

**THE USE OF SNAKE AND LADDER GAME
TO DEVELOP STUDENTS' UNDERSTANDING
OF DIRECT-INDIRECT SPEECH
(A Classroom Action Research at the Tenth Grade of MA
Matholibul Huda Mlonggo Jepara in the academic year of 2015/2016)**

A FINAL PROJECT

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



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(A Classroom Action Research at the Tenth Grade of MA
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Assalamu 'alaikum wr.wb.

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Title : **THE USE OF SNAKES AND LADDERS GAME TO DEVELOP STUDENTS' UNDERSTANDING OF DIRECT-INDIRECT SPEECH (A Classroom Action Research at the Tenth Grade of MA Matholibul Huda Mlonggo Jepara in the academic year 2015/2016)**

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Wassalamu 'alaikum wr.wb.

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DEDICATION

This thesis is dedicated to:

- My beloved parents (Karju and Mursiyah) who inspiring me and motivating me to write this thesis until finish.
- My beloved sisters (Alriyadlul Jannah, Silvi Mursiyah Devi, Soraya Lailatul Fortuna, Krisna Andini) and my beloved brother (Ridho Laksono Putro)

ABSTRACT

Title : **THE USE OF SNAKES AND LADDERS GAME TO DEVELOP STUDENTS' UNDERSTANDING OF DIRECT-INDIRECT SPEECH (A Classroom Action Research at the Tenth Grade of MA Matholibul Huda Mlonggo Jepara in the academic year 2015/2016)**

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The background of this study was based on the phenomenon that most of students still didn't understand about reported speech. They were confused what direct and indirect speech are and how to report someone said. They also got difficulties in changing direct speech into indirect or indirect speech into direct speech. This study concerns with the use of snakes and ladders game as a medium to develop students' understanding of direct indirect speech. The purposes of this study are to show how the implementation of snakes and ladders game as a medium and to show whether snakes and ladders game gives contribution to develop students' understanding of direct indirect speech.

The problem of this research can be stated as follow: 1) How is the implementation of snakes and ladders game to develop students' understanding of direct-indirect speech. 2) Can the snake and ladder game develop students' understanding of direct and direct speech. The purpose of study are: 1). To know the implementation of snakes and ladders game to develop students' understanding of direct-indirect speech. 2) To know the development of students' understanding of direct-indirect speech.

In this study, the researcher conducted a Classroom Action Research as the research methodology. The data were obtained by using test and observation. Test used to measure students' achievement in learning direct-indirect speech and obervation used to know the implementation of snakes and ladders game and obstacles during teaching learning process.

This result showed that Snakes and Ladders game encouraged students' participation during teaching learning process and develop students' understanding of direct-indirect speech. It can be seen the average of each cycle. Before teacher taught direct-indirect speech by using Snakes and ladders game, the average is 3.78. After teacher taught direct-indirect speech by using Snakes and Ladders game, students' understanding in direct-indirect speech was developed. It can be seen the average students in each cycle. In the first cycle, the average score of students is 6.78. In the second cycle, the average score of students is 8.6. Students' participation in preliminary research was only 45%. Then, it increased to 58% in first cycle. Increasing up to 78% in second cycle.

The conclusion is the use of snake and ladder game could develop students' understanding of direct-indirect speech. That game is also probably appropriate to others subject.

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I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

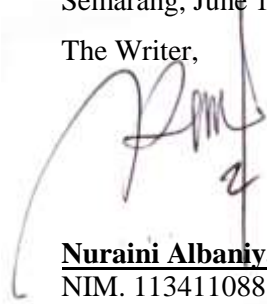
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2. The Head of English Education Department, Dr. H. Ikhrom, M.Ag. and Secretary of English Education Department, Sayyidatul Fadlilah, M.Pd.
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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, June 10th 2016

The Writer,

A handwritten signature in black ink, appearing to be 'Nuraini Albaniyah', written over a light blue rectangular background.

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CHAPTER I INTRODUCTION

A. Background of the Research

Allah creates human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language. Allah states about the variety of language in surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنَتِكُمْ وَالْوَلَوَاتِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

“And of His signs is the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge.” (Ar- Rum: 22)¹

In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life.

According to Wardhaugh, language is a system of arbitrary vocal symbol used for human communication.² We use language

¹ Mulawi Sher Ali, *The Holy Qur'an-Arabic Text and English Translation* (Uk: 2004, Islamic International Publication), p. 471

as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly.

As an international language, English is undoubtedly one of the well known language in the world. It has become the most widely studied foreign language on the earth. Richards and Rodgers said, “English is the world’s most widely studied, five hundred years ago it was Latin”.³ English has become international language which holds important roles in people’s life. English is considered as the most prominent international language and has wide influence in the various fields of activities, such as: communication, economics, education, technology, politics, etc.

Considering the importance of English in people’s life, especially in education, the Indonesia government, English is become the first foreign language and the compulsory subject in

² Marta Boguslawska and Tafelska, *Towards an Ecology of Language, Communication and the Mind*, (New York.: Peter Lang), p.14

³ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p. 1

Secondary Schools.⁴ Moreover, in our country, English is taught for students at Elementary School until Senior High School. Even it is one important subject as one of the requirement to past the final examination.

In learning English, language skills and language aspects cannot be separated. Language aspects can complete the language skills. To learn English the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect for forming words and building English sentences. Because grammar is important in communication, the students should master it and be integrated with language skills to make the students easier to understand the language during the communication. Proficiency in grammar can give self confident for students to communicate in the target language, knowing they can use the right expression will reduce the scare and embracement when they have talk.

There are many aspects discussed in English grammar. One of them is direct-indirect speech. Direct speech is way of reporting what people actually say, set within quotation marks (“.....”) are a sign that the words are the original words that a person used. Indirect speech is the way of reporting what someone has said, using an introductory reporting verb and

⁴ Depdiknas, Peraturan Menteri Pendidikan Nasional No.22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS, (Jakarta: 2003), p.9

subordinate clause.⁵ Indirect speech is normally used when conversation is reported verbally. When a speaker turns the direct speech into indirect speech, some changes are usually necessary, such as tense, pronoun and adverb. And these are most studied by considering statement's, questions and comma separately. In addition, writing product in transforming direct into indirect speech is necessary to be grammatically correct. Consequently, in order to be able to produce a good sentence, a writer must have grammatically ability. The reported message may very depending on the point of view of the speaker and the vocabulary selected.

There are same problems that may arise especially for the students of MA Matholibul Huda Mlonggo, Jepara who get difficulty in understanding and mastering direct-indirect speech whether change direct to indirect or indirect to direct. Students have to understand when it should be changed and how it use.

Grammar is probably so serious and central in learning another language that all ways should be searched for which will focus students energy on the task of mastering and internalizing it. But today, there are many kinds of method or technique have organized for teaching learning process. One of the best ways of reinforce grammar structure is taught by using game. Recently, not only in the Kinder Garden, fun and effective learning is hoped can be applied in English learning process for Junior High School

⁵ Sylvia Chalker and Edmund Weiner. Oxford Dictionary of English Grammar. (New York: Oxford University Press, inc . 1994), p. 202

and Senior High School. Almost people like game, because game able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. But it depends on the appropriateness of the game and role of the player.

Game is an activity in which is interesting and engaging, often challenging⁶. Teenagers are delighted to do something that feels like an out-of-class activity and in which they control what is going on in the classroom, they become subject. The Belgian businessman was expressing his surprise that game can be fun and serious at the same time, and fun generates energy for achievement of the serious goal⁷. The goal of this case is language learning goal.

Based on the phenomena and according to Harmer (2001:1) stated that “they should make their lessons interesting so you do not fall asleep students.”⁸In order to solve the problems of the students’ grammar, especially in direct-indirect speech structure, this research is focused on the using game as medium to help students’ understanding develop. The selected game is Snakes and ladder game. Snakes and ladders game is familiar

⁶ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, Third Edition, www.cambridge.org. Accessed on march, 3rd 2015, at 8:50 p.m.

⁷ Mario Rinvolutria, *Grammar Game ‘cognitive, affective and drama activities for ESL students*, (Cambridge : Cambridge University Press, 1984) p.3

⁸ Jeremy Harmer, *How to teach English* (Edinburgh: Longman, 2001), p.1

game in the surrounding us. The worldwide classic game from ancient Indian board game, having numbered and gridded squares is easy to play.

Everybody knows how to play this game so do students of MA Matholibul Huda Mlonggo, Jepara. It will help them interesting in teaching learning process and understanding the material by practicing in the classroom. This research also want to show that the games, our childhood game is not only enjoyable but also meaningful in teaching learning, Snake and Ladder games can be varied the instruction dealing with the particular material learned, in this case is direct indirect speech.

To play snakes and ladders game, students will be divided into some groups. And each group should answer or do the instructions that have been prepared in each board. If they cannot answer the instructions, they will not be able to move to the next board. The instruction is exactly related to the material, direct-indirect speech. Whether, they should change direct into indirect speech or indirect into direct speech by focusing the changes (tenses, adverb, and pronoun) in transforming.

This research uses a classroom action research to measure students' development in understanding direct-indirect speech, especially for tenth grade students of MA Matholibul Huda Mlonggo, Jepara under the title "The use of Snakes and Ladders Game to Develop Students' Understanding in Direct-Indirect Speech". This research is hoped be able to help developing

students' understanding and mastering direct-indirect speech well and also able to be effective medium.

B. Questions of the Research

Based on the background above, the researcher has two questions for this research. They are:

- a. How is the implementation of snake and ladder game to teach direct-indirect speech?
- b. Can the snake and ladder game develop students' understanding of direct and indirect speech ?

C. Objectives of the Research

The objectives of the research are:

- a. To describe implementation of snake and ladder game to teach direct-indirect speech.
- b. To develop students' understanding in direct-indirect speech by using snake and ladder game.

D. Pedagogical Significances

The researcher hopes that this research can be used to:

- a. Teacher

This research hopes that the research can:

1. Help teacher to improve their teaching-learning in the classroom.

2. Teacher gets innovative technique to enhance teaching learning process.

b. Students

The researcher hopes that the research can:

1. Help student to understand easily about direct and indirect speech by using snake and ladder game.
2. Improve students' understanding the implementation of direct-indirect speech and also the change from direct to indirect speech.

c. Researcher

By doing this research, the researcher hopes that she will get some experiences and knowledge about her study and it will be useful in the future.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Game

a. General Concept of Game

Game is an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity (Cambridge dictionary).

Game is an activity given to the students to use the language in less formal situation is organized activity that usually has some properties, such as; a particular task or objective, a set of rule, competition between players and communication between players by spoken or written language.¹ Game also means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

Teaching foreign language is considered one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mind set say foreign language is difficult to learn.

¹ Jack C. Richard, John Platt, Heidi Weber, *Longman Dictionary of Applied Linguistic*, (United Kingdom: Longman Group, 1985) p. 118

Those fact will be teacher's challenge to fill and break from monotonous drilling by finding the interesting way in teaching learning process.

Game has provided facilities needed. Game is one of media that can be applied in language teaching and learning. All people are like games either young up to adult. But different age are group requires various topic material, competence, and model of game. For example, children like fun game, then adult more like challenging game.

The purpose of games is to practice drilling as well as encourage some automatic response, natural language in an exciting, often competitive, atmosphere so that the children are motivated and concentrating on the game itself rather than stressing about the rules.² There are many kinds of games designed for different levels as well as topics, so that students with different language proficiency levels can enjoy and gain the best results from them. So, as teacher has to choose the appropriate game for all students in order to be fun learning and active class.

² Ruth Wickham (2012) <http://askthefellows.weebly.com>. Accessed on 28/08/2015.16:54.

b. Advantages and Disadvantages of Game in Teaching Learning

There is social learning theory popularized by Cofisius, "I hear and I forget, I see and I remember, I do and I understand".³ Using game in teaching learning process can help teachers to make classroom a safe place for all students to be able to learn in fun way especially to learn English as a foreign language. This desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. his kind of motivation - which comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to the subject in question is often referred to as extrinsic motivation, the motivation that students bring into the classroom from outside. Intrinsic motivation, on the other hand, is the kind of motivation that is generated by what happens inside the classroom. This motivation can be created by teacher's methode and the activities that students should be taken part inside the classroom.

Using games can open opportunities for students to work on skills in all areas of traditional education

³ E-book: Spencer and Miguel Kagan, Kagan Cooperative Learning. (San Clemente, : Kagan Publishing,2009), p. 4.6

while at the same time including research skills, problem-solving and leadership. Prensky argues that children are naturally motivated to play games. Serious Games are interactive play that teach students goals, rules, adaptation, problem solving, interaction, all represented as a story. They give them the fundamental needs of learning by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Play has a deep biological, evolutionarily important, function, which has to do specifically with learning."(Prensky, p. 6)⁴

Beside the advantages mentioned above, according to Philpot as cited by Siti Tarwiyah, games also facilitate language learning because they help language learning to be:

- a. More meaningful, for example by showing how words relate to each other.
- b. More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime, and movement, the use of color and patterns, personalization, etc.

⁴<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Game-Based%20Learning-Ch5.pdf>, accessed on December, 31st 2014, 3:44 pm.

- c. More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.⁵

On the other hand, using game also has some of the disadvantages, such as:

- 1) discipline issues, learners may get excessively noisy.
- 2) straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning
- 3) if games are already familiar or boring, students might not get equally involved
- 4) some learners, especially teenagers, may find games unnecessary and childish.⁶

According the explanation above, the researcher concludes that the use of game in teaching learning process is very useful and it gives good effects to activate understanding and memorable especially in learning foreign language classroom.

⁵ Siti Tarwiyah, *Game and Song Practical Ideas to Teach Language*, (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2008), p. 5

⁶ Mljan K. And Danica M, "Reasons for Using or Avoiding Game in EFL Classroom", *1st Internasional Conference on Foreign Language Teaching and Applied Linguistic*, (Sarajevo: May, 5-7 2011), p. 941

2. Snakes and Ladders Game

In *Science and Technology Education* book, the definition of “snakes and ladders is a popular game for children in many countries of the world. It is an ancient Indian board game regarded today as a worldwide classic game. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed” (Lowe, 1988:27).⁷ Snake and Ladder facilitates the students to learn about counting, life, interaction and socialization. In this game, implicitly, the students can learn about up and down in life or about joys and troubles. Ladders represent “the up life and joy”, while the existence of the snakes represent “the down in life or trouble”.

It is played between two or more players on a game board having numbered and gridded squares. A number of "ladders" and "snakes" are pictured on the board, each connecting two specific board squares. The objective of the game is to navigate one's game piece from the start (bottom square) to the finish (top square), helped or hindered by

⁷ Ulil Albab, “*The Effectiveness of Snake and Ladders Game to Improve Students’ Mastery of Simple Past Tense in Constructing Recount Texts*” (*A Quasi-Experimental Research of the English Grade Students os SMP N 2 Demak in Academic Year of 2013/2014*). (Vol.3, No. 6706, June/2014), p.63

ladders and snakes, respectively.⁸ To make the games not only enjoyable but also meaningful in teaching learning, Snake and Ladder games can be varied the instruction dealing with the particular material learned.

3. Snakes and Ladders Game to teach Direct-Indirect Speech

The greatest importance of each game is the Rules, besides How to Play instruction are the boundaries in which the game played. Using game to teach in the classroom, it is important to prepare and decide the rule with clearly explained and well understood by students. The basic rules of snakes and ladders are as follows but these will be varied according to the educational use of the game as shown in this research “Direct-Indirect Snakes and Ladders”.

a. The Rules of the Snakes and Ladders Game

The rules of snakes and ladders game are:

- 1) Snakes and Ladders is played by two to four players, each with her own token to move around the board.
- 2) Players roll a die or spin a spinner, then move the designated number of spaces, between one and six. Once they land on a space, they have to perform any action designated by the space.

⁸ https://en.wikipedia.org/wiki/Snakes_and_Ladders, accessed on December,31st 2014, 3:46 pm

- 3) If the space a player lands on the bottom of a ladder, he should climb the ladder, which brings him to a space higher on the board.
- 4) If the space a player lands on the top of a snake/chute, she must slide down to the bottom of it, landing on a space closer to the beginning.
- 5) The winner is the player who gets to the last space on the board first, whether by landing on it from a roll, or by reaching it with a ladder.⁹

Those are the rules in common snakes and ladders as we do usually. But, it will be different if the game used as a medium to teach, especially to teach direct-indirect speech. All of the activities and the rules are modified to make all of students involve participate actively in this activities. The rules also will be more challenging and appropriate for senior high school students

The rules of the game in this research are :

- 1) The game will be played by 5 or 6 groups. Almost groups consist of 6 to 8 members.
- 2) Each group is leaded by a leader who will be the marker.

⁹ <http://www.wikihow.com/Play-Snakes-and-Ladders> , accessed on Sept. 1st 2015, 7:21 pm.

- 3) Almost squares of the board have challenge related to the material of direct–indirect speech that has to be done by the group before going to the next square and reaching the finish square. But some of them don't, it will be the surprising point.
- 4) Each challenge has point as much as the dice shows for the group.
- 5) Unfortunately, If the groups can not do the challenge they have to lose the point and can not move to the next square.
- 6) If the player lands on the bottom of a ladder, he should climb the ladder and will get 10 additional points if he can do the challenge of the top ladder's square. But, if he cannot, he just moves to higher square on the board.
- 7) If the player lands on the head of snake, he has to slide down to the bottom of it. But, he can be saved by doing the challenge. But, the challenge of the snake does not have point, it just save the player moving to the bottom.
- 8) The winner of this game is not the group who get the highest square on the board but the highest scores or the most point got.

9) The juries are teacher and other group. The juries have to judge whether the answer is correct or Incorrect.

b. How to play the game

To play the game, the teacher needs a large snakes and ladders board and dice. The steps of the game are:

The students are divided into 5 Or 6 groups.

- 1) The leader of each group will be the stone or mark of them and stand on the start square which on the bottom left corner of board. The leaders also should deliver the challenge to their own group as clear as possible.
- 2) To decide who goes first, each player must shake the dice. Who gets the highest number of the dice will be the first and continued by the next players. Then, to move to the next square the player has to choose one of envelopes. In the each envelope, there is a category of direct speech form (statement, imperative, command and question).
- 3) The players have to shake and throw the dice one by one. If they get 5 of the dice, it means the points of the challenge are 5. After that, the marker should read loudly the sentence on the

envelope and all the members have to answer it by changing into Indirect speech if the challenge is Direct and also changing into Direct if it is Indirect.

- 4) Each group will count the time to disturb each other group while answering.
- 5) The answers have to be shouted to other groups and written on the piece of paper given to teacher. Unfortunately, if the answer is wrong the group will fail to move and lose the points too. All groups exactly take the turns.
- 6) In the final turn, teacher will account and show the points. Group with the highest point is the winner. And the defeated group should amuse their friends.

Those are variations of the rules and how to play snakes and ladders game in this research. When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do.¹⁰The rules can change whenever they needed based on the condition and situation of the class. The changes are meant to manage time efficiently and reach the goal effectively. Hopefully,

¹⁰ Jeremy Harmer, *How to teach English* (Edinburgh: Longman, 2010), 2nd edition, p.38

by this game can motivate to learn English as a foreign language and help students to develop their understanding in direct-indirect speech.

4. Direct – Indirect Speech

If we want to report what other people said, thought or felt, we can use the direct or indirect (reported) speech. Direct speech, that also called Quotation speech, it is what people actually say, set within quotation marks (“.....”) are a sign that the words are the exact words that a person used.

For example: Direct speech

Melani said, “ I’ll go to Surabaya tomorrow”.

Theofani asked. “What will you do there?”

Indirect speech, that also called Reported speech is the reporting of what someone has said later, making changes to the speaker’s words originally used. The reader does not assume that the words are the speaker’s exact words, because they are a paraphrase of the speaker words. It is typically introduced by verbs such as *say, tell, admit, complain, explain, remind, ask, inform*, etc.

For example: Indirect speech

Melani said that she would go to Surabaya the next day.

Theofani asked Melani what she will do in Surabaya.

Although, in reality we almost never use reported speech to convey actually what someone has said, we generally use direct speech. But, students must be able to

find the correct answer in certain kinds of test and examination, so they need to know a number of pattern or rule to report or paraphrase what someone said.

According to Martin Parrot (Edinburgh:Cambridge,2010:258) direct speech conveys exactly what someone has said, often:

- To dramatize.
- To create a sense of immediacy.
- Because the precise words used were funny or strange in some way¹¹.

Almost practice exercises and test, students should change sentences from direct to indirect speech and sometime even vice versa. Actually, there are three main form of Reported speech that students should understand as explaining later. ¹²

Firstly, reporting imperative or command sentences. Indirect speech of this form does not need change of the time and verb. It just needs to add 'to' and 'not to' with the rules below:

¹¹ Martin Parrot, *Grammar for English Language Teaching*,(Edinburgh:Cambridge,2010), p.258

¹² Agus Siswanto and Rohmadi, *English Revolusi* (Jepara: Mawas Press, 2008), 3rd edition, p. 185-189.

Command	Prohibited
To + V1	Not To + V1

Example:

Command

Teacher : “Tono, clean the whiteboard please !” (Direct)

Tono : “Pardon, sir”.

Teacher : “ I asked you **to** clean the whiteboard”. (Indirect)

Prohibited

Mother : “Do not Watch TV” (Direct)

Dany : “what did mom say, Ramona?”

Ramona : She asked you **not to** watch TV” (Indirect)

Secondly, reporting statements. Indirect speech of statement form is divided into two kinds. They are general truth or absolute truth and temporary truth. The general or absolute truth as like statement with simple present tense can not change the signal time and verb. So, we use the same speaker’s word and add “*THAT*” before reported speech. For example:

Tommy: “the sun rises in the east.”

Tiara : “what did you say ? I’m a bit deaf.”

Tommy: “I said **that** the sun rises in the east.”

The temporary truth is the truth just for while, it can be changed and without general agreement. For example, Today Tugiri is sick. It is possible that Tugiri will get well tomorrow or the day after tomorrow, it means he not sick forever.

To make indirect or reported speech of this form, we have to change the time signal and verb. For example:

- a. Tumini :”I am hungry”. (Direct)
 Tugiri :” what did you say?”
 Tumini : “I said **that** I was hungry”. (Indirect)
- b. “I can’t remember your name”, Lisa said. (Direct)
 Lisa said that she couldn’t remember my name. (Indirect)

There are some changes of tense in the indirect or reported speech that should be considered. Those are simply explained in the table below:

Direct form	Indirect form
Simple Present → Simple past	
S + V1 + O	<i>That</i> + S + V2 + O
S + Is/am/are + Adj/Adv/N	<i>That</i> + S + was/were + Adj/adv/N
Simple Past → Past perfect	
S + V2 + O	<i>That</i> + S + Had + V3 + O
S+ was/were + Adj/adv/N	<i>That</i> + S + Had+ been + Adj/adv/N
Present perfect → Past perfect	

S+ Have/Has +V3 + O	<i>That</i> + S + Had + V3 +O
S+ Have/Has +been + Adj/adv/N	<i>That</i> + S + Had +been +Adj/adv/N
Will/Can	→
	Would/Could
S+ will + V1 + O	<i>That</i> + S +would + V1+ O
S + can + V1 + O	<i>That</i> + S+ could+ V1+ O

Notes: *That* in the indirect speech is optional. Adj means adjective. Adv means adverb. N means noun.

For examples:

Direct speech

Indirect speech

“*I am* hungry.”

She stated that she *was* hungry

“I saw them leave.”

Pat said he *had seen* them leave.

“Where *have* they *gone*?” James wondered where they *had gone*.

“I will help you.”

He said that he *would help* me.

“I *can't remember* your name.”

Lisa said she *couldn't remember* my name

Thirdly, reporting questions. There are two kinds of question, Yes/No question and 5W+H question. In this form has same rules of verb changes with the statements. To change a yes/no questions to the indirect speech, add *If* or *whether* before the reporting. For example:

- a. Raimon :”Do you love me?” (Direct)
 Ramona:”What did you say?”
 Raimon :”I asked you if you loved me.” (Indirect)
- b. “Are you Myta?” A girl asked me. (Direct)
 A girl asked me if / whether I was Myta (Indirect)
- c. “Will you come to my party?” asked Tini. (Direct)
- d. Tini asked you if/whether you would come to her party. (Indirect)

The following below are the simple pattern to change yes/no question in the indirect speech:

Direct form	Indirect form
Simple Present → Simple past	
Do/does + S + V1 + O	<i>If</i> + S + V2 + O
Is/am/are +S + Adj/Adv/N	<i>If</i> + S + was/were + Adj/adv/N
Past → Past perfect	
Did+ S + V2 + O	<i>If</i> + S + Had + V3 + O
Was/were +S+ Adj/adv/N	<i>If</i> + S + Had+ been + Adj/adv/N
Present perfect → Past perfect	
Have/Has +S+ V3 + O	<i>If</i> + S + Had + V3 +O
Have/Has +been + S+ Adj/adv/N	<i>If</i> + S + Had +been + Adj/adv/N
Will/Can → Would/Could	
Will + S+ V1 + O	<i>If</i> + S + would + V1+ O
Can + S + V1 + O	<i>If</i> + S+ could+ V1+ O

Notes: Adj means adjective. Adv means adverb. N means noun. You may use *If* or *whether*.

To change 5W+H questions in the reported speech should be considered that they have the same rules with yes/no questions and statements, have to change the time and verb. But, they do not use *if* or *whether* to report, they use the question word in the direct speech. For example:

Brad :”Who is your English teacher?” (Direct)

Tom :”Hey, what did you ask me, bro?”

Brad :”I asked you **who** your English teacher was?”
(Indirect)

- a. “Where did you go yesterday?”Lina asked me.(Direct)
Lina asked me **where** I had gone the day before.
(Indirect)

- b. Rano :”What will you buy?” (Direct)
Lena :”Sorry, what did you say?”
Rano :”I asked you **what** you would buy.”(Indirect)

The table below will show the changes pattern of 5W+H questions in the indirect speech:

Direct form	Indirect form
Simple Present → Simple past	
QW + Do/does + S + V1 + O	QW + S + V2 + O
QW+ Is/am/are +S + Adj/Adv/N	QW + S + was/were + Adj/adv/N

Past → Past perfect	
QW + Did+ S + V2 + O	QW + S + Had + V3 + O
QW + Was/were +S+ Adj/adv/N	QW + S + Had+ been + Adj/adv/N
Present perfect → Past perfect	
QW + Have/Has +S+ V3 + O	QW+ S + Had + V3 +O
QW+ Have/Has +been + S+ Adj/adv/N	QW+ S + Had +been +Adj/adv/N
Will /Can → Would/Could	
QW + Will + S+ V1 + O	QW + S + would + V1+ O
QW + Can + S + V1 + O	QW + S+ could+ V1+ O

Notes : QW means question word. Adj means adjective. Adv means adverb. N means noun.

To change direct speech to indirect speech should consider the changes of the time, place, name and pronouns also. According to..... (Edinburgh:Cambridge,2010:263) ,he says:

“The changes that take place to expressions of time, place, names and pronouns depend on when and where the reporting is taking place, and how the people involved in the reporting in the reporting were or weren’t involved in the original conversation. In reality, a word likes *here* or *she* may be interpreted in an infinite number of ways in reporting.”

According to Martin Parrot, it can be concluded that the changes are not absolutely happened. Those depend on the time and place of the speaker and reporter when reporting¹³. For example:

- a. Without change of time
- Father : “**I** am busy **now**.” (Direct)
- Son : “Pardon, Dad?”
- Father : “I said **I** was busy **now**.” (Indirect)
- b. Miki : “Mini, **I**’ll see you **tomorrow**.” (Direct)
- Mini : “What did you say, Miki?”
- Dessy : “**He** said that **he** would meet you **tomorrow**.” (Indirect)
- c. Father : “I’ll give a car in **his birthday** .” (Direct)
- Three days later (Son’s birthday)
- Son : “So...Where is my gift today?”
- Mom : “Your father will surprise you today. **He** told me **today** he would give **you** a car.” (Indirect)
- Son : “Really....?”

Those examples above will show the pronouns and time changes of different situations. The a) does not change the pronoun and time, because the speaker is also the reporter at once and the speech made and reported at the same time.

¹³ Parrot, Martin. 2010. *Grammar for English Language Teaching*. Edinburgh: Cambridge, 214.

The next example, b) get change the pronoun but not the time, it means the speech reported at the same time but made by Dessy as the third person. And the last, c) get change in the pronoun and also the time, because the speaker and the reporter are different person or by third person and also the speech is reported later than it is made.

There are some common changes to expression the time and place, such as:

Adverbial o time¹⁴

Now	—————>	then/ at that time/ immediately
Today	—————>	yesterday/ that day/ on Tuesday, etc.
Yesterday	—————>	the day before/ the previous day/ on Monday, etc.
Tomorrow	—————>	the next day/ the following day
This week	—————>	the last week / that week.
Last year	—————>	the year before/ the previous year/ in 2014, etc.
Next month	—————>	the month after/ the following month/ in May, etc.
An hour ago	—————>	an hours before/ an hour earlier/ at 2:30, etc.

¹⁴ John Eastwood, *Oxford: Learner's Pocket Grammar* (New York: Oxford University press ,2008) p. 335.

Adverbial of place

Here → there

This → that

These → those, etc.

5. Developing students' understanding in Direct-Indirect speech

According to Cambridge dictionary, develop is to (cause something to) grow or change into a more advanced, larger or stronger form. Understand is to know the meaning of something that someone says, to know why or how something happens or works. And according to Oxford dictionary, develop is completely the same with the definition of Cambridge dictionary. Understand is to know or realize the meaning of words, a language, what someone says, and to know and realize how and why something happens¹⁵.

Based on the definition above, using snakes and ladders game as a medium to deliver and convey direct-indirect speech material. By involving students in the game, it is hoped students will be able to understand and more understand how to change direct to indirect speech, and even vice versa, and also why the changes happen.

¹⁵ Martin H. Manser, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), p.209

B. Previous Research

In this study the authors used previous research as literature review and will be used as a reference frame of mind, some of the literature review are :

1. This reaserch has entitled The Application of Snakes and Ladders Game in Teaching Vocabulary at grade seven of SMPN 20 Bandar Lampung by Meipina, Universitas Bandar Lampung, Indonesia.¹⁶ The design of the research was used a classroom observation, questionnaire and interview. The research was conducted at grade seven of SMPN 20 Bandar Lampung in academic year 2014 which located R.A Basyid Labuhan Dalam, Tanjung Seneng. The sample of the research consisted of 30 students with 17 female and 13 male students. The observation consisted of a pre-test, teaching treatment and post-test. The result of this research showed that there was significant in the improvement of the students' ability in mastering vocabulary in speaking class after the writer applied snakes and ladders game, and students' score increased in the post test (the lowest 60 to the higest 97,5) better than pre-test (the lowest 17,5 to the higest 62,5). Based on the result of interview the students felt happy when studying with the game. They did not get problems and troubles

¹⁶ Meipina, "The Application of Snakes and Ladders Game in Teaching Vocabulary",^{2nd} *International Conference on Educational and Language.*(Bandar Lampung: 2014).

when learning process with the game. There is similarity between her research and this research in the medium used to make interesting teaching learning process and the differences are the research design and the material of study.

2. The Research entitled “The Effectiveness of Snakes and Ladders Game to Improve Students’ Mastery of Simple Past Tense in Constructing Recount Text (A Quasi-Experimental Research of the Eighth Grade Students of SMPN 2 Demak in Academic Year of 2013/2014) by Ulil Albab¹⁷. This study has purpose to show whether snakes and ladders game gives the contribution to improve students’ mastery of simple past tense in constructing recount text and to find out whether snakes and ladders game gives the significant or not. This research used Quasi-experimental with the experimental group consisted of 30 students and the control group also consisted of 30 students, both of them were the eighth grade of SMPN 2 Demak. After giving pre-test and post-test to both groups to find out the significant difference statistically, this research used *t-test*. The result of *t-test* showed that the purpose of this research are achieved. Snakes and ladders

¹⁷ Ulil Albab, “*The Effectiveness of Snake and Ladders Game to Improve Students’ Mastery of Simple Past Tense in Constructing Recount Texts* “(A Quasi-Experimental Research of the English Grade Students os SMP N 2 Demak in Academic Year of 2013/2014). (Vol.3, No. 6706, June/2014)

game is effective and applicable enough as a teaching medium to be used improving students' mastery of simple past tense. There is similarity between his research and this research in the medium used or the game in teaching learning process

3. Siti Latifah, her research entitled Improving Students' Understanding in Using Indirect Speech of Yes-No Question Through Contextual Teaching and Learning (CTL) (A Classroom Action Research in the Second Year of MTs Nurul Falah Tangerang).¹⁸ This study was carried out to improve the Students' Understanding in Using Indirect Speech of Yes-No Question Through Contextual Teaching and Learning (CTL) in the second year of MTs Nurul Falah Tangerang academic year 2011/2012. The subjects of this study were consisted of 31 students' second year of MTs Nurul Falah. The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of MTsN Nurul Falah Tangerang as an observer and collaborator. The results of the study showed that there was

¹⁸ Siti Latifah (106014000432) "Improving Students' Understanding in Using Indirect Speech of Yes-No Question Through Contextual Teaching Learning(CTL), (a Classroom Action Research in the Second Year of MTs Nurul Falah Tangerang), *Thesis*, (Jakarta: Bachelor Degree of UIN Syarif Hidayatullah,2013), p.ii

improvement of the students' Understanding in Using Indirect Speech of Yes-No Question. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 60 (sixty). The students' mean score in preliminary study was 55.3. The mean score in the first cycle was 61.8. The mean score in the second cycle was 65.6. Besides, it showed that there were 83.3% students participate actively in the first cycle and 90.5% students participated enthusiastically in the second cycle.

Siti Latifah's research focused on students' improvement in direct-indirect speech and used classroom action research as her research design, those are the similarity of this research, though both have different object and tehniqe used.

In this study, the research uses specific game "Snakes and ladders game" as medium to develop students' understanding in direct-indirect speech. Hopefully, this research will give contribution in teaching learning process especially in teaching grammar.

C. Hypothesis

Based on theory above, this research proposes that Using Snakes and Ladders Game can develop students' understanding in Direct-Indirect speech.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

David Nunan explained research is about inquiry. It has two components: process and product. The process which involves (a) defining a problem, (b) stating an objective and (c) formulating a hypothesis. The product is the knowledge generated from the process as well as the initial area to be presented.¹

This study use Classroom Action Research (CAR used for the next term) as the design research, because it attempts to overcome students' problem in their teaching-learning activities. Besides, this study conducted based on the preliminary study to describe students' problem in English learning process. CAR was part of action research which conducted in a certain classroom.

According to Corey:²

“Action research is a process for studying problem by part-owners scientifically to take decision for improving their current practices.”

“Research concerned with school problems carried on by school personal to improve school practice is action research.”

– S. Backwell

¹ Davin Nunan, *Methods in Language Learning*, (New York: Cambridge University Press, 1992), p.2

² Yoges Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New Age International Publisher, 2006), p.263

Cohen and Manion (1985)³ argue that action research is the first and foremost situational, being concerned with the identification and solution of problem in specific context. The aim of classroom action research is to improve the current state of affairs within educational context, which the research is being carried out.

Action research (see Burns, 2011) is seen as a cycle of researching and taking actions to solve pedagogical problems in a way that could be research-based or data-collection and analysis-dependent. According to McTherte:⁴

“Action Research is organized, investigative activity, aimed toward the study and constructive change of given endeavor by individual or group concerned with change and improvement.”

On the basis of these definitions, the following characteristics may be enumerated of Action Research:

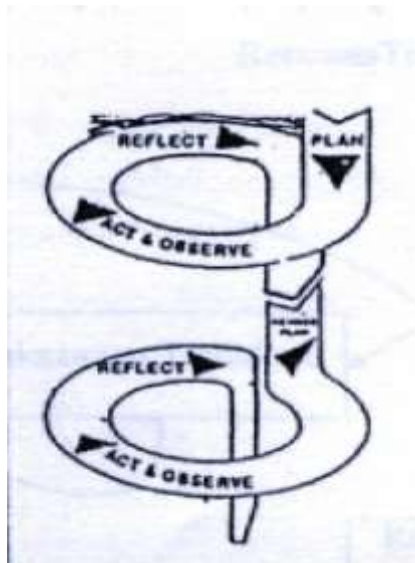
1. It is a process for studying practical problems of education.
2. It is a scientific procedure for finding out a practical solution current problems.
3. The practitioner can only study his problems.
4. The faces is to improve arid modify the current practices.

³ Davin Nunan, *Methods in Language Learning*, (New York: Cambridge University Press, 1992), p.18

⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New Age International Publisher, 2006), p.263

5. The individual and group problem is studied by action research.
6. It does not contribute in the fund of knowledge.
7. It is personal research.

Methodologically, Kemmis and McTaggart (2005) stress that action research should be envisaged, not as a linear procedure, but as a cyclical and spiraling process achieved through⁵:



1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

⁵ Anne Burn, *Doing Action Research in English Language Teaching A Guide for Practitioners ESL*, (Sydney: Macquarie University, 2009), p.19

This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2. Acting

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observing

This phase involves you 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 you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflecting

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your on going professional development.

B. Research Collaborator

The classroom action research design applied in this study is a collaborative classroom action research. As stated by Arikunto that ideally, CAR conducted collaboratively between the practitioner and the observer.⁶ It means that the writer collaborates with the English teacher of MA Matholibul Huda Mlonggo, Jepara as an observer and collaborator. In carrying out the study, the writer's role was as an English teacher who though Direct-Indirect Speech through snakes and ladders game to the students, while the real English teacher's role was as an observer who observes the action of the study while teaching-learning activities happens in the classroom. Also she acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. The researcher is as an active participant who is not only as an observer but she also take actions by making lesson plan and giving assessment. Moreover, researcher collects and analyzes data together with the teacher.

The school's stakeholder such as the principal also will be the research collaborator. The researcher will ask some help to organize the students, analyze the data, and motivate the students. So, the result of this study will be less subjective. Besides that,

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Reneka Cipta,20113) p. 17

the permission of research collaborator to the researcher conduct the research will be very important.

C. Research Participant / Subject

The subjects of this research is the Tenth grade of students of MA Matholibul Huda Mlonggo, Jepara, in the academic year of 2015/2016 which has five classes. This study takes X4 as participant based on teacher’s recommendation. This class is consisted of thirty six students. This research is conducted in the second semester.

D. Time and Setting of the Study

This research will be conducted the research in MA Matholibul Huda Mlonggo, Jepara, in the academic year of 2015/2016 from 14 to 24 of March 2016.

This is the research schedule:

No	Description	Time			
		March 14 th	March 17 th	March 21 st	March 24 th
1	Asking permission to the head master to do research and meet with English teacher	V			
2	Doing preliminary research		V		
3	Doing the first research			V	
4	Doing second research				V

E. Technique of Data Collection

The technique will be used by the researcher to get the data in this research is as follows:

a. Documentation

The documentation in collecting the data is conducted by recording students' activity in the class. The documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, inscription, ledger, agenda, etc.⁷ Documentation is also the way to collect and gain the existing data. In this research, documentation method is done to get source of teaching material, such as lesson plan and students name list.

b. Observation

Observation is the activity of giving total concern to research object of the sense.⁸ In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or happening which might happen.

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observed the situation in the class during the lesson,

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Reneka Cipta,20113) p. 201.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Reneka Cipta,20113) p. 199.

respond and attitude of students when they were given explanation, doing task, and to know their difficulties. In this this research is going to use observation checklist.

c. Test

Test is Ca set of questions and exercises used to measure the achievement or capability of the individual or group in cognitive aspect.⁹ In this research, the writer uses written test. A test is very useful to know the students achievement in understanding material which given by the teacher. A pre-test was given before the students get some activities of snakes and ladders game. Evaluation test is use in every cycle to measure the students' understanding in direct-indirect speech. A test is give after the students get some activities of the game. It is used to measure the students' achievement after being given some activities of teaching.

F. Instrument of the Study

Research instrument is tool or facilities are used by researcher to collect data. It is easier his work and the result of research are better, more accurate, complete and systematic. So it is easier to be worked.¹⁰ An instrument could be form of

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Reneka Cipta,20113) p. 193.

¹⁰ Suharsimi Arikunto,*Prosedur Penelitian Suatu Pendekatan Praktis*,(Jakarta: PT.Reneka Cipta,20113) p. 203

questionnaire, observation checklist, interview guided, and test. In this research, the researcher used observation checklist, test and documentation.

1) Observation checklist

In arranging observation checklist, the researcher listed some students' observable participate that indicated their activeness during teaching and learning process. In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students understanding in Direct-Indirect speech. Observation was carried out four times; preliminary, cycle I, II and III. The observation checklist which is used in this study is as follow:

Table I

Form of observation checklist:

No	Name	Desc.1				Desc.2				Desc.3				Desc.4				Desc.5				Desc.6				Σ	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

Description :

1. Students give attention to teacher's explanation.
2. Students discipline in doing the task.

3. Students respond to the other group member's answer
4. Students respond or answer to teacher's question.
5. Students ask questions to the teacher relating to the lesson.
6. Students show their active participation and enthusiasm in joining the game.

Criterion :

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

2) Test

In this research, multiple choice tests are used. The tests are given before the first cycle and after treatment for every cycle. The purpose is to measure the improvement of students' understanding of direct and indirect speech in every cycle. There were 10 items of multiple choice consisting of direct and indirect speech in all forms (question, statement, question, command, etc.)

3) Documentation

The researcher used documentation related to this research. They were students' name lists, lesson

schedule, students' worksheet and photo of teaching and learning process by using snakes and ladders game.

G. Technique of Data Analysis

After the researcher collected data through test and observation, the researcher analyzed the data used percentage descriptive quantitative analysis in giving the score to find out the improvement of students' understanding in direct-indirect speech by using snakes and ladders game.

1) Method of Analyzing Observation Checklist

This research uses observation checklist during the teaching and learning process in preliminary research, cycle I, cycle II and cycle III. Then the result of observation checklist would be analyzed by calculating the percentage as following:

The formula to measure the student's participant is:

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

n = the score of students

N = the sum of total score

% = the percentage of the expectation

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

A. Excellent

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

B. Good participation

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

C. Enough participation

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

D. Little participation

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

2) Method of Analyzing Test Result

a) Measuring the students individual ability

In every cycle, after treatment researcher gave multiple choice tests to the students. It was contain of 10 multiple choice tests. The score of correct answer is 1 and 0 to each wrong answer.

The result of the test would be analyzed by using percentage scoring as following formula:

$$Score = \sum \frac{right\ answer}{item} \times 100\%$$

After giving percentage of score, then the researcher gave five letters: A, B, C, D and E to classify the grade of students' scores level as follows:

The percentages of correct answer grade:

81 - 100 %	A: Excellent
61 – 80 %	B: Good
41 – 60 %	C: Fair
21 – 40 %	D: Less
0 – 20 %	E: Poor

Then, the researcher determined the frequency of students score as below:

- b) Calculating the result of study

The result from the achievement of study.

The average of the student results:

$$\frac{\text{the total of percentage}}{\text{the number of students}} \times 100\%$$

- c) Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the percentages of individual students' score. The mean are formulated as follow:

Calculate the mean of test.¹¹

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

M = The mean of score

$\sum X$ = the total of score

N = the sum of students number.

¹¹ Sugiyanto, *Statistik untuk Penelitian* (Bandung: ALFABETA,2014), p.54

H. Procedure of collecting Data

In this Classroom Action Research, it will conduct two cycles. In this research, the teacher will teach and explain direct-indirect speech by using snakes and ladders game. The activities that will be done in each cycle is as follows:

1. Preliminary Cycle

This research will be implemented on March, 17th 2016. In this step, researcher starts to collect data such as documentation includes the students name list, syllabus, students' hand book and Minimum Mastery Criterion (KKM). The researcher also begin to observe the condition of teaching and learning process in English subject. Then, students will given multiple choice test in the end of teaching learning process to measure students' ability before implementing the snake and ladder game. The benefit of this step, we can identify students' problem in understanding direct-indirect speech.

2. First cycle

a. Planning

The first cycle will be implemented on March, 21st 2015. It will be started by pre-cycle. The research will be begun with an observation. The observation meant to know the condition of teaching learning process, when the teacher teaches the direct-indirect speech material in classroom. Then,

students will be given pre-test in the end of class. The benefit of this step, we can get the information about students' achievement and their problem in understanding in direct-indirect speech.

It will be discussed with the teacher to decide lesson plan for the next meeting and the implementation of snakes and ladders game. After planning the activities, it is also needed to prepare the instruction tools, materials and observation checklist and posttest in the end of the first cycle.

b. Acting

In the activities of the first cycle will be started by greeting and checking students' attendance list. Then, students are given the example related to the material and asked to analyze it. After that, the material will be explained to students.

To check students' understanding and develop their understanding, students will be divided into 6-7 groups and introduced with snakes and ladders game and also the roles of the game should be explained to students. Students play and finish the game by their understanding in this material. In the end of the lesson, students have to do the exercise in multiple choice form.

c. Observing

During the game is implemented, researcher and the English teacher observe students' activities in teaching and learning process and also take a note if needed.

d. Reflecting

After doing the activities and observation, it will be evaluated about the class condition and analyzed what the weakness and the strength of the implementation of the snakes and ladders game based on the observation checklist and the result of the test in this cycle. It will be guidelines to plan the activities and improve it better in next meeting. The main point is make reflection and conclusion of the result from the first cycle.

3. Second Cycle

a. Planning

The second cycle will be implemented on March, 24th 2016. Based on the result of previous cycle, the second cycle will use the strength and improve the weakness to be better. It will be guidelines to compose the lesson plan and post-test in second meeting. It will have been discussed with the English teacher. Instruction tools which are

used, will be prepared appropriately with the activities planned.

b. Acting

Class is begun by reciting basmalah, greeting and checking attendance list. After that students are stimulated by reviewing the material of the previous meeting and asked what their difficulties are. So, explanation will be begun of them.

After that, students are divided into small groups, smaller than previous groups. Teacher had chosen some students who mastered the material to lead their friends in each group. After the roles are explained, students play the snakes and ladder game to develop their understanding in direct-indirect speech of the invitation. In the end of the class, students should do the exercise as a post test.

c. Observing

Like in previous cycle, students and their activities are observed during teaching and learning process by teacher and researcher and taken a note if needed.

d. Reflecting

After the second cycle has been done, it will be discussed with the English teacher. The process

and the result of students' score will be analyzed to find out the students development in understanding direct-indirect speech.

The result of both two cycles that have been done, will be compared and analyzed. It will be able to review that by using snakes and ladders game can develop students' understanding in direct-indirect speech.

I. Indicators of achievement

1. Students are able to understand direct-indirect speech
Students can identify the differences between direct speech and indirect speech.
2. Students are able to change direct-indirect speech
Student can change direct into indirect or indirect to direct speech in all kind of sentences.
3. Students are able to develop the direct-indirect understanding
Students can achieve score more than 70 (minimum standard score of this school).

CHAPTER IV

RESEARCH FINDING

A. Result of the Study

This study was on the implementation of Snakes and Ladders game to develop students' understanding in direct-indirect speech. It was conducted through a classroom action research which was consisted of several activities.

1. Preliminary Research

This research was done on Thursday, March 17th 2016. This class consisted of 36 students, but two of them were absent at the day. So, there were 34 as participants. In this activity, students were taught direct-indirect speech by Mrs. Nur Hikmah as English teacher in MA Mathoibul Huda Mlonggo, Jepara. The researcher observed the classroom activity during teaching learning proses. Mrs. Hikmah taught by using inductive method.

She gave an example of conversations in direct speech. After asking some students to read the first example randomly, Mrs. Hikmah gave another example which was conducted reporting of the first example. Then, she compared both two examples and explained the changes to students. Based on the observation, it was found some facts that happened in the classroom during learning process: some students seemed serious and some of them

bored, most of them did not pay attention for the teacher explanation.

The facts above could also be concluded that students' participation during the learning process and their understanding in direct-indirect speech were very low. Those could describe that grammar is hard subject especially direct-indirect speech. Then to make the students enthusiastic and easy in learning, the researcher implemented snake and ladder game to develop students' understanding in direct-indirect speech.

In the end of this section, students' were given tests that consist of 10 items of multiple choices after students were taught by Mrs Hikmah. Students are given 15 minutes to do it. The purpose of the test was to measure students' achievement before given an action. Then the result of tests, the researcher calculated with formula below:

$$\text{Score} = \frac{\sum \text{righth answers}}{\sum \text{Item}} \times 100\%$$

From the result above, then researcher calculated the mean of students score. It was aimed to know the students' understanding in direct-indirect speech. After giving the test, the researcher intended to use snakes and ladders game to the next meeting to make students interest and enjoy during the learning process.

2. First Activity

a. Planning

This activity was done on Monday, March 21st 2016. Based on the result of preliminary test that is not satisfied. The researcher and English teacher decided to use snakes and ladders game. The cycle was focused on development of students' understanding in direct-indirect speech. Before applying snakes and ladders game researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, snakes and ladders board and dice, and students' test.

b. Acting

In this activity, the researcher became a teacher and she was accompanied by the teacher as observer. After greeting and checking attendance list. Students were given some sentences in direct form and indirect form of them. Then, students were asked to distinguish them. In the first, students seemed confuse. Then teacher gave more explanation to students related to direct-indirect speech, after that teacher showed them some videos and asked them to find out some direct speech and indirect speech. Then, teacher asked some of them to show their sentences and asked their friends to correct them. Several students had been able to

identify the differences of both. After that, teacher continued her explanation of kinds of sentences such as imperative, questions, command and negative sentence and their changes.

To develop their understanding, students were divided into 5 groups. After that, teacher explained the rule of snakes and ladders game. Each group was leaded by a leader, and the leader would be the player on board and after throwing the dice, they should choose one of cards that were available and came to each group to do it. They could step to next board if their answer was true. If their answer was still wrong, they had to try again to do it correctly.

c. Observing

Mrs. Hikmah as observer observed students' condition during the learning process. From the first, students confused to decide which one direct and indirect was. But after getting explanation and more examples, they seemed more interesting and enthusiast.

They were more interesting and exciting when teacher said that they would play a game. All of students were very competitive and cooperative each other, although at the first, teacher should explain the rules of the games twice. But students were very enthusiast and enjoy during the game progress. Because

the time was up, so the teacher stopped this game. Some students asked to be continued this game to the next meeting. The winner of the first cycle was fifth group. They got the highest score, it was 38.

After implementing snakes and ladders game, students were given 10 multiple choices test to measure their understanding. They had to do the test in 10 minutes. To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$\text{Score} = \frac{\sum \text{right answers}}{\sum \text{Item}} \times 100\%$$

d. Reflecting

After implementing the game, the teacher discussed the result of observation during the game progressing. The observer gave some notes that this cycle took over time, and students were too crowded. Those would be reflection to the next meeting. Based on the test result, students still confused how to change Yes/No and 5W+H question into indirect speech and also pronoun changes. Those would be focus to plan the next meeting.

3. Second cycle

a. Planning

The second cycle was held on Thursday, March 24th 2016. The activities in this cycle had been discussed with the English teacher and based on the

result of the previous cycle. The activities in this cycle had been prepared the instruction tool for teaching and learning process and focused on management class and students difficulties.

b. Acting

Teacher greeted the students and check attendance list. After that, students were asked to stand up. Then teacher gave them brainstorming and students should do what teacher instruction. Then, to recall the previous material teacher gave a sentence in direct speech “I visited my aunt in Jogja yesterday” and asked them to change into indirect speech. They answered “She said that she had visited her aunt in Jogja the day before”, teacher did it over three times. Then going to the material, students were explained when reported speech should not always change the tenses and how to change question into indirect speech. The next activities, students were given some videos and they should find out indirect speech of them.

The activity was going to the game, to save time students gathered in their previous group. But the rules was changed, the game was divided into two sections. First section was done by rotation, started from group 1 threw the dice and answered the question and the other groups became juries. They might move to the next

board if the answer was true. Then, it was continued by next groups until 10 minutes over. Second section was done in sequence, but each group might continue to throw the dice and move to the next board without waiting the other groups “Who Fastest they get”. The game in this cycle was won by group two, fifteen minutes were left, they should do the last post-test.

c. Observing

This cycle was also observed by Mrs. Hikmah during the teaching and learning process running. By using different procedure of previous cycle, students were still enthusiasm to play this game. So it made the class condition to be noise. Students more discipline and accurate to create sentences and responsive to correct their friends’ answer.

When doing the test, students were not allowed to open their dictionary and book. No body tried to look up the dictionary but some of them still tried to ask their friend.

Observer also found 3 students were not as enthusiasm as in previous meeting. They seemed busy with other book. Based on the information of their friend, they would get exercise after English class as post-test.

B. The Students' development of Understanding in Direct-Indirect Speech after Being Taught Through The Use of Snakes and Ladders Game.

1. Students' score of the preliminary test

Preliminary test consisted of 10 items. The correct answers got 1 score and wrong got 0 score. The maximum score was 10. The result of students' test score was analyzed by using percentage of scoring as follow:

$$\text{Score} = \frac{\sum \text{righth answers}}{\sum \text{Item}} \times 100\%$$

There were five letters A, B, C, D and E used to classify the grade of students' score level as percentage on the table below:

Table 4.1

The test result of pre cycle can be seen in the table below:

No.	Pre- Test				
	Students' Code	Score	Precentage	Letter Score	Category
1	A-1	1	10%	E	Poor
2	A- 2	5	50%	C	Fair
3	A-3	1	10%	E	Poor
4	A-4	2	20%	E	Poor
5	A-5	4	40%	D	Less
6	A-6	2	20%	E	Poor
7	A-7	1	10%	E	Poor
8	A-8	-	-	-	-

9	A-9	4	40%	D	Less
10	A-10	3	30%	D	Less
11	A-11	5	50%	C	Fair
12	A-12	2	20%	E	Poor
13	A-13	4	40%	D	Less
14	A-14	3	30%	D	Less
15	A-15	4	40%	D	Less
16	A-16	4	40%	D	Less
17	A-17	2	20%	E	Poor
18	A-18	3	30%	E	Less
19	A-19	3	30%	D	Less
20	A-20	4	40%	D	Less
21	A-21	5	50%	C	Fair
22	A-22	-	-	-	-
23	A-23	6	60%	C	Fair
24	A-24	3	30%	D	Less
25	A-25	3	30%	D	Less
26	A-26	3	30%	D	Less
27	A-27	2	20%	E	Poor
28	A-28	5	50%	C	Fair
29	A-29	5	50%	C	Fair
30	A-30	3	30%	D	Less
31	A-31	7	70%	B	Good
32	A-32	7	70%	B	Good
33	A-33	3	30%	D	Less
34	A-34	6	60%	C	Fair
35	A-35	7	70%	B	Good
36	A-36	4	40%	D	Less
Total score		127			
Mean		3,74			

The result of the students' achievement above was calculated by using the formula below:

The average of the student result:

$$\frac{\text{The total of students score}}{\text{The Number of students}} \times 100\%$$

Table 4.2
The *Category* of The Students Score and Their
Percentage:

No	Interval	Frequency	Percentage	Category
1	81-100	-	0%	Excellent
2	61-80	3	8.83%	Good
3	41-60	7	20.59%	Fair
4	21-40	8	23.53%	Poor
5	0-21	16	47.05%	Less
Total		34	100%	

Based on the table above, there was not one of thirty four students got excellent mark. There were three students or 8.83% of all students got good mark, seven or 20.59% of them got fair mark. Unfortunately, there were sixteen students or 47.05% of them got less mark. To find the mean score of the result, researcher used the pattern bellow:

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

Explanation:

M = The average of students' score

$\sum X$ = Total students' score was 127.

n = Total of students was 36.

The computation of the average score was follow:

$$M = \frac{127}{34}$$

$$M = 3.74$$

The calculation result shows that the average of students' test result of preliminary cycle was 3.74. The highest score was 7 and the lowest score was 1.

Based on the result above, the mean of students' understanding in direct-indirect speech was very low. The average of the score was only 3.74, it was still lower than the minimum standard score (KKM) of this school which was 7. After giving the test, the researcher intended to use snakes and ladders game to the next activity to make students interest and enjoy the learning process.

Table 4.3
Students' participation

Indicators	Total of students	Percentage
1. Students pay attention in teacher's explanation	20	58%
2. Students do the task disciplinly	10	30%
3. Studets' respons to other groups	6	17%
4. Students' respons to teachers explanation	10	30%
5. Students ask question to teacher	5	14%
6. Students' enthusiasm and activeness in game	–	–

From the data above, it would be analyzed by calculating the percentage to the observation checklist below:

Table 4.4
Observation precentage

No	Indicators	A few (≤ 20%)	Half (26%- ≤50%)	Good (51%- ≤75%)	Excellent >75%	Total of score
		1	2	3	4	
1	Students pay attention in teacher's			V		3
2	Students do the task desciplinly		V			2
3	Studets' respons to other groups	V				1
4	Students' respons to teachers explanation		V			2
5	Students ask question to teacher	V				1
6	Students' enthusiasm and activeness in game	-	-	-	-	-
	Total of score					9

$$M_{xc} = \frac{\sum xc}{S_{\max}} \times 100 \%$$

$$M_{xc} = \frac{9}{20} \times 100 \%$$

$$= 45\%$$

According to the result above, it could also be concluded that students' participation during the learning process were low. Several students seemed bored and chated each other. Observation result of each students can be seen in appendix 10.

2. Students' Score of The First Cycle

Table. 4.5

The test result of first cycle can be seen in the table below:

1 st Pos- Test					
No.	Students' Code	Score	Precentage	Letter Score	Category
1	A-1	6	60%	C	Fair
2	A- 2	7	70%	B	Good
3	A-3	5	50%	C	Fair
4	A-4	6	60%	C	Fair
5	A-5	7	70%	B	Good
6	A-6	6	60%	C	Fair
7	A-7	5	50%	C	Fair
8	A-8	6	60%	C	Fair
9	A-9	8	80%	B	Good
10	A-10	7	70%	B	Good
11	A-11	8	80%	B	Good
12	A-12	7	70%	B	Good
13	A-13	6	60%	C	Fair
14	A-14	7	70%	B	Good
15	A-15	6	60%	C	Fair
16	A-16	6	60%	C	Fair
17	A-17	6	60%	C	Fair
18	A-18	6	60%	C	Fair

19	A-19	6	60%	C	Fair
20	A-20	7	70%	B	Good
21	A-21	7	70%	B	Good
22	A-22	7	70%	B	Good
23	A-23	9	90%	A	Excellent
24	A-24	6	60%	C	Fair
25	A-25	6	60%	C	Fair
26	A-26	6	60%	C	Fair
27	A-27	7	70%	B	Good
28	A-28	8	80%	B	Good
29	A-29	8	80%	B	Good
30	A-30	6	60%	C	Fair
31	A-31	9	90%	A	Excellent
32	A-32	8	80%	B	Good
33	A-33	6	60%	C	Fair
34	A-34	7	70%	B	Good
35	A-35	6	60%	C	Fair
36	A-36	8	80%	B	Good

The result above was classified the students' score by using the formula below:

The average of the student result:

$$\frac{\text{The total of students score}}{\text{The Number of students}} \times 100\%$$

Table 4.6

The *Category* of The Students Score and Their Percentage:

No	Interval	Frequency	Percentage	Category
1	81-100	2	5.6%	Excellent
2	61-80	16	44.4%	Good
3	41-60	18	50 %	Fair

4	21-40	0	0 %	Poor
5	0 -21	0	0 %	Less
Total		36	100%	

From the data above, it could be seen that two or 5.6% of thirty six students got excellent mark, sixteen or 44.4% students of them got good mark, eighteen or 50% of all students got fair mark. Fortunately, no one of students got less mark. After that, the researcher calculated the mean using the same formula with previous research.

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

Explanation:

M = The average of students' score

$\sum X$ = Total students' score was 244.

n = Total of students was 36.

The computation of the average score was follow:

$$M = \frac{244}{36}$$

$$M = 6.78$$

The result of students' average result was better than before. There was significantly `increasing students' average score from 3.74 to 6.78, it is 3.04 or almost 100% increasing. By the highest score was 9 and the lowest was 5. Although, there were thirteen students got score lower than standard of minimum score of this school. Research could be concluded that students' understanding in direct-indirect speech improved.

Table 4.7
Students' Partisipation

Indicators	Total of students	Percentage
1.Students pay attention in teacher's explanation	26	72%
2.Students do the task desciplinly	26	72%
3.Studets' respons to other groups	14	39%
4. Students' respons to teachers explanation	12	33%
5. Students ask question to teacher	10	27,7%
6. Students' enthusiasm and activeness in game	29	80,5%

From the data above, it would be analyzed by calculating the percentage to the observation checklist below:

Table 4.8
Observation Precentages

No	Indicators	A few (\leq 20%)	Half (26%- \leq 50%)	Good (51%- \leq 75%)	Excellent >75%	Total of score
		1	2	3	4	
1	Students pay attention in teacher's			V		3
2	Students do the task desciplinly			V		3

3	Students' respons to other groups		V			2
4	Students' respons to teachers explanation		V			2
5	Students ask question to teacher		V			2
6	Students' enthusiasm and activeness in game				V	4
	Total of score					14

$$M_{xc} = \frac{\sum xc}{S_{\max}} \times 100 \%$$

$$M_{xc} = \frac{14}{24} \times 100 \%$$

$$= 58\%$$

According to the result above, it could also be concluded that students were more interesting and exciting when teacher said that they would play a game. All of students were very competitive and cooperative each other. Although class would be crowded, but students were very enthusiast and enjoy during the game progress. Observation result of each students can be seen in appendix 11.

3. Students' Score of The Second Cycle

Table. 4.9

The test result of second cycle can be seen in the table below:

2 nd Pos- Test					
No.	Students' Code	Score	Precentage	Letter Score	Category
1	A-1	9	90%	A	Excellent
2	A- 2	8	80%	B	Good
3	A-3	10	100%	A	Excellent
4	A-4	9	90%	A	Excellent
5	A-5	8	80%	B	Good
6	A-6	8	80%	B	Good
7	A-7	8	80%	B	Good
8	A-8	8	80%	B	Good
9	A-9	10	100%	A	Excellent
10	A-10	10	100%	A	Excellent
11	A-11	8	80%	B	Good
12	A-12	9	90%	A	Excellent
13	A-13	8	80%	B	Good
14	A-14	9	90%	A	Excellent
15	A-15	8	80%	B	Good
16	A-16	8	80%	B	Good
17	A-17	8	80%	B	Good
18	A-18	8	80%	B	Good
19	A-19	8	80%	B	Good
20	A-20	9	90%	A	Excellent
21	A-21	8	80%	B	Good
22	A-22	8	80%	B	Good

23	A-23	9	90%	A	Excellent
24	A-24	8	80%	B	Good
25	A-25	8	80%	B	Good
26	A-26	8	80%	B	Good
27	A-27	10	100%	A	Excellent
28	A-28	8	80%	B	Good
29	A-29	10	100%	A	Excellent
30	A-30	8	80%	B	Good
31	A-31	10	100%	A	Excellent
32	A-32	8	80%	B	Good
33	A-33	10	100%	A	Excellent
34	A-34	9	90%	A	Excellent
35	A-35	8	80%	B	Good
36	A-36	9	90%	A	Excellent

The result above was classified the students' score by using the formula below:

The average of the student result:

$$\frac{\text{The total of students score}}{\text{The Number of students}} \times 100\%$$

Table 4.10

The Category of The Students Score and Their Percentage:

No	Interval	Frequency	Percentage	Category
1	81-100	15	41.7%	Excellent
2	61-80	21	58.3%	Good
3	41-60	0	0 %	Fair
4	21-40	0	0 %	Poor
5	0 -21	0	0 %	Less
Total		36	100%	

Based on the table above, the students' score increased significantly. There were fifteen students or

41.7% of thirty six students got excellent mark, and 58.3% of them got good mark. There had been not students got fair mark. After that, those were calculated the mean using the same formula with previous research.

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

Explanation:

M = The average of students' score

$\sum X$ = Total students' score was 310.

n = Total of students was 36.

The computation of the average score was follow:

$$M = \frac{310}{36}$$

$$M = 8.6$$

Based on the analysis of data above, it shows that the average of students' result in the second cycle was 8.6 with the highest score was 10 and the lowest score was 8. There were development from one cycle to the other cycle. The result of this cycle was the best of all cycles. No one got mark lower than the minimum score standard that had been determined in this school, it was 7. It could be concluded that students' understanding developed. Although, there were three students who did not involve enthusiastically in the game.

Table 4.11
Students' Partisipation

Indicators	Total of students	Percentage
1. Students pay attention in teacher's explanation	31	86%
2. Students do the task desciplinly	33	92%
3. Studets' respons to other groups	32	89%
4. Students' respons to teachers explanation	13	36%
5. Students ask question to teacher	8	22%
6. Students' enthusiasm and activeness in game	33	92%

From the data above, it would be analyzed by calculating the percentage to the observation checklist below:

Table 4.12
Observation Precentages

No	Indicators	A few (\leq 20%)	Half (26%- \leq 50%)	Good (51%- \leq 75%)	Excellent >75%	Total of score
		1	2	3	4	
1	Students pay attention in teacher's				V	4
2	Students do the task desciplinly				V	4
3	Studets' respons to other groups				V	4

4	Students' respons to teachers explanation		V			2
5	Students ask question to teacher	V				1
6	Students' enthusiasm and activeness in game				V	4
	Total of score					19

$$M_{xc} = \frac{\sum xc}{S_{\max}} \times 100 \%$$

$$M_{xc} = \frac{19}{24} \times 100 \%$$

$$= 79\%$$

According to the result above, it could also be concluded that students' participation during the learning using snake and ladder game has been increasingly. It meant that this game can encourage students' activeness in teaching learning process. Observation result of each students can be seen in appendix 12.

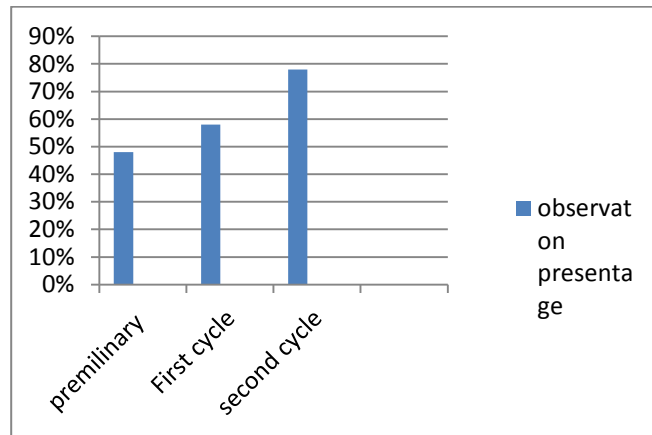
C. Discussion

After implementing snakes and ladders game to teach direct-indirect speech, it has got the data. There were significant development from the students' understanding in direct-indirect speech. Students were being enthusiastic in teaching and learning

process by using game. Most of students were active in respond to students or teacher question. Students also could change direct speech into indirect speech in all kinds of sentences. It was analyzed from each cycle and then the result of the classroom action research was concluded as followed:

Table. 4.13
Students' Average

Preliminary Research	Cycle I	Cycle II
3.74	6.78	8.6



The table above showed the average score of each cycle. It could be concluded that there was significant development of students' understanding in direct-indirect speech.

There were many factors that influenced the result of study. One of the factors was teaching aid or media. When a teacher employed an appropriate teaching aid or media that is suitable with the method, the students enjoyed the lesson. Based

on the test result that had been done, it can be described that using snakes and ladders game as a teaching media in the process of learning English at tenth grade of MA Matholibud Huda Mlonggo Jepara could develop students' understanding in direct-indirect speech. Actually, Using game in teaching learning process can help teachers to make classroom a safe place for all students to be able to learn in fun way especially to learn English as a foreign language. This desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes them to act actively. The use of appropriate teaching media made students easy to understand material that is delivered by the teacher. Snakes and ladders game was not only appropriate to teach direct-indirect speech but also it was appropriate for teaching vocabulary, simple past tense and other tenses, even it was also appropriate to teach in other subjects.

Snake and Ladder facilitates the students to learn about counting, interaction and socialization. Counting, students should count their point to get the highest board and to be the winner. Interaction, students should communicate well in their group to do all of tasks, even it should be direct speech or have to change into indirect speech. Socialization, students had to compete with other groups but they had to respect the rules of the game and the right of each groups.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After all data were analyzed on the research result, the research result, the researcher can draw the conclusion as follows:

1. The implementation of snakes and ladders game to develop students' understanding in direct-indirect speech was done by two cycle. In first cycle, students will be divided into five groups. The leader of each group will be the stone or mark of them and stand on the start square which on the bottom left corner of board. The players have to shake and throw the dice one by one. The members have to answer it whether they should change direct into indirect speech or indirect into direct speech by focusing the changes (tenses, adverb, and pronoun). In the second cycle, the game was divided into two section. They are section rotation and the section dice such as the rule in previous cycle. The challenge of this cycle focus on Yes/No and 5W+H question.
2. The use of snake and ladder game can develop students' understanding of direct-indirect speech. There is significant difference score in each cycle of the tenth grade students at MA Matholibul Huda Mlonggo, Jepara in understanding

direct indirect speech and students' participation before and after they are taught by using snakes and ladders game.

Table 5.1
Increasing of the average score

Preliminary Research	Cycle I	Cycle II
3.74	6.78	8.6

It means that snakes and ladders game was able to develop students' understanding and mastering direct-indirect speech.

B. SUGGESTION

After implementing Snakes and Ladders game to develop students' understanding in direct-indirect speech. There are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for:

1. For the Teacher
 - a. Grammar is known as difficult subject for students. So, the teacher should make a variety in teaching and learning either media or technique to solve the students' boredom. Snakes and Ladders game is recommended for the English teacher or teacher can try to used others media to support students' learning.
 - b. Snakes and Ladders game is a one of media that can be applied on it. The use of Snakes and Ladders game in teaching and learning is interesting because it can

attract students' interest and motivation in teaching and learning process. It makes students to be active in responding teacher or their friend.

- c. Snakes and Ladders Game can be used not only to teach direct-indirect speech but also all kinds of tenses, passive voice, etc.

2. For the student

The students have to improve their knowledge, especially in enriching their grammar, from the other sources like English magazine, English story books, etc.

The writer may say that this study is still far from being perfect. Any suggestions and criticism from English teachers and those who are concerning with the English language are invited for the improvement of English teaching and learning.

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Appendix 1

The research time schedule:

No	Description	Time			
		March 14th	March 17 th	March 21 st	Nov 24 th
1	Asking permission to the head master to do research and meet with English teacher	V			
2	Doing preliminary research		V		
3	Doing the first research			V	
4	Doing second research				V

Appendix 2

LESSON PLAN

School	: MA Matholibul Huda Mlonggo
Subject	: English
Grade	: X / I
Allocation time	: 2 x meeting (4x45 minutes)

A. Core Competence :

1. Respect and think deeply values of religion believed.
2. Develop in some positive behavior such as honest, discipline, responsibility, care tolerance, cooperative, peace love, responsive and proactive. Implement action as part of solution of some nation conflict in interacting actively with social environment and nature and also act as society transformation agent in establishing national and universal development.
3. Understand and apply factual, conceptual, and procedural, meta-cognitive knowledge based on the curiosity to science , technology, art, culture, and humaniora, related to phenomena and concrete event.
4. produce, serve, and reasoning in concrete domain (using, explaining, arranging, modifying, and making) and abstract domain (writing, reading, accounting, drawing, and creating) by developing what they themselves have been learned in the school, act actively and creatively, and also be able to use method related to the rules of science.

B. Basic Competence:

- 1.1. Give thanks to God for the chance to learn English as international communication language.
- 1.2. Respect to good attitude and care to communicate to each persons, teacher and friends.
- 2.5. Expose honesty, discipline, confidence, responsibility, caring, responsive and proactive behavior in producing, reasoning, and serving information that it is related to history, art, culture, and Indonesia destination to be introduced in narrative text form into international world.

- 3.9 Analyze the social function, structure and grammar of the sample narrative text in legend from related to contextual usage.
- 4.15 Catch the meaning and create narrative text spoken and written in a simple legend.

C. Indicators

- 1.1.1 Students always start and end the study by the name of God (Allah).
- 1.2.1 Students communicate to teachers and friends politely.
- 2.5.1 Students are confidence and respect to their friends' opinion.
- 3.9.1 Students are able to analyze grammar used in narrative text.
- 3.9.2 Students are able to report the story spoken and written.
- 4.15.1 Students are able to quote what the charracter said in the narrative text.
- 4.15.2 Students are able to create and change the direct speech into indirect speech related to the story in a narrative text..

D. Learning Aims

In the end of the lesson trough cooperative learning and teaching by game students will have been able to :

- 1. Understand and analyze the structure of direct speech or indirect speech.
- 2. Apply how to report someone said to their friends by using indirect speech.
- 3. Identify the changes of direct into indirect speech.

E. Kind of text : Narrative text

F. Aspect/Skill : Speaking, writing, listening, reading

G. Time Allocation : 2 x 45 minutes (1x meeting)

H. Material

Direct speech, that also called Quotation speech, it is what people actually say, set within quotation marks (“.....”) are a sign that the words are the exact words that a person used.

For example: Direct speech

Melani said, “ I’ll go to Surabaya tomorrow”.

Theofani asked. "What will you do there?"

Indirect speech, that also called Reported speech is the reporting of what someone has said later, making changes to the speaker's words originally used.

Firstly, reporting imperative or command sentences. Indirect speech of this form does not need change of the time and verb. It just needs to add 'to' and 'not to' with the rules below:

Command	Prohibition
To + V1	Not To + V1

Example:

Command

Teacher : "Tono, please come to my room !" (Direct)

Tono : "Pardon, sir".

Teacher: " I asked you **to** comeo my room ". (Indirect)

Prohibition

Mother : "Don't go anywhere tonight!"
(Direct)

Dany : "what did mom say, Ramona?"

Ramona : She asked you **not to** go anywhere tonight"
(Indirect)

The rules to change direct into indirect speech are:

Direct form	Indirect form
Simple Present	Simple past
S + V1 + O	<i>That</i> + S + V2 + O
S + Is/am/are + Adj/Adv/N	<i>That</i> + S + was/were + Adj/adv/N
Simple Past	Past perfect
S + V2 + O	<i>That</i> + S + Had + V3 + O

S+ was/were + Adj/adv/N	<i>That</i> + S + Had+ been + Adj/adv/N
Present perfect	Past perfect
—————→	
S+ Have/Has +V3 + O	<i>That</i> + S + Had + V3 +O
S+ Have/Has +been + Adj/adv/N	<i>That</i> + S + Had +been +Adj/adv/N
Will / Can	—————▶ Would/Could
S+ will + V1 + O	<i>That</i> + S +would + V1+ O
S + can + V1 + O	<i>That</i> + S+ could+ V1+ O

The pattern to change yes/no question in the indirect speech is same with the rules above, just change *That* with *If*.

Example:

Tina : “Do you join the meeting this morning?”

Tarno : “Sorry, what did you say?”

Tina :” I asked you if you joined the meeting this morning.

The table below will show the changes pattern of 5W+H questions in the indirect speech:

Direct form	Indirect form
Simple Present	—Simple past
QW + Do/does + S + V1 + O	QW + S + V2 + O
QW+ Is/am/are +S + Adj/Adv/N	QW + S + was/were + Adj/adv/N
Past	<u>Past perfect</u>
QW + Did+ S + V2 + O	QW + S + Had + V3 + O
QW + Was/were +S+ Adj/adv/N	QW + S + Had+ been + Adj/adv/N
Present perfect	————▶ Past perfect
QW + Have/Has +S+ V3 + O	QW+ S + Had + V3 +O

QW+ Have/Has +been + S+ Adj/adv/N	QW+ S + Had +been +Adj/adv/N
Will / Can	→ Would/Could
QW + Will + S+ V1 + O	QW + S + would + V1+ O
QW + Can + S + V1 + O	QW + S+ could+ V1+ O

There are some common changes to expression the time and place, such as:

Adverbial of time¹

Now then/ at that time/ immediately
 Today yesterday/ that day/ on Tuesday, etc.
 Yesterday the day before/ the previous day/ on Monday, etc.
 Tomorrow the next day/ the following day
 This week the last week / that week.
 Last year the year before/ the previous year/ in 2014, etc.
 Next month the month after/ the following month/ in May, etc.
 An hour ago an hours before/ an hour earlier/ at 2:30, etc.

Adverbial of place

Here there
 This that
 These those, etc.

I. Methode : - Cooperative learning

- Scientific approach
- Teaching by game

J. Activity

1. **First Cycle**

Description of activity	Instruction	Time
A. Pre – Activities • Teacher opens and greets students	• Assalamwr.wb, good morning	10 minutes

¹ John Eastwood, *Oxford: Learner's Pocket Grammar* (New York: Oxford University press ,2008) p. 335.

<ul style="list-style-type: none"> • Teacher check students attendance list • Teacher explain the aim of the learning. 	<p>class, how are you today ?</p> <ul style="list-style-type: none"> • Let's start our lesson today by reciting basmalah together.. • Ok, who is absent today? • Why she/he is absent? • In the end of the lesson I hope you will..... 	
<p>B. Main – Activities</p> <p><i>Observing</i></p> <ul style="list-style-type: none"> • Teacher shows some vedio • Teacher explain the whole of material and how to quote the information of the invitation. • Teacher give another example <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Teacher asks students to analyze the structure of the example said • Teacher invites students to ask some questions. <p><i>Exploring / Experimenting</i></p>	<ul style="list-style-type: none"> • What did the man say? • He said..... • How about the girl, what did they say..? • Can you differentiate both of two? • OK, Let's check the structure used by speakers and compare them (tenses, phrase, time) • Any question so far ? • Who can explain the differences ? 	<p>60 minutes</p>

<ul style="list-style-type: none"> • Teacher check students' understanding by snakes and ladders game • Teacher divide Students into 4/5 groups • Teacher explain the rules <p>Associating</p> <ul style="list-style-type: none"> • Consider to the grammatical or the changes rules. • Every group is jury for other groups. <p>Communicating</p> <ul style="list-style-type: none"> • Teacher invites the winner group • One of the group explain their answers 	<ul style="list-style-type: none"> • Ok...that's all the explanation .. • Now..time to game.... • I'll divide you to....and choose your each leader... • And the rules are.... • Don't forget the changes rules guys.. • This is our winner..please welcome • Please explain to us...why your answers are true or false 	
<p>C. Post – Activities</p> <ul style="list-style-type: none"> • Teacher gives conclusion • Teacher closes the class. 	<ul style="list-style-type: none"> • Direct speech is used when..... • The changes of direct into indirect speech are... • Thanks for your attention <p>Wassalam....</p>	<p>15 minutes 10 Inu</p>

K. Learning Sources :

- a. English Handbook for 11th grade.
- b. Betty azhar, Understanding and using grammar
- c. Siswanto Agus,Rohmadi.2006.*English Revolution*.Jepara: El-Rochma offset

L. Assessments

- 1. Assessment form : - Written test
- 2. Technique : - Students should answer 10 multiple choices
- 3. Instruments : - Choose the best answer
- 4. Aspect
 - a. Affective : - Personality
 - Engagement
 - b. Cognitive : - accuracy
 - c. Psycomotoric :- Students participate in the game
- 5. Rubric and guiding score
 - a. Affective

No	Name	Descr.1				Descr.2				Descr.3			
		1	2	3	4	1	2	3	4	1	2	3	4

No.	Criteria	Score
1.	Students give attention to teacher's explanation. a. The student's condition is exactly the same as the criteria.	4
		3

	b. The student's condition is close to the same as the criteria.	2
	c. The student's condition is far from the same as the criteria.	1
	d. The student's condition is totally different from the criteria	
1.	Students discipline in doing the task.	
	a. The student's condition is exactly the same as the criteria.	4
	b. The student's condition is close to the same as the criteria.	3
	c. The student's condition is far from the same as the criteria.	2
	d. The student's condition is totally different from the criteria	1
2.	Students respond the other group friend's answer	4
	a. The student's condition is exactly the same as the criteria.	3
	b. The student's condition is close to the same as the criteria.	2
	c. The student's condition is far from the same as the criteria.	1
	d. The student's condition is totally different from the criteria	
Note : each component has 1 – 4 score, score max = 12 Score min = 4		

Student's Score = $\text{Score got} / \text{score max} \times 100 =$

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

b. Cognitive

Test item 10 multiple choices

Score of each item = 1

Score max = 10

0

Score Min =

$$\text{Student's score} = \sum \frac{\text{right answer}}{\text{item}} \times 100\%$$

c. **Psychomotoric**

No	Name	Descr.4				Descr.4				Descr.			
		1	2	3	4	1	2	3	4	1	2	3	4

No	Criteria	Score
1	Students respond or answer to teacher's question.	4 3 2 1
	a. The student's condition is exactly the same as the criteria.	
	b. The student's condition is close to the same as the criteria.	
	c. The student's condition is far from the same as the criteria.	
2	d. The student's condition is totally different from the criteria	4 3 2 1
	Students ask question to teacher relating the lesson.	
	a. The student's condition is exactly the same as the criteria.	
	b. The student's condition is close to the same as the criteria.	
	c. The student's condition is far from the same as the criteria.	

	d. The student's condition is totally different from the criteria	
3	Students show their activeness and enthusiasm in joining the game.	
	a. The student's condition is exactly the same as the criteria.	4
	b. The student's condition is close to the same as the criteria.	3
	c. The student's condition is far from the same as the criteria.	2
	d. The student's condition is totally different from the criteria	1

Score Max = 16

Score min = 4

Student's score = $\text{Score got} / \text{score max} \times 100 =$

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

Semarang, March 17th 2016

Mengetahui,
Guru Pamong

Guru PPL,

Nur Hikmah, S.Pd

NurainiAlbaniyah.

Appendix 3

LESSON PLAN

School : MA Matholibul Huda Mlonggo
Subject : English
Grade : X / I
Allocation time : 2 x meeting (4x45 minutes)

A. Core Competence :

1. Respect and think deeply values of religion believed.
2. Develop in some positive behavior such as honest, discipline, responsibility, care tolerance, cooperative, peace love, responsive and proactive. Implement action as part of solution of some nation conflict in interacting actively with social environment and nature and also act as society transformation agent in establishing national and universal development.
3. Understand and apply factual, conceptual, and procedural, meta-cognitive knowledge based on the curiosity to science , technology, art, culture, and humaniora, related to phenomena and concrete event.
4. produce, serve, and reasoning in concrete domain (using, explaining, arranging, modifying, and making) and abstract domain (writing, reading, accounting, drawing, and creating) by developing what they themselves have been learned in the school, act actively and creatively, and also be able to use method related to the rules of science.

A. Basic Competence:

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... serving information that it is related to history, art, culture, and Indonesia destination to be introduced in narrative text form into international world.

- 3.9. Analyze the social function, structure and grammar of the sample narrative text in legend from related to contextual usage.
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- 1.1.1 Students always start and end the study by the name of God (Allah).
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- 3.9.2 Students are able to report the story spoken and written.
- 4.15.1 Students are able to quote what the character said in the narrative text.
- 4.15.2 Students are able to create and change the direct speech into indirect speech related to the story in a narrative text..

C. Learning Aims

In the end of the lesson through cooperative learning and teaching by game students will have been able to :

- 1. Understand and analyze the structure of direct speech or indirect speech.
- 2. Apply how to report someone said to their friends by using indirect speech.
- 3. Identify the changes of direct into indirect speech.

D. **Kind of text** : Narrative text

E. **Aspect/Skill** : Speaking, writing, listening, reading

F. **Time Allocation** : 2 x 45 minutes (1x meeting)

G. Material

Direct speech, that also called Quotation speech, it is what people actually say, set within quotation marks (“.....”) are a sign that the words are the exact words that a person used.

For example: Direct speech

Melani said, “ I’ll go to Surabaya tomorrow”.

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The pattern to change yes/no question in the indirect speech is same with the rules above, just change *That* with *If*.

Example:

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Tina :” I asked you if you joined the meeting this morning.

The table below will show the changes pattern of 5W+H questions in the indirect speech:

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Past	<u>Past perfect</u>
QW + Did+ S + V2 + O	QW + S + Had + V3 + O
QW + Was/were +S+ Adj/adv/N	QW + S + Had+ been + Adj/adv/N
Present perfect	— <u>Past perfect</u>
QW + Have/Has +S+ V3 + O	QW+ S + Had + V3 +O
QW+ Have/Has +been + S+ Adj/adv/N	QW+ S + Had +been +Adj/adv/N
Will / Can	— <u>Would/Could</u>
QW + Will + S+ V1 + O	QW + S + would + V1+ O
QW + Can + S + V1 + O	QW + S+ could+ V1+ O

There are some common changes to expression the time and place, such as:

Adverbial o time²

² John Eastwood, *Oxford: Learner's Pocket Grammar* (New York: Oxford University press ,2008) p. 335.

Now then/ at that time/ immediately
 Today yesterday/ that day/ on Tuesday, etc.
 Yesterday the day before/ the previous day/ on Monday, etc.
 Tomorrow the next day/ the following day
 This week the last week / that week.
 Last year the year before/ the previous year/ in 2014, etc.
 Next month the month after/ the following month/ in May, etc.
 An hour ago an hours before/ an hour earlier/ at 2:30, etc.

Adverbial of place

Here there
 This that
 These those, etc.

H. Methode : - Cooperative learning

- Scientific approach
- Teaching by game

J. Activity

First Cycle

Description of activity	Instruction	Time
<p>A. Pre – Activities</p> <ul style="list-style-type: none"> • Teacher opens and greets students • Teacher check students attendance list • Teacher explain the aim of the learning. 	<ul style="list-style-type: none"> • Assalamwr.wb, good morning class, how are you today ? • Let’s start our lesson today by reciting basmalah together.. • Ok, who is absent today? • Why she/he is absent? • In the end of the lesson I hope you will..... 	<p>10 minutes</p>
<p>B. Main – Activities <i>Observing</i></p>		

<ul style="list-style-type: none"> • Teacher shows some sentences • Teacher explain the whole of material and how to quote the information of the invitation. • Teacher give another example <p>Questioning</p> <ul style="list-style-type: none"> • Teacher asks students to analyze the structure of the example said • Teacher invites students to ask some questions. <p>Exploring / Experimenting</p> <ul style="list-style-type: none"> • Teacher check students' understanding by snakes and ladders game • Teacher divide Students into 4/5 groups • Teacher explain the rules <p>Associating</p> <ul style="list-style-type: none"> • Consider to the grammatical or the changes rules. 	<ul style="list-style-type: none"> • Do you remember this santenses....? • How to change them? • • Can you differentiate both of two? • OK, Let's check the structure used by each sentence.... • Any question so far ? • Who can explain the differences ? • • Ok...that's all the explanation .. • Now..time to game.... • Please back to your group last meeting.. • And the rules are same.... • • Don't forget the changes rules.. • • This is our winner..please welcome • Please explain to us...why your answers are true or false 	<p>60 minutes</p>
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<ul style="list-style-type: none"> • Every group is jury for other groups. <p>Communicating</p> <ul style="list-style-type: none"> • Teacher invites the winner group • One of the group explain their answers 		
<p>C.Post – Activitie</p> <ul style="list-style-type: none"> • Teacher gives conclusion • Teacher closes the class. 	<ul style="list-style-type: none"> • Direct speech is used when..... • The changes of direct into indirect speech are... • Thanks for your attention <p>Wassalam....</p>	<p>15 minutes 10 Inu</p>

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3. English Handbook for 11th grade.
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5. Siswanto Agus,Rohmadi.2006.*English Revolution*.Jepara: El-Rochma offset

J. Assessments

1. Assessment form : - Written test
2. Technique : - Students should answer 10 multiple choices
3. Instruments : - Choose the best answer
4. Aspect
 - Affective : - Personality
 - Engagement
 - Cognitive : - accuracy
 - Psycomotoric :- Students participate in the game
5. Rubric and guiding score

a.Affective

No	Name	Descr.1				Descr.2				Descr.3			
		1	2	3	4	1	2	3	4	1	2	3	4

No.	Criteria	Score
1	Students give attention to teacher's explanation.	
	5.5.1.a.1 The student's condition is exactly the same as the criteria.	4
	5.5.1.a.2 The student's condition is close to the same as the criteria.	3
	5.5.1.a.3 The student's condition is far from the same as the criteria.	2
	5.5.1.a.4 The student's condition is totally different from the criteria	1
2	Students discipline in doing the task.	
	b. The student's condition is exactly the same as the criteria.	4
	c. The student's condition is close to the same as the criteria.	3
	d. The student's condition is far from the same as the criteria.	2
	e. The student's condition is totally different from the criteria	1
3	Students respond the other group friend's answer	4

No	Criteria	Score
1	Students respond or answer to teacher's question.	
	e. The student's condition is exactly the same as the criteria.	4
	f. The student's condition is close to the same as the criteria.	3
	g. The student's condition is far from the same as the criteria.	2
	h. The student's condition is totally different from the criteria	1
2	Students ask question to teacher relating the lesson.	
	e. The student's condition is exactly the same as the criteria.	4
	f. The student's condition is close to the same as the criteria.	3
	g. The student's condition is far from the same as the criteria.	2
	h. The student's condition is totally different from the criteria	1
3	Students show their activeness and enthusiasm in joining the game.	4
	e. The student's condition is exactly the same as the criteria.	3
	f. The student's condition is close to the same as the criteria.	2
	g. The student's condition is far from the same as the criteria.	
	h. The student's condition is totally different from the criteria	1

Score Max = 16

Score min = 4

Student's score = $\text{Score got} / \text{score max} \times 100 =$

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

Mengetahui,
Guru Pamong

Semarang, March 23rd 2016
Guru PPL,

Nur Hikmah, S.Pd

NurainiAlbaniyah.

Appendix 4

Pre-test

Students' Understanding in Direct-Indirect Speech

Name :

Number :

Class :

I. Choose the best answers among a, b, c, d, or e.

1. He asked me what time the meeting would end."
 - a. He said "What time will the meeting end?"
 - b. He said "What time would the meeting end?"
 - c. He said "What time the meeting will end?"
 - d. He said "What time the meeting would end?"
 - e. He said "What time the meeting end?"

2. "Were you at the party last night?" Tony said.
 - a. Tony said that I was at the party the night before
 - b. Tony wanted to know if he was at the party the night before
 - c. Tony asked me if I was at the party
 - d. Tony wanted to know if I had been at the party the night before
 - e. Tony asked that were I at her party previous night.

3. Beckham : Did you know what Fingo said yesterday?
Raul : Of course. He said ____ the previous day.
 - a. he had gone to his country
 - b. he has gone to his country
 - c. he will go to his country
 - d. he went to his country
 - e. he goes to his country

4. Mother : Don't be so noisy, Herman. The baby is sleeping.
Herman : _____ : _____ Okay, _____ mom.
Rudy : What did your mother just tell you?
Herman : She told me ____ because the baby was sleeping.
 - a. I wasn't so noisy
 - d. I am very noisy

- b. not to be so noisy
- c. don't
- e. to be not so noisy
- be noisy

5. The secretary asked me _____ with Mr. Slamet.
- a. did I have an appointment
 - b. how was my appointment
 - c. whether I had appointment
 - d. when is my appointment
 - e. that I had an appointment

6. "Where did you go four days ago?" John asked. Tony asked
- a. where did I go four days ago
 - b. where I did go four days ago
 - c. Where I had gone four days before
 - d. If where I went four days before
 - e. If where i had gone four days before.

7. My friend said to me, "Can I find you a hotel?" Mean _____
- a. My friend asked me if I could help him find a hotel.
 - b. I wondered if my friend could help me find a hotel.
 - c. My friend said that I could help him find a hotel.
 - d. My friend asked me to find a hotel for him.
 - e. My friend asked me whether he could help me find a hotel.

8. Sherly asked me if I would come to her party a day later .
It means Sherly asked, "....."
- a. "Would you come to my party tomorrow?"
 - b. "Will you come to sherly's party a day later?"
 - c. "I would come to your party?"
 - d. " Will you come to my party tomorrow?"
 - e. "Would you come to my party a day later?"

9. Any : Would you like to see a movie this afternoon?
Bern : Pardon, what did you say?
Tono : She asked us
- a. Would you like to see a movie this afternoon.
 - b. If we would like to see a movie this afternoon.
 - c. Would we like to see the movie this afternoon.
 - d. If will we like to see a movie next afternoon.

e. Let's see the movie this afternoon.

10. Tarno : Hai, John. Why do you come alone ? where is your girlfriend?

Jhon : Hai , Tarno. She cannot join us tonight.
She said that.....

Tarno : It's ok. I wish, she will pass the exam.

Jhon : Thank you.

a. She had to study to final exam tomorrow.

b. She may study to final exam tomorrow.

c. She will study to final exam tomorrow.

d. I have to study to final exam the next day.

e. She must study to final exam tomorrow.

Appendix 5

Pos-test of first cycle

Students' Understanding in Direct-Indirect Speech

Name :

Number :

Class :

II. Choose the best answers among a, b, c, d, or e.

1. "Were you at the party last night?" Tony said.
 - a. Tony said that I was at the party the night before
 - b. Tony wanted to know if he was at the party the night before
 - c. Tony asked me if I was at the party
 - d. Tony wanted to know if I had been at the party the night before
 - e. Tony asked that were I at her party previous night.

2. Beckham : Did you know what Fingo said yesterday?
Raul : Of course. He said ____ the previous day.
 - a. he had gone to his country
 - b. he has gone to his country
 - c. he will go to his country
 - d. he went to his country
 - e. he goes to his country

3. He asked me what time the meeting would end."
 - a. He said "What time will the meeting end?"
 - b. He said "What time would the meeting end?"
 - c. He said "What time the meeting will end?"
 - d. He said "What time the meeting would end?"
 - e. He said "What time the meeting end?"

4. Mother : Don't be so noisy, Herman. The baby is sleeping.
Herman : _____ Okay, _____ mom.
Rudy : What did your mother just tell you?
Herman : She told me ____ because the baby was sleeping.
 - a. I wasn't so noisy
 - b. not to be so noisy
 - c. _____ don't
 - d. I am very noisy
 - e. to be not so noisy
 - _____ be _____ noisy

5. The secretary asked me ___ with Mr. Slamet.
 a. did I have an appointment d. when is my appointment
 b. how was my appointment e. that I had an appointment
 c. whether I had appointment
6. "Where did you go four days ago?" John asked. Tony asked

 a. where did I go four days ago
 b. where I did go four days ago
 c. Where I had gone four days before
 d. If where I went four days before
 e. If where i had gone four days before.
7. My friend said to me, "Can I find you a hotel?" Mean ___
 a. My friend asked me if I could help him find a hotel.
 b. I wondered if my friend could help me find a hotel.
 c. My friend said that I could help him find a hotel.
 d. My friend asked me to find a hotel for him.
 e. My friend asked me whether he could help me find a hotel.
8. Tarno : Hai, John. Why do you come alone ? where is your girlfriend?
 Jhon : Hai , Tarno. She cannot join us tonight.
 She said that.....
 Tarno : It's ok. I wish, she will pass the exam.
 Jhon : Thank you.
 a. She had to study to final exam tomorrow.
 b. She may study to final exam tomorrow.
 c. She will study to final exam tomorrow.
 d. I have to study to final exam the next day.
 e. She must study to final exam tomorrow.
9. Sherly asked me if I would come to her party a day later .
 It means Sherly asked, "....."
 a. "Would you come to my party tomorrow?"
 b. "Will you come to sherly's party a day later?"
 c. "I would come to your party?"
 d. " Will you come to my party tomorrow?"
 e. "Would you come to my party a day later?"
10. Any : Would you like to see a movie this afternoon?
 Bern : Pardon, what did you say?

Tono : She asked us

- a. Would you like to see a movie this afternoon.
- b. If we would like to see a movie this afternoon.
- c. Would we like to see the movie this afternoon.
- d. If will we like to see a movie next afternoon.
- e. Let's see the movie this afternoon.

Appendix 6
Post- test of second cycle
Students' Understanding in Direct-Indirect Speech

Name :
Number :
Class :

I. Choose the best answers among a, b, c, d, or e.

1. She said: "Sun rises in the east".

It means she said.....,

- a. That sun rose in the east.
- b. If sun rises in the east.
- c. Sun rises in the east.
- d. That sun has risen over there.
- e. Sun rose over there

2. Toni : "Are you free next Tuesday ?"

Sari : Sorry....

Toni : I asked you.....

- a. Whether you were free next Tuesday.
- b. Whether are you free next Tuesday.
- c. If you are free next Tuesday.
- d. If I was free next Tuesday.
- e. If I am free next Tuesday.

3. Teacher : "Do not waste your time"

It means, teacher asked students.....

- a. To not waste their time.
- b. Not to wasted the time.
- c. Not to waste their time.
- d. To not waste his time.
- e. Not to waste your time.

4. The teacher ordered him to get out.

It means. The teacher said. "....."

- a. Get out !!

- b. You get out.
- c. Don't get out.
- d. Do you get out ?
- e. Get him out.

5. "What days are you usually free?"

Reported speech of the question above is.....

- a. She asked me what days you are usually free.
 - b. He asked her what days were you usually free.
 - c. She asked me what days I was usually free.
 - d. He asked him what days was he usually free.
 - e. She asked her what days she is usually free.
6. "I will have gone", she said.

It means, she said that.....

- a. She would had gone.
- b. She will had gone.
- c. I would have gone.
- d. She would have gone.
- e. We would have gone

7. Father: "my son, work hard for exam!"

It means, your father.....

- a. Suggested me to work hard for exam.
 - b. Suggested you to work hard for exam.
 - c. Suggested him to work hard for exam.
 - d. Suggested his son work hard for exam.
 - e. Suggested me worked hard for exam.
8. They asked if you would go to cinema with them.

Direct speech of statement above is...

- a. "Will you go to cinema with us?"
 - b. "would yo u were going to cinema?"
 - c. "will you go to cinema with them?"
 - d. "we will go to cinema".
 - e. "they will go to cinema."
9. Shihal: "Are you doing anything next weekend?"

Sari : I can't hear you...

Sina : He asked us

- a. If/whether you are doing anything next weekend.
- b. If/whether we are doing anything next weekend.

- c. If/whether we were doing anything the following weekend.
 - d. If/whether you were doing anything the following weekend.
 - e. If/whether were we doing anything next weekend.
10. "where will they go?", she asked.

It means, she asked.....

- a. Where they would go.
- b. Whether they will go.
- c. Where they will go.
- d. Whether will they go.
- e. Where would they go.

Appendix 7
Answer or pre-test

No.		No.	
1.	A	6.	C
2.	D	7.	E
3.	A	8.	D
4.	B	9.	B
5.	C	10.	A

Answer of Post test of first cycle

No.		No.	
1	D	6.	C
2	A	7.	E
3	A	8.	A

4	B	9.	D
5	C	10.	B

Answer of Post test of second cycle

No.		No.	
1	C	6.	D
2	A	7.	B
3	C	8.	A
4	A	9.	C
5	C	10.	A

Appendix 8

Group list of First Cycle

Group	Names	Score
1	Pravidya Rina Anggraini Fabiani Fanda Eka Nur Safitri Muhammad Fatkur Rohman Mokhamad Miftakul Huda AfiWijayanto Leader	34
2	Ahmad Noor Wahyuddin Leader Muhammad Lukman Khakim Noka Rudianto Anita Kharisa Olan Erfiyandi Putri Juli Purwati Ulfatun Nadhifah	19
3	Riska Alfiana Leader Oktafiyatun Rohmaniyah Nur Laela Wahyu Anggraini Muthi'atin Cholisoh Imam Marzuqi Sugiarto Muhammad Bagas Badrut T	20
4	Ahmad Taufiqurrohman Leader Ainun Nilawah Bela Erliana Dwi Qinita Havida Susanti Lestari Vais Akbar Pangestika Wahyuni	18
5	Syekh Yusuf Ahmad Jamal Cholilur Rahman Amna Cholishoh Heri Indriya Rahmayanti Nur Hidayah Fitria Ainun Munandiroh Leader Zuliatun Nafichah	38

Appendix 9

Group list of second cycle

Group	Names	Score	
		Rotation	dice
1	Pravidya Rina Anggraini Fabiani Fanda Eka Nur Safitri Muhammad Fatkur Rohman Mokhamad Miftakul Huda Afif Wijayanto Leader	4	21
2	Ahmad Noor Wahyuddin Leader Muhammad Lukman Khakim Noka Rudianto Anita Kharisa Olan Erfiyandi Putri Juli Purwati Ulfatun Nadhifah	4	38
3	Riska Alfiana Leader Oktafiyatun Rohmaniyah Nur Laela Wahyu Anggraini Muthi'atin Choliso Imam Marzuqi Sugiarto Muhammad Bagas Badrut T	4	24
4	Ahmad Taufiqurrohman Leader Ainun Nilawah Bela Erliana Dwi Qinita Havida Susanti Lestari Vais Akbar Pangestika Wahyuni	4	20
5	Syekh Yusuf Ahmad Jamal Cholilur Rahman Amna Cholishoh Heri Indriya Rahmayanti Nur Hidayah	4	38

	Fitria Ainun Munandiroh Leader Zuliatun Nafichah		
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Appendix 10

Observation checklist

School : MA Matholibul Huda

Class : Tenth Grade 4 / X 4

Teacher class: Nur Hikmah, S.Pd

Cycle : Pre

No.	Nama Siswa	Affective												Psycomotoric												Σ	%	Category		
		L	Desc.1				Desc.2				Desc.3				Desc.4				Desc.5				Desc.6							
			P	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2				3	4
1	Afif Wijayanto	L			√			√	√				√		√													13	65%	Good
2	Ahmad Jamal Cholilur Rahman	L			√			√		√				√		√												14	70%	Good
3	Ahmad Noor Wahyuddin	L		√			√		√				√		√													11	55%	Good
4	Ahmad Taufiqurrohman	L			√			√	√					√		√												14	70%	Good
5	Imam Marzuqi	L			√		√		√				√		√													13	65%	Good
6	Mokhamad Miftakul Huda	L		√			√		√				√		√													11	55%	Good
7	Muhammad Bagas Badrut T	L		√			√		√					√		√												12	60%	Good
8	Muhammad Fatkur Rohman	L		-																										
9	Muhammad Lukman Khakim	L			√			√	√				√		√													13	65%	Good
10	Noka Rudianto	L			√			√	√				√		√													12	60%	Good

11	Sugiarto	L			√			√		√			√	√							15	75%	Good	
12	Syekh Yusuf	L			√		√						√	√								10	50%	Good
13	Ainun Nilawah	P			√			√		√			√	√								17	85%	excellent
14	Amna Cholishoh	P			√			√	√				√	√								13	65%	Good
15	Anggi Dwi Nurcahyani	P			√		√		√				√		√							13	65%	Good
16	Anita Kharisa	P			√			√	√				√	√								15	75%	Good
17	Bela Erliana	P			√			√	√				√	√								15	75%	Good
18	Dwi Qinita Havida	P			√		√		√				√	√								14	70%	Good
19	Eka Nur Safitri	P			√			√	√				√	√								13	65%	Good
20	Fabiani Fanda	P			√			√	√				√	√								13	65%	Good
21	Fitria Ainun Munandiroh	P			√			√		√			√	√								14	70%	Good
22	Heri Indriya Rahmayanti	P																						
23	Muthi'atin Cholishoh	P			√			√		√			√	√								15	75%	Good
24	Nur Hidayah	P			√			√	√				√	√								13	65%	Good
25	Nur Laela Wahyu Anggraini	P			√			√	√				√	√								13	65%	Good
26	Oktafiyatun Rohmaniyah	P			√			√	√				√	√								13	65%	Good
27	Olan Erfiyandi	P			√			√	√				√	√								13	65%	Good
28	Pravidya Rina Anggraini	P			√			√		√			√	√								15	75%	Good
29	Putri Juli Purwati	P			√			√		√			√	√								15	75%	Good

30	Riska Alfiana	P			√			√			√			√	√						15	75%	Good
31	Siti Zulaikah	P			√			√			√			√		√					17	85%	Excellent
32	Susanti Lestari	P			√			√			√			√	√						15	75%	Good
33	Ulfatun Nadhifah	P			√			√	√				√		√						13	65%	Good
34	Vais Akbar Pangestika	P			√			√			√			√	√						15	75%	Good
35	Wahyuni	P			√			√			√				√						16	80%	Excellent
36	Zuliatun Nafichah	P			√			√	√				√		√						13	65%	Good
																					466		

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

n = the score of students

N = the sum of total score

% = the percentage of the expectation

Description :

1. Students give attention to teacher's explanation.
2. Students discipline in doing the task.
3. Students respond the other group friend's answer
4. Students respond or answer to teacher's question.
5. Students ask question to teacher relating the lesson.

6. Students show their activeness and enthusiasm in joining the game.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Appendix 11

Observation checklist

School : MA Matholibul Huda

Class : Tenth Grade 4 / X 4

Teacher class: Nur Hikmah, S.Pd

Cycle : First cycle

No.	Nama Siswa	Affective												Psycomotoric												Σ	%	Category			
		L	Desc.1				Desc.2				Desc.3				Desc.4				Desc.5				Desc.6								
			P	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2				3	4	
1	Afif Wijayanto	L				√				√				√						√								√	22	91.7%	Excelent
2	Ahmad Jamal Cholilur Rahman	L				√				√				√						√	√							√	21	87.3%	Excelent
3	Ahmad Noor Wahyuddin	L				√				√				√						√	√							√	20	83.3%	Excelent
4	Ahmad Taufiqurrohman	L				√				√				√						√	√							√	22	91.7%	Excelent
5	Imam Marzuqi	L				√				√				√						√	√							√	22	91.7%	Excelent
6	Mokhamad Miftakul Huda	L				√				√				√						√	√							√	23	95.8%	Excelent
7	Muhammad Bagas Badrut T	L				√				√				√						√	√							√	22	91.7%	Excelent
8	Muhammad Fatkur Rohman	L				√				√				√						√	√							√	22	91.7%	Excelent
9	Muhammad Lukman Khakim	L				√				√				√						√	√							√	23	95.8%	Excelent
10	Noka Rudianto	L				√				√				√						√	√							√	20	83.3%	Excelent

11	Sugiarto	L			√			√			√			√			√	23	95.8%	Excelent
12	Syekh Yusuf	L			√			√		√			√				√	22	91.7%	Excelent
13	Ainun Nilawah	P			√			√		√			√				√	24	100%	Excelent
14	Amna Cholishoh	P			√			√		√			√				√	23	95.8%	Excelent
15	Anggi Dwi Nurcahyani	P			√			√		√		√					√	22	91.7%	Excelent
16	Anita Kharisa	P			√			√		√			√				√	23	95.8%	Excelent
17	Bela Erliana	P			√			√		√			√				√	24	100%	Excelent
18	Dwi Qinita Havida	P			√			√		√			√				√	23	95.8%	Excelent
19	Eka Nur Safitri	P			√			√		√		√					√	23	95.8%	Excelent
20	Fabiani Fanda	P			√			√		√			√				√	23	95.8%	Excelent
21	Fitria Ainun Munandiroh	P			√			√		√			√				√	23	95.8%	Excelent
22	Heri Indriya Rahmayanti	P			√			√		√			√				√	24	100%	Excelent
23	Muthi'atin Cholishoh	P			√			√		√			√				√	24	100%	Excelent
24	Nur Hidayah	P			√			√		√			√				√	23	95.8%	Excelent
25	Nur Laela Wahyu Anggraini	P			√			√		√			√				√	24	100%	Excelent
26	Oktafiyatun Rohmaniyah	P			√			√		√		√					√	22	91.7%	Excelent
27	Olan Erfiyandi	P			√			√		√			√				√	22	91.7%	Excelent
28	Pravidya Rina Anggraini	P			√			√		√			√				√	23	95.8%	Excelent
29	Putri Juli Purwati	P			√			√		√			√				√	23	95.8%	Excelent

30	Riska Alfiana	P			√			√			√			√			√			√	24	100%	Excelent
31	Siti Zulaikah	P			√			√			√			√			√			√	23	95.8%	Excelent
32	Susanti Lestari	P			√			√			√			√			√			√	23	95.8%	Excelent
33	Ulfatun Nadhifah	P			√			√			√		√				√			√	23	95.8%	Excelent
34	Vais Akbar Pangestika	P			√			√			√			√			√			√	23	95.8%	Excelent
35	Wahyuni	P			√			√			√			√			√			√	23	95.8%	Excelent
36	Zuliatun Nafichah	P			√			√		√				√			√			√	22	91.7%	Excelent
																					816		

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

n = the score of students

N = the sum of total score

% = the percentage of the expectation

Description :

1. Students give attention to teacher's explanation.
2. Students discipline in doing the task.
3. Students respond the other group friend's answer
4. Students respond or answer to teacher's question.
5. Students ask question to teacher relating the lesson.

6. Students show their activeness and enthusiasm in joining the game.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.s

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Observation checklist

School : MA Matholibul Huda

Class : Tenth Grade 4 / X 4

Teacher class: Nur Hikmah, S.Pd

Cycle : Second cycle

No.	Nama Siswa	Affective												Psycomotoric												Σ	%	Category	
		Desc.1				Desc.2				Desc.3				Desc.4				Desc.5				Desc.6							
		L	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3				4
1	Afif Wijayanto	L			√				√				√				√				√				√		23	95.8%	Excelent
2	Ahmad Jamal Cholilur Rahman	L			√				√				√				√				√				√		23	95.8%	Excelent
3	Ahmad Noor Wahyuddin	L			√				√				√				√	√			√				√		22	91.7%	Excelent
4	Ahmad Taufiqurrohman	L			√				√			√				√				√					√		19	79%	Good
5	Imam Marzuqi	L			√				√				√			√				√					√		20	83%	Excelent
6	Mokhamad Miftakul Huda	L		√				√					√			√				√					√		18	75%	Good
7	Muhammad Bagas Badrut T	L			√				√				√				√			√					√		23	95.8%	Excelent
8	Muhammad Fatkur Rohman	L			√				√				√			√				√					√		22	91.7%	Excelent
9	Muhammad Lukman Khakim	L			√				√				√				√			√					√		23	95.8%	Excelent
10	Noka Rudianto	L			√				√				√				√	√			√				√		22	91.7%	Excelent

11	Sugiarto	L			√			√			√			√				√	23	95.8%	Excelent
12	Syekh Yusuf	L		√			√		√			√		√			√		17	68%	Good
13	Ainun Nilawah	P			√			√			√			√				√	24	100%	Excelent
14	Amna Cholishoh	P			√			√			√			√				√	24	100%	Excelent
15	Anggi Dwi Nurcahyani	P			√			√			√		√					√	22	91.7%	Excelent
16	Anita Kharisa	P			√			√			√			√				√	23	95.8%	Excelent
17	Bela Erliana	P			√			√			√			√				√	24	100%	Excelent
18	Dwi Qinita Havida	P			√			√			√			√				√	23	95.8%	Excelent
19	Eka Nur Safitri	P			√			√			√			√			√		22	91.7%	Excelent
20	Fabiani Fanda	P			√			√			√			√				√	24	100%	Excelent
21	Fitria Ainun Munandiroh	P			√			√		√			√					√	23	95.8%	Excelent
22	Heri Indriya Rahmayanti	P			√			√			√			√				√	24	100%	Excelent
23	Muthi'atin Cholishoh	P			√			√		√			√				√		23	95.8%	Excelent
24	Nur Hidayah	P			√			√			√			√				√	23	95.8%	Excelent
25	Nur Laela Wahyu Anggraini	P			√			√			√			√				√	24	100%	Excelent
26	Oktafiyatun Rohmaniyah	P			√			√			√		√					√	22	91.7%	Excelent
27	Olan Erfiyandi	P			√			√			√			√				√	23	95.8%	Excelent
28	Pravidya Rina Anggraini	P			√			√			√			√				√	23	95.8%	Excelent
29	Putri Juli Purwati	P			√			√			√			√				√	23	95.8%	Excelent

30	Riska Alfiana	P			√			√			√			√			√			√	24	100%	Excelent
31	Siti Zulaikah	P			√			√			√			√			√			√	23	95.8%	Excelent
32	Susanti Lestari	P			√			√			√			√			√			√	23	95.8%	Excelent
33	Ulfatun Nadhifah	P			√			√			√		√				√			√	23	95.8%	Excelent
34	Vais Akbar Pangestika	P			√			√			√			√			√			√	23	95.8%	Excelent
35	Wahyuni	P			√			√			√			√			√			√	23	95.8%	Excelent
36	Zuliatun Nafichah	P			√			√			√			√			√			√	23	95.8%	Excelent
																					811		

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

n = the score of students

N = the sum of total score

% = the percentage of the expectation

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CURRICULUM VITAE

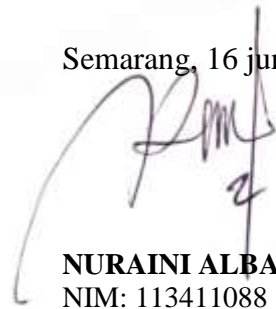
A. Personal Identity

1. Complete Name : Nuraini Albaniyah
2. Place & time of birth : Jepara, March 6th 1993
3. Address : Guyangan village, Jepara.
4. Phone Number : 085640585273
5. Email : albania.krisna@gmail.com

B. Educational Background

1. Formal Education:
 - a. TK Tarbiyatul Athfal in the academic year of 1997 – 1998.
Guyangan
 - b. MI Ta'limul Athfal in the academic year of 1998 – 2004.
Guyangan
 - c. MTs NU Banat Kudus in the academic year of 2004 – 2007.
 - d. MA Matholibul Huda in the academic year of 2007 – 2010.
Mlonggo
 - e. UIN Walisongo in the academic year of 2011 – 2016.
Semarang
2. Nonformal Education:
 - a. Majelis Ta'lim Darul Furqon
 - b. Ma'had Walisongo Semarang

Semarang, 16 juni 2016



NURAINI ALBANIYAH
NIM: 113411088