

**IMPROVING STUDENTS SPEAKING ABILITY THROUGH HIDE
AND SEEK GAMES FOR STUDENTS AT X OF
GRADE SMAN 2 LUWU TIMUR**



A THESIS

**Submitted as a Part of the Requirement for S.Pd Degree in English Language
Education Study Program**

By

**WINDA RUSTAM
REG. NUM. 15.0202.0106**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN)PALOPO
2019**

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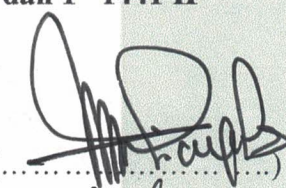





**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN)PALOPO
2019**

THESIS APPROVAL

This thesis, entitled “*Improving Students Speaking Skill Through Hide and Seek Games for Students at X of Grade SMAN 2 Luwu Timur*” written by **Winda Rustam, Reg. Number 15.0202.0106**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, August 29th 2019 M**, coincided with **Dzul-Qai’dah 1st 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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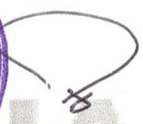
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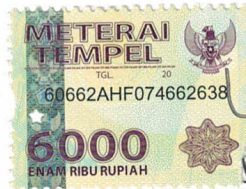
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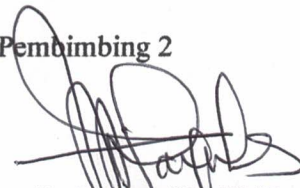
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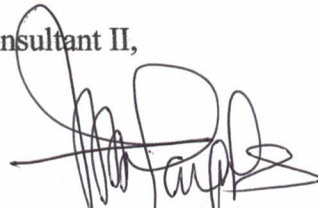
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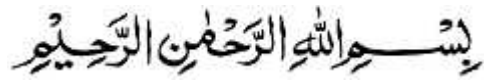
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Palopo, 2019

The Researcher

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IMPROVING STUDENTS SPEAKING ABILITY THROUGH HIDE AND
SEEK GAMES FOR STUDENTS AT X OF GRADE SMAN 2 LUWU TIMUR

(2019, 150 sheets)

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ABSTRACT

Classroom Action Research (CAR). The purpose of the study was to improve the speaking ability of students through Hide and Seek Games in class X at SMAN 2 Luwu Timur. As for the other objectives of this study are: (1) to find out what are the main factors that make students have difficulty in speaking English. (2) knowledge the learning outcomes of students in speaking lessons through Hide and Seek Games in class X IIS 1 for describing material. This research was carried out in 3 cycles, where each cycle consisted of the stages of planning, action, observation and reflection. Students' initial scores are taken from the pre-test results. Student activity data is taken from the observation sheet of student activities, while student learning outcomes data are taken from the learning outcomes of describing material through Hide and Seek Games. the results of the study show that: (1) the activity of class X IIS 1 students at SMAN 2 Luwu Timur from cycle 1 to cycle 3 becomes good or active in the learning process, (2) learning outcomes of class X IIS 1 students at SMAN 2 Luwu Timur on describing material in improving students' speaking abilities through Hide and Seek Games has increased; (3) vocabulary knowledge and pronunciation in English in grade X IIS 1 students at SMAN 2 Luwu Timur increased.

KEY WORD: speaking, Hide and Seek Games, describing, Classroom Action Research (CAR).

CHAPTER I

INTRODUCION

A. Background

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol., in a variety of contexts. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others. In the communicative model of language teaching, the instructor helps their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations¹.

The definition of Speaking by Sciences :

Tarigan defines that speaking is a language skill that is developed in people's life, which is produced by listening skill, and at that period speaking skill is learned. According to douse speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situations in precise words or the ability to converse or to express a sequence of ideas fluently.²

Game According to Fauzia A Game is one form of entertainment that can be used as a refreshing mind of fatigue due to dense daily activities. Games for students are considered capable of stimulating the ability to think as well as hone the ability of the intelligence of the students themselves. Because in the

¹ Ika Dewi Kurniawati, "Perencanaan Dan Pengajaran Bahasa Inggris", <https://www.scribd.com/document/269044708/Makalah-Teaching-Speaking>. Accessed on 24 Sep 2018.

² Zaky Media, "Definition of Speaking Skill (Skripsi Pendidikan Bahasa Inggris Gratis)", www.zakymedia.com/2013/06/definition-of-speaking-skill.html?m . Accessed on (May 2018)

game usually made various problems that must be solved by the players. But we need to know what games are good for the development of students because not all games are worth to be played by students. So this is where the role of parents is very important in monitoring their children, and parents are also obliged to find out the appropriate game to play by their students.³

Vidya Karya says Hide and seek game has provided the communicative way of teaching and learning. As it is one of TBL practice, it can provide integrated skills of English in the learning practice. The game also provides joyful learning as well as competition among students. It is found that this game has shown the TBL framework by providing an upside-down strategy of learning.⁴

Based on the researcher pre-observation results on January 22, 2018, at SMAN 2 Luwu Timur. The researcher stated that the speaking ability of the tenth-grade students in SMAN 2 Luwu Timur was still very low. The learning strategy can be said to be very boring and there is no attraction. The strategy used in speaking learning is that each student is given the task to read a story in the book given by the researcher. With this method speaking ability of students does not increase and also vocabulary mastery does not increase because students only read and then answer questions, not translate then memorize. Then, the atmosphere in class is also ineffective because students feel bored so that the results of speaking learning are not optimal. Finally, teacher want to apply the

³ Mandalamaya," Pengertian Game Menurut Para Ahli",
<http://www.mandalamaya.com/pengertian-game-menurut-para-ahli/> . Accessed on (2018)

⁴ Vidya Karya, "Integrating Hide And Seek Game On Tbl (Task-Based Learning) Classroom" ,
<http://ppjp.unlam.ac.id/journal/index.php/JVK/article/view/3977> . Accessed on (Vol 31, No 1 (2018)

games Hide and Seek to speak learning so that the atmosphere is not boring and also wants to improve students' speaking ability.

B. Problem Statement

Base on the background above, the problem statement of the research is:

Is this Hide And Seek Game suitable to improve the students' speaking ability at the X grade of SMAN 2 Luwu Timur.

C. Objective of the Research

The objective of the research based on the problem statement as follows:

To find out if the Game Hide And Seek can improve the students' speaking ability at the X grade of SMAN 2 Luwu Timur.

D. Significance of the Research

The teacher hopes that this thesis will be helpful for:

1. The Teachers

The use of the hide and seek game can help researcher teach speaking. With the implementation of the Hide And Seek Games method, researchers hope that the problems faced by students in class X grade of Sman 2 Luwu Timur can be resolved. So that students' speaking abilities are better and hide and seek games can make classroom learning more effective.

2. The students

Using a game Hide And Seek can facilitate the students in understanding the learning speaking. System games, students can be more relaxed

and do not get bored. The game hide and seek it could also train mental students to speak.

3. The Further Research

This research can be used by the further researcher as a reference so that this research can be repaired.

E. Scope of the Research

The researcher focus on teaching speaking by applying game Hide and Seek at the X grade of SMAN 2 Luwu Timur. The researcher uses the game Hide and Seek in the process of teaching speaking because it sees the language of students who are still very low and teaching methods used by researcher are also not effective so that the impact on speaking students.

F. Definition of Terms

In this section, the researcher gives the operational definition of some terms of the topic:

1. Speaking is the activity of speaking in English where the speaker and listener can understand each other what is being discussed.
2. A game is one form of entertainment that can be used as a refreshing mind of fatigue due to dense daily activities.
3. Hide and Seek is one of traditional's game which is a student asked to look at or leave the classroom while other students in charge of hiding the goods. Then, the students that come out were asked to find the location of the objects in the hide with providing questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

In writing this thesis, the researcher outlines several previous studies related to this study, those are :

Nurbadri, objective refers to research was to test whether the game can improve students' speaking skills and their learning motivation at grade one of SMK Negeri 2 Sawahlunto and to find out factors influencing the improvement of the speaking skill and learning motivation. The sample of this research was students of class X SMKN 2 Sawahlunto. Based on the results of research and discussion, several things can be concluded. First, there is an improvement of student's speaking skill after application of learning with English Games. Second, there is also an improvement in students' learning motivation after the application of learning with English Games. Third, besides the application of learning with the English Games, it also pointed to other encouraging factors increased speaking skill and motivation of students, the teacher, student condition, time and place of study, and topic learning.⁵ Different from the research above that the teachers use Hide and Seek games to improve students; speaking ability.

Abd. Muin, objective refers to research whether using games in learning strategy can be effectively. The sample of this research was of class XI SMAN Pekalongan. After reading the content of his paper, it can be concluded

⁵ Nurbadri, "ENGLISH GAMES UNTUK MENINGKATKAN SPEAKING SKILL DAN MOTIVASI SISWA KELAS X SMK". J.Edu. Vol. 3 No.2, 2018, 73.

that speaking can be interesting if the teacher uses a game in the classroom. The game can make the learners enjoy studying speaking, because, it makes them fun, attractive and exciting they are playing while learning. The writer chooses the three games are suitable to be used in teaching speaking. These games have some procedures to use them, and the teachers may modify based on their need in teaching and learning process⁶. Different from the teachers' research is the writer improve students' speaking ability through Hide and Seek games whereas Abd. Muin's research just wants to know what the method, technique, or strategy suitable used in teaching speaking.

Yulieda Hermaniar dan Yasyir Fahmi Mubaraq, objective refers to research to find out if the Hide and Seek game on TBL can be a communicative learning process strategy. The sample of this research was students of STIKIP PGRI Banjarmasin. They say that Hide and seek game has provided the communicative way of teaching and learning. As it is one of TBL practice, it can provide integrated skills of English in the learning practice. The game also provides joyful learning as well as competition among students. It is found that this game has shown the TBL framework by providing an upside-down strategy of learning⁷. Different from the teachers research just want to change the learning strategy in teaching speaking skills at SMAN 2 Luwu Timur.

Based on previous studies above, the researcher found that in improving or developing students' speaking skill there are many games and in those games have their advantages. So in this research, the researcher wants to conduct a Classroom Action Research (CAR) in improving the speaking skill by apply Hide and Seek games of students at the X grade of SMAN 2 Luwu Timur.

⁶ Abd.Muin," Teaching Speaking Through Game". Jurnal Adabiyah. Vol. XIV No.1,2018,95.

⁷ Yulieda Hermaniar dan Yasyir Fahmi Mubaraq," INTEGRATING HIDE AND SEEK GAME ON TBL (TASK-BASED LEARNING) CLASSROOM", Jurnal Vidya Karya, Vol. 31 No.1, May 2018,89.

B. Theories of Speaking

The definition of speaking according to expert as follows:

1. According to Henry Guntur Tarigan: explains that speaking is a language skill that develops in a student's life that is preceded only by listening skills, and at that time the ability to speak or say is learned.
2. According to Djago Tarigan: speaking is the skill of conveying messages through language.
3. According to Arsjad dan Mukti U.S.: the ability to speak is the ability to utter sentences to express, convey the thoughts of the ideas we have in mind⁸.

Based on some of the above opinions, the researcher can conclude that speaking is a skill to speak words so that what is in the mind can be clearly described and accepted by the listener or the other person.

C. Criteria for Evaluating Speaking Skill

The evaluating is the important thing in learning, this process shows us when there is improving or not in speaking, but to make it its quite complicated. One or more of at least fourth possibles criteria may be the target:

1. Pronunciation

Many experts have viewed pronunciation in language teaching. Kelly said one that views pronunciation through the constituent parts. He argues that

⁸ Ria Fitria, "Pengertian Berbicara Menurut Beberapa Ahli", (<https://www.trigonalmedia.com/2014/12/pengertian-berbicara-menurut-para-ahli.html>, accessed on May, 2018)

pronunciation has two main features namely phonemes and suprasegmental features.

2. Fluency

Brown says that fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and ‘ums’ or ‘errs’. The signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

3. Vocabulary

According to Red John vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test to find out whether the learners can match each word with a synonym, dictionary – tape definition, or an equivalent word in their language⁹.

Webber (1985) is a set of lexemes that include single words, compound words, and idioms. Meanwhile, Valette (1977) noted that vocabulary is a word or group of words that have a specific meaning¹⁰.

Within each of these categories, we can judge a students’ response(s) to be at one of several possible levels of performance. Typically, we think of beginning intermediate, and advanced as potential levels.

⁹ Muchammad Abdulloh, “Pengertian Kosa Kata Menurut Para Ahli” <http://aaps10.blogspot.com/2014/10/pengertian-kosakata-menurut-para-ahli.html>, accessed on 24 Sep 2018.

¹⁰ H. Douglas Brown, *Teaching By Principles; An Interactive Approach to Language Pedagogy*: Third Edition, (New York: Longman, 2007), accessed on 19 sep 2018, P. 352.

D. The Element Of Speaking

The ability to speak fluently presupposes not only knowing the language features, but also the ability to process the information and language “on the spot”. The elements of speaking as follows:

1. Language Features

- a. Connected speech, is the sounds modifying such as; assimilation, omission, addition or weakened. The effective English speaker needs to be able not only to produce the individual phonemes but also to use connected speech fluently.
- b. Expressive Device, to express the feeling of the native speaker often change pitch and stress of a particular part of utterances, vary volume and speed, and show by other physical and non-verbal to convey the meaning.
- c. Lexis and Grammar, there are differences between written and spoken grammar. Spoken grammar has minimal planning opportunities. Thus, the teacher should supply a variety of different language functions. The students are involved in the specific speaking context in order they can produce various stages of interaction.
- d. Negotiation Language is used to seek clarification and to show the structure of the speakers say.

2. Mental/Social Processing

Speaking skill productive language skills. It involves the knowledge of language skills such as discussed above and also dependent on the rapid processing skill.

- a. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically appropriate sequences. The speaking activities aimed to help the students develop habits of rapid language processing English.
- b. Interaction With Others, most of the speaking takes the form of face-to-face dialogue and therefore involves interaction. The speaking activities involve the students; interaction with the others and understand each other.
- c. (on-the-spot) information processing, the speaker needs to be able to process the information and response to the others' feelings in using the language¹¹.

E. The Function of Speaking

Brown and Yule's framework state a three-part version of the function of speaking: talk as interaction, talk as transaction and talk as performance. It is described as follows;

1. Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction refers to what serve a primarily social function. It is very difficult for the teacher to teach the students in this case. The

¹¹ M. Dini Handoko, "CONCEPT OF SPEAKING PERFORMANCE" (<http://iqrometro.co.id/concept-of-speaking-performance.html>, accessed on January 18, 2017)

teacher should be able to invite the students to give feedback even in small conversations.

2. Talk as Transaction

Talk as transaction refers to a situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other, such; offering something, asking for direction, classroom discussion, etc.

3. Talk as Performance

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognized format (e.g., a speech of welcome), and is closer to written language than conversational language. It focuses both on message and audience, and a more predictable organization¹².

F. The Component of Speaking Skill

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. Gerard state that pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

¹² M. Dini Handoko, " CONCEPT OF SPEAKING PERFORMANCE" (<http://iqrometro.co.id/concept-of-speaking-performance.html>, accesed on January 18, 2017)

2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. Jeffrey Coghill and Stacy Magendanz said that "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units."¹³

According to Barbara Dykes in his book *Grammar for Everyone* mentions that the simplest understanding of grammar. According to him, "grammar is a language to talk about language" or grammar can be interpreted as a language to learn a language. Why is that? Because of grammar, he further explained, we can learn how to communicate with language not to be separated from learning grammar; starting from the vocabulary and function, sentence patterns, expressions, and food.

According to Michael Swan in his book *Practical English Usage*, he expressed his opinion on the definition of grammar. According to him, grammar is "The rules that show how words are combined, arranged or certain kinds of meaning changes to show." Or it can be interpreted as follows "Grammar is a rule that explains how words are combined, arranged or changed to show some kind of meaning."¹⁴

1. Vocabulary

Turk says that vocabulary means the appropriate diction or the most important thing in a language especially in speaking.; furthermore, knowing many

¹³ Englishindo," Definisi Grammar Menurut Ahli Grammar",
<https://www.englishindo.com/2011/04/definisi-grammar-menurut-ahli-grammar.html>, senin April (Accesed on 17 sep 2018"

¹⁴ Ahmad Fathoni "Pengertian Gramma dari Beberapa Ahli Grammar",
<http://www.belajarbahasainggris.us/2012/03/belajar-grammar-bahasa-inggris.html>. Accesed on 24 Sep 2018.

vocabularies we will be easier to express our ideas, feelings, and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day.

2. Fluency

Pollard says that Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency usually refers to express oral language freely without interruption. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

3. Comprehension

Comprehension comes from the word understanding which means understanding right, while understanding is a process of how to understand (Em Zul, Fajri & Ratu Aprilia Senja,)

Understanding comes from the word understanding which means (1) understanding; a lot of knowledge, (2) opinions, thoughts, (3) flow; view, (4) understand correctly (will); know right (will); (5) clever and understand correctly. If you get a supplement, you will understand, meaning: (1) understand correctly (will); knowing right, (2) understanding. And if you get an affix to be an understanding, it means (1) the process, (2) the act, (3) how to understand or understand (study well to understand) (Depdikbud, 1994: 74). So it can be interpreted that understanding is a process, how to understand how to study well so that you understand and knowledge a lot.¹⁵

¹⁵ Akmapala, " Definition of Comprehension According to Experts"
<http://akmapala09.blogspot.com/2011/10/pengertian-pemahaman-menurut-para-ahli.html>. 20
 okt 2011 (Accesed on 24 Sep 2018)

Cohen says that comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning sentences. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.¹⁶

G. Theories of Game

The definition of the game according to expert as follows:

According to Samuel Henry game is part that can not be separated from everyday students. According to Fauzia A game is one form of entertainment that can be used as a refresher of the mental fatigue due to the dense daily activities. According to Ivan C Sibero game is one of the most widely used applications and enjoyed by the user of electronic media today. According to John Naisbitt game is a dynamic participatory system because the game has a story level that movies do not have.¹⁷

Based on some of the above opinions, the authors can conclude that game is a program designed in such a way as to meet one of human need on entertainment. Games for students are considered capable of stimulating the ability to the intelligence of the students themselves because the game usually made various problems that must be solved by the players. So that it's relevant to this research because the teacher makes a problem in the game that students must finish it.

¹⁶ Ceminks Voices, "The Components of speaking ability", <http://beddebah-haeturulez.blogspot.com/2012/08/the-components-of-speaking-ability.html?m=1>. (accessed on Wednesday, Sept 19, 2018)

¹⁷ Mandalamaya, "PENGERTIAN GAME MENURUT PARA AHLI", (<http://www.mandalamaya.com/pengertian-game-menurut-para-ahli/>, accessed on Monday, December 29th 2014)

H. Kinds Of Genre Games

1. Role-Playing Game (RPG) is one that contains an element of experience or leveling in gameplay. Usually, in this game, we have the freedom to explore the game world and also we can determine the ending of the game.
2. First Person Shooter (FPS) is a shooting game that has the main characteristic of using the first person's point of view that keeps us behind the gun.
3. Third Person Shooter (TPS) is a game similar to FPS that has a shoot gameplay shoot just the point of view used in this game is a third person.
4. The strategy is a game genre that has the gameplay to set up a unit or troop to attack enemy headquarters to win the game.¹⁸

I. Learning by Game

The theory of game-based learning (GBL) involves a new way of training the employees of companies. We are talking about the use of games for learning the offer for gamified content is increasing and getting more and more varied, with video games designed for nearly all target audiences and sector.¹⁹

J. Conceptual Framework

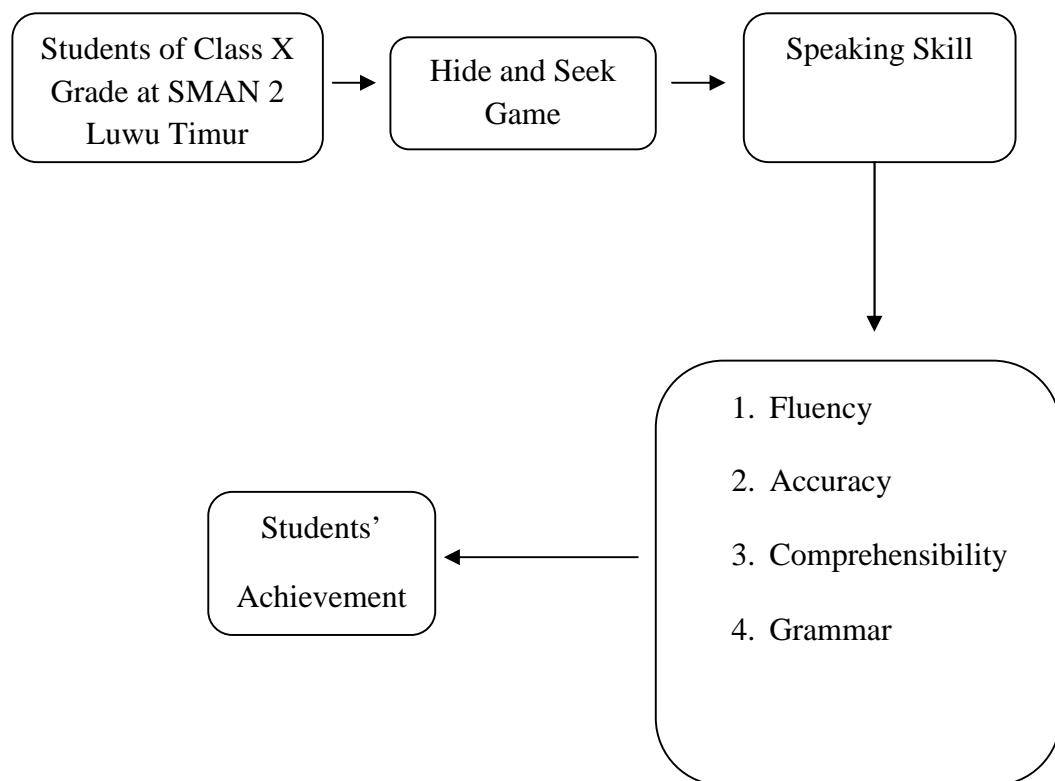
As we know speaking English is not an unusual thing, but not at all the people can speaking English. There are a few reasons why someone unable to speak English. The reality students now just several of them can speak English

¹⁸ Dhiesagitarius, "Macam-macam Genre Game (FPS,RPG,TPS,Dan lain-lain)", (<http://googleweblight.com/i?u=https://m.kaskus.co.id/thread/51a85a2505346abe68000008/macam-macam-genre-game-fps-rpg-tps-dan-lain-lain/%hl=id-ID>), accessed on 31-05-2013, 15:07)

¹⁹ Gamelearn, " The Theory of Game-Based Learning", <https://www.gamelearn.com/the-theory-of-game-based-learning/guy>, accessed on 30th Sep 2018.

and who unable with their reason, they have their reason such us their problem is difficult to express their feeling in English or we can say it is about their fluency in Speaking.

Based on the statement above, the researcher focus on encouraging students' in speaking by using the Hide and Seek Game. The Conceptual Framework in This Research is Presented as Follows:²⁰



²⁰ Yulianti, “*The Implementation of Spidergram Technique in Upgrading Students Speaking Skill at the Second Semester English Students of IAIN Palopo*” (Palopo : IAIN Palopo, 2015), P.27.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study is an Action Research or better known as Classroom Action Research (CAR). Classroom Action Research (CAR) is the research stage data collection that can use qualitative methods, and the action testing phase uses an experimental method. Therefore, that Classroom Action Research (CAR) can also be stated as experimental research in a natural condition, because experiments or action testing are not carried out in the laboratory but in the work situation where the research is conducted.

Creswell explains that Classroom Action Research (CAR) has an applied focus. Similar to mixed methods research. Action research uses data collection based on either quantitative or qualitative methods or both. Thus action research design is a systematic procedure done by the researcher to gather information about, and subsequently improve.²¹

In Classroom Action Research (CAR) there are three elements or words, as follows :

1. Classroom: a group of students who at the same time receive the same less from a teacher.

²¹ Sugiyono, *Cara Mudah Menyusun Skripsi, Tesis, dan Disertasi*, (Cett.II; Bandung : ALFABETA, 2014), h. 484 & 487.

2. Action: an activity that is intentionally carried out with a specific purpose in the form of activity, cycles to improve the qualitative or qualitative teaching and learning processes.
3. Research: activity observes a particular object through scientific the methodology by collecting data and analyzed to solve a problem.²²

B. Time and Location of the Research

1. Time of the Research

This research was on May 21nd until 27th 2019 at SMAN 2 Luwu Timur.

2. Location of the Research

The research location is very important to support the success of a study. Classroom action research (CAR) will be held at SMAN 2 Luwu Timur, Kec Wotu, Kab Luwu Timur which is located on the Pahlawan street, Bawalipu village.

The reason the researcher chose SMAN 2 Luwu Timur because it wants to further enhance cooperation and learning outcomes students who are less than optimal, this can be seen from the lack the courage of students to ask questions and answer question by the researcher, and the researcher does not use the learning model varied and innovative, to further strengthen this CAR research, then involving the school principal and the teacher council in the implementation from the planning, action, reflection and revision stage researchers conducted research at SMAN 2 Luwu Timur.

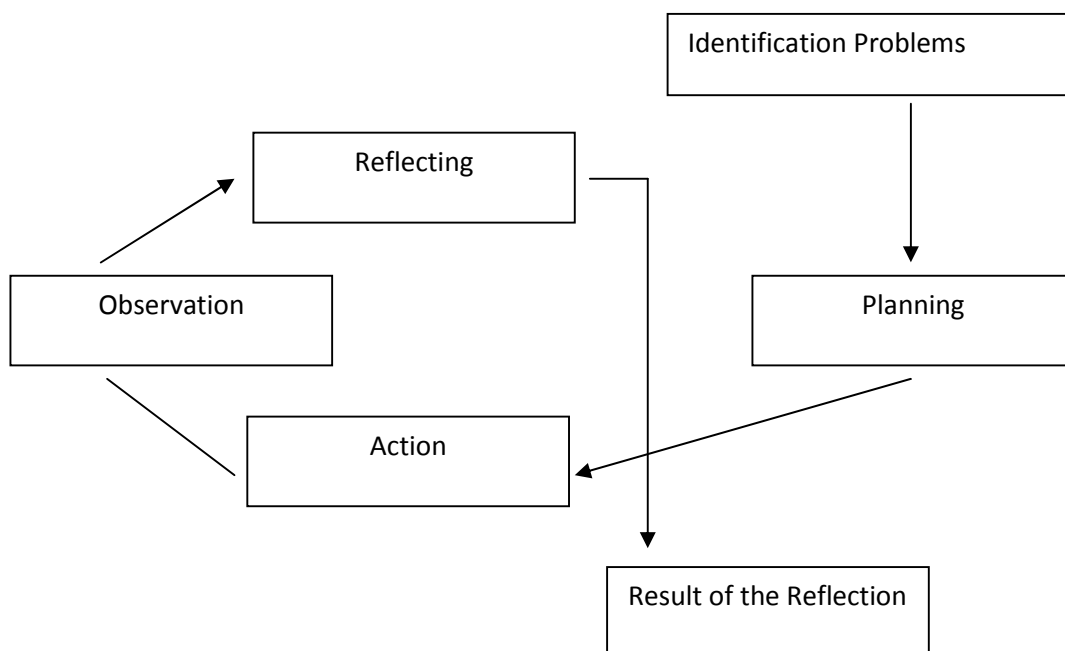
²² DR.Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Cet.IX; Jakarta : PT RAJAGRAFINDA PERSADA, 2013), h. 45.

C. Research Design

The research design of this study is Classroom Action Research (CAR). In this section, the researcher explain how to improve the student's speaking ability through Hide and Seek games. The Classroom Action Research has four stages namely: planning, action, observation, and reflection. Then the researcher identified the weakness of the cycle. After that, the researcher gives a solution to teaching speaking learning through Hide and Seek games.

Flowchart

Classroom Action Research



The cycle of Classroom Action Research by Kemmis and Mc Taggart²³

²³ Fitri Yuliawati dkk, " Penelitian Tindakan Kelas untuk Tenaga Pendidikan Profesional (Yogyakarta:Pedagogia,2012) accessed on 30 sep 2018,24.

D. Subject of the Research

The subject of this research is students of SMAN 2 Luwu Timur at the X grade of IIS (Ilmu-Ilmu Sosial) 1 department consisted of 33 students, so there were 33 students as the subject.

E. Instrument of the Research

Some instruments use by the teacher, they are:

1. Observation sheet
2. Interview guide
3. RPP

F. Technique of Collecting Data

1. Interview

In the interview section, teachers did conduct a question and answer session in advance for each student. The aim is to find out what factors or causes students to have difficulties in English pronunciation. And approach before conducting research.

2. Observation

Observation in this study is a collection of researchers' notes when conducting field interviews and a collection of student video recordings. After all the results are collected, the researcher conducts an observation with his partner to find his fault and reflect on the first stage.

3. Audio-Visual

In this section, researchers did record the situation of students in class when speaking in English through hide and seek games and also record all student activities that are relevant to this research. In addition to recording, researchers also take pictures of students both individually and in groups that are also relevant to the research. Researchers also take pictures of students both individually and in groups that are also relevant to the research.

G. Procedure of the Research

According to Kemmis and Mc Taggart, classroom action research is carried out through a dynamic and complementary process consisting of 4 aspects, namely as follows :

Cycle 1

The first cycle consists of planning, action, observation, and reflecting.

1. Planning

In this section, researcher: make lesson plans or roles, prepare teaching materials and prepare all concerned with research.

2. Action

In this section, the researcher did research for the first time. In this first meeting, the researcher did ask in advance the condition of the student. Then introduce yourself to students and vice versa. Before research on describing something using hide and seek games. The researcher explained what was described first. Then the researcher tested the students' ability to describe

something into English without using hide and seek games. After that, the researcher did interview students individually about the current learning outcomes. For the next meeting about what researchers will do and the researcher will conduct observations.

3. Observation

In this section, the researcher identifies problems during the learning process that is observed such as student participation in class, what are the obstacles faced by students during the teaching and learning process through hide and seek games, student attention to instructions given by researchers.

4. Reflecting

In this section, teacher and researcher look back on the strengths and weaknesses of the hide and seek game, estimating the solution to the obstacles that arise during the action, identifying the constraints or threats that may be faced, estimating the consequences and implications of planned actions. The reflection should make research planning for the next cycle II if there are fewer things in cycle I.

H. Technique of Data Analysis

According to J.B Heaton formula, there are three points in speaking assesment namely accuracy, fluency, and comprehensibility.

1. Scoring for each classificaton of speaking skill (accuracy, fluency, comprehension). It would assist to give scoring in oral test.

a. Accuracy

Table 3.1

Rating	Criteria
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. Fluency

Table 3.2

Rating	Criteria
6	Speaks without too great an effort with a fairly wide range expression. Searchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary succeeds in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. often has searched for the desired meaning. Rather halting delivery and fragmentary. The range of expression often limited.
2	A long pause while the researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

c. Comprehensibility

Table 3.3

Rating	Criteria
6	Easy for the listener to understand the speaker's intentional and general meaning. Very few interruptions or clarification required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarifications on necessary.
4	Most of what the speaker says in easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.
3	The listener can understand a lot of what is said, but be must constantly sook clarification. Cannot understand many of the speaker's more complex or longer sentence.
2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listeners make a great effort interrupts, the speakers are unable to clarity anything is seems to have said.

(Adopted From Heaton)²⁴

2. Students' score

Scoring the students' point by using the following simple formula:

The number of students' point

Score = -----X 100

Total point

²⁴J.B Heaton, *Writing English Language Test*, ed. 1: New York inc 1998, P.100

3. Classifying the Students will be classified into six levels as follow:

Table 3.4

Classification	Scale	Score
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very poor	25	1

4. Calculating the test result of speaking by Microsoft excel.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Condition of the class

The researcher observed and got some data about the condition of the students in the class, which is a problem for students. The researcher was informed that the condition or problem experienced by students in the class was the lack of students' ability to speak in English. The researcher knows students' abilities, namely the results of the pre-test, where the researcher tests the speaking ability of students by telling students to come forward to the class one by one to describe objects in the class using English.

After the researchers interviews the students one by one. Then the researcher conveys the purpose of the interview. Then the researcher shares with students the language pattern sheet that will be used in the next meeting. The researcher briefly explains what the language pattern contains.

Table 4.1
Students' score of Pre-Test

No	NAME	SCORE OF TEST	CLASSIFICATION
1	Students 1	17	Very Poor
2	Students 2	17	Very Poor
3	Students 3	50	Average
4	Students 4	45	Average
5	Students 5	50	Average
6	Students 6	45	Average
7	Students 7	45	Average
8	Students 8	17	Very Poor
9	Students 9	45	Average
10	Students 10	45	Average
11	Students 11	39	Poor
12	Students 12	39	Poor
13	Students 13	45	Average
14	Students 14	45	Average
15	Students 15	34	Poor
16	Students 16	17	Very Poor
17	Students 17	17	Very Poor
18	Students 18	39	Poor
19	Students 19	34	Poor
20	Students 20	17	Very Poor
21	Students 21	17	Very Poor
22	Students 22	17	Very Poor
23	Students 23	17	Very Poor
24	Students 24	45	Average
25	Students 25	50	Average
26	Students 26	17	Very Poor
27	Students 27	17	Very Poor
28	Students 28	17	Very Poor
29	Students 29	17	Very Poor
30	Students 30	17	Very Poor
31	Students 31	17	Very Poor
32	Students 32	17	Very Poor
33	Students 33	17	Very Poor

Based on the results of observations in the class, it turns out that the average ability of students to speak English is still low. Where students have not been able to say the word for lack of vocabulary and some of the students choose to use Indonesian when describing in front of the class.

Before doing teaching in cycle 1. The researcher also interviews students one by one to find out what are the main causes or factors so that students have difficulty speaking in using English.

Students' Transcription of Interviewed

1. Students 6

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda, susahdiucap, susah di ingat kata-katanya.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? bingingapa yang naucap, apa yang najelaskan guru.
-) apa kelemahanmu dalam pelajaran Speaking ?ehhmenghapalkosakata, ehbbanyak,pengucapanjuga.
-) Bagaimana cara kamu mengatasi masalah itu ?harusbelajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?)nda di taupikak,kursusjikayaknya, kursusmenjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?)dirumahji

2. Students 8

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak, carabicaranyabedamatulisan
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? ahhhhpusingkarenasusahsekalipengucapannya
-) apa kelemahanmu dalam pelajaran Speaking ?penulisannya
-) Bagaimana cara kamu mengatasi masalah itu ?belajar

-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?)nda di
taupikak,kursusjikayaknya, kursusmenjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris
)ehhbiasasamakakaku

Based on the results of observations in the class, the researcher revealed that the average student answered if their main factor in difficulty in speaking English was a lack of known vocabulary, difficulty in pronunciation and depending on the researcher who explained. That is, if the researcher explains with an interesting method, they interested in learning and enjoying the learning process. On the contrary, if the researcher explains with a boring method, students also feel lazy and not interested in participating in the teaching and learning process.

2. Report of the research

a. First cycle

1) Planning

In the planning section, the researcher prepared lesson plan, camera to take a video, recorder, and picture, Student attendance list, observation. In this section, the preparations which were prepared by the teacher before acting in the first cycle were:

- a) The researcher greets students first
- b) Check the attendance of students as a discipline
- c) Re-explain how to learn describing object using hide and seek game.

- d) The researcher asked students to apply or practice speaking through hide and seek games
- e) The researcher informs the plan of learning activities for the next meeting.
- f) Finished learning activities with prayer together

2) Acting

The first cycle starts on May 23, 2019, in the first lesson at 9:00 a.m. The researcher opens the class by saying "Assalamu'alaikumwarahmatullahiwabarakatuh." and the student says "Wa'alaikumussalam". And the researcher asked the students about the language pattern of the sheets given at the previous meeting. "There are those who carry a sheet of pattern language" the student answers "there is Miss" but not all students carry the sheet of patter. So the researcher was sent back to students who did not carry their language patterns. Then the researcher also asked for the absent sheet spread to the students "where is the absentee, is it finished?" and students answer "already". Then the researcher reminded students about what is Hide and Seek Games. After that, the researcher delivered the lesson that day which was applying Hide and Seek Games. The teacher divides students into groups where each group consists of two people. The division of groups is also simple, namely the person sitting on one bench. Then the researcher explains the rules of the game, namely asking the student who sits on the right to direct his gaze and the student sitting on the left is asked to hide one of the students' objects sitting next to them and vice versa. Next, the researcher asked students to search for items by

asking their partners through Hide and Seek Games. After finding the item, look for it by making a conversation. The researcher asks students to come to the front of the class with their partners to practice it. Occasionally the researcher greets students if the classroom situation starts to fuss with things that have nothing to do with learning. Then the researcher ensures that all students have their respective partners by asking "all have partners?" and it turns out there are those who don't have a partner. So the researcher advised so that there was one group consisting of 3 people. After that, the researcher asked students to look at their respective language pattern sheets and the researcher explained what the function was and how to use these expressions when applying Hide and Seek games. The researcher also gave an example of the application of language patterns into Hide and Seek Games. The researcher also asks students to ascertain whether all have understood and students have understood. When all students have understood, then the researcher tells the students to practice it, the first is to ask the student who sits on the right to direct his gaze and the students sitting next to him take one of the items of students sitting next to him. After that, the researcher asks students to make a conversation by asking their hidden objects using expressions that are in the background of the pattern language. Occasionally the researcher goes around or approaches each student who seems confused and explains again.

After all, a student has practiced Hide and Seek Games. The researcher gave several corrections including the way the students pronounced, some of which were still wrong. And after that, the researcher conveys the results of today's learning and delivers learning the next day. The last one the researcher

closed the class by saying "Good lesson today until here first thank you for your attention and see you" the student answered "see you"

3) Observing

During the learning process that is drawing objects through Hide and Seek Games in the first cycle, teacher and researcher observe. Based on the results of observations on the first cycle of teachers and researcher revealed that students' speaking abilities have increased compared to the results of the pre-test at the previous meeting. It's just that there were still some students who don't understand when the expression on the language pattern is used, and how to apply Hide and Seek Games. So that when some students applied Hide and Seek Games in front of the class the researcher felt confused about what they were talking about. The atmosphere in the classroom is also noisy and some students are less active in the learning process. But the researcher tried to approach them "how are you done, this makes it easy just like an ordinary conversation" the student answers "yes Miss".

Evaluation of students 'speaking skills showed that students' abilities improved and the average score is only 45 (see table 4.2)

Table 4.2
The Result of Students' Speaking Performance on First Cycle

No	Name	SCORE OF TEST
1	Students 1	45
2	Students 2	39
3	Students 3	56
4	Students 4	56
5	Students 5	56
6	Students 6	56
7	Students 7	56
8	Students 8	39
9	Students 9	50
10	Students 10	56
11	Students 11	45
12	Students 12	56
13	Students 13	45
14	Students 14	50
15	Students 15	45
16	Students 16	39
17	Students 17	45
18	Students 18	50
19	Students 19	45
20	Students 20	39
21	Students 21	34
22	Students 22	39
23	Students 23	34
24	Students 24	56
25	Students 25	56
26	Students 26	34
27	Students 27	34
28	Students 28	39
29	Students 29	39
30	Students 30	34
31	Students 31	39
32	Students 32	34
33	Students 33	39
TOTAL SCORE		1.479

Calculate the mean score of students' speaking performance on the first cycle. $X = \frac{\sum x}{N}$

$$= \frac{1.479}{33}$$

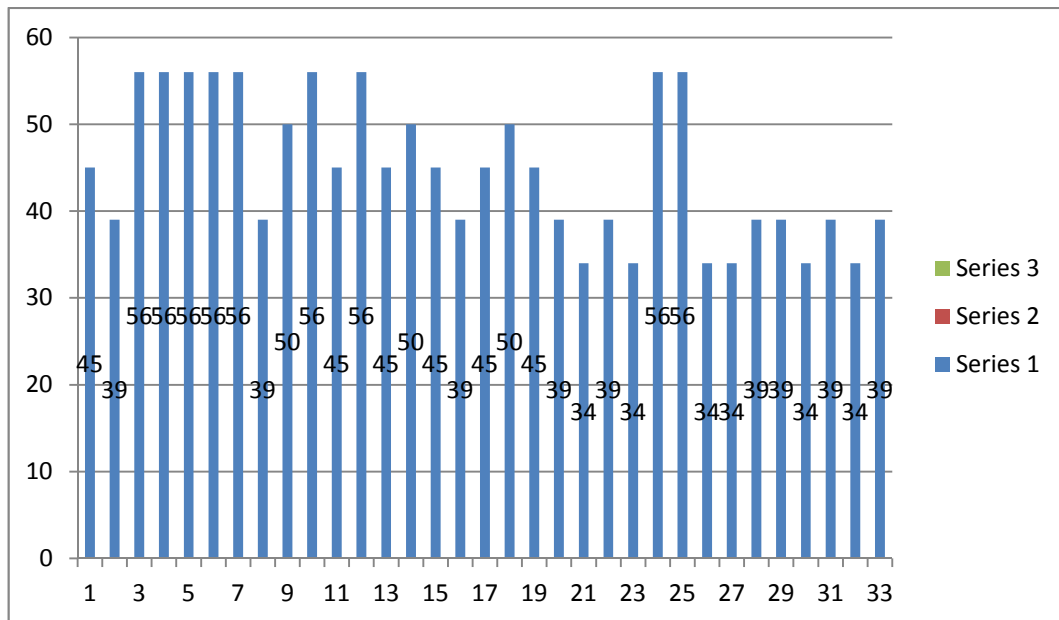
= 44, 81 or 45.

Table 4.3

The rate percentage of students' score on first cycle

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Very Good	71-85	-	-
Good	56-70	-	-
Average	41-55	18	54,45%
Poor	26-40	15	45,45%
Very Poor	1-25	-	-

The table (4.3) shows that the students' score in the first cycle; there was 18 "Average" (54,45%) and there was 15 "Poor" (45,45%) and none students got excellent, very good, good and very poor.

Table 4.4**Diagram Result of the Speaking Performance on First Cycle**

Based on the table (4.4) shows that the students' score in the first cycle; there was 6 students “34” (Poor), 9 students “39” (Poor). And there was 9 students “45” (Average), 3 students “50” (Average”, 9 students “56” (Average) and none students got excellent, very good, good and very poor.

After that, the researcher did observation about activities of students in the class. The researcher did it with collaborator, and got some data about activities of students in learning process.

Table 4.5**The observation of students' activity on first cycle**

No.	Name	Aspect					Qualification
		A	B	C	D		
1	Student 1	3	3	1	3	10	Active
2	Student 2	4	3	1	3	11	Active
3	Student 3	4	3	2	3	12	Active
4	Student 4	4	3	2	3	12	Active
5	Student 5	3	3	1	2	9	Active
6	Student 6	3	3	1	2	9	Active
7	Student 7	4	3	1	3	11	Active
8	Student 8	3	3	1	2	9	Active
9	Student 9	3	2	1	3	9	Active
10	Student 10	2	3	1	3	9	Active
11	Student 11	3	3	1	3	10	Active
12	Student 12	3	3	1	2	9	Active
13	Student 13	4	3	1	1	9	Active
14	Student 14	4	3	1	1	9	Active
15	Student 15	4	3	1	3	11	Active
16	Student 16	3	3	1	2	9	Active
17	Student 17	3	3	1	3	10	Active
18	Student 18	3	3	1	3	10	Active
19	Student 19	2	2	1	3	8	Quite Active
20	Student 20	2	2	1	2	7	Quite Active
21	Student 21	2	3	1	2	8	Quite Active
22	Student 22	3	3	1	2	9	Active
23	Student 23	3	2	1	2	8	Quite Active
24	Student 24	2	2	1	2	7	Quite Active
25	Student 25	2	3	1	1	7	Quite Active
26	Student 26	1	1	1	1	4	Less Active
27	Student 27	1	1	1	1	4	Less Active
28	Student 28	1	1	1	1	4	Less Active
29	Student 29	1	1	1	1	4	Less Active
30	Student 30	1	1	1	1	4	Less Active
31	Student 31	1	1	1	1	4	Less Active
32	Student 32	1	1	1	1	4	Less Active
33	Student 33	1	1	1	1	4	Less Active

Information: Aspects of the Observed are

- a. Pay attention to the teacher when explaining.
- b. Students follow instructions from the teacher.
- c. Ask question to the teacher if there is material that cannot be discussed.
- d. Cooperate with group friends.

Based on the table (4.5) shows that the students' activity in the first cycle; there was 19 students were “Active” with score (9, 10 and 11), 6 students “Quite Active” with score (7 and 8), 8 students “Less Active” with score (4), and none students are “Very Active”.

Table 4.6

The rate percentage of students' activity on first cycle

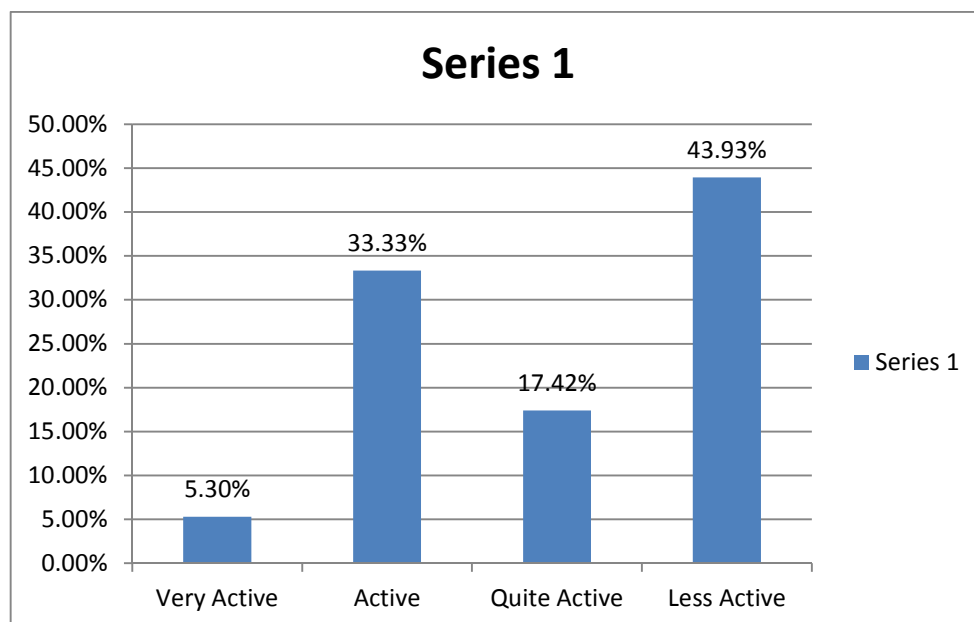
No	Aspect	Very Active		Active		Quite Active		Less Active	
		F	%	F	%	F	%	F	%
1	Aspect A	7	21,21%	12	36,36%	6	18,18%	8	24,24%
2	Aspect B	0	0	20	60,60%	5	15,15%	8	24,24%
3	Aspect C	0	0	0	0	2	6,06%	31	93,93%
4	Aspect D	0	0	12	36,36%	10	30,30%	11	33,33%
Average		1,75	5,30%	11	33,33%	5,75	17,42%	14,5	43,93%

Based on the table (4.6) shows that the students' activity in the first cycle; on the “A” aspect there were 7 students who were “Very Active” (21,21%), 12 “Active” (36,36%), 6 “Quite Active” (18,18%), 8 students “Less Active” (24,24%). Aspect of “B” there were none “Very Active” (0%), 20 “Active” (60,60%), 5 “Quite Active” (15,15%), 8 “Less Active” (24,24%). Then, aspect “C” there were none “Very Active” (0%), “Active” (0%), 2 “Quite Active”

(6,06%), and 31 “Less Active” (93,93%). Last, aspect “D” there were none “Very Active” (0%), 12 “Active” (36,35%), 10 “Quite Active” (30,30%), 11 “Less Active” (33,33%). And the mean value for all aspects namely “Very Active” (1,75) (5,30%), “Active” (11) (33,33%), “Quite Active” (5,75) (17,42%), and “Less Active” (14,5) (43,93%).

Table 4.7

Diagram Result of Students' Activity in the First Cycle



Based on the table (4.7) shows that the students' activity in the first cycle; there was “Very Active” students have 5,30%, then, “Active” students have 33,33%, students are “Quite Active” there are 17,42%, the last, students are “Less Active” there are 43,93%.

4) Reflecting

At this stage the researcher got a significant weakness in applying the Game Hide and Seek Games in teaching to speak, there were some

weaknesses in the students when performing or applying Hide and Seek Games that students were still nervous, and often stumbling while talking because they felt afraid to make a mistake. Students also often say "eeee and laugh" when applying Hide and Seek Games.

From the process of reflection in the first cycle, the teacher and researcher decided to proceed to the second cycle. Where want to maximize student speaking with a new strategy.

b. Second cycle

1) Planning

The planning section, the researcher prepared lesson plan, camera to take a video, recorder, and picture, Student attendance list, observation. In this section, the preparations which were prepared by the researcher before acting in the first cycle were:

- a) The researcher greets students first
- b) Check the attendance of students as a discipline
- c) Re-explain how to learn describing object using hide and seek game.
- d) The researcher provides corrections and suggestions on how to describe objects through Hide and Seek Games.
- e) The researcher interviewed students about the result of describing learning through Hide and Seek Games to develop their speaking skills.
- f) The researcher asked students to apply or practice speaking through hide and seek games in front of the class.

g) The researcher informs the plan of learning activities for the next meeting.

h) Finished learning activities with prayer together.

2) Acting

The second cycle continued on May 24th, 2019, in the first lesson at 9:00 a.m. The researcher opens the class by saying "Assalamu'alaikum warahmatullahi wabarakatuh." and the student says "Wa'alaikumussalam warahmatullahi wabarakatuh". Then the researcher checks the attendance of students by taking students one by one as a disciplined attitude. After that, the researcher gave corrections and suggestions from the results of describing objects through Hide and Seek Games in the first cycle. The average correction given to students, namely the use of expressions on the sheet language pattern, is still wrong because there are still some students who do not understand how to use it. Then how to pronounce students is also very low. Then also students' grammar is still very low. Besides the researcher gives a correction to students do not forget to also give a simple example to be easily understood by students "for example, your item suddenly disappears like a book, what would you say to a friend?" students answer "where is my book?" the researcher said "yes right". After the researcher corrected the students, then the researcher asked the students about how the learning outcomes depicted objects through Hide and Seek Games to develop their speaking skill "how do you feel after learning and apply Hide and Seek Games in the teaching and learning process?" students' answer "be happy researcher, not tense and attractive". The next, the researcher asks students to sit with their

partners as in the first cycle. Later, the researcher asked the students to apply Hide and Seek Games again in learning to describe objects as in the first cycle. The instructions are still the same, namely the student who sits on the right to direct his gaze and the students sitting next to him take one of the items of students sitting next to him. After that, the researcher asks students to make a conversation by asking their hidden objects using expressions that are in the background of the pattern language. Then the researcher asks the students to practice it in front of the class. Besides the students working on their assignment, the researcher approached students one by one to ensure that they all understood.

After all, students have practiced or applied Hide and Seek Games to the front of the class, the researcher motivates so that they will keep on learning spirit because they all have good potential. The last, the researcher closes the class by saying “thank you for the time, see you.

3) Observing

Based on the results of observations on the second cycle the teacher and researcher revealed that students' speaking abilities have increased compared to the results on the first cycle. Teacher and researcher also revealed that students' participation was good compared to the previous meeting. Students are not too busy with things that are not related to learning, and students are also not ashamed to ask if there are things they don't understand.

Evaluation of students' speaking ability showed that students' abilities improved and the average score is 61 (see table 4.8)

Table 4.8**The Result of Students' Speaking Performance on Second Cycle**

No	Name	Score of Test
1	Student 1	61
2	Student 2	67
3	Student 3	67
4	Student 4	72
5	Student 5	67
6	Student 6	67
7	Student 7	67
8	Student 8	61
9	Student 9	61
10	Student 10	67
11	Student 11	61
12	Student 12	67
13	Student 13	61
14	Student 14	67
15	Student 15	61
16	Student 16	56
17	Student 17	56
18	Student 18	61
19	Student 19	67
20	Student 20	56
21	Student 21	50
22	Student 22	56
23	Student 23	50
24	Student 24	72
25	Student 25	67
26	Student 26	50
27	Student 27	50
28	Student 28	61
29	Student 29	56
30	Student 30	56
31	Student 31	50
32	Student 32	56
33	Student 33	61
Total Score		2.005

Calculate the mean score of students' speaking performance on second cycle. $\frac{\sum X}{N} \times$

$$= \frac{2.005}{33}$$

$$= 60,75 \text{ or } 61$$

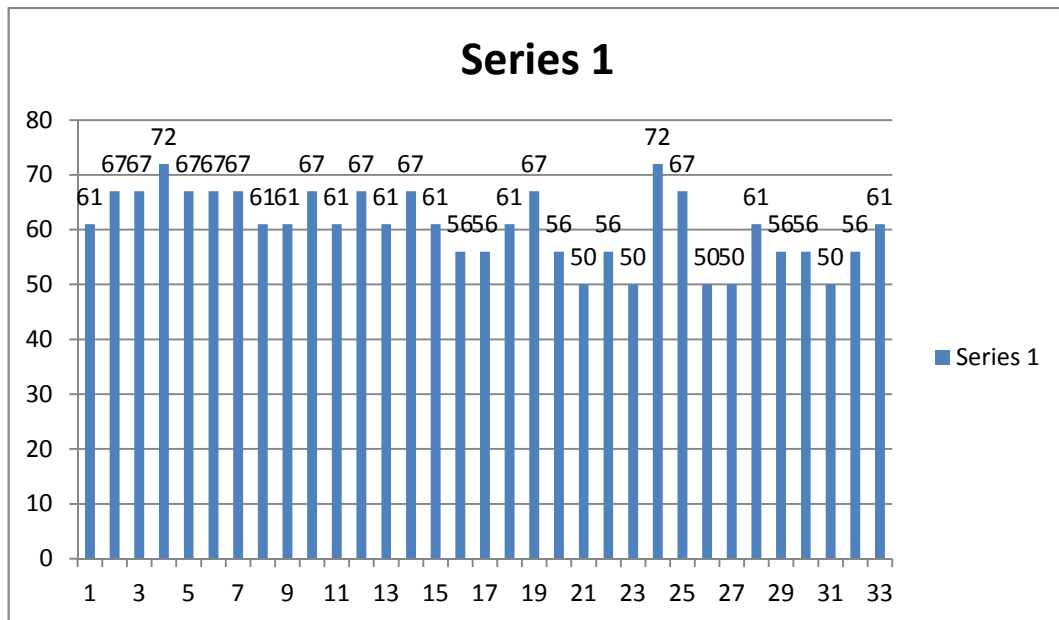
Based on table (4.8) shows that student score increase in the second cycle compared to the first cycle. Were the average score of students in the first cycle is 45 and in the second cycle increase to 61.

Table 4.9

The rate percentage of students' score on second cycle

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Very Good	71-85	2	6,06%
Good	56-70	19	57,57%
Average	41-55	12	36,36%
Poor	26-40	-	-
Very Poor	1-25	-	-

The table (4.9) shows that students' score in the second cycle; there was 2 "Very Good" (6, 06%) and there was 19 "Good" (57, 57%), there was 12 "Average" (36, 36%), and none students got excellent, poor, and Very Poor.

Table 4.10**Diagram Result of the Speaking Performance on Second Cycle**

Based on the table (4.10) shows that students' score in the second cycle; there was 5 students “50” (Average), 7 students “56” (Average). And there was 2 students “72” (Very Good), then, 9 students “61” (Good)”, 10 students “67” (Good) and none students got excellent, poor and very poor.

After that, the researcher did observation about activities of students in the class. The teacher did it with researcher and got some data about activities of students in learning process. (See table 4.11)

Table 4.11**The observation of students' activity on Second cycle**

No.	Name	Aspect					Qualification
		A	B	C	D		
1	Student 1	4	3	1	4	12	Active
2	Student 2	4	3	1	4	12	Active
3	Student 3	4	3	2	4	13	Very Active
4	Student 4	4	3	2	4	13	Very Active
5	Student 5	4	4	1	3	12	Active
6	Student 6	3	3	1	3	10	Active
7	Student 7	4	3	2	4	13	Very Active
8	Student 8	4	3	2	3	12	Active
9	Student 9	4	3	3	3	13	Very Active
10	Student 10	3	3	1	3	10	Active
11	Student 11	4	3	1	3	11	Active
12	Student 12	4	3	2	3	12	Active
13	Student 13	4	3	2	3	12	Active
14	Student 14	4	3	2	3	12	Active
15	Student 15	4	3	2	3	12	Active
16	Student 16	4	3	2	3	12	Active
17	Student 17	3	3	2	3	11	Active
18	Student 18	3	3	2	4	12	Active
19	Student 19	3	3	2	4	12	Active
20	Student 20	2	2	3	2	9	Active
21	Student 21	3	3	2	4	12	Active
22	Student 22	3	3	1	4	11	Active
23	Student 23	3	2	1	3	9	Active
24	Student 24	2	3	1	3	9	Active
25	Student 25	2	3	1	3	9	Active
26	Student 26	3	3	1	2	9	Active
27	Student 27	3	3	1	3	10	Active
28	Student 28	2	3	1	2	8	Quite Active
29	Student 29	2	2	1	2	7	Quite Active
30	Student 30	2	3	1	2	8	Quite Active
31	Student 31	2	3	1	2	8	Quite Active
32	Student 32	2	3	1	2	8	Quite Active
33	Student 33	2	3	1	2	8	Quite Active

Information: Aspects of the Observed are

- a. Pay attention to the teacher when explaining.
- b. Students follow instructions from the teacher.
- c. Ask question to the researcher if there is material that cannot be discussed.
- d. Cooperate with group friends.

Based on the table (4.11) shows that the students' activity in the first cycle; there was 4 students were “Very Active” with score (13), 23 students “Active” with score (9, 10, 11 and 12), 6 students “Quite Active” with score (7 and 8), and none students are “Less Active”.

Table 4.12

The rate percentage of students' activity on second cycle

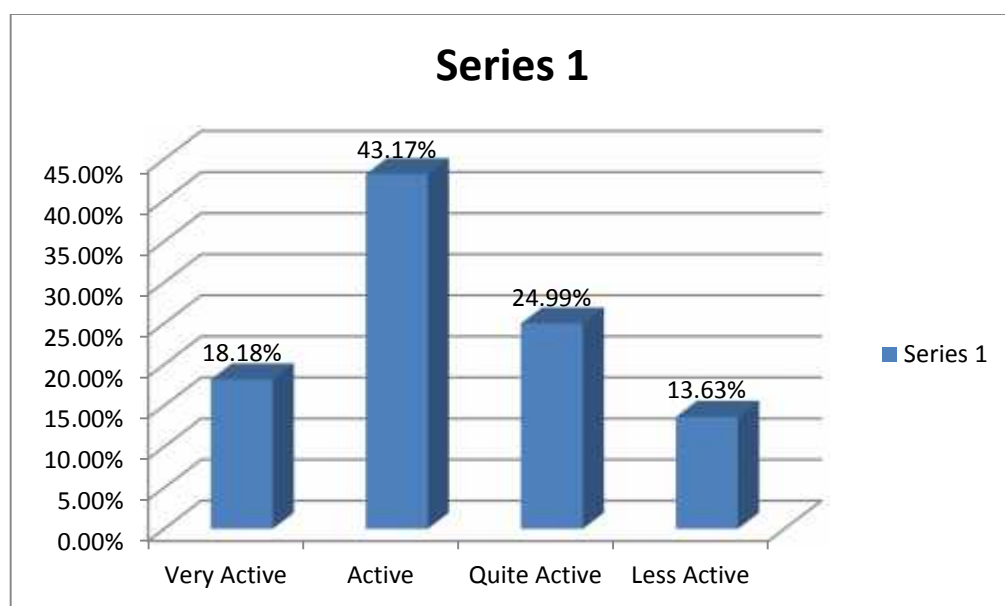
No	Aspect	Very Active		Active		Quite Active		Less Active	
		F	%	F	%	f	%	F	%
1	Aspect A	14	42,42%	10	30,30%	9	27,27%	0	-
2	Aspect B	1	3,03%	29	87,87%	3	9,09%	0	-
3	Aspect C	0	-	2	6,06%	13	39,39%	18	54,54%
4	Aspect D	9	27,27%	16	48,48%	8	24,24%	0	-
Average		6	18,18%	14,25	43,17%	8,25	24,99%	4,5	13,63%

Based on the table (4.12) shows that the students' activity in the second cycle; on the “A” aspect there were 14 students who were “Very Active” (42, 42%), 10 “Active” (30, 30%), 9 “Quite Active” (27, 27%), 0 students “Less Active” (0%). Aspect of “B” there were 1 “Very Active” (3, 03%), 29 “Active” (87, 87%), 3 “Quite Active” (9, 09%), 0 “Less Active” (0%). Then, aspect “C”

there were none “Very Active” (0%), 2 “Active” (6, 06%), 13 “Quite Active” (39, 39%), and 18 “Less Active” (54, 54%). Last, aspect “D” there were 9 “Very Active” (27, 27%), 16 “Active” (48, 48%), 8 “Quite Active” (24, 24%), none “Less Active” (0%). And then mean value for all aspects namely “Very Active” (6) (18, 18%), “Active” (14, 25) (43, 17%), “Quite Active” (8, 25) (24, 99%), and “Less Active” (4, 5) (13, 63%).

Table 4.13

Diagram Result of Students' Activity in the second Cycle



Based on the table (4.13) shows that the students' activity in the second cycle; there was “Very Active” students have 18,18%, then, “Active” students have 43,17%, students are “Quite Active” there are 24,99%, the last, students are “Less Active” there are 13,63%.

4) Reflecting

In this stage the researcher found that the students seem more active than in previous meeting, it can showed that most of them could speak fluently and did not nervous. And they seem enjoyed in learning process so they could get high score than before. But some of them still needed a more lesson, especially for those who are still less active. Caused, they got a trouble when they would practice, and also they still remembered about grammar.

From the process of reflection in the second cycle, teacher and researcher decided to go to the next cycle with some improvements or modification of strategy. And this was need repaired.

c. Third Cycle

1) Planning

In the planning section, the researcher prepared lesson plan, camera to take a video, recorder, and picture, Student attendance list and observation sheet. In this section, the preparations which were prepared by the researcher before acting in the third cycle were:

- a) The researcher greets students first
- b) Check the attendance of students as a discipline
- c) Re-explain how to learn describing object using hide and seek game.
- d) The researcher gives corrections to students' mistake at the previous meeting.
- e) The researcher asks students to come to the front of the class to describe the object through Hide and Seek Games.

- f) The researcher informed the students that there was an increase in their speaking through Hide and Seek Games. And also, informed to students that today is the last meeting.
- g) Before closing the class the researcher would like to thanks students for their participation during the teaching and learning process.
- h) The researcher gives motivation to students to keep on learning spirit.
- i) Finished learning activities with prayer together.

2) Acting

The third cycle continued on May 27th, 2019, in the first lesson at 9:00 a.m. The researcher opens the class by saying "Assalamu'alaikum warahmatullahi wabarakatuh." and the student says "Wa'alaikumussalam warahmatullahi wabarakatuh". Then the researcher checks the attendance of students by taking students one by one as a disciplined attitude. After that, the researcher asks to students "are there any problems or obstacles during applying Hide and Seek Game?" then the students answer "there is no teacher". Before starting the lesson the researcher tells the students to keep sitting with their partner "for all of you sitting with your partner ok?" the student answer "yes teacher". After that, the researcher gave corrections and suggestions from the results of describing objects through Hide and Seek Games in the second cycle "I want to ask you. How do you say color in English?" students answers vary and answer them simultaneously. So, the researcher decides to randomly assign students "you, what color is English?" the students answer " Kolor mom", "wrong, the right is color". Then, the researcher asks students to follow her pronunciation "Ok

students, if I say (repeat after me) then you should answer (repeat after you), can?" students answer "yes, can", "repeat after me" the teacher say it 3 time. And student also answer it 3 times "repeat after you" "Color" students follow it and say "color". Then, the teacher also mentioned "know" students say "know". As in the previous cycle the mistake that students often make are how to pronounce. As usual, after the researcher corrected the students, then the researcher asked the students about how the learning outcomes depicted objects through Hide and Seek Games to develop their speaking skill "how do you feel now? Is there a change or improvement in your speaking after apply Hide and Seek Games in the learning process?" student answer "there is an increase teacher. I know how to say in English correctly". Later, the researcher asked the students to apply Hide and Seek Games again in learning to describe objects as in the first cycle. The instructions are still the same, namely the student who sits on the right to direct his gaze and the students sitting next to him take one of the items of students sitting next to him. After that, the researcher asks students to make a conversation by asking their hidden objects using expressions that are in the background of the pattern language. Then the researcher asks the students to practice it in front of the class. Besides the students working on their assignment, the researcher approached students one by one to ensure that they all understood.

After all students have applied Hide and Seek Games in front of the class, the researcher tells something to students is the teacher thanked the students a lot "for you all my students. Thank you for the participation so far. I apologize if a few days ago there was a wrong word or action" the students simultaneously

answered “yes teacher. We also apologize if during we are wrong a lot”. The last, the researcher closes the class by saying “thank you for the time, see you and Assalamu’alaikum warahmatullahi wabarakatuh” and the student says "Wa'alaikumussalam warahmatullahi wabarakatuh”.

3) Observing

Based on the observation activity conduct by teacher and researcher in the action third cycle. They found that students’ participation was very good. Therefore they are followed the learning process enthusiastically so that class seemed more active than before. And the student felt so free to describe the object in the class, and also seemed very good in improving their speaking.

The ideal means score have achieved, in the second cycle was only 61 and then in the third cycle was become 76 (see tables 4.14)

Table 4.14**The Result of Students' Speaking Performance on Third Cycle**

No	Name	Score of Test
1	Student 1	72
2	Student 2	78
3	Student 3	89
4	Student 4	83
5	Student 5	72
6	Student 6	78
7	Student 7	78
8	Student 8	78
9	Student 9	83
10	Student 10	83
11	Student 11	78
12	Student 12	78
13	Student 13	72
14	Student 14	78
15	Student 15	83
16	Student 16	83
17	Student 17	72
18	Student 18	78
19	Student 19	89
20	Student 20	78
21	Student 21	72
22	Student 22	72
23	Student 23	72
24	Student 24	83
25	Student 25	72
26	Student 26	67
27	Student 27	72
28	Student 28	72
29	Student 29	72
30	Student 30	67
31	Student 31	72
32	Student 32	67
33	Student 33	67
TOTAL SCORE		2.510

Calculate the mean score of students' speaking performance on third cycle. $X = \frac{\sum x}{N}$

$$= \frac{2.510}{33}$$

$$= 76,06 \text{ or } 76$$

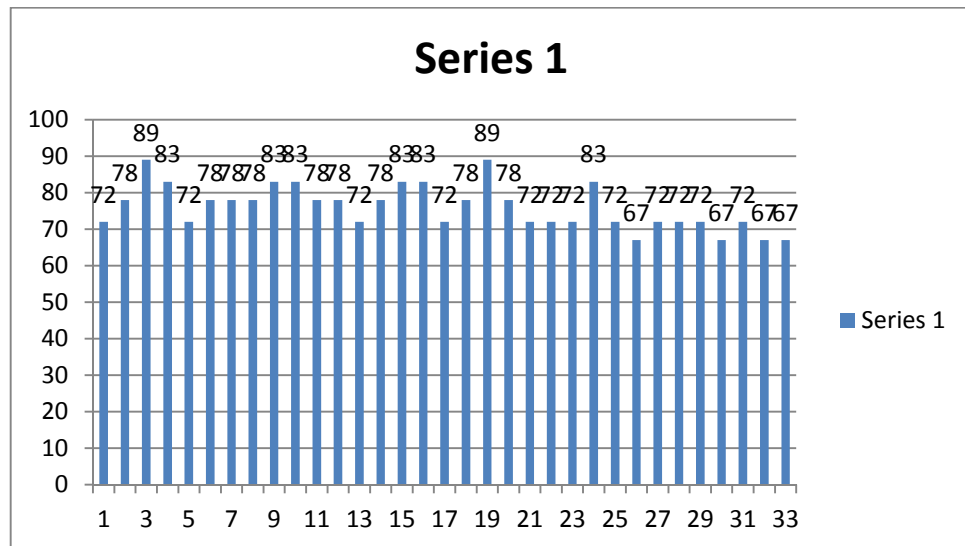
Based on table (4.8) shows that student score increase in the third cycle compared to the second cycle. Were the average score of students in the second cycle is 61 and in the third cycle increase to 76

Table 4.15

The rate percentage of students' score on third cycle

Classification	Score	Frequency	Percentage
Excellent	86-100	2	6,06%
Very Good	71-85	27	81,81%
Good	56-70	4	12,12%
Average	41-55	-	-
Poor	26-40	-	-
Very Poor	1-25	-	-

The table (4.15) shows that students' score in the third cycle; there was 2 "Excellent" (6,06%) and there was 27 "Very Good" (81,81%), there was 4 "Good" (12,12%), and none students got average, poor, and Very Poor.

Table 4.16**Diagram Result of the Speaking Performance on Third Cycle**

Based on the table (4.16) shows that students' score in the third cycle; there was 4 students “67” (Good), 12 students “72” (Very Good). And there was 9 students “78” (Very Good), then, 6 students “83” (Very Good)”, 2 students “89” (Excellent) and none students got average, poor and very poor.

After that, the researcher did observation about activities of students in the class. The teacher did it with researcher, and got some data about activities of students in learning process. (See table 4.17)

Table 4.17**The observation of students' activity on Third cycle**

No.	Name	Aspect					Qualification
		A	B	C	D		
1	Student 1	4	4	3	4	15	Very Active
2	Student 2	4	4	3	4	15	Very Active
3	Student 3	4	4	4	4	16	Very Active
4	Student 4	4	4	3	4	15	Very Active
5	Student 5	4	4	2	3	13	Very Active
6	Student 6	4	3	3	3	13	Very Active
7	Student 7	4	3	2	4	13	Very Active
8	Student 8	4	3	3	3	13	Very Active
9	Student 9	4	3	3	4	14	Very Active
10	Student 10	3	3	3	4	13	Very Active
11	Student 11	4	3	2	4	13	Very Active
12	Student 12	4	3	3	4	14	Very Active
13	Student 13	4	3	2	3	12	Active
14	Student 14	4	3	2	4	13	Very Active
15	Student 15	4	3	2	4	13	Very Active
16	Student 16	4	3	2	4	13	Very Active
17	Student 17	3	3	2	4	12	Active
18	Student 18	4	3	2	4	13	Very Active
19	Student 19	4	3	2	4	13	Very Active
20	Student 20	3	3	3	3	12	Active
21	Student 21	3	3	2	4	12	Active
22	Student 22	3	4	2	4	13	Very Active
23	Student 23	3	4	2	4	13	Very Active
24	Student 24	3	3	2	4	12	Active
25	Student 25	3	4	2	4	13	Very Active
26	Student 26	3	4	2	4	13	Very Active
27	Student 27	3	4	2	4	13	Very Active
28	Student 28	3	4	2	4	13	Very Active
29	Student 29	3	4	2	4	13	Very Active
30	Student 30	3	3	2	4	12	Active
31	Student 31	3	3	2	4	12	Active
32	Student 32	3	4	2	4	13	Very Active
33	Student 33	3	4	2	4	13	Very Active

Information: Aspects of the Observed are

- a. Pay attention to the teacher when explaining.
- b. Students follow instructions from the teacher.
- c. Ask question to the teacher if there is material that cannot be discussed.
- d. Cooperate with group friends.

Based on the table (4.17) shows that the students' activity in the third cycle; there was 26 students were “Very Active” with score (13, 14, 15 and 16), 7 students “Active” with score (12), none students are “Quite Active” and “Less Active”.

Table 4.18

The rate percentage of students' activity on third cycle

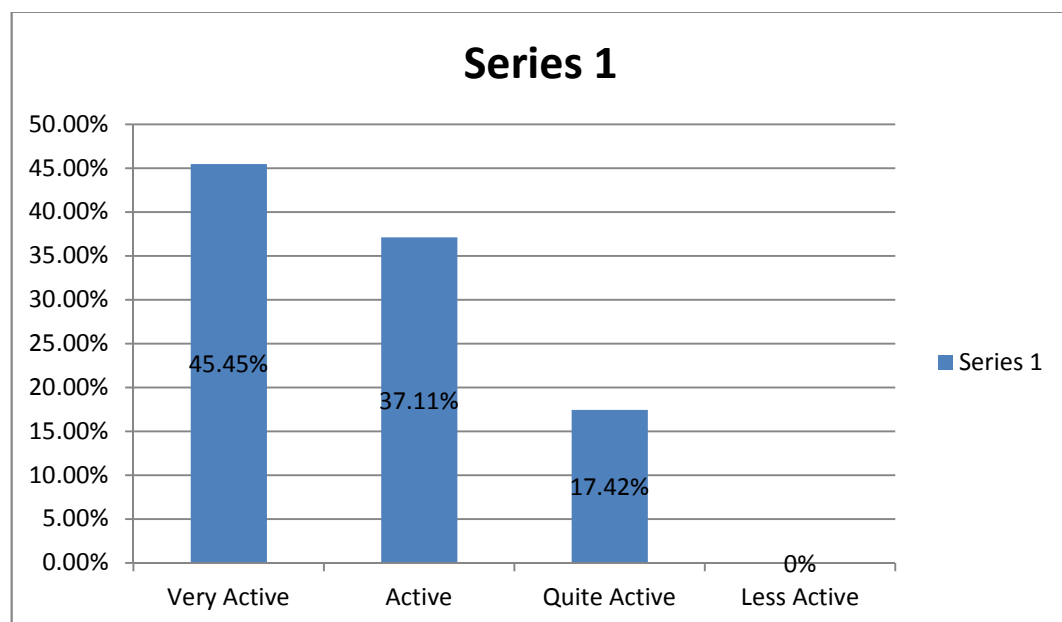
No	Aspect	Very Active		Active		Quite Active		Less Active	
		f	%	F	%	F	%	f	%
1	Aspect A	17	51,51%	16	48,48%	0	-	0	-
2	Aspect B	14	42,42%	19	57,57%	0	-	0	-
3	Aspect C	1	3,03%	9	27,27%	23	69,69%	0	-
4	Aspect D	28	84,84%	5	15,15%	0	-	0	-
Average		15	45,45%	12,25	37,11%	5,75	17,42%	0	-

Based on the table (4.18) shows that the students' activity in the third cycle; on the “A” aspect there were 17 students who were “Very Active” (51,51%), 16 “Active” (48,48%), 0 “Quite Active” (0%), 0 students “Less Active” (0%). Aspect of “B” there were 14 “Very Active” (42,42%), 19 “Active” (57,57%), 0 “Quite Active” (0%), 0 “Less Active” (0%). Then, aspect “C” there

were 1 “Very Active” (3,03%), 9 “Active” (27,27%), 23 “Quite Active” (69,69%), and none “Less Active” (0%). Last, aspect “D” there were 28 “Very Active” (84,84%), 5 “Active” (15,15%), none “Quite Active” (0%), none “Less Active” (0%). And then mean value for all aspects namely “Very Active” (15) (45,45%), “Active” (12, 25) (37,11%), “Quite Active” (5,75) (17,42%), and “Less Active” (0) (0%).

Table 4.19

Diagram Result of Students’ Activity in the third Cycle



Based on the table (4.19) shows that the students' activity in the third cycle; there was “Very Active” students have 45,45%, then, “Active” students have 37,11%, students are “Quite Active” there are 17,42%, the last, students are “Less Active” there is no 0%.

4) Reflecting

The result of third cycle was satisfactory since applying Hide and Seek Games technique in learning process could improve the students' speaking ability. It means that the Classroom Action Research (CAR) could be stopped.

The students' participation in teaching learning process was good. Besides that, the students not only can speak good, but also they can produce a new word more easily and more joyfully to have a new impression experience to speak English through Hide and Seek Games. And on the other side the students seemed more enthusiasm in learning process.

B. Discussion

Based on the result in first cycle, second cycle and third cycle it can be concluded that there was a significant improvement of the students' speaking ability. On first cycle the average of students' score was 45, and on the second cycle was 61, and on third cycle the average score was 76. It indicated that result of this research had been reached the target of criteria of success.

Some example analysis of the students speaking performance on first cycle, second cycle and third cycle, they are follows:

Table 4.20.

**Analysis of the Sixth student speaking performance on first cycle, second
cycle and third cycle**

CYCLE 1	CYCLE 2	CYCLE 3
<p>Accuracy (3) Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	<p>Accuracy (4) Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion.</p>	<p>Accuracy (5) Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.</p>
<p>Fluency (3) Has to make an effort for much of the time. Often has search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>Fluency (4) Although he has made an effort and search for words, they are not too many unnatural pause. Fairly smooth delivery mostly. Occasionally fragmentary in conveying the general meaning. Fair range expression</p>	<p>Fluency (4) Although he has made an effort and search for words, they are not too many unnatural pause. Fairly smooth delivery mostly. Occasionally fragmentary in conveying the general meaning. Fair range expression</p>
<p>Comprehensibility(4) Most of what the speaker says to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.</p>	<p>Comprehensibility (4) Most of what the speaker says ineasy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.</p>	<p>Comprehensibility (5) The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarifications on necessary.</p>
SCORE: 56	67	78

Table 4.21.

**Analysis of the Tenth student speaking performance on first cycle, second
cycle and third cycle**

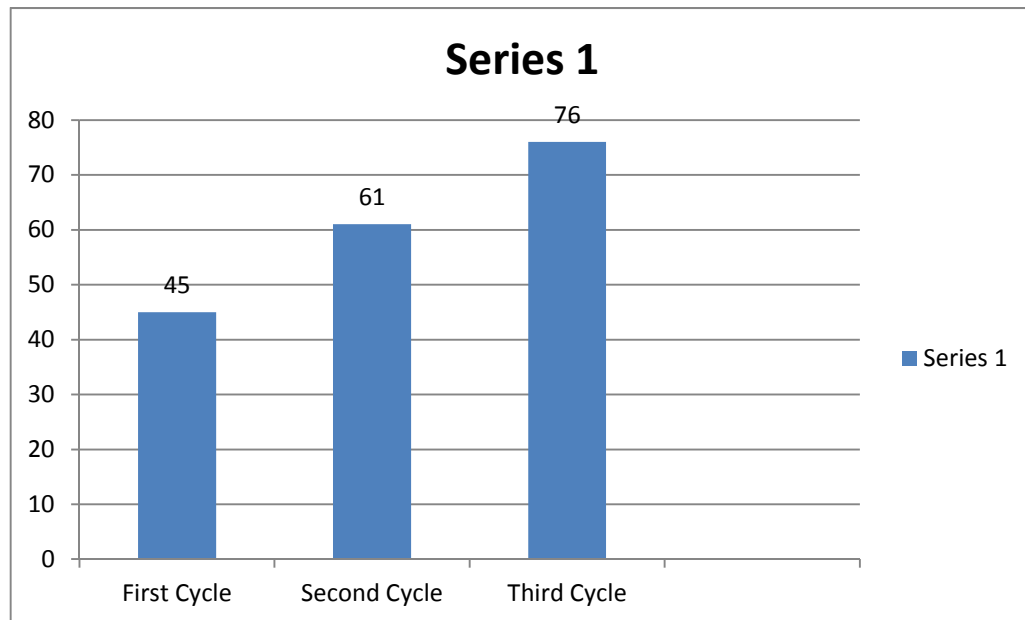
CYCLE 1	CYCLE 2	CYCLE 3
<p>Accuracy (3) Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	<p>Accuracy (4) Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion.</p>	<p>Accuracy (6) Pronunciation is only very highly influence by the mother tongue. Two or three minor grammatical and lexical error.</p>
<p>Fluency (3) Has to make an effort for much of the time. Often has search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>Fluency (3) Has to make an effort for much of the time. Often has search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>Fluency (4) Although he has made an effort and search for words, they are not too many unnatural pause. Fairly smooth delivery mostly. Occasionally fragmentary succede in conveying the general meaning. Fair range expression.</p>
<p>Comprehensibility (3) The listener can understand a lot of what is said, but be must constanly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.</p>	<p>Comprehensibility(4) Most of what the speaker says ineasy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.</p>	<p>Comprehensibility (5) The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarifications on necessary.</p>
SCORE : 50	61	83

Based on the table analysis above it was concluded that the students got significant improvement in speaking performance. It showed on each cycle.

The table below was the comparison of the students' speaking performance result in the first cycle, second cycle and third cycle. (see table 4.20)

Table 4.22**The result of students' score in the first cycle, second cycle and third cycle**

Name	First Cycle	Second Cycle	Third Cycle
Student 1	45	61	72
Student 2	39	67	78
Student 3	56	67	89
Student 4	56	72	83
Student 5	56	67	72
Student 6	56	67	78
Student 7	56	67	78
Student 8	39	61	78
Student 9	50	61	83
Student 10	56	67	83
Student 11	45	61	78
Student 12	56	67	78
Student 13	45	61	72
Student 14	50	67	78
Student 15	45	61	83
Student 16	39	56	83
Student 17	45	56	72
Student 18	50	61	78
Student 19	45	67	89
Student 20	39	56	78
Student 21	34	50	72
Student 22	39	56	72
Student 23	34	50	72
Student 24	56	72	83
Student 25	56	67	72
Student 26	34	50	67
Student 27	34	50	72
Student 28	39	61	72
Student 29	39	56	72
Student 30	34	56	67
Student 31	39	50	72
Student 32	34	56	67
Student 33	39	61	67
TOTAL SCORE	1479	2005	2510
MEAN SCORE	44,81 OR 45	60,75 OR 61	76,06 OR 76

Table 4.23**The Improvement of Students' Mean Score**

So, it can be discussed that the apply Hide and Seek Games as a technique to improve the students' speaking ability was proven.

From the discussion above, it can be concluded that Hide and Seek Games can help students improve their speaking ability. Besides that, with the application of Hide and Seek Games in the learning process also helps students get new vocabulary and also can improve the way their English pronunciation.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusions

Based on the results of data analysis and findings in the previous chapter, conclusions that can be drawn from this study are as follows:

After doing several cycle, the research finally succeeded in the third cycle. Before starting the lesson researcher gave corrections and suggestions from the results of describing objects through Hide and Seek Games. The examples of corrections such as how the pronounce the students incorrectly. After the researcher corrected the students, then the researcher asked the students about how the learning outcomes depicted objects through Hide and Seek Games to develop their speaking skill and all students answered that there was an improvement in their speaking. Later, the researcher asked the students to apply Hide and Seek Games again. Besides the students working on their assignment, the researcher approached students one by one to ensure that they all understood. Based on the observation activity conduct by researcher, she found that students' participation was very good. Therefore they are followed the learning process enthusiastically so that class seemed more active than before. And the student felt so free to describe the object in the class, and also seemed very good in improving their speaking.

B. Suggestions

Based on the conclusions above, the researcher has several suggestions that may be able to be used as consideration to gain effective teaching speaking through Hide and Seek Games.

1. For the teacher

Before teaching, the researcher should be know the condition of the students in the classroom so that the teaching and learning process is reciprocal and interest. And also, the teacher is not too monotonous when explaining that make students feel bored. Use learning method or technique that attracted students' attention.

2. For the students

To increase understanding about the use of "to be". Then often listen to English songs or read books to increase vocabulary knowledge. And most important the practitioner so that speaking ability increases. Last, don't hate a lesson so you can easily understand it.

3. For the next researcher

The researcher realizes that this research is far from being perfect. Therefore, the researcher suggests that other researchers who conduct similar research to develop this research to improve students' speaking ability or in other material.

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A P P E N D I X E S

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 2 Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Ganjil

Pertemuan/Siklus : /I

Alokasi Waktu : 1X 45 menit

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural

pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

Kompetensi dasar	Indikator
4.4 Teks deskriptif	1. Mampu mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	2. Siswa mampu mengungkapkan dan menggambarkan sesuatu.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait benda disekitar, dengan memperhatikan fungsi sosial,	3. Siswa mampu mengidentifikasi struktur, tujuan teks descriptive.
	4. Siswa mampu merespon pertanyaan untuk

struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Indikator Pencapaian Siswa	menggambarkan sesuatu. 5. Siswa mampu membedakan ungkapan yang digunakan dalam bertanya, menjawab atau menggambarkan tentang sesuatu.
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C. Tujuan Pembelajaran

1. Mampu mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
2. Siswa mampu mengungkapkan dan menggambarkan sesuatu.
3. Siswa mampu mengidentifikasikan struktur, tujuan teks descriptive.
4. Siswa mampu merespon pertanyaan untuk menggambarkan sesuatu.
5. Siswa mampu membedakan ungkapan yang digunakan dalam bertanya, menjawab atau menggambarkan tentang sesuatu.

D. Materi Pembelajaran

Speaking adalah kegiatan bercakap dalam bahasa Inggris antara dua orang atau lebih dan membicarakan tentang sesuatu.

Describing adalah pelajaran tentang menggambarkan sesuatu seperti manusia, tempat wisata, benda dan hewan. Baik secara umum maupun khusus . menggambarkan tentang bentuk/fisik, warna dll.

Chalk board	Papan kapur
-------------	-------------

Marker board	Papan spidol
bulletin board	Majalah dinding
Text book	Buku pelajaran
bookshelf	Rak buku
Clock	Jam dinding
Desk	Meja
Eraser	Penghapus
Flag	Bendera
Notebook	Buku catatan
Chair/Seat	Kursi/Bangku
Shoes	Sepatu
Bag	Tas
Hat	Topi
Trash can	Tempat sampah
Flower vase	Vas bunga
Pencil sharpener	Rautan pensil
Broom	sapu
Pencil case	Tempat pensil

Roof	Atap
Big	Besar
Tall	Tinggi
Up	Naik
Small	Kecil
Down	Turun
Square	Kotak
Rectangular	Segi empat
Triangle	Segi tiga
Round	Bulat/bundar
Thick	Tebal
Oval	Lonjong
Cone	Kerucut
Long	Panjang
Short	Pendek
Pentagon	Segi lima

Amber	Kuning Sawo
Amethyst	Ungu, lembayung

Apricot	Kuning aprikot
Aqua	Biru air
Aquamarine	Biru laut, hijau kebiruan
Auburn	Cokelat kemerahan
Azure	Biru langit
Beige	Abu-abu kecoklatan
Black	Hitam
Blue	Biru
Bronze	Cokelat metalik
Brown	Coklat
Cardinal	Merah Terang
Carmine	Merah tua
Celadon	Hijau pudar
Cerise	Jingga muda
Cerulean	Biru cerulean
Charcoal	Warna arang
Chartreuse	Hijau muda kekuning-kuningan
Chocolate	Coklat
Cinnamon	Coklat dengan kesan merah
Copper	Warna tembaga
Coral	Merah kekuning-kuningan
Cream	krem
Crimson	Merah tua terang
Cyan	Biru terang
Dark	Warna gelap
Denim	Biru agak gelap
Desert sand	Warna pasir
Ebony	Hitam gelap
Eggplant	Ungu terong
Emerald	Hijau zamrud
Forest Green	Hijau hutan

Fuchsia	Merah muda terang
Gold	Warna emas
Goldernrod	Coklat keemasan
Gray	Abu-abu
Green	Hijau
Hot pink	Merah muda terang
Hue	Roda warna
Indigo	Nila
Ivory	Putih gading
Jade	Hijau lumut
Jet	Hitam pekat
Jungle green	Hijau hutan
Khaki	Kuning pucat
Lavender	Ungu muda
Lemon	Kuning muda
Lilac	Merah muda keunguan pudar
Lime	Hijau tua
Magenta	Merah keungu-unguan
Maroon	Merah tua terang
Mustard	Kuning kehijauan pucat
Navy blue	Biru laut
Ochre	Jingga tua
Olive	Kuning Kecoklatan tua
Orange	Oranye
Pale	Warna pucat
Purple	Ungu
Rainbow	Warna pelangi
Red	Merah
Rose	Merah delima
Sapphire	Biru Nilam
Sea green	Hijau kebiruan
Shade	Corak bayangan
Silver	Perak

Contoh

Ani : do you see my bag ?

Winda : no i don't see. Where you put it ?

Ani : on your table.

Winda : can you describe it.

Ani : my bag is red, in a rectangular shape. then there is a picture of the front doll.

Winda : maybe you can ask to widi.

Ani : hmm. Ok .

E. Metode/Media

Metode : Hide and Seek games

F. Bahan dan Alat Pembelajaran

Spidol , buku, dan alat atau benda-benda yang ada di sekitar kelas.

G. Sumber Belajar

Buku pembelajaran yang relevan dan internet.

H. Kegiatan Pembelajaran

Kegiatan Pembelajaran
<p>A. Kegiatan Pendahuluan (10 Menit)</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa dan mengkondisikan siswa untuk siap belajar 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
<p>B. Kegiatan Inti</p>

1. Menjelaskan kembali tentang cara belajar materi describing dengan menggunakan Hida and Seek Game.
 - a. Guru menjelaskan apa itu describing thing. Saat guru menjelaskan tidak lupa juga memberikan contoh agar siswa mengerti.
2. Guru meminta siswa untuk mengaplikasikan atau mempraktikan speaking melalui hide and seek game.
 - a. Guru membagi siswa menjadi beberapa kelompok.
 - b. Tiap kelompok terdiri dari dua siswa.
 - c. Bagi siswa yang duduk disebelah kanan untuk memalingkan pandangannya kearah kanan juga. Setelah itu siswa yang duduk disebelah kiri bertugas untuk menyembunyikan salah satu barang temannya yang duduk disebelah kanan. Begitupun sebaliknya.
 - d. Setelah siswa menyadari mereka kehilangan benda apa. Siswa diminta untuk mencari benda tersebut dengan membuat percakapan.
 - e. Untuk memudahkan siswa membuat percakapan. Guru membagikan language pattern (pola bahasa).
 - f. Setelah siswa membuat percakapan. Maka msetiap kelompok diminta untuk maju kedepan kelas untuk mempraktikan apa yang sudah mereka tulis.

C. Kegiatan Penutup (15 menit)

1. Peneliti menginformasikan rencana kegiatan pembelajaran untuk

pertemuan berikutnya.

2. Mengakhiri kegiatan pembelajaran dengan doa bersama.

I. Teknik Penilaian

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian pengetahuan : Interview/speaking

Mengetahui
Guru Mata Pelajaran

Wotu, Mei 2019

Mahasiswa

SAKRI B, S.Pd
NIP 19770428 200312 1 00

Winda Rustam
NIM 15.0202.0106

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 2 Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Pertemuan/Siklus : /II

Alokasi Waktu : 1X 45 menit

J. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural

pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

K. Kompetensi Dasar

Kompetensi dasar	Indikator
4.4 Teks deskriptif	6. Mampu mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	7. Siswa mampu mengungkapkan dan menggambarkan sesuatu.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait benda disekitar, dengan memperhatikan fungsi sosial,	8. Siswa mampu mengidentifikasi struktur, tujuan teks descriptive.
	9. Siswa mampu merespon pertanyaan untuk

struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Indikator Pencapaian Siswa	menggambarkan sesuatu. 10. Siswa mampu membedakan ungkapan yang digunakan dalam bertanya, menjawab atau menggambarkan tentang sesuatu.
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L. Tujuan Pembelajaran

6. Mampu mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
7. Siswa mampu mengungkapkan dan menggambarkan sesuatu.
8. Siswa mampu mengidentifikasikan struktur, tujuan teks descriptive.
9. Siswa mampu merespon pertanyaan untuk menggambarkan sesuatu.
10. Siswa mampu membedakan ungkapan yang digunakan dalam bertanya, menjawab atau menggambarkan tentang sesuatu.

M. Materi Pembelajaran

Speaking adalah kegiatan bercakap dalam bahasa Inggris antara dua orang atau lebih dan membicarakan tentang sesuatu.

Describing adalah pelajaran tentang menggambarkan sesuatu seperti manusia, tempat wisata, benda dan hewan. Baik secara umum maupun khusus. menggambarkan tentang bentuk/fisik, warna dll.

Chalk board	Papan kapur
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Marker board	Papan spidol
bulletin board	Majalah dinding
Text book	Buku pelajaran
bookshelf	Rak buku
Clock	Jam dinding
Desk	Meja
Eraser	Penghapus
Flag	Bendera
Notebook	Buku catatan
Chair/Seat	Kursi/Bangku
Shoes	Sepatu
Bag	Tas
Hat	Topi
Trash can	Tempat sampah
Flower vase	Vas bunga
Pencil sharpener	Rautan pensil
Broom	sapu
Pencil case	Tempat pensil

Roof	Atap
Big	Besar
Tall	Tinggi
Up	Naik
Small	Kecil
Down	Turun
Square	Kotak
Rectangular	Segi empat
Triangle	Segi tiga
Round	Bulat/bundar
Thick	Tebal
Oval	Lonjong
Cone	Kerucut
Long	Panjang
Short	Pendek
Pentagon	Segi lima

Amber	Kuning Sawo
Amethyst	Ungu, lembayung

Apricot	Kuning aprikot
Aqua	Biru air
Aquamarine	Biru laut, hijau kebiruan
Auburn	Cokelat kemerahan
Azure	Biru langit
Beige	Abu-abu kecoklatan
Black	Hitam
Blue	Biru
Bronze	Cokelat metalik
Brown	Coklat
Cardinal	Merah Terang
Carmine	Merah tua
Celadon	Hijau pudar
Cerise	Jingga muda
Cerulean	Biru cerulean
Charcoal	Warna arang
Chartreuse	Hijau muda kekuning-kuningan
Chocolate	Coklat
Cinnamon	Coklat dengan kesan merah
Copper	Warna tembaga
Coral	Merah kekuning-kuningan
Cream	krem
Crimson	Merah tua terang
Cyan	Biru terang
Dark	Warna gelap
Denim	Biru agak gelap
Desert sand	Warna pasir
Ebony	Hitam gelap
Eggplant	Ungu terong
Emerald	Hijau zamrud
Forest Green	Hijau hutan

Fuchsia	Merah muda terang
Gold	Warna emas
Goldernrod	Coklat keemasan
Gray	Abu-abu
Green	Hijau
Hot pink	Merah muda terang
Hue	Roda warna
Indigo	Nila
Ivory	Putih gading
Jade	Hijau lumut
Jet	Hitam pekat
Jungle green	Hijau hutan
Khaki	Kuning pucat
Lavender	Ungu muda
Lemon	Kuning muda
Lilac	Merah muda keunguan pudar
Lime	Hijau tua
Magenta	Merah keungu-unguan
Maroon	Merah tua terang
Mustard	Kuning kehijauan pucat
Navy blue	Biru laut
Ochre	Jingga tua
Olive	Kuning Kecoklatan tua
Orange	Oranye
Pale	Warna pucat
Purple	Ungu
Rainbow	Warna pelangi
Red	Merah
Rose	Merah delima
Sapphire	Biru Nilam
Sea green	Hijau kebiruan
Shade	Corak bayangan
Silver	Perak

Contoh

Ani : do you see my bag ?

Winda : i don't see. Where you put it ?

Ani : on your table.

Winda : can you describe it.

Ani : my bag is red, in a rectangular shape. then there is a picture of the front doll.

Winda : maybe you can ask to widi.

Ani : hmm. Ok .

N. Metode/Media

Metode : Hide and Seek games

O. Bahan dan Alat Pembelajaran

Spidol , buku, dan alat atau benda-benda yang ada di sekitar kelas.

P. Sumber Belajar

Buku pembelajaran yang relevan dan internet.

Q. Kegiatan Pembelajaran

Kegiatan Pembelajaran
<p>D. Kegiatan Pendahuluan (10 Menit)</p> <p>3. Guru menyapa siswa dan mengkondisikan siswa untuk siap belajar</p> <p>4. Memeriksa kehadiran peserta didik sebagai sikap disiplin</p>
E. Kegiatan Inti

1. Peneliti memberi koreksi dan saran tentang cara menggambarakan benda melalui pengaplikasian Hide and Seek game.
 - a. Guru meminta siswa untuk memperhatikan lembaran kerja mereka
 - b. Guru menjelaskan fungsi tiap point yang ada dilembaran language pattern dan meminta siswa untuk mencocokkan dengan hasil kerja mereka.
 - c. Guru meminta kepada siswa untuk lebih teliti dan memperhatikan language pattern saat ingin digunakan dalam membuat percakapan.
2. Peneliti menginterview siswa tentang hasil belajar describing melalui Hide and Seek Game guna megembangkan kemamapuan Speaking mereka.
 - a. Peneliti mengajukan pertanyaan kepada siswa “bagaimana perasaan kalian saat mengaplikasikan Hide and Seek game. Apakah menikmati proses pembelajaran atau tidak?
3. Peneliti meminta kepada siswa untuk mempraktekan speaking dengan materi describing melaui Hide and Seek Games ke depan kelas.
 - a. Guru membagi siswa menjadi beberapa kelompok.
 - b. Tiap kelompok terdiri dari dua siswa.
 - c. Bagi siswa yang duduk disebelah kanan untuk memalingkan pandangannya kearah kanan juga. Setelah itu siswa yang duduk

disebelah kiri bertugas untuk menyembunyikan salah satu barang temannya yang duduk disebelah kanan. Begitupun sebaliknya.

- d. Setelah siswa menyadari mereka kehilangan benda apa. Siswa diminta untuk mencari benda tersebut dengan membuat percakapan.
- e. Untuk memudahkan siswa membuat percakapan. Guru membagikan language pattern (pola bahasa).
- f. Setelah siswa membuat percakapan. Maka msetiap kelompok diminta untuk maju kedepan kelas untuk mempraktikan apa yang sudah mereka tulis.

F. Kegiatan Penutup (15 menit)

3. Peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4. Mengakhiri kegiatan pembelajaran dengan doa bersama.

R. Teknik Penilaian

- c. Penilaian Sikap : Observasi/pengamatan
- d. Penilaian pengetahuan : Interview/speaking

Mengetahui
Guru Mata Pelajaran

Wotu, Mei 2019

Mahasiswa

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APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 2 Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Pertemuan/Siklus : /III

Alokasi Waktu : 1X 45 menit

S. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural

pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

T. Kompetensi Dasar

Kompetensi dasar	Indikator
4.4 Teks deskriptif	11. Mampu mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	12. Siswa mampu mengungkapkan dan menggambarkan sesuatu.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait benda disekitar, dengan memperhatikan fungsi sosial,	13. Siswa mampu mengidentifikasi struktur, tujuan teks descriptive.
	14. Siswa mampu merespon pertanyaan untuk

struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Indikator Pencapaian Siswa	menggambarkan sesuatu. 15. Siswa mampu membedakan ungkapan yang digunakan dalam bertanya, menjawab atau menggambarkan tentang sesuatu.
---	---

U. Tujuan Pembelajaran

11. Mampu mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
12. Siswa mampu mengungkapkan dan menggambarkan sesuatu.
13. Siswa mampu mengidentifikasikan struktur, tujuan teks descriptive.
14. Siswa mampu merespon pertanyaan untuk menggambarkan sesuatu.
15. Siswa mampu membedakan ungkapan yang digunakan dalam bertanya, menjawab atau menggambarkan tentang sesuatu.

V. Materi Pembelajaran

Speaking adalah kegiatan bercakap dalam bahasa Inggris antara dua orang atau lebih dan membicarakan tentang sesuatu.

Describing adalah pelajaran tentang menggambarkan sesuatu seperti manusia, tempat wisata, benda dan hewan. Baik secara umum maupun khusus . menggambarkan tentang bentuk/fisik, warna dll.

Chalk board	Papan kapur
-------------	-------------

Marker board	Papan spidol
bulletin board	Majalah dinding
Text book	Buku pelajaran
bookshelf	Rak buku
Clock	Jam dinding
Desk	Meja
Eraser	Penghapus
Flag	Bendera
Notebook	Buku catatan
Chair/Seat	Kursi/Bangku
Shoes	Sepatu
Bag	Tas
Hat	Topi
Trash can	Tempat sampah
Flower vase	Vas bunga
Pencil sharpener	Rautan pensil
Broom	sapu
Pencil case	Tempat pensil

Roof	Atap
Big	Besar
Tall	Tinggi
Up	Naik
Small	Kecil
Down	Turun
Square	Kotak
Rectangular	Segi empat
Triangle	Segi tiga
Round	Bulat/bundar
Thick	Tebal
Oval	Lonjong
Cone	Kerucut
Long	Panjang
Short	Pendek
Pentagon	Segi lima

Amber	Kuning Sawo
Amethyst	Ungu, lembayung

Apricot	Kuning aprikot
Aqua	Biru air
Aquamarine	Biru laut, hijau kebiruan
Auburn	Cokelat kemerahan
Azure	Biru langit
Beige	Abu-abu kecoklatan
Black	Hitam
Blue	Biru
Bronze	Cokelat metalik
Brown	Coklat
Cardinal	Merah Terang
Carmine	Merah tua
Celadon	Hijau pudar
Cerise	Jingga muda
Cerulean	Biru cerulean
Charcoal	Warna arang
Chartreuse	Hijau muda kekuning-kuningan
Chocolate	Coklat
Cinnamon	Coklat dengan kesan merah
Copper	Warna tembaga
Coral	Merah kekuning-kuningan
Cream	krem
Crimson	Merah tua terang
Cyan	Biru terang
Dark	Warna gelap
Denim	Biru agak gelap
Desert sand	Warna pasir
Ebony	Hitam gelap
Eggplant	Ungu terong
Emerald	Hijau zamrud
Forest Green	Hijau hutan

Fuchsia	Merah muda terang
Gold	Warna emas
Goldernrod	Coklat keemasan
Gray	Abu-abu
Green	Hijau
Hot pink	Merah muda terang
Hue	Roda warna
Indigo	Nila
Ivory	Putih gading
Jade	Hijau lumut
Jet	Hitam pekat
Jungle green	Hijau hutan
Khaki	Kuning pucat
Lavender	Ungu muda
Lemon	Kuning muda
Lilac	Merah muda keunguan pudar
Lime	Hijau tua
Magenta	Merah keungu-unguan
Maroon	Merah tua terang
Mustard	Kuning kehijauan pucat
Navy blue	Biru laut
Ochre	Jingga tua
Olive	Kuning Kecoklatan tua
Orange	Oranye
Pale	Warna pucat
Purple	Ungu
Rainbow	Warna pelangi
Red	Merah
Rose	Merah delima
Sapphire	Biru Nilam
Sea green	Hijau kebiruan
Shade	Corak bayangan
Silver	Perak

Contoh

Ani : do you see my bag ?

Winda : no i don't see. Where you put it ?

Ani : on your table.

Winda : can you describe it.

Ani : my bag is red, in a rectangular shape. then there is a picture of the front doll.

Winda : maybe you can ask to widi.

Ani : hmm. Ok .

W. Metode/Media

Metode : Hide and Seek games

X. Bahan dan Alat Pembelajaran

Spidol , buku, dan alat atau benda-benda yang ada di sekitar kelas.

Y. Sumber Belajar

Buku pembelajaran yang relevan dan internet.

Z. Kegiatan Pembelajaran

Kegiatan Pembelajaran
<p>G. Kegiatan Pendahuluan (10 Menit)</p> <p>5. Guru menyapa siswa</p> <p>6. Memeriksa kehadiran peserta didik sebagai sikap disiplin</p>
H. Kegiatan Inti

1. Peneliti menjelaskan kembali kepada siswa tentang bagaimana belajar speaking materi describing melalui Hide and Seek Game.
 - a. Guru memberikan pengertian kepada siswa tentang Hide and Seek Game.
 - b. Guru menjelaskan apa itu describing thing dan memberikan contoh agar siswa mudah memahaminya.
 - c. Guru menjelaskan dan mengaitkan keduanya antara materi describing dan Hide and Seek Games.
2. Peneliti mengoreksi kesalahan siswa pada pertemuan sebelumnya.
 - a. Guru meminta siswa untuk memperhatikan lembar kerja mereka
 - b. Guru menjelaskan fungsi tiap point yang ada dilembaran language pattern dan meminta siswa untuk mencocokkan dengan hasil kerja mereka.
 - c. Guru meminta kepada siswa untuk lebih teliti dan memperhatikan language pattern saat ingin digunakan dalam membuat percakapan.
3. Guru melakukan pendekatan kepada siswa.
 - a. Saat siswa sedang mengerjakan tugasnya, guru mengelilingi dan mendekati siswa secara satu persatu untuk memastikan bahwa semua siswa sudah mengerti dan aktif dalam proses pembelajaran.
4. Peneliti meminta kepada siswa maju kedepan kelas untuk

menggambarkan benda melalui Hide and Seek Games.

- g. Guru membagi siswa menjadi beberapa kelompok.
- h. Tiap kelompok terdiri dari dua siswa.
- i. Bagi siswa yang duduk disebelah kanan untuk memalingkan pandangannya kearah kanan juga. Setelah itu siswa yang duduk disebelah kiri bertugas untuk menyembunyikan salah satu barang temannya yang duduk disebelah kanan. Begitupun sebaliknya.
- j. Setelah siswa menyadari mereka kehilangan benda apa. Siswa diminta untuk mencari benda tersebut dengan membuat percakapan.
- k. Untuk memudahkan siswa membuat percakapan. Guru membagikan language pattern (pola bahasa).
- l. Setelah siswa membuat percakapan. Maka msetiap kelompok diminta untuk maju kedepan kelas untuk mempraktikan apa yang sudah mereka kerjakan.

I. Kegiatan Penutup (15 menit)

5. Peneliti menginformasikan kepada siswa bahwa ada peningkatan terhadap speaking mereka melalui Hide and Seek game dan menyampaikan kepada siswa bahwa hari ini adalah petemuan terakhir .
6. Sebelum menutup kelas peneliti mengucapkan banyak terima kasih kepada semua siswa atas partisipasinya selama proses belajar mengajar.

7. peneliti memberikan motivasi kepada siswa agar tetap semangat belajar.
8. Mengakhiri kegiatan pembelajaran dengan doa bersama.

AA. Teknik Penilaian

- e. Penilaian Sikap : Observasi/pengamatan
- f. Penilaian pengetahuan : Interview/speaking

Mengetahui
Guru Mata Pelajaran

Wotu, Mei 2019

Mahasiswa

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APPENDIX 4

TRANSCRIPTION OF PRE-TEST

1. Student 1: Saya akan menjelaskan ehh heheh menggambarkan sebuah benda yaitu papan tulis. Bentuk papan tulis persegi panjang. Terbuat dari tripleks dan kayu. Berwarna putih dan hitam. Berfungsi untuk ditempati menulis.
2. Student 2: saya akan menggambarkan benda ini yaitu spidol. Bentuknya hehehe bentuknya lonjong. Warnanya hitam putih.
3. Student 3: I will describe about blackboard. The shape ehh apa persegi panjang. The color are white and black, ehh white and black. The function of blackboard is write.
4. Student 4: I will describe to bag. Bag is. Saya akan menggambarkan sebuah benda yaitu tas. The fangsyen is di pakai anak-anak kesekolah hehehe. The function is bag the students to school. And bag is color black. And bag is persegi panjang. Bag is shape round.
5. Student 5: I will describe of pen. The shape of hehehe pen is long. The function of to write. The function of write.
6. Student 6: this is marker. The shape of long and color is black and white. The color are white and black. The function is written .
7. Student 7: I want describing book. The shape of square. The shape of book square. The color of red is blue and white. The function is to write, to draw and maybe to be agenda.

8. Student 8: saya akan menggambarkan sesuatu yaitu saya akan menggambarkan buku. Buku ini berbentuk segiempat. Dan memiliki sampul dan kertas. Hehehe. Dan fungsinya dipakai untuk membaca.
9. Student 9: I want describing this book. The shape of ehh is square. And the color of blue and white. And the function of draw, write and maybe to be agenda. And and cover is book. Then this is my book.
10. Student 10 : I will describe book. The shape of ehh of book square. The color of book red. The function of book menulis. The function of book are ret and draw.
11. Student 11: this book. The color of book blue and red. The function of book to draw, write, and learning.
12. Student 12: i will discrib about blackbord. The shape of blackbord are squad. The color of is white. Baru the fans hehe the function of ehh blackboard are menulis, belajar.
13. Student 13: I I will describe about book. The shape of book square. The color of book are white and black. The function of book are write , read, eee.
14. Student 14: I will discrib about book. Eee the the sheap book of square. The kolor of book yellow, black and white. Eee the function of book are write, draw and learning.
15. Student 15 : I I will describe pen. The shape pen long. The shape of pen long. The color pen are blue and black. The function of pen write.
16. Student 16: saya akan menggambarkan tentang spidol. Spidol bentuknya panjang. Warna spidol hitam putih. Fungsinya untuk menulis di papan tulis.

17. Student 17: saya ingin menjelaskan pulpen ehh hehehe menggambarkan pulpen. Pulpen dipake menulis dan menggambar. Bentuknya panjang. Ahh sudah mi kak.
18. Student 18: I will menggambarkan pulpen. The the shape pen of long. The color of pen black. Eee the function of pen to draw, write and learning.
19. Student 19: I will des describe about pencil. The ship of pensil long. The color of pencil black. The eeee the function of pencil to write.
20. Student 20 : saya akan menggambarkan buku. Buku bentuknya segiempat. Warna buku ini banyak heheh warna warni. Buku ini dipake menulis dan belajar.
21. Student 21: saya akan menggambarkan tentang mistar ee penggaris. Fungsinya untuk menggambar dan buat garis. Warna penggaris ini putih.
22. Student 22: saya akan menggambarkan tentang handphone. Handphone ini dipake menelfon, buka facebook dan lain-lain. Warnanya abu-abu dan hitam. Bentuknya segi panjang.
23. Student 23: saya ingin ehh akan menggambarkan tentang pulpen. Pulpen ini bentuknya panjang dan lonjong. Di pake untuk menulis.
24. Student 24: I want ehh I will describe about book. The shape book of square. The color of book blue,white and black. The function of book to read and learning.
25. Student 25 : I will describe about book. The shape book of is square. The color book is red,yellow, black and white. Eee then the function book is to write, to read.

26. Student 26: I will ehh bahasa indonsia bammi kak. Saya akan menggambarkan tentang spidol. Spidol ini bentuknya panjang. Warnanya hitam dan putih. Dan di pakai menulis.
27. Student 27: saya akan menggambarkan tentang ee buku. Buku ini berbentuk persegi. Memiliki cover dan isinya kertas. Warnanya banyak heheheh. Buku ini dipakai menulis dan belajar.
28. Student 28: saya ingin menggambarkan ehh saya akan menggambarkan handphone. Handphone ini warnanya kuning. Bentuknya persegi panjang eee persegi. Di pakai komunikasi kayak menelfon atau kirim sms.
29. Student 29: saya akan menggambarkan tentang buku. Buku ini berbentuk segi empat. Warnanya kuning, biru dan hitam putih.
30. Student 30 : saya akan menggambarkan tentang tas. Tas ini bentuknya segi empat. Tas ini fungsinya untuk simpan barang dan di pake ke sekolah. Warnanya coklat.
31. Student 31: saya akan menggambarkan tentang pulpen. Pulpen ini bentuknya lonjong. Warnanya biru dan fungsinya untuk menulis, menggambar dan belajar.
32. Student 32: saya akan menggambarkan tentang tas. Tas ini bentuknya segi eee persegi. Tas ini fungsinya simpan barang. Warnanya hitam.
33. Student 33: saya akan menggambarkan tentang pensil. Pensil ini bentuknya lonjong dan panjang. Warna pensil ini biru dan hitam. Fungsinya untuk menulis.

APPENDIX 5

INSTRUMENT

A. Interview Guide

List in terview

1. Do you like English lessons? specifically speaking material.
(Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking.)
2. What do you feel when learning speaking ?
(Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris?)
3. What are you weakness in Speaking lesson ?
(apa kelemahanmu dalam pelajaran Speaking ?
4. How do you deal with that weakness?
(Bagaimana cara kamu mengatasi masalah itu ?
5. What do you want to do when you leave school ?
(apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?)
6. Except in the class ,where else do you study English?
(Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?)

TRANSCRIPTIONS

THE RESULT OF INTERVIEW

3. Student 1

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak, karena susah dibilang.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre,
-) apa kelemahanmu dalam pelajaran Speaking ? nda ditaubilang i
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) ehheh, hehehehe hp, biasa juga lewat internet.

4. Student 2

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak terlalu
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre, heheheh
-) apa kelemahanmu dalam pelajaran Speaking ? bicara, eh semuanya hehehe
-) Bagaimana cara kamu mengatasi masalah itu ? belajar bahasa inggris.
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) mau kuliah, jurusannya masih di piker-pikir
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) google translate,

5. Student 3

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? tidak, karena susah.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre, suka karena bagus gurunya.

-) apa kelemahanmu dalam pelajaran Speaking ? ucapan dan ehkk kurang kosa kata.
-) Bagaimana cara kamu mengatasi masalah itu ? belajar tentang kosa kata, dan ucapan.
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) insya Allah kuliah, ambil jurusan akutansi, tidak mengambil jurusan bahasa Inggris krena tidak ku suka,
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di rumah

6. Student 4

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? suka, karena cita-citaku sejak kecil mau keluar negeri.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? senang, biasa juga gugup kayak tadi kalau diperhatikanki
-) apa kelemahanmu dalam pelajaran Speaking ? kosakata dan sedikit pronunciation
-) Bagaimana cara kamu mengatasi masalah itu ? belajar dari dengar music atau dari orang bicara
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) insya Allah kuliah, jurusan belum pasti
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di organisasi, dirumah ehkkk sama internet juga biasa.

7. Student 5

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? tidak terlalu, karena sulit dihapali anunya, pengucapannya.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? senang jika kak karena sering bermain
-) apa kelemahanmu dalam pelajaran Speaking ? pengucapan, ehkk hapal-hapal kosakata
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar

-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah Insya Allah, ambil jurusan kebidanan
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) organisasi, dirumah.

8. Student 6

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda, susah di ucap, susah di ingat kata-katanya.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? bingung apa yang na ucap, apa yang na jelaskan guru.
-) apa kelemahanmu dalam pelajaran Speaking ? ehh menghafal kosakata, ehh banyak, pengucapan juga.
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak, kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) dirumahji

9. Student 7

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak, karena kosa katanya dan cara bicaranya
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? ehmm biasa biasa ji.
-) apa kelemahanmu dalam pelajaran Speaking ? pelafalan kata sama cara bicaranya
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) ehmmm kuliah , ambil jurusan nda di tau pi
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) ehmm dirumah

10. Student 8

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak, cara bicaranya beda sama tulisan

-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ?
ahhhh pusing karena susah sekali pengucapannya
-) apa kelemahanmu dalam pelajaran Speaking ? penulisannya
-) Bagaimana cara kamu mengatasi masalah itu ? belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di
taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) ehh biasa
samaka kakaku

11. Student 9

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi
Speaking ? Iya, karena apa di emm cuman suka.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ?
kadang gugup.
-) apa kelemahanmu dalam pelajaran Speaking ? emmm yang anu kosa kata
kosa kata emmm itu yang pertanyaan yang anu yang pake kolom/table,
rumus
-) Bagaimana cara kamu mengatasi masalah itu ? belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kerja
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di rumah

12. Student 10

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi
Speaking ? kadang suka , kadang juga tidak
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ?
gugup, tidak terlalu pahamka dengan bahasa Inggris
-) apa kelemahanmu dalam pelajaran Speaking ? itu rumus, pelafalan juga
wii susah sekali, pengucapan nda ji
-) Bagaimana cara kamu mengatasi masalah itu ? ehhhh anu biasa rekam
suara baru pake headset
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah
, pusingka antara bahasa indonesi tapi di suruhka bahasa Inggris.

-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di ani biasa di bimbalnya kakaku tapi nda terlalu anumi sekarang.

13. Student 11

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda, anu susah di pekajari, susah juga di ingat
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? bingung, ani nda di pahami
-) apa kelemahanmu dalam pelajaran Speaking ? menghafal kosa kata dan anu ber icara didepn umum
-) Bagaimana cara kamu mengatasi masalah itu ? belajar sampai bisa
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) belum tau
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di rumah

14. Student 12

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak hehehe, karena tidak pintarki bilang i
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? enakjji heheh
-) apa kelemahanmu dalam pelajaran Speaking ? susah ucapkan i
-) Bagaimana cara kamu mengatasi masalah itu ? belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di rumah, drumahnya temanta.

15. Student 13

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Nda terlalu, susah sekali dibilang
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? gugup karena nda tau
-) apa kelemahanmu dalam pelajaran Speaking ? susah pengucapan, sedikit kosakata ku tau
-) Bagaimana cara kamu mengatasi masalah itu ? lebih banyak lagi belajar berbicara
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) Hp, dirumah sama teman

16. Student 14

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak terlalu, susah dibilang, ituji
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre, suka karena bagus gurunya.
-) apa kelemahanmu dalam pelajaran Speaking ? susah ucapkan , ituji
-) Bagaimana cara kamu mengatasi masalah itu belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah , jurusan belum di tau
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) ndadami, dikelas ji

17. Student 15

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? mmmm nda terlalu, kalau speaking tergantung pengucapannya ya kalau gampang ku suka, kayak lagu-lagu begitu.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? B aja.

-) apa kelemahanmu dalam pelajaran Speaking ? tergantung dari pengucapan kayak okkots begitu kalau nda di tau kayak lain.
-) Bagaimana cara kamu mengatasi masalah itu ? belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah, kalau bias ambil jurusan bisnis inggris, yang keluar negeri ke UNM
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) waktu di SMP ditempat kursus, sekarang dirumah

18. Student 16

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak, karena susah dibilang.
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre, suka karena bagus gurunya.
-) apa kelemahanmu dalam pelajaran Speaking ? nda ditaubilang i
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) ehheh, hehehehp, biasa juga lewat internet.

19. Student 17

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Nda terlalu, karena orang Indonesia hehehe, karena nda akan jeki keluar negeri
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? biasa ji
-) apa kelemahanmu dalam pelajaran Speaking ? nda ku tau hehehe banyak kosakata nda ku tau, pengucapan juga
-) Bagaimana cara kamu mengatasi masalah itu ? belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) pergi kuliah, jurusan belum ku tahu

) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) dalam game

20. Student 18

) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda terlalu.

) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? biasa ji

) apa kelemahanmu dalam pelajaran Speaking ? banyak kosa kata tidak saya hapa, pengucapan tidak jelas

) Bagaimana cara kamu mengatasi masalah itu ? harus belajar

) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) rencana mau kuliah kak.

) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris biasa dirumah dalam bentuk belajar.

21. Student 19

) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda terlalu

) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? ehh biasa biasa ji

) apa kelemahanmu dalam pelajaran Speaking ? anu itu e hmmm anunya dari cara membacanya.

) Bagaimana cara kamu mengatasi masalah itu ? harus belajar

) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) terus melanjutkan pendidikan , jurusan ehhe nda taumi

) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di rumah, biasa di aplikasi Hp, game.

22. Student 20

) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda terlalu kak

) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? biasa ji.

-) apa kelemahanmu dalam pelajaran Speaking ? cara bacanya biasa nda di tau
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) menurut nasib saja hahahah
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) biasa di game

23. Student 21

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda terlalu
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? lumayan
-) apa kelemahanmu dalam pelajaran Speaking ? lambat mengerti
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kerja, kalau kuliah nda mampu otak wee, nda mampu juga orang tua
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di game

24. Student 22

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? nda terlalu
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? biasa biasaji saja
-) apa kelemahanmu dalam pelajaran Speaking ? susah hapal kosa kata
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) tergantung uang,kalau ada uang pergi kalau nda ada ya janganmi hahaha
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di hp saya ehh bukan di game.

25. Student 23

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Alhamdulillah tidak, heheh
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? senang senang, kalau tergantung dari guru
-) apa kelemahanmu dalam pelajaran Speaking ? cara bacanya, menghafal
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di PUBG

26. Student 24

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Alhamdulillah tidak
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre, suka karena bagus gurunya.
-) apa kelemahanmu dalam pelajaran Speaking ? menghafal vocab
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) game

27. Student 25

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? tergantung dari gurunya Bu
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? Tenre, suka karena bagus gurunya.
-) apa kelemahanmu dalam pelajaran Speaking ? menghafal
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) PUBG

28. Student 26

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Nda terlalu
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? senang-senangji.
-) apa kelemahanmu dalam pelajaran Speaking ? ehh otak tidak mampu
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) sembarang dimana ada bahasa Inggris disitumi

29. Student 27

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Nda
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? senang-senangji juga hehehe
-) apa kelemahanmu dalam pelajaran Speaking ? samaji , otak tidak mampu
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak,kursus ji kayaknya, kursus menjahit.
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) ndada saya hahah

30. Student 28

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? suka-suka tidak, kalau gurunya seru mengaja suka
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? senang-senang tidak hahah
-) apa kelemahanmu dalam pelajaran Speaking ? aihh susah mengucapkan, lambat berpikir
-) Bagaimana cara kamu mengatasi masalah itu ? belajar

-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah ambil jurusan otomotif
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) game

31. Student 29

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? samaji kak tergantung gurunya
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? degdegan
-) apa kelemahanmu dalam pelajaran Speaking ? kosa kata kurang,
-) Bagaimana cara kamu mengatasi masalah itu ? belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah tapi jurusannya nda ku taupi
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) game , banyak

32. Student 30

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? tidak
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? nda enak, sumpek
-) apa kelemahanmu dalam pelajaran Speaking ? semuanya, menyebut tidak bias, meghapal susah, menulisnya juga susah
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) daftar polisi
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) game

33. Student 31

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? Tidak juga saya
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? nda enak, nda suka
-) apa kelemahanmu dalam pelajaran Speaking ? kosa kata kurang, penyebutan susah, artinya juga susah
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) game, youtube

34. Student 32

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? suka
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? kalau saya tergantung gurunya
-) apa kelemahanmu dalam pelajaran Speaking ? kosakata, pengucapan, sama penulisannya kak biasa di suruhki tulis bahasa inggrisnya na beda katanya
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) kuliah belum bisa dipikir
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) dirumah , ada biasa di hp di translate di google

35. Student 33

-) Apakah adik menyukai pelajaran Bahasa Inggris ? khususnya materi Speaking ? sukaji, cuman biasa nda di tau jadi, begitumi..
-) Apa yang adik rasakan saat belajar Berbicara dalam bahasa inggris ? tergantung suasana dikelas.
-) apa kelemahanmu dalam pelajaran Speaking ? nda ditaubilang i
-) Bagaimana cara kamu mengatasi masalah itu ? harus belajar
-) apa yang ingin kamu lakukan ketika kamu meninggalkan sekolah?) nda di taupi kak
-) Selain dikelas , dimana lagi kamu belajar Bahasa Inggris ?) di rumah , lewat hp adapi biasa tugas.

APPENDIX 6

TRANSCRIPTION OF CYCLE I

1. Student 1 and Student 2

a. Student 1

- Student 1 : Do you see my pen? (du yu si mai pen)
 Student 2 : I don't know (ai don nouw)
 Student 1 : I lost my pen (ai los mai pen)
 Student 2 : Where did you put it? (were did yu put it)
 Student 1 : I forget where to save it (ai porget were tu sevit)
 Student 2 : What does you pen like? (wat dos yu pen laik)
 Student 1 : Oval (oval)

b. Student 2

- Student 2 : do you see my book? (du yu si mai bok?)
 Student 1 : I don't know (ai don now)
 Student 2 : I lost my book. (ai los mai bok)
 Student 1 : where did you put it? (were did yu put it)
 Student 2 : I forgot where to save it.(ai forgot were tu savit)
 Student 1 : what does you book like ?(wat dos yu bok laik)
 Student 2 : rectangular (rectangular)

2. Student 3 and Student 4

a. Student 3

- Student 4 : what are you looking for ? (wat ar yu lukiing for?)
 Student 3 : I looking for my hand phone (ai lukiing for mai henpon)
 Student 4 : where did you put it ? (were did yu put it)
 Student 3 : I forgot where to save it (ai forgot were to sev it)
 Student 4 : can you describe. (ken yu deskraib)
 Student 3 : the color of this is blue, the shape of this is small (de kalerof dis is blu, de sep of dis is small)
 Student 4 : come on we are looking for. (kemon wi ar lukiing for)

b. Student 4

- Student 4 : can you help me? (ken yu help mi?)
 Student 3 : what can i do for you? (wat ken ai du for yu?)
 Student 4 : I lost my book. (ai los mai bok)
 Student 3 : where did you put it? (were did yu put it)
 Student 4 : I forget where to save it. .(ai forgot were tu savit)
 Student 3 : have you been looking around the classroom? (hev yu bin lukiing eround de klasrum)
 Student 4 : yes (yes)
 Student 3 : what does you book look like? (wat dos yu bok laik)
 Student 4 : the shape of this is rectangular (de shep of dis is rektanguler)

Student 3 : what it is book do you looking for? (wat it is buk du yu lukiŋ for?)

Student 4 : thank you, you have found it. (tenk yu, yu hev foun it)

3. NHR and NS Student 5 and Student 6

a. Student 5

Student 5 : do you see my pen? (du yu si mai pen?)

Student 6 : I don't know (ai don now)

Student 5 : I lost my pen (ai los mai pen)

Student 6 : Where you put? (were yu put?)

Student 5 : I forgot where to save it (ai forgot were to sev it)

Student 6 : What dose you pen look like? (wat das yu pen luk laik?)

Student 5 : long (long)

b. Student 6

Student 6 : where is my book ? (were is mai buk?)

Student 5 : I don't know (ai don nou)

Student 6 : I lost my book (ai los mai buk)

Student 5 : Where you put it ? (were yu put it?)

Student 6 : I forgot where to save it (ai forgo were to sev it)

Student 5 : what does you book look like? (wat das yu buk luk laik?)

Student 6 : rec rectangular (rek rektanguler)

4. Student 7, Student 8 and Student 9

a. Student 7

Student 7 : do you see my pen? (du yu si mai pen?)

Student 8 : I do not see it pen (ai do not si it pen)

Student 7 : where you save my pen? (were yu sev mai pen?)

Student 8 : I don't save it pen (ai do not sev it pen)

Student 7 : the shape of this is long (de shep of dis is long)

Student 8 : the color of this is black (de kaler of dis is blek)

b. Student 8

Student 8 : do you see my hand phone? (du yu si mai henpon?)

Student 9 : I don't not see it hand phone (ai don not si it henpo)

Student 8 : where you save my hand phone? (were yu sev mai henpon)

Student 9 : I don't save it hand phone (ai don sev it henpon)

Student 8 : the shape of this is long (de shep of dis is long)

Student 9 : the color of this is black (de kaler of dis is blek)

c. Student 9

Student 9 : do you see my book ? (du yu si mai buk?)

Student 8 : I do not see it book (ai do not si it buk)

Student 9 : where you save my book? (were yu sev mai buk?)

Student 8 : I don't save it book (ai don sev it buk)

Student 9 : the shape of this is book rectangular, the color of this is book blue (de sep of dis is buk rectangular, de kolor of dis is buk blu)

5. RM and ML Student 10 and Student 11

a. Student 10

Student 10 : do you see my pen? (du yu si mai pen?)

Student 11 : I don't know (ai don nou)

Student 10 : I lost my pen (ai lost mai pen)

Student 11 : what does you pen like? (wat das yu pen laik?)

Student 10 : long (long)

b. Student 11

Student 11 : do you see my book? (du yu si mai buk?)

Student 10 : yes, I see it (yes. Ai si it)

Student 11 : where do you put it? (were du yu put it?)

Student 10 : I save on the table (ai sev on de tebel)

Student 11 : Oh yes thank you (oh, yes teng yu)

Student 10 : yes, you are welcome (yes, yu ar welkom)

6. Student 12 and Student 13

a. Student 12

Student 12 : do you see my pen? (du yu si mai pen?)

Student 13 : I don't see. Where you keep it? (ai don si. Were yu kip it)

Student 12 : I forgot where to save it. (ai forgot were tu sev it)

Student 13 : what does you pen look like? (wat das yu pen luk laik?)

Student 12 : the shape is oval (de sep is oval)

Student 13 : what color is it like? (wat kaler is it laik?)

Student 12 : the color is purple (de caler is parpel)

Student 13 : I can not find your pen. (ai cen not fain yur pen)

b. Student 13 :

Student 13 : do you see my ruler? (du yu si mai ruler?)

Student 12 : I don't see. What does your ruler look like? (ai don si. Wat das yur ruler luk laik?)

Student 13 : the shape is rectangular. (de sep is rekttanguler)

Student 12 : what the color is it like? (wat de kaler is it laik?)

Student 13 : the color is white (de kaler is wait)

Student 12 : come on we are looking for (kemon wi ar lusing for)

7. Student 14 and Student 15

a. Student 14

Student 14 : do you see my shoe? (du yu si mai sou?)

Student 15 : I don't know (ai don nou)

Student 14 : do not lie, where you save my shoe? (do not lai, were yu sev mai sou?)

- Student 15 : please you describe your shoe (plis yu deskraib yur sou)
 Student 14 : My shoe is black and red. Then, the shape long yes I take
 (mai sou is blek en red.den, de sep long yes ai tek)
- b. Student 15
 Student 14 : Mu'min do you see my pen? (mu'min du yu si mai pen)
 Student 15 : I don't know (ai don nou)
 Student 14 : don't tell lie. Where you save my pen? (don tel lai. Were
 yu sev mai pen?)
 Student 15 : please you describe your pen? (plis yu deskraib yur pen)
 Student 14 : my pen is black and have the shape is long (mai pen is
 blek en hev de shep is long)
 Student 15 :yes, I take. (yes, ai tek)
8. Student 16 and Student 17
- a. Student 16
 Student 16 : where is my book? (were is mai buk?)
 Student 17 : I don't know (ai don nou)
 Student 16 : where do you save my book? (were du yu sev mai buk?)
 Student 17 : I can not you describe it (ai ken not yu deskraib it?)
 Student 16 : the shape of this is rectangular, the color of this is blue (
 de shep of dis rectangular, de kaler of dis is blu)
 Student 17 : yes I see (yes, ai si)
- b. Student 17
 Student 17 : do you see my erase? (du yu si mai erase?)
 Student 16 : I don't know (ai don nou)
 Student 17 : where you save my erase ? (were yu sev mai erase?)
 Student 16 : can not you describe it? (ken not yu deskraib it?)
 Student 17 : the shape of this is square, the color of this is black (de
 shep of dis is skuer, de kolor of dis is blek)
 Student 16 : yes I see. (yes, ai si)
9. Student 18 and Student 19
- a. Student 18
 Student 18 : where is my pen? (were is mai pen?)
 Student 19 : I don't know (ai don nou)
 Student 18 : where you save my pen? (were yu sev mai pen?)
 Student 19 : can you describe it you pen? (ken yu deskraib it yu pen?)
 Student 18 : long (long)
 Student 19 : yes I see. (yes, ai si)
- b. Student 19
 Student 19 : where is my hand phone? (were is mai henpon?)
 Student 18 : I don't know (ai don nou)
 Student 19 : where you save my hand phone? (were yu sev mai
 henpon?)

Student 18 : can not you describe it you hand phone? (ken not you deskraib it yu henpon)

Student 19 : square, and color black (skuer, en kolor blek)

10. Student 20 and Student 21

a. Student 20

Student 20 : where is my book? (were is mai buk?)

Student 21 : I don't know, where you keep it you book? (ai don nou, were yu kip it yu buk?)

Student 20 : I forgot where to save it my book . (ai forgot were tu sev it my buk)

Student 21 : what does you book look like? (wat das yu buk luk laik?)

Student 20 : the shape of this is rectangular, the color of this is red, black (de shep of dis is rectangular, de kaler of dis is red,)

Student 21 : yess, I take (yes, ai take)

b. Student 21

Student 21 : where is my pen ? (were is mai pen?)

Student 20 : I don't know, where you keep it you pen (ai don nou, were yu kip it yu pen)

Student 21 : I forgot where to save it my pen (ai forgot were to sev it mai pen)

Student 20 : what does you pen look like? (wat das yu pen luk laik?)

Student 21 : small, the color of this is red (small, de kolor of dis is red)

11. Student 22 and Student 23

a. Student 22

Student 22 :Do you see ruler ? (du yu si mai ruler?)

Student 23 : I don't know (ai don nou)

Student 22 : I lost my ruler (ai los mai ruler)

Student 23 : where you keep it you ruler? (were yu kip it yu ruler?)

Student 22 : I forgot where to save it my ruler (ai forgot were tu sev it)

Student 23 : what does you ruler look like? (wat das yu ruler luk laik?)

Student 22 : long (long)

b. Student 23

Student 22 : what are you looking for? (wat ar yu lusing for?)

Student 23 : I looking for my hand phone (ai lusing for mai henpon)

Student 22 : where did you put it you hand phone? (were did yu put it yu henpon?)

Student 23 : I forgot where to save it my hand phone (ai forgot weretu sev it mai henpon)

Student 22 : what does you hand phone look like? (wat das yu henpon luk laik?)

Student 23 : the shape of this rectangular, the color of this black and grey. (de shep of dis rectangular, de kolor of did blek en grei)

Student 22 : I see. (ai si)

12. Student 24 and Student 25

a. Student 24

Student 24 : where is my book? (were is mai buk?)

Student 25 : I don't know (ai don nou)

Student 24 : where do you save my book? (were du yu sev mai buk?)

Student 25 : I forgot where to save it, can you describe it (ai forgot were tu sev it. Ken yu deskraib it?)

Student 24 : The color of the book is red, the shape of the book is rectangular, the material of this book are paper. (de kolor of de buk is red, de sep of de buk is rectangular, de material of dis buk ar peper)

Student 25 : yes, I see it is on the table.

b. Student 25

Student 25 : where is my phone (were is mai pon?)

Student 24 : I don't know (ai don nou)

Student 25 : where do you save my phone ? (were du yu sev mai pon?)

Student 24 : I forgot where to save it, can you describe it (ai forgot were to sev it , ken yu deskraib it?)

Student 25 : the color of the phone is silver, the shape of the phone is rectangular, the material of this phone are plasctic (de kolor of de pon is silver, de shep of de pone is rectangular, de material of dis pon ar plastic)

Student 24 : yes, I see it on the table. (yes, ai si it on de tebel)

13. Student 26 and Student 27

a. Student 26

Student 26 : do you see my book? (du yu si mai buk?)

Student 27 : I don't see (ai don si)

Student 26 : I lost my book. (ai los mai buk)

Student 27 : where did you put it you book ? (were did yu put it yu buk?)

Student 26 : I forgot where to save it.(ai forgot were tu sev it)

Student 27 : what does you book look like ? (wat das yu buk luk laik?)

Student 26 : the shape is rectangular (de sep is rectangular)

b. Student 27

Student 27 : where is my pen ? (were is mai pen?)

Student 26 : I don't know (ai don nou)

Student 27 : I lost my pen (ai los mai pen)

- Student 26 : where did you put it you pen ? (were did yu putit yu pen?)
 Student 27 : I forgot where to save it. (ai forgot were to sev it)
 Student 26 : what does you pen look like? (wat das yu pen luk laik?)
 Student 27 : Long. (long)

14. Student 28 and Student 29

a. Student 28

- Student 28 : where is my phone? (were is mai pon?)
 Student 29 : I don't know (ai don nou)
 Student 28 : where you save my phone ? (were yu sev my pon?)
 Student 29 : I can't you describe it? (ai ken yu deskraib it?)
 Student 28 : The of this rectangular, the color of is red (de of dis rectangular, de kolor of is red)
 Student 29 : yes , I see (yes, ai si)

b. Student 29

- Student 29 : Where is my bag ? (were is mai bag?)
 Student 28 : I don't know (ai don nou)
 Student 29 : where you save my bag ? (were yu sev mai beg?)
 Student 28 : I can't you describe it ? (ai ken yu deskraib it?)
 Student 29 : square and black (skuer en blek)
 Student 28 : Yes, I see. (yes ai si)

15. Student 30 Student 31

a. Student 30

- Student 30 : Do you see my pen ? (du yu si mai pen?)
 Student 31 : Yes of course (yes of kours)
 Student 30 : Where did you put it ? (were did yu put it?)
 Student 31 : Table, what does look ? (tebel, wat das luk?)
 Student 30 : The shape of this long, the color of this black. (de sep of dis long, de kolor of dis blek)

b. Student 31

- Student 31 : Do you see my book? (du yu si mai buk?)
 Student 30 : Yes of course (yes of kours)
 Student 31 : where did you put it ? (were did yu put it?)
 Student 30 : on table. What does you book look like ? (on tebel. Wat das yu buk luk laik?)
 Student 31 : The shape of this square, the color of this blue, red and yellow. (de shep of dis skuer, de kolor of dis blu, red, en yellow)

16. Student 32 and Student 33

a. Student 32

- Student 32 : where is my ruler ? (were is mai ruler?)
 Student 33 : I don't know (ai don nou)
 Student 32 : I lost my ruler (ai lost mai ruler)
 Student 33 : where did you put it ? (were did yu put it)

- Student 32 : I forgot where to save it. (ai forgot were tu sev it)
- Student 33 : can you describe it you ruler ? (ken yu deskraib it yu ruler)
- Student 32 : Yes of course, the shape of this long (yes of kours, de shep of dis long)
- b. Student 33
- Student 33 : where is my pencil? (were is mai pensil)
- Student 32 : I don't know, where did you put it? (ai don nou, were did yu put it)
- Student 33 I forgot where to save it. (ai forgot were to sev it)
- Student 32 : can you describe it you pencil (ken yu deskraib it yu pensil?)
- Student 33 : the shape of this long. (de shep of dis long)

APPENDIX 7

TRANSCRIPTION OF CYCLE II

1. Student 1 and Students 2

a. Student 1

- Student 1 : do you see my pen? (du yu si mai pen?)
 Student 2 : I don't know (ai don nou)
 Student 1 : I lost my pen (ai los mai pen)
 Student 2 : where did you put it? (were did yu put it?)
 Student 1 : I forgot where to save it (ai forgot were tu sev it)
 Student 2 : what does you pen look like? (wat das yu pen luk laik?)
 Student 1 : The shape of this pen is long, the color of this pen is green, of this pen is plastic, the benefit of this pen are to write and draw. (de sep of dis pen is long, de koler of dis pen is grin, of dis pen is plastic, de benefit of dis pen ar tu wrait end drau)
 Student 2 : Yes, I is under chair (yes, ai is ander cair)

b. Student 2

- Student 2 : do you see my book? (du yu si mai buk?)
 Student 1 : I don't know. (ai don nou)
 Student 2 : I lost my book (ai los mai buk)
 Student 1 : Where did you put it? (were did yu put it?)
 Student 2 : I forgot where to save it (ai forgot were to sev it)
 Student 1 : what does you book look like? (wat das yu buk luk laik?)
 Student 2 : The shape of this book is rectangular, the color of this book is red, the material of this book is paper (de sep of dis buk is rectangular, de kaler of dis buk is red, de material of dis buk is peper)
 Student 1 : yes, I is under chair. (yes, ai is ander cair)

2. Student 3 and Student 4

a. Student 3

- Student 4 : what are you looking for? (wat ar yu lukiing for?)
 Student 3 : I looking for my pen. (ai lukiing for mai pen)
 Student 4 : Where did you put it? (weredid yu put it?)
 Student 3 : I forgot where to save it (ai forgot were tu sev it)
 Student 4 : Have you been looking around the classroom? (hev yu bin lukiing for eround de klasrom?)
 Student 3 : yes, but it hasn't been round yet. (yes, bat it hesent bin roun yet)
 Student 4 : can you describe you pen? (ken yu deskraib yu pen?)
 Student 3 : the shape of this pen is long, the colors of this pen are black white. (de shep of dis pen is long, de kalers of dis pen ar blek wait)

- Student 4 : OK, come on we are looking for. (kemon wi ar luking for)
- b. Student 4
- Student 4 : do you see my book? (du yu si mai buk?)
- Student 3 : What does you book look like? (wat das yu buk luk laik?)
- Student 4 : the shape of this book is rectangular, the benefits of this book are to write and to draw. (de shep of dis buk is rectangular, de benefits of dis buk art u wrait en tu drau)
- Student 3 : where did you put it? (were did yu put it?)
- Student 4 : I forgot where to save it (ai forgot were tu sev it)
- Student 3 : is it the book that you looking for? (is it de buk det yu luking for?)
- Student 4 : Yes, this is my book. Thank you Vera. (yes, dis is mai buj. Theng kyu Vera)
- Student 3 : you welcome del. (yu welkam del)
3. Student 5 and Student 6
- a. Student 5
- Student 5 : where is my pen? (were is mai pen?)
- Student 6 : I don't know (ai don nou)
- Student 5 : where do you put my pen? (were du yu put mai pen?)
- Student 6 : I don't know, what dose you pen look like? (ai don nou, wat das yu pen luk laik?)
- Student 5 : the shape of this pen is long, the colors of this pen are blue and black, the benefit of this pen is (de shep of dis pen is long, de kalers of dis pen ar blu and blek, de benefi of dispen is)
- Student 6 : May there on your bag. (mei der on yu beg)
- Student 5 : Oh yes (oh yes)
- b. Student 6
- Student 6 : where is my book? (were is mai buk?)
- Student 5 : I don't know (ai don nou)
- Student 6 : where do you put my book? (were du yu put mai buk?)
- Student 5 : I don't know. What does you book look like? (ai don nou, wat das yu buk luk laik?)
- Student 6 : the shape of this book is rectangular, the color of this book is red the benefit of this book is to read something. (de shep of dis buk is rektangylar, de kaler of dis buk is red, de benefit of dis buk is tu rid somting)
- Student 5 : I never see it. (ai never si it)
- Student 6 : Oh ok. (oh, oke)
4. Student 7 ,Student 8 and Student 9
- a. Student 7
- Student 7 : do you see my pen? (du yu si mai pen?)

Student 8 : I don't know. (ai don nou)
 Student 7 : I lost my pen. (ai los mai pen)
 Student 8 : where do you put it? (were did yu put it?)
 Student 7 : I forgot where to save it. (ai forgot were tu sev it)
 Student 8 : What does you pen look like? (wat das yu pen luk laik?)
 Student 7 : the shape of this pen is long, the color of this pen is black, the material of this pen is plastic. (de shep of dis pen is long, de kaler of dis pen is blek, de material of dis pen is plastic)

Student 8 : I don't see it. (ai don si it)

b. Student 8

Student 8 : do you see my hand phone? (du yu si mai pon?)
 Student 9 : I don't know. (ai don nou)
 Student 8 : I lost my hand phone. (ai los mai henpon)
 Student 9 : where do you put it? (were du yu put it?)
 Student 8 : I forgot where to save it. (ai forgot were tu sev it)
 Student 9 : what does your hand phone look like? (wat das yur henpon luk laik?)
 Student 8 : the color of this phone is black, the material of this phone is iron. (de kaler of dis henpon is blek, de materil of dis henpon is airon)

Student 9 : I never see it. (ai never si it)

c. Student 9

Student 9 : do you see my book? (du yu si mai buk?)
 Student 8 : I don't see. Where do you put it? (ai don si. Were du yu put it?)
 Student 9 : I forgot where to save it. (ai forgot were tu sev it)
 Student 8 : what does your book look like? (wat das yur buk luk laik?)
 Student 9 : the shape of this book is square yellow, and white, the material of this book is paper. (de shep of dis buk is skuer, yelou, en wait, de material of dis buk is peper)
 Student 8 : oh, maybe on your table. (oh, meibi on yur tebel)

5. Student 10 and Student 11

a. Student 10

Student 10 : do you see my bag? (du yu si mai beg?)
 Student 11 : I do no see your bag. (ai don si yur beg)
 Student 10 : where do you saved my bag? (were du yu sevid mai beg?)
 Student 11 : I save on the table. (ai sev on de tebel)
 Student 10 : what does your bag look like? (wat das yur beg luk laik?)
 Student 11 : the shape of this bag is rectangular (de shep of dis beg is rectangular)
 Student 10 : this bag has one color. (dis beg hes wan kaler)

- Student 11 : the color of this bag is navy blue. (de kaler of dis beg is nevi)
 Student 10 : this bag has one material. (dis beg hes wan material)
 Student 11 : the material of this bag is paper. (de material of dis beg is peper)
 Student 10 : the bag has one benefit. (de beg hes wan benefit)
 Student 11 : the benefit of this bag is location book. (de benefit of dis beg is lokesion buk)

b. Student 11

- Student 11 : do you see my pen? (du yu si mai pen?)
 Student 10 : I do not see your pen (ai do not si yur pen)
 Student 11 : where do you save my pen? (were du yu sev mai pn?)
 Student 10 : I save on the table (ai sev on de tebel)
 Student 11 : what does you pen look like? (wat das yu pen luk laik?)
 Student 10 : the shape of this pen is long (de shep of dis pen is long)
 Student 11 : the pen has two colors (de pen hes tyu kalers)
 Student 10 : the color of this pen are black and white. (de kalers of dis pen are blek en wait)
 Student 11 : this pen has one material (dis pen hes wan material)
 Student 10 : The material of this pen is ink. (de material of dis pen is ing)
 Student 11 : this pen has one benefit (dis pen hes wan benefit)
 Student 10 : the benefit of this pen is write. (de benefit of dis pen is wrait)

6. Student 12 and Student 13

a. Student 12

- Student 12 : do you see my pen? (du yu si mi pen?)
 Student 13 : I don't see. Where you keep it? (ai don si, were yu kip it?)
 Student 12 : I forgot where to save it. (ai forgot were tu sev it)
 Student 13 : what does you pen look like? (wat das yu pen luk laik?)
 Student 12 : the shape is oval (de shep is oval)
 Student 13 : what color is it like? (wat kalers is it laik?)
 Student 12 : the color is purple (de kaler is parpel)
 Student 13 : what material is it like? (wat material is it laik?)
 Student 12 : the material of this pen is plastic. (de material of dis pen is plastic)

Student 13 : I cannot find it. (ai kenot fain it)

b. Student 13

- Student 13 :
 Student 13 : do you see my ruler? (du yu si mai ruler?)
 Student 12 : I don't see. What does your ruler look like ? (ai don si, wat das yur ruer luk laik?)
 Student 13 : the shape is rectangular. (de shep is rectangular)
 Student 12 : what the color is it like ? (wat de kaler is it laik?)
 Student 13 : the color is white (de kaler is swait)

- Student 12 : what material is it like? (wat material is it laik?)
 Student 13 : the material of this ruler is plastic. (de material of dis ruler is plastic)
 Student 12 : come on we are looking for. (kemon wi ar lukiŋ for)

7. 14 and Student 15

a. Student 14

- Student 14 : do you see my pen? (ddu yu si mai pen?)
 Student 15 : I don't know. What does your pen look like? (ai don nou. Wat das yur pen luk laik?)
 Student 14 : the shape of this pen is long, the color of this pen is black, the benefit of this pen are to write and to draw. (de shep of dis pen ar tu wrait en tu drau)
 Student 15 : yes, I see it is under chair. (yes, ai si it is ander ceir)

b. Student 15

- Student 15 : do you see my phone? (du yusi mai pon?)
 Student 14 : I don't know. What does your phone look like? (ai don nou, wat das yur pon luk laik?)
 Student 15 : the shape of this phone is rectangular, the color of this phone are black and gray, the material of this phone are to aluminium and plastic. (de shep of dis pon is rectangular, de kaler of dis pon ar blek en grey, de material of dis pon art u aliminium)
 Student 14 : yes, I see it is inside drawer. (yes, ai si it insaid drawer)

8. Student 16 and Student 17

a. Student 16

- Student 16 : do you see my phone? (du yu si mai pon?)
 Student 17 : where did you put it? (were did yu put it?)
 Student 16 : I don't know. (ai do nou)
 Student 17 : I cannot you describe it? (ai kenot yu deskraib it?)
 Student 16 : the shape of this phone is rectangular, the color of this phone are red and black, the material of this phone is plastic, (de shep of dis pon is rectangular, de kaler of dis pon ar red en blek, de material of dis pon is plastic)
 Student 17 : yes, I see it is on table. (yes, ai si it on tebel)

b. Student 17

- Student 17 : do you see my pen? (du yu si mai pen?)
 Student 16 : where did you put it? (were did yu put it?)
 Student 17 : I don't know. (ai don nou)
 Student 16 : I cannot you describe it. (ai kenot yu deskraib it)

Student 17 : the color of this pen is black, the material of this pen is plastic, the benefits of this pen are to write and to draw. (de kaler of dis pen is blek, de material of dis pen is plastic, de benefit of dis pen art u wrait en tu drau)

Student 16 : yes, I see it is under chair. (yes, ai si it ander ceir)

9. Student 18 and Student 19

a. Student 18

Student 18 : where is my pen? (were is mai pen?)

Student 19 : I don't know (ai don nou)

Student 18 : where you save my pen? (were yu sev mai pen?)

Student 19 : can you describe it you pen? (kenn yu deskraib it yu pen?)

Student 18 : the shape of this pen is long, the color of this pen are black and blue, the material of this pen are plastic and rubber (de shep of dis pen is long, de kaler of dis pen ar blek en blu, de material of dis pen ar plastic en rabber)

Student 19 : I don't see it. (ai don si it)

b. Student 19

Student 19 : where is my hand phone? (were is mai pon?)

Student 18 : I don't know (ai don nou)

Student 19 : where you save my hand phone? (were yu sev mai henpon?)

Student 18 : cannot you describe it you hand phone? (kennot yu deskraib yu henpon?)

Student 19 : the shape of this phone is rectangular, the color of this phone are grey and red, the benefit of this phone are call and send message (de shep of dishenpon is rectangular, de kaler of dis henpon ar grei en red, de benefit of dis henpon ar kol en sen messej)

Student 18 : Yes, I see it on the table. (yes, ai si iton de tebel)

10. Student 20 and Student 21

a. Student 20

Student 20 : where is my book? (were is mai buk?)

Student 21 : I don't know, where you keep it you book? (ai don nou, were yu kip it yu buk?)

Student 20 : I forgot where to save it my book. (ai forgot were tu sev it mai buk)

Student 21 : what does you book look like? (wat das yu buk luk laik?)

Student 20 : the shape of this book is rectangular, the color of this book is blue, the benefit of this book is to read something. (de shep of dis buk is rectangular, de kaler of dis buk is blu, de benefit of dis buk is tu rid somting)

- Student 21 : yes. I take it in your bag. (yes, ai ttek it in yur beg)
- b. Student 21 : where is my pen? (were is mai pen?)
- Student 20 : I don't know, where you keep it you pen (ai don nou, were yu kip it yu pen?)
- Student 21 : I forgot where to save it my pen (ai forgot were tu sev it)
- Student 20 : what does you pen look like? (wat das yu pen luk laik?)
- Student 21 : the shape of this pen is long, the color of this pen is black, the material of this pen are plastic and rubber, (de shep of dis pen is long, de kaler of dis pen is blek, de material of dis pen ar plastic en rubber)
- Student 20 : yes. I take it in your table. (yes, ai tek it in yur tebel)
11. Student 22 and Student 23
- a. Student 22 : Do you see my ruler? (du yu si mai ruler?)
- Student 23 : I don't know (ai don nou)
- Student 22 : I lost my ruler (ai los mai ruler)
- Student 23 : where you keep it you ruler? (were yu kip it yur ruler?)
- Student 22 : I forgot where to save it my ruler (ai forgot were tu sev it mai ruler)
- Student 23 : what does you ruler look like? (wat das yur ruler luk laik?)
- Student 22 : the shape of this ruler is long. The color of this ruler is white. The material of this ruler is plastic. (de shep of dis ruler is long, de kaler of dis ruler is wait, de material of dis ruler is plastic)
- Student 23 : may there under chair. (mei der ander ceir)
- b. Student 23 : what are you looking for? (wat ar yu lukiing for?)
- Student 23 : I looking for my hand phone (ai lukiing for mai henpon)
- Student 22 : where did you put it you hand phone? (were did yu putit yur henpon)
- Student 23 : I forgot where to save it my hand phone (ai forgot were tu sev it mau henpon)
- Student 22 : what does your hand phone look like? (wat das yur henpon luk laik?)
- Student 23 : the shape of this phone is rectangular. The colors of this phone are black and grey. The material of this ruler is plastic. (e shep of dis henpon is rectangular, de kaler of dis henpon are blek en grei, de material of dis henpon is plastic)
- Student 22 : yes, I take it. (yes, ai tek it)
12. Student 24 and Student 25
- a. Student 24

- Student 24 : where is my book? (were is mai buk?)
 Student 25 : I don't know (ai don nou)
 Student 24 : where do you save my book? (were du yu sev mai buk?)
 Student 25 : I forgot where to save it. Can you describe it (ai forgot were tu sev it. Ken yu deeskraib it?)
 Student 24 : The color of the book is red, the shape of the book is rectangular, the material of this book is paper. (de kaler of dis buk is red, de shep of dis buk is skuer, de material ofdis buk is paper)
 Student 25 : yes, I take it under table. (yes, ai tek it ander tebel)

b. Student 25

- Student 25 : where is my phone? (were is mai henpon?)
 Student 24 : I don't know (ai don nou)
 Student 25 : where do you save my phone? (were du yu sev mai henpon?)
 Student 24 : I forgot where to save it. Can you describe it.(ai forgot were tu sev it. Ken yu deskraib it?)
 Student 25 : the color of the phone is silver. The shape of the phone is rectangular. The material of this phone is plastic. (de kaler of de pon is silver, de shep of dis henpon is rectangular, de material of dishenpon is plastic)
 Student 24 : yes, I see it on the table. (yes,ai si it on de tebel)

13. Student 26 and Student 27

a. Student 26

- Student 26 : do you see my book? (du yu si mai buk?)
 Student 27 : I don't see (ai don si)
 Student 26 : I lost my book. (ai los mai buk)
 Student 27 : where did you put it you book? (were did yu put it yu buk?)
 Student 26 : I forgot where to save it. (ai forgot were tu sev it)
 Student 27 : what does you book look like? (wat das yu buk luk laik?)
 Student 26 : the shape of this book is rectangular. The colors of this book are green, yellow and black. (de shep of dis bukkis rectangular, de kaler of dis buk ar grin, yelou, en blek)
 Student 27 : no I never see. (no, ai never si)

b. Student 27

- Student 27 : where is my pen? (were is mai pen?)
 Student 26 : I don't know (ai don nou)
 Student 27 : I lost my pen(ai los mai pen)
 Student 26 : where did you put it you pen? (were did yu put it yur pen?)
 Student 27 : I forgot where to save it. (ai forgot were tu sev it)
 Student 26 : what does you pen look like? (wat das yu pen luk laik?)

Student 27 : the shape of this pen is long, the color of this pen is the material of this pen is plastic (de shep of dis pen is long, de kaler of dis pen blek, de material of dis pen is plastic)

Student 26 : yes, I see. (yes, ai si)

14. Student 28 and Student 29

a. Student 28

Student 28 : do you see my pen? (du yu si mai pen?)

Student 29 : I don't see you pen. What does you pen look like? (ai don si yu pen. Wat das yu pen luk laik?)

Student 28 : the shape of this pen is oval. The color of this pen is blue. The material of this pen are plastic and rubber. (de shep of dis pen is long, de kaler of dis pen is blu, de material of dis pen ar plastic dan rabber)

Student 29 : yes, of course.(yes, of kours)

Student 28 : where you save my pen? (were yu sev mai pen?)

Student 29 : bag(beg)

Student 28 : thank you. (teng kyu)

b. Student 29

Student 29 : do you see my pen? (du yu si mai pen?)

Student 28 : I don't see you pen. What does you pen look like? (ai don si. Wat das yu pen luk laik?)

Student 29 : the shape of this pen is small. The materials of this pen are plastic and rubber. The benefits of this pen are write and draw. (de shep of dis pen is long. De material of dis pen ar plastic en rabber. De benefit of dis pen ar wrait en drau)

Student 28 : yes, of course. (yes, of kours)

Student 29 : where you save my pen? (were yu sev mai pen?)

Student 28 : bag (beg)

Student 29 : thank you. (teng kyu)

15. Student 30 and Student 31

a. Student 30

Student 30 : do you see my book? (du yusi mai buk?)

Student 31 : I don't know. What does your book look like? (ai don nou, wat das yur buk luk laik?)

Student 30 : the shape of this book is rectangular. The colors of this book are black and red. The benefit of this book are write and read. (de shep of dis buk is rectangular, de kaler of dis buk ar blek en red, de benefit of dis buk ar wrait en red)

b. Student 31

Student 31 : do you see my pen? (du yu si mai pen?)

Student 32 : I don't know. What does you pen look like? (ai don nou, wat das yu pen luk laik?)

Student 31 : the shape of this pen is long. The colors of this pen are black and white. The material of this pen is plastic. (de she pof dis pen is long, de kaler of dis pen ar blek en wait, de material of dis pen is plastic)

16. Student 32 and Student 33

a. Student 32

Student 32 : where is my pen? (were is mai pen?)

Student 33 : I don't see you pen. What does you pen look like? (ai don si yu pen, wat dasyu pen luk laik?)

Student 32 : the shape of this pen is long. The color of this pen is black. The benefit of this pen are to write and to draw. (de shep of dis pen is long, de kaler of dis pen is blek, debenefit of dis pen art u wrait en tu drau)

Student 33 : yes. I see it is under chair. (yes, ai si it ander ceir)

b. Student 33

Student 33 : do you see my book? (du yu si mai buk?)

Student 32 : I don't see you book. What does you book look like? (ai don si yu buk. Wat das yu buk luk laik?)

Student 33 : the shape of this book is rectangular. The color of this book is red. The material of this book is to paper. (de shep of dis buk is rectangular. De kaler of dis buk is red. De material of dis buk is paper)

Student 32 : yes. I see it is inside drawer. (yes, ai siit insaid drawer).

APPENDIX 8

TRANSCRIPTION OF CYCLE II

17. Student 1 and Students 2

c. Student 1

- Student 1 : do you see my pen? (du yu si mai pen?)
 Student 2 : I don't know (ai don nou)
 Student 1 : I lost my pen (ai los mai pen)
 Student 2 : where did you put it? (were did yu put it?)
 Student 1 : I forgot where to save it (ai forgot were tu sev it)
 Student 2 : what does you pen look like? (wat das yu pen luk laik?)
 Student 1 : The shape of this pen is long, the color of this pen is green, of this pen is plastic, the benefit of this pen are to write and draw. The material of dis pen is plastic (de sep of dis pen is long, de koler of dis pen is grin, of dis pen is plastic, de benefit of dis pen ar tu wrait end drau, de material of dis pen is plastik)
 Student 2 : Yes, I is under chair (yes, ai is ander cair)

d. Student 2

- Student 2 : do you see my book? (du yu si mai buk?)
 Student 1 : I don't know. (ai don nou)
 Student 2 : I lost my book (ai los mai buk)
 Student 1 : Where did you put it? (were did yu put it?)
 Student 2 : I forgot where to save it (ai forgot were to sev it)
 Student 1 : what does you book look like? (wat das yu buk luk laik?)
 Student 2 : The shape of this book is rectangular, the color of this book is red, the material of this book is paper. The benefit of this book is to red (de sep of dis buk is rectangular, de kaler of dis buk is red, de material of dis buk is peper, de benefit of dis buk is u rid)
 Student 1 : yes, I is under chair. (yes, ai is ander cair)

18. Student 3 and Student 4

c. Student 3

- Student 4 : what are you looking for? (wat ar yu lukiing for?)
 Student 3 : I looking for my pen. (ai lukiing for mai pen)
 Student 4 : Where did you put it? (weredid yu put it?)
 Student 3 : I forgot where to save it (ai forgot were tu sev it)
 Student 4 : Have you been looking around the classroom? (hev yu bin lukiing for eround de klasrom?)
 Student 3 : yes, but it hasn't been round yet. (yes, bat it hesent bin roun yet)
 Student 4 : can you describe you pen? (ken yu deskraib yu pen?)

- Student 3 : the shape of this pen is long, the colors of this pen are black white. (de shep of dis pen is long, de kalers of dis pen ar blek wait)
- Student 4 : OK, come on we are looking for. (kemon wi ar lukiŋ for)
- d. Student 4
- Student 4 : do you see my book? (du yu si mai buk?)
- Student 3 : What does you book look like? (wat das yu buk luk laik?)
- Student 4 : the shape of this book is rectangular, the benefits of this book are to write and to draw. (de shep of dis buk is rektangular, de benefits of dis buk art u wrait en tu drau)
- Student 3 : where did you put it? (were did yu put it?)
- Student 4 : I forgot where to save it (ai forgot were tu sev it)
- Student 3 : is it the book that you looking for? (is it de buk det yu lukiŋ for?)
- Student 4 : Yes, this is my book. Thank you Vera. (yes, dis is mai buj. Theng kyu Vera)
- Student 3 : you welcome del. (yu welkam del)
19. Student 5 and Student 6
- c. Student 5
- Student 5 : where is my pen? (were is mai pen?)
- Student 6 : I don't know (ai don nou)
- Student 5 : where do you put my pen? (were du yu put mai pen?)
- Student 6 : I don't know, what dose you pen look like? (ai don nou, wat das yu pen luk laik?)
- Student 5 : the shape of this pen is long, the colors of this pen are blue and black, the benefit of this pen is . the material of this pen is plastic (de shep of dis pen is long, de kalers of dis pen ar blu and blek, de benefi of dispen is. de material of dis pen is plastik)
- Student 6 : May there on your bag. (mei der on yu beg)
- Student 5 : Oh yes (oh yes)
- d. Student 6
- Student 6 : where is my book? (were is mai buk?)
- Student 5 : I don't know (ai don nou)
- Student 6 : where do you put my book? (were du yu put mai buk?)
- Student 5 : I don't know. What does you book look like? (ai don nou, wat das yu buk luk laik?)
- Student 6 : the shape of this book is rectangular, the color of this book is red the benefit of this book is to read something. The material of this book is paper (de shep of dis buk is rektangular, de kaler of dis buk is red, de benefit of dis buk is tu rid somting)
- Student 5 : I never see it. (ai never si it)
- Student 6 : Oh ok. (oh, oke)

20. Student 7 ,Student 8 and Student 9

d. Student 7

Student 7 : do you see my pen? (du yu si mai pen?)
 Student 8 : I don't know. (ai don nou)
 Student 7 : I lost my pen. (ai los mai pen)
 Student 8 : where do you put it? (were did yu put it?)
 Student 7 : I forgot where to save it. (ai forgot were tu sev it)
 Student 8 : What does you pen look like? (wat das yu pen luk laik?)
 Student 7 : the shape of this pen is long, the color of this pen is black,
 the material of this pen is plastic. (de shep of dis pen is
 long, de kaler of dis pen is blek, de material of dis pen is
 plastic)
 Student 8 : I don't see it. (ai don si it)

e. Student 8

Student 8 : do you see my hand phone? (du yu si mai pon?)
 Student 9 : I don't know. (ai don nou)
 Student 8 : I lost my hand phone. (ai los mai henpon)
 Student 9 : where do you put it? (were du yu put it?)
 Student 8 : I forgot where to save it. (ai forgot were tu sev it)
 Student 9 : what does your hand phone look like? (wat das yur
 henpon luk laik?)
 Student 8 : the color of this phone is black, the material of this phone
 is iron. (de kaler of dis henpon is blek, de materil of dis
 henpon is airon)
 Student 9 : I never see it. (ai never si it)

f. Student 9

Student 9 : do you see my book? (du yu si mai buk?)
 Student 8 : I don't see. Where do you put it? (ai don si. Were du yu
 put it?)
 Student 9 : I forgot where to save it. (ai forgot were tu sev it)
 Student 8 : what does your book look like? (wat das yur buk luk
 laik?)
 Student 9 : the shape of this book is square yellow, and white, the
 material of this book is paper. (de shep of dis buk is skuer,
 yelou, en wait, de material of dis buk is peper)
 Student 8 : oh, maybe on your table. (oh, meibi on yur tebel)

21. Student 10 and Student 11

c. Student 10

Student 10 : do you see my bag? (du yu si mai beg?)
 Student 11 : I do no see your bag. (ai don si yur beg)
 Student 10 : where do you saved my bag? (were du yu sevid mai beg?)

Student 11 : I save on the table. (ai sev on de tebel)
 Student 10 : what does your bag look like? (wat das yur beg luk laik?)
 Student 11 : the shape of this bag is rectangular (de shep of dis beg is rectangular)
 Student 10 : this bag has one color. (dis beg hes wan kaler)
 Student 11 : the color of this bag is navy blue. (de kaler of dis beg is nevi)
 Student 10 : this bag has one material. (dis beg hes wan material)
 Student 11 : the material of this bag is paper. (de material of dis beg is peper)
 Student 10 : the bag has one benefit. (de beg hes wan benefit)
 Student 11 : the benefit of this bag is location book. (de benefit of dis beg is lokesion buk)

d. Student 11

Student 11 : do you see my pen? (du yu si mai pen?)
 Student 10 : I do not see your pen (ai do not si yur pen)
 Student 11 : where do you save my pen? (were du yu sev mai pn?)
 Student 10 : I save on the table (ai sev on de tebel)
 Student 11 : what does you pen look like? (wat das yu pen luk laik?)
 Student 10 : the shape of this pen is long (de shep of dis pen is long)
 Student 11 : the pen has two colors (de pen hes tyu kalers)
 Student 10 : the color of this pen are black and white. (de kalers of dis pen are blek en wait)
 Student 11 : this pen has one material (dis pen hes wan material)
 Student 10 : The material of this pen is ink. (de material of dis pen is ing)
 Student 11 : this pen has one benefit (dis pen hes wan benefit)
 Student 10 : the benefit of this pen is write. (de benefit of dis pen is wrait)

22. Student 12 and Student 13

c. Student 12

Student 12 : do you see my pen? (du yu si mi pen?)
 Student 13 : I don't see. Where you keep it? (ai don si, were yu kip it?)
 Student 12 : I forgot where to save it. (ai forgot were tu sev it)
 Student 13 : what does you pen look like? (wat das yu pen luk laik?)
 Student 12 : the shape is oval (de shep is oval)
 Student 13 : what color is it like? (wat kalers is it laik?)
 Student 12 : the color is purple (de kaler is parpel)
 Student 13 : what material is it like? (wat material is it laik?)
 Student 12 : the material of this pen is plastic. (de material of dis pen is plastic)
 Student 13 : I cannot find it. (ai kenot fain it)

d. Student 13

:
 Student 13 : do you see my ruler? (du yu si mai ruler?)

- Student 12 : I don't see. What does your ruler look like ? (ai don si, wat das yur ruer luk laik?)
- Student 13 : the shape is rectangular. (de shep is rectangular)
- Student 12 : what the color is it like ? (wat de kaler is it laik?)
- Student 13 : the color is white (de kaler is swait)
- Student 12 : what material is it like? (wat material is it laik?)
- Student 13 : the material of this ruler is plastic. (de material of dis ruler is plastic)
- Student 12 : come on we are looking for. (kemon wi ar lukiing for)

23. 14 and Student 15

c. Student 14

- Student 14 : do you see my pen? (ddu yu si mai pen?)
- Student 15 : I don't know. What does your pen look like? (ai don nou. Wat das yur pen luk laik?)
- Student 14 : the shape of this pen is long, the color of this pen is black, the benefit of this pen are to write and to draw. (de shep of dis pen ar tu wrait en tu drau)
- Student 15 : yes, I see it is under chair. (yes, ai si it is ander ceir)

d. Student 15

- Student 15 : do you see my phone? (du yusi mai pon?)
- Student 14 : I don't know. What does your phone look like? (ai don nou, wat das yur pon luk laik?)
- Student 15 : the shape of this phone is rectangular, the color of this phone are black and gray, the material of this phone are to aluminium and plastic.(de shep of dis pon is rectangular, de kaler of dis pon ar blek en grey, de material of dis pon art u aliminium)
- Student 14 : yes, I see it is inside drawer. (yes, ai si it insaid drawer)

24. Student 16 and Student 17

c. Student 16

- Student 16 : do you see my phone? (du yu si mai pon?)
- Student 17 : where did you put it? (were did yu put it?)
- Student 16 : I don't know. (ai do nou)
- Student 17 : I cannot you describe it? (ai kenot yu deskraib it?)
- Student 16 : the shape of this phone is rectangular, the color of this phone are red and black, the material of this phone is plastic, (de shep of dis pon is rectangular, de kaler of dis pon ar red en blek, de material of dis pon is plastic)

Student 17 : yes, I see it is on table. (yes, ai si it on tebel)

d. Student 17

- Student 17 : do you see my pen? (du yu si mai pen?)
 Student 16 : where did you put it? (were did yu put it?)
 Student 17 : I don't know. (ai don nou)
 Student 16 : I cannot you describe it. (ai kenot yu deskraib it)
 Student 17 : the color of this pen is black, the material of this pen is plastic, the benefits of this pen are to write and to draw. (de kaler of dis pen is blek, de material of dis pen is plastic, de benefit of dis pen art u wrait en tu drau)
 Student 16 : yes, I see it is under chair. (yes, ai si it ander ceir)

25. Student 18 and Student 19

c. Student 18

- Student 18 : where is my pen? (were is mai pen?)
 Student 19 : I don't know (ai don nou)
 Student 18 : where you save my pen? (were yu sev mai pen?)
 Student 19 : can you describe it you pen? (kenn yu deskraib it yu pen?)
 Student 18 : the shape of this pen is long, the color of this pen are black and blue, the material of this pen are plastic and rubber (de shep of dis pen is long, de kaler of dis pen ar blek en blu, de material of dis pen ar plastic en rabber)
 Student 19 : I don't see it. (ai don si it)

d. Student 19

- Student 19 : where is my hand phone? (were is mai pon?)
 Student 18 : I don't know (ai don nou)
 Student 19 : where you save my hand phone? (were yu sev mai henpon?)
 Student 18 : cannot you describe it you hand phone? (kennot yu deskraib yu henpon?)

- Student 19 : the shape of this phone is rectangular, the color of this phone are grey and red, the benefit of this phone are call and send message (de shep of dishenpon is rectangular, de kaler of dis henpon ar grei en red, de benefit of dis henpon ar kol en sen messej)

- Student 18 : Yes, I see it on the table. (yes, ai si iton de tebel)

26. Student 20 and Student 21

c. Student 20

- Student 20 : where is my book? (were is mai buk?)
 Student 21 : I don't know, where you keep it you book? (ai don nou, were yu kip it yu buk?)
 Student 20 : I forgot where to save it my book. (ai forgot were tu sev it mai buk)
 Student 21 : what does you book look like? (wat das yu buk luk laik?)

- Student 20 : the shape of this book is rectangular, the color of this book is blue, the benefit of this book is to read something. (de shep of dis buk is rectangular, de kaler of dis buk is blu, de benefit of dis buk is tu rid somting)
- Student 21 : yes. I take it in your bag. (yes, ai ttek it in yur beg)
- d. Student 21
- Student 21 : where is my pen? (were is mai pen?)
- Student 20 : I don't know, where you keep it you pen (ai don nou, were yu kip it yu pen?)
- Student 21 : I forgot where to save it my pen (ai forgot were tu sev it)
- Student 20 : what does you pen look like? (wat das yu pen luk laik?)
- Student 21 : the shape of this pen is long, the color of this pen is black, the material of this pen are plastic and rubber, (de shep of dis pen is long, de kaler of dis pen is blek, de material of dis pen ar plastic en rubber)
- Student 20 : yes. I take it in your table. (yes, ai tek it in yur tebel)
27. Student 22 and Student 23
- c. Student 22
- Student 22 : Do you see my ruler? (du yu si mai ruler?)
- Student 23 : I don't know (ai don nou)
- Student 22 : I lost my ruler (ai los mai ruler)
- Student 23 : where you keep it you ruler? (were yu kip it yur ruler?)
- Student 22 : I forgot where to save it my ruler (ai forgot were tu sev it mai ruler)
- Student 23 : what does you ruler look like? (wat das yur ruler luk laik?)
- Student 22 : the shape of this ruler is long. The color of this ruler is white. The material of this ruler is plastic. (de shep of dis ruler is long, de kaler of dis ruler is wait, de material of dis ruler is plastic)
- Student 23 : may there under chair. (mei der ander ceir)
- d. Student 23
- Student 22 : what are you looking for? (wat ar yu lukiing for?)
- Student 23 : I looking for my hand phone (ai lukiing for mai henpon)
- Student 22 : where did you put it you hand phone? (were did yu putit yur henpon)
- Student 23 : I forgot where to save it my hand phone (ai forgot were tu sev it mau henpon)
- Student 22 : what does your hand phone look like? (wat das yur henpon luk laik?)
- Student 23 : the shape of this phone is rectangular. The colors of this phone are black and grey. The material of this ruler is plastic. (e shep of dis henpon is rectangular, de kaler of dis henpon are blek en grei, de material of dis henpon is plastic)

Student 22 : yes, I take it. (yes, ai tek it)

28. Student 24 and Student 25

c. Student 24

Student 24 : where is my book? (were is mai buk?)

Student 25 : I don't know (ai don nou)

Student 24 : where do you save my book? (were du yu sev mai buk?)

Student 25 : I forgot where to save it. Can you describe it (ai forgot were tu sev it. Ken yu deeskraib it?)

Student 24 : The color of the book is red, the shape of the book is rectangular, the material of this book is paper. (de kaler of dis buk is red, de shep of dis buk is skuer, de material ofdis buk is paper)

Student 25 : yes, I take it under table. (yes, ai tek it ander tebel)

d. Student 25

Student 25 : where is my phone? (were is mai henpon?)

Student 24 : I don't know (ai don nou)

Student 25 : where do you save my phone? (were du yu sev mai henpon?)

Student 24 : I forgot where to save it. Can you describe it.(ai forgot were tu sev it. Ken yu deskraib it?)

Student 25 : the color of the phone is silver. The shape of the phone is rectangular. The material of this phone is plastic. (de kaler of de pon is silver, de shep of dis henpon is rectangular, de material of dishenpon is plastic)

Student 24 : yes, I see it on the table. (yes,ai si it on de tebel)

29. Student 26 and Student 27

c. Student 26

Student 26 : do you see my book? (du yu si mai buk?)

Student 27 : I don't see (ai don si)

Student 26 : I lost my book. (ai los mai buk)

Student 27 : where did you put it you book? (were did yu put it yu buk?)

Student 26 : I forgot where to save it. (ai forgot were tu sev it)

Student 27 : what does you book look like? (wat das yu buk luk laik?)

Student 26 : the shape of this book is rectangular. The colors of this book are green, yellow and black. (de shepof dis bukkis rectangular, de kaler of dis buk ar grin, yelou, en blek)

Student 27 : no I never see. (no, ai never si)

d. Student 27

Student 27 : where is my pen? (were is mai pen?)

Student 26 : I don't know (ai don nou)

Student 27 : I lost my pen(ai los mai pen)

- Student 26 : where did you put it you pen? (were did yu put it yur pen?)
 Student 27 : I forgot where to save it. (ai forgot were tu sev it)
 Student 26 : what does you pen look like? (wat das yu pen luk laik?)
 Student 27 : the shape of this pen is long, the color of this pen is the material of this pen is plastic (de shep of dis pen is long, de kaler of dis pen blek, de material of dis pen is plastic)
 Student 26 : yes, I see. (yes, ai si)

30. Student 28 and Student 29

c. Student 28

- Student 28 : do you see my pen? (du yu si mai pen?)
 Student 29 : I don't see you pen. What does you pen look like? (ai don si yu pen. Wat das yu pen luk laik?)
 Student 28 : the shape of this pen is oval. The color of this pen is blue. The material of this pen are plastic and rubber. (de shep of dis pen is long, de kaler of dis pen is blu, de material of dis pen ar plastic dan rabber)
 Student 29 : yes, of course.(yes, of kours)
 Student 28 : where you save my pen? (were yu sev mai pen?)
 Student 29 : bag(beg)
 Student 28 : thank you. (teng kyu)

d. Student 29

- Student 29 : do you see my pen? (du yu si mai pen?)
 Student 28 : I don't see you pen. What does you pen look like? (ai don si. Wat das yu pen luk laik?)
 Student 29 : the shape of this pen is small. The materials of this pen are plastic and rubber. The benefits of this pen are write and draw. (de shep of dis pen is long. De material of dis pen ar plastic en rabber. De benefit of dis pen ar wrait en drau)
 Student 28 : yes, of course. (yes, of kours)
 Student 29 : where you save my pen? (were yu sev mai pen?)
 Student 28 : bag (beg)
 Student 29 : thank you. (teng kyu)

31. Student 30 and Student 31

c. Student 30

- Student 30 : do you see my book? (du yu si mai buk?)
 Student 31 : I don't know. What does your book look like? (ai don nou, wat das yur buk luk laik?)
 Student 30 : the shape of this book is rectangular. The colors of this book are black and red. The benefit of this book are write and read. (de shep of dis buk is rectangular, de kaler of dis buk ar blek en red, de benefit of dis buk ar wrait en red)

d. Student 31

- Student 31 : do you see my pen? (du yu si mai pen?)
 Student 32 : I don't know. What does you pen look like? (ai don nou, wat das yu pen luk laik?)
 Student 31 : the shape of this pen is long. The colors of this pen are black and white. The material of this pen is plastic. (de she pof dis pen is long, de kaler of dis pen ar blek en wait, de material of dis pen is plastic)

32. Student 32 and Student 33

c. Student 32

- Student 32 : where is my pen? (were is mai pen?)
 Student 33 : I don't see you pen. What does you pen look like? (ai don si yu pen, wat dasyu pen luk laik?)
 Student 32 : the shape of this pen is long. The color of this pen is black. The benefit of this pen are to write and to draw. (de shep of dis pen is long, de kaler of dis pen is blek, de benefit of dis pen art u wrait en tu drau)
 Student 33 : yes. I see it is under chair. (yes, ai si it ander ceir)

d. Student 33

- Student 33 : do you see my book? (du yu si mai buk?)
 Student 32 : I don't see you book. What does you book look like? (ai don si yu buk. Wat das yu buk luk laik?)
 Student 33 : the shape of this book is rectangular. The color of this book is red. The material of this book is to paper. (de shep of dis buk is rectangular. De kaler of dis buk is red. De material of dis buk is paper)
 Student 32 : yes. I see it is inside drawer. (yes, ai siit insaid drawer).

APPENDIX 9

DOCUMENTASI

1. At the time students describing object in the classroom



2. When the teacher explains the material



3. When students make conversations from language Pattern



DOCUMENTASI

4. When the teacher re-explains the material to students



5. Situation in the classroom



6. Students' activity when teacher explaining material.





FAKULTAS TARBIYAH DAN ILMU KEGURUAN

PROGRAM STUDI TADRIS BAHASA INGGRIS

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 180 / In.19/TBI/PP.00.9/04/2019
Lampiran : 1 (satu) Lembar
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di –
Palopo

Assalamu' Alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Winda Rustam
NIM : 15 0202 0106
Jurusan : Ilmu Keguruan
Prodi : **Improving Students Speaking Ability Through Hide and Seek Games for Students at X Grade SMAN 2 Luwu Timur**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

Wassalamu' Alaikum Wr. Wb.

Pemohon

Winda Rustam
NIM 15 0202 0106

Menyetujui

Pembimbing I

Dr. Muhaemin, M.A
NIP 19790203 200501 1 006

Pembimbing II

Amalia Yahya, SE., M.Hum
NIP 19771013 200501 2 006

Mengetahui

Ketua Jurusan Ilmu Keguruan



Dr. Taqwa, S.Ag., M.Pd.I
NIP 19760107 200312 1 002

PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Improving Students Speaking Ability Through Hide and Seek Games for Students at X Grade SMAN 2 Luwu Timur**, dan yang ditulis oleh: Winda Rustam NIM 15 0202 0106 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 03 April 2019

a.n. Dekan

Wakil Dekan I Akademik

Dan Kelembagaan



Dr. Muhaimin, MA

NIP. 19790203 200501 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN

Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo
Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : 0802 /In.19/FTIK/HM. 01/05/2019

20 Mei 2019

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas
Kabupaten Luwu Timur
di -

Malili

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Winda Rustam
NIM	: 15 0202 0106
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMAN 2 Luwu Timur dengan judul: **"Improving Studets Speaking Ability Through Hide and Seek Games for Students at X Grade SMAN 2 Luwu Timur"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Nurdin K, M.Pd.

NIP 19681231 199903 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : 0003 /In.19/FTIK/HM.01/05/2019
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

20 Mei 2019

Yth. Kepala Cabadisdik Wilayah XII
(Lutra-Lutim)

di -

Tempat

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Winda Rustam
NIM	: 15 0202 0106
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMAN 2 Luwu Timur dengan judul: **"Improving Studets Speaking Ability Through Hide and Seek Games for Students at X Grade SMAN 2 Luwu Timur"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan,

Dr. Murdin K, M.Pd.

NIP 19681231 199903 1 014



PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENANAMAN MODAL DAN PELAYANAN
TERPADU SATU PINTU

Jalan Soekarno Hatta Telp. 081 234 577 756

Website: dpmpptsp.luwutimurkab.go.id Email: kppt@luwutimurkab.go.id

MALILI, Kode pos 92981

Malili, 22 Mei 2019

K e p a d a

Nomor : 93/DPMPTSP/V/2019
Lampiran : -
Perihal : **Izin Penelitian**

Yth. Kepala Sekolah SMA 2 Luwu Timur
Di -
Kabupaten Luwu Timur

Berdasarkan Surat dari IAIN Palopo Nomor : 0802/In.19/FTIK/HM.01/05/2019, tanggal 20 Mei 2019, tentang Permohonan Izin Penelitian.

Dengan ini disampaikan bahwa yang namanya tersebut dibawah ini :

Nama : **WINDA RUSTAM**
Tempat / Tanggal Lahir : Wotu / 04-05-1997
NIM : 15 0202 0106
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Tahun Akademik : 2018/2019
Alamat : -

Bermaksud untuk melakukan Penelitian di Instansi Bapak / Ibu dalam rangka pelaksanaan Penyusunan Skripsi dengan judul :

"IMPROVING STUDENTS SPEAKING ABILITY THROUGH HIDE AND SEEK GAMES FOR STUDENTS AT X GRADE SMAN 2 LUWU TIMUR"

Yang akan dilaksanakan dari : tanggal **22 Mei s/d 22 Juni 2019**

Sehubungan dengan hal tersebut di atas pada prinsipnya Pemkab Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan terlebih dahulu melapor kepada Pemerintah setempat.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang – undangan yang berlaku dan mengindahkan adat istiadat Daerah setempat.
4. Melaporkan hasilnya selambat – lambatnya 7 (tujuh) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Luwu Timur.
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian disampaikan untuk diketahui.



HABIL UNRU, SE

Pemkot

: Pembina Tk.I (IVb)

: 19641231 198703 1 208

Tembusan :

1. Bupati Luwu Timur (sebagai Laporan) di Malili;
2. Ketua DPRD Luwu Timur di Malili;
3. Dinas Pendidikan di Malili;
4. Dekan Fakultas Tarbiyah & Ilmu Keguruan di Tempat;
5. Sdr. (I) **WINDA RUSTAM** di Tempat.



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN**

CABANG DINAS PENDIDIKAN WILAYAH XII KABUPATEN LUWU TIMUR DAN LUWU UTARA
Alamat Kantor : Jln. Dr. Sam Ratulangi Puncak Indah Malili, Kec. Malili, Kab. Luwu Timur 92891

SURAT IZIN

Nomor : 867/481.a-CD.Wil.XII.2/DISDIK

Berdasarkan surat Dekan Institut Agama Islam Negeri (IAIN) Palopo, Nomor : 0803/In.19/FTIK/HM.01/05/2019, Tanggal 20 Mei 2019, Perihal : **Permohonan Surat Izin Penelitian**, maka Kepala Cabang Dinas Pendidikan Wil. XII memberikan izin Kepada :

Nama	: WINDA RUSTAM
NIM	: 15 0202 0106
Program Studi	: Tadris Bahasa Inggris
Semeter	: VIII (Delapan)
Tahun Akademik	: 2018/2019
Alamat	: Wotu

untuk melaksanakan Penelitian di SMAN 2 Luwu Timur dalam rangka penulisan skripsi dengan judul "**Improving Studets Speking Ability Through Hide and Seek Games for Students at X Grade SMAN 2 Luwu Timur**" yang dilaksanakan pada:

Tanggal	: 22 Mei s.d. 22 Juni 2019
Tempat	: SMAN 2 Luwu Timur

Demikian surat izin diberikan untuk dilaksanakan sebagaimana mestinya.

Malili, 22 Mei 2019

Kepala Cabang Dinas Pendidikan
Wilayah XII,



Drs. MUHAMMAD ARAFAH, M.Pd

Pangkat : Pembina Tk.1

NIP. 19650105 198903 1 013

Tembusan Yth. :

1. Kepala Dinas Pendidikan Sulawesi Selatan (sebagai laporan);
2. Kepala UPT SMAN 2 Luwu Timur di Tempat;
3. Pertinggal.



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XII
UPT SMA NEGERI 2 LUWU TIMUR

Alamat : Jl. Pahlawan No. 2 Desa Bawalipu, Kec. Wotu Kab. Luwu Timur

SURAT KETERANGAN PENELITIAN

Nomor : 420/101-UPT SMAN2/LT/DISDIK/VIII/2019

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Luwu Timur, Kabupaten Luwu Timur, Provinsi Sulawesi Selatan :

Nama : S A K R I. B, S.Pd
NIP : 19770428 200312 1 010
Pangkat/ Gol Ruang : Pembina
Unit Kerja : SMA Negeri 2 Luwu Timur

Dengan menyatakan bahwa Mahasiswa tersebut namanya dibawah ini :

Nama : WINDA RUSTAM
NIM : 15 0202 0106
Pekerjaan : Mahasiswa
Prodi : Tadris Bahasa Inggris

Benar telah melaksanakan Penelitian di SMA Negeri 2 Luwu Timur dalam rangka pelaksanaan Penyusunan Skripsi dengan Judul: **Improving Students Speaking Ability Through Hide and Seek Games for Students At X Grade SMAN 2 Luwu Timur** Mulai pada Tanggal 22 Mei s/d 22 Juni 2019.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Luwu Timur
Pada tanggal : 24 Juni 2019

Wakases Kurikulum
SMA Neg. 2 Luwu Timur,

SAKRI B, S.Pd.
Pangkat : Pembina
NIP : 19770428 200312 1 010



CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Winda Rustam
NIM : 15 0202 0106
Jurusan/Program Studi : Ilmu Kegur / Pendidikan Bahasa Inggris
Hari/Tanggal : Kamis/ 22 Agustus 2019
Judul Skripsi : Improving Students' Speaking Skill Through Hide and Seek Games For X Grade of SMAN 2 Luwu Timur

Please revise the following :

1. Title
2. Writing technique
3. Misspelling words and ungrammatical sentences

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Winda Rustam
NIM : 15 0202 0106
Jurusan/Program Studi : Ilmu Kegur / Pendidikan Bahasa Inggris
Hari/Tanggal : Kamis / 22 Agustus 2019
Judul Skripsi : Improving Students' Speaking Skill Through Hide and Seek Games For X Grade of SMAN 2 Luwu Timur

~ RPP

~ Action

~ Conclusion

Pembimbing/Penguji,

NIP.