

**“DEVELOPING GAMES HANDBOOK FOR BEGINNER
LEVEL OF SPEAKING AT MERAH PUTIH
INTERNATIONAL LANGUAGE COURSE PALOPO”**



A THESIS

Submitted to the English Department of Tarbiyah and Teacher Training

Faculty of The State Islamic Institute of Palopo

By,

FAUZIAH TANJUNG

REG. NUMBER 14.16.3.0036

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY OF THE STATE ISLAMIC INSTITUTE OF PALOPO

2019

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INTERNATIONAL LANGUAGE COURSE PALOPO”**



IAIN PALOPO

A THESIS

*Submitted to the English Education Studies Program Tarbiyah and Teacher
Training Faculty of Institute for State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for Bachelor Degree in English Education*

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THESIS APPROVAL

This thesis entitled *"Developing Games Handbook For Beginner Level of Speaking At Merah Putih International Language course Palopo."*, which is written by **Fauziah Tanjung**, Reg. Num.14.16.3.0036, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, February 6th 2019 M**, coincided with **Dzul-Qai'dah 1th 1440 H**, it is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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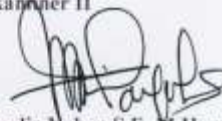
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Palopo, 28 January 2019

The Researcher

Fauziah Tanjung

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ABSTRACT

Fauziah Tanjung, 2019 “Developing Games Handbook For Speaking of Beginner Level At Merah Putih International Language Course Palopo”. A Thesis of English Study Department in State Institute For Islamic Studies (IAIN) Palopo, Consultant, I Dr Rustan S.M.Hum and consultant, II Syamsudarni S,Pd.I.,M.Ed

Key Word : Developing, Games handbook, Speaking.

The objective of the research was how to design an appropriate games handbook for students of speaking beginner level at merah putih international language course palopo.

This research was Research and Development (R&D) study. The step in this study was using 4d model which consists of define, design, develop and dissemination phase. The subject of this research was 10 students of merah putih international language course. the data were collected by observation, interview and questionnaires. There were 2 kinds of questionnaires, they are: (1) Questionnaire of Need Analysis (2) Questionnaire of Expert Judgement. The data were analyzed using qualitative descriptive method.

In this research the researcher designed a games handbook that contains of nine chapters. The design based on the analysis of syllabus on merah putih ILS. Based on the research findings the ranges of value of handbook from 2 experts are: 89 and 78, the mean value of them is 4.45 and 3.9 which the category is “Valid”. However the validator suggests that vocabulary list need to be added and give some example for each activity.

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is important and people all over the world decide to study it as a second language. Many countries take English as a second language in their school syllabus and children start learning English at a young age. However, many students take course as an extra class to learn about English. These are the reasons why student in indonesia and all over the world assume that English is important. English is the most commonly spoken language in the world. One of five people can speak or at least understand English. English is the language of science, of aviation, computers, diplomacy, and tourism¹. English provides chances to get domestic and international scholarship. Courses, English community even private become one of the media of students to satisfy their need in study English.

The researcher conducted research at Merah Putih International language school palopo. Merah Putih International language school palopo is a course that has three important classes and one camp program, the first is speaking class which divided into three grades: beginner level, intermediate and also advanced. The second is grammar class. This class also have beginner, intermediate and also advanced class. The third is pronunciation class which divided into two classes. Those are the beginner and the advanced classes. The last is camp program which

¹carmen.santillana, -"ten reason learn english". <http://www.Experience english.Html> accessed on 11 june 2017

runs in one month. In this program the student should stay at camp. The students have regularly schedule for speaking class and also grammar class combine at this program. The teachers have their own syllabus based on the need analysis of the students.

Based on the interview to the teacher on Merah Putih International language school the reason of students who joined at the course are various. The first is the students are not satisfied with the lessons that have been taught in the school. The second it is because the teacher teaching technique at the school is monotonous so the students need some extra course to understand the lesson. The last is pressuse at the class. There are an external factor and internal factor which might affect students motivation. The external factor could be the environment and the internal factor could be the anxiety of the student such as be afraid of making mistakes in front of the other students.

In the interest of observation, the researcher focus in reduce the anxiety faces by the students especially at the beginner level of speaking. The results of the present research due to this problems showed that in speaking class activities are fairly stressful practices for the students. Reasons for this fear might be attributed to the anxiety about being “over- exposed” in front of others (communicative apprehension), fear of making mistakes which may threaten the students’ self-esteem or harsh methods of the instructor for correcting errors.²

²Foreign Language Anxiety in in-Class Speaking Activities, Alessia Occhipinti, University of Oslo, Autumn Term 2009,p⁷

In order to help the student on facing the problems the researcher focus on built up the atmosphere of the class by using the joyfull learning system which including game through the learning process. Paulo fraire said that education is a freedom, he said that the joyfull learning is the situation which there is no pressure inside, both physical and psychological pressure. While any freedom of it would be able to encourage the creation of a conductive learning (learning climate). Using games in the English class is one way that is most easily accepted by students.

Using games in English class can make students feel relax and enjoy using the English. Students sometimes feel more nervous when facing new things, and afraid of getting embrace before the other students. In this sense, they do need games or any other activities that help students to be more relaxe and more confidence in using English without being afraid of making mistakes. According to Stephen Krashen, second language acquisition is influenced by affective factors either positively or negatively. One of the teacher tasks is to create a situation where students' affective filter is lowered so that the comprehensible input could be taken in. The firstaim of using games in class is just to create such a situation.³

Based on the data that researcher got from the observation, the researcher offers a solution that is an English games handbook that the students need. It trains students to face their internal problem which stated above. The games handbook contain of activities in speaking skill that is prepared for the beginner

³Using Games to Improve Students' Communicative Ability, Deguang Zhu, Journal of Language Teaching and Research, Vol. 3, No. 4, pp. 801-805, July 2012, p²

and increase the creativity of the teacher to teach while building up the atmosphere of the class.

On the description above, the researcher interested in conducting the research entitled “**Developing games handbook for beginner level of speaking at Merah Putih International language school palopo**”.

B. Problem Statement

The identification of the problems above leads the researcher to formulate the problem as a research question as follows:

1. How to develop games handbook for beginner level of speaking at Merah putih international language school palopo?

C. Objective of the Research

The objective of the research is to develop games handbook for beginner level of speaking at Merah putih international language school palopo.

D. The Significance of the Research

The result of this research is expected could be a reference of the teacher on teaching English, develop their creativity in giving materials also help the student in mastering English speaking skill with the different way. practically, this study is to provide a product that can be used by the teacher of merah putih international language school.

E. Scope of the Research

The developed games handbook for students of merah putih international language school palopo. The games handbook take a few samples of the topic that have been taught before, so the book cannot cover all of students need in large scale.

F. Operational Definition

1. Development is a process that involving growth, time, progress and having purposed to rise the quality and the level of the subject.
2. Game is any activity which is excuted only for pleasure and without conscious purpose.
3. handbook is a small book capable of being conveniently carried as a ready reference also a concise reference book covering a particular subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this thesis, the researcher found some literatures that related to this research. In order to avoid duplicating, researcher mentioned as follows;

1. Ahmed Awad Amin Mahmoud and Ziyad Ahmed Tanni their research title is “Using Games to Promote Students’ Motivation towards Learning English”The similarity between their and researcher thesis is the aim of our research is both of us agree that games have influence on the students’ attitudes towards learning English and is not just for fun but it also serves many educational purposes⁴. The diversification between us is the method of the research, The researcher used research and development method but their just reviewing back the study and did the research about it.
2. Ghina Zakiyah: Winti Ananthia’ and Deti Rostika”their research title is “The Board Game Media To Improve Speaking Skill In Grade V At The Primary School” the similarity between them and researcher thesis is we both try to improve english speaking skill student by using media.The diversification between us is the differences between our

⁴Ahmed Awad Amin Mahmoud , Ziyad Ahmed TanniUsing Games to Promote Students’ Motivation towards Learning English.pdf,P,3)

media it self their used the board game media but the researcher use games handbook to develop student speaking skill.

B. Speaking Skill

Burns, Joyce and Luoma define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.⁵ it is often spontaneous open-ended and involving however speech is not always unpredictable, certain discoursed situations can be identified.

According to Byrne speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding, while Huebner states that speaking is the main skill in communication. based on this idea we can conclude that someone can communicate or understand each other through speaking.

Based on the theories above researcher infer that speaking is the ability to express our idea, need, and our self in order to communicate with other person. and in educational side it is the ability to perform the linguistic knowledge in actual communication.

⁵The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students, Shiamaa Abd EL Fattah Torkey, Ain Shams University Women's college Curricula and Methods of teaching Department, 2016, p¹⁵

C. Games

A game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game. For example, people dance, play musical instruments, act in plays, and play with dolls and model trains.⁶ Using games in a class is one of the point from making enjoyable learning system. Enjoyable learning system is An activity combined with happiness and satisfaction which is the basis of play-way method of learning. It is an improvement on the activity principles.

This term was first introduced by H. Caldwell Cook. He discovered that children took keen interest in learning English grammar and language when they were required to participate in Shakespearian plays. In dramatization spontaneity freedom and laughter were associated with the learning process.⁷ Bambang yulianto stated that joyfull learning system is how to make class to be fun, not to be monotonous.⁸ Joy captures the thrill of true learning – the curiosity, the passion, the collaboration, the connection, the effort, the fun, the pride, the sharing. Joyful learning speaks to both the learning process, where there is considerable evidence that focus on techniques that we would describe as joyful are far more effective, and to an outcome that should be valued highly.⁹ From the whole of this information the conclusion that the joyfull learning system is the situation that

⁶ Kramer, Wolfgang: what is a game” ,<http://www.thegamesjournal.com/articles/WhatIsaGame.shtml> accessed on 31 may 2017

⁷Teaching of history, “ joyfull learning” <http://freenaleen.blogspot.co.id/2013/12/joyful-learning.html> accessed on 31 may 2017

⁸Cakheppy, “ strategi joyfull learning”,[http://StrategiJoyfull Learning \(belajarmenyen- angka\) _ Cak Heppy.htm](http://StrategiJoyfull Learning (belajarmenyen- angka) _ Cak Heppy.htm) accessed on 2 june 2017

⁹Sebastian, “joyfull learning :<http://www.joyfulllearningnetwork.com/what-is-joyful-learning.html> accessed on 2 june 2017

there are no pressure inside so the student could feel the freedom to do everything their want on the learning process. The freedom in here means growing up the passion,enthusiasm, of the student and also build up the interaction between the teacher and the students.In addition when the enjoyable learning system apply on the learning process, this could help the student to be more relaxto follow the learning process.

C. Definition of Learner

learner according to dictionary categorized as a person who learning a particular subject or skill. A major theme in the teorhetical framework of bruner said that learner select and transform information allows the individual to go beyond the information given¹⁰. If students related more to the definition of someone who studies usually under the guidance of the teacher or institutions, learner is someone who also learns something, more about context of acquiring skill or practical skill.

1. Definition of young learner

Young learner is catch all term for student who are not yet adults.¹¹Generally, it is difficult to give precise age range of this learner group. However, young learners are usually considered to be pupils between six to ten or eleven years of age¹². According to Purwaningsih,“Young Learners are learners in Elementary School aging 9-10 years old who are learning English as foreign

¹⁰Anonim. 2018 konstruktivist teory (online) / accessed on 30 january 2019. 2:18 pm

¹¹Carolread.2011 “Y is for young learner”. (online) , (<https://carolread.wordpress.com/y-is-for-young-learners/>), accessed on 29 january 2019. 1:54 pm.

¹²Eva Loukotková.2011 “Young Learners and Teenagers – Analysis of their Attitudes to English Language Learning”. Thesis. Masaryk University BrnoFaculty Of Education.

language”.¹³ Based on all of the definition related to this we need to take a lot of consideration when teaching or developing material for this age. Each lesson must be active and creative. Because at this age student really love to play along, they need a lot of physical activities to learn. It is natural part of a child’s learning process so that games that have children moving around and interacting with physical object are necessary factor in their development.¹⁴

2. Definition of teenager learner

According to the merriam webster dictionary teenager is someone who between 13 and 19 years old. Teenager also called as a adolescence moment where this phase is a transitional phase of growth between childhood and adulthood. According to WHO (world health organization) define an adolescence as any person between ages 10 until 19 years old. To make the development model material even game, at this age is not easy because mentality of the learner is not stable. Considerate their age Teenagers think differently to grownups they are more likely to take risks, be sleepy, misread emotions, give in to peer-pressure and lack self-control.¹⁵The best way of developing material or games for learner is using their curiosity and making challenge on the material games that given later at the class session.

¹³Cicikprasetya.2011 “young learners” <https://cicikprasetya.wordpress.com/2011/08/29/teaching-english-for-young-learners/>. Htm, accessed on 30 january 2019 1.58 pm.

¹⁴Theo navaro. 2013 “The differences between young learners, junior and young adults”, pdf.p¹

¹⁵Mihalyi Csikszentmihalyi.adolescence (online) <https://www.britannica.com/science/adolescence/> htm. accessed on 30 january 2019. 3:03 pm

3. Definition of adult learner

Adult learner according to wikipedia is a person who is 25 years old and up who is involved in forms of learning. But based on the IGI global disseminator of knowledge adult is a student who is age 24 years old, older when he/she enrolling in an institute of higher education as an undergraduate student. According to Rogers, adult learners mostly share the following characteristic features first They bring with them a package of experience and values, though they may be varying degrees of willingness to use it to help the learning process. second They come to education with intentions. Adult learner already have their motivation towards learning something so that they will not easily to give up when learning some materials, what we can do to purpose and develop the materials is just finding the suitable topic that can increase the knowledge of the learner.

E. Subject of Beginner Level

Based on Collins-Cobuild Dictionary “A beginner is someone who has just started learning to do something and cannot do it very well yet.” Subject of beginner level can be distinguished as two levels, first is absolute beginner level (true beginner) the other one is false beginner level. Jones stated that absolute beginner level is a learner who has no or very little knowledge of English and they have to be taught the basic rules and vocabulary to be able to perform in simple communicative situations¹⁶, by this statement we can conclude that the absolute beginner level is a student who has zero knowledge of English while

¹⁶Bc.et Bc.Šárka Mihulková 2014. Continuing Beginner Learners in Adult EFL Classes “CHARLES UNIVERSITY IN PRAGUE Faculty of Education” pdf.p¹⁶

false beginner level are English learners who have studied English in school often for a number of years but never acquired any real grasp of the language.¹⁷

False beginner usually has speed up as their remember past lesson then absolute beginner will progress slowly and acquire each point methodically, need a proper method to teach on the absolute beginner class cause student cannot understand the language at all, it is complex and often happen on the efl (English foreign learner class). Teacher usually develop this problem by having a physical language on the class, a simple exercise or activity that can be used to communicate to the learner is important, so that they usually use gesture before words. after that they will be focusing on teaching simple phrases and move to the sentence and grammar..

As describe above that false beginner level is a student who has already taken part in English language lesson in the life. but there are a lot of definitions goes to this Macmillan's dictionary states that a false beginner is "someone who starts to study a language from the beginning again, although they already have a slight knowledge of it" while Collins-Cobuild and Oxford dictionaries formulate the definition conversely as "someone who has some knowledge of a language but has just started to study it from the beginning". Jones concretizes these definitions and adds that false beginners are "students that have previously studied or been exposed to English, but have learned or remembered very little."

¹⁷kennet beare, 2018 "absolute beginner english" (online) /<https://www.thoughtco.com/beginner-english-20-point-program-1212145.htm> accessed on 31 january 2019. 10.30 am.

Based on these definition we can conclude that what can teacher do on teaching at this level is build on what they know Before tackling a topic or a linguistic concept, find out what your students know so you don't waste time teaching them what they do know and can use their knowledge to expand their English skills.¹⁸

D. Syllabus Development

Syllabuss have made to answer the question about expectations of the students and it provides the instructor/teacher and the students with a contract, a common reference point that sets the stage for learning throughout the course. The form and content of a syllabus vary widely by discipline, department, course and instructor. usually the consideration to make a syllabus for the course are course content, learning objectives, characteristic of class meetings and the logistic.¹⁹

E. Description of The Syllabus

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
<ul style="list-style-type: none"> ■ Applying social text by telling self and communicate to introducing self. 	Self introduction	<ul style="list-style-type: none"> ■ The students can aunderst and the function of self introduction text. ■ The students can telling 	<ul style="list-style-type: none"> ■ The students identify the meaning of the text. ■ The teacher tells the function and context 	2x45"	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono – Simple Vocabulari 	Scoring

¹⁸anonim, 2018 "WHAT ARE ABSOLUTE BEGINNER AND FALSE BEGINNER EFL STUDENTS?" (online) <https://www.theteflacademy.com/blog/2018/03/what-are-absolute-beginner-and-false-beginner-efl-students/htm> accessed on 31 january 2019. 11.05 am.

¹⁹anonim.2018 (online) <http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/#Syllabus/htm> accessed on 01 february 2019. 1.38 pm.

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
		<p>himself to the other.</p> <ul style="list-style-type: none"> ■ The students can make conversation by speaking in introducing each other. 	<p>of the text.</p> <ul style="list-style-type: none"> ■ the students read aloud the text. ■ The students come forward and tell about himself ■ The teacher pair the students. ■ The students practicing the conversation 		<p>es.</p> <ul style="list-style-type: none"> ■ Internet 	

Pict 2.1 : Sample of syllabus on Merah putih international language school palopo

The researcher analyzed the lesson which is included into the games handbook by analyzing the syllabus. She collect the data by taking syllabus of Merah putih international language school palopo, to find out what teacher used as a reference on the beginner level. She took several topics from the syllabus, because this book cannot cover all of the students need in large scale. When put the games into the handbook the researcher mostly find out what is the easiest to teach and learners can have fun with but still related to the lesson, she begin it with the simple one and move to the next stage which is improving with the important materials within it.

G. Developing Material Through 4D

Sivasallam Thiagarajan, Dorothy S Semmet and Melvyn I Semmel suggested the using of Four-D Model to develop teaching material. This model contains 4 stages; (1) Define, (2) Design, (3) Develop and disseminate.²⁰

H. Material Development

For many decades, materials development was merely the production accompanying a wide range of learning resources to illustrate methods. However, things have started to change due to teachers' awareness of two issues: first, the huge production in the interest of methodologies and materials used for teaching; and second, the importance of including students' voices in order to update teaching materials in terms of the way learners would like to learn and what they need to learn in today's increasingly globalized world. Then, pondering on the teaching process is vital in the search for developing materials that satisfy students' learning objectives and styles, preferences, and expectations. Gardner said that envisioned the multiple intelligences model in which he asserts that human beings are unique and have eight native intelligences he termed as interpersonal, intrapersonal, musical, spatial, kinaesthetic, logical-mathematical, linguistic, spiritual and naturalistic that must be acknowledged and developed when teaching a language. This, in turn, should lead teachers to reflect upon classroom procedures in unique paths.

²⁰Thiagarajan "developing 4d model" 2010.p,¹²

I. Materials Development Demands

Acknowledging that students learn at particular speeds and succeed in different manners, teachers should consider this diversity when teaching the target language and when developing their materials trying, at the same time, to keep a balance among students' language learning needs, preferences, motivations and expectations, their affective needs, and the institutional policies.

In the same way, and following Oxford stated that, teachers should also bear in mind that since knowledge is socially built, fostering pair and group learning activities is a "must" as they enhance motivation, improve self-esteem in students, and lower anxiety and prejudice. Additionally, they are helpful in sharing information, cooperating with each other's learning, enhancing commitment to subject learning as well as to developing a sense of belonging to the educational institutions and classmates.

Furthermore, it is relevant to highlight the valuable element of enjoyment in our practices and in the material being produced for our students, which results in having students motivated and engaged in a comfortable, warmhearted and challenging learning atmosphere. To that extent, Tosta and Small stated that assert that an essential element of success in an EFL classroom is the possibility for the class to be an opportunity to learn and the students to find learning enjoyable. For this reason, teachers ought to create materials that promote pleasant learning settings, thereby fostering motivation, interaction, and long-term learning.

Above all, materials development requires designers to be reflective, resourceful and receptive (RRR) agents with regard to their teaching practice,

besides becoming more willing to take risks and make decisions related to the way they handle classes, and being less willing to single out what should not have been done as well as attentive to complimenting and praising their students' attempts to perform tasks in a different manner as there are not necessarily incorrect ways to do things, but rather different ways to do them.

J. Conceptualisation

Although the expression "*materials development*" Tomlinson has different denominations in available literature, such as instructional materials design, course development, course books, instructional design strategies, the term *materials development* since it offers a more inclusive definition. It embraces an array of behaviours leading to fostering effective teaching and learning settings. Moreover, it includes the adaptation and/or creation of a learning- teaching exercise, a task, an activity, a lesson, a unit, or a module composed by one or two units.

Materials development implies the combination of both reasoning and artistic processes. In this respect, Low states that "designing appropriate materials is not a science: it is a strange mixture of imagination, insight, and analytical reasoning". In the same thread of thought, Maley asserts that the writer should trust "...intuition and tacit knowledge" "and operate with a set of variables that are raised to a conscious level only when he [she] encounters a problem and so works in a more analytical way". Then, these authors agree on the fact that materials development entails a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources.

Considering that our duty as teachers is to care for our students' learning, developing appropriate tailor-made materials that suit all of our learners' profiles becomes a fundamental must. According to Unesco, to respond to the diversity of learners and enhance the quality of education we should improve the effectiveness of teachers, promote learning-centred methodologies, develop appropriate textbooks and learning materials, and ensure that schools are safe and healthy for all children". For this reason we insist upon the fact that developing materials embraces all teachers' attempts to create or adapt didactic resources to teach and foster students' language learning process.

Finally, Tomlinson's definition of materials development suits our perception of inclusiveness as it is "anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake"

K. Principles and Strategic Components of Materials Development

As we stated before, materials development entails the blending of reasoning and artistic processes, which are guided by some tenets and essential ingredients that help both language learners assimilate and provide teachers with the groundwork to embark on the materials development route. Although in the field literature some theorists have devoted valuable time to providing principles and strategic components of materials development, such as Tomlinson, Harmer, Arnone, and Small, agreed to the Tomlinson's principles of second language

acquisition (SLA) that apply to materials development. In the following list we present the tenets that materials development must hold:

1. Achieve impact through novelty, variety, attractive presentation, and appealing content.
2. Help learners feel at ease. SLA research has revealed that students seem to learn more and in a shorter time when relaxed and comfortably engaged in learning activities
3. Help learners develop self-confidence. "Relaxed and self-confident learners learn faster".
4. Be perceived as relevant and useful by the learner.
5. Facilitate student self-investment, which aids the learner in making efficient use of the resources to facilitate self-discovery.
6. Attain readiness, as asserted by Krashen. There is a need for roughly-tuned input since it features what the learners are already familiar with, but that also contains the potential for acquiring other elements of the input which each learner might or might not be ready to learn.
7. Draw learners' conscious or sub-conscious attention to linguistic features so that they become aware of a gap between a particular feature of their native or first language and the target language. Seliger suggests that helping learner notice the gap between output and input facilitates the acquisition process.
8. Provide opportunities for communicative purposes in L2, thereby fostering language use, not just usage. As pointed out by Canale & Swain,

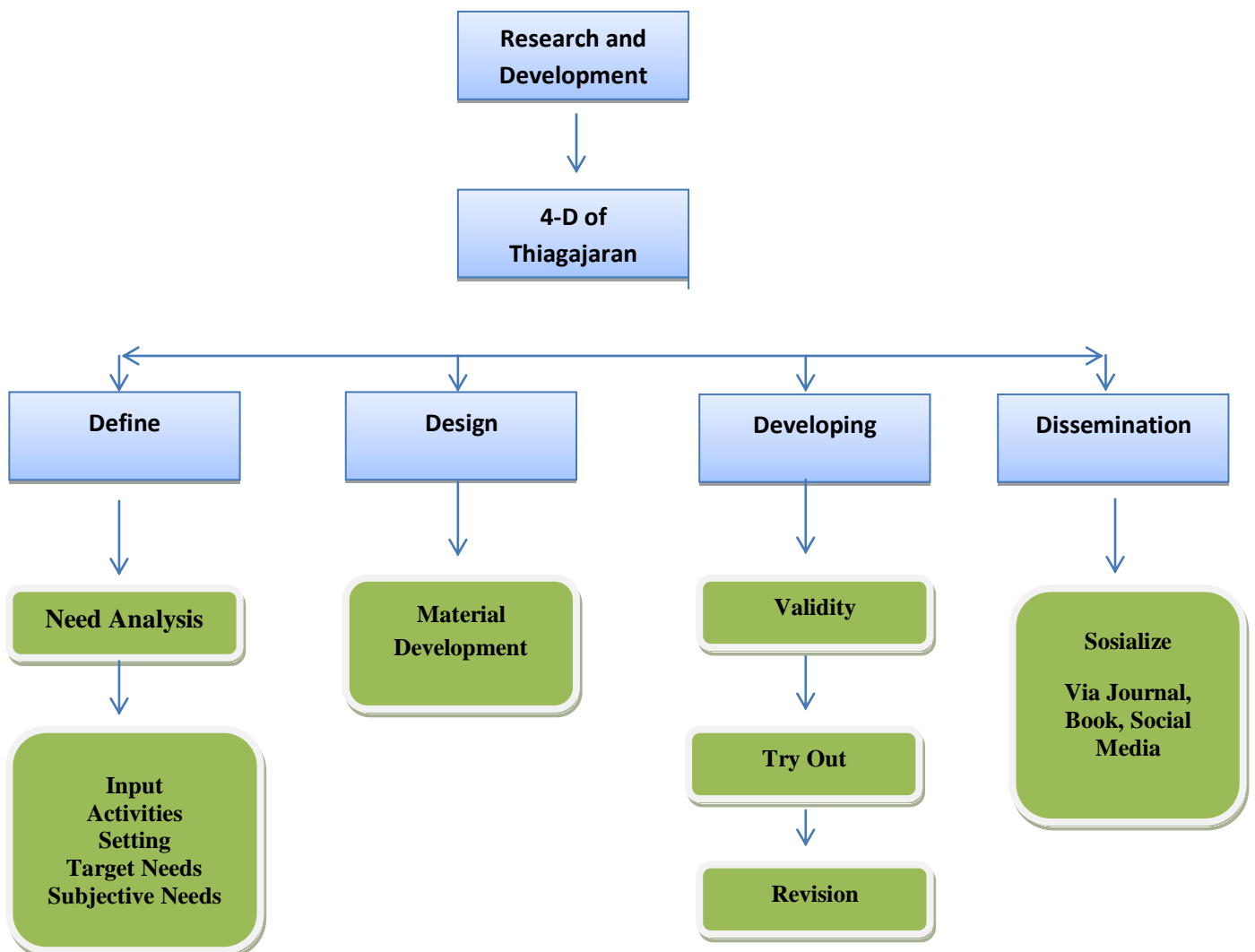
learners should be helped to reflect upon their existing procedural knowledge and develop strategic competence.

9. Take into consideration that for learning to take place, learners may be able to rehearse certain information, to retrieve it from short term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place. Ellis reports on some research on this principle and suggests the need for post-evaluation of materials to find out what learners have eventually learned as a result of using them.
10. Take into account students' different learning styles such as visual, auditory, kinaesthetic, analytic, experiential, global, dependent, independent, etc., as suggested by Tomlinson and Harmer.
11. Regard students' emotions or affective screen. As Dulay, Burt & Krashen assure, learner's individual motives, emotions, and attitudes are displayed in the EFL classroom, and result in different learning rates and grades.
12. Allow for a silent period at the onset of instruction until learners have gained sufficient exposure to the target language and confidence in understanding it.
13. Stimulate left and right brain lateralization through intellectual, aesthetic and emotional involvement. While the left side of our brain processes speech, analysis, time, and sequence, and recognizes letters, numbers, and words, the right side processes creativity patterns, spatial awareness,

and context, and recognizes faces, places, and objects, as affirmed by Tomlinson and Arnone.

14. Provide opportunities for outcome feedback. The following aspect we would like to address has to do with the fundamental elements that must be taken into consideration for the development of teaching and learning materials.

L. Conceptual Framework



First, researcher did the need analysis to the learner beginner level at Merah Putih International language school palopo to get the real information about what actually they are needed. Researcher collected information through questionnaire then researcher took 10 samples of student. Second, researcher designed by choosing media and material development. Third, researcher would develop the product through expert appraisal, after got the expert opinion about the product, researcher would evaluation then testing it to the students. The last step was validation from the expert.

M. Research Question

As a research that produced a product, this research is expected to answer the question “what kind of games handbook suitable for beginner level of speaking at merah putih international language school palopo?”

CHAPTER III

RESEARCH METHOD

A. Development Model

Research and development (R&D) method is a new method for the researcher. Research and development (R & D) is one of designed aimed at developing and validating english learning media, In this case a handbook at Merah Putih International language school palopo. The process involves identifying the internal problem of the student which trying to be solve the problem by changing the atmosphere of the class using the games material. The main purposed of this method is to produce a product. It might be new concept, model of education, new media, develop learning media and many others. This research conducts Four-D-Model by Thiagarajan and friends. The procedures of this research is mentioned as follows; Define, Design, Development, and Disseminate.

B. Procedure of Development

The research would be conducting Four D model, the stage is as follows;

Rancangan Penelitian
• Penelitian model 4-D (Thiagarajan et al., 1974)



1. Define

In this stage determine and define students' needs. The activity that researcher would do in this stage is analyze the students condition, analyze material, analyze task and specification the objective of material. In define stages, it would also conduct the following sub categories to comprehend the stage;

a. Front End Analysis

The initial analysis was conducted to determine the underlying problems in the development of games material. At this stage raised facts and making it easier for alternative settlement determining a first step in the development of English learning media in this case material suitable to be developed.

b. Learner Analysis

Analysis of learners is very important at the beginning of the planning. Analysis of learners would do by observing characteristics of learners. This analysis is done by consider the characteristics, abilities, and experiences of learners, either as a group or individually. Analysis of learners includes the characteristics of academic ability, age, and motivation of the subjects.

c. Concept Analysis

Analysis of the concept aims to define the content of the material in developing a games material. The analysis made in the map learning concept that would be used as a means the achievement of specific competencies, by identifying and systematically compile the main parts of learning materials.

d. Instructional Specifying objectives

The analysis is done to determine the learning objectives learning achievement indicators are based on an analysis materials and curriculum analysis. By writing destination learning, study researchers can determine what would be featured in the games handbook, determining the lattice matter, and ultimately determine how much learning objectives would be reach.

2. Design

After getting the problem of the definition phase, then performed the design stage. The design stage aims to design games handbook that can be used in Merah putih international language school palopo but the scope would be limited only for beginners. The design phase includes:

a. Criterion-test construction

Preparation of the test instrument by setting goals learning a barometer of the ability of learners in the form of products, processes, psychomotor during and after learning activity.

1) Input

In this stage would also input the vocabulary on the learning process. That could help students to understand the games. So the learner would train their ability and their confidence in every games inside.

2) Activities

The activities in every skill and chapter would design as their needs and wants from the need analysis before. So the learner would not feel boring because the games material interesting as they want.

3) Concept of the media

In this media the researcher would divide it into 9 chapter within one game for each chapter except for the first chapter, there would be purposed why we use the game, what's needed, how to play, note if there is an extension of the game or any tips that can be added in the game, and language expressions.

3. Develop

The development phase is intended to generate the games handbook. The revised based on input from experts and pilots to learners. There are one step researcher has done in this stage that was validation expert (expert appraisal).

1. Validation Expert (expert appraisal)

The expert validation serves to validate the content of the games handbook. Before testing and validation results would be used to revise the initial product of games handbook product which have been prepared would then be assessed by expert of English lecturers, there were two experts from language expert and material expert . So it can be known whether the games material feasible or not. The result of this validation is used as a repair material to perfection the games material developed.

4. Dissemination Phase (disseminate)

After the trial is limited and instruments have been revised, the next stage of dissemination. The purpose of this stage is disseminating the games material. In this stage, divided into 4 activities; 1) Validation testing, 2) Packaging, 3) Diffusion, 4) Adaptation²¹. Validation testing In this activity, the product that already validate would implementation to the real target. It is to evaluate the effectiveness of the product that researcher develop. Packaging is activity to design the cover of product, includes names, color, cover etc. Diffusion and adaptation, in this activity aimed that the product can be used for the society then could be adapted in their class. Dissemination, is activity to socialization teaching material through distribution to teacher or student. In this study only done limited dissemination, by disseminating and promoting the final product is limited to the beginner level of speaking.²² But the researcher would not go to this stage so the researcher only done the phase untill the develop stage.

C. Need Analysis

1. Definition

Jack C. Richard in *Curriculum Development in Language Teaching* book stated that needs analysis is some procedures which are used to collect information about the learner's needs²³. In another resources Liang and Chen mentioned that need analysis not only supporting the students' need, but also can

²¹Bushari, Bustang <http://bustangbuhari.wordpress.com/2011/08/25/four-d-model-pengembangan-perangkat-pembelajaran-dari-thiagarajan-dkk/> accessed on 15 juni 2017.

²²Thiagarajan. 4d model 2010 p⁶⁻⁹

²³Richard, Jack "Curriculum Development In Language Teaching" Cambridge university press 2001, Cambridge p,²⁹.

produce information to give feedback on the course design so that revision and improvement can be made. From the definition before, researcher conclude that need analysis is some procedure of analysis student's / learners' need to get the specific information for developing material, models, designing to fill the learners need for completing their comprehend.

Curriculum development should be viewed as a process by which meeting learners' needs leads to improvement of learners' learning. Therefore, curriculum developers should gather as much information as possible toward the learners' needs.

This procedure used to collect information about the learners' needs by Richards²⁴ is called as the needs analysis (NA). It is also said by Iwai as activities that are involved in collecting information that would serve as the basis for developing a curriculum that would meet the needs of a particular group of students. While Brown as quoted by Takaaki also elaborate it as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.²⁵

Historically, needs analysis was introduced into language teaching through the ESP movement among 1960s to 1970s. Even though, this needs analysis was not advocated only for ESP, but also for second/foreign language students in general. In fact, needs analysis have been conducted informally for years by

²⁴ Ibid p⁵¹.

²⁵<https://upipasca.wordpress.com/2010/02/19/needs-analysis-in-curriculum-development/> accessed on 07 june 2017

teachers who wanted to assess what language points their students needed to learn. Indeed, the various activities usually called “approaches” are different expressions of this desire to figure out what students need to learn.

2. The Purposes Of Needs Analysis

The first step of needs analysis is to find the purpose(s) of the needs analysis. Needs analysis in language teaching can be used for different purposes. The purposes are proper to what the students’ needs. As follows;

- a. To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students.
- b. To help determine if an existing course adequately addresses the needs of potential students.
- c. To determine which students from a group are most in need of training in particular language skill.
- d. To identify a change of direction that people in a reference group feel is important.
- e. To identify a gap between what students are able to do and what they need to be able to do.
- f. To collect information about a particular problem learners are experiencing.

3. Technique and Data Collection Instrument of the Research

- a. Data collection instrument for need analysis

Instrument for need analysis are:

1) Questionnaire

The questionnaire is an open questionnaire where the learner can give the true condition about their needs and wants. Questionnaire is given to students of speaking beginner level.

2) Interview

To collect data, researcher also do interview to the teacher of English teacher of Merah Putih International language school palopo.

3) Observation

Observation conducted in Mei. Researcher observed about the the obstacles that faces by the students especially on the internal problem of them when they want to speak English.

4) Documentation

The data of documentation could be as video of teaching and learning process, photos, attendance list, syllabus, and another kinds of document that related and supported the research.

D. Design of the Materials Try-Out

1. Design of try-out

In testing the product through try-out, researcher has collaborated with the English teacher of Merah Putih International language school palopo. The media consisted of 9 chapters and each chapter got one game inside and bonus game for special chapter. In the try-out, researcher would have a role as observer.

2. Subject of the Try-Out

Merah Putih International language school palopo is a course consist of three important classes that is speaking, pronunciation, grammar class and one camp program, the population are from the beginner class of speaking and subject would be 10 students at the beginner level.

3. Data Analysis Techniques

a. Data analysis on need analysis

Data analysis on questionnaire would analysis by using the formula²⁶

$$X = \frac{B}{N} \times 10$$

Where :

X: Value

B: Score of learner answer

N: total numbers of subject of research

a) Data analysis on the product validation

Validation criteria which used in the program validation are shown in the table below.

Table 3.5 Program validation criteria²⁷

Percentage	Validation Criteria
76-100	Valid
56-75	Valid enough

²⁶Aifin, *Evaluasi Pembelajaran*, Bandung:PTRemajaRosdaKarya, 2013 p.228

²⁷Arikunto, S., *Dasar-dasar Evaluasi Pendidikan*. (Jakarta : Bumi Aksara)

40-55	Less valid
0-39	Invalid

b) Data analysis on materials try-out

Data analysis would analysis by using the formula²⁸

$$X = \frac{BN}{N} \times 100$$

Where :

X: Value

B: Score of learner answer

N: total numbers of subject of research.

²⁸Aifin, Evaluasi Pembelajaran, Bandung: PTRemajaRosdaKarya, 2013 p.228

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with finding about the development result of this study that obtained and explanation based on the research question formulated previously, the result of the research consists of description of the subject and syllabus in need analysis, the products and the questionnaires on materials try out.

1. Description of the Need Analysis Result

A. Description of the Subject

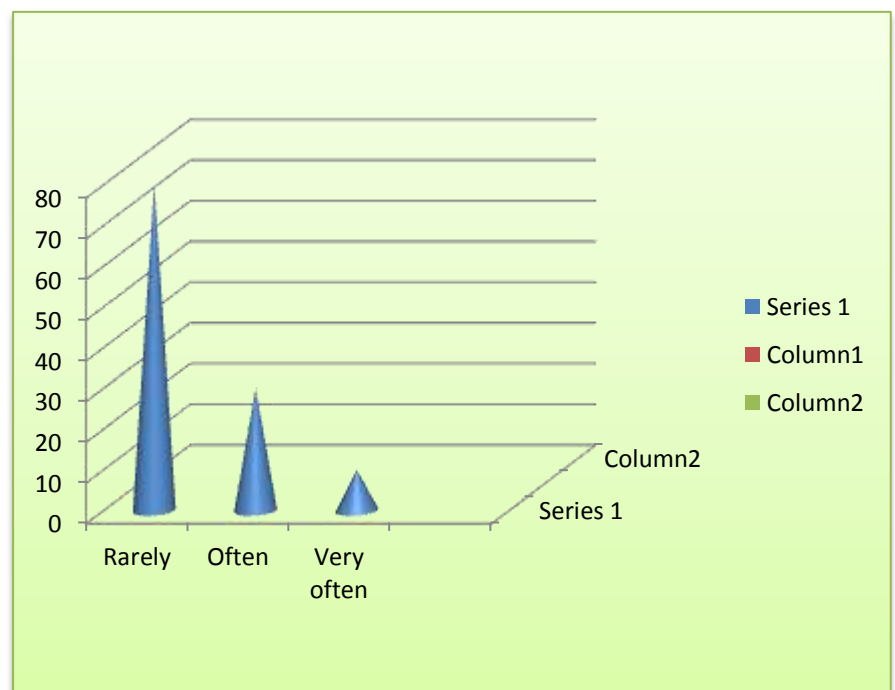
Data analysis on need analysis aims to identify what students need. In this research the researcher presented the game which related to the lesson they will learn. In sum the researcher presented that 10 students of beginner level Merah Putih International Language School categorized as beginner level. The student from merah putih have not finished the test before they came to the beginner level class when they first came to the course. It created different atmosphere on it. the students themselves having different kind of personality which become a big differences of them, it really giving the impact how the student who has learned English before or the other students who joined on a course compared with another student who has no basic at all. But after having an interview session with them on the first meeting the researcher realize even though there were several student who experienced and trains to learn English they were still included on beginner levels.

Some of them really good in grammar but can not speak it out and several students can speak but stil having trouble with their pronunciation. In case the student who doesn't have self confidence afraid to compete with their friends who can speak English better, they need another solution how to speak out and get through this condition. Most of them used visual and audio visual learning styles really rare to find the kinesthetic one. Their mother tongues included bahasa indonesia, java, luwu, bugis, ambon, and melayu.

B. Result of the Quistionaires

In this need analysis, the populations consist of 10students from Merah Putih International Language Course.

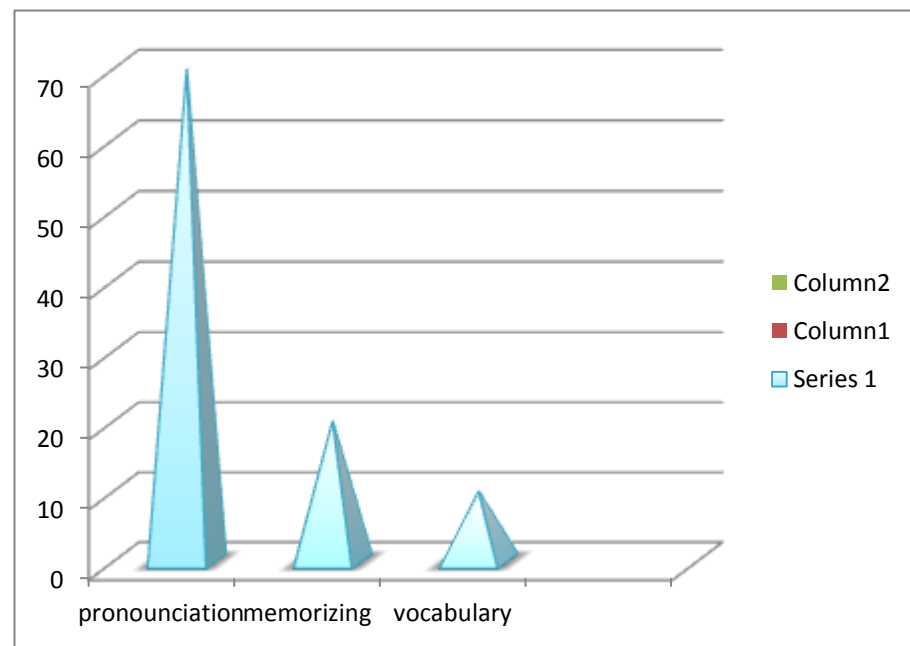
1. Necessity



- Rarely = 80%
- Often = 30%
- Very often = 10%

The percentage of the question shows how often the students are using English in their real life. It shows the percentage of students who answering rarely is 80%, often is 30% and very often is 10%.

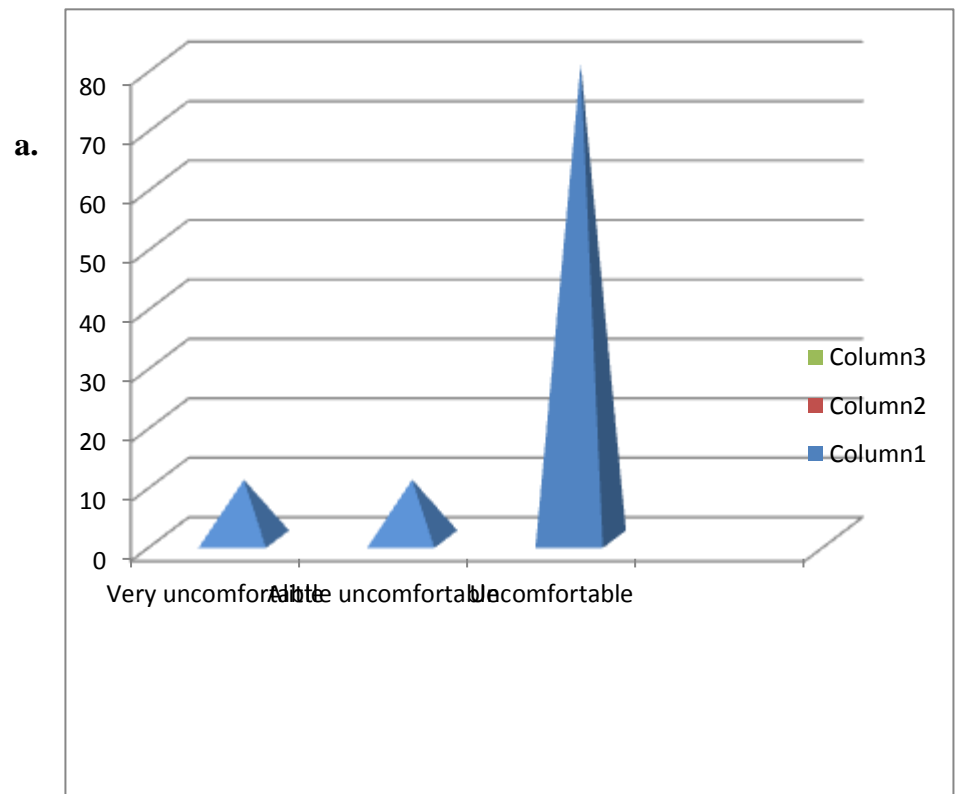
2. Lack



This question is giving information about what is the problem of the student when they want to learn English. There are 3 answers that student gave as an answer. there are pronunciation with 70%, memorizing = 10%, and vocabulary = 20%.

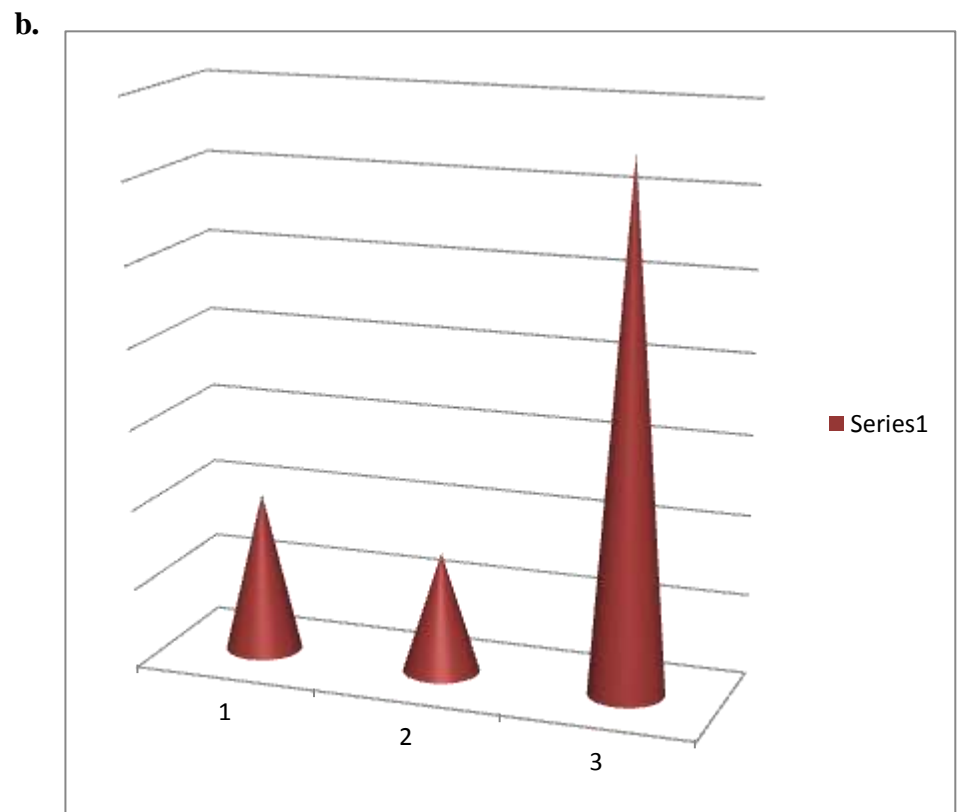
3. Wants

These following question shows the answer of the students about the way that they like in having an interaction with the teacher. It is using anxiety scale for each question to find out what makes student feel the most uncomfortable when they are in the classroom. It is used also for the researcher to find the most significance way to have an interaction with the students.

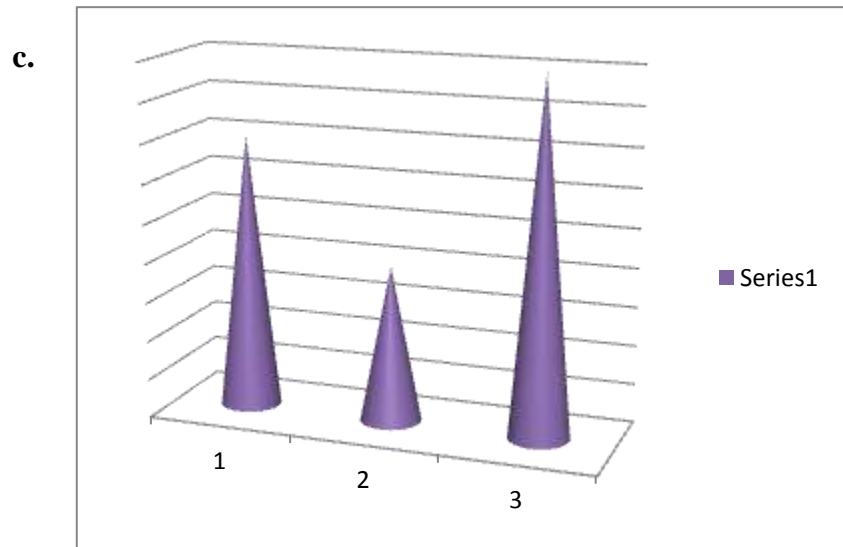


This diagram shows the result about a question with the specific situations, what if the teacher asked them individually come to the front class and asking them about one question. Based on the diagram, we see that 80% students feel very uncomfortable,

20% students feel a little uncomfortable and 10% choose uncomfortable.

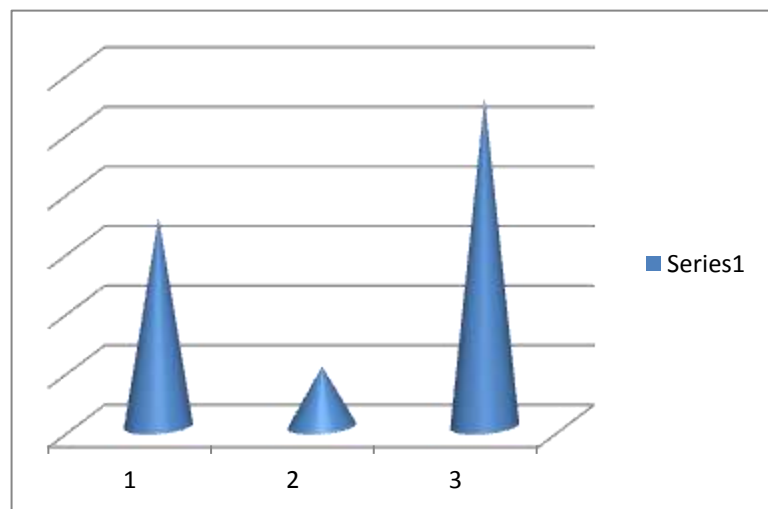


This diagram shows the result about a question with the specific situations, what if the teacher asked them to speak out without any preparation before. Based on the diagram, we see that 80% students feel very uncomfortable, 10% students feel a little uncomfortable and the rest of it which is 10% choose uncomfortable.



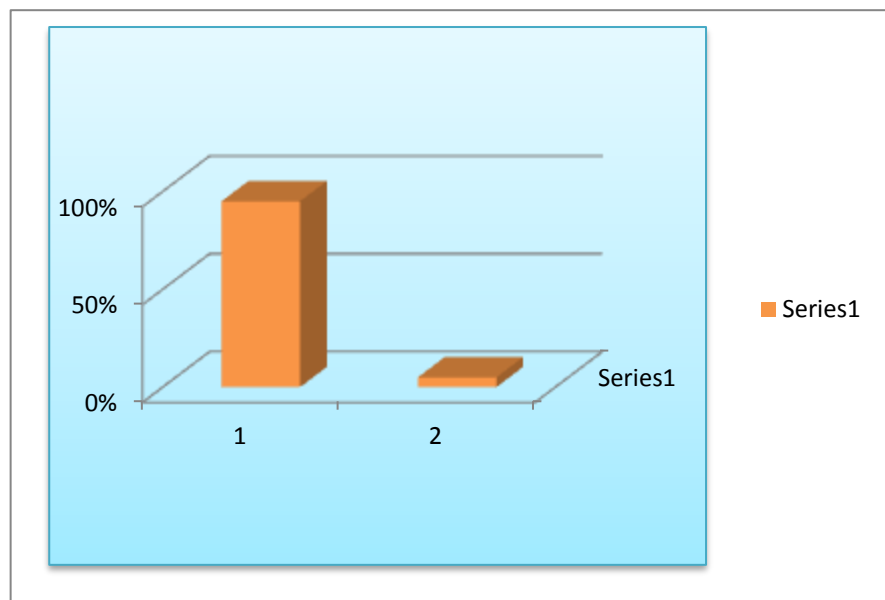
This diagram shows the result about a question with the specific situations, what if the teacher asked them individually having an conversation with their friends. Based on the diagram, we see that 10% students feel very uncomfortable, 20% students feel a little uncomfortable and the rest of it which is 70% choose uncomfortable.

d.



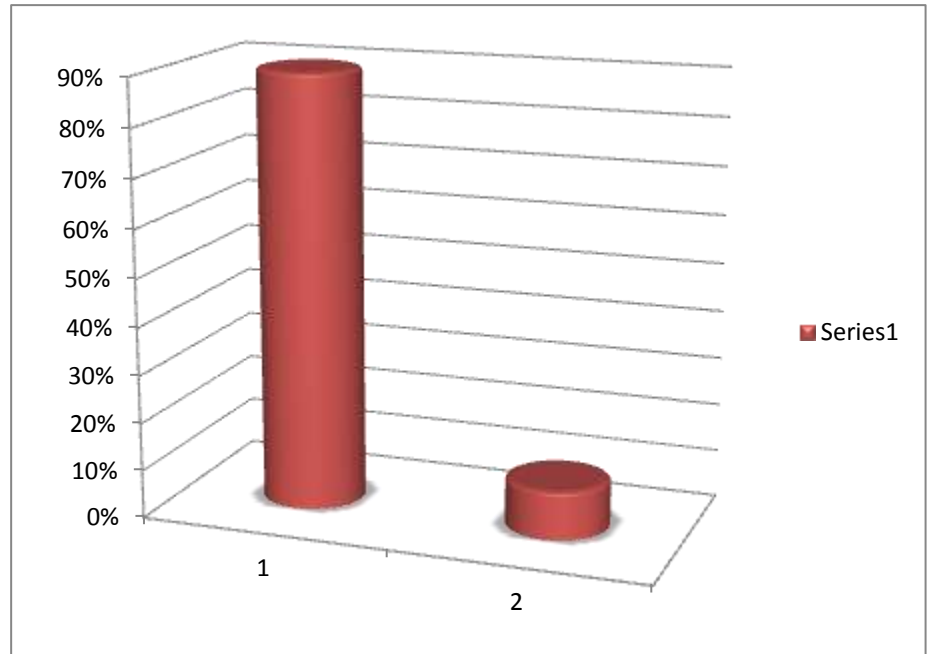
This diagram shows the result about a question with the specific situations, what if the teacher asked them to make a little group discussion and divide them into teams. Based on the diagram, we see that 10% students feel very uncomfortable, 50% students feel a little uncomfortable and the rest of it which is 40% choose uncomfortable.

4. Necessity



This question is asked the students about their opinion “game can help you to improve your speaking”.Based on the diagram, we see that 90% students agreed by the statement neither 10% of them are disagree.

5. Necessity



This question is asked the students their opinion about the games. Based on the diagram, we see that 95% students like the game and 10% of them are dislike it

2. The First Draft of Games handbook

The games that researcher used in this handbook are from various sources but having an upgrade on the process, according to the need analysis researcher has done before. This book present games within related to the lesson. The games handbook consist of 9 chapter, there is one game for each chapter except for the first lesson the researcher add one bonus game as a another option and alternative way to the teacher for an ice breaker. Each chapter has the same format. There are games which related to the lesson and followed by:

- a. Purposed why we use the game
- b. What's needed
- c. How to Play
- d. Note if there is an extension of the game or any tips add in the game.
- e. Language Expression

3. Material Validation

In this research, there was one step used by the researcher to revise the games handbook made in previously. That was expert judgement.

Expert Judgment.

In this Expert Judgment, there are 2 experts who validated the games handbook. Those experts were *language* and *material Expert*. They are **Akbar, S.Pd.I.,M.Pd.** and **DewiFurwana, S.Pd.I., M.Pd.** Below are the results of experts Judgment:

1) Material Expert (Akbar, S.Pd.I., M.Pd.)

Table 4.1 result of the expert judgement from the material expert.

Question Number	Score	Question Number	Score
1	5	11	4
2	4	12	4
3	3	13	5
4	5	14	5
5	5	15	5
6	4	16	4
7	5	17	5
8	4	18	4
9	4	19	5
10	4	20	5
Total Score			89

$$\text{Mean} = \frac{89}{2} = 4.45$$

Language Expert (DewiFurwana, S.Pd.I., M.Pd)

Table 4.2 result of the expert judgment from the language expert.

Question Number	Score	Question Number	Score
1	3	11	3
2	4	12	4
3	2	13	4
4	5	14	4
5	4	15	4
6	5	16	4
7	5	17	4
8	5	18	3
9	5	19	4
10	3	20	3
Total Score			78

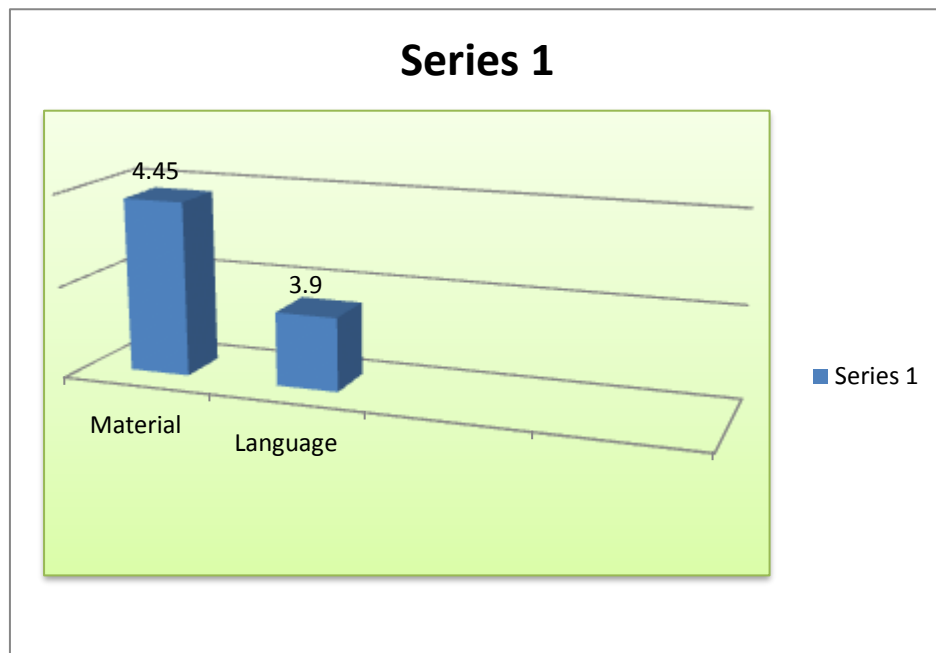
$$\text{Mean} = \frac{78}{20} = 3.9$$

Below is the table of combination from two experts.

Table 4.3 The Comparison of the Experts Judgment Validity On Games handbook By Language And Material Experts

Aspect	Expert Validation	
	Material	Language
1	5	3
2	4	4
3	3	2
4	5	5
5	5	3
6	4	5
7	5	5
8	4	5
9	4	5

10	4	3
11	4	3
12	4	4
13	5	4
14	5	4
15	5	4
16	4	4
17	5	4
18	4	3
19	5	4
20	5	3
Score	89	78
Mean	4.45	3.9



. The comparison of Expert Judgement on games handbook by two Experts in diagram

The tables above show that the games handbook that design by the researcher is already qualified. It is proven from the score of the *Language Expert* gives 78 and *Material Expert* gives 89 this category gets “**Valid**” in accumulation.

Another side, the expert gives some notes to the researcher as the correction.

Below is the data:

Table 4.4 the suggestion from the experts towards the product evaluation.

Expert	No	Suggestion Towards The Product Evaluation
Expert I	1.	Add vocabularies and sources of the book.
	2.	Give some example for each activity to make student understand more about the games.
Expert II	1.	Add some information what is the “upgrade” part from the games.
	2.	Pay attention more about the quality of the picture.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

To develop the games handbook, the important thing to do is analyse the student need, composed the student need to be a games handbook and validated the product to the expert. The result of this study is the games handbook that composed by the students need analysis on target need (necessity, wants and lack) and learning needs (input, procedure, and settings). Based on the result of the student need analyse it shows the percentage of student that 90% of them like the game and 5% dislike it. Basically the questions that appear on questioner are based on the anxiety scale. The form of the input on the book taken from syllabus of merah putih but the researcher only took several topic because the book cannot cover all the students need in large scale. Basedon the expert judgement the games handbook that produce in this research is appropriate for the students.

B. Suggestion

1. To The Merah putih Teacher

The result of this research is hopefully give contribution for some parties, especially to the teacher on speaking beginner level. The teacher need to be concerned about students when it come to the classroom situation they need to be relax which help them to accept the materials easily not by giving them pressure. Game is

one of the way teacher can use as a media to build up the atmosphere of the class.

2. To The Other Researchers

Other researchers are expected to be able to develop an English learning handbook for speaking especially on the beginner level cause they have problems more than other levels. They are also expected to find the other characteristics of appropriate learning material based on the student needs especially in designing games handbook.

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Syllabus

SPEAKING I

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
<ul style="list-style-type: none"> ■ Applying social text by telling self and communicate to introducing self. 	Self introduction	<ul style="list-style-type: none"> ■ The students can understand the function of self introduction text. ■ The students can telling himself to the other. ■ The students can make conversation by speaking in introducing each other. 	<ul style="list-style-type: none"> ■ The students identify the meaning of the text. ■ The teacher tells the function and context of the text. ■ the students read aloud the text. ■ The students come forward and tell about himself ■ The teacher pair 	2x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono - Simple Vocabularies. ■ Internet 	Scoring

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>the students.</p> <ul style="list-style-type: none"> ■ The students practicing the conversation 			
<ul style="list-style-type: none"> ■ Applying the function noun 	Noun	<ul style="list-style-type: none"> ■ The students are able to know the kinds of noun. ■ The students are able to know the function of noun. ■ The students are able to know to use noun in making sentence. 	<ul style="list-style-type: none"> ■ The teacher identify the noun on the text. ■ The teacher explains the kinds of nouns. ■ The teacher explain the function of noun in sentence. ■ The teacher explains about 	2x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono - Simple Vocabularies. ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>t noun marker.</p> <ul style="list-style-type: none"> ■ The teacher asks the students to pair noun with the correct noun marker. 			
<ul style="list-style-type: none"> ■ Making the descriptive text and telling the description of someone/thing 	To Be/To Have	<ul style="list-style-type: none"> ■ The students can understand the form of To Be. ■ The students can make the sentences by using To BE. ■ The students can describe someone/thing 	<ul style="list-style-type: none"> ■ The teacher explain about the kinds of To Be. ■ The teacher explain about the function of To Be ■ The teacher give related vocabulary 	2x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono – Simple Vocabularies. ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<ul style="list-style-type: none"> ries. ■ The teacher asks the student to find some picture from Internet. ■ The teacher asks the student to describe the picture in writing. ■ The teacher asks the students to explain the picture in speaking in front of the class 			

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			one by one.			
<ul style="list-style-type: none"> ■ Identify the function of the numeral. 	Numeral	<ul style="list-style-type: none"> ■ The student can identify the numeral. ■ The students can identify the function of the numeral. ■ The student can mention the numeral fluently. 	<ul style="list-style-type: none"> ■ The teacher explain the kinds of numeral. ■ The teacher explain the function of the numeral ■ The teacher asks the students to mention the numeral orally one by one. ■ The teacher asks the students to 	2x45	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono - Simple Vocabularies. ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			mention the number suddenly by playing game.			
<ul style="list-style-type: none"> ■ Understanding the time and telling the time to the other 	Telling Time	■	<ul style="list-style-type: none"> ■ The teacher explain about the way how to tell the time. ■ The teacher explain about the different between British style and American style ■ The teacher asks the student to 	2x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono - Simple Vocabularies. ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			mention the time suddenly			
<ul style="list-style-type: none"> ■ Applying social text by telling daily activities 	Simple Present Tense	■	<ul style="list-style-type: none"> ■ The teacher explains about simple present. ■ The teacher explains about the context of simple present in daily life. ■ The teacher asks the students one by one to mention about students' 	4x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyono - Simple Vocabularies. ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>activity in the morning, afternoon, and nights orally.</p> <ul style="list-style-type: none"> ■ The teacher asks the students to write down about their daily activities. ■ The teacher asks the student to present their daily activity in front of the class one by one. ■ The teacher 			

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>her pairs the students</p> <ul style="list-style-type: none"> ■ The teacher asks the students to make conversation about their daily activities. ■ The teacher asks the students to practice the conversation in front of the class. 			
<ul style="list-style-type: none"> ■ Applying social text by telling past event. 	Simple past tense	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ The teacher explains about simp 	4x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-under 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>le past tense.</p> <ul style="list-style-type: none"> ■ The teacher explains about the context of simple past tense in daily life. ■ The teacher asks the students one by one to make the sentences in simple past tense orally. ■ The teacher asks the students 		<p>standing and using</p> <ul style="list-style-type: none"> ■ Agus Mulyono – Simple Vocabularies. ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>to write down about their unforgettable experience.</p> <ul style="list-style-type: none"> ■ The teacher asks the student to present their unforgettable experience in front of the class one by one. 			
<ul style="list-style-type: none"> ■ Applying social text by telling future event. 	Simple future tense	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ The teacher explains about simple future tense. ■ The 	4x45'	<ul style="list-style-type: none"> ■ Ardi - Red White English Book ■ Betty-understanding and using ■ Agus Mulyo 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>teacher explains about the context of simple future tense in daily life.</p> <ul style="list-style-type: none"> ■ The teacher asks the students one by one to make the sentences in simple future tense orally. ■ The teacher asks the students to write down 		<p>no – Simple Vocabularies.</p> <ul style="list-style-type: none"> ■ Internet 	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
			<p>n about their plans for their future.</p> <p>■ The teacher asks the student to present their plans to their future in front of the class one by one.</p>			

SPEAKING II

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Sumber Belajar	Scoring
■	Present continuous tense	■	■	2x45	■	Scoring
■	Present perfect tense	■	■	2x45	■	
■	16 tenses	■	■	4x45	■	
■	Modals	■	■	2x45	■	

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Source Belajar	Scoring
■	Comparison degree	■	■	4x45	■	
■	Causatif verb	■	■	2x45	■	
■	Passive voice	■	■	4x45	■	
■	Opening speech	■	■	2x45	■	
	Speech			2x45		

SPEAKING II

Basic Competences	Subject	Indicator	Learning Activities	Time Allocation	Source Belajar	Scoring
■	Present continuous tense	■	■	2x45	■	Scoring
■	Present perfect tense	■	■	2x45	■	
■	Speech in theory	■	■	4x45	■	
■	Family	■	■	2x45	■	
■	Social	■	■	4x45	■	
■	Education	■	■	4x45	■	
■	Environmental	■	■	4x45	■	
■	Table topic sentence	■	■	2x45	■	
■	Table topic sentence	■	■	2x45	■	
		■	■		■	
	Table topic sentence			2x45		

IAIN PALOPO
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GAMES HANDBOOK

FOR SPEAKING BEGINNER LEVEL

LET'S STUDY
LET'S PLAY

ACKNOWLEDGEMENT

Alhamdulillah there is not the most beautiful word to say except the highest gratitude to ALLAH SWT. Who has been giving us His love, blessing, and mercy to finish this games handbook. Shalawat and salam are always with our best prophet Muhammad SAW. who guided us from the darkness to the lightness.

In writing this games handbook, there are many people who have given motivation, support, and device that very help the writer. Therefore the writer would like to express the appreciation to all of them.

The writer's deepest appreciation goes to her beloved parents and family for their support and pray. The writer also deeply gives special thanks to her beloved lectures, and best friends who have given contribution in completing this games handbook.

May ALLAH the Almighty bless us. Amin Allahuma Amin.

Palopo, Desember 2018

The writer

Fauziah tanjung

PREFACE

A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome or in another opinion game can be explained as an activity which is executed only for pleasure and without conscious purpose.

The book actually created to help the students fight with their mental issues, anxiety which they are facing off when they need to learn in the new environment with the new people who become their friends later, or in case they can't speak their mind because scared to get wrong in front of other people.

The writer wants to build up the atmosphere of the class by supporting the students get through this condition by using the games. As a need analysis the writer has been done before making the book, the writer realize that using games in English class can get student relaxed and enjoying using the language.

This book presents games within related to the lesson. The games handbook consists of 9 chapters. There is one game for each chapter except for the first lesson the writer add one bonus game as another option and alternative way to the teacher for an ice breaker. Each chapter has the same format. There are lesson with the game's name and followed by:

- f. Purposed why we use the game
- g. What's needed
- h. How to Play
- i. Note if there is an extension of the game or any tips that you can add in the game.
- j. Language expression

The book is made for the beginner level, it is categorized for all ages. the book is made for the teacher of merah putih international language course. The book can be improved by the teacher if they want to extend and wants to upgrade the game. It trains teacher creativity to help student having the new fresh environment

to learn. Or in another case the learner can be able to use this book for their self-study and practice.

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CHAPTER 1

LESSON : SELF INTRODUCTIONS/ ICE BREAKER



1. Candy Introductions

A. Why use it?

Candy Introductions is an introduction game that helps student learns how to know each other in an easy way. It helps student to socialize with the new environment and encourage them to speak with the new people.

B. What's needed :







Material required are candies with about 7-8 different variations (color or candy type), and an optional chalkboard/whiteboard.

C. *How to Play*

Candy Introductions can work with any group size. The game works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run the games within the smaller sized groups. Let student select various pieces of candy from a bag or a mug, and each candy variety is associated with a fact about themselves which they will introduce to the others

- This game works best indoors, and is well suited for classrooms or meeting rooms.
- Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/color represents.

If there is a whiteboard or chalkboard present, write on the board the following:

-  – Favorite hobbies
 -  – Favorite place on earth
 -  – Favorite memory
 -  -Dream job
 -  -Black- ZONK (you will get a punishment)
 -  -Chance (you can talk about anything)
- You can upgrade the game by pair up the student.
 - Let them introduce their self to one and another, give they time to talk for a while, to predict what question will appear later.
 - After that give one person of them a question about they partner, related to the color that they have chosen before.
 - If you want it to be more interesting change the topic for each candy type.

NOTE : If you don't have the above colors, change the above to match the candy types that you have, you can also change the question relatable with class situation.

D. Language Expression

1. First let me introducing my self = pertama-tama izinkan saya memperkenalkan diri
2. Allow me to introduce my self = izinkan saya untuk memperkenalkan diri
3. My name is = nama saya adalah
4. I am..... = saya
5. My favorite hobby is/ hobbies are= hobi saya adalah
6. My favorite place on the earth is/are= tempat favorit saya adalah
7. my favorite memory (ies) is/ are.....= kenangan favorit saya adalah
8. my dream job(s) is/ job are....= pekerjaan impian saya adalah
9. my favorite food(s) is/ are....= makanan favorit saya adalah
10. my favorite drink (s) is/are...= minuman favorit saya adalah

2. Guess The Truth



A. Why Use It :

Guess the truth basically has the name “call my bluff/ two truths and a lie” game. It is a fun game for practicing speaking skills. It is basically one of getting to know you game last but not least it is suitable if you are teaching a small class size.

B. What’s needed:

Chalkboard/whiteboard, marker, pen, paper/book.

C. How to play:

- Give students time to write their own two truths and one lie.
- Split your class into two teams.
- Choose the leader, and the representative for each team.
- Allow the team present their own truths and lie from the representative.
- Give time for each team to ask questions about each statement from the opposition team and guess which one is the truth.
- Tell the representative to practice their poker face before go to the front.
- If they guess correctly then they win.
- If you want to extend the game pair them up and have them play again, this time with their new list, not with the last team but with two people facing each other. Give students even more time to practice their speaking skills, rotate partners every five minutes.

- Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

NOTE :

- This game best with older groups.
- make sure you save a time after the game to comment on any mistakes students may have made during the game.

Language Expression

1. What is the truth between and= Manakah yang benar diantara dan
2. Try to guess between these 2 sentences wether the fact and the lie is = coba tebak diantara 2 kalimat ini yang mana yang fakta dan yang mana yang bukan.

CHAPTER II



LESSON : GREETING WORD

Name Of Game: HY/ HELLO GAME

A. Why Use It? :

Teach the students how to greet someone. Helps to get the student interacting, make choices, and having fun by acting a little silly in front of each other.

B. What's Needed :

No need material required..

C. How To Play :

- 1) Play the music to make student enjoy the game. Basically we're going to make all of the student become players at the same time.
- 2) Ask the students to walk around greeting each other.
- 3) At first allow them to do this however they feel comfortable (probably with a handshake or a wave).
- 4) Make sure that before you greet someone begin it with the word HY/HELLO.

5) Then, ask the players to greet each other in a specific way. Encourage them to continue walking around the room, greeting different people each time. Here are some options:

- Greet someone you don't really trust.
- Greet someone like they are long lost friend.
- Greet someone who really a caring person.
- Greet someone like you have a crush on them.
- Greet someone like you are a boss who give an interview to the new employee.
- Greet someone like an elderly person who desperately wants someone to talk to.etc.

NOTE :

For adult groups, you can continue this exercise by leading into an improvised two-person scene. Ask two students to take the stage, and assign them each one of the suggestions above. Let them begin with a greeting, then continue the scene until you say stop.

For example, Player 1 is an elderly person who wants someone to talk to, and Player 2 is a business person late to a meeting. Begin with a greeting then continue the scene. If you want to extend the game try to make a guessing game from this, secretly tell the two actors their characters and the audience has to guess who they are.

D. Language Expression

1. greetings someone

- Good morning = Selamat pagi
- Good afternoon= Selamat sore
- Good night = Selamat malam
- Nice to see you = Senang bertemu anda
- How are you = apa kabar
- How are you doing = apa kabar mu

2. Responses

1. Fine, not bad= baik-baik saja
2. Pretty good = cukup baik
3. Great = baik!
4. I am hanging in there (having a tough day)= cukup buruk, (saya memiliki waktu yang sulit).
5. Oh, just the usual = seperti biasanya.

CHAPTER III



LESSON : EXPRESSING FEELINGS

A. Name Of Game: The Mime

B. Why Use It:

Miming is an excellent way for students to practice their speaking, relax their mind after teaching the lesson. Depending on the situation you can improve this game and use it on another materials. It is great to change the atmosphere of the class.

C. What's Needed: paper, pen, bag/mug,

D. How To Play:

- Before the class, write out some text related to the topic like happy, sad etc, or you can use the picture and put them in a bag or a mug.
- Split the class into two teams.
- Bring one student from each team come to the front class and one of them to choose an action from the bag/mug.
- Have both students mime the action to their team.
- The first team to shout the correct answer wins a point.
- Repeat this until all students have mimed at least one action.

NOTE : Allow your student from the opposition team to disturb the other team.

E. Language Expression

1. Happiness

- I'm so happy for you= Saya turut berbahagia untukmu.
- I'm glad to hear that= Saya senang mendengarnya.
- I'm pleased to have you here= Saya senang kamu disini.

2. Sadness

- i'm feeling blue = Saya merasa sedih
- i'm really sad= Saya sangat sedih
- i'm feeling kind of down = Saya merasa agak sedih

Pattern :

S + TO BE + ADJ + O/C

CHAPTER IV



LESSON : JOB

A. Name Of Game: Hot Seat

B. Why Use It ?

Hot Seat allows students to build their vocabulary and practice their speaking and encourages them to speak up. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

C. What's Needed : Chair, chalkboard/ whiteboard, marker.

D. How to play:

- Split the class into 2 teams or more if you have a large class.
- Choose one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
- Write a word on the board related to the topic. One of the team members of the student in the hot seat must help the student guess the word by describing it (you can use synonyms, antonyms).
- One team have 2 yes or no chance, the representative can ask the clue from their team but their friends only say yes or no and as an answer.

- They have a limited amount of time and cannot say, spell or draw the word.
- Continue until each team member has described a word to the student in the Hot Seat.
- The first team who guess the answer correctly wins the game.

Note: There are just 3 chances for the guesser to answer the word correctly if their lost it, they loose the game.

E. Language Expression

1. Jobs Vocabulary

- Farmer : petani
- Chef : koki
- Writer : penulis
- Painter : Pelukis
- Publisher : Penerbit
- Mechanic : Ahli mesin
- Maid : Pelayan
- Driver : Pengemudi
- Teacher : Guru
- Doctor : Dokter
- Actress : Aktris

2. Question

- What you have to do in your job = Apa yang harus kamu lakukan dalam pekerjaanmu
- Where do you work? = Dimana kamu bekerja?

3. Answer

- i am a
- i work in

CHAPTER V

one	1		six	6	
two	2		seven	7	
three	3		eight	8	
four	4		nine	9	
five	5		ten	10	

LESSON : NUMERALS

Calender Game

A. Why use it? :

To teach the student how to say and pronounce number either in cardinal number or ordinal number.

B. What's needed :

No need material required.

C. How To Play:

- Divide student into 20-30 students in one large group and put them together in one room.
- let the student mention the number according to the right way how to pronounce numbers in calender.
- Start with warming up first, if student are used to it then make it random.
- Make sure that you begin it with normal speed then lift the speed up.

Note : You can let student mention the month also.

D. Language Expression

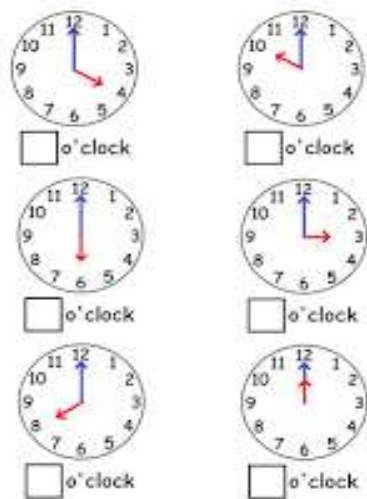
1. Cardinal number shows the quantity of things = cardinal number menunjukkan jumlah suatu benda.

- one = satu
- two = dua
- three = tiga
- four = empat
- five = lima

2. Ordinal Number is an number that defining a thing's position in series = ordinal number menyatakan peringkat / posisi sesuatu dalam daftar

1. first = satu
2. second = dua
3. third = tiga
4. fourth = empat
5. fifth = lima

CHAPTER VI



LESSON : TELLING TIME

A. Name Of Game: What Time Is It, Mrs. Fox?

B. Why use it? :

To teach the student how to say and pronounce telling time in an easy way.

C. What's Needed :

No material required.

D. How To Play :

- you can add some music to build up the atmosphere of the class.
- The object of the game is to walk past Mrs. (or Mr.) Fox without getting caught.

- To play, pick someone to be the Fox. Everyone else should line up on the starting line.
- The Fox will stand about 20 feet away with her back turned.
- The rest of the players say, "What time is it Mrs. (or Mr.) Fox?"
- Stop the music to let the student listen to what mr/mr.s fox said.
- If Mrs. (or Mr.) Fox answers a time like, "It's five o'clock" players take five steps forward. If she answers, "It's one o'clock" players take one step forward, and so on. The players can take any size step they want.
- If Mrs. Fox says, "It's time to eat you!" she turns around and chases the other players back to the starting line.
- If Mrs. Fox catches someone, he becomes the next Fox.

Note : It's important to stop and play the music at the right time. To let the student listen the direction carefully.

E. Language Expression

Two common ways of telling the time:

1. Say the hour first and then the minutes. (Hour + Minutes)

- 6:25 - It's six twenty-five
- 8:05 - It's eight O-five (the O is said like the letter O)
- 9:11 - It's nine eleven.

2) Say the minutes first and then the hour. (Minutes + PAST / TO + Hour)

For minutes 1-30 we use **PAST** after the minutes.

For minutes 31-59 we use **TO** after the minutes.

- 2:35 - It's twenty-five **to** three
 - 11:20 - It's twenty **past** eleven
 - 4:18 - It's eighteen **past** four
 - 8:51 - It's nine **to** nine
- 2:59 - It's one **to** three

Expression

- A Half = Setengah Jam/ 30 Menit
- A Quarter = 15 Menit
- To = Kurang
- Past = Lewat
- O'clock = Tepat

CHAPTER VII



Lesson : Everyday Objects

A. Name Of Game: Pictionary

B. Why Use It?

This is another game that works well with any age group; children love it because they can get creative in the classroom, teenagers love it because it doesn't feel like they're learning, and adults love it because it's a break from the monotony of learning a new language - even though they'll be learning as they play. Pictionary can help students practice their vocabulary and speaking.

C. What's Needed : A bunch of words that you have prepared, bag/mug, pen chalkboard/whiteboard, marker.

D. How To Play:

- Before the class starts, prepare a bunch of words and put them in a bag.
- Split the class into 2 teams and draw a line down the middle of the board.
- Give one team member from each team a pen and ask them to choose a word from the bag.

- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- The first team to shout the correct answer gets a point.
- The student who has completed drawing should then nominate someone else to draw for their team.
- Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

NOTE : Upgrade the game by giving the player a limited amount of time and give 3 clue for each team.

E. Language Expression on everyday objects

1. lamp : lampu
2. clothes : baju
3. book : buku
4. pen : pulpen
5. paper : kertas
6. bat : sisir
7. soap : sabun
8. car : mobil
9. fan : kipas
10. bag : tas
11. wallet : dompet
12. pencil : pensil
13. refrigerator : kulkas
14. bed : tempat tidur
15. plate : piring

CHAPTER VIII



LESSON : DIRECTION

A. Name Of Game: Where Shall I Go?

B. Why Use It ?

This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom. This game is so much fun but it can be a little bit dangerous since you'll be having one student in each pair be blindfolded while the other directs them. So make sure to keep your eyes open!

C. What's Needed : any materials such as: pen, shoes, book, etc.

D. How To Play:

- Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.

- When your students arrive, put them in pairs outside the classroom.
Blindfold one student from each pair.
- Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.
 - ❖ This is another option to play the game :
- Spread things on the floor you can use any materials such as: shoes, pen, book, etc-
- Give a space so your friends can move and get through it.
- Split your class into two teams.
- Choose the representative from each team.
- Blindfold the representative while others lead the person to go through the obstacle, that's why you need a good teamwork in here.
- The first team finish and get through the obstacle by not touching anything on the floor wins the game.

F. Language Expression

1. Go Straight = Jalan Terus
2. Turn Left = Belok Kiri
3. Turn Right = Belok Kanan
4. Go Through = Melewati
5. Go Down = Turun

CHAPTER IX



LESSON : TENSES (SIMPLE PAST/ PRESENT)

A. Name Of Game: Fortunately/ Unfortunately games

B. Why use it? :

Fortunately/Unfortunately game is a game to teach the tenses in more easy way. It requires speaking and a lot of creativity. Appropriate for the older and adult learners.

C. What's Needed:

- ✓ There is no material required.
- ✓ A game should take between 5 and 15 minutes depending on your class size and ability.

D. How To Play:

- Pre-teach the words fortunately and unfortunately.
- Divide your class into 2 teams: Optimists & Pessimists.

- Tell your team of optimists that it's their duty to always look on the bright side of things. They must begin every sentence with the word "fortunately".
- Conversely, your team of pessimists must always see the negative side of every situation. They have to start every sentence with the word "unfortunately".
- The teacher starts by making a random statement about something that happened earlier in the day, e.g. "I talked to a famous actor at lunch today".
- Then the optimists must then expand on the story by adding an extra detail about talking to the famous person while using the simple past tense, e.g., "fortunately, they looked really cool".
- The pessimists must then add the next link to the story, e.g., "unfortunately, they smelled really bad".
- The process continues until one team cannot think of an appropriate response. Depending on how the game is going you can either restart the game with a new story or end the activity.

Here's an example of Fortunately/Unfortunately (in this case it used past tense):

*Teacher: I saw **BTS** at the concert yesterday*

Optimists: Fortunately, he looked really handsome.

Pessimists: Unfortunately, he didn't speak to me.

Optimists: Fortunately, he smiled at me.

Pessimists: Unfortunately, he kicked me in the leg.

Optimists: Fortunately, it didn't hurt.

Sources

1. <https://www.icebreakers.ws/get-to-know-you/candy-introductions.html>
2. <http://www.bbbpress.com/2014/06/drama-game-greetings/>
3. <https://pbskids.org/retired/zoom/>
4. <https://www.gooverseas.com/blog/10-best-games-esl-teachers>

**EXPERT JUDGEMENT QUESTIONNAIRE
FOR LANGUAGE & MATERIAL EXPERTS**

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap games handbook. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas handbook yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

Expert Identity:

Name : Akbar, S.Pd.I., M.Ed
Sex : Male/ Female
Last Education : Master of Education
Expert : Language Expert/ Material Expert

Petunjuk Pengisian:

Berikut ini adalah butir – butir pernyataan yang berkaitan dengan games handbook yang telah dikembangkan. Bapak/ibu dipersilakan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut.

5 = Sangat Setuju

4 = Setuju

3 = Ragu-ragu

2 = Tidak setuju

1 = Sangat tidak setuju

Mohon kepada Bapak/ibu untuk turut menulis saran perbaikan di akhir lembaran kuesioner ini.

No	Materi penilaian	Bobot				
		5	4	3	2	1
1.	Kesesuaian jenis dan ukuran huruf.	✓				
2.	Kejelasan sistem penomoran.		✓			
3.	Pengaturan ilustrasi/gambar			✓		
4.	Kejelasan bahasa petunjuk dan arahan.	✓				
5.	Handbook yang dikembangkan sesuai untuk beginner level.	✓				
6.	Sifat komunikatif bahasa yang digunakan.					?
7.	Kesesuaian lesson dan games yang diberikan.	✓				
8.	Games yang digunakan disajikan dengan jelas dan mudah dipahami.		✓			
9.	Games yang diberikan dalam tiap chapter mendorong student untuk aktif.		✓			
10.	Ilustrasi yang diberikan mampu untuk menambah pemahaman pada games yang diberikan.		✓			
11.	Games yang di gunakan di ambil dari sumber yang relevan dengan lesson yang sesuai.		✓			?
12.	Bahasa yang di gunakan sesuai dengan kaidah bahasa inggris yang benar.		✓			
13.	Penempatan unsur tata letak pada setiap chapter konsisten.	✓				
14.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.	✓				
15.	Keefektivan produk sebagai perangkat pembelajaran.	✓				
16.	Keektifan penyusunan materi games yang sistematis.		✓			
17.	Keefektivan games (setting). Baik itu indoor maupun outdoor.	✓				
18.	Design handbook menarik.		✓			
19.	Handbook menggunakan jenis huruf yang mudah dibaca	✓	+			
20.	Handbook menggunakan variasi huruf (bold,italic, capital) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting	✓				

→ Game yang ditawarkan akan membuat kelas lebih menarik.
Namun, perlu keterangan tambahan etc. tujuan game.

1. Bagaimana pendapat Bapak/Ibu tentang handbook yang peneliti kembangkan?

- Kualitas gambar / ilustrasi perlu diperhalus.

- tidak konsisten dalam menentukan usia pemain.

- ~~Penyusunan~~ Handbook tidak terikat, apa yg dikembangkan

2. Apa saja kekurangan dalam materi yang peneliti kembangkan?

foto

3. Menurut Bapak/Ibu, apa saja yang perlu ditambah atau dikurangi dalam materi yang peneliti kembangkan?

→ tidak menggunakan kt chapter.

→ kualitas gambar perlu diperhatikan

4. Apa saran Bapak/Ibu untuk meningkatkan materi yang peneliti kembangkan?

Tambahkan keterangan pada buku. Apa yang dikembangkan.

**EXPERT JUDGEMENT QUESTIONNAIRE
FOR LANGUAGE & MATERIAL EXPERTS**

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap games handbook. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas handbook yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

Expert Identity:

Name : Dewi Furwana, M.Pd
Sex : Male/ Female
Last Education : S2
Expert : Language Expert/ Material Expert

Petunjuk Pengisian:

Berikut ini adalah butir – butir pernyataan yang berkaitan dengan games handbook yang telah dikembangkan. Bapak/ibu dipersilakan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan sesuai berikut.

- 5 = Sangat Setuju
- 4 = Setuju
- 3 = Ragu-ragu
- 2 = Tidak setuju
- 1 = Sangat tidak setuju

Mohon kepada Bapak/ibu untuk turut menulis saran perbaikan di akhir lembar kuesioner ini.

No	Materi penilaian	Bobot			
1.	Kesesuaian jenis dan ukuran huruf.			✓	
2.	Kejelasan sistem penomoran.		✓		
3.	Pengaturan ilustrasi/gambar				✓
4.	Kejelasan bahasa petunjuk dan arahan.	✓			
5.	Handbook yang dikembangkan sesuai untuk beginner level.		✓		
6.	Sifat komunikatif bahasa yang digunakan.	✓			
7.	Kesesuaian lesson dan games yang diberikan.	✓			
8.	Games yang digunakan disajikan dengan jelas dan mudah dipahami.	✓			
9.	Games yang diberikan dalam tiap chapter mendorong student untuk aktif.	✓			
10.	Ilustrasi yang diberikan mampu untuk menambah pemahaman pada games yang diberikan.			✓	
11.	Games yang di gunakan di ambil dari sumber yang relevan dengan lesson yang sesuai.			✓	
12.	Bahasa yang di gunakan sesuai dengan kaidah bahasa inggris yang benar.		✓		
13.	Penempatan unsur tata letak pada setiap chapter konsisten.		✓		
14.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.		✓		
15.	Keefektivan produk sebagai perangkat pembelajaran.		✓		
16.	Keektifan penyusunan materi games yang sistematis.		✓		
17.	Keefektivan games (setting). Baik itu indoor maupun outdoor.		✓		
18.	Design handbook menarik.			✓	
19.	Handbook menggunakan jenis huruf yang mudah dibaca.		✓		
20.	Handbook menggunakan variasi huruf (bold,italic, capital) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.			✓	

1. Bagaimana pendapat Bapak/Ibu tentang handbook yang peneliti kembangkan?
Buku nya sangat menarik dan bisa dijadikan acuan
dalam pengerjaan
2. Apa saja kekurangan dalam materi yang peneliti kembangkan?
 - Pada pengenalan kantata tersebut dengan temanya,
 - Gambarnya harus lebih menarik
 - bagian yang lama dihapus dengan menant & jenis warna
3. Menurut Bapak/Ibu, apa saja yang perlu ditambah atau dikurangi dalam materi yang peneliti kembangkan?
 - Tambahan kesabaran & sumber acuan buku ini
 - Bentuk contoh palimat pada setiap bagian agar siswa
lebih mudah mengerti
4. Apa saran Bapak/Ibu untuk meningkatkan materi yang peneliti kembangkan?
SDA

QUESTIONNAIRES

I. IDENTITY

- | | |
|-------------------------------|-----------------------------|
| 1. Name | Wiwiek Anastasia |
| 2. Birth place and date | Palopo, November /06/1999 |
| 3. School/University | |
| 4. Class/Semester | |
| 5. Address | Jl. Dr. Fatulangi |
| 6. Hobby | Swimming |
| 7. Learning style | |
| 8. Ambition/goal | Businessman |
| 9. Mother tongue | |
| 10. Second language | |
| 11. Mother's and father's job | House wife and Entrepreneur |

II. PETUNJUK

- Bacalah pertanyaan berikut dengan teliti!
- Jawablah dengan sejujurnya!
- Jawaban angket ini akan menjadi bahan pertimbangan untuk perbaikan materi dalam research peneliti.
- Atas partisipasi anda diucapkan banyak terima kasih.

III. DAFTAR PERTANYAAN

- Seberapa sering anda menggunakan bahasa Inggris dalam kehidupan sehari-hari? Jarang-jarang
- Kendala apa yang sering kamu hadapi dalam mempelajari speaking English? Menak, Menghafal
- Di dalam kelas bagaimana perasaan kamu ketika di hadapkan pada situasi seperti di bawah ini?

NO	QUESTIONS	VERY UNCOMFORTABLE	A LITTLE UNCOMFORTABLE	UNCOMFORTABLE
1.	Tutor meminta anda ke depan dan menanyakan pertanyaan kepada anda			✓
2.	Tutor meminta anda speaking tanpa persiapan sebelumnya			✓
3.	Tutor meminta anda untuk speaking			✓

	english dengan teman anda		✓	
4	Tutor meminta anda untuk membuat grup diskusi kecil. Dan membagi anda menjadi beberapa team.			✓

4. Bagaimana pendapat anda tentang pernyataan "game dapat membantu dalam mengembangkan speaking anda"?
5. Bagaimana pendapat anda tentang game yang di share dalam penelitian ini?

IV. Jawaban

4. Saya setuju, untuk membantu kita berlatih berbahasa
5. Sangat membantu speaking peserta.

CURICULUM VITAE



The writer, Fauziah Tanjung was born on December 20th 1996 in Padang. She is the first daughter of Kanna Syahrir and Mardiah Tanjung. She has three sisters. Her sister name is Gebin Stafia Gupta and Kesin Betri Farkhan. In 2002, she started her education at SDN 18 Kayu Aro Batang Barus and moved in SDN 72

temmalullu and finally graduated in 2008.

In the same year, she continued her study at SMPN 6 Palopo and graduated in 2011. Then she continued her study at SMKN 1 Palopo and finally she graduated in 2014. After graduated from Vocational high school, she continued her study at IAIN Palopo in English Department and graduated in 2019. During her study at IAIN Palopo, she had ever joined some of training such as OSCAR in 2014 and English Camp in 2014 therefore she became comitte at 2015 and 2016. She also joined in English students association (HMPS-BIG) IAIN Palopo.