extremely important in teaching and learning process; the teacher gets frequent and accurate inputs from the whole class and vice versa. The teacher is responsible for providing useful feedback and correction to the students.

By paying attention to the four aspects mentioned above, we expect that the communication in the classroom will be successful. The students can be more complete in communication.

By mastering the speaking ability well, students can relate and interact with other persons of different nations. They are able to take part in international interaction.

English teacher are expected to use the limited time effectively in teaching speaking. They should also choose the appropriate techniques, materials, and activities. The English teacher may refresh the students by using different activities and materials for teaching conversation. In terms of this, the English teacher must be creative to provide suitable and interesting topics.

2.2.2.2 Techniques in Classroom Speaking Activities

Many classroom speaking which are currently in use fall at near the communicative end of the communication continuum. In this section I took at some of the most widely used. According to Harmer (2001:271) several techniques of teaching speaking are follows:

1. Action from a script

Teacher can ask the students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class

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 a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and different between pictures

3. Discussion

The group of student is one way in which a teacher can avoid such difficulties. All it means that students have a chance for quick discussions are small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole—class performance is reduced.

4. Prepared talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are move 'writing-like' than this. However, if possible, students should speak from notes rather than from a script

Prepare talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speakers 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, the students ensure that both questioner and respondent have something to say each other. Depending upon how tightly designed, they may well encourage the natural use of certain repetitive language patterns

6. Simulation and role play

Role-play are effective when the student learning speaking, so that different students have different views of what the outcome should be, and consensus has to be reached. That way there is a dynamic movement as the role-play progresses, with students clearly motivated to say much or as little as they need to achieve their aims.

2.2.3 “High Town” Card Game as a Learning Medium

Whatever the approach, language teachers appear to agree that media can and do enhance language teaching. Media means many different things to different people. According to National Education Association as quoted by Gunawan (2008), media are any forms of communication both printed and audiovisual as well as the tools. Besides, media is something that can be used to

distribute information and everything that can be used to explain the matter or to achieve the goals (Iswidayati 2010:1).

From the statements above, I conclude that media is anything used to convey meaning from the sender to the receiver in order to encourage students' thought, feeling, willing, and attention so that the learning process happens.

People differentiate between small media (moderate and cheap) and large media (complicated and expensive). In the daily practice of language teaching we find the range of media-from non-mechanical aids such as households objects, flashcards, and magazine pictures all the way up to sophisticated mechanical aids such video cameras and computers. They are assisting teachers in their jobs, bringing the outside world into the classroom, and making tasks of language learning a more meaningful and exciting one. (Celce-Murcia, 2001:459)

Brinton as quoted by Celce-Murcia (2001:461) states that all the aids, mechanical and non-mechanical, glossy and non-glossy, commercially available and teacher-made, should be part of our definition of language teaching media.

There are rationales for using media in the language classroom:

Firstly, given the role media play in the world outside the classroom, students expect to find media inside the classroom as well. Media thus serve as an important motivator in the language teaching process. Secondly, audiovisual materials provide students with content, meaning, and guidance. They thus create a contextualized situation within which language items are presented and practiced. Thirdly, media materials can lend authenticity to the classroom

situation, reinforcing for students the direct relation between the language classroom and the outside world.

Next, since learning styles of students differ, media will provide us with a way of addressing the needs of both visual and auditory learners. The role that input plays in language learning is virtually uncontested. By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of students' becoming dependent on their teacher's dialect or idiolect, they can also enrich their language learning experiences.

Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process. Finally, I suggest that teachers with a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses by helping them to process information more readily.

As a tool for language teaching/learning, media always facilitate the task of language learning. Just as children learning a first or second language grasp the meaning of words from the objects that surround them, non-native speakers (both inside and outside the classroom) make use of the here and now objects in the immediate environment to process incoming speech.

2.2.4 The Characteristics of Junior High School Students

Learning foreign language involves many factors. The crucial factors may influence language learning. Such as the factor is age. Age is the important one in learning foreign language, especially at the young ages.

The statement above shows that it can be predicted that teaching Junior High School's students especially students in the 7th grade is different from that of adult. The age of the seventh grade of Junior High School is ranging from twelve to fourteen years old. In other words, they are still immature as Jean Piaget's cognitive development theory (Rathus, 2010:18) described. There are four stages of child development as follows:

- a. Sensorimotor (birth to about age 2)
- b. Preoperational (begins about the time the child starts to talk to about age 7)
- c. Concrete operational (from ages 7 to 12)
- d. Formal operational (from age 12 onwards – adolescence)

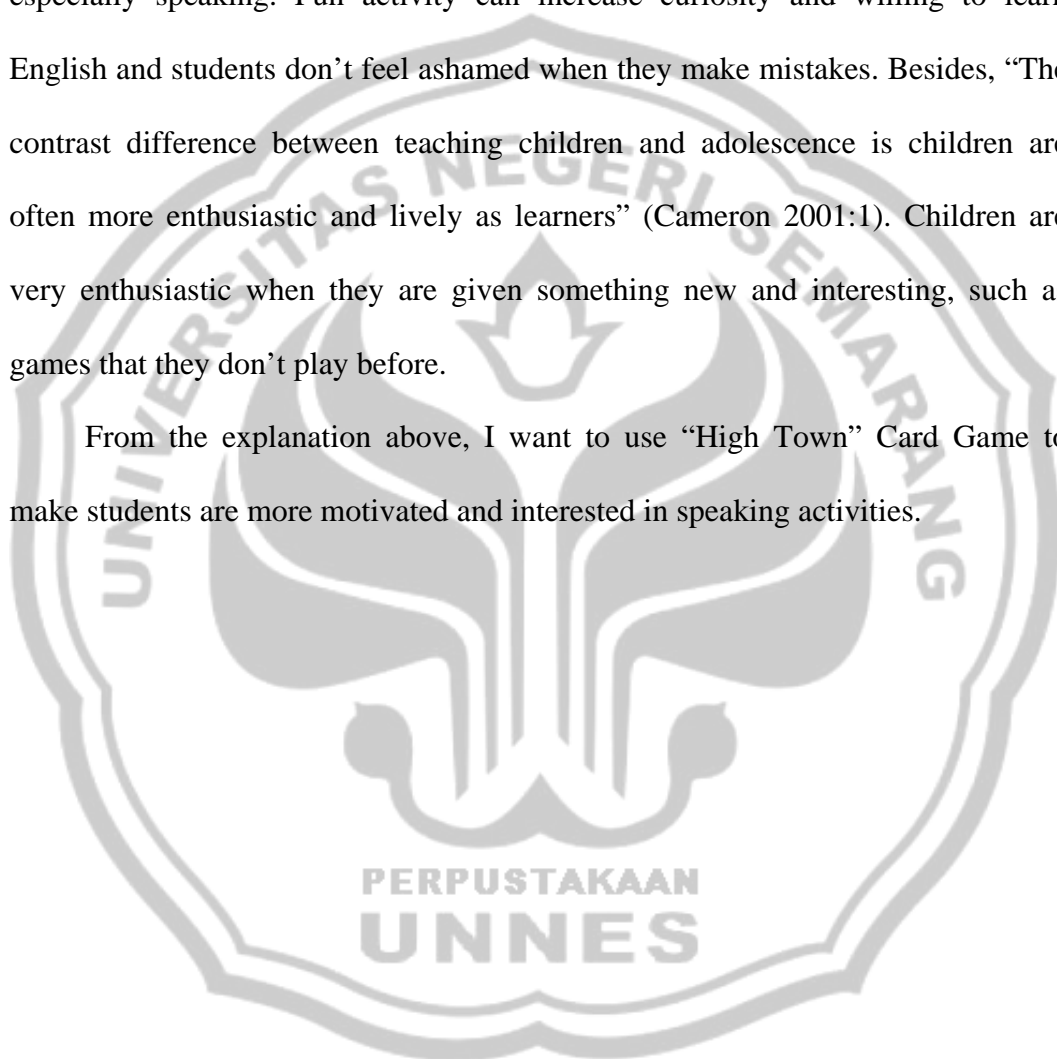
From those four stages above, Junior High School students belong to the fourth stage of child development that is formal operational stage. In this stage, they are ranging from age 12 onwards or adolescence. Adolescence is a transitional stage of physical and mental human development that occurs between childhood and adulthood.

Linse (2005:6) states that generally speaking, most young learners share the following characteristics:

- a. Curious and willing to learn things they consider useful
- b. Enjoy solving "real-life" problems
- c. Focused on themselves and how they are perceived by their peers
- d. Resists adult authority and asserts independence
- e. Beginning to think critically
- f. Fun in all activities

One of important character of Junior High School students is they like playing games. Linse (2005:57) states that “play is a purposeful activity and games are a part of playing. As such, games are very appropriate teaching technique in the classroom”. Students need something special to learn English, especially speaking. Fun activity can increase curiosity and willing to learn English and students don’t feel ashamed when they make mistakes. Besides, “The contrast difference between teaching children and adolescence is children are often more enthusiastic and lively as learners” (Cameron 2001:1). Children are very enthusiastic when they are given something new and interesting, such as games that they don’t play before.

From the explanation above, I want to use “High Town” Card Game to make students are more motivated and interested in speaking activities.



CHAPTER III

METHODS OF INVESTIGATION

To pursue the objective of the study, I apply the following methodology which is divided into five sections: (1) research design, (2) subject of the study, (3) research instruments, (4) data collection, (5) method of analyzing the data.

1.9 Research Design

Action research is defined by Cohen and Manion (1994:186) as quoted by Hartoyo (2010:72) as "a small scale intervention in the functioning of the real world and a close examination of the effect of such an intervention". Besides, Kemmis (1992:22) states that "action research is an approach to improving education by changing it and learning from the consequences of changes". Action research also is "collaborative" (Kemmis 1992:23). It means that it involves those responsible for action in improving that action.

The basic purpose of action research is "to develop new skill or new approaches and to solve problems with direct application to the classroom or other applied setting" (Hartoyo 2010:71). Action research is often useful for teachers to find solution of problems to encounter in everyday practice. Teachers usually use action research when they find some problems such as the students have not achieved the target they expected during teaching and learning process. In this study, I studied the student's ability in performing the speaking language.

In this study, I conducted an action research to the seventh year students of SMP N 2 Sumbang to investigate their speaking development as the result of learning using “High Town” Card Game.

The term action research based on Celce-Murcia (2001:409) is "an approach to collecting and interpreting data that involves a clear, repeated cycle of procedure". Kemmis and Mc Taggart (1992:24) state some of the key principles of action research. One of them is “action research establishes self-critical communities of people participating and collaborating in all phases of the research process: the planning, the action, the observation, and the reflection; it aims to build communities of people committed to enlightening themselves about relationships between circumstance, action, and consequence in their own situation, and emancipating themselves from the institutional and personal constraints which limit their power to live their own legitimate educational and social value”.

There are three cycles applied in conducting this study. Each cycle consists of three meetings. Based on Burns (2010:8), there are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) action, (3) observation, (4) reflection.

1. Planning

Planning as the first step of research procedure is done to give solution for the identified problems. It is a plan to conduct treatment. In order to improve students' speaking skill I tended to use “High Town” Card Game as learning

media. It is hoped that by using “High Town” Card Game as learning media, students would be able to produce good in speaking.

2. Action

After planning the concept, I carried out the treatment referring to the plan had been made. I conducted a pre-test before applying the treatment.

3. Observation

Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study, in this step, I identified and analyzed the data collected during the treatment.

4. Reflection

Reflection is the activity of evaluating critically the progress or change of the students. In this step, I observed whether the "action" activity result any progress. To support the study, I used questionnaire and post-test to gather data.

In general, the cycle of action research could be seen from the figure below:

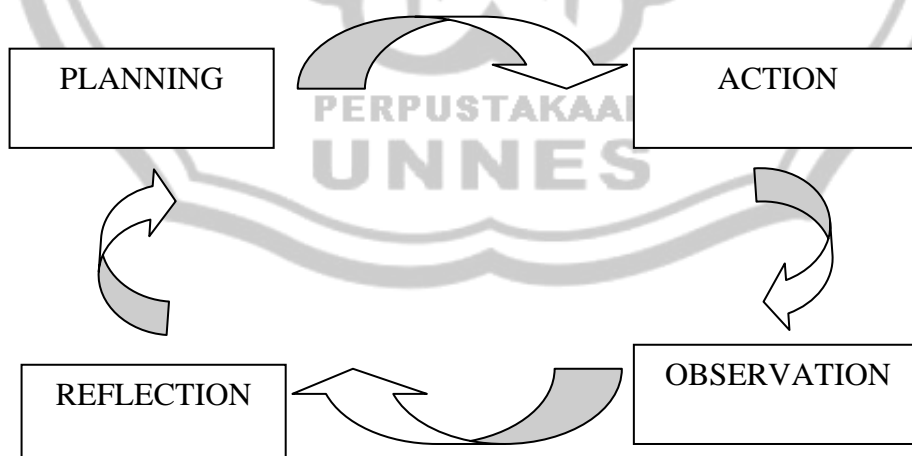


Figure 3.1. The Cycle of Action Research

1.10 Subject of the Study

3.2.1 Population

The population was the Grade VII students of SMP N 2 Sumbang in the academic year 2010/2011.

3.2.2 Sample

According to Arikunto (2006:109) sample is a part of population that can represent all the populations observed. Then, selection of a sample was a very important step in conducting study. There were many sampling techniques used in an investigation, while certain techniques were more appropriate situations. In determining the size of sample, Arikunto (2006:112) explains that if the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 %, or more than 25 % of the population based on the capability of the researcher. In selecting the subjects of the study, I chose the sample randomly between 5 classes. The last VII A was selected as the sample.

1.11 Research Instruments

Based on Arikunto (2006:149), research instrument is "a device used by the researchers while collecting the data to make his work becomes easier and to get the better result, complete, and systemic in order to make the data easy to process". In accordance to Arikunto, Elliot (1991:77-83) suggests that instrument is "the techniques and methods which can be used to gather evidence in action

research. They are as follows: diaries, profiles, document analysis, tape or video recording and transcription, use an outside observer, interviewing, running commentary, shadow study, questionnaire, inventories, triangulation, and analytic memos”.

In this research, I gathered the data by using several instruments namely, “High Town” Card Game, tests, questionnaires, observation checklist, and audio recorder.

1. “High Town” Card Game

In doing the action research, I applied “High Town” Card Game. As stated in the previous chapter, this card game is a creative learning media introduced in this study. “High Town” Card Game is a card game modified from Personal Card Game which requires players to play a role and become a person based on the card stated. The modifications are from the structure, content, and format of the card, and then the card has been integrated with the basic course outline 2006 for Junior High School in Indonesia.

The name “High Town” is from a town on a small island in the Pacific Ocean. The place has an international school with students from all over the world, so students who play this card pretend that they go to this international school. Each card has some information on each of the students. Using the information, the students can talk about the High Town students, ask questions about them, become the person, and play games using the cards. The contents of the materials can be modified by teachers according to the teaching materials. The More creative the materials that teacher used, the more interesting and appropriate

the card game as a learning medium. This card makes speaking activity easier and more interesting.

The rules of the game are:

- a. Students pick a card as a personal card
- b. Students are asked to choose the partner as a rival and introduce the name first based on the card to each other
- c. One way is to turn ask a yes/no question and try to guess the partner's information, i.e. the nationality, hobby, dream and so on
- d. After that, the winner break away, take the card from the partner and find another then play again
- e. The last winner is students who collect the most cards at the end of the game

2. Tests

The data were obtained from pre-test and post-test. The pre-test was conducted in order to know the student's speaking ability before the treatment. While post-test was conducted in order to get the result of the student's speaking ability after the treatment. I asked students to perform about describing themselves in front of class. While the students were performing, I assessed their speaking ability. The assessment aspects of those two tests were pronunciation, grammar, vocabulary, fluency and comprehension.

In order to know the improvement of students' achievement, I analyzed the different between the mean of pre-test and post-test scores.

The formula below will be used to calculate the mean of each test.

$$X_0 = \frac{\sum x}{N} \qquad X_1 = \frac{\sum x}{N}$$

$$X_2 = \frac{\sum x}{N} \qquad X_3 = \frac{\sum x}{N}$$

Where,

- X_0 : the mean of the pre-test score
- X_1 : the mean of the post-test 1 score
- X_2 : the mean of the post-test 2 score
- X_3 : the mean of the post-test 3 score
- N : the number of subject sample
- X : the scores of the students

3. Questionnaire

Questionnaire was presented to get the students feedback and their perception towards “High Town” Card Game used as learning media in this study. Arikunto (2006:151) states "questionnaire is a number of written questions which are used to get information from respondent."

The purpose of giving questionnaire is to gather information from the students about the factors that may affect their improvement in speaking. By using the questionnaire, I was able to obtain information from the students about the interest of the students, motivation of the students, the advantages of the “High Town” Card Game, the relevancy of teaching learning material and the sustainability of the game. The questionnaire was given to the students in the last meeting after the post-test conducted. The result of the questionnaire for each

issue was classified into a range of mean based on the classification of graded scores offered by Heaton.

Table 3.1. The Classification of Graded Score

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0.00 – 1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01 – 2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01 – 3.00	High	Very helpful	High	Very Relevant	Very necessary

(Heaton 1975:172)

4. Students' Observation Checklist

In this study, an observation checklist was used to observe the subject of the study in some aspects. The aspects that were observed were the students' attendance, the students' interest and motivation, the students' actively in learning process, the students' attention during the lesson, and the students' cooperative attitude in group during the lesson.

5. Audio Recorder

I used an audio recorder to record what students' said, so it made me easily to make transcribe the speaking activity students' done. The recorder used from pre-test until the last post-test.

1.12 Data Collection

This action research was carried out through four meetings of the test (pre-test, 1st post-test, 2nd post-test and 3rd post-test) and six meetings of the treatment (three cycles). The six meetings were teaching learning process. The pre-test was

conducted before the first meeting of the treatment whereas the each of post-test was done after the each cycle of the meetings.

3.4.1 Pre-test

I conducted a pre-test to know the quality of the students' speaking skill before they got the treatment. The materials are what students had done and would be taught. I asked students to speak in front of class and described about themselves and then I also gave some questions. They can use whatever Indonesian or English, so I could observe how far the English ability they have.

3.4.2 Cycle 1

Cycle 1 was done in three meetings. There were four steps in each cycle. The activities which were carried out presented below:

(1) Planning

The first step was finding an institution to do a classroom action research. In this case, SMP Negeri 2 Sumbang was chosen. After that, the researcher asked permission to the headmaster to carry out the study there. Then, the researcher met the teacher of grade VII and discussed about the schedule of the research. In this study, the researcher collaborated with the teacher of grade VII. The researcher performed as the teacher, while the teacher of grade VII was the observer. After making sure about the problem of the research; the researcher did preparation before doing a classroom action research. The kind of preparations could be seen as follows:

- a. Choosing the teaching material based on the standard competence and basic competence for speaking skill of grade VII students about introducing and also asking and giving information.
- b. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using “High Town” Card.
- c. Organizing the students in pairs in doing activities.
- d. Preparing some teaching facilities, such as “High Town” Card, audio recorder and board marker.
- e. Preparing the instruments for data analysis during the research process, namely students’ observation checklist.

(2) Action

There were two teaching learning activities in speaking class by using “High Town” Card Game as the action phase. The elaborations were as follows:

(a) First Meeting

In the first meeting, I began with the teaching learning process by explaining the importance of speaking English and asking the difficulties why students rarely use English in the class. After that I introduced what “High Town” Card Game is and the purpose of learning speaking using “High Town” Card. I also taught greeting expression as introduction to students.

(b) Second Meeting

In the second meeting, I started to teach students how to start in introducing oneself as the pre-test task before. The materials were how to tell about name, nick name, country, date of birth, age, and height using “High Town” Card. I asked them to repeat and remembered the expression what I said. Making group in pairs was expected to improve confidence of each student.

(3) Observation

The students’ activities and their cooperation in their pairs as well as the teaching learning process were observed in this step by using observation checklist.

(4) Reflection

After students were given some treatments, on the third meeting I took post-test 1 to evaluate how far students’ speaking ability. It measured five categories (i.e. pronunciation, fluency, vocabulary, grammar and comprehension) in the lesson plan. I conducted first post-test and the material was the previous lessons. The students were asked to tell what they learnt before (e.g. introducing and describing one’s self) in front of class and I assessed them using audio recorder.

3.4.3 Cycle 2

This study was done as the revision of the results of the cycle 1. It was also consisted of three meetings. The different was in choosing the material and the

way of grouping the students while doing the activity. The elaborations of the activities were presented as follows:

(1) Planning

After analyzing the result of the cycle 1, students' observation checklist and post-test 1 the researcher proposed the next activities as the revision of the cycle 1. The kind of preparations could be seen as follows:

- a. Choosing the different teaching material from the cycle 1
- b. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using "High Town" Card.
- c. Organizing in the way of grouping for the students' activity in a group of four to six in order to make the students be more willing to speak.
- d. Preparing some teaching facilities, such as "High Town" Card, audio recorder and board marker.
- e. Preparing for data analysis during the research process, namely students' observation checklist.

(2) Action

The activities of cycle 1 and 2 were similar. But considering the result of test cycle 1 which was not satisfactory, there were some different material given and the different of grouping organized. These revisions were intended to improve the result of the previous test. The teaching steps of cycle 2 were elaborated as follows:

(a) Forth Meeting

In this meeting I also took several minutes to review the previous lesson before doing the activity. In this meeting, I continued to teach how to tell about phone number, pet, sports and school report. Before starting the lesson, I asked the students to brush up on the previous topic. The procedures were the same as those in the previous meeting.

(b) Fifth Meeting

In this meeting I conducted how to tell dreams, hobbies, favorites color and food. Before starting the lesson, as usual I asked the students to brush up on the previous materials. I also made revision to make larger groups so each student could speak up more intently.

(3) Observation

The students' activities and their cooperation in their groups as well as the teaching learning process were observed in this step by using observation checklist.

(4) Reflection

On the sixth meeting I took post-test 2 to evaluate in order to know the improvement of the cycle 1 up to cycle 2. In this post-test, the students were asked to describe about one's self and perform it in front of class. It was aimed to measure the students speaking achievement after using "High Town" Card Game. More information I could get was I noticed that group work was more effective than pair work that made the students looked free and enthusiastic in doing activity using "High Town" Card.

3.4.4 Cycle 3

This study was done as the revision of the results of the cycle 2. It was also consisted of three meetings. The different was in choosing the material and the class was conducted. The elaborations of the activities were presented as follows:

(1) Planning

After analyzing the result of the previous cycle, the researcher proposed the next activities as the revision of the cycle 2. The kind of preparations could be seen as follows:

- a. Choosing the different teaching material from the cycle 1 and 2.
- b. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using “High Town” Card.
- c. Organizing the class into free speaking activities but students still gave such rules how they could speak a lot with all friends in the class.
- d. Preparing some teaching facilities, such as “High Town” Card, audio recorder and board marker.
- e. Preparing for data analysis during the research process, namely students’ observation checklist and questionnaire.

(2) Action

The activities of next cycle was similar than another. But there were some different material given and the different of grouping organized. These revisions were intended to improve the result of the previous test. The teaching steps of cycle 3 were elaborated as follows:

(a) Seventh Meeting

In this meeting, I still discussed the previous material. I as the teacher conducted the treatment using “High Town” Card Game combined with additional activity such as games. I took different rules than other meetings. It was free speaking activity in order to students can speak a lot between all students in the class more and more. The materials was all materials given, so they had to remember the expressions how to ask someone identity and how to tell it to other students.

(b) Eighth Meeting

The last meeting before post-test 3, I asked students to create the real information that they had, such as name until favorite color and food. The rules of the game were still same to the previous meeting. The difference was students had to use the card or identity that they made. Students started to do games with real information and also to get practice in the last post-test, because the post-test 3 included all information that student learnt from first meeting until the last.

(3) Observation

The students’ activities and their cooperation in their groups as well as the teaching learning process were observed in this step by using observation checklist. And then I analyzed the last meeting by using questionnaire.

(4) Reflection

On the ninth meeting I took post-test 3 to evaluate in order to know the improvement of the cycle 2 up to cycle 3. In the last post-test students asked to make introduction perfectly, so all information collected was required. It measured how far speaking ability until the last treatment. Therefore, I could formulate the suggested step of using “High Town” Card Game in developing the students’ speaking ability.

Questionnaire was also distributed on the last meeting after the students did the post-test 3. Questionnaire of this research was used to obtain more information on student's interest, the advantages of the media, students’ achievement, the relevancy and the sustainability in the use of “High Town” Card Game as media in learning English.

1.13 Method of Analyzing the Data

This research was done after getting the empirical data required for this research. The methods of analyzing the data were described as follows:

3.5.1 Transcribing the Students’ Speaking Test

The first step in analyzing the data obtained was by transcribing the students’ speaking test of the pre-test, post-test 1, post-test 2 till post-test 3. The spoken data were transcribed as authentically as possible, this means the transcription includes silence and there are some strange voices produced by the speaker, such as: aa....., ehmmm....., ehh.

3.5.2 Scoring the Students' Productions

After transcribing the speech, I scored the speech produced by the students. I analyzed in order to measure the improvement and only concerned on grammar, vocabulary, pronunciation, fluency, and comprehension. In assessing the students' speaking ability, the criterion of assessment was considered from oral proficiency scoring categories proposed by Brown (2004:172-173).

The criterion is as follows:

Table 3.2. Oral Proficiency Scoring Categories

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Errors in pronunciation are frequent but can be understood	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	(No specific description)	Can understand simple questions and statements with slowed speech and repetition
2	Accent is intelligible though often quite faulty	Accent usually the construction, but does not confident control of the grammar	Has speaking vocabulary sufficient to express the idea	Can handle with confidence but not including casual conversations	Can get the gist of most conversations of non-technical subjects
3	Errors never interfere with understanding	Control of grammar is good and able to speak with sufficient structural accuracy	Vocabulary is broad enough that rarely has to grope for a word	Can discuss particular interest of competence with reasonable words	Comprehension is quite complete at a normal rate of speech
4	Errors in pronunciation are quite rare	Errors in grammar are quite rare and able to speak accurately	Can understand and participate in any conversation.	Can participate in any conversation within the range of the experience with a high degree of fluency	Can understand any conversation within the range of the express
5	Equivalent to and fully accepted by educated native speaker	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Has complete fluency in the language.	Equivalent to that of an educated native speaker

3.5.3 Analyzing the Students' Observation Checklist

The students' observation checklist was analyzed to know improvement of the students' activity during action step in each cycle.

3.5.4 Analyzing the Questionnaire

The questionnaire were analyzed to find out to what extent the ability and problem faced by the students in speaking activities, the sustainability of the program conducted during the research, and the advantages which were gained through the research.

In analyzing the result of the questionnaire, I applied several techniques. They were:

1. Grading the item of the questionnaire

The questionnaire consisted of the questions each of which had three options namely A, B, and C. Each option is given a score that shows the quality of each indicator the score ranges from 1 to 3 as shown in the table below:

Table 3.3. Grading of the Questionnaire

Options	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

The table above explains that if the students choose A, the point is 1. The grade of the answer is low while if the students choose B, the point is 2. It means

that the grade of the answer is medium. Then, if the students choose C, the point is 3. The grade of the answer is high.

2. Tabulating the Data of Questionnaire

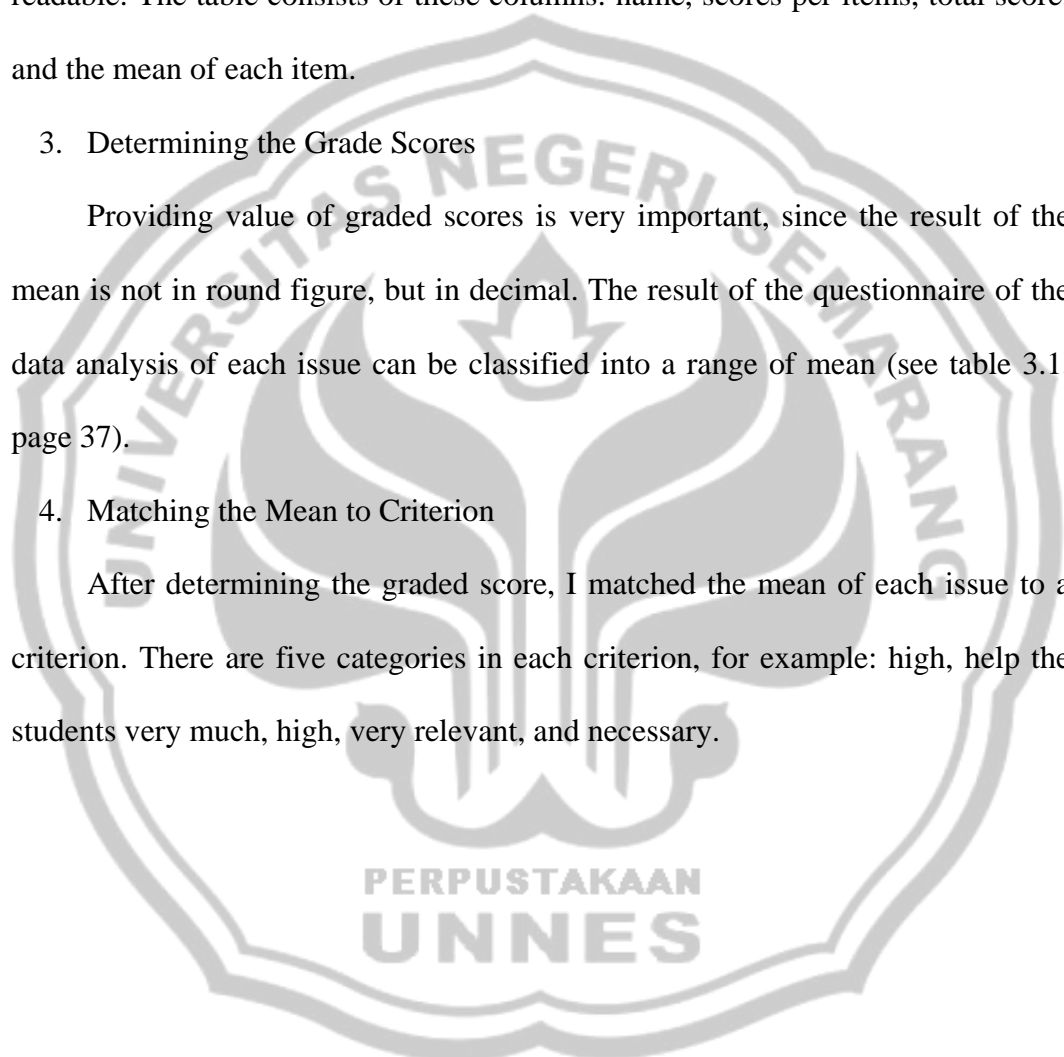
I tabulated the questionnaire data to make the result of grading clearly readable. The table consists of these columns: name, scores per items, total score, and the mean of each item.

3. Determining the Grade Scores

Providing value of graded scores is very important, since the result of the mean is not in round figure, but in decimal. The result of the questionnaire of the data analysis of each issue can be classified into a range of mean (see table 3.1, page 37).

4. Matching the Mean to Criterion

After determining the graded score, I matched the mean of each issue to a criterion. There are five categories in each criterion, for example: high, help the students very much, high, very relevant, and necessary.



CHAPTER IV

RESULTS AND DISCUSSION

The data collection during the research and the data analysis will be presented in this chapter. This chapter consists of the description of the research and analysis of the research.

1.14 Description of the Research

The research consists of three cycles. There were three meetings in each cycle, in which the first and second were treatments and the third was a test. Before doing the cycle, I gave pre-test to the students and it was done on April 27, 2011. On April 29, 2011, the first meeting of the cycle 1 was conducted. The second meeting of the cycle 1 was done on April 30, 2011 and the post-test 1 was conducted on May 4, 2011. While the first and the second meetings of cycle 2 were held on May 6, 2011 and May 7, 2011. The post-test 2 was delivered on May 11, 2011. The last cycle was cycle 3 while the first and meeting was conducted on May 13, 2011 and May 14, 2011. The post-test 3 and the questionnaire were held on May 18, 2011.

4.1.1 Pre-test

The pre-test was conducted to find out the students' speaking ability before the treatment given. The result of this test was not satisfactory. Most of the

students made error in grammar and pronunciation while they were performing. They also possessed limited vocabulary so that they had difficulties when they tried to convey their intentions. It was hard for them to comprehend what would they say to their other students since this was the first time they did it in English. The result of the pre-test can be seen in table 4.1

Table 4.1. Result of the Mean of Students' Pre-Test Score

Speaking Elements	Mean of Students' Pre-Test Score
Pronunciation	1.1
Grammar	1.1
Vocabulary	1.9
Fluency	1.2
Comprehension	1.0
Mean	1.26

From the table we can see that the highest achievement of students speaking performance is in the vocabulary element where the students' mean point achieved 1.9 point. It means that students frequently used the words and they had very limited vocabulary that make the comprehension quite difficult. The students just used vocabulary to express what they wanted to say in Indonesia instead of using common expressions in English. The least achievement refers to comprehension elements as 1.0 point. They had great difficulty following the flow of the conversation. They could comprehend the basic conversation which was spoken slowly with frequent repetitions sometimes.

The others element is Pronunciation that got only 1.1 point. Students seemed to have pronunciation problems so that it was very hard for them to understand the utterances. They must frequently be asked to repeat. Students also

sometimes became hesitant that turned them into silent because of the language limitation. The ability of pronunciation effects in fluency element. When students got be bad in how to pronounce a sentence or at least a word, so they can be difficult to say it fluently. As a matter of fact, the students just got 1.1 point in fluency.

The students' mastery for grammar elements is 1.1. Students often made grammar and word-order errors that make them very difficult to comprehend. The insufficient mastery of grammar and vocabulary indeed influenced the comprehension of the students.

4.1.2 Cycle 1

There were three meetings in the cycle 1. The first and second meeting was treatment and the third meeting was post-test 1. The descriptions of each meeting could be seen as follows:

1. Planning

After identifying the problems faced in teaching speaking using pre-test, I made some kinds of preparation for doing treatment, they were:

- a. Choosing the teaching material based on the standard competence and basic competence for speaking skill of grade VII students about introducing and also asking and giving information.
- b. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using "High Town" Card.
- c. Organizing the students in pairs in doing activities.

- d. Preparing some teaching facilities, such as “High Town” Card, audio recorder and board marker.
- e. Preparing the instruments for data analysis during the research process, namely students’ observation checklist.

2. Action

There were two teaching learning activities in speaking class by using “High Town” Card Game as the action phase. The elaborations were as follows:

a. Teaching Learning Activity 1

In this first meeting of cycle 1, all activities could run well. All of the students were paying attention to the teacher seriously during teaching learning activity. The activities which were carried in this meeting were the importance of speaking English and asking the difficulties why students rarely use English in the class. After that I introduced what “High Town” Card Game is and the purpose of learning speaking using “High Town” Card.

Firstly, I opened the class by greeting the students, let them praying and checking their attendance. In this meeting, there were 36 students and all of them attended the class. I told the goal of the lesson so that they could make their own map about why and how the class will be conducted.

Secondly, I asked them who like English but all students dislike English, especially in speaking English. They felt English is difficult, so they rarely spoke English in and out class. I also asked about media usually used by their teacher, especially to improve speaking skill. Most of them agreed that text book is the

only learning source for all English competencies (e.g. listening, speaking, reading and writing).

Thirdly, I introduced “High Town” Card as media to enhance mastering English, especially in speaking. Some students asked what the use of “High Town” Card interactively when I was laying down the media around the class. I also explained the purpose learning speaking using this media.

After the students knew the mind mapping of the lesson, so I started to teach how to greet other people. I asked the students to pronounce the expressions. Students are asked to make group in pairs and made role play for practicing the greeting expression using the card. The students used the name of each card, so they acted like an artist based on the card, such as

- *A: Good morning*
B: Good Morning
A: How are you?
B: I'm fine, thank you. And you?
A: I'm fine too. Thanks
- *A: hello*
B: hello
A: what is your name?
B: my name is Lisa. And you?
A: I am Tom. Nice to meet you
B: nice to meet you too

After they practiced with the partner, it was time to ask the students one by one to greet other students and introduce the name in front of class, and then other students answered the greeting and gave the comment from the performance.

b. Teaching Learning Activity 2

As well as the teaching learning activity in the first meeting of cycle 1, all activities in second meeting could run well. Besides, all of the students were paying attention to the teacher seriously during teaching learning activity. The students did not seem to be nervous anymore.

In this activity, as usual I opened the class by greeting, praying and checking the attendance list. Before I started the lesson, I also brushed up on the previous materials.

The material of this meeting was how to introduce to other people. The students are asked what the people usually do if they meet other people that they don't know before. Students tried to answer the question with raise the hand enthusiastically. I also asked how to ask people about name, nick name, country, date of birth, age and height.

The following activity, the students practiced the expression how to ask the name, such as *what is your name?*. The students tried to pronounce the expression using good pronunciation and remembered the expression used. Before I began the next activity, I gave the students "High Town" Card and asked the students to make group in pairs and practiced a role play according to the materials (i.e. asking and giving information about name, nick name, country, date of birth, age

and height). Each student had a card and each card consisted of the information. Each student tried to ask such as the name to the partner and introduced

3. Observation

Students' observation checklist was used as the instruments of observation.

The result of the observation can be seen as follows:

- 1) Observation of teaching learning activity 1
 - a. 36 students were presents (100%)
 - b. 20 students had great interest and motivation (56%)
 - c. 26 students were active during the teaching learning process (72%)
 - d. 34 students paid attention to the teacher (94%)
 - e. 30 students were cooperative/attentive (83%)
- 2) Observation of teaching learning activity 2
 - a. 36 students were presents (100%)
 - b. 22 students had great interest and motivation (61%)
 - c. 28 students were active during the teaching learning process (78%)
 - d. 34 students paid attention to the teacher (94%)
 - e. 34 students were cooperative/attentive (94%)

4. Reflection

In this meeting, I conducted post-test 1 to measure how far the speaking ability students had after they are given some treatment. The instructions in post-test 1 were to introduce one's self to other friends in front of class using good expression and pronunciation. Besides, students are asked to use greeting

expression before introducing. I didn't forget to record the performance using audio recorder. The data analysis of the post-test 1 result can be seen as follow:

Table 4.2. Result of the Mean of Students' Post-Test 1 Score

Speaking Elements	Mean of Students' Pre-Test Score
Pronunciation	2.1
Grammar	2.6
Vocabulary	2.7
Fluency	2.0
Comprehension	2.0
Mean	2.28

Considering the result of the students' observation checklist and the post-test 1, it could be identified some findings, namely

- a. The students' motivation was still low which made them not active in doing the activity. They still confused to ask the question to me in English, so the activeness in the class is still low.
- b. The students got some improvement from the treatments but they still difficulties in achieving some expressions related to the material given in terms of pronunciation, vocabulary, grammar, comprehension and fluency. In fact, the result is not satisfactory yet.

From the elaboration above, it could be concluded that the weaknesses were caused by the implementation of pair work in doing activity. Afterwards, I determined the revision for the planning and acting steps by changing the pair work into group work and choosing the different materials. Besides, the pronunciation's practices have to be more frequently. Therefore, cycle 2 was

proposed in order to find the effective implementation in developing the students' speaking skill.

4.1.3 Cycle 2

In addition to the research procedure in the first cycle, there were also three meetings in the cycle 2. The first and second meeting was treatment and the third meeting was post-test 2. The descriptions of each meeting could be seen as follows:

1. Planning

In accordance with the result of the cycle 1, the researcher proposed the next activities as the revision of the cycle 1. The kind of preparations could be seen as follows

- a. Choosing the different teaching material from the cycle 1.
- b. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using "High Town" Card.
- c. Organizing in the way of grouping for the students' activity in a group of four to six in order to make the students be more willing to speak.
- d. Preparing some teaching facilities, such as "High Town" Card, audio recorder and board marker.
- e. Preparing for data analysis during the research process, namely students' observation checklist.

2. Action

There were two teaching learning activities which had been revised based on the cycle 1 findings. The elaborations were as follows:

a. Teaching Learning Activity 4

In the first meeting of cycle 2, all activities could run well. Besides that, all of the students were paying attention to the teacher seriously during teaching learning activity. The students did not seem nervous anymore in participate the class actively.

In this activity, as usual I opened the class by greeting, praying and checking the attendance list. Before I started the lesson, I also brushed up on the previous materials.

The materials were how to ask and give information about phone number, pet, sports and school report. In this activity, the students learnt how to pronounce words correctly and I gave them the drilling more intensively because of the unsatisfactory of post-test 1 result, especially in pronunciation and fluently elements. By using Substitution Drill, the students were drilled some expressions such as:

- *A: What is your phone number?*
B: My phone number is 6020-1324-1865
- *A: What is your pet?*
B: My pet is cat
- *A: What score do you get in Math?*
B: My score in Math is 87 (eighty seven)

The purpose of the drilling is to improve students' grammar structure, vocabulary used, and comprehension besides especially reach good pronunciation and fluency.

Based on the reflection of cycle 1, I considered making role play activities like cycle before but using little bit different. In cycle 1, I used role play activities in pairs group, but in these activities, I used the larger group students, such as six people a group. In JCOT section, I asked students to make a group of six and gave a challenge to them. The challenge was they were given a piece of paper that contains blank information of other fiends. The task was to complete the sheet and the group completed the task first was the winner. The purpose of the task was to improve the using of vocabulary and expression what they learnt before. In additional is to have pronunciation sense in English sentences and practice for improving students' fluency.

After the students practiced how to express to ask and give information about phone number, pet, sport and school report, in ICOT section they had to prepare to get the interview from me, so I could assess how far they learnt the materials.

b. Teaching Learning Activity 5

As well as the teaching learning activity in the first meeting of cycle 2, all activities in its second meeting could run well. All of the students were paying attention to the teacher seriously during teaching learning activity.

The material is to continue from previous material that how to ask and give information about dreams, hobbies, favorites color and food. In main activity, the

students asked to repeat and repeat what I had said. The expressions students were drilled, such as:

- *A: What are your dreams?*
B: My dreams are to be a doctor
- *A: What are your hobbies?*
B: My hobbies are fishing and painting
- *A: What is your favorite color?*
B: My favorite is blue
- *A: What is your favorite food?*
B: My favorite food is fried noodle

In JCOT section, I asked the students again to make a group of six to get a task. The larger group created in order to make the students spoke frequently or not to be passive, so can be active students in the class. The task was same as previous learning teaching activity. The purpose of the task was to improve the using of vocabulary and expression what they learnt before. In additional is to have pronunciation sense in English sentences and practice for improving students' fluency.

The next activity was ICOT section. The students are asked to come forward to get a task that they had to be interviewed by me. I gave some question related to the topic students learnt.

3. Observation

Students' observation checklist was used as the instruments of observation.

The result of the observation can be seen as follows:

- 1) Observation of teaching learning activity 4
 - a. 36 students were presents (100%)
 - b. 30 students had great interest and motivation (83%)
 - c. 33 students were active during the teaching learning process (92%)
 - d. 33 students paid attention to the teacher (92%)
 - e. 34 students were cooperative/attentive (94%)
- 2) Observation of teaching learning activity 5
 - a. 36 students were presents (100%)
 - b. 34 students had great interest and motivation (94%)
 - c. 30 students were active during the teaching learning process (83%)
 - d. 36 students paid attention to the teacher (100%)
 - e. 34 students were cooperative/attentive (94%)

4. Reflection

In the sixth meeting after two treatments, I conducted post-test 2 to measure how far the speaking ability students had after they are given some treatment. The result of the post-test 2 would be compared with the post-test 1 and analyzed whether any progression or improvement from the students' speaking ability or not.

The instructions in post-test 2 were to introduce one's self to other friends in front of class using good expression and pronunciation. The materials were what the student had learnt, such as how to tell about phone number, pet, sports, school report, dreams, hobbies, favorites color and food. When the assessment was in

progress, I didn't forget to record the performance using audio recorder. The data analysis of the post-test 2 result can be seen as follow:

Table 4.3. Result of the Mean of Students' Post-Test 2 Score

Speaking Elements	Mean of Students' Pre-Test Score
Pronunciation	2.8
Grammar	3.1
Vocabulary	3.0
Fluency	2.7
Comprehension	2.8
Mean	2.88

Considering the result of the students' observation checklist and the post-test 2, it could be identified some findings, namely

- a. The students' interest and motivation improved which made them active doing the activity. They did not look shy anymore when they were asked to practice in group of six or get task to perform in front of the class.
- b. The students still got a little difficulty in achieving some expressions related to the familiar material given, in terms of pronunciation, grammar, vocabulary, comprehension, and fluency. However, they looked enthusiastic and stated that the speaking material given is easy to be understood; therefore it made them easy to speak.

After conducting two treatments and finished by post-test 2, from the elaboration above, it could be concluded that the improvement of student's achievement in speaking, especially grammar, fluency, pronunciation, vocabulary

and comprehension was increase. It could be said that the students started to find the suitable learning activities and learning media, especially in learning speaking. “High Town” Card Game was created to make students feel free in speaking, so they could feel comfortable in speaking English. More information I could get was I noticed that group work was more effective than pair work that made the students looked free and enthusiastic in doing activities using “High Town” Card.

After the cycle 2 was done, I conducted cycle 3 to get proof that this media, “High Town” Card, can improve students’ speaking skill. Therefore, cycle 3 was proposed in order to find the more effective implementation than activities before in developing the students’ speaking skill.

4.1.4 Cycle 3

In this cycle, I conducted three meetings as a revision of cycle 2 in order to more improve students’ speaking ability. The first and second meeting was treatment and the third meeting was post-test 3. The descriptions of each meeting could be seen as follows:

1. Planning

After analyzing the result of the previous cycle, the researcher proposed the next activities as the revision of the cycle 2. The kind of preparations could be seen as follows:

- f. Choosing the different teaching material from the cycle 1 and 2.
- g. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using “High Town” Card.

- h. Organizing the class into free speaking activities but students still gave such rules how they could speak a lot with all friends in the class.
- i. Preparing some teaching facilities, such as “High Town” Card, audio recorder and board marker.
- j. Preparing for data analysis during the research process, namely students’ observation checklist and questionnaire.

2. Action

The activities of next cycle was similar than another. But there were some different material given and the different of grouping organized. These revisions were intended to improve the result of the previous test. There were two teaching learning activities which had been revised based on the cycle 2 findings. The elaborations were as follows:

a. Teaching Learning Activity 7

In this activity, all activities could run well. The students have felt comfortable and felt confidence in speaking English. The students did not seem nervous anymore in participate the class actively.

Before I started the activity, as usual I opened the class by greeting, praying and checking the attendance list. Then, I also brushed up on the previous materials.

The materials for the activity covered all the materials started from first activity in cycle 1 until sixth activity in cycle 2. It meant that the students should

master all the materials, especially the expressions and knew the meaning and besides how to pronounce it correctly using good pronunciation.

Firstly, the students practiced and brushed up on the materials alone. Many students asked me about the expressions, because they sometimes missed the grammar components of the expressions. They practiced using “High Town” Card as a media to remember what the expressions they should said.

In JCOT, students got a simple task from me. The students are asked to choose a partner as a rival. After they practiced to remember the expressions what they learnt, firstly they introduced to the partner. The rules were they attempted to win the partner’s information card. One way was to turn ask a yes/no question and tried to guess your partner’s information. The winner was someone who guessed the partner’s information correctly. After that, the winner broke away and found another partner and played again. When the students were doing the activity, they didn’t look shy and I though they felt free in doing the speaking activity. The students could ask the questions if they forgot what the expressions were, because they didn’t allow opening the book. They just allowed asking me as the teacher and of course in English.

The next section was ICOT that the students got a task to describe the complete the personality in front of class. After they practiced in MOT and JCOT sections, they can be easily to do it. The students still used the “High Town” Card as a media and acted based on its personality.

b. Teaching Learning Activity 8

This activity was the last before the post-test 3. The activity looked well when the students could get the attention from my explanation. The students got full attention when I explained what the materials in that day.

Before I started the activity, as usual I opened the class by greeting, praying and checking the attendance list. Then, I also brushed up on the previous materials. Because of many of material reviewed, I took several times to be done through question and answer activity. The students were very enthusiastic to answer my question based on the materials before. There was still a question about how to pronounce the difficult words from the expression, such as mathematics, science, artist, actress, and so on.

The activity covered all materials as same as from previous activity but the difference was when the previous activity still used “High Town” Card as a media and guidance students to speak, on the other hand, this activity supposed the students to create the real information card that they had themselves. They created the personality card based on the reality. I let the students to make variety information what they wanted.

Firstly, after I reviewed all the materials, I asked the students to create own card in a piece of paper. They were very enthusiastic for that activity. Secondly, finishing for creating the card, the students started to practice with the card with their friends. In next section, the students are asked to do the game as previous activity. Making free speaking activity and be a winner but using different media. In previous, students still used “High Town” Card but in this section the students should use the card they made before.

The activity started to be noisy when the students exchanged their phone number. They practiced to ask the phone number to others and spell it word per word. The class was very crowded and noisy but they talked in English not Indonesia, so it made them pleased to learn English and teach them how fun learning English is. The students had completed to do all the tasks and I supposed the speaking elements, such as pronunciation, fluency, grammar, vocabulary and comprehension increased.

3. Observation

Students' observation checklist was used as the instruments of observation.

The result of the observation can be seen as follows:

- 1) Observation of teaching learning activity 7
 - a. 36 students were presents (100%)
 - b. 36 students had great interest and motivation (100%)
 - c. 35 students were active during the teaching learning process (97%)
 - d. 36 students paid attention to the teacher (100%)
 - e. 36 students were cooperative/attentive (100%)
- 2) Observation of teaching learning activity 8
 - a. 36 students were presents (100%)
 - b. 36 students had great interest and motivation (100%)
 - c. 34 students were active during the teaching learning process (94%)
 - d. 36 students paid attention to the teacher (100%)
 - e. 34 students were cooperative/attentive (94%)

4. Reflection

In the ninth meeting after two treatments, I conducted post-test 3 to measure how far the speaking ability students had after they are given some treatment. The result of the post-test 3 would be compared with the post-test 1 and post-test 2 also analyzed whether any progression or improvement from the students' speaking ability or not. Not only post-test 3 I conducted in this stage, but I also conducted questionnaire to gather information from the students about the factors that may affect their improvement in speaking. I carried the questionnaire after I had done the post-test 3.

The instructions for the students in post-test 3 were to introduce and describe themselves in front of class one by one using the card they had made before. When one student in front of class, other students should paid attention and in the end of the performance they should gave comments or asked the questions whatever they wanted. When the assessment was in progress, I didn't forget to record the performance using audio recorder. The data analysis of the post-test 2 result can be seen as follow:

Table 4.4. Result of the Mean of Students' Post-Test 3 Score

Speaking Elements	Mean of Students' Pre-Test Score
Pronunciation	3.1
Grammar	3.2
Vocabulary	3.3
Fluency	3.1
Comprehension	3.2
Mean	3.18

Considering the result of the observations which were taken from the post-test 3 and students' observation checklist, it could be identified some findings, namely:

- a. The students' interest and motivation improved which made them active doing the activity. They did not look shy anymore when they were asked to perform in free speaking activity.
- b. When the students were doing speaking activity, they feel free in pronunciation or grammar even though sometimes they had mistaken. However, they looked enthusiastic and stated that the speaking material given is easy to be understood; therefore it made them easy to speak.
- c. There was improvement in speaking elements, such as pronunciation, fluency, grammar, vocabulary and comprehension

After I took the post-test 3, I carried out the questionnaire for the students. The questionnaire was in Indonesia so that the students could understand the questions well. There were five questions that assessed students' interest, the advantages, students' achievement, the relevancy, and the last sustain ability. Here is the result of the questionnaire:

Table 4.5. Result of the Questionnaire

Issues	Mean	Category
Students' interest	2.31	High
The Advantage	2.17	Very helpful
Students' achievement	2.25	High
The relevancy	2.42	Very relevant

Sustainability	1.89	Necessary
----------------	------	-----------

The result of questionnaire can conclude as follows:

- a. The students' achievement is high.
- b. Using "High Town" Card has a function. It could very help the students in learning speaking.
- c. The students' achievement in learning English after having activity by using "High Town" Card is high.
- d. The relevancy between speaking activities and the materials that the student often used and needed in their daily activities is very relevant.
- e. The media, "High Town" Card is very necessary for the students. The students regard that it is necessary to keep using "High Town" Card as learning media.

4.2 Analysis of the Research

4.2.1 Achievement of the Students

Analysis of the students' achievement deal with the students' assessment and the total score of the students before and after using "High Town" Card as a media in improving students' speaking ability. I assessed the speaking aspects based on the criterion assessment by Brown (2004:172-173); pronunciation, grammar, vocabulary, fluency, and comprehension. It can be seen below:

Table 4.6. The Improvement of Students' Speaking Score

Speaking Aspects	Score				Total Improvement
	Pre-test	Post-test 1	Post-test 2	Post-test 3	
Pronunciation	1.1	2.1	2.8	3.1	2.0
Grammar	1.1	2.6	3.1	3.2	2.1
Vocabulary	1.9	2.7	3.0	3.3	1.4
Fluency	1.2	2.0	2.7	3.1	1.9
Comprehension	1.0	2.0	2.8	3.2	2.2
Mean	1.26	2.28	2.88	3.18	1.92

From the table above it can be seen that mean of students' achievement in pre-test was 1.26, whereas students' mean score in post-test 3 was 3.18. That grade means there was an improvement in students' speaking ability in general. The difference between those four mean was 1.92. It means that "High Town" Card is applicable for Junior High School students who want to improve their speaking ability. It can be seen from the point of difference between pre-test until post-test 3. Which aspects were been most influenced by "High Town" Card will be discussed below.

1. Pronunciation

The students' pronunciation improved related to the correction in cycle 1 until cycle 3. It can be seen from the point of mean's score, in pre-test the score was just 1.1; and since the treatments of learning teaching activities had been given intensively, it was raised up 1.0 points. When the betterment had been made, in post-test 2, the students' score for pronunciation aspect was 2.8. It raised 0.7 and finally the post-test 3' score was 3.1 that raised 0.3 point, or 2.0 point better than pre-test. It happened mostly because the treatment itself conducted six times treatment to drill pronunciation using "High Town" Card. I assumed when

this action is continued, students' improvement in pronunciation words or sentences in expressions will be much better.

2. Grammar

The mean for grammar aspect in pre-test was 1.1 and raised highly in post-test 1; it was 2.6 or 1.5 point higher than pre-test score. While I gave pre-test, most of the students did mistake in grammar. They still added "be" in behind verb in active sentence. In pre-test activity the students also used mix of Indonesia and English, so the grammar was poor. But in next treatments of cycle 1 till cycle 3, the students made improvement in grammar. However the improvement was made, because the students started to learn proper expressions in English. Overall the result of post-test 1 until post-test 3 made enhancement compared with the score of pre-test.

3. Vocabulary

The average score in pre-test was 1.9 and increased to 2.7 in post-test 1, then continued to 3.0 in post-test 2. The final score of post-test 3 increased to 3.3, or 1.4 point better than pre-test. From data those, it can be seen that the students' mastery of using vocabulary in daily speaking was quite satisfactory in formal speech and informal speech. The students learnt vocabulary a lot when they wanted to describe themselves to other students. However they started to learn the category of hobby, dream or pet in English culture. So, "High Town" Card can enrich the vocabulary. "High Town" Card was not only enriched the vocabulary, but also the common-used expressions in English although in Indonesia they usually used in daily conversation.

4. Fluency

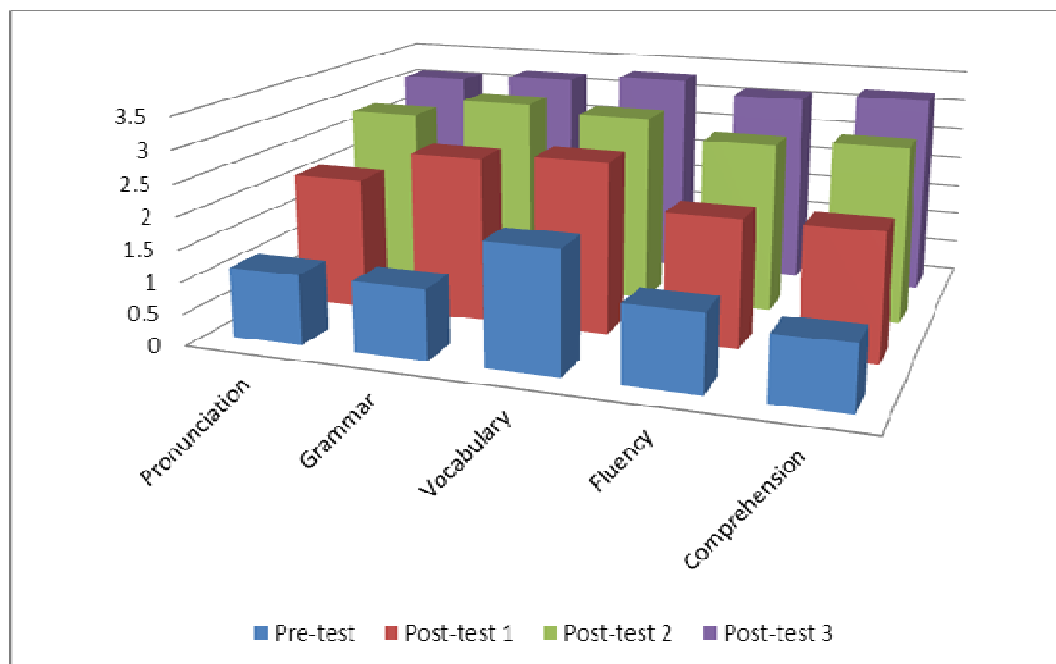
Based on the table 4.6, students' fluency raised rapidly from 1.2 to 3.1 in post-test 3. It influenced by the repetition they had done. From the treatments of cycle 1, they should memorize the expressions, in which things happened in the last cycle. The expressions were quite a lot, but there were some expression that they mastered before, so they were not difficult to memorize them. Since the students have a lot of practice, their fluency in speaking was much better that can be proofed the result of post-test 3. There was improvement 1.9 point in the last test.

5. Comprehension

Students' achievement in this aspect was satisfying. It increased from 1.0 in pre-test to 3.2 in post-test 3 and made improvement by 2.2 point. In pre-test, they had no ideas what they wanted to say because I told them to introduce themselves, whatever in English or Indonesia. But, most of students just imitated the expressions of the performance students' before and frequently used Indonesia expressions.

The result can be seen in the chart 4.1 below. It shows the development of students speaking ability when I used "High Town" Card as the media.

Chart 4.1. The Development of Students' Speaking Ability



4.2.2 The Use of “High Town” Card Game to Enhance Students’ Speaking Ability

Teaching speaking can be interesting activity when the teacher knows how to teach it well. They should know the students’ condition in the practical level, in class and outside. In Indonesia, English is still learned as foreign language, so the media will bring the teacher and the students into an excellent attainment. Media in speaking could be everything that encourages the students to speak, and “High Town” Card is one that is chosen in this research.

There are some aspects in speaking; they are pronunciation, vocabulary, fluency, grammar and comprehension. All of them are important and how to achieve it is not easy. The students need more practice and supported by appropriate media. “High Town” Card is created to help the students easier in speaking. Each card has a ton of information about each of the students. Using the information, the students can talk about the “High Town” students, ask

questions about them, become the personality, and play games using the cards. The main purpose of the cards and the game are to make students active in speaking and practice speaking through game, so the elements of speaking can enhance step by step.

Vocabulary is urgently needed in speaking, because the reason for their silence during English lesson was the lack of vocabulary. In such situation, “High Town” Card helps them to memorize such vocabularies or expressions. From the research result in table 4.6, it can be clearly seen that the mean of students’ vocabulary increased significantly after being taught by using “High Town” Card as the media in teaching. It simply occurred since the existence of the media during the teaching process.

The other speaking aspect is pronunciation. It also increased in six meetings of treatments. The good modeling in pronunciation words influenced the students’ way of pronunciation those words. In fact, the improvements in pronouncing words surely happen when the teachers give model. Nevertheless, structured and organized modeling will be more effective and efficient for the students to imitate new vocabularies. Structured and organized means that every difficult word and new vocabulary or new expression must be related to the theme is being discussed in English lesson.

In the aspect of fluency, students were able to increase their speed of speaking and improve their fluency when they understand more vocabularies. The design of “High Town” Card makes the students able to memorize easily how to

use the new vocabularies. They were also able to construct new sentence with those vocabularies.

When the lesson plan of this research is picked into pieces, it consists of four steps. They are building knowledge of the fields, modeling of the text, join construction of the text and individual construction of the text. In fact, the unity, of this four elements and was collaborated with “High Town” Card helped the students to improve their speaking aspects.

4.2.3 The Advantages and Disadvantages of “High Town” Card Game in Developing the Students’ Speaking Ability.

After conducting the research, I found out that “High Town” Card as learning media had some advantages as well as disadvantages.

4.2.3.1 The Advantages of “High Town” Card Game

Some advantages of the “High Town” Card are elaborated as follows:

1. “High Town” Card Game makes speaking lesson become more enjoyable.

Media are helpful in developing the ability to speak. The students can perform how to communicate to each other by the aid of media. The students are all happy to do the activity because it is fun. Therefore, the students do not get bored during the lesson.

2. Applying “High Town” Card Game teaches the students how to ask and give information to their friends.

The students do the task both in pairs and group. One student has the information that other partner does not have and the partners share their information. In order to complete the task (solve the problem), students use the target language to share their bits of with their partner or group in the form of which contain personal information about age, hobby, phone number, etc. In addition, the students can practice their fluency and comprehension through conversation. Of course pronunciation and grammar would be improved while the games were conducted.

3. “High Town” Card Game can reduce the students’ nervousness to speak English.

The students look confident because students do not work the speaking English task individually. It can be seen from their activities in the sequences teaching learning process. The students also don’t look confuse what they should say, because using the “High Town” Card the students can say based on the card.

4. The material of “High Town” Card is not only for introducing or describing someone.

The teacher not only teaches introducing or describing someone in speaking activity using “High Town” Card, but also the teacher can teach about tenses, if clause or subjunctive. And, all of this can be used in a game.

4.2.3.2 The Disadvantages of “High Town” Card Game

As there is no perfect on this world, this media are not perfect. Besides those advantages, “High Town” Card Game also has some disadvantages such as:

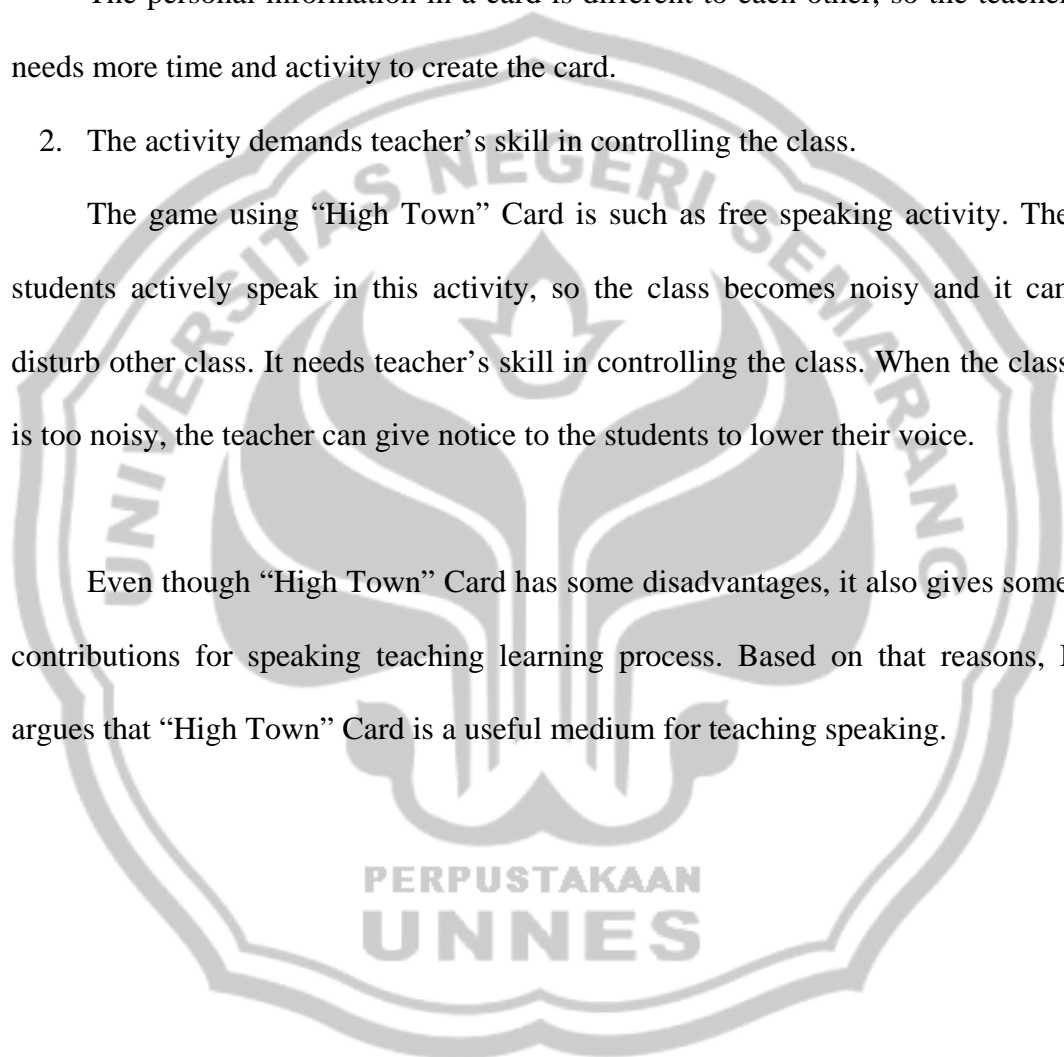
1. The teacher needs more time and activity for creating the personal information.

The personal information in a card is different to each other, so the teacher needs more time and activity to create the card.

2. The activity demands teacher’s skill in controlling the class.

The game using “High Town” Card is such as free speaking activity. The students actively speak in this activity, so the class becomes noisy and it can disturb other class. It needs teacher’s skill in controlling the class. When the class is too noisy, the teacher can give notice to the students to lower their voice.

Even though “High Town” Card has some disadvantages, it also gives some contributions for speaking teaching learning process. Based on that reasons, I argues that “High Town” Card is a useful medium for teaching speaking.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the research findings.

5.1 Conclusions

From the findings of the research, the conclusions that could be drawn are as follows:

1. “High Town” Card Game can be used as a teaching medium and game in teaching English. The students should act as a card in the game. From the data we can see that the five elements of speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension improved. The students practiced and tried to improve their speaking ability through “High Town” Card. When the students practiced with their partner, they did the free speaking activities and tried to communicate to each other freely. The procedure of teaching speaking is as follows:
 - a. The students got some questions based on the material (brainstorming) in order to review the materials that would be used based on the context (BKOF stage).

- b. The teacher gave a model of what the students should say during the activity, followed by practicing pronunciation of some expressions related to the context (MOT stage).
- c. The teacher gave explanation about the activity which was going to be conducted, continued with pair or group works and gave them the activity card consisting of incomplete information that had been prepared for the students. It could be in the form of games, dialogues, etc. Then, the students had to complete the task in group (JCOT stage).
- d. The students had to perform their practices before in front of the class (ICOT stage).

Teaching speaking using “High Town” Card Game to the seventh grade students of SMP Negeri 2 Sumbang in the academic year of 2010/2011 gives some advantages and disadvantages. The advantages of the “High Town” Card as a learning medium are as follows: (1) “High Town” makes speaking lesson more enjoyable; (2) Applying “High Town” Card teaches the students how to ask and give information to their friends; (3) “High Town” Card can reduce the students’ nervousness to speak English; and (4) The material of “High Town” Card is not only for introducing or describing someone. The disadvantages of “High Town” Card were the teacher needs more time and activity for creating the personal information, and the activity demands teacher’s skill in controlling the class.

2. The speaking achievement of the seventh grade students of SMP Negeri 2 Sumbang in the academic year of 2010/2011 improves after they have been

taught using “High Town” Card Game. It was proven by the data shown. The mean of the students’ speaking score in the pre-test was 1.26, 2.28 in the post-test 1, in next post-test 2 is 2.88 and the last 3.18 in post-test 3. The different between the mean of those tests’ result was significant, i.e. improved by 1.92.

5.2 Suggestions

Based on the conclusion, I would like to give some suggestions as follows:

1. For students and language learners

Students and the language learners should practice English as they have learnt every day. Furthermore, they should not be nervous, embarrassed and worry about making mistakes since they can learn many things from their mistakes and do the best action.

2. For English teachers

English teachers should take some strategies to develop the students’ motivation and effort in learning English and also find the most appropriate media to build effective and cheerful atmosphere of learning environment. “High Town” Card could be one of alternative interesting media to teach speaking.

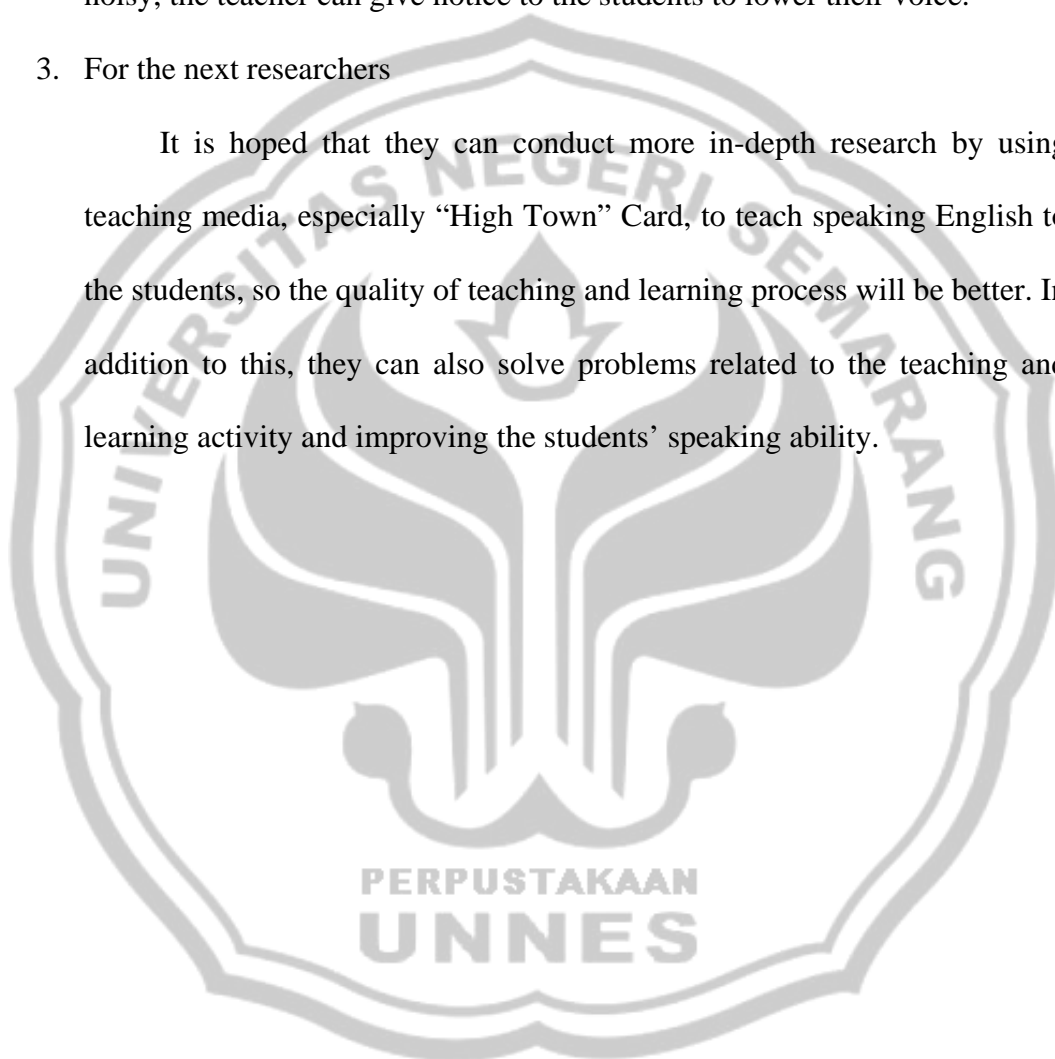
Besides English teachers should pay attention most on teaching speaking because it is one of the important skills that help students in mastering English. Moreover, teachers should control their students to do a lot of practice in and out of the class by motivating students to speak

English, by exposing them to the language as often as possible due to the fact that many students do not have the chance to practice the language.

The use of “High Town” Card Game can make the class very noisy and chaos, because they are in free speaking activity. When the class is too noisy, the teacher can give notice to the students to lower their voice.

3. For the next researchers

It is hoped that they can conduct more in-depth research by using teaching media, especially “High Town” Card, to teach speaking English to the students, so the quality of teaching and learning process will be better. In addition to this, they can also solve problems related to the teaching and learning activity and improving the students’ speaking ability.



REFERENCES

- Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Astuti, H.P. 2010. *The Use of Word Wall as Media to Improve Students' Speaking Ability*. Semarang: UNNES.
- Barrass, R. 2006. *Speaking for Yourself*. London: Routledge.
- Basalamah, L. 2008. *The Use of Story Retelling Activity in Teaching Speaking*. Semarang: UNNES.
- Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Brown, H.D. 2007. *Principles of Language Learning and Teaching 5th Ed.* San Francisco: Pearson Education, Inc.
- Burns, A. and Joyce, H. 1997. *Focus on Speaking*. Sydney: NCELTR.
- Bygate, M. 1987. *Language Teaching: Speaking*. New York: Oxford University.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. 2001. *Teaching English as a Second or Foreign Language. 3rd Ed.* Boston: Heinle & Heinle.
- Chofifah, N. 2008. *The Use of Log Book to Develop Students' Fluency in Speaking English*. Semarang: UNNES.
- Dimbley, R. & Burton, G. 1998. *More than Words: an Introduction to Communication*. London: Routledge.
- Elizabeth, M. 2003. *Painless Speaking*. New York: Barron's Educational Series, Inc.
- Fransiskawati, L. 2010. *Improving the Students' Speaking Ability in Giving an Opinion Through the Focusing-Oriented English Teaching Technique*. Semarang: UNNES.
- Fulcher, G. 2003. *Testing Second Language Speaking*. San Francisco: Pearson.

- Gunawan, S. 2008. *Talking Book as Learning Media in Improving Students' Speaking Skill*. Semarang. UNNES.
- Harmer, J. 2007. *How to Teach English*. Harlow: Longman.
- Harmer, J. 2001. *The Practice of English Language Teaching 3th Ed*. Harlow: Longman.
- Hartoyo. 2010. *Research Method in Education*. Semarang. UNNES Press.
- Hughes, R. 2002. *Teaching and Researching Speaking*. Harlow: Longman.
- Iswidayati, S. 2010. *Pemanfaatan Media Pembelajaran*. Semarang. UNNES Press.
- Khamdiyah, A.F. 2008. *Improving Students Speaking Skill Ability Through Implementing Pictures In Narrative Text*. Semarang. UNNES.
- Klippel, F. 1991. *Keep Talking*. Cambridge: Cambridge University Press.
- Linse, C.T. 2005. *Practical English Learning Teaching*. New York: McGraw-Hill.
- Luoma, Sari 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.
- Manullang, L. 2010. *The Use of Language Chunks to Develop Students' Speaking Skill*. Semarang. UNNES.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw-Hill.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge. Cambridge University Press.
- Piaget, J. 2005. *The Language and Thought of the Child 3rd Ed*. London: Routledge.
- Piaget, J. 2003. *The Psychology of Intelligence*. London: Routledge.
- Rathus, S.A. 2010. *Childhood and Adolescence: Voyages in Development 4th Ed*. New York: Wadsworth.
- Sukrisno, A. 2004. *Lexical Studies I*. Semarang. UNNES Press.
- Thornbury, S. 2005. *How to Teach Speaking*. New York: Longman.
- Transinata, T. 2010. *Motion Pictures In Vcd "Ayo Belajar Bahasa Inggris" As Learning Media In Improving Speaking Skill*. Semarang. UNNES.

Wibowa, E. et al. 2010. *Panduan Penulisan Karya Ilmiah*. Semarang. Unnes Press.

Yudhasari, K. 2008. *Games as a Teaching Strategy to Improve Students' Speaking Ability*. Semarang. UNNES.

Yuniarti, R.D. 2009. *The Use of Information Gap in Developing The Students' Speaking Skill*. Semarang. UNNES.





APPENDICES

Appendix 1

LIST OF VIIA STUDENTS SMP NEGERI 2 SUMBANG 2010/2011

No	Students' Name	Code
1	Afni Sintia	S-1
2	Arif Nurrohman	S-2
3	Asih Kristiana	S-3
4	Ayu Wardani	S-4
5	Daryati	S-5
6	Devit Ambarsari	S-6
7	Dwi Nurfeni	S-7
8	Dwi Yuliana	S-8
9	Ega Angger F.	S-9
10	Eva Heru S.	S-10
11	Fajar Mustofa	S-11
12	Idris Permana	S-12
13	Januar Sutrimo	S-13
14	Kiki Pungkasari	S-14
15	Latif Nur R.	S-15
16	Lisa Resmiati	S-16
17	Maesyaroh	S-17
18	Marcel Rizki A.	S-18
19	Masdiono	S-19
20	Nosi Triana	S-20
21	Novi Priatin	S-21
22	Nur Dariyah	S-22
23	Nurfitri	S-23
24	Nurhasanah	S-24
25	Nurohim,	S-25
26	Nurromadhoni	S-26
27	Nurul Arifin	S-27
28	Oktiana Budiasih	S-28
29	Oktavian Krisna W.	S-29
30	Peni Kumala	S-30
31	Prianto	S-31
32	Sarno	S-32
33	Sesi Purnami	S-33
34	Tri Mardani	S-34

35	Yoni Triyanto	S-35
36	Dewi Retno Sari	S-36



Appendix 2

Cycle 1

LESSON PLAN

SMP : SMP N 2 Sumbang

Subject : English

Grade / Year : VII / II

Time : 5 X 40"

Standar Kompetensi

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar

- 8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
- 10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Objectives of Learning

1. Students are able to greet other people using appropriate expressions

2. Students are able to introduce themselves to the others using appropriate expressions
3. Students are able to pronounce the new vocabulary they find with good pronunciation

Materials of Learning

1. Greeting

Greeting	Response
<ul style="list-style-type: none"> • Good morning • Good afternoon • Good evening • Hello friends • How are you? • Nice to meet you • Bye • See you later 	<ul style="list-style-type: none"> • Good morning • Good afternoon • Good evening • Hello • I'm fine, thanks • Nice to meet you too • Bye • See you

2. Introduction

Asking	Response
<ul style="list-style-type: none"> • What is your name? • What is your nick name? • Where are you from? • When were you born? • How old are you? • How tall are you? 	<ul style="list-style-type: none"> • My name is ... / I am ... • You can call me ... • I am from ... • I was born on ... • I am ... years old • I am ... cm

Indicators

1. Greet other students using greeting expression appropriately
2. Introduce oneself in front of class using appropriate expression (i.e. name, nick name, country, date of birth, age and height)
3. Pronounce new vocabularies and expressions using good pronunciation

Learning Activities

1st Meeting

a. Warming Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher opens the lesson.	<ul style="list-style-type: none"> • Good morning, students ... • How are you today? • I'm fine too, thank you ... • Well, before we start our lesson today, let's pray together. 	<ul style="list-style-type: none"> • Good morning, sir ... • I'm fine, and you? • Yes, sir.
2	Teacher checks the students' attendance list.	<ul style="list-style-type: none"> • Ok, now I'll check your attendance list by calling the roll. Please raise your hand and say "I'm here" when I call you. 	<ul style="list-style-type: none"> • Ok, sir.

b. Building Knowledge of the Field

No	Activities	Teacher's Talk	Students' Talk
1	Teacher asks some questions related to the material.	<ul style="list-style-type: none"> • Do you know the basic skill in language? • What are they? 	<ul style="list-style-type: none"> • Yes, sir. • Listening, speaking, reading and writing.

		<ul style="list-style-type: none"> • Ok, good. Do you know the importance of speaking? • After you know that, so how many times you communicate to your friends in a day? • How about in English? • Why? • Who does always speak English in or out class? 	<ul style="list-style-type: none"> • To communicate to other people. • Many times, sir. • No, sir. • We can't speak English, sir. • No one sir.
2	Teacher explains the media used	<ul style="list-style-type: none"> • Today, I try to teach speaking English using "High Town" Card. Do you know it? • Using this card you are helped to speaking English, especially introduce yourself. • I'll give you one by one and read it first. • It is a card that you should act like the card, so your name is based on the card. Understand? • If you any question, please ask me. Ok? 	<ul style="list-style-type: none"> • No, sir. • Yes, sir. • Yes, sir. • Ok, sir.

c. Modeling of the Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains	• First lesson before	• Yes, sir. Greet

	the materials.	<p>introduction, you should greet first. Do you know what is greeting expression?</p> <ul style="list-style-type: none"> • Give me an example! • Ok, good...I ask you and answer my greeting. Good morning? • Good afternoon students? • How are you today? • Greet. Thank. • Nice to meet you. • See you later. 	<p>someone.</p> <ul style="list-style-type: none"> • Good morning... • Good morning, sir. • Good afternoon, sir. • I'm fine thanks. And you? • Nice to meet you too. • See you.
2	Teacher pronounces the words and asks to repeat it.	<ul style="list-style-type: none"> • Ok, good students. Repeat after me: <ul style="list-style-type: none"> - Good morning - Good afternoon - Good evening - Nice to meet you - See you • Greet...is it difficult? 	<ul style="list-style-type: none"> • Ok, sir. • Good morning • Good afternoon • Good evening • Nice to meet you • See you • No, sir.

d. Joint Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the procedure of the activity.	<ul style="list-style-type: none"> • After that, it is your turn. Please make group in pairs. You can make it with your friend besides you. Got it? • Practice to greet your 	<ul style="list-style-type: none"> • Of course, sir. • All right

		<p>partner and ask the name.</p> <ul style="list-style-type: none"> Remember you use the name based on your card and use good pronunciation. 	<ul style="list-style-type: none"> Yes, sir
--	--	---	--

e. Individual Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher gives a task to greet other students and introduce the name.	<ul style="list-style-type: none"> After you practice it with your partner. Show me your ability to greet all your friends in front of class and tell me what your name is. Other students please answer the greeting and give a comment later. 	<ul style="list-style-type: none"> Yes, sir Ready sir...

f. Follow Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews the materials and checks students' understanding.	<ul style="list-style-type: none"> So, what have we learnt today? Good...please remember the expression. Any question? 	<ul style="list-style-type: none"> About how to greet other people and introduce the name. Ok, sir. No...
2	Teacher closes the lesson	<ul style="list-style-type: none"> Ok, I think it's enough and time is out. We have to finish our lesson. Let's pray together. See you next meeting... 	<ul style="list-style-type: none"> See you sir.

2nd Meeting

a. Warming Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher opens the lesson.	<ul style="list-style-type: none"> • Good morning, students ... • How are you today? • I'm fine too, thank you ... • Well, before we start our lesson today, let's pray together. 	<ul style="list-style-type: none"> • Good morning, sir ... • I'm fine, and you? • Yes, sir.
2	Teacher checks the students' attendance list.	<ul style="list-style-type: none"> • Ok, now I'll check your attendance list by calling the roll. Please raise your hand and say "I'm here" when I call you. 	<ul style="list-style-type: none"> • Ok, sir.

b. Building Knowledge of the Field

No	Activities	Teacher's Talk	Students' Talk
1	Teacher asks some questions related to the material.	<ul style="list-style-type: none"> • Students, what should you do if you meet other people that you don't know before? • So, what do you want to ask? • Good, do you ever practice it before? 	<ul style="list-style-type: none"> • Giving introduction, sir. • Such as name, date of birth, etc. • No, sir.

c. Modeling of the Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the materials and practices how to	<ul style="list-style-type: none"> • Today, we are going to learn about how to ask and give information on 	

	<p>pronounce it.</p>	<p>introduction, such as name, nick name, country, date of birth, age and height.</p> <ul style="list-style-type: none"> • Ok, repeat after me “name”. In Indonesia means? • Nick name. In Indonesia means? • Country. In Indonesia means? • Date of birth. In Indonesia means? • Age. In Indonesia means? • Height. In Indonesia means? • How to ask all information mention before? Ok repeat after me using good pronunciation, <ul style="list-style-type: none"> - What is your name? - What is your nick name? - Where are you from? - When were you born? - How old are you? - How tall are you? 	<ul style="list-style-type: none"> • Name. Nama. • Nick name. Nama panggilan. • Country. Negara. • Date of birth. Tanggal lahir. • Age. Umur atau usia. • Height. Tinggi. • What is your name? • What is your nick name? • Where are you from? • When were you born? • How old are you? • How tall are
--	----------------------	---	--

		<ul style="list-style-type: none"> • Then, how can we answer those questions? Repeat after me: <ul style="list-style-type: none"> - My name is Lisa Halim - You can call me Lisa - I am from Indonesia - I was born on February 10, 1991 - I am 14 years old - I am 147 cm • Do you get the point? 	<p>you?</p> <ul style="list-style-type: none"> • My name is Lisa Halim • You can call me Lisa • I am from Indonesia • I was born on February 10, 1991 • I am 14 years old • I am 147 cm • Yes, sir.
--	--	---	--

d. Joint Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the procedure of the activity.	<ul style="list-style-type: none"> • After that, it is your turn. Please make group in pairs. You can make it with your friend besides you. Got it? • You are asked to find the information of your partner and write it down in a piece of paper. • Remember you use the information based on your card and use good pronunciation. 	<ul style="list-style-type: none"> • Of course, sir. • All right • Yes, sir

e. Individual Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher gives a	<ul style="list-style-type: none"> • After you practice it with 	

	task to tell about themselves in front of class.	<p>your partner. Show me your ability to give your information to your friends in front of class. I choose a student and please come forward. For other students please ask about your friend.</p> <ul style="list-style-type: none"> • Do you know what I mean? 	<ul style="list-style-type: none"> • Yes, sir.
--	--	---	---

f. Follow Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews the materials and checks students' understanding.	<ul style="list-style-type: none"> • So, what have we learnt today? • Good...please remember the expression. • Any question? 	<ul style="list-style-type: none"> • About how to ask and give information about name, nick name, country, date of birth, age and height. • Ok, sir. • No...
2	Teacher closes the lesson	<ul style="list-style-type: none"> • Ok, I think it's enough and time is out. We have to finish our lesson. • Let's pray together. • See you next meeting... 	<ul style="list-style-type: none"> • See you sir.

Learning Methods

1. Performance
2. Drill

3. Question and answer
4. Exercises

Learning Sources

1. “High Town” Card Game
2. Audio recorder
3. Teaching materials

Evaluation

1. Ask students to greet other students in front of class using appropriate expressions.
2. Ask students to introduce themselves in front of class (i.e about name, nick name, country, date of birth, age and height) using appropriate expressions
3. Ask students to pronounce new vocabularies and expressions correctly

Rubric

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Errors in pronunciation are frequent but can be understood	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	(No specific description)	Can understand simple questions and statements with slowed speech and repetition
2	Accent is intelligible though often quite faulty	Accent usually the construction, but does not confident control of the grammar	Has speaking vocabulary sufficient to express the idea	Can handle with confidence but not including casual conversations	Can get the gist of most conversations of non technical subjects
3	Errors never interfere with understanding	Control of grammar is good and able to speak with sufficient structural accuracy	Vocabulary is broad enough that rarely has to grope for a word	Can discuss particular interest of competence with reasonable words	Comprehension is quite complete at a normal rate of speech

4	Errors in pronunciation are quite rare	Errors in grammar are quite rare and able to speak accurately	Can understand and participate in any conversation.	Can participate in any conversation within the range of the experience with a high degree of fluency	Can understand any conversation within the range of the express
5	Equivalent to and fully accepted by aducated native speaker	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Has complete fluency in the language.	Equivalent to that of an educated native speaker

Score of each category	: 5
All items	: 25



Appendix 3**Cycle 2****LESSON PLAN**

SMP : SMP N 2 Sumbang

Subject : English

Grade / Year : VII / II

Time : 5 X 40"

Standar Kompetensi**Listening**

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar

- 8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
- 10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Objectives of Learning

4. Students are able to tell about themselves using appropriate expressions.

- Students are able to pronounce the new vocabulary they find with good pronunciation

Materials of Learning

- Describing

Asking	Response
<ul style="list-style-type: none"> What is your phone number? What is your pet? What sports do you like? What score do you get in ... (subject)? What are your dreams? What are your hobbies? What is your favorite color? What is your favorite food? 	<ul style="list-style-type: none"> My number is ... My pet is ... I like ... and ... My ... score is ... My dreams are ... My hobbies are ... My favorite color is ... My favorite food is ...

Indicators

- Tell about oneself using appropriate expression (i.e. phone number, pet, sport, school report, dream, hobby, favorite color, and favorite food).
- Pronounce new vocabularies and expressions using good pronunciation.

Learning Activities

1st Meeting

g. Warming Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher opens the lesson.	<ul style="list-style-type: none"> Good morning, students ... How are you today? 	<ul style="list-style-type: none"> Good morning, sir ... I'm fine, and you?

		<ul style="list-style-type: none"> • I'm fine too, thank you ... • Well, before we start our lesson today, let's pray together. 	<ul style="list-style-type: none"> • Yes, sir.
2	Teacher checks the students' attendance list.	<ul style="list-style-type: none"> • Ok, now I'll check your attendance list by calling the roll. Please raise your hand and say "I'm here" when I call you. 	<ul style="list-style-type: none"> • Ok, sir.

h. Building Knowledge of the Field

No	Activities	Teacher's Talk	Students' Talk
1	Teacher asks some questions related to the material.	<ul style="list-style-type: none"> • Students, do you know how to ask someone phone number, pet, sport, and school report? • And how to give information about them? • Ok, no problem. We are going to discuss it and practice it. 	<ul style="list-style-type: none"> • No, sir... • We don't know sir...

i. Modeling of the Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the materials and practices pronunciation.	<ul style="list-style-type: none"> • Today, we are going to learn about ask and give information about phone number, pet, sport, and school report. • When you want to ask someone phone number, what should you say? Ok, 	<ul style="list-style-type: none"> • What is your phone number?

		<p>repeat after me. What is your phone number?</p> <ul style="list-style-type: none"> • So, to answer that question, we can say, repeat after me, my phone number is 1020-8767-9089 • Repeat after me 1020-8767-9089 • Ok, good... • How to ask about pet, sport and school report? Repeat after me: <ul style="list-style-type: none"> - What is your pet? - What sports do you like? - What score do you get in Math and Science? • Any question so far? • Greet. And how can we answer the questions? <p>Repeat after me again using good pronunciation.</p> <ul style="list-style-type: none"> - My pet is cat. - I like swimming and basketball. - My Math score is 89 and science score is 87. <ul style="list-style-type: none"> • Do you know swimming in 	<ul style="list-style-type: none"> • My phone number is 1020-8767-9089 • 1020-8767-9089 • What is your pet? • What sports do you like? • What score do you get in Math and Science? • No, sir... • My pet is cat. • I like swimming and basketball. • My Math score is 80 and science score is 87. • Renang, sir.
--	--	---	---

		<p>Indonesia?</p> <ul style="list-style-type: none"> • Good. Lina (I pointed to one of the students), what score do you get in Math? • Excellent... • Do you get the point? 	<ul style="list-style-type: none"> • My Math score is 90. • Yes, sir...
--	--	--	---

j. Joint Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the procedure of the activity.	<ul style="list-style-type: none"> • Ok class. Please make group of six and each of you gets "High Town" Card, so as usual you act as that card. • Next I'll give you a piece of paper that contains about blank information of your friends. Fill the blank based on your interview with other groups. The group finish first is the winner. • Got it students? 	<ul style="list-style-type: none"> • Yes, sir.

k. Individual Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher gives a task to describe about themselves in front of class.	<ul style="list-style-type: none"> • After you practice it with your group, it is time to show me your ability to tell about your phone number, pet, sports and school report based on your "High Town" Card in front of class. 	<ul style="list-style-type: none"> • Yes, sir

		<ul style="list-style-type: none"> • Other students please give a comment to your friend later. Ready guys? 	<ul style="list-style-type: none"> • Ready sir...
--	--	--	--

I. Follow Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews the materials and checks students' understanding	<ul style="list-style-type: none"> • So, what have we learnt today? • Good...please remember the expression. • Any question? 	<ul style="list-style-type: none"> • About how to asking and giving information about phone number, pet, sports and school report. • Ok, sir. • No...
2	Teacher closes the lesson	<ul style="list-style-type: none"> • Ok, I think it's enough and time is out. We have to finish our lesson. • Let's pray together. • See you next meeting... 	<ul style="list-style-type: none"> • See you sir

2nd Meeting

g. Warming Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher opens the lesson.	<ul style="list-style-type: none"> • Good morning, students ... • How are you today? • I'm fine too, thank you ... 	<ul style="list-style-type: none"> • Good morning, sir ... • I'm fine, and you?

		<ul style="list-style-type: none"> Well, before we start our lesson today, let's pray together. 	<ul style="list-style-type: none"> Yes, sir.
2	Teacher checks the students' attendance list.	<ul style="list-style-type: none"> Ok, now I'll check your attendance list by calling the roll. Please raise your hand and say "I'm here" when I call you. 	<ul style="list-style-type: none"> Ok, sir.

h. Building Knowledge of the Field

No	Activities	Teacher's Talk	Students' Talk
1	Teacher asks some questions related to the material.	<ul style="list-style-type: none"> Students, do you know how to ask someone dreams, hobbies, favorite color and favorite food Doni (I pointed to one of students), how to give information about them? Ok, no problem. We are going to discuss it and practice it. 	<ul style="list-style-type: none"> No, sir. I don't know sir,

i. Modeling of the Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the materials.	<ul style="list-style-type: none"> Today, we are going to learn about ask and give information about dreams, hobbies, favorite color and favorite food. When you want to ask someone dreams, what should you say? Ok, repeat 	<ul style="list-style-type: none"> What is your dream?

		<p>after me. What is your dream?</p> <ul style="list-style-type: none"> • So, to answer that question, we can say, repeat after me, my dreams are to go to college and be an artist • Repeat after me, “college”. • You know in Indonesia? Kiki? • Ok, good... • Repeat after me, “artist”. • You know in Indonesia? Toni? • Greet. Next how to ask about hobbies, favorite color and favorite food? Repeat after me: <ul style="list-style-type: none"> - What is your hobby? - What is your favorite color? - What is your favorite food? • Any question so far? • Greet. And how can we answer the questions? Repeat after me again using good pronunciation. <ul style="list-style-type: none"> - My hobbies are fishing and drawing. 	<ul style="list-style-type: none"> • My dreams are to go to college and be an artist. • College. • Universitas, sir • Artist. • Seniman, sir. • What is your hobby? • What is your favorite color? • What is your favorite food? • No, sir... • My hobbies are fishing and
--	--	--	--

		<ul style="list-style-type: none"> - My favorite color is orange. - My favorite food is fried chicken. <ul style="list-style-type: none"> • Do you know drawing in Indonesia? • Good. Lisa (I pointed to one of the students), what is fried chicken in Indonesia? • Excellent... • Do you get the point? • And please remember the expression. 	<p>painting</p> <ul style="list-style-type: none"> • My favorite color is orange. • My favorite food is fried chicken. • Menggambar, sir. • Ayam goreng, sir • Yes, sir...
--	--	--	---

j. Joint Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the procedure of the activity.	<ul style="list-style-type: none"> • Ok class. Please make group of six and each of you gets "High Town" Card, so as usual you act as that card. • Next I'll give you a piece of paper that contains about blank information about dreams, hobbies, favorite color and favorite food. Fill the blank based on your interview with other groups. The group finish first is the winner. 	

		<ul style="list-style-type: none"> • Got it students? 	<ul style="list-style-type: none"> • Yes, sir.
--	--	--	---

k. Individual Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher gives a task to describe themselves in front of class.	<ul style="list-style-type: none"> • After you practice it with your group, it is time to show me your ability to tell about your dreams, hobbies, favorite color and favorite food based on your "High Town" Card in front of class. • Other students please give a comment to your friend later. Ready guys? 	<ul style="list-style-type: none"> • Ready sir...

l. Follow Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews the materials and checks students' understanding.	<ul style="list-style-type: none"> • So, what have we learnt today? • Good...please remember the expression. • Any question? 	<ul style="list-style-type: none"> • About how to ask and give information about dream, hobby, favorite food and favorite color. • Ok, sir. • No...
2	Teacher closes the lesson	<ul style="list-style-type: none"> • Ok, I think it's enough and time is out. We have to finish our lesson. • Let's pray together. 	

		• See you next meeting...	• See you sir.
--	--	---------------------------	----------------

Learning Methods

5. Performance
6. Drill
7. Question and answer
8. Exercises

Learning Sources

4. "High Town" Card Game
5. Audio recorder
6. Teaching materials

Evaluation

4. Ask students to tell about themselves in front of class using appropriate expressions (i.e. phone number, pet, sport, school report, dream, hobby, favorite color, and favorite food)
5. Ask students to pronounce new vocabularies and expressions correctly.

Rubric

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Errors in pronunciation are frequent but can be understood	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	(No specific description)	Can understand simple questions and statements with slowed speech and repetition
2	Accent is intelligible though often quite faulty	Accent usually the construction, but does not confident control of the grammar	Has speaking vocabulary sufficient to express the idea	Can handle with confidence but not including casual conversations	Can get the gist of most conversations of non technical subjects
3	Errors never interfere with understanding	Control of grammar is good and able to	Vocabulary is broad enough that rarely has to	Can discuss particular interest of competence with	Comprehension is quite complete at a normal rate of

		speak with sufficient structural accuracy	grope for a word	reasonable words	speech
4	Errors in pronunciation are quite rare	Errors in grammar are quite rare and able to speak accurately	Can understand and participate in any conversation.	Can participate in any conversation within the range of the experience with a high degree of fluency	Can understand any conversation within the range of the express
5	Equivalent to and fully accepted by aducated native speaker	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Has complete fluency in the language.	Equivalent to that of an educated native speaker

Score of each category : 5

All items : 25



Appendix 4**Cycle 3****LESSON PLAN**

SMP : SMP N 2 Sumbang

Subject : English

Grade / Year : VII / II

Time : 5 X 40"

Standar Kompetensi**Listening**

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar

- 8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
- 10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Objectives of Learning

6. Students are able to tell all information they have to other people using appropriate expressions.
7. Students are able to pronounce the new vocabulary they find with good pronunciation.

Materials of Learning

1. Describing

Asking	Response
<ul style="list-style-type: none"> • What is your name? • What is your nick name? • Where are you from? • When were you born? • How old are you? • How tall are you? • What is your phone number? • What is your pet? • What sports do you like? • What score do you get in ... (subject)? • What are your dreams? • What are your hobbies? • What is your favorite color? • What is your favorite food? 	<ul style="list-style-type: none"> • My name is ... / I am ... • You can call me ... • I am from ... • I was born on ... • I am ... years old • I am ... cm • My number is ... • My pet is ... • I like ... and ... • My ... score is ... • My dreams are ... • My hobbies are ... • My favorite color is ... • My favorite food is ...

Indicators

6. Tell about one self's information to other people using appropriate expressions.
7. Pronounce new vocabularies and expressions using good pronunciation.

Learning Activities

1st Meeting

m. Warming Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher opens the lesson.	<ul style="list-style-type: none"> • Good morning, students ... • How are you today? • I'm fine too, thank you ... • Well, before we start our lesson today, let's pray together. 	<ul style="list-style-type: none"> • Good morning, sir ... • I'm fine, and you? • Yes, sir.
2	Teacher checks the students' attendance list.	<ul style="list-style-type: none"> • Ok, now I'll check your attendance list by calling the roll. Please raise your hand and say "I'm here" when I call you. 	<ul style="list-style-type: none"> • Ok, sir.

n. Building Knowledge of the Field

No	Activities	Teacher's Talk	Students' Talk
1	Teacher asks some questions related to the material.	<ul style="list-style-type: none"> • In previous meeting, you have already asked and given information to other people using various expressions. What are they? 	<ul style="list-style-type: none"> • Name, nick name, country, date of birth, age, height, phone number, pet, sports, school report, dreams, hobbies, favorite color and favorite food.

		<ul style="list-style-type: none"> • Greet...do you remember how to ask them? • And do you remember how to answer if you ask that questions? • Any question so far when you want to express that expression? 	<ul style="list-style-type: none"> • Yes, I do. • Of course, sir. • No, sir.
--	--	---	---

o. Modeling of the Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews and explains the materials.	<ul style="list-style-type: none"> • The lesson today, you have to prepare all information on the card. From the expressions we had practiced before, please remember it. • Now, look at your card. Any difficult words on your card? Please ask me... 	<ul style="list-style-type: none"> • Yes, sir. • No, sir.

p. Joint Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the procedure of the activity.	<ul style="list-style-type: none"> • Ok class. Each of you gets "High Town" Card, so as usual you act as that card. • Next different from previous activity, now you do it alone. You should choose one of your partners as your rival. First, introduce yourself to your 	<ul style="list-style-type: none"> • Yes, sir.

		<p>partner. Secondly, you attempt to win the partner's information card. One way is to turn ask a yes/no question and try to guess your partner's information. The winner is someone who guesses the partner's information correctly. After that, the winner breaks away and goes find another partner and play again.</p> <ul style="list-style-type: none"> • Got it students? 	
--	--	---	--

q. Individual Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher gives a task tell their personality based on the card to other students.	<ul style="list-style-type: none"> • After you practice with your partner, it is time to show me your ability to tell your personality and describe them to your friends based on your "High Town" Card in front of class. • Other students please give a comment to your friend later. Ready guys? 	<ul style="list-style-type: none"> • Yes, sir • Ready sir...

r. Follow Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews the materials and	<ul style="list-style-type: none"> • So, what have we learnt today? 	<ul style="list-style-type: none"> • About how to asking and

	checks students' understanding	<ul style="list-style-type: none"> • Good...please remember the expression. • Any question? 	<p>giving information about the personality.</p> <ul style="list-style-type: none"> • Ok, sir. • No...
2	Teacher closes the lesson	<ul style="list-style-type: none"> • Ok, I think it's enough and time is out. We have to finish our lesson. • Let's pray together. • See you next meeting... 	<ul style="list-style-type: none"> • See you sir

2nd Meeting

m. Warming Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher opens the lesson.	<ul style="list-style-type: none"> • Good morning, students ... • How are you today? • I'm fine too, thank you ... • Well, before we start our lesson today, let's pray together. 	<ul style="list-style-type: none"> • Good morning, sir ... • I'm fine, and you? • Yes, sir.
2	Teacher checks the students' attendance list.	<ul style="list-style-type: none"> • Ok, now I'll check your attendance list by calling the roll. Please raise your hand and say "I'm here" when I call you. 	<ul style="list-style-type: none"> • Ok, sir.

n. Building Knowledge of the Field

No	Activities	Teacher's Talk	Students' Talk
1	Teacher asks some questions related to the material.	<ul style="list-style-type: none"> • In previous meeting, you have already asked and given information about your personality to other people using various expressions. • Do you remember how to ask them? • And do you remember how to answer if you ask that questions? • Any question so far when you want to express that expression? 	<ul style="list-style-type: none"> • Yes, sir... • Of course • No, sir.

o. Modeling of the Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the materials and asks students to write their own personality information.	<ul style="list-style-type: none"> • The lesson today, you had practiced to ask and give information about your personality based on "High Town" Card. And now, your task is please writing your own personality in a piece of paper. Get the point students? • If you forget what kinds of information, you can look at your "High Town" Card. 	<ul style="list-style-type: none"> • Ok, sir. • All right.

p. Joint Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher explains the procedure of the activity.	<ul style="list-style-type: none"> After you create your own card, it is time to win the game. Do it the game as previous activity. The roles are same and be the winner. Who is the winner can get prize from me. Ready, students? 	<ul style="list-style-type: none"> Ready, sir

q. Individual Construction of Text

No	Activities	Teacher's Talk	Students' Talk
1	Teacher gives a task to greet other students and introduce the name.	<ul style="list-style-type: none"> After you practice with your partner, it is time to show me your ability to tell your personality and describe them to your friends based on your own card in front of class. Other students please give a comment to your friend later. Ready guys? 	<ul style="list-style-type: none"> Ok, sir. Yes, sir.

r. Follow Up

No	Activities	Teacher's Talk	Students' Talk
1	Teacher reviews the materials and checks students' understanding.	<ul style="list-style-type: none"> So, what have we learnt today? 	<ul style="list-style-type: none"> About how to asking and giving information about the personality.

		<ul style="list-style-type: none"> • Good...please remember the expression. • Any question? 	<ul style="list-style-type: none"> • Ok, sir. • No...
2	Teacher closes the lesson	<ul style="list-style-type: none"> • Ok, I think it's enough and time is out. We have to finish our lesson. • Let's pray together. • See you next meeting... 	<ul style="list-style-type: none"> • See you sir.

Learning Methods

9. Performance
10. Drill
11. Question and answer
12. Exercises

Learning Sources

7. "High Town" Card Game
8. Audio recorder
9. Teaching materials

Evaluation

6. Ask students to describe all information they have in front of class using appropriate expressions.
7. Ask students to pronounce new vocabularies and expressions using good pronunciation.

Rubric

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Errors in pronunciation are frequent but can be understood	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	(No specific description)	Can understand simple questions and statements with slowed speech and repetition
2	Accent is intelligible though often quite faulty	Accent usually the construction, but does not confident control of the grammar	Has speaking vocabulary sufficient to express the idea	Can handle with confidence but not including casual conversations	Can get the gist of most conversations of non-technical subjects
3	Errors never interfere with understanding	Control of grammar is good and able to speak with sufficient structural accuracy	Vocabulary is broad enough that rarely has to grope for a word	Can discuss particular interest of competence with reasonable words	Comprehension is quite complete at a normal rate of speech
4	Errors in pronunciation are quite rare	Errors in grammar are quite rare and able to speak accurately	Can understand and participate in any conversation.	Can participate in any conversation within the range of the experience with a high degree of fluency	Can understand any conversation within the range of the express
5	Equivalent to and fully accepted by educated native speaker	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Has complete fluency in the language.	Equivalent to that of an educated native speaker

Score of each category : 5

All items : 25

Appendix 11

Nama :

No. Absen :

QUESTIONNAIRE

Isilah dengan memberi tanda silang (X) pada huruf a, b, atau c sesuai dengan pendapat kamu!

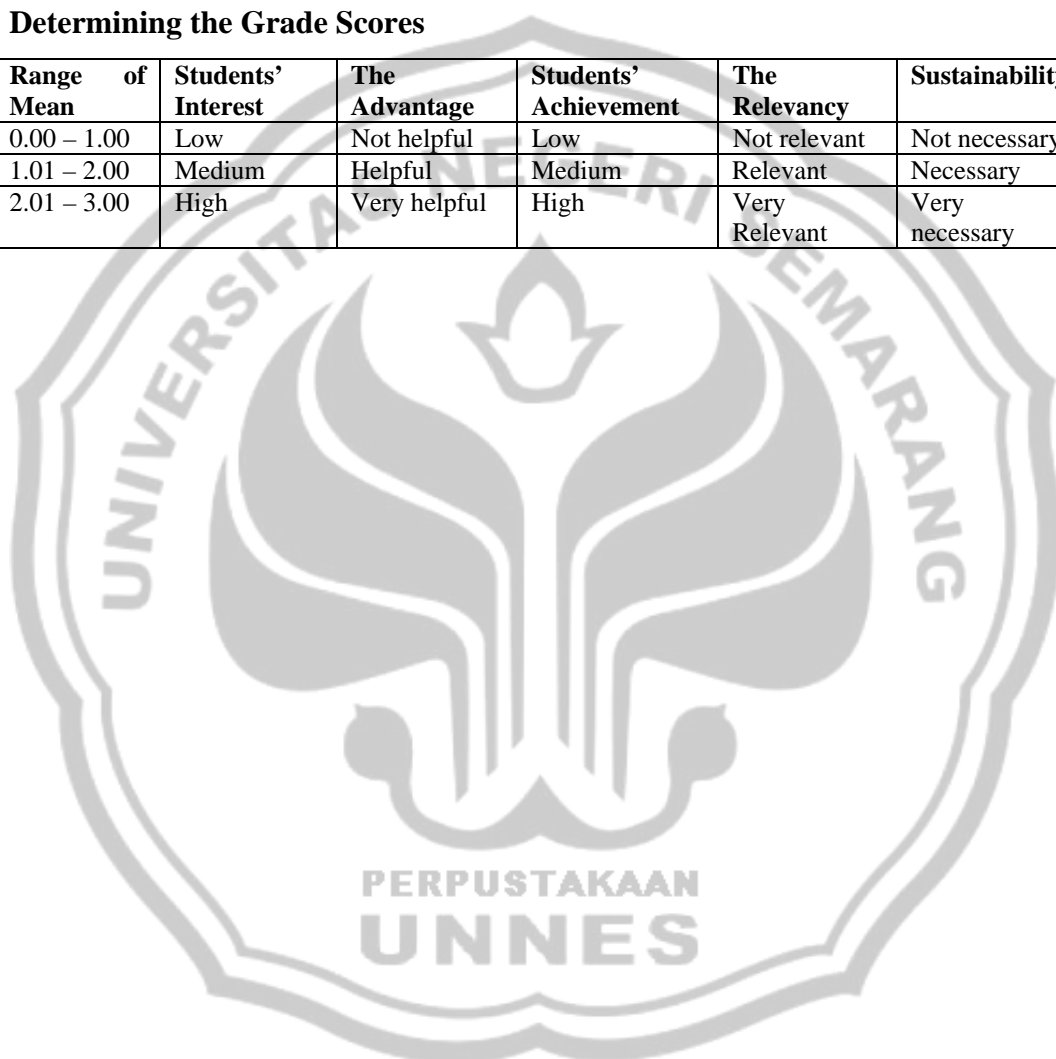
1. Apakah kalian senang belajar bahasa Inggris dengan menggunakan “High Town” Card Game?
a. tidak senang b. senang c. sangat senang
2. Apakah “High Town” Card Game dapat meningkatkan semangat kalian dalam belajar bahasa Inggris?
a. tidak meningkatkan b. meningkatkan c. sangat meningkatkan
3. Apakah “High Town” Card Game bisa memotivasi kalian untuk berbicara dalam bahasa Inggris?
a. tidak memotivasi b. memotivasi c. sangat memotivasi
4. Apakah percakapan yang telah diajarkan bermanfaat untuk komunikasi dalam kehidupan sehari-hari?
a. tidak bermanfaat b. bermanfaat c. sangat bermanfaat
5. Apakah belajar bahasa Inggris dengan menggunakan “High Town” Card Game perlu dilakukan terus menerus?
a. tidak perlu b. perlu c. sangat perlu

Grading of the questionnaire

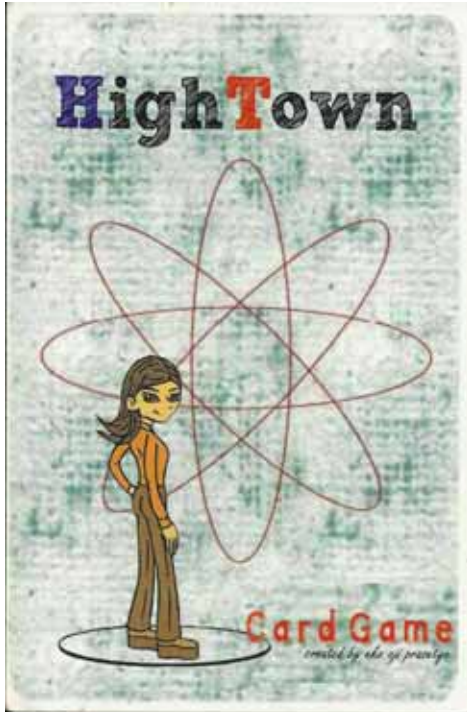
Options	Point
A	1
B	2
C	3

Determining the Grade Scores

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0.00 – 1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01 – 2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01 – 3.00	High	Very helpful	High	Very Relevant	Very necessary



Appendix 13



passport

Fullname: Suska Takaki
Aliasname: Suska
Country: Japan
Date of birth: 17 March
Age: 15
Height: 162cm

Cell phone number: 1898-8898-0001
Email address: suskax@hightown.com
Pet: Butterfly
Sports: Swimming, Golf

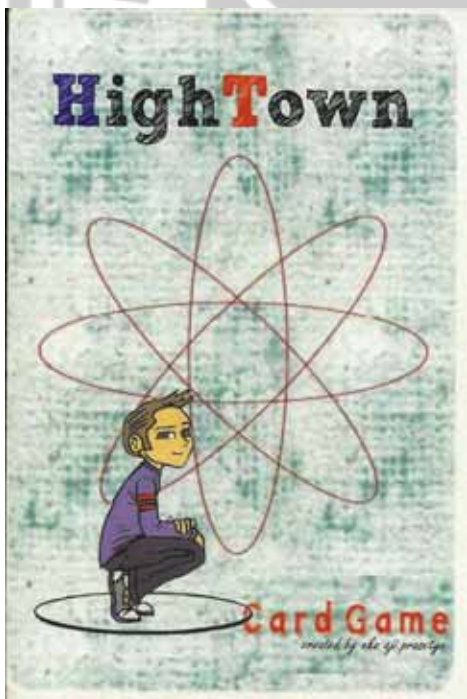
School Report

1. Math	94
2. Science	92
3. English	91
4. History	87
5. Geography	88
6. Indonesian	75

Dreams: to go to Paris! to be a famous model!

Hobbies: shopping, sleeping, go to the movies

Favorites: color - red, food - pizza

passport

Fullname: Toti Black
Aliasname: Toti
Country: Italia
Date of birth: 12 October
Age: 15
Height: 155cm

Cell phone number: 1898-2001-1376
Email address: totiblack@hightown.com
Pet: Owl
Sports: Chess, Table Tennis

School Report

1. Math	76
2. Science	82
3. English	88
4. History	65
5. Geography	68
6. Indonesian	54

Dreams: to be famous! to be a grandmaster!

Hobbies: playing games, watching TV, collecting CDs

Favorites: color - blue, food - spaghetti



Appendix 14

DOCUMENTATIONS



Students discussed about telling personalities



Students were in “High Town” Card Games



Two students were guessing about personalities between each other



Students were discussing about asking and giving information