

**THE USE OF AROUND THE WORLD GAME TO IMPROVE
STUDENTS' SPEAKING SKILL OF DESCRIPTIVE TEXT
(A Classroom Action Research at the 8th Year of
SMP N 02 Japah Satu Atap, Blora in the Academic Year of
2015/2016)**

A FINAL PROJECT

Submitted in Partial Fulfillment of
the Requirement for the Degree of Bachelor
of Education in English Language Education



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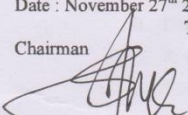
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
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
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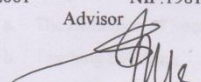

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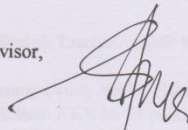
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DEDICATION

I dedicate this thesis to:

1. My beloved Father (Nur Aziz) my beloved Mother (Durrotun Nihayah) who always loves, support, raise and pray me in everywhere and every time. I do always love you.
2. My beloved sisters (Nunuk and Ucik) and also my beloved brothers (Awik, Syifa, Ery and Maghfur) who always support me.

ABSTRACT

Title : The Use of Around the World Game to Improve Students' Speaking Skill of Descriptive Text (A Classroom Action Research at the 8th Year of SMP N 02 Japah Satu Atap, Blora in the Academic Year of 2015/2016)

Writer : Kholida Zia Rahmanika

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This study is based on the important of speaking skill. Speaking is important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact the students' ability in speaking English is less. It is caused by several factors such as there are some elements of speaking such as vocabulary, pronunciation, grammar and fluency that must be mastered by students in order to be good English speaker. In this research, the researcher used around the world game to improve students' speaking skill at the 8th year of SMP N 02 Japah Satu Atap, Blora. By using around the world game, it hopefully can make the students more enthusiastic in learning speaking in order to make them easier to produce a good descriptive text. This research has purposes: (1) To describe the students' participation in implementation of around the world game in improving students' speaking skill of descriptive text. (2) To describe the improvement of students' speaking skill in descriptive text by using around the world game. This research was a Classroom Action Research (CAR) done through two cycles. The subject of this research was the 8th year of SMP N 02 Japah Satu Atap, Blora, in the academic year of 2015/2016. The data were obtained by observation, test, and documentation. The result of this research showed that the students' mean score in the preliminary research is 49.5 and there was no students who achieved the minimum standard score, the students' mean score in cycle 1 64.46 or 19.2%

students who achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 73.14 or 78.57% students who achieved the minimum standard score (KKM). Related to the observation check list result showed that there were positive responses from the students after being taught by using Around the World Game. The positive responses are the students more enthusiastic in learning descriptive text, and doing the oral test. The students also can build their responsibility and good confidence in oral test. This research has found out the improvement of students' speaking skill on descriptive text and the students' positive responses after being taught by using Around the World Game at the 8th year of SMP N 02 Jajah Satu Atap, Blora in the academic year of 2015/2016.

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This thesis is arranged or made to fulfill one requirement to get the degree of bachelor in English Language Department of Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang (UIN Walisongo)

The writer realizes that she cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on thesis. In occasion, the writer would like to thank to:

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TABLE OF CONTENT

TITLE.....	i
A THESIS STATEMENT.....	ii
RATIFICATION.....	iii
APPROVAL.....	iv
DEDICATION.....	v
ABSTRACT.....	vi
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	x
CHAPTER I INTRODUCTION	
A. Background of The Research.....	1
B. Definition of Key Terms.....	6
C. Reasons for Choosing The Topic.....	7
D. Research Question.....	7
E. Objectives of The Study.....	8
F. Pedagogical Significance.....	8
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	
A. Theoretical Review.....	10
1. Speaking.....	10
a. The Definition of Speaking.....	10
b. Teaching Speaking.....	16
c. New Ways in Teaching Speaking	20
d. Learning Speaking.....	22

2. Text – Type (Genre)	23
a. Kinds of Text-type (Genre).....	24
3. Descriptive Text.....	35
a. Definition of Descriptive Text ...	35
b. Social Function.....	37
c. The Generic Structure of Descriptive Text.....	37
d. Language Features of Descriptive Text	38
e. Significant Lexicogrammatical Features of Descriptive Text	40
4. Game.....	42
a. General Concept of Games	42
b. Types of Games.....	45
c. The Advantages and Disadvantage of Game	47
5. Around The World Game.....	50
B. Previous Research.....	52
C. Action Hypothesis.....	56
 CHAPTER III RESEARCH METHOD	
A. Time and Setting of The Study	57
B. Subject of The Study.....	58
C. Focus of The Study	60
D. Method of The Research.....	60
1. Research Design.....	60

2. Characteristic of Classroom Action Research	63
3. Aim of Classroom Action Research	64
4. Procedures of Classroom Action Research	66
5. Model of Classroom Action Research	68
E. Sources of The Data	71
F. Collaborator	71
G. Technique of Data Collection	71
H. Instrument of The Research	73
I. Data Analysis Technique	75
J. Procedure of Collecting Data	80

CHAPTER IV RESEARCH FINDING AND ANALYSIS

A. Research Finding	87
1. Preliminary Research	87
2. Cycle 1.....	93
3. Cycle 2.....	98
B. Discussion	103
1. Analysis of Whole Meeting.....	103

CHAPTER V CONCLUSION

A. Conclusion	107
B. Suggestion.....	109
C. Closing	110

REFERENCES

APPENDIXES

CURRICULUM VITAE

CERTIFICATES

CHAPTER 1

INTRODUCTION

A. Background of The Research

Every human being in this world needs language to communicate with others. Through language people can express their willing and feelings of something. Language is primary a mean of communicating thoughts from one person to another. English is used by a considerable part of people in the world as a purpose of communication. The fact that English is one of the most important keys that open the road of success in every area of life and it is the only language that truly links the world together cannot be denied by anyone. The importance of language can be found in Qur'an Surah ar-Rum in verse 22 :

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ
ذَلِكَ لَا يَتْلُوهُنَّ لِلْعَالَمِينَ ﴿٢٢﴾

“And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily in that are Signs for those who know.”¹

In the modern world, English is used as an international language in many fields such as diplomacy, trade and tourism. Non-native speakers, therefore, frequently find themselves in

¹ Kementrian Agama RI, *al-Qur'an Tajwid dan Terjemahnya*, (Bandung: Syaamil Qur'an, 2010), p. 406.

many situations where they have to speak in English.²Now when the regional languages are becoming important day by day in every state of the country, the status of English can be considered from the following points of view:

- (i) English as an international language.
- (ii) English as our major window on the world.
- (iii) English as a link language.
- (iv) English as a library language.³

In Indonesia, English is taught in junior high school, senior high school and in university. Nowadays, English is also taught in elementary school and kindergarten. There are four skills in English, they are listening, reading, speaking, and writing. Those skills are important to be mastered.

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.⁴ Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make

²Abdel Salam And Abdel Khalek El Koumy, *Teaching And Learning English as a Foreign Language: A Comprehensive Approach*, (Cairo; Dar an-Nashr, 2002), p. 67

³M.E.S. Elizabeth, *Methods of Teaching English*, (Delhi: Discovery Publishing House, 2012), p. 27.

⁴Sari Louma, *Assessing Speaking*, (New York: Cambride University Press, 2004), pg. 1.

instantaneous judgments about a range of aspects of what is being said, as it is being said. This means that the assessment might depend not only upon which particular features of speech (e.g. pronunciation, accuracy, fluency) the interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status of the interlocutor, his or her familiarity to the candidate and the personal characteristics of the interlocutor and candidate.

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is.

The teacher needs strategy to convey the lesson easily. According to Charmot & O'Malley (1994) there are four reasons why teachers should teach strategies in the content area. First, content provides students with an opportunity to develop important knowledge in different subject areas. Second, students are able to practice the language functions and skills needed to understand, discuss, read about, and write about the concept developed. Third, many students are more highly motivated to learn when they are learning content rather than isolated language

skills. And the fourth, content provides meaningful context for teaching learning strategies.⁵ The researcher chooses this school because this school has a communicative teacher, so the researcher and the teacher can communicate easily. Also the students of this school need more interactive strategy in their teaching learning process. They have difficulties in their speaking ability. Almost all of students can't produce their opinion or their mind because teaching learning process of speaking skill' is not maximal.

Based on the English curriculum 2006, there are types that should be mastered by Junior High School students. Those are recount, procedure, narrative and description. One of them is English descriptive text. English teacher should provide appropriate materials and suitable technique in teaching and learning process in order to enable students to master descriptive text.

Improving students' speaking skill through game is effective for them feel relax when teaching learning process begins. 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. Games can be found to give practice in all the skills (reading, writing, listening

⁵Quoted in Margaret Bouchard, *Comprehension Strategies for English Language Learners* (U.S.A : Scholastic Inc., 2005), p. 8

and speaking), in all the stages of teaching/learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).⁶

There are many games to teach speaking, but not all of them effective. Sometimes it can make students feel bored if the game is not interesting. So here, the researcher used a different game that is “Around the World Game”, which needs body movement of students. This game has simple rules for them. According to the text, this game only needs their movement and their description about the material that researcher observed.

Students’ speaking problem can be solved by giving a lot of chance to them for practicing English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable.

Based on the problems above, the researcher decides to carry out a research entitled “The Use of Around The World Game to Improve Students’ Speaking Skill of Descriptive Text (A Classroom Action Research at the 8th Year of SMP N 02 Japah Satu Atap, Blora in Academic Year of 2015/2016)”. Students’

⁶Andrew Wright, dkk, *Games for Language Learning*; 2nd Ed, (New York: Cambridge University Press, 1983), p. 1.

speaking skill can be improved after implementing of around the world game.

B. Definition of Key Terms

1. Around the World Game

Around the world game is game that engages students as a participant and teacher as a chief. This game needs students to move around the class to make the teaching learning process work. At this activity, students move around the class as they form describing people.⁷

2. Improving

In *Oxford Advanced Learners' Dictionary*, improving is making or becoming better; making good use of something.⁸ Or it can be said that improving is doing in any way in making something better, or becoming increased.

3. Speaking Skill

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.⁹ Speaking skill is the ability to use the language for expressing idea.

⁷Martha C. Pennington, *New Ways in Teaching Grammar*, (UK: Longman), p. 54.

⁸A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: OxfordUniversity Press, 2000), 6th Ed., p. 652.

⁹Hornby, *Advances Learner Dictionary*, (Oxford: Oxford University Press, 1995), p. 13

4. Classroom Action Research

Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.¹⁰

C. Reasons for Choosing the Topic

The researcher chooses this topic for the thesis because of several reasons:

1. Speaking activities are an important part of any young learners ESL and EFL classroom. When teaching speaking, it is especially important to select activities which match the objectives program.
2. Speaking is equally important in children's' overall language development.
3. Around the world is one specific game to help the children how to work individually.
4. The researcher would like to introduce around the world game in teaching speaking.

D. Research Question

1. How is the students' participation in implementation of Around the World Game to improve students' speaking skill

¹⁰Quoted in Valsa Koshy, *Action Research for Improving Practice A Practical Guide*, (London: Chapman, 2005), p. 9.

of descriptive text at the 8th Year of SMP N 02 Japah Satu Atap, Blora in Academic Year 2015/2016?

2. How is the improvement of using Around the World Game to improve students' speaking skill of descriptive text at the 8th Year of SMP N 02 Japah Satu Atap, Blora in Academic Year 2015/2016?

E. Objectives of the Study

Considering the problems above, the study is oriented toward the following aims:

1. To describe the students' participation in implementation of around the world game in improving students' speaking skill of descriptive text.
2. To describe the improvement of students' speaking skill in descriptive text by using around the world game.

F. Pedagogical Significance

There are some significances of this study as follows:

1. For the students: the result of this study might help the students to improve their understanding on descriptive text by using around the world game.
2. For the teacher: teacher could use around the world game as a game in teaching learning process to motivate the students, and make teaching and learning process easier.
3. For the school: this study could be a starting point to develop the teaching method which applies in the school.

4. For the researcher: the researcher will get the advantages by having the knowledge to improve students' understanding on descriptive text by using around the world game. It would be very important when the researcher as teacher after finishing the study.

CHAPTER II

THE USE OF AROUND THE WORLD GAME TO IMPROVE STUDENTS' SPEAKING SKILL OF DESCRIPTIVE TEXT

A. Theoretical Review

1. Speaking

a. The Definition of Speaking

From the skill-building perspective, speaking is defined as a collection of micro-skills, including vocabulary, grammar, pronunciation, etc. From the whole language perspective, speaking is defined as an oral process of meaning construction and expression.¹ Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.²

Speaking is the verbal use of language to communicate with others. The statement shows that speaking is used to communicate with others verbally. Speaking is also called the oral production. Speaking is

¹Abdel Salam And Abdel Khalek El Koumy, *Teaching And Learning English as a Foreign Language: A Comprehensive Approach...* p. 67.

²Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, (USA: Cambridge University Press, 2002), p. 204.

the productive, oral skill that consists of producing systematic verbal utterance to convey meaning.³

Speaking is a skill which deserved attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.⁴

Speaking means the art or person who speaks which is spoken. There are two aspects of speaking:⁵

1) Making a practice of speaking or conversation.

It means that speaking is talk with the others about anything to take and give information or knowledge by one to others.

2) Having relationship on conversation as in greeting

It means that greeting as opening conversation and bringing a conversation to end to get a communication relationship.

³ Bieley, Kathleen M, *Practical English Language Teaching: Speaking*,(Singapore, 2003), p. 119

⁴ David Nunan, *Language Teaching Methodology a Textbook for Teachers*, NY:Phoenix Ltd., 1995, p. 39.

⁵Noah Webster, *Webster's New Twentieth Century Dictionary of English Language*,(America: William, Inc. 1980), P. 1741.

Speaking skill could be a talent, where as a good skill needs practice and knowledge, people often perform the way and shape of their cloth. Nonetheless they forgot to main their utterances to be well performed.

David B. Guralnik has an argument that speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.⁶

Speaking is a skill that used to communicate with other. Now, it is uneasy work for the student to communicate in English due to the fact that rules or that language are different from those of their own language and they have not been familiar to the new rules. All of the definitions above show that how speaking is the important skill in language learning especially in English subject.

There are three basic reasons why it is s good idea to give students speaking tasks which provoke them to use all and any language at their command:

⁶Hornby, *Advances Learner Dictionary*, (Oxford: Oxford University Press, 1995), p. 13

1) Rehearsal

Getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is away for students to 'get the feel' of what communicating in the foreign language really feels like.

2) Feedback

Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their classes doing and what language problems they are having (that is a good reason for 'boomerang' lessons); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

3) Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can then give sympathetic and useful feedback-they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves.⁷

According to Brown in speaking skill, there are six types of speaking. They are:⁸

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some partial element of language.

⁷Jeremy Harmer, *How To Teach English*, (England; Pearson Education Limited, 1998), p. 87-88.

⁸H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (American: Longman, 2001), 2nd Ed p.271-274.

2) Intensive

Intensive speaking goes one step beyond imitative any speaking performance that is designed to practice some phonological or grammar aspect of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, Such as speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiation nature to them than does responsive speech

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

6) Extensive (monologue)

Extensive oral production task include speeches, oral presentation and story telling, oral report, and summaries. During which the opportunity for oral

interaction from listener is either highly limited or ruled out altogether.

It can be concluded that in speaking skill, they are types of speaking in which we must know and understand in communication daily live and be implemented in environment. In learning a language (English), speaking is important part. To master speaking, it is necessary to study about speech sound, spelling, pronunciation, vocabulary, and other aspect.

b. Teaching Speaking

English teaching learning process in junior high school is based on the school based curriculum. The latest approach stresses that the language is acquired through communication. The basic language assumptions are:

- 1) Language as a means of communication is used to express meaning grammatically.
- 2) Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

There are some activities in teaching English speaking. Speaking activities that can be implemented in the classroom are:⁹

1) Discussion

The teacher can make the students to use the target language by organizing discussion or specific subject either in the classroom.

2) Speech

It can be useful for the students to prepare a speech about a subject and to present it in the classroom and than to answer the questions about the speech that is made.

3) Role play

The students can stage or play or situation or they can also act the role in a drama play it makes the students to use in different position.

4) Conversation¹⁰

Be designed to practice specific speaking or listening skill. However, there should be time when students

⁹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*,(American: Heinle and Heinle, 2001). 3rd Ed, p. 106-109.

¹⁰John Haycraft, an *Introduction to English Language Teaching*, (Singapore: Longman,1996), p.81.

can express themselves without any aim except general conversation.

5) Communication Games¹¹

Games can add fun and variety to conversation classes. Speaking activities based in games are often a useful way of giving students valuable practice. Games based activities can involve oral strategies such as of oral describing, predicting, and asking for feedback. For example, games which are designed to provoke communication between students frequently depend on an information to gap so that one has to talk to partner in order to solve puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

6) Song

In teaching English, songs can become as alternative media in teaching by using it. The students can enjoy and interesting.

7) Dialogue

It is usually used in classroom or out class activity. The teaching of dialogue in the foreign text books, the students can be provided with similar subject in order

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, (Great Brintain: Pearson Education Limited, 2001) 3rd Ed, p.272.

to make them speak each other and to use the language.

8) Telling story

The student can be asked to tell stories, comics, jokes that they know in the target language.

In teaching speaking, the teacher must help students in learning process. She or he must be able to choose an appropriate speaking ability because they need an opportunity to practice. They should have solution, how to get the students' activity to practice on topic the material.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

As skill that enables us to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words we genuinely want to communicate something to achieve particular end.¹²

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only

¹² Jo McDonough and Christopher Shaw, *Materials and Methods in ELT; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134

comprehensible, but also convey the meanings that are intended.¹³ It means that to be success speaker, of course we must master the English language teaching.

c. New Ways in Teaching Speaking

1) Presentations and talks

Whether or not learners will have to give presentations or talks in ‘real life’, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to questions from the floor.¹⁴

2) Stories, Jokes, and anecdotes

Storytelling is a universal function of language and one of the main ingredients of causal conversation. Through their stories learners not only practice an essential skill, but they can also get to know one another.¹⁵

3) Drama, role-play, and simulation

Speaking activities involving a drama element, in which learners take an imaginative leap out of the

¹³Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed, (London: Longman, 2001), p. 271

¹⁴Scott Thornbury, *How to Teach Speaking*, (New York: Pearson Education Limited, 2005), p. 94.

¹⁵Scott Thornbury, *How to Teach Speaking...* p. 95.

confines of the classroom, provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk. Drama is the more general term, encompassing both role-play and simulation, as well as other types of activities, such as play-reading, recitation, and improvisation.¹⁶

4) Discussions and debates

Many teachers would agree that the best discussions in class are those that arise spontaneously, either because of something personal that a learners reports or because a topic or a text in the course book triggers some debate. In the absence of such opportunities, however, it is useful to have a store of techniques for setting up discussions in a more formal way.

5) Conversation and chat

Attitudes to classroom conversation and casual chat have varied over the years. In the heyday of audiolingualism, one writer, Louis Alexander, warned that ‘the traditional “conversation lesson” is of no value at all if the students are not ready for it. . . . The

¹⁶Scott Thornbury, *How to Teach Speaking...* p. 98.

student must first be trained to use patterns in carefully graded aural/oral drills. Only in this way will he finally learn to speak.’ The chat stage of the lesson, if it occurred at all, was simply there as a curtain raiser to the main event – the controlled practice of sentence patterns.¹⁷

d. Learning speaking

One of the major reasons for students in learning a language is to be able to use it for communicating with the other. According to Vallete, communication is being the goal of the second language program.¹⁸ With regard indeed to the pronunciation of our tongue, the obstacles are great; and in the present state of things almost insuperable. But all this apparent difficulty arises from our utter neglect of examining and regulating our speech; as nothing has hitherto been done, either by individuals, or societies, towards a right method of teaching it (Sheridan, 1781: v–vi).¹⁹

¹⁷Scott Thornbury, *How to Teach Speaking...* p. 105.

¹⁸ Rebecca Vallete, *Modern Language Testing*, 2nd ed, (Boston: Harcourt brace Jovar, 1996), p. 119

¹⁹Rebecca Hughes, *Teaching and Researching Speaking*; 2ndEd, (Malaysia: Pearson Education Limited, 2011), p. 6.

2. Text – Type (Genre)

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose.²⁰ It means each genre of text, such as Bible translation, novels, reading primers, textbooks and newspaper, has served social and cultural functions. The authority of textbooks is related to the view that the meaning is in the text. Michael Stubbs stated that Text-type or genres are events which define the culture. They are conventional ways of expressing meaning: purposeful, goal directed language activities; socially recognized text-type, which forms patterns of meaning in the social world.

Text is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.²¹

²⁰Rudi hartono, *Genres of Texts*,(Semarang: Unnes, 2005), p. 4

²¹Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar,2003), p. 3.

a. Kinds of Text-type (Genre)

According to Gerrot and Wignell, there are many kinds of genres (text type). Those are:²²

1) Spoof

Retell an event with a humorous twist. It has:

a) Generic structure:

(1) Orientation: sets the scene.

(2) Event(s): tell what happened.

(3) Twist: provides the punch line.

b) Significant lexicogrammatical features:

(1) Focus on individual participants.

(2) Use of material process.

(3) Circumstances of time and place.

(4) Use of past tense.

2) Recount

Retell events for the purpose of informing or entertaining. It has:

a) Generic structure:

(1) Orientation: provides the setting and introduces participants.

(2) Events: tell what happened, in what sequence.

(3) Re-orientation: optional-closure of events.

²²Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-222.

b) Significant lexicogrammatical features:

- (1) Focus on specific participants.
- (2) Use of material process.
- (3) Circumstances of time and place.
- (4) Use of past tense.
- (5) Focus on temporal sequence.

3) Report²³

Describe the way things are, such as with reference to a range of natural, man made and social phenomena in our environment. It has:

a) Generic structure:

- (1) General classification: tells what the phenomenon under discussion is.
- (2) Description: tells what the phenomenon under discussion is like in term of:
 - (a) Parts (and their functions).
 - (b) Qualities.
 - (c) Habits or behaviors, if living: use, if non-natural).

b) Significant lexicogrammatical features:

- (1) Focus on general participants.
- (2) Use of relational processes to state what is and that which it is.

²³ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- (3) Use of simple present tense.
 - (4) No temporal sequence.
- 4) Analytical exposition²⁴
- To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result. It has:
- a) Generic structure:
 - (1) Thesis: position (introduces topic and indicates writer's position), preview (outlines the main arguments to be presented).
 - (2) Arguments: point (restates main argument outline in preview), elaboration (develops and supports each point/argument).
 - (3) Reiteration (restates writer's position).
 - b) Significant lexicogrammatical features:
 - (1) Focus on generic human and non-human participants.
 - (2) Use of simple present tense.
 - (3) Use of relational processes.
 - (4) Use of internal conjunction to stage argument.
 - (5) Reasoning through causal conjunction or nominalization.

²⁴ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

5) News Item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important. It has:

a) Generic structure:

- (1) Newsworthy event(s): recounts the event in summary form.
- (2) Background events: elaborate what happened, to whom; in what circumstances.
- (3) Sources: comments by participants in, witnesses to and authorities' expert on the event.

b) Significant lexicogrammatical features:

- (1) Short; telegraphic information about story captured in headline.
- (2) Use of material processes to retell the event.
- (3) Use of projecting verbal processes in sources stage.
- (4) Focus on circumstances.

6) Anecdote

To share with others an account of an unusual or amusing incident. It has:

- a) Generic structure:
 - (1) Abstract: signals the retelling of an unusual incident.
 - (2) Orientation: sets of the scene.
 - (3) Crisis: provides details of the unusual incident.
 - (4) Reaction: reaction to crisis.
 - (5) Coda: optional-reflection on or evaluation of the incident.
- b) Significant lexicogrammatical features:
 - (1) Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.
 - (2) Use of material processes to tell what happened.
 - (3) Use of temporal conjunctions.

7) Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

- a) Generic structure:
 - (1) Orientation: sets the scene and introduces the participants.
 - (2) Evaluation: a stepping back to evaluate the plight.

- (3) Complication: a crisis arises
 - (4) Resolution: the crisis is resolved, for better or for worse.
 - (5) Re-Orientation: Optional.
- b) Significant lexicogrammatical features:
- (1) Focus on specific and usually individualized participants.
 - (2) Use of material processes.
 - (3) Use of relational processes and mental processes.
 - (4) Use of temporal conjunctions and temporal circumstances.
 - (5) Use of past tense.
- 8) Procedure²⁵

To describe how something is accomplished through a sequence of acts or steps. It has:

- a) Generic structure:
- (1) Goal.
 - (2) Materials (not required for all procedural texts).
 - (3) Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal)

²⁵ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- b) Significant lexicogrammatical features:
 - (1) Focus on generalized human agents.
 - (2) Use of simple present tense, often imperative.
 - (3) Use mainly of temporal conjunction (or numbering to indicate sequence).
 - (4) Use mainly of material processes.

9) Descriptive²⁶

Describe a particular person, place, or thing. It has:

- a) Generic structure:
 - (1) Identification: identifies phenomenon to be described.
 - (2) Description: describes part, qualities, and characteristics.
- b) Significant lexicogrammatical features:
 - (1) Focus on specific participants.
 - (2) Use of attributive and identifying processes.
 - (3) Frequent use of Epithets and Classifier in nominal groups.
 - (4) Use of simple present tense.

10) Hortatory Exposition

To persuade the reader or listener that something should or should not be the case. It has:

²⁶ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- a) Generic structure:
 - (1) Thesis: announcement of issue of concern.
 - (2) Arguments: reasons of concern, leading to recommendation.
 - (3) Recommendation: statement of what ought or ought not to happen.
- b) Significant lexicogrammatical features:
 - (1) Focus on generic human and non-human participant, except for speaker or writer referring to self.
 - (2) Use of mental processes (to state what writer thinks or feels about issue e.g. realize, feel, appreciate), material processes (to state what happens e.g. is polluting, drive, travel, spend, should be treated) and relational processes (to state what is or should be e.g. does not seem to have been, is).
 - (3) Use of simple present tense.

11) Explanation²⁷

To describe the process involved researcher the formation or working of natural or socio cultural phenomena. It has:

²⁷ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- a) Generic structure:
 - (1) A general statement to position the reader.
 - (2) A sequenced explanation of why or how something occurs.
- b) Significant lexicogrammatical features:
 - (1) Focus on generic, non-human participants.
 - (2) Use mainly of material and relational processes.
 - (3) Use of mainly of temporal and causal circumstances and conjunctions.
 - (4) Use of simple present tense.
 - (5) Some use of passive voice to get theme right.

12) Discussion²⁸

To present (at least) two points of view about an issue. It has:

- a) Generic structure:
 - (1) Issue: statement and preview.
 - (2) Arguments for and against or statements of differing points of view: point and elaboration.
 - (3) Conclusion or recommendations.
- b) Significant lexicogrammatical features:
 - (1) Focus on generic human and generic non-human participants

²⁸ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- (2) Use of :
 - (a) Material processes e.g. have produced, have developed, to feed.
 - (b) Relational process e.g. is, could have, cause, are.
 - (c) Mental processes e.g. feel
- (3) Use of comparative: contrastive and consequential conjunctions.
- (4) Reasoning expressed as verbs and nouns (abstraction).

13) Reviews²⁹

It is critique of art or event for a public audience. It has:

- a) Generic structure:
 - (1) Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.
 - (2) Interpretative recount: summarizes the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.

²⁹ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- (3) Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.
 - (4) Evaluative summation: provides a kind of punch line which sums up the reviewer's opinion of the art event as a whole; is optional.
- b) Significant lexicogrammatical features:
- (1) Focus on particular participants.
 - (2) Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: attitudinal epithets in nominal groups; qualitative attributes and affective mental processes.
 - (3) Use of elaborating and extending clause and group complexes to package the information.
 - (4) Use of metaphorical language.

14) Commentary³⁰

To explain the process involved the information (evaluation) of a socio cultural phenomenon, as though a natural phenomenon. The text conveys the field of natural science, using the explanation to do so. It has significant lexicogrammatical features:

³⁰ Linda Gerot, *Making Sense of Functional Grammar...* p. 192-222.

- a) Generic, non-human participants.
- b) Material and relational processes (mostly relational in this text).
- c) Temporal and causal circumstances and conjunctions.
- d) Past tense is used to trace the evolution of soft toys, which predated modern Teddy.

To find the common characteristics, we first compare text-type in terms of social purpose, and the structure and language features which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families. As students progress through the levels, the social purposes students are expected to achieve within each family become more complex and demanding and so the text-type become more demanding in terms of structure and language features.

3. Descriptive Text

a. Definition of Descriptive Text

According to the school based curriculum, there are five text types (genre), which are taught in the eighth grade of junior high school. Each text has its own social function. Descriptive describes a person, thing, and certain place.

The purpose of the descriptive text is to describe what things are as they are or what things do as they do. In other words, descriptive text is to describe something naturally. The object that described is shape, size, substance and characteristic.³¹ Descriptive text is usually also used to help the writer developed an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something-a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the “thing” he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations.³²

³¹Tri Wiratno,*Kiat Menulis Karya Ilmiah dalam Bahasa Inggris...* p. 25

³²Dorothy Grant Hennings, *Reading with Meaning (Strategies for College Reading)*,(USA:Prentice-Hall, 1999), p. 2

b. Social Function

Descriptive text aims to describe a particular person, place or thing.³³ It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

c. The Generic Structure of Descriptive text

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description.³⁴

- 1) Identification / a general opening statement in the first paragraph:

Identifies the phenomenon to be described.

³³Rudi hartono, *Genres of Texts...* p. 6.

³⁴Mark Anderson, *Text-Types in English*, (Australia: Macmillan Education Australia PTYLTD, 1997), p.103.

- a) This statement tells the audience what the text is going to be about.
 - b) This includes a short description of the subject.
 - c) This can include a definition of subject.
- 2) Description / A series of paragraphs about the subject:
Describes parts, qualities, characteristics.
- a) Each paragraph usually begins with a topic sentence.
 - b) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
 - c) The sentences after the preview give more details.
 - d) Each paragraph should give information about one feature of the subject.
 - e) These paragraphs build a description of the subject of the report.
 - f) They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

d. Language Features of Descriptive Text are:

- 1) Certain nouns, for example: *teacher, house, my cat etc.*

- 2) Simple present tense
- 3) Detailed noun phrase to give information about subject, for example: It was a large open rowboat, a sweet young lady etc.
- 4) Some adjectives (describing, numbering, classifying), for example: two strong legs, sharp white fang etc.
- 5) Relating verb to give information about subject, for example: My mum is really cool, it has very thick fur etc.
- 6) Thinking verb and feeling verb to express the writer's perception about the subject, for example: Police believed the suspect armed, I think it is a clever animal etc.
- 7) Action verb, for example: Our new puppy bites our shoes etc.
- 8) Adverbial to give additional information about subject, for example: fast, at the tree house etc.
- 9) Figurative language style, for example; simile, metaphor (John is white as a chalk) etc.³⁵

Descriptive text has characteristics, they are:³⁶

³⁵Departemen Pendidikan Nasional, *Kurikulum 2004, Standar Kompetensi; Mata Pelajaran Bahasa Inggris*, Pusat Kurikulum: Balitbang Depdiknas, 2004, p. 52.

- 1) Descriptive text dominated by using *Simple Present Tense*. It caused by factual characteristic of descriptive. It means, because descriptive text describes the real situation, so everyone will see the situation using the same way.
 - 2) Descriptive text more employing relations and material verb. For example, all of bold verbs are relation verbs, while material verbs are underlining.
 - 3) Descriptive text doesn't employ human participant, until the more important is the main description, not human who explaining something.
 - 4) In descriptive text, conjunction like *firstly, secondly, etc* only using for organize an idea, not for organize in sequence.
 - 5) In descriptive text, adjectives is a good tools to describe shape, characteristic, and main situation that described.
 - 6) Descriptive text usually reflecting a part and whole relation.
- e. Significant lexicogrammatical features of descriptive text
- Descriptive text has significant lexicogrammatical features that support the form of a descriptive text the

³⁶Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris...* p. 27-28.

followings are significant lexicogrammatical features of descriptive text are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple present tense.³⁷

1) Focus on specific participants

As stated before, the descriptive text purpose to describe particular person, thing or place. The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my idol, my mother, my cat, Mr. Leo, etc.

2) Use of attributive and identifying processes.

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player).

Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

³⁷Linda gerot, *Making Sense of Functional Grammar...* p.208

- 3) Frequent use of epithets and classifiers in nominal groups.

A nominal group is a group of words which has a noun (words which names a person, place or thing) as its head word and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components. Some of the components which frequently used in writing descriptive text are epithet and classifier.

- 4) Use of simple present.

The tense that used in descriptive text is simple present tense. The lexico-grammar of descriptive text is dominated with simple present tense. This is due to the factual nature of a descriptive text.

When we speak or write we always do so in particular social situations. This means that language we use is fashioned by those situations, not only in what we say, but also in how we say things.

4. Games

- a. General Concept of Games

Game is an activity or sport with rules, a goal, and an element of fun in which people or teams compete

against each other.³⁸ The free encyclopedia defines a game as a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.³⁹

According to Richard Game (in language teaching) is an organized activity that usually has the following properties:

- 1) A particular of task or objective
- 2) A set of rules
- 3) Competition between players
- 4) Competition between players by spoken or written language.⁴⁰

There is a common perception that all learning should be serious and solemn in nature. Actually, it is not really learning. This is misconception. Learning should be full of fun, hilarity and laughter. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this through games.

Games play an important role in teaching and learning process. They can often help the students

³⁸Hornby, *Oxford Advance Learner's Dictionary*... p. 528.

³⁹The free encyclopedia, <http://en.wikipedia.org/wiki/Game>. accessed on July, 10th 2015.

⁴⁰Jack Richard, *et.al*, *Longman Dictionary of Applied Linguistics*.(Longman GroupUK:England, 1985), p. 118.

understand something presented better than telling them verbally.

The enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less interested in games than others. It depends on the appropriateness of the games and the role of the player. It is generally accepted that young learners and adults are very willing to play games.

There are some characteristic of game such as below:

- 1) Clear, achievable goals, rules, measurable outcomes and rewards
- 2) Appropriate challenge, gradually increasing difficulty
- 3) Interaction and feedback
- 4) A safe environment to explore and in which to make mistakes
- 5) Collaboration and/or competition
- 6) A narrative or fantasy setting.⁴¹

Game is a competitive activity or sport in which players contend with each other according to a set of rules. Key components of games are goals, rules,

⁴¹Wikipedia, “*Using Game to Enhance Learning and Teaching*”, <http://www.slideshare.net/nicwhitto/using-games-to-enhance-learning-and-teaching>. July, 10th 2015.

challenge, and interaction. Games generally involve mental or physical stimulation, and often both.

b. Types of Games

Games usually use variety of techniques which are important in language teaching. The simplest games are sorting, ordering, or arranging games. These are usually played in pairs or small groups. According to Hadfield, there are eight types of game as follows:⁴²

- 1) Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
- 2) Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.
- 3) Matching games are based on a different principle, but they also involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity.
- 4) Labeling games involve matching labels to items in a picture.

⁴²Jill Hadfield, *Intermediate Vocabulary Games*, (England: Longman, 2001), p. 5.

- 5) Exchanging games are based on the 'barter' principle. Exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
- 6) Role-play games players are given the name and some characteristics of a fictional character.
- 7) Board games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The square on the board is used as stimulus to provoke a communication exchange.
- 8) Card games are familiar game types, where the aim is or to collect the most cards, or to get rid of the cards first, or to build up a story. The card is used as stimulus to provoke a communication exchange.

The beneficial of game based on Ayu Rini are:

- a) For teacher:
 - (1) To make easy the teacher before gives the material of study by implementing game in the learning process.
 - (2) To help the teacher gets the class conditions will be life.
 - (3) To give the teacher in the achievement of
 - (4) Teaching and to give active participation in teaching and learning process.

b) For students

- (1) Students will be easier to understand the material of study because the material will be presented by using game.
- (2) To minimize of feeling bored for students to study.
- (3) To help students memorize the material more quickly.
- (4) To make students more active in the class.
- (5) To grow the solidarity and sported students each other.⁴³

c. The Advantages and Disadvantage of Game

Games play an important part in the language learning process generally. When students play a game in a classroom, they assume roles and participate in the decision-making process. The student especially young learners will enjoy the school activities when the teacher includes games in their activities. In line with this statement, according to Richard- Amato cited by Uberman, games can lower anxiety, thus making the acquisition of input more likely.⁴⁴ In a game-oriented

⁴³Ayu Rini, *Excellent English Games*, (Jakarta: Kesaint Blanc, 2009), p. 6.

⁴⁴ Agnieszka Uberman, *The Use of Games For Vocabulary Presentation and Revision*. 'Forum' Vol. 36 No 1, January - March 1998 Page 20. <http://www.teflgames.com/why.html> accessed on 08/01/2015.

context, anxiety is reduced and speech fluency is generated—thus communicative competence is achieved. According to Andrew, games are invaluable as they give students a break and at the same time allow students to practice language skills.⁴⁵ After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

In line with Andrew, Chen states that the use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.⁴⁶

Games are also motivating. Games introduce an element of competition into language-building activities. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

⁴⁵Andrew Wright, *et. al*, *Games for Language Learning*.(New York: CambridgeUniversity Press, 1993) p. 1

⁴⁶Chen, I-Jung, *Using Games to Promote Communicative Skills in Language Learning*.<http://iteslj.org/Techniques/Chen-Games.html>accessed on 08/01/2015.

From the explanations above, the advantages of using games in language-learning can be summed up in nine points:

- 1) Games are welcome break from the usual routine of the language class
- 2) They are motivating and challenging.
- 3) They promote communicative competence
- 4) They reduce learning anxiety.
- 5) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 6) Games provide language practice in various skill-speaking, writing, listening and reading.
- 7) They encourage creative and spontaneous use of language.
- 8) They create a meaningful context for language use.
- 9) Games construct a cooperative learning environment

Besides the advantages, games also have the disadvantages. According to Andrew, many games cause as much density of practice as more conventional drill exercises; some do not. Games take a long time to prepare and it is difficult to organize in the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few

opportunities for input of new language and not all students like playing games.⁴⁷

From both explanations above, it can be taken a note that games do not always have the advantages to design in the classroom, but it is also have the disadvantages.

5. Around The World Game

Around the world game is game that engages students as a participant and teacher as achieve. This game needs students to move around the class to make the teaching learning process work. At this activity, students move around the class as they form describing people. The procedures are⁴⁸:

- a. Teacher writes one of name of celebrities on one side of a card. Make approximately 30-50 cards. Teacher puts cards on each student' desk.
- b. Teacher divides students into two groups or decides students become two world.
- c. Have a student (or the teacher, at first) hold the cards and serve as leader of the activity.

⁴⁷Andrew Wright, *et. al*, *Games for Language Learning*, p. 1

⁴⁸Martha C. Pennington, *New Ways in Teaching Grammar*, (UK: Longman), p. 54.

- d. Have one student moves from his or her desk and stand in other world in front of his or her friend's desk.
- e. Have the leader reveal the first card in the stack showing one of name of celebrities, e.g. *Agnes Monica*. The first student, who can describe her well, wins this round and then travel to the other world of student seat. Have the other students sit down.
- f. Student who stands should travel to another world to get a card and then describes a person in a card. If he or she can describe it well, may sit in his or her friend's seat.
- g. In order to win, a student must travel "around the world".

In the process of teaching, teacher can use game in order to stimulate students' interest. Improving students' speaking skill through game is one of effective way, because game needs body movement to make the teaching learning process more attractive. One of game is around the world game. The main use of around the world game in the teaching descriptive text is to help students describing a person spontaneously.

By using around the world game as a game in teaching descriptive text, students will be more interested in learning speaking. Besides that, they will practice regularly especially in speaking. Using around the world game during the teaching and learning process, teacher will be able to motivate students to learn and pay attention to the material presented.

B. Previous Research

The first thesis entitled “The Effectiveness of Active Learning Through ‘Who is in the Class Strategy’ for Teaching Speaking Descriptive Text at the Tenth Grade Students of MA NU Nurul Huda Semarang in the Academic Year of 2011/2012” written by Azida Fauziah (073411080), a student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies. Based on the result of pre-test before “Who is in The Class Strategy” was implemented, the speaking skill of students in descriptive text was lower than after “Who is in The Class Strategy” was implemented. After getting “Who is in The Class Strategy” treatment and post-test was conducted, it was found that there were significant differences between experimental group (X-A) and control group (X-B) where the post-test score of experimental group was higher. The improvement of the students who were taught using “Who is in The Class Strategy” is higher than the improvement of students who were taught without “Who is in The Class Strategy”. It can be seen the mean pre-test score of control group was 50.4, and in the post-test score was 63.1, while the pre-test score of experimental was 51.5, and in the post-test score was 68.3.

The testing hypothesis indicates that the experimental group was significantly higher than the control group. The mean score of experimental group was 68.3 and the control group was

63.1, and the difference between the two means was 5.2. The t-test was showed that t was higher than t_{table} ($2,624 > 1,68$) with a = 5%.

The result of the data analysis showed that the students who were taught by using “Who is in The Class Strategy” have been improved their speaking skill in descriptive text than the students who were taught without using “Who is in The Class Strategy”. The students who were taught by using “Who is in The Class Strategy” can be more active in the process of teaching speaking descriptive text and they can produce words actively.

The similarity between these researches is about speaking descriptive text. While the difference between previous research and this research is the use of method of the research. The previous research used experimental research. The researcher selects participants and divides them into two or more groups having similar characteristics and, then, applies the treatment(s) to the groups and measures the effects upon the groups. But in this research, the researcher uses classroom action research. The other difference is the strategy that used by researcher. In previous research, the researcher used “Who is in The Class Strategy”, while in my research using “Around the World Game”.

The second thesis entitled “Improving Student’s Speaking Skill Through Fishbowl Technique (A Classroom Action Research With Student’s Of 5B at MI Tarbiyatul Banin

Pekalongan Winong Pati in The Academic Year of 2009/2010)’ written by Siti Syafa’ah (063411077), a student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies. Based on the result of preliminary research, English students was not satisfying yet. The researcher was aware that the most of the students of 5B still have difficulties in English especially in speaking. From the researcher’s observation, it could be concluded that students’ participation, attention, activity and speaking English were low during the English lesson. The calculation result shows that the average of students’ speaking marks was 4.1. The highest score was 4.6 and the lowest score was 2.6. This score was still low from the minimum standard score (KKM), it was 6. In first cycle, the researcher used fishbowl technique to teach speaking in teaching learning process and get the result. The researcher’s analysis showed that the average of students’ test was 4.8. The highest score was 5.3 and the lowest score was 3.3. It showed that there was improvement from preliminary research into first cycle. In second cycle used fishbowl technique, the researcher’s analysis showed that the average was 5.7. The highest score was 7.3 and the lowest score was 3.5. In third cycle used fishbowl technique, the researcher’s analysis showed that the average of students’ score was 6.7. The highest score was 8.0 and the lowest score 6.0. There were improvements from one cycle to the other cycle. The result of this

cycle was also considered as implementation. The researcher concluded that the students' difficulties in speaking English were solved enough through the use of fishbowl technique.

The similarities between previous research and my research are methods of research and language that Siti used. She used a classroom action research, and she also appoints speaking skill as students' difficulties.

The difference between previous research and mine is technique that she used. She used fishbowl technique while my research uses Around the World game.

The last thesis entitled Improving Students' Speaking Skill Through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011) written by Richa Rubiati (063411083), a student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies. Based on the pre-cycle result, the researcher found that many students have difficulties in speaking, that is because students have little practice in speaking. In first cycle the researcher used debate technique to teach speaking. From the analysis of first cycle, it was clear that the average of the students test result of the first cycle was 65.3, but there were five students who still have low score in speaking. After using debate technique again in second cycle, the average of this cycle was

76.6. The result of the second cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using debate technique. The researcher felt that the implementation of debate in teaching speaking was successful, because debate is an interesting activity where students have a lot of opportunity to practice speaking in speaking class.

The similarities between previous research and my research are methods of the research and the skill. Richa used classroom action research and me too. She also appointed speaking as students' difficulties in learning English. The difference between Richa's research and my research is technique that she used. Richa used debate technique to teach English speaking skill.

C. Action Hypothesis

Hypothesis can be translated as an answer that has temporally characteristic about research problem, until to be proven through collection data.⁴⁹

Based on the result of those literature review and previous research, the writer concludes that the use of around the world game can improve students' speaking skill of descriptive text.

⁴⁹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi VI)*, (Jakarta: Rineka Cipta, 2006), p. 71.

CHAPTER III

RESEARCH METHOD

A. Time and Setting of The Study

The researcher has time schedule for doing the research and she used the time to do observation and getting familiar with school conditions, doing the research and analyze the result. The explanation of time and setting the research are such as below:

1. Time for Research

The researcher conducted the research from 13th August until 5th September 2015. This is the schedule time for research:

Table 1
Time for Research at the 8th Year of SMP N 02 Japah Satu
Atap, Blora in the Academic Year of 2015/2016

Task description	Time Schedule					
	13 th Aug	15 th Aug	20 th Aug	22 nd Aug	27 th Aug	3 rd Sept
Asking permission to the head master to do the research and getting familiar with the school situation.	√					
Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students.		√				
Doing pre cycle.			√			

(giving the test)					
Doing first cycle (applying around the world game related the material of describing public figure).			√		
Doing second cycle (Reviewing material of descriptive text about someone's job, characteristic, etc. and applying around the world game in teaching learning process related the material of describing public figure).				√	
Analyzing the data and writing report					√

2. Setting of the Study

The researcher conducted the classroom action research at SMP N 02 Jajah Satu Atap, Blora. It was built in 2009. Actually the location is far enough from boulevard, but the place is good enough. This setting is located at Kalinanas Village, Jajah Subdistrict, Blora Regency.

B. Subject of The Study

The subject of this study is students of 8th of SMP N 02 Jajah Satu Atap, Blora, where the total number 29 students (14 male and 15 female). At the 8th grade of this school only has one class.

Table 2
 Student's name on 8th year at SMP N 02 Japah Satu Atap, Blora
 in the academic year of 2015/2016.

No.	Name	Sex
1.	Aan Agus Setiawan	Male
2.	Aldi Priyanto	Male
3.	Andreansyah	Male
4.	Cucuk Septia Wulandari	Female
5.	Ferry Adit Setiawan	Male
6.	Indah Novia Anggraeni	Female
7.	Jodhi Hengky Saputra	Male
8.	Khanifatuz Solikah	Female
9.	Krisnawati	Female
10.	Leni Nur Wahyuningsih	Female
11.	Luluk Lestari	Female
12.	Mira Anggita Cahyani	Female
13.	Muhammad Setiyo Nur Safi'i	Male
14.	Oky Prasetyo	Male
15.	Riko Hadi Saputra	Male
16.	Rohmatul Indrawati	Female
17.	Rohmawati Nurjana	Female
18.	Roy Revaldo	Male
19.	Shofiatun Nikmah	Female
20.	Siti Mayaya	Female
21.	Suheni	Female
22.	Sukrisna	Male
23.	Tika Nur Anggraeni	Female
24.	Tomy Setiawan	Male
25.	Wahyu Satrio Wicaksono	Male
26.	Yesti Maulana	Female
27.	Yogi Insan Kurniawan	Male
28.	Yuni	Female
29.	Zainal Abidin	Male

C. Focus of Study

In this Classroom Action Research, the research focuses on:

1. Students

Students as subject of the study can be seen from students' activity in teaching learning process: students' understanding and comprehend about text which is indicated by students' achievement, students' activity during teaching learning process.

2. Teacher

In this research, focuses on teachers' way in constructing teaching learning condition using "Around the World Game": Organizes conducive class when teaching learning process, presents the lesson, and gives question to students.

3. Teaching learning process

In this research, focuses on the improvement of students' speaking skill of descriptive text in teaching learning process by using Around the World Game.

D. Method of the Research

1. Research Design

Research design is all processes that are needed in planning and acting. In this study, the writer uses classroom action research.¹ Action research (AR) is something that many language teachers seem to have heard about, but often

¹Nazir. *Metode Penelitian*, (Jakarta Timur: Gholia Indonesia,1988), p. 99.

they have only a hazy idea of what it actually is and what doing it involves. AR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts.²

“Action research is a form of self-reflective inquiry undertaken by participants (teachers, students, principals) for example in social situation in order to improve the rationality and justice of their own social or education practice, their understanding of these practices and the situation in which the practices are carried out”.³

According to Reason and Bradbury action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.⁴

The writer uses classroom action research as an effort to develop English teaching learning process and to solve the problem faced by the students in learning English and to improve students’ speaking skill in descriptive text.

²Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2.

³Fakultas Tarbiyah, *Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo Semarang*; (Semarang: IAIN Walisongo, 2009), P. 3.

⁴Quoted in Valsa Koshy, *Action Research for Improving Practice A Practical Guide*, p. 9.

According to Lewis (in Elliott, 1991: 69) steps of research activities are:

1. Identifying idea/general problem.
2. Checking field (*reconnaissance*).
3. Make a general plan.
4. Developing the first action.
5. Implementing the first action.
6. Evaluating
7. Revising general plan.⁵

Action research is often used by teachers to solve problems in their classrooms and schools because it is such an excellent problem-solving process. But do not make the mistake of thinking that you must have some “problem” to solve before undertaking an action research project. By taking an exclusively problem-centered approach, you risk overlooking important opportunities for growth and enhancement.⁶

Action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management.

⁵Quoted in Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya, 2009), p. 100.

⁶Robert P. Pelton, *Action Research for Teacher Candidates Using Classroom Data to Enhance Instruction*, (USA: Rowman & Littlefield Education, 2010), p. 9.

Because action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.

Based on the explanation above, it can be concluded that classroom action research is the one of strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and try it systematically as an alternative way to solve learning problem that is being faced in the class.

2. Characteristic of Classroom Action Research

Classroom action research has several characteristics, they are:

a. On the job problem

Problem which is being investigated appear from the authority of the researcher himself. The problem is the real problem faced by the students.

b. Problem solving oriented

This research is oriented in the problem solving. The short of the research put the researcher as the agent of change.

c. Improvement

Giving emphasize on the improvement quality, this concepts according to the principle of critical research has to construct produced oriented.

d. Multiple data collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test, and act.

e. Cycle

Classroom action research usually conducted cycle in which seeks to unit, its two central concerns, improvement in practice and increased knowledge and understanding is by linking them into an integrated cycle of activates in which each phrase learns from the previous one and shapes the next. In which each cycle consists of four steps are planning, acting, observing, and reflecting.

f. Participatory

The researcher makes such collaboration with a teacher to-do the classroom action research.⁷

3. Aim of Classroom Action Research

According to Harmer in book “The Practice of English Language Teaching” there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivation and challenges. We want to learn more about ourselves as teachers how effective we are, how we look to

⁷Fakultas Tarbiyah, *Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo Semarang*...P. 3-4.

our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.⁸ In other words, can be said action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they were aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

Doing this action research, the research may give contribution to themselves other teachers and students. In classroom action research has two aims of classroom action research.

- a) To improve the rationality and justice of their own social or educational practice, their understanding or their practices, and the situations in which these practice are carried out.

⁸Jeremy Harmer, *The Practice Of English Language Teaching*...p. 345.

- b) To give teacher introduction to the variety of methods available to them as a mean of extending their repertoire of professional behaviors and encouraging flexibility in the person development.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching children.

4. Procedures of Classroom Action Research

Research procedure is something, which has been planned to execute research with purpose to obtain a data. In this section, by doing action research, the research may give contribution to him/her self other teachers and students. According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research :⁹

- a) Planning

In this phase the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers: i) what kind of investigation is possible within the realities and constraints of the

⁹Quoted in Burns, *Doing Action Research in English Language Teaching...*p.8.

researcher's teaching situation; and ii) what potential improvements the researcher thinks are possible.

b) Action

The plan is a carefully considered one which involves some deliberate interventions into the researcher's teaching situation that the researcher puts into action over an agreed period of time. The interventions are critically informed as the researcher is questioned and the researcher's assumptions about the current situation and plan new and alternative ways of doing things.

c) Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

d) Reflection

At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored more clearly. The researcher may decide to do further cycles of Action Research to improve the situation even more, or to share the 'story' of

the researcher's research with others as part of the researcher's ongoing professional development.

A set of *planning, acting, observing, reflecting* is called one cycle. If the improvement has satisfied the researcher, he may stop arranging a plan for the next cycle.¹⁰

5. Model of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher using around the world game to improve students' speaking skill.

Before the researcher conducted the cycle in action, she did an initial observation at first. Then she did some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

¹⁰Ibnu, Sahadi & Susilo, Herawati. "*Metodologi Penelitian Tindakan Kelas*", *Makalah dalam Pelatihan PTK. Batam dalam Sunu Dwi Antoro, dkk. (2009) Research in ELT.* (Jakarta: Univ. Terbuka, 2005), p. 3-11.

- 1) Data collected such as documentation includes the number of the students, students' list, and preliminary research.
- 2) The researcher interviewed an English teacher related to teaching learning process in English subject, and
- 3) Identify the problem.

Based on the interview with the English teacher, the researcher can identify the problem of teaching learning process at SMP N 02 Japah Satu Atap, Blora. The problem of this research is students' lack of motivation in learning activity is not satisfied, lack of students' activity during teaching learning process, and speaking English.

b. Planning in action

There are four steps process in each cycle for doing classroom action research.

1) Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research. A researcher needs to make a preparation before doing an action research. Planning an action research by focusing on who, what, when, where, and how the action will be done.

2) Acting

This section discusses the steps and activities that would be taken by the researcher.

3) Observing

Observation is the next step to monitor and watched closely teaching learning process and collecting the data from result of action. The researcher prepared the observation paper to know class condition when the action was done, then the researcher and the collaborator (English teacher for first graders) discussed about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching learning process.

4) Reflecting

Reflection means to analyze the result based on the data that has been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.¹¹

¹¹Suharsimi Arikunto, et. al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008),P. 75-80.

E. Source of The Data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.¹²

The source of data in this research are from the head master who gave further information about school and school curriculum, the teacher who gave some further instructional information, teaching materials, learning assessments, and teaching methods applied in 8th graders of SMP N 2 Japah Satu Atap, Blora, and from school documents (the data of teacher and students, lesson schedule, students' exercise book, etc).

F. Collaborator

Collaborator in classroom action research is person who helped the researcher to collect the data. The collaborator in this research is English speaking lecturer who teaches speaking at 8th grade of SMP N 02 Japah Satu Atap, Blora, he is Mr. Muhammad Maghfur, S. Pd.

G. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation,

¹²Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

test etc. In this research, the researcher gathered the data to support above. The researcher chose some of which are appropriate to her school environment, and can be done there. Techniques and methods which are used by the researcher to collect the data are documentation, observation and test.

1. Observation

Observation plays an important part in any kind of data-gathering and most action research projects use this as an instrument. Observation is a natural process – we observe people and incidents all the time and based on the observations, we make judgments.¹³ Observation was used as a method to observe the teaching process and the students' activities and respond or something that will be happened. Observation is intended to see and to know about the condition of class and students. Process of teaching descriptive text used around the world game to know students' obstacle during teaching and learning process, the problem, understanding the material that can be seen from their attitude, behavior and responds.

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or

¹³Valsa Koshy, *Action Research for Improving Practice A Practical Guide...*p. 98.

group.¹⁴ Test is used to measure the person's competence and to achieve the objective. The data was collected by giving speaking test. Speaking was conducted two times, there were pre- test, and post-test.

3. Documentation

Documentation is an instrument for collecting the data about event in the past that have been documented.¹⁵ It refers to archival data that can help the researcher to collect the data. The researcher used this method to obtain document which is related with this research. This method is used to know geographical location, profile, documentation of teaching and learning process in English subject, the list of students' name, the score of the last test that related to the thesis and other documents at SMP N 02 Japah Satu Atap, Blora.

H. Instrument of The Research

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.¹⁶

¹⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,..., p. 150.

¹⁵ E. Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya, 2010), p. 69.

¹⁶Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*... p. 136.

An instrument could be in form of questionnaire, observation list, test, etc. In this study the researcher used observation check list, documentation and test.

1. Observation check list

In arranging check list observation, the researcher listed some students' observable behavior that indicates their improving speaking skill taught that teacher can see from their activities and response during teaching learning process.

In observation stage, the researcher is helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observer what was going on in the classroom and observes the effect of teaching to improve students' speaking skill. Observation was carried out three times; preliminary research, cycles I, and cycle II.

2. Test

In this research, the researcher used an achievement test to measure the student's speaking skill improvement. The researcher used oral test in the form of descriptive text. There are five elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, fluency and comprehension. With this form, the scoring can be done quickly and easily.

This research consisted of two assessment tests. They are two formative tests in cycle I, and cycle II. The reason to

give assessment to the students was to measure the student's progress in every cycle during the classroom action research.

I. Data Analysis Technique

Data analysis is an attempt by the researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. In scoring the students' performance, there are five aspects of language scored. They are; pronunciation, grammar, vocabulary fluency, and comprehension. The rating scale as follow:

Table 3
Scoring Technique

No.	Categories	Score	Description
1.	Pronunciation	5	Has few traces of foreign accent.
		4	Always intelligible, through one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrate listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		1	Pronunciation problems. So severe as to make speech virtually unintelligible
2.	Grammar	5	Makes few (if any) noticeable error of grammar or word order
		4	Occasionally makes grammatical and / or word order error which do not, however, obscure meaning.
		3	Makes frequent error of

		2	grammar and word order which occasionally obscure meaning. Grammar and word order errors make comprehension difficult. Must often rephrase sentence and/or restrict him to basic patterns.
		1	Error in grammar and word order so severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
		4	Sometimes uses inappropriate terms and/or must rephrase idea because of lexical inadequacies.
		3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speed of speech seems to be slightly affected by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation.
		1	Speech is so halting and

			fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understand most of what is said at slower – than– normal speed with repetitions.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Can not be said to understand even simple conversational English.

Based on David P. Harris opinion in his book “*Testing English as a Second Language.*”¹⁷

Data from oral test was analyzed from the students’ performance. Recording the students’ performance, since the test is done oral test, the researcher recorded the students’ performance to prevent from left scoring the language items criteria to be scored. There are five aspects of language scored. They are; pronunciation, grammar, vocabulary fluency, and comprehension.

¹⁷David P. Harris, *Testing English as a Second Language*, (George: Georgetown University, 1969), P. 84.

To combine all of score category to make an individual score, the formula as follow:

$$\text{Total Score} = P + G + V + F + C$$

Explanation:

P : pronunciation

G : grammar

V : vocabulary

F : fluency

C : comprehension

Researcher used observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II. Then the result of observation checklist was analyzed by calculating the percentage as following:

The formula to measure the students' participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

Explanation:

n = the score of students

N = the sum of total score

% = the percentage of the explanation.

From the formula above, student's participation can be categorized as follow:

a. Little participation

The aspect of activity that was observed above reaches out for about 25% from overall 100%.

b. Enough participation

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

c. Good participation

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

d. Excellent

The aspect activity that was observed above reaches out for 100%.

Because there was a pre-test and post-test, mean formula was used to find out the average of the students' score in every test. The formula as follow:

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

Explanation:

M : the average of students' score

$\sum X$: the sum of scores

N : the number of the students.¹⁸

To find out the improvement of students' speaking skill on descriptive text, the researcher used the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

¹⁸Sugiyono, *Statistik Untuk Pendidikan*, (Bandung,: CV Alfabeta, 2007), p. 49.

Explanation:

P : percentage of students' improvement

y₁ : post-test result

y : pre-test result

After that, the researcher tried to get the class percentage which pass the minimum standard scores (KKM), the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P: the class percentage

F: the number of students who passed KKM

N: the number of the students¹⁹

J. Indicator of Achievement

To know whether success or failure a student in speaking skill, to inform students' achievement, the writer made indicator of achievement below:

1. Class average score >75
2. Number of students who passed KKM >75%

K. Procedure of Collecting Data

This research used a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea

¹⁹Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

as reparation in their teaching learning process and look the real effect of those efforts.²⁰

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into three activities. They are preliminary research, cycle I, and cycle 2. The researcher collaborated with the English teacher who teaches in class of eight year. The activities that were done in each cycle is as follows:

1. Preliminary Research

The preliminary research was conducted on August, 15th 2015. The researcher got information students' ability in speaking English Language. Based on the result of observation from Mr. Muhammad Maghfur, S.Pd as English teacher, he asks that students' speaking English language is less.

In this pre-cycle, the researcher saw teaching speaking the material of descriptive in the classroom. By doing pre-cycle, the teacher has still done conventional method which does not use the researcher's method in teaching and learning process. In teaching learning pre-cycle also measure with the research indicator which saw the students' activities in learning process, the concept,

²⁰Rochiati Wiriadmadja, *Metode Penelitian Tindakan Kelas...* p. 13.

and the students' result. In this study is done as basic to compare the produce of learning by using the researcher's method in teaching and learning on first cycle and second cycle.

2. Cycle I

The teacher used around the world game to teach speaking. The topic is describing public figure. The procedure as follow:

a. Planning.

- 1) Prepared the media related the material.
- 2) Prepared the teaching material.
- 3) Made lesson plan.
- 4) Prepared checklist observation.
- 5) Prepared the material for test.

b. Action

Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

BKOF (Building Knowledge of Field)

- 1) Teacher built the student's motivation
- 2) Teacher told students the material of the day.

MOT (Modeling Text of the Field)

- 1) Teacher explained students about the descriptive text.

- 2) Teacher showed the example of descriptive text.

JCOT (Joint Construction of Text)

- 1) Teacher put a picture in each student's desk.
- 2) Teacher divided the students into two worlds (e.g. A world and B world).
- 3) Teacher explained the rules of the game.
- 4) Teacher asked the leader in "A world" to take the picture in his desk and described it orally.
- 5) Teacher asked the leader to choose a seat in other world to sit.
- 6) Teacher asked the student who the seats have been chosen by the leader to take his/her picture and described it orally.

ICOT (Independent Construction of the Text)

- 1) Teacher provided or gave feedback and reviewed the material.
- 2) Teacher gave chances to students for asked some questions.
- 3) Teacher gave following up by gave home works.

c. Observation

The observation on the students in first cycle was to check:

- 1) The students' activity used around the world game.
- 2) The students' response during teaching and learning process.

3) The students' improvement speaking skill.

d. Reflecting

1) In the first cycle, the researcher got the data from test and observation.

2) Evaluated the activities that have been done.

3) The teacher and the researcher discussed to make reflection what should they do repair the problems.

4) Analyzed the data to repair in the next cycle.

5) Made a temporarily conclusion for classroom action research in cycle I.

3. Cycle II

The second cycle is done based on the result of reflection from the first cycle. The topic is about jobs. The procedure as follow:

a. Planning

1) Identified the problem and made the solution for problem.

2) Prepared the teaching material.

3) Arranged the lesson plan based on the teaching material.

4) Prepared picture that related the material.

5) Prepared checklist observation.

6) Prepared students' attendance list.

7) Prepared formative test.

b. Action

In this meeting, the researcher tried to do the appropriate treatment to solve the problem that was faced by the students in the second test (assessment). The theme is public figure's jobs because it is most familiar than other previous theme. The procedure of teaching and learning in this treatment was the same as the previous meeting. It was done through stages; there were BKoF, MoT, JCoT, and ICoT. The main focus of the treatment to eliminate students' difficulties in the previous research.

The procedures for around the world game:

- 1) Teacher asked students to mention someone's job.
- 2) Teacher put a picture in each student's desk.
- 3) Teacher divided the students into two worlds (e.g. A world and B world).
- 4) Teacher explained the rules of the game.
- 5) Teacher asked the leader in "A world" to take the picture in his desk and described it orally.
- 6) Teacher asked the leader to choose a seat in other world to sit.
- 7) Teacher asked the student who the seats have been chosen by the leader to take his/her picture and described it orally.

8) Teacher analyzed the result of the test and gave scores.

c. Observation

The researcher observed the teaching learning process and compared with cycle I. The observation on the students in second cycle was to check:

- 1) The students' activity used around the world game.
- 2) The students' responds during teaching learning process.
- 3) The students' improvement in speaking skill.

d. Reflection

- 1) Evaluated the activity that has been done.
- 2) Analyzed the data from test and observation.
- 3) Analyzed the activity, if still find the problem, what should the researcher do to repair the problem.
- 4) The teacher and the researcher discussed to make reflection what should they do to repair the problem.
- 5) Made a while conclusion in second cycle.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Research Finding

This chapter was on the implementation of around the world game as a learning aid to improve students speaking skill in descriptive text. It was conducted through a classroom action research which consisted of several activities and this chapter deals with the analysis of the instrument started from preliminary research, cycle I, and cycle II. Its purposes to know students ability in the speaking descriptive text through around the world game.

1. Preliminary Research

This activity was done on Thursday August 20th, 2015. The teacher used conventional way in teaching speaking (conventional method) this was done to know students' basic score of speaking when he used conventional method in teaching.

In this activity, the teacher was doing in teaching learning process; teacher gave the material about descriptive text. Most of the students did not pay attention to the teacher; there were only some students' activeness to ask questions to teacher during the teaching learning process. After that the teacher gave test to got students basic score that usually applied by the teacher (teacher centered

learning). He gave the examination to the students were he asked the students to describe their classmate. It was followed by 24 students as the participants of the study. The teacher provided 30 minutes for them to oral the test they got the result that was not satisfactory. The purpose of the test was to measure the skill of the students in speaking especially ability describing person and to know basic score of speaking when teaching by using conventional method.

Based on the observation, most of the students had difficulties to do it. It can be seen from their faced which appeared nervous and also from their activities. They were afraid to express their idea, feeling and they were less confident. The researcher intended to assist them to improve their speaking ability especially in describing person by using around the world game in teaching speaking. She considered giving continuous improvement to get better result.

Table 4
Score of observation in Preliminary

No	Indicators	None (0%)	A few (<20 %)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from		√				2

	the teacher.						
2	The students are enthusiastic in responding the teacher questions.			√			3
3	The students are enthusiastic in mentioning someone's job as a theme.				√		4
4	The students ask question to make sure their answer	√					1
5	The students answer teacher's questions.			√			3
6	The students describe his/her class mate correctly.		√				2
7	The students are enthusiastic doing the test.		√				2
8	The students are enthusiastic in completing the task.	√					1
Total Score		2	6	6	4	0	18

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\ &= \frac{18}{40} \times 100\% \\ &= 45\% \end{aligned}$$

Based on the result of observation above it can be concluded that only half of the students were active and enthusiastic, a half of students need more attention from the teacher from teaching and learning process. The researcher saw during teaching and learning process, the teacher only gave explanation about speaking and material about descriptive text and the teacher asked some questions about the theme but in this teaching and learning process showed passive and less, it means that the students still felt difficult to answer and respond the teacher questions and explanation. The students are not brave enough to ask question if they do not understand yet. The students are not gave the maximum response, especially students who sat in the backside of the class. They still talked with other friend.

After did the test, the researcher found the result.

Table 5
Score in Preliminary test

No	Code	Aspects					Raw Score	Ripe Score
		P	G	V	F	C		
1	C - 1	absent	-	-	-	-	-	-
2	C - 2	2	3	2	3	3	13	52

3	C – 3	absent	-	-	-	-	-	-
4	C – 4	absent	-	-	-	-	-	-
5	C – 5	3	3	2	4	2	14	56
6	C – 6	3	3	4	2	2	14	56
7	C – 7	2	2	2	3	2	11	44
8	C – 8	2	3	3	2	2	12	48
9	C – 9	4	3	2	2	3	14	56
10	C – 10	3	4	2	2	2	13	52
11	C – 11	2	2	2	3	4	13	52
12	C – 12	2	3	3	2	2	12	48
13	C – 13	3	3	3	2	4	15	60
14	C – 14	2	2	2	3	2	11	44
15	C – 15	3	3	2	2	3	13	52
16	C – 16	2	2	2	3	2	11	44
17	C – 17	2	3	3	2	2	12	48
18	C – 18	3	3	3	2	2	13	52
19	C – 19	2	2	2	2	3	11	44
20	C – 20	2	2	2	2	2	10	40
21	C – 21	2	3	2	2	2	11	44
22	C – 22	absent	-	-	-	-	-	-
23	C – 23	2	2	3	3	3	13	52
24	C – 24	2	3	3	2	2	12	48
25	C – 25	3	2	2	3	3	13	52
26	C – 26	absent	-	-	-	-	-	-
27	C – 27	4	2	2	3	2	13	52
28	C – 28	2	3	3	2	2	12	48
29	C – 29	2	2	2	3	2	11	44
Sum		59	63	58	59	58	297	1188

Students' score in speaking was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in speaking.

The mean score of the class can be searched by using this following formula:¹

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

Explanation:

M : the average of students' score

$\sum X$: the sum of scores

N : the number of the students.

$$\begin{aligned} \text{The average of students' score} &= \frac{1188}{24} \\ &= 49.5 \end{aligned}$$

The calculation result shows that the average of students' test result of preliminary test was 49.5. The highest score was 60 and the lowest score was 40.

From the result above, the mean of students in comprehending of descriptive text was low. The result of the average score was 49.5. This score was still low from the minimum standard score (KKM), it was 70. After giving the test, the researcher intended to use around the world game to the next activity to make students interested and enjoy the learning process.

The result of test was not satisfying yet. They were afraid to express their idea, feeling and they were nervous

¹Sugiyono, *Statistik Untuk Pendidikan*, (Bandung,: CV Alfabeta, 2007), p.49.

and less confident. The researcher intended to assist them to improve their speaking ability especially in describing a person.

2. Cycle 1

The cycle 1 test was conducted on August 22nd, 2015.

The cycle 1 was about teaching and learning process and oral test. The material was public figure or celebrities. It was followed by 26 students and 3 students was absent.

Table 6
Score of observation in Cycle 1

No	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.		√				3
2	The students are enthusiastic in responding the teacher questions.			√			3
3	The students are enthusiastic in mentioning someone's job as a theme.				√		4
4	The students		√				2

	ask question to make sure their answer						
5	The students answer teacher's questions.			√			3
6	The students describe public figure correctly.				√		4
7	The students are enthusiastic doing the test.			√			3
8	The students are enthusiastic in completing the task.		√				2
Total Score		0	6	12	8	0	

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{26}{40} \times 100\% \\
 &= 65\%
 \end{aligned}$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically and teaching by using around the world game is effective to improve students' descriptive speaking skill than teaching without around the world game. They

enjoyed in describing the person in the picture that researcher had been put on each table of student.

After did the test, the researcher found the result.

Table 7
Score in First Cycle

No	Code	Aspects					Raw Score	Ripe Score
		P	G	V	F	C		
1	C - 1	Absent	-	-	-	-	-	-
2	C - 2	3	2	4	3	4	16	64
3	C - 3	3	3	4	3	3	16	64
4	C - 4	4	3	3	3	4	17	68
5	C - 5	3	3	4	4	3	17	68
6	C - 6	4	3	4	3	4	18	72
7	C - 7	3	3	4	3	2	15	60
8	C - 8	3	3	4	3	3	16	64
9	C - 9	4	2	3	2	3	14	56
10	C - 10	3	4	4	3	3	17	68
11	C - 11	4	2	3	3	4	16	64
12	C - 12	4	3	3	2	3	15	60
13	C - 13	4	3	4	4	4	19	76
14	C - 14	4	3	3	3	3	16	64
15	C - 15	3	3	4	2	3	15	60
16	C - 16	3	4	3	4	3	17	68
17	C - 17	4	3	3	4	4	18	72
18	C - 18	3	4	4	3	3	17	68
19	C - 19	3	2	4	3	3	15	60
20	C - 20	3	3	2	3	3	14	56
21	C - 21	3	3	3	3	4	16	64
22	C - 22	3	2	2	3	3	13	52
23	C - 23	Absent	-	-	-	-	-	-
24	C - 24	Absent	-	-	-	-	-	-
25	C - 25	3	4	2	3	4	16	64
26	C - 26	4	3	4	4	3	18	72
27	C - 27	4	4	3	4	3	18	72

28	C - 28	3	4	3	4	3	17	68
29	C - 29	3	2	3	3	3	14	56
Sum		88	78	87	81	85	419	1676

From the result, she could calculate the average of the students or mean of the score using the following formula:²

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

Explanation:

M : the average of students' score

$\sum X$: the sum of scores

N : the number of the students.

$$\begin{aligned} \text{The average of students' score} &= \frac{1676}{26} \\ &= 64.46 \end{aligned}$$

The calculation result shows that the average of students' test result of preliminary test was 64.46. The highest score was 76 and the lowest score was 52. Based on the result of observation above, it can be concluded that there was the improvement of students' speaking skill of descriptive text in a first cycle.

To find out the improvement of students' speaking skill of descriptive text, the researcher used the formula:³

²Sugiyono, *Statistik Untuk Pendidikan*, ... p.49.

$$P = \frac{y1 - y}{y} \times 100\%$$

Explanation:

P : percentage of students' improvement

y1 : post-test result

y : pre-test result

$$\begin{aligned} \text{The improvement} &= \frac{64.46 - 49,5}{49.5} \times 100\% \\ &= 30.2\% \end{aligned}$$

Based on the result of observation above it can be concluded that the improvement of students' speaking skill on descriptive text from pre-test until post-test were 30.2% improvement.

After that, the researcher tried to get the class percentage which pass the minimum standard score (KKM), the researcher used the formula:⁴

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

³Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

⁴Anas Sudijono, *Pengantar Statistik Pendidikan*, ... p. 43.

$$\text{Percentage} = \frac{5}{26} \times 100\%$$

$$= 19.2\%$$

Based on the result of observation above, it can be concluded that the percentage which pass the minimum standard score (KKM) were only 19.2%. It can be seen that students who passed the KKM were still low from the number of students in a class.

3. Cycle 2

The second cycle test was conducted on August 27th, 2015. The cycle 2 was about teaching and learning process and oral test. The material was public figure or celebrities. It was followed by 28 students and one student was absent.

Table 8
Score of observation in Cycle 2

No	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.				√		4
2	The students are enthusiastic in responding the teacher				√		4

	questions.						
3	The students are enthusiastic in mentioning someone's job as a theme.					√	5
4	The students ask question to make sure their answer			√			3
5	The students answer teacher's questions.				√		4
6	The students describe public figure correctly.				√		4
7	The students are enthusiastic doing the test.					√	5
8	The students are enthusiastic in completing the task.				√		4
Total Score		0	0	3	20	10	33

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{33}{40} \times 100\% \\
 &= 82.5\%
 \end{aligned}$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically and teaching by using around the world game is effective to improve students' descriptive speaking skill than teaching without around the world game. They enjoyed in describing the person in the picture that researcher had been put on each table of student.

After did the test, the researcher found the result.

Table 9
Score in Second Cycle

No	Code	Aspects					Raw Score	Ripe Score
		P	G	V	F	C		
1	C - 1	Absent	-	-	-	-	-	-
2	C - 2	4	3	4	4	4	19	76
3	C - 3	4	3	4	4	3	18	72
4	C - 4	4	4	4	3	4	19	76
5	C - 5	4	3	4	4	3	18	72
6	C - 6	4	4	4	4	4	20	80
7	C - 7	4	3	4	3	3	17	68
8	C - 8	4	3	4	4	3	18	72
9	C - 9	4	3	3	3	3	16	64
10	C - 10	4	4	4	4	3	19	76
11	C - 11	4	3	3	4	4	18	72
12	C - 12	4	3	3	4	4	18	72
13	C - 13	4	4	4	4	4	19	80
14	C - 14	4	3	3	4	4	18	72
15	C - 15	3	3	4	3	4	17	68
16	C - 16	4	4	3	4	4	19	76
17	C - 17	4	4	4	4	4	20	80
18	C - 18	4	4	4	3	4	19	76
19	C - 19	4	3	4	3	4	18	72
20	C - 20	4	3	3	3	4	17	68

21	C - 21	4	3	3	4	4	18	72
22	C - 22	3	3	3	4	3	16	64
23	C - 23	3	3	4	3	4	17	68
24	C - 24	4	4	3	4	3	18	72
25	C - 25	4	4	4	3	4	19	76
26	C - 26	4	4	4	4	4	20	80
27	C - 27	4	4	4	4	4	20	80
28	C - 28	3	4	4	4	4	19	76
29	C - 29	4	3	3	4	3	17	72
Sum		108	96	102	103	103	512	2048

From the result, she calculated the average of the students or mean of the score used the following formula:⁵

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

Explanation:

M : the average of students' score

$\sum X$: the sum of scores

N : the number of the students.

$$\begin{aligned} \text{The average of students' score} &= \frac{2048}{28} \\ &= 73.14 \end{aligned}$$

To find out the improvement of students' speaking skill on descriptive text from the second cycle, the researcher used the formula:⁶

⁵Sugiyono, *Statistik Untuk Pendidikan*, ... p. 49.

$$P = \frac{y1 - y}{y} \times 100\%$$

Explanation:

P : percentage of students' improvement

y1 : post-test result

y : pre-test result

$$\begin{aligned} \text{The improvement} &= \frac{73.14 - 64,46}{64.46} \times 100\% \\ &= 13.46\% \end{aligned}$$

Based on the result of observation above it can be concluded that the improvement of students' speaking skill on descriptive text from first cycle until second cycle were 13.46% improvement.

After that, the researcher tried to get the class percentage which pass the minimum standard score (KKM), the researcher used the formula:⁷

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

⁶Anas Sudijono, *Pengantar Statistik Pendidikan*, ... p. 43

⁷Anas Sudijono, *Pengantar Statistik Pendidikan*, ... p. 43

$$\begin{aligned}\text{Percentage} &= \frac{22}{28} \times 100\% \\ &= 78.57\%\end{aligned}$$

Based on the result of observation above it can be concluded that the percentage which pass the minimum standard score (KKM) were 78.57%. It can be seen that the indicator of achievement was reached in cycle two.

There was improvement in this cycle. The condition of the class was getting better. Because they were interesting to study using around the world game, that the teacher never used it as a learning aid before.

The researcher concluded that the problems have been solving using around the world game for teaching English speaking of descriptive text and the teaching and learning process is effective to improve their speaking skill.

B. Discussion

1. Analysis of Whole Meeting

As whole the meeting ran well. There were some significant improvements from preliminary to first and second cycle.

In the preliminary research oral test, all of the students have been do the oral test, and the average result was 49,5. There was no student who passed the KKM in this preliminary research oral test. In the activity, the teacher still used

conventional method. He did not use around the world game as learning aid. In the teaching and learning process, only half students are active and enthusiastic to the lesson. A half of the student did not give response maximally, especially the students who sit down in backside. They liked talking with their pairs. The students looked boring and sleepy.

In the first cycle, the average result was 64, 64. The improvement from pre-test to first cycle was 30.2%. And there was 19,2% students who passed the KKM. The teacher began to use around the world game to teach the students. In teaching and learning process, there were many of students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with the researcher and the teacher direction. It showed that there was the improvement score in first cycle that used around the world game than taught without around the world game in pre-test.

In the second cycle, the average result was 73, 14. The improvement from first cycle until second cycle was 13,46. And there was 78,57% students who passed the KKM. It can be seen that the indicator of achievement was reached. It showed that there was some significant improvement in students' achievement. It also showed that there were many students who passed the KKM in the second cycle. Before the lesson began, the researcher asked the students to give more pay attention to the lesson. In teaching learning process, majority of the students

joined the class enthusiastically. All activities in this cycle ran well.

Table 10
The Result of Test from Preliminary until Second Cycle as Follow:

No.	Students Code	Preliminary	Cycle 1	Cycle 2
1	C - 1	-	-	-
2	C - 2	52	64	76
3	C - 3	-	64	72
4	C - 4	-	68	76
5	C - 5	56	68	72
6	C - 6	56	72	80
7	C - 7	44	60	68
8	C - 8	48	64	72
9	C - 9	56	56	64
10	C - 10	52	68	76
11	C - 11	52	64	72
12	C - 12	48	60	72
13	C - 13	60	76	80
14	C - 14	44	64	72
15	C - 15	52	60	68
16	C - 16	44	68	76
17	C - 17	48	72	80
18	C - 18	52	68	76
19	C - 19	44	60	72
20	C - 20	40	56	68
21	C - 21	44	64	72
22	C - 22	-	52	64
23	C - 23	52	-	68
24	C - 24	48	-	72
25	C - 25	52	64	76
26	C - 26	-	72	80
27	C - 27	52	72	80
28	C - 28	48	68	76
29	C - 29	44	56	72

The researcher felt that the implementation of around the world game as learning aid to improve students' speaking skill of descriptive text was successful and effective. Because around the world game is interesting as learning aid to improve their speaking skill. The students could get many ideas and opinion also they can imagine the vocabulary to develop their idea. They could speak good speaking in descriptive text well. It can be seen in their speaking like in the generic structure of descriptive text, the use of language features, the speaking component, pronunciation, grammar, vocabulary, fluency and comprehension. So, using around the world game as a learning aid is helpful in the process of teaching and learning speaking of descriptive text.

CHAPTER V

CONCLUSION

A. Conclusion

The research conclusion was presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the use around the world game to improve students' speaking skill of descriptive text (a classroom action research at the eight grade of SMP N 02 Japah Satu Atap, Blora in the academic year of 2015/2016). It can be concluded that:

1. Implementing the use of around the world game to improve students' speaking skill of descriptive text at the eighth grade of SMP N 02 Japah Satu Atap, Blora in two cycles. It could be applied in teaching speaking of descriptive. The activity seemed to be more interesting and amusing. Before the teaching learning process was taught without around the world game, the students still less confident to express their idea in describe someone. According to the data from result of observation check list in preliminary research, showed that the students' listening the material from the teacher in pre-cycle was 20%, in cycle 1 was 20% while in cycle 2 was 50-69%. The students' responding the teacher question in pre-cycle was 20-49%, in cycle 1 was 20-49% and in cycle 2 was 50-%. The students' mentioning someone's job in pre-cycle was 50-69%, in cycle 1 was 50-69% while in cycle 2 was more than 70%. The students' asking question to make sure their answer

in pre-cycle was 0%, in cycle 1 was 20%, while in cycle 2 was 20-49%. The students' answering the teacher's question in pre-cycle was 20-49%, in cycle 1 was 20-49% while in cycle 2 was 50-69%. The students' describing his/her classmate in pre-cycle was 20%, the students' describing public figure in cycle 1 was 50-69%, while in cycle 2 was 50-69%. The students' doing the test in pre-cycle was 20%, in cycle 1 was 20-49%, while in cycle 2 was more than 70%. The students' completing the task in pre-cycle was 0%, in cycle 1 was 20% and in cycle 2 was 50-69%. The average of students' participation in pre cycle was 45%, in cycle 1 was 65% and in cycle 2 was 82,5%.

2. According to the data from result of observation and tests which had been done and analyzed in the previous chapter, it showed increased in result check list of first observation was 65% and second observation was 82.5%. The second cycle is better than first cycle. It means that the use of around the world game to improve students' speaking skill of descriptive text is more interesting. There is improvement in speaking skill of descriptive text after have been taught by using around the world game. It showed with the students' average score increased along in descriptive speaking, that were the students' average the score from pre cycle test was 49.5, the first cycle test was 64.46, and the second test was 73.14.

B. Suggestion

After implementing a paper and doing evaluation of the paper, there are several important things can be suggested in the last report of the paper and it is hopeful can be useful for the reader, especially:

1. For English teacher

- a. Teacher may provide the students with the purpose for speaking to describe someone.
- b. Teacher should give the material that presented to the students. Therefore the subject should be compiled or quoted from various source based on the curriculum.
- c. Teacher may pay attention to many factors in selecting the game. The factors that will influence the teaching and learning process area: objective of the study, the material to be taught, the students circumstance and situation that enables that students study well.
- d. Finally, the researcher expects that the result of this study could give contribution to the English teacher and readers to improve their ability in teaching English.

2. For Students

- a. Students should study more and respond in learning process.
- b. Students should be more interested in English study.
- c. Students should improve the students' ability in English.

C. Closing

Praise to Allah SWT that has been giving protection and guidance so that this thesis can be finished.

It is realized that this paper is far from perfection. Because of that, criticism and suggestion from the reader are very expected for the perfection of the paper. Hopefully, this paper is useful for all of use. Amen.

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