IMPROVING STUDENTS' SPEAKING SKILLS THROUGH SHARED DIRECTION BOARD GAMES AT VII GRADE OF SMP NEGERI 3 RAMBIPUJI

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Undergraduate Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

Indah Hartono Putri
NIM: T20196177

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAY 2024**

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EXAMINER APPROVAL SHEET

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH SHARED DIRECTION BOARD GAMES AT VII GRADE OF SMP NEGERI 3 RAMBIPUJI

THESIS

Has been examined and approved as the requirement to obtain a teachers'
degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and English Education Department
English Education Study Program

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iii

MOTTO

<p dir="rtl">........... وَمَن يَتَّقِ ٱللَّهَ يَجْعَل لَّهُۥ مِنْ أَمْرِهِۦ يُسْرًا ﴿٤﴾</p>

Meaning : ………. and whoever fears Allah – He will make for him of his matter ease. (QS. [65]At-Talaq verse 4)[1]

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[1] Kementerian Agama RI, Al-Qur'an Ar-Rahim , (Bandung CV Mikraj Khazanah Ilmu, 2014), 558.

DEDICATION

From the bottom of my heart, I so proudly dedicated this thesis to:

1. My beloved father Mr. Hartono Efendi, the greatest hero who always gives me the biggest motivation, advice when I felt down and teach me to be a kind human as always without expecting the feedback. So many thanks to him who always patient and work hard for the daughter to be a success person.

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ABSTRACT

Indah Hartono Putri, *Improving Students' Speaking Skills Through Shared Direction Board Games at VII Grade of SMP Negeri 3 Rambipuji.*

Keyword: Speaking skill, Shared direction board games.

Speaking is very important in our daily life. Through speaking we can communicate and share our ideas with other people. Speaking which is one of the English skills that taught at schools and it is an important part of English language teaching. Speaking is important for students to practice, in this practice their capability and their understanding, sending idea and spelling word well, and the students motivation and interest are central to make listener's and speaker's understanding easily. That's why in recent times, it is important for students to learn about speaking skill as a tool for communication with other people in Indonesian or even in overseas.

In teaching speaking skill, there are a strategy to help the students learn speaking in more fun and effective way. For the example like board games as a tool of teaching speaking skill for the students. Azzahra (2021) found out that using speaking board games has the potential to improve the students' participation when playing the game everyone gets the same chance to speak. The use of board games have been proven effective in improving students speaking skill and in general make their English better. Therefore from that, the use of board games can improve and motivate the students in learning speaking skill.

The research question of this study is how do shared direction board games improve the students speaking skill at SMP Negeri 3 Rambipuji? The objective of this research is to find out how shared direction board games help improve students speaking skill. Then, to know the advantages of using shared direction board games at seventh grade of SMP Negeri 3 Rambipuji.

This research design is a Classroom Action Research (CAR) with two cycles. One cycle was conducted in four meetings. This research was conducted at SMP Negeri 3 Rambipuji. The participants of this study were 25 students of seventh grade C. this research used procedures of Kemmis and MCTaggart (2014) which are planning, action, observation and reflection. This study used two test to know the improvement of students' speaking skill through Shared direction board games strategy, namely pre-test and post-test. The data collection techniques used in this study were observation, test, speaking rubrics, reflection, and documentation.

The result of the students speaking test scores in pre-test is from 16% or only 4 students who pass the KKM with the score 70 with an average score of 52.32. While after cycle 1, the results of students' speaking scores increased to 69.92 or only 15 students out of 25 students in the class who passed the KKM score with a percentage of 60%. In the cycle 2 showed that 24 students or 96% students who scored up to 70 or passed the KKM with an average score of 78.08 and for the students who did not pass the KKM were 4% or 1 student. That's why, from the explanation above it can be concluded that this research was successful.

ACKNOWLEDGEMENT

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This success can be obtained by the author due to the support of many parties. Therefore, the author realized and expresses her deepest gratitude to:
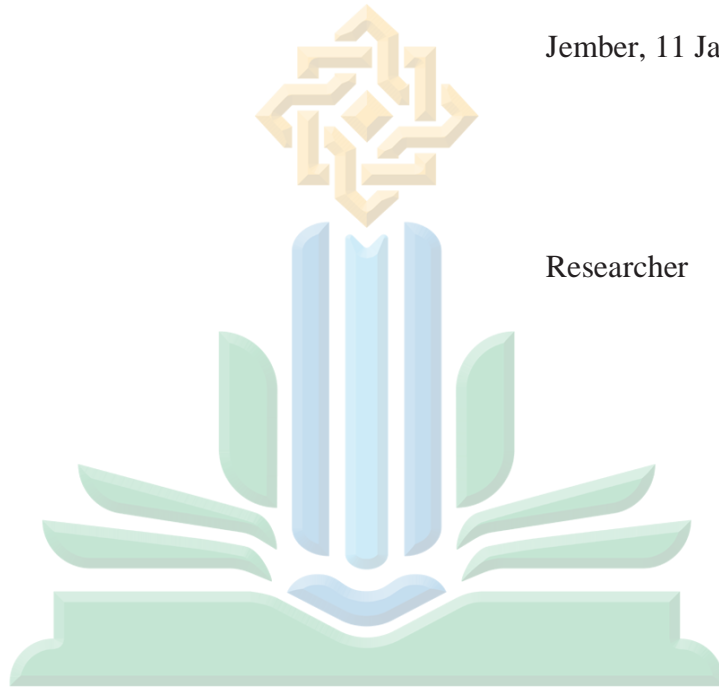
1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM as rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.

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Finally, the researcher hopes May Allah bless and guide to the best way of life, especially to all who have already helped compile this undergraduate thesis.

Jember, 11 January 2024

Researcher

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CHAPTER I

INTRODUCTION

A. Research Background

In recent years, speaking is very important in our daily life. Through speaking we can communicate and share our ideas with other people. Arfani & Sulistia (2019) found out that speaking which is one of the English skills that taught at schools and it is an important part of English language teaching. Speaking is important for students to practice, in this practice their capability and their understanding, sending idea and spelling word well, and the students motivation and interest are central to make listener's and speaker's understanding easily[2]. In addition, Tamala & Wulandari (2021) founted out that speaking is one of the important skills that should be mastered in learning a language. In terms of mastering the speaking skill of learning English, students are expected to be able to pronounce English properly and correctly. So that the learning objectives can be achieved properly[3]. Azzahra (2021) found out that students will have to choose between attending college and looking for a job in a few years. Mastering a language frequently begins with speaking, therefore it is very important to improve the quality of teaching speaking in an effective and fun way to teach speaking since it will be needed

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[2] Arfani, S. & Sulistia, A. "Teaching Speaking Using A "Snake and Ladder" Board Game: A Teacher Story", Research and Innovation in Language Learning Vol. 2(1) January 2019 pp. 65-74.
[3] Tamala, Y.P & Wulandari, S. "The Strategies of Teaching Speaking in Junior High School", Volume 4, Number 2, July 2021. Journal of Foreign Language and Educational Research.

in someone's personal and professional life[4]. That's why in recent times, it is important for students to learn about speaking skill as a tool for communication with other people in Indonesian or even in overseas.

In teaching speaking skill, there are a strategy to help the students learn speaking in more fun and effective way. For the example like board games as a tool of teaching speaking skill for the students. Azzahra (2021) found out that using speaking board games has the potential to improve the students' participation when playing the game everyone gets the same chance to speak. The use of board games have been proven effective in improving students speaking skill and in general make their english better[5]. Furthermore, Wong & Yunus (2021) found out that students are required to take turns expressing their ideas in accordance with instructions using board games[6]. In addition, according to Putri, Setiyadi & Sudirman (2018) board games allow the students to work in groups and provoke the students to explore and interrogate information in a fun and interactive way. It can stimulate students' interest in learning speaking as well as encourage them to speak up their idea[7]. While Syakur (2020) found out that playing board game will motivate the students to

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[4] Syifaa Azzahra, Skripsi: *"Implementing Speaking Board Games to Develop Students' Speaking Skill"* (Jakarta: Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, 2021), 1.

[5] Syifaa Azzahra, Skripsi: *"Implementing Speaking Board Games to Develop Students' Speaking Skill"* (Jakarta: Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, 2021), 1.

[6] Wong, C.H.T., Yunus, M.M. "Board Games in Improving Pupils' Speaking Skills: A Systematic Review". Sustainability 2021, 13, 8772. https://doi.org/10.3390/su13168772.

[7] Putri, N, Setiyadi, B, & Sudirman. "The Implementation of Board Game to Improve Students' Speaking Achievement" (Malang: 2018)

participate, communicate, and interact actively[8]. Therefore, from the findings above the use of board games can improve and also motivate the students in learning speaking skill.

In teaching and learning students speaking skills, the teachers are obligated to choose the suitable topic in order to achieve the teaching purposes easily. The students of junior high school, are expected to be able to try to speak english especially in practice about asking and giving direction. Dewi, Sulistyaningsih & Dina (2018) found out that asking and giving direction is really important. It always happens in our daily life whatever it's on purpose or spontaneous[9]. That's why, asking and giving direction is really important for students to help improve their vocabulary and communication in speaking skill.

Based on the observation conducted on 30 July 2023 at SMP Negeri 3 Rambipuji, most of the students are difficult in learning speaking skill because they were too shy to ask about something that didn't understood to the teacher. The students were afraid to share their ideas through speaking because they were afraid of being angered by the teacher. So, most of the students are lack of vocabulary. Moreover, the researcher conducted an interview with the students, they explained that most of the students are not interested in teaching and learning process because the teacher only gave the monotone technique in teaching speaking skills. The students usually does not have more chance to

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[8] Syakur, M.A, "The Use of Board Game in Teaching Speaking to Young Learners", Volume: 5, Number: 2, October 2020, E-ISSN: 2503-4405, P-ISSN:2580-3441. Journal of English Teaching and Research.

[9] Dewi, R, Sulistyaningsih, Dina, M.M, "Teaching Speaking Using Asking Direction on The Google Map Picture for Vocational School" (Sidoarjo: STKIP PGRI, 2018).

practice speaking in the classroom and the students also feeling afraid of saying something wrong.

To understand the condition better, the researcher also conducted interviews with the teacher at SMP Negeri 3 Rambipuji. The teacher explained that the students had different levels of speaking skills. This means, that in the classroom, there are confident and shy students. The confident students here, does not mean they do well in speaking skill. The students are only active in practice speaking but sometimes they still make mistakes too. Some other students, are actually better in speaking skills but since they are too shy to speak up and to give their opinions to the teacher and their friends. So, for some other students are afraid to make mistakes because they are not confident and not good in speaking skills. The students also feel insecure with their friends that always confident when there are practice speaking in the classroom.

Furthermore, the researcher chose to use shared direction board games because in their classroom, they do not get the same chance to speak whether they are shy or confident students. In this study, the researcher wants to find out a way to help the students learn speaking skill in a more fun and effective way. Using shared direction board games can improve the students speaking skills. Azzahra (2021) found out that using speaking board games has the potential to improve the students participation when playing the game thus

everyone gets the same chance to speak[10]. Another researcher Nabila, Bambang, & Sudirman (2018) found out that board games can stimulate student's interest in learning speaking as well as encourage them to speak up their idea[11]. Therefore, the researcher here choose shared direction board games as a tool of teaching speaking skill for the students at SMP Negeri 3 Rambipuji.

Based on the background above, the researcher conclude that using board games was effective to improve students speaking skill. In this study, the researcher use shared direction board games to improve students speaking skill. So, the researcher here wants to do a classroom action research method to know and also to investigate a process of teaching speaking skill in the classroom. Besides, the researcher also wants to know the advantages of using shared direction board games because in previous research only focus on whether the board games could improve students speaking skill or not, they does not explained the advantages of using shared direction board games itself. Therefore, related to the explanation above, the researcher is interested in conducting a research which is entitled *"Improving Students' Speaking Skills Through Shared Direction Board Games at VII Grade of SMP Negeri 3 Rambipuji"*.

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[10] Syifaa Azzahra, Skripsi: *"Implementing Speaking Board Games to Develop Students' Speaking Skill"* (Jakarta: Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, 2021), 1.

[11] Putri, N, Setiyadi, B, & Sudirman. "The Implementation of Board Game to Improve Students Speaking Achievement" (Malang: 2018).

B. Research Question

How do shared direction board games can improve the students speaking skill at SMP Negeri 3 Rambipuji?

C. Research Objective

The objective of this research is to find out how shared direction board games help improve students speaking skill. Then, to know the advantages of using shared direction board games at seventh grade of SMP Negeri 3 Rambipuji.

D. Research Significance

The result of this research will be significant for the following parties:

1. English Teachers

For some English teachers, this research might be facing with the same problems that were described in the background of the research. They may choose the same technique to improve the students speaking skill when it is proven that the use of shared direction board game can affect and also improve their students speaking ability. So, the English teacher may also use the same technique in the same lesson it is "asking and giving direction" for their students in the classroom.

2. Students

For all students, this research can be helpful for them because they can have a new fun way of learning English that is very easy to do only like playing games. Furthermore, the students can also have much fun to improve their speaking skill and they can still learn a lot about their lesson

by playing games. Therefore, they would not worry about missing the lesson in their school only because they learn while playing the games.

3. Further researches

The result of this research may be useful for further researchers who are researching the topic of speaking skills. In addition, further researchers who want to develop the students' speaking skills by using a type of shared direction board game that can help with the student's learning process.

E. **Definition of Key Term**

To avoid misunderstanding and to understand this research, the researcher gives some key terms which are the following:

1. Speaking Skill

Speaking skill is part of the four language skills and it is also known as a productive skill where the main point of speaking skill is to communicate orally. In addition, speaking is one of the communication skills in which a person expresses ideas, exchanges information, and shares her or his feelings with others. So, speaking skill is important for students to practice.

2. Shared Direction

Shared direction is the instructions that you give to someone about how to find a particular place or the place that you are looking for. For the example like: where is the police station? The police station is opposite the park.

3. Board Games

Board games are tabletop games that typically use pieces. A board game is a game played across a board by two or more players. The board games may have stones, cards, dice, or other pieces that are used in specific ways throughout the game.

4. Shared Direction Board Games

Shared direction board games is an ancient Indian board game that's regarded today as a worldwide classic. It requires four or more players and takes place on a board with numbered, gridded squares, and also the questions about the "asking and giving direction" topic. Throughout the board, there are snakes and ladders which connect different squares. In addition, the students here not only played the games on the board, but they also studied while answering the question on the board it is about "asking and giving direction" topics. So, they explain and answer the question in front of their friends in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this case, the researcher finds some previous research that is relevant to the research that the researcher has conducted. Furthermore, they are in the thesis, article, and journal.

1. The first research was conducted by Syifaa Azzahra, Universitas Islam Negeri Syarif Hidayatullah Jakarta (2021) entitled *"Implementing Speaking Board Games to Develop Students' Speaking Skill"*. This research was conducted from July throughout August 2021 in the eighth grade of Al-Fath Islamic Junior High School. Furthermore, this research used classroom action research. So, the aims of this research is to find out how speaking board games can help the development of students' speaking skill at the eighth grade of Al-Fath Junior High School academic year 2019/2020. Syifaa Azzahra as researcher of this research concluded that using board games can improve students' speaking ability. There are 3 reasons why it can improve students' speaking ability. The first reason is that when playing the board game, students are at ease and relax. Consequently, speaking with more confidence results from this. The second reason is the board games is a new method for the students, however they feel very familiar with the game because it is very personal and imitates that of real life events. Next, the format of the game which is competition makes it even more interesting for the students. It motivates

them to speak in a different way compared to when a teacher tells them to speak or answer a question. Last but not least, this result is a very strong evidence that board games can really help students in their process of learning speaking[12].

2. The second journal was conducted by Sri Arfani & Atika Sulistia, Fakultas Komunikasi dan Bahasa UBSI Jakarta (2019) entitled *"Teaching Speaking Using A "Snake and Ladder" Board Game: A Teacher Story"*. This research was conducted in October 2019 at MTs Al-Fath, Klender. Furthermore, this research used quantitative methods. The aim of this research is to know how the implementation of teaching speaking using a "snake and ladder" board game to the students in an English class of a private school in Jakarta. Teaching using the board game "snake and ladder" at MTSS Al-Falah Klender Jakarta Timur, the writer here concludes that is effectively used in the learning process, especially in teaching speaking makes students more understanding and confident to practice the ability to speak English. Furthermore, the result of the research shows that games can improve the students' speaking proficiency and the atmosphere of teaching and learning process becomes more alive. Besides, there is also the result finding on the teacher's behavior that she knows another media in teaching speaking[13].

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[12] Syifaa Azzahra, Skripsi: *"Implementing Speaking Board Games to Develop Students' Speaking Skill"* (Jakarta: Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, 2021), 1.

[13] Arfani, S. & Sulistia, A. "Teaching Speaking Using A "Snake and Ladder" Board Game: A Teacher Story", Research and Innovation in Language Learning Vol. 2(1) January 2019 pp. 65-74.

3. The third article was conducted by Rosa, Sulistyaningsih & Dina, STKIP PGRI Sidoarjo (2018) entitled *"Teaching Speaking Using Asking Direction on The Google Map Picture for Vocational School"*. This research was conducted at Vocational School Sidoarjo 2018. So, in analyzing the data this research was used descriptive qualitative. In addition, this research is conducted to find out and describe the authentic implementation and describe the student's responses. The researcher here, used three instruments are observation checklist, field note and questionnaire. Based on this data, the researcher here conludes that is good media to encourage students to speak up. Furthermore, the researcher concluded that the implementation of teaching speaking using asking direction on the google map picture can be run well and the result of study shows that students speaking skill of asking direction is better. It could be concluded that students who are taught by google map picture have better speaking skill of asking direction. The student's responses towards the used of google map picture in teaching speaking asking direction were good. They agreed that the used of google map picture as means of teaching speaking were very useful and that is why all agreed that google map picture are used in teaching speaking[14].

4. The fourth article was conducted by Nabila, Bambang & Sudirman, Bandar Lampung (2018) entitled *"The Implementation of Board Game to Improve Students' Speaking Achievement"*. This research was conducted

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[14] Dewi, R, Sulistyaningsih, Dina, M.M, "Teaching Speaking Using Asking Direction on The Google Map Picture for Vocational School" (Sidoarjo: STKIP PGRI, 2018).

in SMAN 3 Bandar Lampung in the academic year of 2017/2018. So, this research was used quantitative design to determine whether the use of board games can improve students' speaking achievement. Furthermore, this research was aimed to find out whether there was a statistically significant improvement of students' speaking achievement after the students were taught through board games. So, the result showed that there was a statistically significant improvement of the students' speaking achievement. This suggests that teaching speaking through board game encourages the students to speak English in more enjoyable way. In addition, the researcher here concluded that the students enjoyed learning to speak using board game. It indicates that board game can be one of the effective media to increase students' interest, make the learning fun, and allow students not to feel shy or timid anymore in expressing their ideas. Moreover, board game provided the situation in which the students can learn while simultaneously practice their speaking during the game[15].

5. The fifth journal was conducted by Tamala & Wulandari, English Education Study Program of Universitas Muhammadiyah Palu (2021) entitled "The Strategies of Teaching Speaking in Junior High School". This research was conducted in eighth grade students of Junior High School in Balamoa. So, this research used the descriptive qualitative method and it was conducted to determine the strategies used by the teachers in teaching speaking skills to students in junior high school. In

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[15] Putri, N, Setiyadi, B, & Sudirman. "The Implementation of Board Game to Improve Students Speaking Achievement" (Malang: 2018).

addition, the instrument used were interview guides and observation checklist. The researcher utilized the interview guide to direct the questions she asked in order to determine the speaking technique. In addition, classroom observations of the teaching and learning process were conducted using the observation checklist. The findings indicate that the teacher mostly employed drilling and discussion as techniques. The instructor supported both tactics by using songs as a medium for implementing the strategies. In the mean time, students' reactions to the techniques were positive. They just like the procedures, appreciate them, and feel made a difference in their capacity to talk English[16].

Table 2.1
The Similarities and Differences between
Previous Research and this Research

No	Research Title	Similarities	Differences
1.	Syifaa Azzahra (2021) "Implementing Speaking Board Games to Develop Students' Speaking Skill"	a. The focus of the previous research is students' speaking skill b. The research method is Classroom Action Research c. One of the variables is board games	a. In the previous research, was held online in Al-Fath Islamic Junior High School Zoom Class, while this research use offline class in SMP Negeri 3 Rambipuji. b. In the previous research the variables used speaking board games, while this research use speaking skill through shared direction. c. The subject of the previous research is eighth grade students, while the subject of this research is seventh

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[16] Tamala, Y.P & Wulandari, S. "The Strategies of Teaching Speaking in Junior High School", Volume 4, Number 2, July 2021. Journal of Foreign Language and Educational Research.

No	Research Title	Similarities	Differences
			grade students.
2.	Sri Arfani & Atika Sulistia (2019) "Teaching Speaking Using A "Snake and Ladder" Board Game: A Teacher Story"	a. The focus of the previous research is speaking b. The subject of the previous research is seventh grade students	a. In the previous research, the research methodology is the descriptive quantitative methods, while this research use classroom action research b. In the previous research the variables used speaking using a snake and ladder, while in this research use speaking skill through shared direction c. The subject of the previous research in MTs Al-Fath Klender, while the subject of this research in SMP Negeri 3 Rambipuji.
3.	Rosa, Sulistyaningsih & Dina (2018) "Teaching Speaking Using Asking Direction on The Google Map Picture"	a. One of the variable is speaking using asking direction b. The focus in the previous research is speaking	a. The subject of the previous research in Vocational School at the tenth grade students, while the subject of this research in SMP Negeri 3 Rambipuji at the seventh grade students b. In the previous research, the research methodology is descriptive qualitative, while this research methodology is classroom action research.
4.	Nabila, Bambang & Sudirman (2018) "The Implementation of Board Game to Improve Students' Speaking Achievement"	a. One of the variables is board game b. The focus in the previous research is speaking	a. In the previous research, the research methodology is quantitative research, while the methodology of this research is classroom action research

No	Research Title	Similarities	Differences
			b. The subject in the previous research in SMAN 3 Bandar Lampung at the tenth grade students, while the subject of this research in SMP Negeri 3 Rambipuji at the seventh grade students.
5.	Tamala & Wulandari (2021) "The Strategies of Teaching Speaking in Junior High School"	a. The focus in the previous research is speaking b. The subject in the previous research is junior high school	a. In the previous research, the research methodology is descriptive qualitative research, while the research methodology of this research is classroom action research b. The subject in the previous research is the eighth grade students, while the subject of this research is the seventh grade students.

Based on the previous research, there are differences between the previous studies and this research itself. This research use shared direction board games strategy in asking and giving direction topic to improve students speaking skill. The research subject are the seventh grade students, and the research area is SMP Negeri 3 Rambipuji. This research focus on using shared direction board games in teaching and learning speaking skill in order to know whether the shared direction board games can improve students speaking skill, and to determine the advantages of using shared direction board games to improve students speaking skill. Furthermore, this research use Classroom Action Research (CAR) as a research method. In this study, the collecting data

will be done by pre-test and post-test. Therefore, the researcher is interested in conducting a research which is entitled "Improving Students' Speaking Skills Through Shared Direction Board Games at VII Grade of SMP Negeri 3 Rambipuji".

B. Theoretical Framework

   1. Speaking Skill

      a. Definition of Speaking.

         Speaking is important because it allows us to interact with others and exchange ideas. According to Tamala & Wulandari (2021) found out that speaking is the best way to express your ideas or feelings to others[17]. While Wong & Yunus (2021) found out that speaking skill is one of the eminent skills to master in the process of learning English[18]. After all, speaking is a means for everyone to express themselves and share their views, according to the description given above. That's why in recent times, it is important for students to learn about speaking skill as a tool for communication with other people in Indonesian or even in overseas.

      b. Components of Speaking Skill.

         There are a few things we need to be aware of when speaking English. The five components of speaking aspect are grammar,

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[17] "The Strategies of Teaching Speaking in Junior High School", Tamala, Y.P & Wulandari, S., Volume 4, Number 2, July 2021. The Journal of Education and Foreign Languages.
[18] Wong, C.H.T., Yunus, M.M. "Board Games in Improving Pupils' Speaking Skills: A Systematic Review". Sustainability 2021, 13, 8772. https://doi.org/10.3390/su13168772.

pronunciation, fluency, comprehension and vocabulary. These are a few things to keep in mind when speaking English.

1) Grammar

Grammar is studies the rules and structure of language, including parts of speech, sentence structure, and punctuation. According to Tamala & Wulandari (2021) when speaking English, grammar also becomes important, and knowing proper grammar helps prevent misunderstandings[19]. For this reason, learning grammar is important.

2) Vocabulary

The other component which is important is vocabulary. To be able to speak English, a person needs to master the vocabulary of a language. without having a sufficient vocabulary, we cannot communicate effectively or express our ideas in both oral or written forms.

3) Pronunciation

Pronunciation is the way in which a word or a language is spoken and it's very important for students to learn. According to Tamala & Wulandari (2021) pronunciation is important in language learning, particularly when speaking English[20]. That's why pronunciation very important for students to learn.

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[19] "The Strategies of Teaching Speaking in Junior High School", Tamala, Y.P & Wulandari, S., Volume 4, Number 2, July 2021. The Journal of Education and Foreign Languages.
[20] "The Strategies of Teaching Speaking in Junior High School", Tamala, Y.P & Wulandari, S., Volume 4, Number 2, July 2021. The Journal of Education and Foreign Languages.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. So, fluency in speaking is the aim of many language learners. Tamala & Wulandari (2021) found out that fluency is also used as a component to measure one's speaking[21]. Then, from the definition above, fluency is important to study for all people.

5) Comprehension

Comprehension is an ability to understand the meaning or importance of something (or the knowledge acquired as a result) and it also the one components of speaking. As we known, there are five components of speaking that must be paid attention by the students if they want to speak well. They are grammar, vocabulary, pronunciation, fluency and comprehension.

c. The Function of Speaking.

There are three function of speaking:

1) Talk as Interaction

The term "talk as interaction" describes interaction that is largely social in nature and refers to what we often mean by "conversation". For the example when two people first meet, they greet each other strike up a conversation and share recent

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[21] "The Strategies of Teaching Speaking in Junior High School", Tamala, Y.P & Wulandari, S., Volume 4, Number 2, July 2021. The Journal of Education and Foreign Languages.

experiences because they want to be friendly and provide a comfortable space for interaction with others.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. Making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as Performance

Talk as performance is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Based on the explanation above, the researcher concludes that the speaker should interact with listener, so that speaker can bring the information.

2. **Shared Direction Board Games**

a. Definition of Shared Direction Board Games

Board games is any game played on a board, especially one that involves the movement of pieces on the board. Board games also called as table games. Furthermore, board game in education is promote collaboration, inquiry, and critical thinking. By using games that support the curriculum, educators can give students opportunities to experience play, while at the same time promoting student achievement. While, Shared Direction Board Games is an

ancient Indian board game that's regarded today as a worldwide classic. It requires four or more players and takes place on a board with numbered, gridded squares, and also the questions about the "asking and giving direction" topic. Throughout the board, there are snakes and ladders which connect different squares. In addition, the students here not only played the games on the board, but they also studied while answering the question on the board it is about "asking and giving direction" topics. So, they explain and answer the question in front of their friends in the classroom.

b. The Advantage of Using Shared Direction Board Games in Speaking.

Games are effective as they create motivation and give students the opportunity for real communication. Using board games can motivate students to speak because games is one great way to learn without making the students feel like they are learning. Furthermore, Azzahra (2021) found out that using board games can also improve students interaction because when playing a board game every single person is involved and when the students are playing the game, it is actually an ideal time to interact between students from different levels. For the example, for students who are shy and feel not confident, they can learn new things from their friends who are confident and have vocabulary knowledge[22]. Therefore, using shared direction board games can motivate and also can improve the

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[22] Syifaa Azzahra, Skripsi: *"Implementing Speaking Board Games to Develop Students' Speaking Skill"* (Jakarta: Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, 2021), 1.

interaction between students. So, the students also can explain about how to give a direction of place in front of their teacher and their friends by confident.

3. **Asking and Giving Direction**

a. Definition Asking and Giving Direction

Asking direction is the way that we do to ask a questions with the purpose of asking the direction or location of a place. Usually, asking directions are asked by someone who doesn't know the location of a particular place. While giving directions is giving responses to questions asked by someone to another person who already has clear information about the location of the place or location. In other words, giving directions is the same as responding to other people's questions regarding the direction of a place or location.

b. The Purpose of Asking and Giving Direction

The purpose of asking and giving direction for students is they can known about how the method to ask and also to give a direction of place by using English language. They also learn about many vocabulary in this topic. The students also learn how to explain about a direction of place by confident in front of their teacher and their friends in the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this research was Classroom Action Research (CAR). According to Kemmis and Mc Taggart (2014) described action research as "to plan, act, observe, and reflected more carefully, more systematically, and more rigorously than usually does in everyday life and to used the relationships between these moments in the process as a source of both improvement and knowledge". The aim of this classroom action research is to described the process and also the improvement of students speaking skill through shared direction board games. The Classroom Action Research (CAR) used by Kemmis and Mc Taggart model (2014) design, there are consist of four phases such as planning, acting, observing, and reflecting. In this research, one cycle consist of three meeting. The cycle will be shown in the figure below:
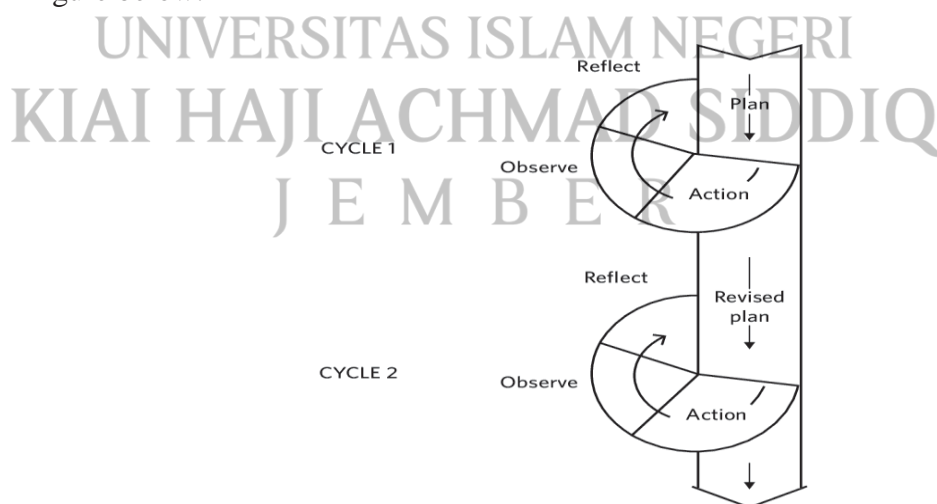
Figure 3.1.
The Model of Classroom Action Research Kemmis and Mc Taggart
(1988:11-14, cited in Geelong 2014)

1. **Planning**

To solve all the problem in this research, firstly the researcher conducted the observation, pre-interview with the teacher and also conducting pre-test before implementation the action. In planning, the researcher collaborated with English teacher to solve the problem and to conduct this research. The steps in planning process such as the researcher will ask to English teacher about suitable material and also topic that was related in the syllabus. So, the researcher and English teacher choosed material and topic about "asking and giving direction". Furthermore, the researcher suggested shared direction board games as the suitable strategy for "asking and giving direction" topic for teaching students speaking skill to English teacher. In addition, the researcher and English teacher discussed about how to use the strategy, so they discussed about the lesson plan. Then, the researcher made the lesson plan continued with the researcher and the English teacher that made a learning material about asking and giving direction topic.

This research use shared direction board games such as:

Figure 3.2
Shared Direction Board Games picture

a. Teaching procedure of shared direction board games:

1) The teacher explain the topic (asking and giving direction) to their students

2) The teacher ask about their understanding of the topic, if the students does not understand the topic and the teacher will explain it more

3) The teacher give the example how to play and learn shared direction board games

4) The teacher puts a board game on the white board so that all the students can pay attention

5) Firstly, shake the dice and when you get a five number then you took five steps starting from number one (the word start, let's do it)

6) Secondly, read the question on the board games then answer it correctly

7) Thirdly, if the answer is wrong then the player must played it again so that it could answer the question correctly, but if the player cannot answer for three times then she/he will be punished after the teaching and learning process is over

8) The punishment like the student will be told to memorize three vocabulary that has explained with the teacher and also the students have been told to learn more about asking and giving direction as a learning topic in the classroom

9) For the next, if the answer is correct then it's time to change another player to learn with play shared direction board games

10) As already explained before, the player will shuffle the dice first, then after that the player will play based on the number she/he get in a dice

11) The player will read the question then answer and also explain it correctly and it's all done over and over again.

b. The examples of question and answer of asking and giving direction there are such as:

1) Can you tell me, where is Roses's house?

   Rose's house is between Tony's house and Mike's house

2) Can you tell me where is the hospital?

   The hospital is behind the flower shop

3) Can you tell me where is Tony's house?

   Tony's house is in front of the bakery

4) Can you tell me where is the pet shop?

   The pet shop is next to the hotel

5) Can you tell me where is the police station?

   The police station is opposite the park

   1) The examples of vocabulary:

      1. Opposite   : berlawanan

      2. Behind   : di belakang

      3. In front of   : di depan

4. Next to   : di samping

5. Between   : di antara 2 benda

6. Direction   : arah

7. House   : rumah

8. Restaurant   : rumah makan

9. Hospital   : rumah sakit

10. Flower shop   : toko bunga

2. Acting

After the plan is made, the English teacher and the researcher implemented the plan. In this phase, the teacher applied shared direction board games as a new strategy in teaching and learning process, while the researcher helped and pay attention to the teaching and learning process. The steps to implement the new strategy (shared direction board games) such as before applying the new strategy to the students, the teacher asked about the students understanding in asking and giving direction topic. Then, the teacher explained it and gave the students some examples. So, the teacher gave many vocabulary related to asking and giving direction topics. After that, the teacher gave an example of how to ask and give an explanation about the direction of place by practice. The teacher asked the understanding to the students, and explained more about the topic. After the students understand and can practice about how to ask and give the explanation about the direction of the place with their friends, the teacher

ended the class. Furthermore, the researcher and the English teacher observed the class and took the students score.

3. **Observing**

In this phase, the researcher and the English teacher observed the teaching and learning process used a new strategy that is "shared direction board games". Then after that, the researcher did a post-test to the students to know the improvement of their speaking skill before and after using shared direction board games as a new strategy to learn speaking skill by the topic asking and giving direction.

4. **Reflecting**

In this phase, the post-test results was analyzed by the researcher and the English teacher. Furthermore, the researcher will stop the study if the students' score meets the criteria of success after the first cycle. So, if the students score are doesn't get the criteria of success, then the researcher will continue to the next cycle until the students score meet the criteria of the action success. The researcher use the reflection by Farrell that consists of three types: reflection in action, reflection on action, and reflection for action.

a. Reflection in action

Reflection in action is reflection during the lesson. According to Cirocki & Farrell (2017) this type of reflection is not only related to the "theories-in-use" that support the teacher actions, but it also

"positive and negative surprises that come in the teaching process" and "the teacher's ability to deal when they occur.

b. Reflection on action

Reflection on action is reflection after lesson. According to Farrell (2015) the purpose of reflection on action is to evaluate the lesson for a deeper understanding of the class situation, how do they occur during certain periods and why do they occur during certain periods. Furthermore, reflection in action helps teacher to describe what they observed in the classroom, review the various roles that performed while teaching and justifying the class decisions. Then, Andrzec Cirocki and Handoyo Puji (2019) found out that reflection in action also enables teachers to clarify what they would do differently were they do deliver that class again[23].

c. Reflection for action

According to Farrell (2013) reflection for action is defined as the process by which teachers plan their actions for the future with the intention of changing or enhancing current procedures.

B. Research Location

This research conducted at SMP Negeri 3 Rambipuji, that located in Jl. Balai Desa No.6 Nogosari, Kecamatan Rambipuji, Kode pos, Limo, Nogosari, Kec. Rambipuji, Kabupaten Jember, Jawa Timur 68152.

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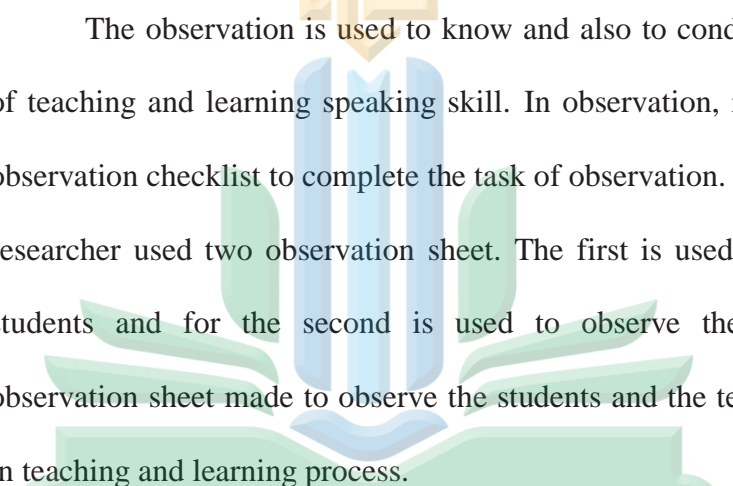
[23] Andrzec Cirocki & Handoyo Puji Widodo, *"Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators"*, Iranian Journal of Language Teaching Research 7(3), (Oct, 2019) 15-35.

C. Research Subject

The subject of this research are the students of the seventh grade at SMP Negeri 3 Rambipuji. They are choosen based on the researcher observation in the school where the researcher found the problems that has explained in the research background.

D. Data Collecting Technique

1. Observation

   The observation is used to know and also to conduct the process of teaching and learning speaking skill. In observation, researcher used observation checklist to complete the task of observation. In this case, the researcher used two observation sheet. The first is used to observe the students and for the second is used to observe the teacher. The observation sheet made to observe the students and the teacher activities in teaching and learning process.

2. Test

   The test taken before and after the implementation to know whether there are any improvement after the research. The test given in the beginning is called pre-test and the test taken after the test is named post-test.

   a. Pre-test

      In the pre-test, the researcher conducted teaching and learning activity as called pre-action. In this action, teacher gave the material (asking and giving direction) without implementing the shared

direction board games strategy. The researcher used another method or strategy to teach the students for the example like discussion method. Furthermore, the researcher gave a pre-test to know how well student had mastered the speaking skills before taught by shared direction board games strategy.

b. Post-test

In the post-test, the researcher gave the material (asking and giving direction) to the students by using the new strategy. After conducting teaching and learning activities, the researcher gave a post-test to the students.

In this case, the teacher conducted the test as data to know the improvement of students' speaking skills after implementing shared direction board games as a new strategy in teaching English, especially in speaking skills.

3. Speaking Rubrics

For this research, the researcher used the speaking rubric that can cover some aspects such as fluency, pronunciation, vocabulary, comprehension, and grammar. Speaking rubrics contain the scores of students' speaking skill performances. The scores are obtained through a pre-test and post-test. In the end, the scores will show the result whether the shared direction board games strategy improve the students' speaking skill or not. The speaking rubric will be shown below:

Table 3.1.
Scoring Rubric adapted from Douglass Brown[24]

Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar is often difficult to understand
	1	Grammar mistakes happen a lot
Vocabulary	5	Used varied vocabulary which are suitable with the context
	4	A few vocabulary used which are not suitable with the context
	3	Able to speak with a few different vocabulary
	2	Has speaking vocabulary adequate to express themselves simply
	1	Speaking vocabulary lacking
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can not explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	The pronunciation is often unclear
	1	Errors in pronunciation are frequent.

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[24] Douglass Brown, 406-407

Note:

Maximum score = 25

$$\text{Score} = \frac{The\ result\ of\ score}{\text{Maximum score}} \text{ X } 100$$

For the example :

a. Yuna score   :Grammar   = 3

                     :Vocabulary   = 5

                     :Comprehension   = 4

                     :Fluency   = 3

                     :Pronunciation   = 3

    Total scores   = 18

    Yuna's Speaking Score $= \frac{18}{25}$ x 100 = 72

    So, we can conclude that Yuna's speaking score is 72

b. Jimin score   :Grammar   = 4

                     :Vocabulary   = 5

                     :Comprehension   = 5

                     :Fluency   = 4

                     :Pronunciation   = 3

    Total scores   = 21

    Jimin's Speaking Score $= \frac{21}{25}$ x 100 = 84

    So, we can conclude that Jimin's speaking score is 84.

4. Reflection

In complement to observation, the interview is also a data collection technique that is used in Classroom Action Research. Reflection can be seen as a method of gathering data through a question-and-answer session that is done by the researcher and informants in face-to-face communication. According to Farrell (2013), reflection for action is defined as the process by which teachers plan their actions for the future with the intention of changing or enhancing current procedures. So, basically, reflection in classroom action research is discussion activities between the researchers and interviews (the students and the English teacher) with the aim of collecting data.

5. Documentation

The researcher used picture to take documentation, curriculum, and also lesson plan. The pictures take when teaching and learning process, implementing shared direction board games strategy in discussion activity, discussion between English teacher and the researcher, and also the location of the school.

E. **Data Analysis**

In this case, the researcher used two instruments for data analysis and there are qualitative and quantitative data. Qualitative data was analyzed in observation sheet, while quantitative data was analyzed in score by speaking rubrics when the students do performance in front of the class. Through quantitative data the researcher will know there is improvement or not on the

students speaking skill through the implementation of shared direction board games strategy.

The researcher tried to get the average of students speaking score, the researcher used the formula from (Mills, 2011)

$$Mx = \frac{\sum x}{n}$$

Notes:

Mx : Mean

$\sum x$: Individual Score

N : Number of Students

For the example:

Students' total scores that obtained on the test : 85 x 25 = 2.125

Number of students = 25

$$Mx = \frac{2.125}{25} = 85$$

So, we concluded that the average of students speaking scores is 85. Then, the researcher tried to get the number of students' percentage who passed KKM of 70 (seventy), it use the formula obtained from (Sudijono, 2008).

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

Notes:

P: the class percentage

F: the number of students who passed the target score

N: number of students

For the example :

The total score of students who passed the target score   : 20

Number of students   : 25

$P = \frac{20}{25}$ x 100% = 80%

     So, we concluded that the number of students' percentage who passed KKM of 70 is 80%.

F. Validity Data

     In this research, the researcher collected qualitative and quantitative data to maintain the validity of the research. Those data includes observation sheet, test, and also speaking rubrics. Through these instruments, the researcher was able to observe the research correctly.

G. Criteria of The Action Success

     To know whether the action is successful, the researcher and English teacher discussed about the action success criteria. Finally, the English teacher decided that the criteria of the action success in this research is 70%. In other words, if the class percentages who pass KKM (70) is 70%, it means that the criteria of action success are reached. Therefore, if the number of percentages has been reached, the researcher does not need to do the next cycle, but if the number of percentages are didn't reach then the researcher need to do the next cycle.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher delivered two things in this chapter, there are research findings and discussions on the result of the data analysis. The research processes were described in detail below:

A. **Overview of Research Objects**

1. **Profile of SMP Negeri 3 Rambipuji**

SMP Negeri 3 Rambipuji was located in Balai Desa street No.6 Nogosari, Kode pos: Limo, Nogosari, Rambipuji District, Jember Regency, East Java 68152. The head master of this school is Sri Utami, S.Pd. SMP Negeri 3 Rambipuji was including the schools in the middle of the village.

Table 4.1
Profile of SMP Negeri 3 Rambipuji

School Name	:	SMP Negeri 3 Rambipuji
Education Level	:	Junior High School
School Statues	:	Negeri
School Address	:	Balai Desa street No.6 Nogosari, Kode pos: Limo, Nogosari, Rambipuji District, Jember Regency, East Java 68152.
Geographical Position	:	PHP8+RW Nogosari, Jember Regency, East Java.

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Telephone	:	085103785607
Email	:	Smpn3rambipuji@gmail.com
Youtube	:	SMPN 3 RAMBIPUJI
Instagram	:	smpn3rambipuji
Accreditation	:	A

2. Vision, Mission and The Aim of SMP Negeri 3 Rambipuji

a. The vision of SMP Negeri 3 Rambipuji :

"The realization of a religious insan, intelligent, skilled, insightful science and technology"[25].

b. The mission of SMP Negeri 3 Rambipuji :

1) Create a profile of the noble and devout student.

a) Creating interesting learning, fun, characterless capable of facilitating learners according to their talents and interests.

b) Improve the management of an aditable, characterless, quality education unit.

c) Creating a school environment as a place of intellectual, social, emotional, and cultural development in the global affront.

d) Creating a noble, self-sufficients, critical, creative student profile capable of revising innovative ideas and skills.

e) Ensuring the learning rights of each child including special needs children (inclusions) in the learning process that put a high value on the community service (gotong royong).

f) Creating active participation of parents and communities in diversity that permeates the competitive student's creativity.

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[25] SMP Negeri 3 Rambipuji "Visi dan Misi SMP Negeri 3 Rambipuji".

c. The aim of SMP Negeri 3 Rambipuji :

1) The aim in a short period of time (1 year)

a) Create the virtuous learners and faithful learners.

b) Encourages learners to be able to reproduce ideas poured in written or actions rooted in local culture.

c) Organizes a learning process that triggers learners critical, creative and innovative in developing ideas and concept.

d) Optimizing the school infrastructure that supports education in recreating ideas based on local cultural values.

e) Create a critical, capable learners in the performance of project based on the activities that brings out the soul of gotong royong.

2) The aim in a long period of time (4 years)

a) A designed the learning that brings forth the characteristics of schools and areas in harmony of global bastion.

b) Forming learners who have competitiveness, character, accomplishment and personal faith, industriousness and worshipful devotion and respect for one another's differences and love their environment and their people.

c) Produce graduates capable of implementing the pancasila student profile in real life.

d) Became a leader for himself and his friends to be critical, resilient, confident and proud in their community.

e) Master the social and competitive, creative and independent communication skills that still uphold local cultures.

f) Has a life skill that is capable of conctualizing the age.

g) The students are able to generate ideas put into action or works rooted in local culture's global affront.

h) Made the school a place to develop the intellectual, emotional, social, vocational processes and to grow educated people at the level of ability and condition of each student who put a high value of cooperation.

i) Make society and parents partners in implementing the school education arrangement.

3. **Extracullicular Activities**

a. Pancasila

b. Volleyball

c. Futsal

d. Paskibra

e. Hadrah

4. **Facilities of SMP Negeri 3 Rambipuji**

Table 4.2
Facilities of SMP Negeri 3 Rambipuji

No	Facilities	Amount	Condition
1.	Headmaster's office	1	Good
2.	Teacher's room	2	Good
3.	Musholla	1	Good
4.	Library	1	Good
5.	Classroom	10	Good
6.	TU room	1	Good

7.	Teacher's toilet	2	Good
8.	Canteen	3	Good
9.	Guidance and conseling room (ruang BK)	1	Good
10.	Computer room	1	Good
11.	Student's toilet	2	Good
12.	Ceremonial field	2	Good
13.	Parking lot	2	Good

5. **Teacher and Staff Profile**

Table 4.3
Teacher and Staff Profile

No	Name	Main Duties
1.	Sri Utami, S. Pd	Headmaster
2.	Drs. Suparno	Vice Head of Students
3.	Asfiyah, S. Pd	Vice Head of Curriculum
4.	Bambang Sulistyo Hadi	School Committee
5.	Endri Setyo Ningrum, S. Sos	Treasur
6.	Dwi Susilowati, S. Pd	Public Relations
7.	Sis Andoni, S. Pd	Student Affairs
8.	Erny Sulistya Angraeny, S. Pd	Erector of Student Organization
9.	Nunung Maryati, S. Pd	Teacher
10.	Siti Mutmainah	Teacher
11.	Ichwan Padiyanto, S. Pd	Teacher
12.	Dra. Lilik Wahyuni	Teacher
13.	Ratna Puji Astutik, S. S	Teacher
14.	Nurswantari Putri U, S. Pd	Teacher
15.	Irfan Huda, S.Pd	Teacher

6. **Students and Number of Classes in SMP Negeri 3 Rambipuji**

Table 4.4
Number of Students

➢ Number of Classes

No	Class	Male	Female	Total
1.	VII A	12	13	25
2.	VII B	16	9	25
3.	VII C	8	17	25

4.	VIII A	10	17	27
5.	VIII B	14	12	26
6.	VIII C	13	12	25
7.	VIII D	21	7	28
8.	IX A	13	9	22
9.	IX B	10	11	21
10.	IX C	10	12	22

➢ Number of Levels

No	Class	Male	Female	Total
1.	VII	36	39	75
2.	VIII	58	48	106
3.	IX	33	32	65
	Total	127	119	246

B. Research Findings

In this stage was the result of Classroom Action Research (CAR). So, this research used the model from Kemmis and MC Taggart. This research findings were obtained from the beginning to the end of the teaching and learning process. This research was undertaken at SMP Negeri 3 Rambipuji and this research was conducted in two cycle. Besides, this cycle implementing consist of four main stages there are planning, implementation or action, observation and also reflection. This research was conducted in eight times a meeting in two cycles, for the first cycle conducted an oral questions and for cycle two the researcher was conducted an oral questions too. This research cycle was carried out in three meetings in one week on Wednesday, Thrusday and also Friday on 9 october – 28 october 2023 this class consisted of 25 students (13 male and 12 female). The cycle findings are below.

1. Preliminary Research

Before conducted the first cycle, the researcher conducted the preliminary research to obtain some information about students' problems in speaking English especially in class VII C at SMP Negeri 3 Rambipuji. Before the researcher applied shared direction board games, the problems in questions are the students speaking skill in asking and giving direction topic and students' score in the pre-test. In this preliminary research, the researcher here gave a speaking test as a pre-test, observation, and also interview. The speaking test as a pre-test was intended to evaluate students' understanding in asking and giving direction topic and also to find out the pre-test scores.

Table 4.5
Students' score from English teacher in Preliminary Research

No	Name of Students'	Students' Score
1.	AB	72
2.	AFA	44
3.	ANR	48
4.	ARP	48
5.	DR	36
6.	DDR	72
7.	ER	44
8.	ENSN	48
9.	FE	72
10.	F	48
11.	GOW	44
12.	IAP	72
13.	KSA	44
14.	MPW	48
15.	MH	48
16.	MRRS	44
17.	NA	52
18.	NBA	56
19.	RNI	44

20.	RPA	44
21.	SF	48
22.	SHH	52
23.	USA	64
24.	VAK	52
25.	VAP	64
	TOTAL	1.308

So, based on the minimum standard/KKM of English subjects at SMP Negeri 3 Rambipuji. Students were declared to have passed if they get a minimum score of 70. Conducted on october 6, 2023 proved that out of 25 students, there were 4 students' who passed KKM, while 21 students did not pass the KKM. The total score of the students pre-test was 1.308 with the average of students' score was 52.32. Based on the students' pre-test scores, it can be concluded that the ability of students in speaking skill still not good. This can be seen from the average of pre-test score which reached 52.32. So, the percentage of pre-test scores of students who passed the KKM or scored 70 was 16% or only 4 students. In addition, the observations were also made to find out the conditions in the speaking class. Furthermore, interviews were also conducted to know the impressions of students' regarding their impressions during speaking class. Furthermore, the interview was also conducted before the implementation.

The result of the interviews, it was found that the students' problem was difficulty in their speaking skill. This is clear from the result of the interview with the students.

The *researcher asked:*

"Do you have any difficulty in speaking class? What strategy or media would an English teacher use in teaching speaking skill?"

Well, some of students answered as follow:

*"*Yes miss, of course we have difficulties in speaking skill. Usually we have difficulty in practice our speaking skill because we feel did not confident to speak in front of our friends moreover in front of our English teacher. So, we have difficulty in understanding our topic on the English book because of we did not know the meaning of some word . So far, the teacher doesn't use any strategy or media in teaching speaking skill except English books and whiteboard."

"yes miss, we have difficulty in understanding our topic and I think I need to understand some vocabulary on the English book then I can understood about teachers explanations. So, as I know the teacher doesn't use any strategy in teaching speaking in our class miss."

"Yes, miss, that is correct. The English language books are used by the teacher and also whiteboard as the strategy or media in learning speaking skill in our English class miss."

From the students' opinion, they are still have difficulties in understanding the material, lack of vocabulary, shy and afraid to practice their speaking skill in front of their friends and also their English teacher. So, the students need strategy or media that can help them to improve their speaking skill. While the result of the interview with the teacher also reinforced with this. The English teacher did not use the suitable learning strategy or media to improve the students' speaking skill. The teacher only explain the material based on the English book, gives some vocabulary related to the topic, gives the students example and also ask students to do exercise. This is shown in the interview result from the English teacher in VII C class as follows:

"In speaking class, I explain the material based on the English book then I give an example. So after that, I gives the students vocabulary and I ask them to do some exercise after they have understood the lesson that I had explained before. Usually, I ask students to practice their speaking skill. So far, I have never used any strategy or media in teaching and learning English especially in teaching and learning speaking skill."

From the data above, it can be concluded that speaking skill of class VII C students was still low and need a strategy or media that can help in speaking skill in more fun and effective way. Therefore, students' pre-test scores are did not pass the criteria of the action success or KKM of SMP Negeri 3 Rambipuji. Then, the researcher here, continued to conduct learning English with class action research VII C to improve students' speaking skill by applying strategy in speaking skill with the topic asking and giving directions in cycle 1.

2. Cycle 1

In the first cycle, the researcher conducted 4 stages there are planning, acting, observing and reflecting. There were 4 meetings in this cycle, which were divided into three meetings and one test. The test was conducted at the end of this first cycle. The four stages are explained as below:

a. Planning

At this stage, the researcher prepared everything to conduct action research in class VII C for the first cycle. There are a few instruments that prepared by the researcher to collect data such as preparing modul to carry out learning. Then, the modul was checked

by the English teacher. In the first cycle, the students will be carry out the post-test 1 which the KKM 70. If the students can pass the kkm then the cycle will stop, but if the students not pass the kkm then it will be continued in the second cycle.

b. Result acting and observing

In this phase, the English teacher and the researcher carried out action in the classroom. The English teacher acted as a teacher in class VII C, while the researcher as a collaborator. The English teacher carried out several activities in the classroom.

1) Meeting 1

In the first meeting was conducted on Tuesday, 10th October 2023 there were several activities carried out by the English teacher, such as greeting, praying, and also checking the students' attendance list. The class situation in this meeting were noise and the students were difficult to managed but the English teacher and the researcher always tried to managed the students until they get improvement, so the class situations were getting better and more comfortable. Then after that, the English teacher prepared the new material (asking and giving directions) with the topic places around town. So, the English teacher gives some vocabulary that was related to the topic and explain what is the meaning of asking and giving directions is, the definition, the function, the advantages of asking and giving direction material.

The English teacher asked the students to write some vocabulary, definition, the function, and also the advantages of the material on the whiteboard. Then, the teacher asked about the students' understanding. After the students has already understood the new material, the teacher explain about the strategy (shared direction board games), the definition, the function, how to use the strategy and the advantages of using shared directions board games strategy in learning speaking skill. So, the teacher showed the board games strategy (shared direction board games) as the new strategy in their speaking class, explain it and gives the example of how to use or play that strategy. After that, the teacher divided the students into 5 groups, and the teacher tried to ask the students to learn new material by playing the games as the teacher has already explained before and it played from the first group until the last group. The teacher gives the students opportunity to try in practice their speaking skill by playing the board games. Furthermore, the researcher accompany the students while practice their speaking skill by using new strategy with their groups. In this meeting the teacher tried to gives opportunity for all groups who have not yet used the strategy to memorize some vocabulary and study the topic (Asking and Giving Directions) while waiting for others to learn the new strategy. In addition,

the researcher also accompanying students while memorizing vocabulary and learning asking and giving direction topic. After teaching and learning speaking used the strategy, the teacher ask students understanding about learning speaking using the strategy in their speaking class. After all students can learn to used the new strategy with all groups, then the teacher end the class. So, the teacher concludes about asking and giving direction topic. After that, the teacher close the class by reciting Hamdalah together.

In the observasing phase, the researcher collected the data about the implementation of speaking by giving shared direction board games as a new strategy to the students and to know the students speaking improvement. So, during the teaching and learning process, the English teacher observes the students by checking the observation checklist. After applying the first treatment, namely shared direction board games in the first meeting, the researcher taught the students based on the modul. The researcher checked the observation sheet of the English teacher during the teaching and learning process, to find out the results of teaching and learning process in one meeting.

Based on the observation sheet, the researcher saw that some of the students looked interest during learning by using shared direction board games, the students were enjoyed during

the learning process. The students focused when the English teacher explained the material but there are some students that confused and did not understand about the meaning of the questions on the board games because they lack of vocabulary. When the teacher asked them to practice their speaking skill by answering and explaining the question on the board games in front of their friends, they still did not confident, feeling afraid, and shy. It was known from the teaching and learning process in the classroom. After that, the researcher had to see the improvement of the students' speaking skill on the second meeting.

Figure 4.1
The students implementing shared direction board games strategy.

The steps using Shared Direction Board Games Strategy:

a) The students divided into 5 groups, continue by the teacher that showed and also explained the new strategy in class VII C at SMP Negeri 3 Rambipuji there are shared direction board games.

b) The teacher explained and gives the example about how to used shared direction board games strategy.

c) After all students has already understood about how to used the strategy, then the English teacher gives opportunity to all students for implementing "Shared Direction Board Games" as the new strategy in learning English lesson in their classroom.

d) In groups, the students implement it in turns from the first group until the last group.

e) The students implementing the strategy from the first group. So, one of student in the first group were began with shake the dice then she/he saw what numbers were on the dice.

f) Then after that, she/he implemented the strategy by a number that she/he got after shake the dice before.

g) After a student stops by the number she/he gets, so that student reads a question in the number column.

h) That student reads a lot the question in front of the English teacher and the classmate.

i) Then after that, a student explained the answer of the question by clearly and correctly in front the classroom.

j) The student learned to answer the question by using mix language.

k) Well after that, if a student couldn't answer by correctly, then she/he gets a punishment from the English teacher. The punishment such as memorizing minimal 3 vocabulary that

has been explained by the English teacher and a student learn more about the topic there are "Asking and Giving Direction" in the English book.

l) In addition, after a student answer the question in front of the English teacher and classmate, then it times for another student in the first group that implemented the strategy.

m) Well, after all students in the first group has finished it, then it times for another groups especially the second group tried to implement shared direction board games strategy.

n) Then, it implemented the strategy in turns until the last group that is the fifth group.

o) The steps in implementing the strategy at the second group until the last group are the same with the steps in implementing the strategy in the first group. Furthermore, there is nothing differences in those steps.

2) Meeting 2

The second meeting was conducted on Wednesday, 11th october 2023. On the second meeting, the English teacher and the researcher came to class VII C. At this meeting, the English teacher and the researcher observe the classroom situation. The English teacher opened the lesson by reciting Basmalah together, and greeting the class. After that, the English teacher

checked the students' attendance list and the students' condition on that day.

In this meeting, the teacher asked the students' about last meeting to refresh the students' memory of the lesson. The teacher asked about the material before, then there are some students' told that they felt more enjoy and happy when learning by using board games in their class. It happened because they got a chance to practice their speaking skill by answering the questions on the board games in front of their classroom although they still shy and afraid. So that's why, the students' felt enjoy and also happy when learning English especially in speaking skill although there were some students that still shy and did not confident to practice their speaking in front of their classroom. To ensure the students' understanding, the teacher and the researcher tried to chose and asked students' about asking and giving direction topic. So, they were only 3 students who felt confident to answer the question in front of the classroom. After that, the teacher asked the students' randomly, and finally they were 2 students that can answer by correctly and 3 students tried to answer but still afraid and also confused to answer the questions. Then, another students were shy and afraid to answer the question in front of the classroom, moreover they felt being angried by the teacher.

At this meeting, the teacher explain the material more and asked the students to play shared direction board games to know there is the improvement of their speaking skill or not. Furthermore, as the teacher has already explained before, when playing the board games the students were divided into five groups and they played board games from the first until the last group. After all the groups has already learn the board games, the teacher asked the students about their understanding. The students told that they were understood and enjoy when learning the material by using the board games (shared direction board games) as the strategy in their classroom. Although most of the students told if they were understood and enjoy the material, but the teacher still asked randomly about their understanding to know there is the improvement of their speaking skill or not.

So finally, the students respond still as before, that only 3 students who felt confident to answer the question on the board games in front of the classroom. Then, only 2 students that can answer by correctly and then 3 students tried to answer but still afraid and also confused. While the another students, were shy and also afraid to answer the questions in front of the classroom moreover they felt being angried by the teacher in their classroom. After applying the second meeting, the researcher also checked the observation sheet of the English teacher to find

out the results of teaching and learning process in second meeting.

Based on the observation sheet, the researcher saw that some of the students looked more interest during learning by using shared direction board games in this second meeting. The students focused when the English teacher explained the material but some of the students still confused about the meaning of the question on the board games because they still thinking about the meaning of that questions. When the teacher asked them to practice their speaking skill by answering and explaining the questions there are on the board games, the students has already confident but there are some of the students that still feeling afraid and also shy. It was known from the teaching and learning process in the classroom. After that, the researcher had to see the improvement of the students' speaking skill on the third meeting.

Figure 4.2
A student tried to practice his speaking skill by explaining the answer on the board games.

The steps using Shared Direction Board Games Strategy:

a) All students sat with their groups it is from the first until the fifth group that were consist of 5 students in each groups.

b) Then after that, it continue by the English teacher that showed and also explained more about the new strategy namely "Shared Direction Board Games" to remember students understanding of the strategy.

c) After all students has already remember about the strategy, then the teacher gives some example about how to use shared direction board games strategy.

d) Then in groups, the students implement it in turns from the first group until the last groups.

e) Firstly, the students implemented from the first group. Then, one of student in the first group began with shake the dice then she/he saw what numbers were on the dice.

f) So after that, she/he implement the board games strategy by the number she/he got after shake the dice before.

g) Then, a student were implemented the board games and it will stops on the number she/he gets, so that student reads the question in the number column.

h) For the next, a student reads a lot the question in front of the English teacher and the classmate.

i) Then, a student tried to explain the answer of the question by clearly and correctly with using mix language.

j) If a students couldn't answer by correctly, then she/he gets a punishment from the English teacher. The punishment such as memorizing minimal 3 vocabulary that has been learned and the student learn about the topic "Asking and Giving Direction" in the English book.

k) In addition, after a student answer the question, then it times for another student in the first group that implemented a shared direction board games strategy.

l) Well, after all students in the first group has already finished it, then it times for another groups especially the second group that implemented the board games strategy.

m) Then, it implemented the strategy in turns until the last group or the fifth groups.

n) The steps in implementing shared direction board games strategy at the second group until the last group are the same with the steps in implementing the strategy at the first group.

o) Furthermore, in this second meeting there is nothing differences in those steps. So, it can be concluded that the steps in this second meeting are the same with the steps in the first meeting.

3) Meeting 3

The third meeting was conducted on Friday, 13th october 2023. On the third meeting, the English teacher and the researcher came to class VII C. At this meeting, the English teacher and the researcher to observe the classroom situation. In the third meeting, as usual that the English teacher opened the class by reciting Basmalah together, and then check the students attendance list. So, the teacher also asked the students condition on that day, and finally all the students in class VII C are healthy then they can learn together in this meeting. At this meeting, the teacher asked the students about the previous topic to refresh the students memory, and gives some games for the ice breaking before the teaching and learning process begin. It is all done by the teacher and the researcher, then all of the students in class VII C can be more excited, happy, fun and also enjoyed to follow the teaching and learning process on that day.

In this meeting, the teacher took the same action and also the same activities such as in the previous meeting's learning plan, which was about asking and giving direction topic by using shared direction board games as the strategy in class VII C. The teacher carried out the same activities as the second meeting, which is focused on improving students' speaking skill through shared direction board games as the strategy. So, the

class situation were the same as the first meeting, there all of the students were healthy and they can follow the teaching and learning process in the classroom. So, the class situation is better than the first and second meeting, the class situation in the third meeting was fun, active, and enjoyed during the learning process began, and usually there are some students felt excited in the learning process using shared direction board games as the new strategy in their classroom.

In the action of teaching and learning process in this classroom, was carried out well by the teacher and also the researcher. There are some students that did not felt nervous, afraid, and also shy during teaching and learning process. So, it can concluded that the students in the third meeting was getting better than the first and second meeting. In this meeting, the students began to pay attention well, when the teacher explain the material. In addition, they were interested, excited, fun and more enjoyed using the strategy that applied by the teacher. Furthermore, although some of the students got better in the teaching and learning process by using shared direction board games, but there are a little difficulty in understanding the questions on the board games. It can be used as evaluation material in reflection with the English teacher at the reflection stage.

The results of the checklist participation sheet conducted by the English teacher show that there are a slight improvement in students activeness, but still there has been no improvement in practicing their speaking skill. So, it's all can be actionable in the improvement of the lesson plan to the next cycle.

Figure 4.3
The student is implementing the strategy with the groups.

Figure 4.4
A student practice her speaking skill by explaining the answer on the board games strategy.

The steps using Shared Direction Board Games Strategy:

a) As usually, for the first it is all students sat with their groups from the first until the last group that were consist of 5 students in each groups.

b) Then after that, it continue by the English teacher that showed the strategy namely "Shared Direction Board Games" to all students in the classroom.

c) So, the teacher asked to all students about how to use the strategy in order to know the students understanding of it.

d) Then, after they answered the question, the English teacher concluded about the steps of how to use the strategy in order to help the students understanding better.

e) In groups, the students implement it in turns from the first until the last groups.

f) The students were implemented the strategy from the first group. Then, one of student in the first groups were began with shake the dice then she/he saw what numbers were on the dice.

g) So after that, she/he implemented a shared direction board games strategy by a number that she/he got after shake the dice before.

h) After a student stops by the number she/he gets, then a students reads the question in the number column.

i) That student reads a lot the question in front of the English teacher and the classmate.

j) So, a student explained the answer by using mix language with clearly and correctly answer.

k) If a students couldn't answer by correctly, then she/he gets a punishment from the English teacher. The punishment such as memorizing minimal 3 vocabulary and learn more about the topic there are "Asking and Giving Direction" in the English book.

l) In addition, after a student answer the question in front of the English teacher and the classmate, then it times for another student in the first group that implemented a shared direction board games strategy.

m) Well, after all students in the first group has already finished it, then it times for another groups especially the second group that will implement a shared direction board games strategy.

n) Then, it implemented the strategy in turns until the last groups.

o) The steps in implementing the strategy at the second group until the last group are the same with the steps in implementing the strategy at the first group.

p) Furthermore, in this third meeting there is nothing differences in those steps. So, it can be concluded that the steps in implementing the strategy at this meeting are the same with the steps in the second meeting.

4) Post test 1 cycle 1

After the teacher and the researcher conducted cycle 1 which consisted of 4 meetings (3 meetings and 1 test), the teacher and the researcher conducted a final test (post-test) of speaking skill. The test was conducted on Wednesday, 18th October 2023 that showed an improvement in students scores on the first post-test. There were 15 students out of 25 students in the class who passed the KKM, while 10 students still did not pass the KKM 70. The total score of this post-test was 1.748, and the average students score was 69.92 The percentage of students who passed KKM was 60%. While the percentage of students that did not passed the KKM (70) was 40%. It can be concluded that speaking post-test 1 scores, improvement from the students' scores from the speaking pre-test scores. However, the scores obtained by the students that have not met the requirements of the criteria of the action success in this study.

The following table is the observation of students participation sheet.

Table 4.6
Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	The students pay attention when the teacher is doing teaching and learning process in the class.				V	

2.	The students can practice their speaking skill in front of the classroom.			V		
3.	The students can answer the questions on the board games.		V			
4.	The students can retell the understanding of the topic while asked by the teacher.		V			
5.	The students can find the difficulty when using the strategy (shared direction board games).			V		

No	Criteria	Percentage
1.	Very poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very good	80% - 100%

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

$$P = \frac{14}{25} \times 100\%$$

$P = 56\%$

From the result of observation checklist, it was concluded that from the obseravation student participation sheet categorized was fair and it is 56%. The students paid attention and interested in teaching and learning process by using shared direction board games, but they were still less understanding of the lesson. The students were difficult to answer the question on

the board games and the students were shy and also afraid to practice their speaking skill while answering the question on the board games in front of the classroom. So, it will be more explain and revise the lesson plan or modul in the next cycle.

c. Reflection of Cycle 1

In this reflecting, the researcher used reflection by Farrell that consists of three types : reflection in action, reflection on action, and also reflection for action.

1) Reflection in action

In this phase, the teacher and the researcher was less in control of the class, the students made noise in the class and there are some students who enjoy themselves such as conversation with the friends, play by themselves, ext. In addition, although the students were noise but they were interested and excited in join the class especially in implementing the action. The teacher only focused in implementing the action. While, the teacher and the researcher gave input suggestion in the next cycle that tried to handle the class well in order to make the class did not noise and did not enjoy themselves by always paying attention to all the students in the class. In addition, the researcher gives a suggestion to the English teacher to gives a small reward or gift to students for a small appreciation because of them has already done about all the teacher instructions in implementing the action. So in the next

cycle, the teacher will not focus only in implementing the action, but they will handle the students and controling the situation of the class. Furthermore, then the students felt more comfortable in implementing the action. Well, in the next cycle it will be getting better then before (the first cycle) that was less in controling of the class. Last but not least, during teaching and learning process there are some students that have a little difficulty in understanding the questions on the board games. Therefore, in the next cycle the teacher will retell to explain the material well, gives some vocabulary, explain about the strategy (shared direction board games), and also explain about the questions on the board games. While after that, the teacher asked the students understanding about the questions on the board games.

2) Reflection on action

In this phase, the researcher was less prepared in the lesson plan and the English teacher was poorly prepared in the teaching and learning process. The lesson plan was less detail in explaining the learning activity. So, the class situation was very noise moreover in meeting 1, the students was enjoy themselves, shared stories with their friends and there were students that came in and out of the class when teaching and learning process began. The teacher less in the controlling the students in the class and he only focus in the teaching and learning process. After that, in the next

meeting the teacher handle all the students in the class by well and hard than the class situations did not noise as before. So in this phase, the teacher method of teaching and learning process was not good enough because of the teacher less in managed the class well. Therefore, most of the students at that time were noise and enjoy themselves, but some of them were remained silent and always listened to the teacher's explanation. In addition, the researcher and the teacher gave input suggestions that in the next meeting especially in the next cycle will handle and controling the class well than the class situation before action were getting better or improved than in the meeting 1 that less of controling the class. So, the class situation were comfortable, enjoy and more fun while implementing the action.

3) Reflection for action

In this phase, after doing cycle 1 (meeting 1 until meeting 3, and also implementing the action) the researcher and the English teacher concluded that it is better to explain the material by using mix language (English and Indonesian language) and the addition of vocabulary in the teaching and learning process so that students can understand English language little by little and that can help the students to improve their speaking skills. After that, the teacher will handle the class well and hard than the class situations did not noise as before. So, the teacher will prepare the method of teaching

and learning process well difference with before, that the teacher was less prepare in the method of teaching and learning process. The class situations at that time were noise and there are students that enjoy themselves by sharing stories with their friends. That's why, the teacher concluded that the method of his teaching and learning process was not good enough because of he less in the controlling of the class. Therefore, in the next cycle the teacher will prepare well about the method of teaching, the class situation, the material, and another things about teaching and learning process. Furthermore, the researcher gave input suggestions to the teacher that in the next cycle it's better to gives more motivation and appreciation to students such as gives a little reward for student who has a correct answer after explaining the question on the board games, so that students felt more fun, enjoy, and diligent to learn English lesson especially in learning speaking skills.

d. Revised the plan

Based on the reflection of cycle 1, there are several plans that need to be revised and implemented in the next cycle. These are the language to be used, the addition of vocabulary, the students practice of speaking skill, controling the class situation and handle all the students while teaching and learning process especially in the implementing the action, gives some motivation and appreciation to the students. Then, from the results of post-test 1 is 60% or 15 students

out of 25 students in the class who passed the KKM (70) showed that this study had not met the criteria of the action success which is less than 70%. Therefore, it can be concluded that the researcher continued to the next cycle it is cycle 2.

3. Cycle 2

   a. Planning

   Before this research revised the cycle 2 lesson plan, the researcher talked with the English teacher. Both of them focused on solving the problems and difficulties in the cycle 1. So finally, it was about the language used in the teaching and learning process, the students practice in speaking skill, controling the class situation and also handle all the students while teaching and learning process especially in the implementing the action, gives some motivation and appreciation to the students. The students were shy, did not confident and also afraid to practice their speaking skill. In the first cycle, the teacher used Indonesian language during teaching and learning process in the classroom.

   The action of cycle 2 were the same as those of cycle 1, the differences was that the teacher tried to used mix language (English and Indonesian language) during teaching and learning process in the classroom. In the cycle 2, the students also tried to convey mix language although some of them still have their own confusion but they still effort tried to use mix language in the classroom. In addition,

the teacher tried to explain and give more vocabulary while explain shared direction board games strategy. Then, the teacher should motivate and give appreciation to the students during teaching and learning process to make increasing in post-test 2 that students will pass the kkm (70) until 70 % or more than that in 25 students.

b. Action and observing in cycle 2

In this phase, the researcher conducted cycle 2 by using the plan that has been discussed by the English teacher and the researcher. The teacher conducted the same activities in the classroom and the English teacher still used shared direction board games strategy which added some vocabulary. In this cycle 2, the teacher used different topics there are school buildings. Cycle 2 data was also collected through observation of student participation checklist and speaking post-test 2.

1) The result of cycle 2 meeting 1

In this cycle 2 meeting 1, the teacher carried out the same activities as in cycle 1. The activities were the same as cycle 1 but the English teacher added some vocabulary in the shared direction board games strategy, and used mix language (English and Indonesian language) in teaching and learning process. In addition, the teacher discussed with the students about their difficulties when using mix language in teaching and learning process. So the teacher also asked to the students about their difficulties in answering the teacher questions in post-test 1. This

meeting was held on Friday, 20 October 2023 that showed an increase in student participation during the teaching and learning process.

In cycle 2 meeting 1, the classroom situation were noise and some of the students that still enjoy themselves when teaching and learning process began. In addition, although on that day the classroom situation were noise, it's all only because they felt comfortable with the teacher's teaching method. Furthermore, in this meeting the students began to felt more understand to the teacher's explanation, even some of students still shy and did not confident but the teacher always supporting them, gives some motivation and appreciations, so that the students can understand clearly and correctly to the material that had been explained in the classroom.

Figure 4.5
The students is implementing shared direction board games strategy in turns with the group.

The steps using Shared Direction Board Games Strategy:

a) As in the previous meeting, all students were sat with their groups it is from the first until the last group that were consists of 5 students in each groups.

b) Then after that, it continue by the English teacher that showed the strategy to all students as the new strategy in learning English.

c) The teacher explained to all students about how to use the strategy in order to remember the students understanding of it. In addition, the English teacher were explained it by using mix language (English language and Indonesian language).

d) Then, after they has already remember about the strategy, the English teacher tried to ask to all students about their understanding of the strategy.

e) After the students explained the answer, then the teacher concluded about the understanding of the strategy to help the students understanding better.

f) Then in groups, the students implement it in turns from the first until the last groups.

g) The students implementing the strategy from the first group. Then, one of student in the first groups began with shake the dice then she/he saw what numbers were on the dice.

h) So after that, she/he implemented the strategy by a number that she/he got after shake the dice before.

i) Then, a student stops by the number she/he gets, then a student reads the question in the number column.

j) That student read a lot the question in front of the English teacher and the classmate.

k) So, a student tried to explain the answer of the question by using English language with clearly and correctly answer in front of the English teacher and his classmate too.

l) For the next, if a student couldn't answer by clearly and correctly, then she/he gets a punishment from the English teacher. The punishment such as memorizing minimal 3 vocabulary that has been learned and also it must learn more about the topic of the lesson there are "Asking and Giving Direction" on the English book.

m) So, if a student could answer the question by clearly and correctly then she/he gets a little gift from the English teacher. The gift such as a pen or a snack.

n) In addition, after a student answer the question, then it times for another student in the first group that implemented the shared direction board games strategy.

o) Well, after all students in the first group has already finished it, then it times for another groups especially the second group to implemented a shared direction board games strategy.

p) Then, it implemented the strategy in turns until the last group or the fifth groups.

q) The steps in implementing shared direction board games strategy in the second group until the last group are the same with the steps in implementing the strategy in the first group.

r) Furthermore, in this meeting there is nothing differences in those steps. So, it can be concluded that the steps in implementing the strategy at this meeting are the same with the steps in the previous meeting.

2) The result of cycle 2 meeting 2

In this cycle 2 meeting 2, the teacher also carried out the same activities as meeting 1 which focused on improving students speaking skills, used mix language (English and Indonesian language) during the teaching and learning process. The classroom situation was the same as the first meeting in cycle 2. The students still noise because they felt comfortable with the teacher's teaching method. This meeting was held on Wednesday, 25th October 2023. So far, in the classroom learning activity in this meeting felt better because of the revised plan that had been discussed with the English teacher. The students in this meeting

were easy to managed than in the previous meeting that they were really hard to managed. In this meeting the class situation were getting better than before, although there are still a students that enjoy themselves, but most of the students in this meeting were paid attention to the teachers explanation. In addition, when the teacher implementing the action, there are little students that still confused and felt shy to ask to the teacher. It was known from the teaching and learning process in the classroom. Furthermore, the teacher and the researcher had to see the improvement of the students and the class situation in the next meeting.

Figure 4.6
Student were practice her speaking skill by explaining the answer of a question on that strategy.

The steps using Shared Direction Board Games Strategy:

a) As in the first meeting in this cycle, all students were sat with their groups it is from the first until the last group that were consists of 5 students in each groups.

b) Then after that, it continue by the English teacher that showed the strategy to all students as the new strategy in learning English.

c) The teacher explained to all students about how to use the strategy in order to remember the students understanding of it. In addition, the English teacher were explained it by using mix language again.

d) Then, after all students remember about the strategy, so the English teacher tried to ask to all students about their understanding of it.

e) For the next, the students explained the answer, then the teacher concluded about the understanding of the strategy to help the students understanding better.

f) Then in groups, the students implemented it in turns from the first until the last groups.

g) The students implementing the strategy from the first group. Then, one of student in the first groups began with shake the dice then she/he saw what numbers were on the dice.

h) So after that, she/he implemented the strategy by a number that she/he got after shake the dice before.

i) Then, a student stops by the number she/he gets, then a student reads the question in the number column.

j) That student read a lot the question in front of the English teacher and the classmate.

k) So, a student tried to explain the answer of the question by using English language with clearly and correctly answer in front of the English teacher and his classmate too.

l) Next, if a student couldn't answer by clearly and correctly, then she/he gets a punishment from the English teacher. The punishment such as memorizing minimal 3 vocabulary that has been learned and also it must learn about the topic of the lesson there are "Asking and Giving Direction" on the English book.

m) So, if a student could answer the question by clearly and correctly then she/he gets a little gift from the English teacher. The gift such as a pen or a snack.

n) In addition, after a student answer the question, then it times for another student especially in the first group that implemented the shared direction board games strategy.

o) Well, after all students in the first group has already finished it, then it times for another groups especially the second group to implemented a shared direction board games strategy.

p) Then, it implemented the strategy in turns until the last group or the fifth groups.

q) The steps in implementing shared direction board games strategy in the second group until the last group are the same with the steps in implementing the strategy in the first group.

r) Furthermore, in this meeting there is nothing differences in those steps. So, it can be concluded that the steps in implementing the strategy at this meeting are the same with the steps in the previous meeting it is the first meeting at cycle 2.

3) The result of cycle 2 meeting 3

In this cycle 2 meeting 3, the teacher also carried out the same activities as meeting 2 which focused on improving students speaking skills, used mix language (English and Indonesian language) in the teaching and learning process. Although the activities in the classroom is the same as the previous meeting, however in this meeting still makes a difference and that can be seen in the classroom situation. In this meeting, the classroom situation were better than before in the previous meeting. The classroom situation in this meeting felt more active, enjoy the learning, fun and also comfortable with the teacher's teaching method. Although there are a little students were noise in the classroom, but they still understand to what the teacher had been explained especially about the material. In addition, the students were noise in this meeting because of they felt more comfortable, enjoy, and fun in learning the material moreover in practice their speaking skills in the classroom.

Figure 4.7
The students implemented shared direction board
games strategy.

Figure 4.8
A student were practice her speaking skill.

The steps using Shared Direction Board Games Strategy:

a) As in the second meeting, all students were sat with their groups it is from the first until the last group that were consists of 5 students in each groups.

b) Then, it continued by the English teacher that showed the strategy to all students as the new strategy in learning English.

c) The teacher tried to ask to all students about how to use the strategy in order to remember the students understanding of it.

d) After all students remember about the understanding of the strategy, the English teacher asked for one more chance in order to ensure their understanding of it.

e) For the next, the students explained the answer again, then it continued by the teacher that concluded about the understanding of the strategy to help the students understanding better.

f) Then in groups, the students implemented it in turns from the first until the last groups.

g) The students implementing the strategy from the first group. So, one of student in the first groups began with shake the dice then she/he saw what numbers were on the dice.

h) Then after that, she/he implemented the strategy by a number that she/he got after shake the dice before.

i) Furthermore, a student stops by the number she/he gets, so a student reads the question in the number column.

j) That student read a lot the question in front of the English teacher and the classmate.

k) So, a student explained the answer of the question by using English language with clearly and correctly answer.

l) Next, if a student couldn't answer by clearly and correctly, then she/he gets a punishment from the English teacher. The punishment such as memorizing minimal 3 vocabulary that has been learned and also it must learn about the topic of the lesson there are "Asking and Giving Direction" on the English book.

m) So, if a student could answer the question by clearly and correctly then she/he gets a little gift from the English teacher. Then, the gift such as a pen or a snack.

n) In addition, after a student answer the question, then it times for another student especially in the first group that implemented the strategy.

o) Well, after all students in the first group has already finished it, then it times for another groups especially for the second group to implemented a shared direction board games strategy.

p) Then, it implemented the strategy in turns until the last group or the fifth groups.

q) The steps in implementing shared direction board games strategy in the second group until the last group are the same with the steps in implementing the strategy in the first group.

r) Furthermore, in this meeting there is nothing differences in those steps. So, it can be concluded that the steps in implementing the strategy at this meeting are the same with the steps in the previous meeting it is the second meeting in this cycle 2.

This meeting was held on Thursday, 26th October 2023. The topic discussed in this meeting was about school buildings. In this meeting, the teacher tried to ask questions to the students

about the students understanding of this topic. The students gave a good feedback while answering the questions from the teacher about their understanding of the topic. Some of the students were answer the questions clearly and correctly but there are a little students that still answer the teacher questions incorrectly and also unclear. For the result of observation in meeting 3 there are:

Table 4.7
Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.				V	
2.	The students can practice their speaking skill in front of the classroom			V		
3.	The students can answer the questions on the board games.				V	
4.	The students can retell the understanding of the topic while asked by the teacher.				V	
5.	The students can find the difficulty when using the strategy (shared direction board games).			V		

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{18}{25} \times 100\%$$

$$P = 72\%$$

From the results of the observation of students' participation checklist which had been done by the teacher showed a number of 72%. There was an improve from the observation sheet in the previous cycle that was from 56% in the first cycle, and there was improve in the second cycle that was 72%. Therefore, it can be concluded that students participation in learning speaking by using shared direction board games strategy had a good impact to the students at VII C grade of SMP Negeri 3 Rambipuji.

4) The result of Post-test 2 cycle 2

After the English teacher and the researcher conducted cycle 2 which consisted of three meeting, both of them also evaluated the second speaking post-test score. The test was conducted on Friday, 27th October 2023 and the result showed an improve in students scores on the second post-test. The scores obtained by the students, there were 24 students who scored up to

70 or passed the KKM, but there are 1 students still did not reach or pass the KKM score. Total score of the second post-test was 1.952 and the average of students score was 78.08. The percentage of the students who passed the KKM was 96%. So, it can be concluded that there is an improvement after using shared direction board games strategy in cycle 2 compared to cycle 1. Therefore, it can be concluded that this research has been success criteria of 90%.

c. Reflection of cycle 2

1) Reflection in action

In this phase, the class situation were getting better from the previous cycle (cycle 1). The class situation were really comfortable when the teacher implementing the action. So in this phase, the teacher not focus only in implementing the action, but the teacher handle the students and controling the class situation. The students seemed to have a lot of good progress in this cycle because the students in this cycle were more interested, active, enjoy, and fun than before in the previous cycle. The teacher and the researcher were happy because the students were getting better and have a good changes in this cycle. It can be seen from the result of the observation participation checklist that there is an improvement than before in the previous cycle. Therefore, in this phase the class situation became better than before in cycle 1 that

the class situation were noise and the students were enjoy themselves by conversation with the friend, play by themselves, etc.

During implementing the action, the teacher and the researcher provided the material in accordance with the lesson plan that has been revised. So, the teacher provided the warming up by playing guessing games (answering the meaning of vocabulary based on the material that asking and giving direction topic). After that, the teacher gives some motivation to the students than they felt spirit, and did not felt insecure to the friends that has a good progress in learning English especially in speaking skill. In addition, the speaking learning process were really good because most of the students were pay attention to the teacher's explanation, and there is no students that enjoy themselves and play with the friend especially when implementing the action.

2) Reflection on action

In this phase, the researcher were prepared and revised the lesson plan well and the teacher's teaching method were improve than in the previous cycle. In this cycle the teacher's teaching method were really good because the teacher was prepared well different than before in the previous cycle that the teacher was less prepared in the teaching method. The teacher conducted the

lesson according to the lesson plan or modul that had been revised and discussed together with the researcher. In this cycle, the teacher were managed the class well and the method to managed the class in this cycle were the teacher always gives a good support related in learning English especially in learning speaking skill to the students. After that, the teacher were always accompany the students in learning activities in the classroom. In addition, during rest time is began, the teacher and the researcher tried to near the students by invite them to share stories about everything especially about their learning in English. So from that, they can felt comfortable with the researcher and in the teaching and learning activities. The students felt more comfortable and did not shy moreover afraid to ask about the difficulties in the lesson to the teacher in the classroom. Furthermore, in this cycle the teacher and the researcher were really prepared in managed and handle the class situation. Therefore in this cycle, the class situation were getting better or improved than in the previous cycle that were less or poorly prepared in controling or managed the situation of the class.

3) Reflection for action

In this phase, the lesson plan or modul were revised by the researcher after discussed with the English teacher. In this cycle, the class situation were improved than before in the previous

cycle. The students in this cycle were active, comfortable and still excited when join the speaking class. So, the students always pay attention to the teacher's explanation and the students did not noise because of they were enjoy themselves or playing with the friend in the learning activities. In this cycle, the students were easy to manage in the classroom different with the previous cycle that most of the students were difficult to manage or hard to tell when they were noise and enjoy themselves. Therefore it can be concluded that in this cycle, the managed of the class situation were improved or getting better than in the previous cycle. In addition, the teacher's teaching method were better than before in the previous cycle, so it can be concluded that the teacher's teaching method were good because the teacher were really prepared in this cycle.

C. Discussion of The Research

This section presents a discussion of the research findings on learning to speak by using shared direction board games strategy. After applying shared direction board games as the strategy in the teaching and learning process of this research, the result showed that the students speaking scores were improved. This means that there is an improvement in students speaking skill. This research was conducted in two cycle and it consisted of 4 meetings in one cycle. Three meetings for treatment and one meeting for speaking post-test. From the data in the preliminary study, the average of students score was

52.32 and the percentage of students who passed the KKM or scored 70 was 16% or only 4 students. It can be said that students speaking skill is still low. Based on the results of the students speaking post-test 1 scores, the average score of the students is 69.92 with a percentage of 60% or 15 students out of 25 students in the class who passed the KKM. Then after that, the researcher continued to the next cycle it is cycle 2 because it still does not met the criteria of the action success. So, for the average of students score of cycle 2 is 78.08 and the percentage of students who passed the KKM or scored 70 was 96% or 24 students out of 25 students in the VII C grade of SMP Negeri 3 Rambipuji. Therefore from that, it can be concluded that the students speaking scores can improve and met the criteria of the action success.

The application of shared direction board games as the new strategy in teaching English especially in speaking skill, the instruction received a good response from the students and the English teacher. In addition, as we known that in cycle 1, the class situation was not good enough because the teacher less in managed the class until the studens in the class were really noise because of they were enjoy themselves, sharing stories with the classmate. In this cycle, the students were shy, insecure and felt afraid in practice their speaking skill. While in the cycle 2, the class situation were improve or getting better than in the previous cycle (cycle 1) that the class situation were really noise. In this cycle 2, the teacher were really prepared in managed the class, until the situation of the class in this cycle were comfortable, looked interested, fun, and also enjoy during teaching and learning process in the

classroom. So, the students in this cycle were active and did not felt shy and afraid anymore in practice their speaking skill especially in implementing the action.

During teaching and learning process using shared direction board games strategy, the students focused when the teacher explained the material and practice speaking skill. The students could know how to practice their speaking skill without shy, afraid, and also felt nervous in front of the classroom. So, the students also know the meaning of the lesson after the teacher gives some vocabulary related to the lesson on the English book and they also know how to pronounce the vocabulary. However, the students were really focused in learning asking and giving direction topic using shared direction board games strategy that had been explained with the English teacher. So, the students also learned some vocabulary related to the topic and they were really understand litle by litle so they can practice their speaking skill in front of the classroom without felt shy and afraid anymore.

Therefore, it can be concluded that the students need new strategy or media in teaching and learning speaking skill so that students are more active and interested in learning speaking. Most of the students also enjoyed the class when the teacher provided the material by using shared direction board games strategy. According to Azzahra (2021), she stated that using speaking board games in teaching English, it can improve the students speaking skill because speaking board games is believed to be able to improve students' interest,

motivation and confidence especially for eighth grader of Al-Fath Islamic Junior High School[26].

In this study, the researcher noticed the students' speaking skill were better than before after applying 2 cycles. The students could improve their knowledge of vocabulary, speaking fluency in practice their speaking skill. They can memorize some vocabulary and pronunciation fluently. This happen because in shared direction board games, the teacher provides for always tried to practice their speaking skill by playing shared direction board games in the classroom. Although for the first time they felt shy and afraid to tried it, but little by little they could do it well. In evidence after they done it, they felt confident in practice their speaking skill without felt shy and afraid again. After the teacher explained the material, sometimes the teacher check the students understanding by asked the students to answer the questions on the board games and also asked the students retelling the definition and the advantages of learning asking and giving direction topic. Therefore, from it the students can understand the teacher explanations and also the meaning of vocabulary. As we known, that vocabulary is really important and it's a component that students need to understand the meaning of what they are listen to the teacher's explanations and the meaning of the material in their English book that they learned with the teacher in the classroom.

During teaching and learning process using shared direction board games, the students responded were really well, this can be seen from the

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[26] Syifaa Azzahra, Skripsi: *"Implementing Speaking Board Games to Develop Students' Speaking skill"* (Jakarta: Faculty of Educational Sciences of Syarif Hidayatullah State islamic University, 2021), 1.

students' activeness in the classroom. The students were very interested when the teacher asked them to practice their speaking skill by answering the questions on the board games in front of the classroom and they could answer correctly and did not shy and afraid anymore. The students could understand the material well when teaching and learning process. In addition, when the teacher asked the students to retell the definition and the advantages of asking and giving direction topic, the students could answer it correctly. So from the explanation above, there are about the students condition in the class that students can be more active and understand about asking and giving direction topic using shared direction board games strategy that makes the students did not bored, shy, afraid, felt nervous and also insecure. Furthermore, the students also felt there will be something new in speaking class.

Furthermore, the researcher concluded that the conversion between students score of pre-test was 52.32 and the percentage of students who passed the KKM or scored 70 in the pre-test was 16% or only 4 students. While the students speaking post-test 1 scores is 69.92 with a percentage of 60% or 15 students out of 25 students in the class who passed the KKM. So, the students' speaking score in the cycle 2 is 78.08 and the percentage of students who passed the KKM or scored 70 was 96% or 24 students out of 25 students in the class. Based on the research implementation the students' shown the enthusiasment such as the students more confident and did not felt insecure when practice their speaking with their classmate. This phase effect the

students score and that's why they got significant improvement in their speaking scores.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the results of research findings and discussions that have been carried out, the researcher concludes that in applying shared direction board games strategy is able to have an effective impact on learning speaking class. So, it can be seen from the results of the pre-test, post-test 1, and post-test 2 and also supported by the results of the observation sheet of students participation assisted by the English teacher in learning in the classroom. This can be seen from the data of the pre-test is from 16% or only 4 students who pass the KKM with the score 70 with an average score of 52.32. While after cycle 1, the results of students' speaking scores increased to 69.92 or 15 students out of 25 students in the class who passed the KKM score with a percentage of 60%. In cycle 2, get the results with an average score 78.08 or 24 students out of 25 students who passed the KKM score with a percentage of 96%. Furthermore, from the results of the percentage of this research is reached 96%.

B. Suggestion

After conducting this study, the researcher offers some recommendations that can be suggested to English teachers and future researchers. So, there are such as:

1. For English Teacher

   For English teacher can use shared direction board games as a strategy for teaching and learning English especially in speaking skill. This strategy can be used to make the students more interested, active, fun, enjoy, and did not felt shy moreover afraid in practice their speaking skill. In addition, shared direction board games strategy can helps the students in improving their speaking skill and make them interested in speaking class. This strategy can make the students have experience inside the speaking class or in their real life. By using shared direction board games, the students can practice their speaking skill without shy and afraid because this strategy make the students more fun in learning speaking skill.

2. For Students

   For students, by learning and playing shared direction board games strategy can make them did not felt shy and afraid in practice speaking in their classroom. They should express their answer as they can or tell when they learn with play by using shared direction board games strategy. Furthermore, this strategy can make them more fun, enjoy and also active in practice their speaking skill in their classroom. So, they did not felt shy and afraid to ask anything that they still confused about the material to the English teacher. In addition, this way will make them more active, fun and enjoy during teaching and learning English especially in speaking class.

3. For Future Researcher

   For future researcher, they can take a good examples and good lessons from the previous researchers. So, they can choose this strategy to improve the students speaking skill. In addition, it is suggested for future researchers who will conduct the similar research to explore other strategy in teaching speaking skill. In addition, shared direction board games as the strategy in this research, can be used as a reference for future researchers who want to conduct a research in order to improve students speaking skills.
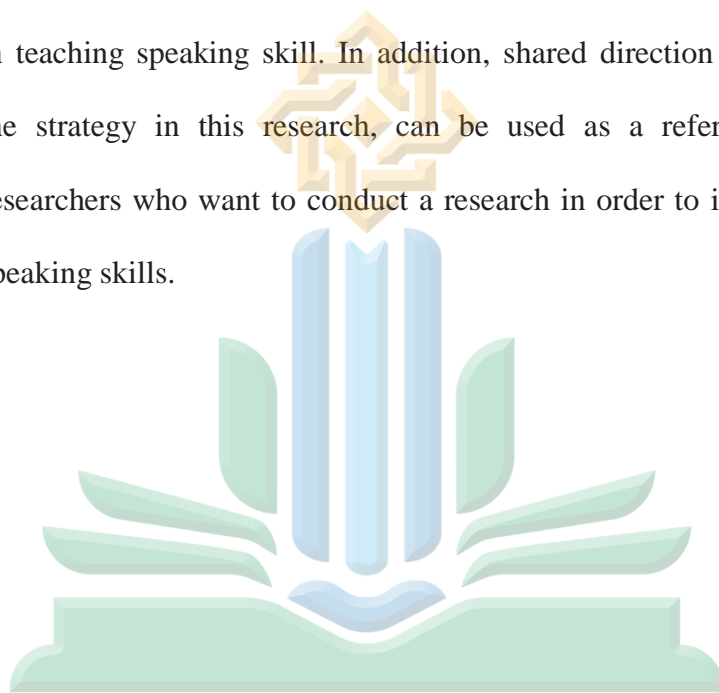
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APPENDIX 1

MATRIX OF RESEARCH

TITLE	CONSTRUCT	SUB CONSTRUCT	INDICATOR	METHOD	FOCUS
Improving Students Speaking Skill Through Shared Direction Board Games at Junior High School	Speaking skill Shared direction board games	1. Fluency 2. Vocabulary 3. Grammar 4. Pronunciation 1. Game based language learning 2. The nature of teaching speaking	According to Rahmawaty and Suwarjo (2016) indicators of speaking skills are: 1. Grammar 2. Vocabulary 3. Understanding 4. Fluency 5. Pronunciation 1. Communication 2. Collaboration 3. Creativity 4. Critical thinking 1. Pronunciation 2. Structure 3. Vocabulary 4. Fluency 5. Understanding or content	Classroom Action Research (CAR) by Kemmis and Taggart (1988) model: 1. Planning 2. Acting 3. Observing 4. Reflecting Reflection by Farrell (2012): a. Reflection in action b. Reflection on action c. Reflection for action	How to improve students speaking skill through shared direction board games?

APPENDIX 2

INTERVIEW

A.   Interview questions for the teacher

No	Questions	Answer
1.	What curriculum used at SMP Negeri 3 Rambipuji?	This school used two curriculum, K13 for class VIII and IX then Kurikulum Merdeka (Independent Curriculum) for class VII.
2.	How many times English is taught in a week?	English is taught three times in week with different days.
3.	How many times English is allocated for learning in one meeting?	The time allocation is 2x40 minutes.
4.	What problems are faced by students in learning English?	Tha students have a problem in learning speaking skill. They have low in practice their speaking skill. I think the students lack vocabulary, and then they was less confident in practice their speaking skill. They always shy and afraid when I asked them to practice their speaking. Moreover there are some students felt insecure to the friends who diligent, clever, and always confident when practice their speaking skill in front of the classroom. So, there are students that difficult in understanding the lessons and I think it because they lack vocabulary so they felt shy or afraid to ask to the teacher.
5.	How do you overcome the problem?	I have done many things to overcome their speaking skill, such as asking them to introduce themselves one by one, asking them to tell their activity in their home such as the activity before and after going to the school, the activity when they help the parent in the home, etc. Then, I tried to asked them to practice their speaking together by practice dialog or conversation related to their lesson in the English book so that they can practice their speaking skill in front of the classroom although there are students who still shy and felt afraid in practice it.

6.	How do you teach speaking in the class?	In speaking class, I explain the material, then I give the example and vocabulary related to the topic. I ask the students to practice their speaking skill by retell conversation in their English book. So, I give them exercise such as answer the questions in the English book.
7.	How many students participation in speaking class?	I think in every class was different who participated in speaking class and I think usually there are only 5 until 10 students in every class who always participated in speaking class.
8.	From all classes, which class that has the most problem in speaking skill?	I think from all classes, there are 1 classes (VII C) that has the most problem in speaking skill. In this class, there are only 5 students who participated and have a good score in speaking class. So, the students in this class always feel shy, afraid, and also bored during learning English especially in learning speaking.
9.	What is the minimum standard score of speaking test?	It is 70 score.
10.	Have you ever used shared direction board games as the strategy in teaching English especially in teaching speaking skill?	No, so far I have never used it in teaching English even less in teaching speaking skill.

B.   Interview question for the students

The Script of Interview with The Students

Researcher: Anyone do you like English lesson?
Student 1: Yes, I like it but usually I feel shy and afraid to ask if I have confuse or difficult in learning English lesson.
Student 2: Yes, I like it but usually I do not know the meaning of the lesson in the English book, usually I just read without knowing the meaning of it. So, usually I feel bored when the teacher explain the material in the English book.
Student 3: No, I do not like English lesson. I think learning English make me feel always bored in the classroom.
Researcher: Alright, so do you think English lesson it is included to the difficult lesson or not?
Student 1: I think yes miss, English lesson is difficult lesson.
Student 2: I think a little bit no miss, because I think if we listen well to the

teacher's explanation and we do not feel shy and afraid to ask when we feel difficult and confuse to our teacher then I think from it learning English is not difficult lesson.

Student 3: I think yes miss, because I did not like English lesson then I think English is really difficult lesson for me.

Researcher: Well, in your opinion, what should be done to overcome these difficulties? Should we improve the strategy or the media?

Student 1: Yes miss, in my opinion to overcome the difficulties in learning English the teacher should to use strategy or media.

Student 2: In my opinion, to overcome some problem in learning English is the teacher try to use the strategy or media in learning English especially in speaking class miss.

Student 3: I do not know how to overcome the difficulties in learning English, because as you know I do not really like English lesson miss.

Researcher: How does the teacher teach speaking?

Student 1: The teacher teach speaking was really comfortable, enjoy, and friendly miss.

Student 2: The teacher was really patient when teaching speaking miss.

Student 3: The teacher was really comfortable and slowly when teaching speaking.

Researcher: Does the teacher asked you to practice your speaking skill?

Student 1: Yes miss, I think our teacher always asked me with my friends to practice our speaking skill

Student 2: Yes miss, the teacher asked me and my friends to practice speaking by practice dialog that on the English book and usually asked to retell our activity in our home it is about the activity before or after going to the school, etc.

Student 3: Yes miss, the teacher was asked me with my friends to practice our speaking.

Researcher: For the example if the teacher explain and teach the lesson use games as the strategy or media in learning English, do you think you will be interested?

Student 1: Wahhh, I think yes miss. Because I like to play games, maybe I will more interest if we learn English using games.

Student 2: Yes miss, I think I will be interest if we learn English by using games.

Student 3: I think yes miss, I will be interest if I learn English by using games, because I really like games.

APPENDIX 3

LESSON PLAN (MODUL)

CYCLE 1

INFORMASI UMUM

I. **Identitas Modul**

Satuan Pendidikan   : SMP Negeri 3 Rambipuji

Mata Pelajaran   : Bahasa Inggris

Topik Pembelajaran   : Asking and Giving Direction (Places Around Town)

Kelas / Semester   : VII / Ganjil

Alokasi Waktu   : 3 x 60 menit

Tahun penyusunan   : Jember, 4 Oktober 2023

II. **Kompetensi Awal**

1. Pendidik mengulas kembali materi pada chapter atau topik sebelumnya. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan pendidik dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam chapter atau topik sebelumnya.

Bahasa pendidik:

Good morning everyone, welcome back to our English class. Today we learned about asking for and giving directions.

2. Pendidik menjelaskan tujuan pada topik Asking for and giving directions. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan pendidik dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya.

Bahasa pendidik:

Today we are coming to a new topic, it is about asking for and giving direction. The titile is Places Around Town, are you familiar with this title? What do you think of it?

III. **Profil Pelajar**

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlakmulia, Berkhebinekaan Global, Bergotong Royong, Mandiri, Bernalar Kritis, dan Kreatif.

IV. **Sarana dan Prasarana**

1. Buku Guru. *English Starter, English for Junior High School Students Grade VII. Kurikulum Merdeka, Penerbit Intan Pariwara (2022).*

2. Buku Siswa. *English Starter, English for Junior High School Students Grade VII. Kurikulum Merdeka, Penerbit Intan Pariwara (2022).*

3. Shared direction board games strategy

V. **Target Peserta Didik**

Peserta didik tidak ada kesulitan dalam mencerna dan memahami materi pembelajaran.

VI. **Model Pembelajaran**

1. Pembelajaran Bahasa Inggris untuk SMP Kelas VII adalah pendekatan berbasis teks *(genre-based approach)* dikombinasikan penyajian berbasis topik. Pendekatan ini menyajikan berbagai strategi dan kegiatan pembelajaran *(scaffolding)* yang berorientasi pada fungsi komunikatif sosial *(genre)* melalui berbagai moda, baik lisan, tulis, visual, audio, maupun multimodal.

2. Pembelajaran *genre-based pedagogy* diaplikasikan untuk mengembangkan bahasa lisan (*listening* dan *speaking*) menuju bahasa tulis (*reading* dan *writing*), teks yang dilibatkan dalam pembelajaran meliputi teks multimodal, yang mengakomodasi pengembangan keterampilan *viewing* dan *presenting*.

KOMPONEN INTI

I. **Tujuan Pembelajaran**

Ask for and give directions

II. **Pemahaman Bermakna**

Asking and giving direction at places around town

III. **Contoh Pertanyaan**

Can you tell me where is the police station?

IV. **Kegiatan Pembelajaran**

A. **Meeting 1**

1. **Kegiatan Pendahuluan**

➢ Guru membuka pembelajaran dengan salam dan berdoa, dan dilanjutkan dengan memeriksa kehadiran siswa.

➢ Guru mengkondisikan kelas agar proses pembelajaran berlangsung dengan nyaman dan menyenangkan.

➢ Guru memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.

➢ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

➢ Guru dapat memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter atau topik sebelumnya.

➢ Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

2. **Kegiatan Inti**

➢ Guru menyiapkan bahan atau alat pembelajaran dan setelah itu guru memberikan beberapa kosa kata terkait dengan pembelajaran "Asking and Giving Direction" dengan topik "Places Around Town".

- Guru menjelaskan pengertian, fungsi, manfaat dan juga kerugian tentang mempelajari pelajaran "Asking and Giving Direction".

- Guru menanyakan pemahaman murid tentang penjelasan dari guru dalam pelajaran tersebut dan setelah semua murid memahami semua yang telah guru jelaskan, guru melanjutkan ke dalam penjelasan berikutnya.

- Guru menjelaskan strategi pembelajaran yang akan dipakai dalam pembelajaran bahasa Inggris terutama dalam pembelajaran "Speaking skill" atau pembelajaran tentang keterampilan berbicara siswa di kelas VII C.

- Guru menjelaskan tentang pengertian, fungsi, bagaimana cara memakai strategi tersebut, dan juga manfaat memakai "Shared Direction Board Games" sebagai strategi dalam pembelajaran speaking skill.

- Guru menunjukkan dan juga menjelaskan strategi board games kepada murid sebagai strategi baru untuk mereka dalam belajar speaking skill.

- Guru memberikan contoh tentang bagaimana cara memakai dan juga bermain sambil belajar menggunakan strategi tersebut dengan benar di depan semua murid didalam kelas.

- Guru membagi murid dalam 5 kelompok dan guru memberikan tugas kepada murid untuk praktik belajar pelajaran baru dengan menggunakan strategi baru yaitu belajar sambil bermain board games seperti yang telah guru jelaskan sebelumnya.

- Murid belajar sambil bermain menggunakan strategi tersebut secara bergantian, berawal dari kelompok pertama berurutan sampai kelompok terakhir.

> ➢ Guru memberikan kesempatan kepada semua murid untuk belajar sambil bermain dengan menggunakan strategi baru yaitu "Shared Direction Board Games".

> ➢ Guru mendampingi murid dalam praktik speaking skill dengan menggunakan strategi baru bersama kelompok mereka masing-masing.

> ➢ Guru memberikan waktu untuk kelompok siswa yang belum mendapatkan giliran menggunakan strategi baru (*Shared direction board games*) untuk menghafal kosa kata dan mempelajari topik (*Asking and giving directions*) sembari menunggu giliran kelompok lain untuk belajar menggunakan strategi baru (*Shared direction board games*).

> ➢ Guru mendampingi siswa menggunakan strategi baru dan menghafal kosa kata serta mempelajari topik tesebut (*Asking and giving directions*).

> ➢ Guru menanyakan pemahaman murid setelah memakai strategi tersebut, dan guru juga menanyakan pemahaman siswa pada topik pembelajaran (*Asking and giving directions*).

> ➢ Guru mengamati siswa untuk dinilai sikap dan keterampilan berbicara siswa (*Students speaking skill*) dalam menggunakan strategi baru (*Shared direction board games*).

> ➢ Setelah semua siswa dapat belajar menggunakan strategi baru (*Shared direction board games*) secara bergantian dengan semua kelompok lain, pendidik mengakhiri pembelajaran Bahasa Inggris pada waktu itu.

3. **Kegiatan Penutup**

> ➢ Guru dan siswa menyimpulkan materi pembelajaran tersebut.

> ➢ Guru memberikan apresiasi dan motivasi terhadap hasil belajar siswa dalam belajar Bahasa Inggris terutama di

Speaking skill dalam topik pembelajaran *Asking and giving directions*.

➤ Guru dan siswa mengakhiri pembelajaran Bahasa Inggris dengan mengucapkan Hamdalah dan berdo'a bersama-sama menurut keyakinan masing-masing untuk mensyukuri segala nikmat yang diberikan oleh Tuhan Yang Maha ESA.

B. Meeting 2

1. **Kegiatan Pendahuluan**

➤ Guru membuka pembelajaran dengan salam dan berdoa, dan dilanjutkan dengan memeriksa kehadiran siswa.

➤ Guru mengkondisikan kelas agar proses pembelajaran berlangsung dengan nyaman dan menyenangkan.

➤ Guru memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.

➤ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

➤ Guru dapat memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter atau topik sebelumnya.

➤ Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

2. **Kegiatan Inti**

➤ Guru menanyakan kembali tentang topik pembelajaran di pertemuan sebelumnya untuk mengingatkan murid pada pelajaran tersebut.

➤ Guru menanyakan pemahaman murid dalam pelajaran asking and giving direction.

➢ Guru menjelaskan kembali tentang topik pembelajaran tersebut dengan jelas agar murid dapat memahami dengan benar.

➢ Guru meminta murid untuk praktik speaking skill mereka dengan belajar sambil bermain shared direction board games sebagai strategi baru dalam pembelajaran bahasa Inggris terutama dalam pembelajaran speaking skill murid.

➢ Guru menanyakan kembali tentang pemahaman murid pada penggunaan shared direction board games.

➢ Guru menjelaskan kembali tentang cara belajar menggunakan shared direction board games sebagai strategi pembelajaran baru dalam pelajaran speaking skill murid kelas VII C, jika beberapa murid belum memahaminya.

➢ Guru menyimpulkan pembelajaran setelah murid benar-benar memahami pelajaran asking and giving direction dan juga cara belajar menggunakan shared direction board games sebagai strategi pembelajaran baru dalam pelajaran speaking skill murid kelas VII C.

3. **Kegiatan Penutup**

➢ Guru memberikan apresiasi dan motivasi terhadap hasil belajar siswa dalam belajar Bahasa Inggris terutama di *Speaking skill* dalam topik pembelajaran *Asking and giving directions*.

➢ Guru dan siswa mengakhiri pembelajaran Bahasa Inggris dengan mengucapkan Hamdalah dan berdo'a bersama-sama menurut keyakinan masing-masing untuk mensyukuri segala nikmat yang diberikan oleh Tuhan Yang Maha ESA.

C. **Meeting 3**

1. **Kegiatan Pendahuluan**

➢ Guru membuka pembelajaran dengan salam dan berdoa, dan dilanjutkan dengan memeriksa kehadiran siswa.

➢ Guru mengkondisikan kelas agar proses pembelajaran berlangsung dengan nyaman dan menyenangkan.

➢ Guru menanyakan kondisi murid dan memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.

➢ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

➢ Guru dapat memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter atau topik sebelumnya.

➢ Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

2. **Kegiatan Inti**

➢ Guru menanyakan kepada murid tentang pembelajaran yang telah dijelaskan pada pertemuan sebelumnya untuk mengetahui apakah murid tersebut masih mengingat topik pembelajaran itu.

➢ Guru memberikan ice breaking kepada murid agar suasana di dalam kelas nyaman dan semua murid tidak merasa bosan dan juga mengantuk dalam mengikuti pembelajaran didalam kelas sehingga semua murid di dalam kelas tetap bersemangat bagaimanapun keadaannya.

➢ Guru menanyakan kembali tentang topik pembelajaran di pertemuan sebelumnya untuk mengingatkan murid pada pelajaran tersebut.

- ➢ Guru menanyakan pemahaman murid dalam pelajaran asking and giving direction.

- ➢ Guru menjelaskan kembali tentang topik pembelajaran tersebut dengan jelas agar murid dapat memahami dengan benar.

- ➢ Guru meminta murid untuk praktik speaking skill mereka dengan belajar sambil bermain shared direction board games sebagai strategi baru dalam pembelajaran bahasa Inggris terutama dalam pembelajaran speaking skill murid.

- ➢ Guru menanyakan kembali tentang pemahaman murid pada penggunaan shared direction board games.

- ➢ Guru menjelaskan kembali tentang cara belajar menggunakan shared direction board games sebagai strategi pembelajaran baru dalam pelajaran speaking skill murid kelas VII C, jika beberapa murid belum memahaminya.

- ➢ Guru menyimpulkan pembelajaran setelah murid benar-benar memahami pelajaran asking and giving direction dan juga cara belajar menggunakan shared direction board games sebagai strategi pembelajaran baru dalam pelajaran speaking skill murid kelas VII C.

3. **Kegiatan Penutup**

- ➢ Guru memberikan apresiasi dan motivasi terhadap hasil belajar siswa dalam belajar Bahasa Inggris terutama di *Speaking skill* dalam topik pembelajaran *Asking and giving directions*.

- ➢ Guru dan siswa mengakhiri pembelajaran Bahasa Inggris dengan mengucapkan Hamdalah dan berdo'a bersama-sama menurut keyakinan masing-masing untuk

mensyukuri segala nikmat yang diberikan oleh Tuhan Yang Maha ESA.

V.   **Kriteria Penilaian**

| Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can not explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Note:

Maximum score = 25

$$Score = \frac{The\ result\ of\ score}{Maximum\ score} \times 100$$

For the example :

c.   Yuna score   :Grammar   = 3

                       :Vocabulary   = 5

                       :Comprehension   = 4

                       :Fluency   = 3

                       :Pronunciation   = 3

Total scores   = 18

Yuna's Speaking Score $= \frac{18}{25} \times 100 = 72$

So, we can conclude that Yuna's speaking score is 72.
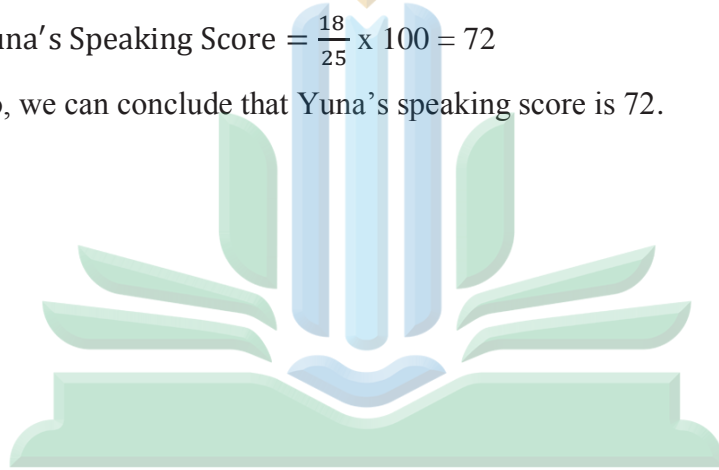
LAMPIRAN

Lampiran 1

Asking and Giving Direction Topic

Asking and Giving Direction (Places Around Town)

1. Definition

    Asking direction is the way that we do to ask a questions with the purpose of asking the direction or location of a place. Usually, asking directions are asked by someone who doesn't know the location of a particular place. While giving directions is giving responses to questions asked by someone to another person who already has clear information about the location of the place or location. In other words, giving directions is the same as responding to other people's questions regarding the direction of a place or location.

2. The Purpose

    The purpose of asking and giving direction is we can known about how the method to ask and also to give a direction of place by using English language. So, we can also learn about many vocabulary in this topic and we can learn about how to explain a direction of place by confident in front of our English teacher and our friends in the classroom.

3. The example of QnA (Questions and Answer) in Asking and Giving Directions topic

    ➢ Question   : Where is Roses's house?

      Answer   : Rose's house is between Tony's house and Mike's house

    ➢ Question   : Can you tell me where is the hospital?

      Answer   : The hospital is behind the flower shop

      Question   : Where is Tony's house?

      Answer   : Tony's house is in front of the bakery

4. Vocabulary:

- ➢ Between : Di antara
- ➢ Opposite : Berlawanan
- ➢ Behind : Di belakang
- ➢ In front of : Di depan
- ➢ Next to : Di samping
- ➢ Police station : Kantor polisi
- ➢ Hotel : Hotel / tempat penginapan
- ➢ Restaurant : Rumah makan
- ➢ Flower shop : Toko bunga
- ➢ Pet shop : Toko penjual binatang dan segala keperluannya
- ➢ Direction : Arah
- ➢ House : Rumah
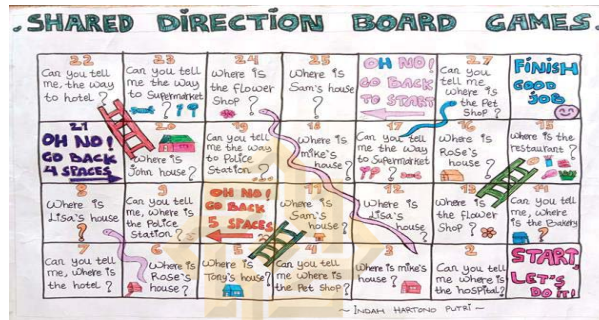- ➢ Hospital : Rumah sakit
- ➢ Park : Taman
- ➢ Bakery : Toko rotI

Lampiran 2

Strategy Pembelajaran:

Shared Direction Board Games Strategy

Direction Maps (Places Around Town)

LESSON PLAN (MODUL)
CYCLE 2
INFORMASI UMUM

I. **Identitas Modul**

Satuan Pendidikan	: SMP Negeri 3 Rambipuji
Mata Pelajaran	: Bahasa Inggris
Topik Pembelajaran	: Asking and Giving Direction (School Buildings)
Kelas / Semester	: VII / Ganjil
Alokasi Waktu	: 3 x 60 menit
Tahun penyusunan	: Jember, 19th October 2023

II. **Kompetensi Awal**

1. Pendidik mengulas kembali materi pada chapter atau topik sebelumnya. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan pendidik dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam chapter atau topik sebelumnya.

   Bahasa pendidik:

   "Good morning everyone, welcome back to our English class. Today we learned about asking for and giving directions".

2. Pendidik menjelaskan tujuan pada topik Asking for and giving directions. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan pendidik dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya.

   Bahasa pendidik:

"Today we are coming to a new topic, it is about asking for and giving direction again. The titile is School Buildings, are you familiar with this title? What do you think of it?"

III.   Profil Pelajar

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlakmulia, Berkhebinekaan Global, Bergotong Royong, Mandiri, Bernalar Kritis, dan Kreatif.

IV.   Sarana dan Prasarana

1. Buku Guru. *English Starter, English for Junior High School Students Grade VII. Kurikulum Merdeka, Penerbit Intan Pariwara (2022).*
2. Buku Siswa. *English Starter, English for Junior High School Students Grade VII. Kurikulum Merdeka, Penerbit Intan Pariwara (2022).*
3. Shared direction board games strategy

V.   Target Peserta Didik

Peserta didik tidak ada kesulitan dalam mencerna dan memahami materi pembelajaran.

VI.   Model Pembelajaran

a. Pembelajaran Bahasa Inggris untuk SMP Kelas VII adalah pendekatan berbasis teks *(genre-based approach)* dikombinasikan penyajian berbasis topik. Pendekatan ini menyajikan berbagai strategi dan kegiatan pembelajaran *(scaffolding)* yang berorientasi pada fungsi komunikatif sosial *(genre)* melalui berbagai moda, baik lisan, tulis, visual, audio, maupun multimodal.

b. Pembelajaran *genre-based pedagogy* diaplikasikan untuk mengembangkan bahasa lisan (*listening* dan *speaking*) menuju bahasa tulis (*reading* dan *writing*), teks yang dilibatkan dalam pembelajaran meliputi teks multimodal, yang mengakomodasi pengembangan keterampilan *viewing* dan *presenting*.

KOMPONEN INTI

I.   **Tujuan Pembelajaran**

Asking for and giving directions

II.   **Pemahaman Bermakna**

Asking and giving direction at School Buildings

III.   **Contoh Pertanyaan**

Can you tell me where is the library?

IV.   **Kegiatan Pembelajaran**

    A. Meeting 1

        a)   **Kegiatan Pendahuluan**

- ➢ Guru membuka pembelajaran dengan salam dan berdo'a bersama menurut keyakinan masing-masing, memperhatikan kesiapan siswa, memeriksa kehadiran siswa, kerapihan pakaian, posisi dan juga tempat duduk siswa.
- ➢ Guru mengatur tempat duduk siswa dan mengkondisikan kelas agar proses pembelajaran berlangsung dengan nyaman dan menyenangkan.
- ➢ Guru memotivasi siswa agar selalu memiliki semangat penuh dalam proses pembelajaran.
- ➢ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
- ➢ Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
- ➢ Guru memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter atau topik sebelumnya.
- ➢ Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

b) Kegiatan Inti

➢ Sebelum menjelaskan topik pembelajaran kembali, guru bertanya kepada siswa tentang "Asking and Giving Direction" topic untuk mengetahui apakah murid masih mengingat topik pembelajaran tersebut atau tidak.

➢ Guru menjelaskan kembali tentang materi asking and giving direction topic dengan menggunakan mix language (bahasa Inggris dan bahasa Indonesia) tujuannya agar sedikit demi sedikit murid dapat memahami bahasa Inggris.

➢ Guru menanyakan pemahaman murid setelah penjelasan guru selesai, dan apabila ada beberapa murid yang belum memahami topik pembelajaran tersebut, guru menjelaskannya kembali sampai semua murid dapat memahaminya.

➢ Guru menempel gambar peta (School Buildings) di atas papan tulis lalu guru menjelaskan kepada murid tentang peta tersebut.

➢ Guru menanyakan pemahaman murid tentang apa yang telah dijelaskan sebelumnya, dan guru menjelaskan kembali jika ada murid yang belum memahami penjelasannya.

➢ Setelah itu, siswa dibagi menjadi beberapa kelompok lalu semua siswa tersebut duduk bersama kelompok mereka masing-masing.

➢ Siswa diingatkan kembali tentang materi, cara bertanya dan juga cara memberikan arah (*Asking for and giving directions topic*).

➢ Guru menanyakan kembali tentang pemahaman siswa pada topik (*Asking and giving directions*).

- ➢ Guru menjelaskan kembali dengan lebih jelas jika ada beberapa murid yang belum memahami tentang topik pembelajaran asking and giving direction.
- ➢ Lalu, setelah itu itu guru menjelaskan kembali tentang strategi yang di pakai dalam belajar Speaking yaitu strategi yang bernama "Shared Direction Board Games".
- ➢ Setelah murid memahami semua penjelasan guru, lalu guru meminta semua kelompok untuk belajar dan bermain board games secara bergantian di mulai dari kelompok pertama sampai dengan kelompok terakhir.
- ➢ Guru meminta murid untuk mempraktikkan speaking skill mereka dengan menjawab pertanyaan yang ada di board games dengan benar dan tidak malu serta takut di depan guru dan juga teman sekelasnya.
- ➢ Guru meminta murid untuk mempelajari topic pembelajaran asking and giving direction serta menghafalkan kosa kata yang telah dijelaskan oleh guru sebelumnya dan tugas ini khusus untuk kelompok murid yang belum mendapatkan giliran untuk menggunakan strategi itu.
- ➢ Siswa dapat menyetor kosa kata minimal 3 kosa kata kepada guru sembari menunggu giliran kelompok yang telah memainkan board games.
- ➢ Guru memberikan tugas tersebut kepada murid agar murid tetap tertib didalam kelas dan murid juga dapat belajar memahami dengan jelas topic pembelajaran dan juga kosa kata yang telah dijelaskan oleh guru berdasarkan topic pembelajaran yang mereka pelajari pada hari itu.
- ➢ Setelah semua kelompok dapat menjawab pertanyaan di dalam board games dengan benar, lalu guru menanyakan

tentang pemahaman mereka dalam menggunakan strategi tersebut.

➢ Guru menjelaskan kembali dengan jelas tentang strategi pembelajaran jika masih ada beberapa murid yang belum bisa menggunakan strategi tersebut sehingga semua murid di kelas VII C dapat memahami cara menggunakan strategi itu dengan benar.

c) Kegiatan Penutup

➢ Guru dan siswa menyimpulkan topik pembelajaran asking and giving direction beserta strategi yang dipakai dengan jelas dan juga benar.

➢ Guru dan siswa mengakhiri pembelajaran Bahasa Inggris dengan mengucapkan Hamdalah dan berdo'a bersama-sama menurut keyakinan masing-masing untuk mensyukuri segala nikmat yang diberikan oleh Tuhan Yang Maha ESA.

B. Meeting 2

a) Kegiatan Pendahuluan

➢ Guru membuka pembelajaran dengan salam dan berdo'a bersama menurut keyakinan masing-masing, memperhatikan kesiapan siswa, memeriksa kehadiran siswa, kerapihan pakaian, posisi dan juga tempat duduk siswa.

➢ Guru mengatur tempat duduk siswa dan mengkondisikan kelas agar proses pembelajaran berlangsung dengan nyaman dan menyenangkan.

➢ Guru memotivasi siswa agar selalu memiliki semangat penuh dalam proses pembelajaran.

➢ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

➢ Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.

➢ Guru memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter atau topik sebelumnya.

➢ Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

b) **Kegiatan Inti**

➢ Guru menjelaskan tentang materi asking and giving direction topic dengan menggunakan mix language (bahasa Inggris dan bahasa Indonesia) untuk mengetahui apakah murid masih mengingat pelajaran tersebut atau tidak.

➢ Setelah semua murid dapat mengingat pelajaran tersebut, lalu guru menjelaskan strategi yang dipakai yaitu shared direction board games. Tujuannya agar semua murid dapat mengingat strategi yang akan dipakai.

➢ Guru memberikan serta menjelaskan beberapa kosa kata kepada murid berdasarkan pada topic pembelajaran yaitu asking and giving direction.

➢ Setelah semua murid dapat memhaminya, lalu guru membagi murid dalam beberapa kelompok seperti di pertemuan sebelumnya, setelah itu guru meminta murid agar duduk bersama teman kelompoknya.

➢ Guru mengecek semua murid agar benar-benar tertib dan rapi bersama teman kelompoknya.

➢ Setelah semua murid tertib dan rapi, maka guru meminta murid untuk mempraktikkan speaking skill mereka dengan menggunakan atau memainkan board games sebagai strategi pembelajaran mereka.

➤ Semua murid menggunakan atau memainkannya secara bergantian dimulai dari kelompok pertama berurutan sampai kelompok terakhir.

➤ Guru meminta murid agar mempelajari kembali pelajaran asking and giving direction serta menghafalkan beberapa kosa kata yang telah dijelaskan oleh guru berdasarkan topik pembelajaran dan ini tugas khusus untuk kelompok murid yang belum mendapatkan giliran untuk menggunakan atau memainkan strategi tersebut.

➤ Siswa dapat menyetor kosa kata minimal 3 kosa kata kepada guru sembari menunggu giliran kelompok yang telah memainkan board games.

➤ Jika semua telah selesai, guru menanyakan tentang pemahaman mereka dalam memakai strategi tersebut untuk memastikan apakah mereka benar-benar memahami cara menggunakan board games dengan benar serta dapat menjawab pertanyaan di dalam board games dengan benar, tidak merasa malu dan juga tidak merasa takut dalam menjelaskan didepan guru dan juga temannya.

➤ Jika semua murid dapat memahaminya, lalu guru menjelaskan ulang isi topik pembelajaran beserta strategi yang dipakai dengan jelas dan juga benar.

c) **Kegiatan Penutup**

➤ Guru dan siswa menyimpulkan topik pembelajaran asking and giving direction beserta strategi yang dipakai dengan jelas dan juga benar.

➤ Guru dan siswa mengakhiri pembelajaran Bahasa Inggris dengan mengucapkan Hamdalah dan berdo'a bersama-sama menurut keyakinan masing-masing untuk mensyukuri segala nikmat yang diberikan oleh Tuhan Yang Maha ESA.

C. Meeting 3

a) Kegiatan Pendahuluan

- ➢ Guru membuka pembelajaran dengan salam dan berdo'a bersama menurut keyakinan masing-masing, memperhatikan kesiapan siswa, memeriksa kehadiran siswa, kerapihan pakaian, posisi dan juga tempat duduk siswa.

- ➢ Guru mengatur tempat duduk siswa dan mengkondisikan kelas agar proses pembelajaran berlangsung dengan nyaman dan menyenangkan.

- ➢ Guru memotivasi siswa agar selalu memiliki semangat penuh dalam proses pembelajaran.

- ➢ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

- ➢ Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.

- ➢ Guru memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter atau topik sebelumnya.

- ➢ Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

b) Kegiatan Inti

- ➢ Guru menanyakan kembali tentang topik pembelajaran pada pertemuan sebelumnya.

- ➢ Guru menjelaskan kembali topik pembelajaran asking and giving direction dengan jelas jika ada beberapa murid yang belum mengingatnya.

- ➢ Guru menanyakan tentang strategi yang digunakan dalam belajar speaking, jika masih ada beberapa murid yang belum mengingatnya maka guru menjelaskan kembali

dengan jelas agar semua murid di kelas VII C dapat memahaminya dengan jelas dan benar.

➢ Jika semua murid dapat mengingat dan juga memahaminya, maka guru meminta murid untuk mempraktikkan speaking skill mereka dengan menggunakan atau memainkan board games sebagai strategi pembelajaran mereka.

➢ Guru meminta mereka menggunakan atau memainkan board games secara bergantian dimulai dari kelompok pertama sampai kelompok terakhir secara tertib.

➢ Guru meminta murid agar mempelajari kembali pelajaran asking and giving direction serta menghafalkan beberapa kosa kata yang telah dijelaskan oleh guru berdasarkan topik pembelajaran dan ini tugas khusus untuk kelompok murid yang belum mendapatkan giliran untuk menggunakan atau memainkan strategi tersebut.

➢ Siswa dapat menyetor kosa kata minimal 3 kosa kata kepada guru sembari menunggu giliran kelompok yang telah memainkan board games.

➢ Jika semua telah selesai, guru menanyakan tentang pemahaman mereka dalam memakai strategi tersebut untuk memastikan apakah mereka benar-benar memahami cara menggunakan board games dengan benar serta dapat menjawab pertanyaan di dalam board games dengan benar, tidak merasa malu dan juga tidak merasa takut dalam menjelaskan didepan guru dan juga temannya.

➢ Jika semua murid dapat memahaminya, lalu guru menjelaskan ulang isi topik pembelajaran beserta strategi yang dipakai dengan jelas dan juga benar.

c) **Kegiatan Penutup**

> Guru dan siswa menyimpulkan topik pembelajaran asking and giving direction beserta strategi yang dipakai dengan jelas dan juga benar.

> Guru dan siswa mengakhiri pembelajaran Bahasa Inggris dengan mengucapkan Hamdalah dan berdo'a bersama-sama menurut keyakinan masing-masing untuk mensyukuri segala nikmat yang diberikan oleh Tuhan Yang Maha ESA.

V. **Kriteria Penilaian**

Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can not explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct

Aspect	Score	Criteria
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Note:

Maximum score = 25

$$Score = \frac{The\ result\ of\ score}{Maximum\ score}\ X\ 100$$

For the example :

d. Yuna score   :Grammar   = 3

                     :Vocabulary   = 5

                     :Comprehension   = 4

                     :Fluency   = 3

                     :Pronunciation   = 3

Total scores   = 18

Yuna's Speaking Score $= \frac{18}{25}$ x 100 = 72

So, we can conclude that Yuna's speaking score is 72.

LAMPIRAN

Lampiran 1

Asking and Giving Direction Topic

Asking and Giving Direction (School Buildings)

a.   Definition

Asking direction is the way that we do to ask a questions with the purpose of asking the direction or location of a place. Usually, asking directions are asked by someone who doesn't know the location of a particular place. While giving directions is giving responses to questions asked by someone to another person who already has clear information about the location of the place or location. In other words, giving directions is the same as responding to other people's questions regarding the direction of a place or location.

b.   The Purpose

The purpose of asking and giving direction is we can known about how the method to ask and also to give a direction of place by using English language. So, we can also learn about many vocabulary in this topic and we can learn about how to explain a direction of place by confident in front of our English teacher and our friends in the classroom.

c.   The example of QnA (Questions and Answer) in Asking and Giving Directions topic

➢ Question   : Can you tell me, where is the teacher office?
   Answer   : Yes, the teacher office is between the library and the headmaster office.

➢ Question   : Can you tell me, where is the counseling room?
   Answer   : Yes, the counseling room is in front of eighth grade C.

d.   Vocabulary:

➢ Between   : Diantara
➢ Opposite   : Berlawanan
➢ Behind   : Di belakang

- ➤ In front of : Di depan
- ➤ Next to : Di samping
- ➤ Field : lapangan
- ➤ Parking lot : tempat parkir
- ➤ Gate : gerbang
- ➤ Park : taman
- ➤ Musholla : musolla
- ➤ Library : perpustakaan
- ➤ Teacher office : kantor guru
- ➤ Headmaster office : kantor kepala sekolah
- ➤ Teachers bathroom : kamar mandi guru
- ➤ Male : laki-laki
- ➤ Female : perempuan
- ➤ Seventh grade : kelas tujuh
- ➤ Eighth grade : kelas delapan
- ➤ Ninth grade : kelas sembilan
- ➤ Canteen : kantin
- ➤ Counseling room : ruang BK (Bimbingan dan Konseling)
- ➤ Football field : lapangan sepak bola
- ➤ Computer room : ruang komputer
- ➤ Students bathroom : kamar mandi murid
- ➤ Stairs : tangga

Lampiran 2

Strategi Pembelajaran

Shared Direction Board Games Strategy
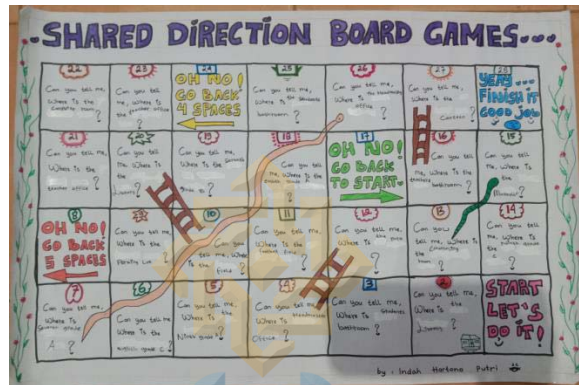
Direction Maps (School Buildings)
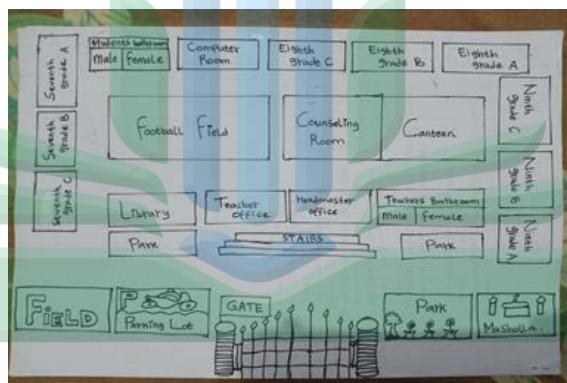
APPENDIX 4

PRE TEST

Library Room
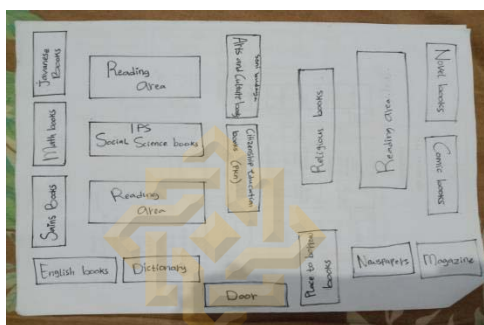
A. **Listen me by well, I will give you some vocabulary and for anyone who can answer please raise your hands!**

1. Direction : *arah*
2. Next to : *di samping*
3. In front of : *di depan*
4. Between : *diantara*
5. English books : *buku-buku bahasa Inggris*
6. Dictionary : *kamus*
7. Door : *pintu*
8. Place to borrow books : *tempat meminjam buku*
9. Newspapers : *koran*
10. Magazines : *majalah*
11. Reading area : *area / tempat membaca*
12. Religious books : *buku-buku agama islam*
13. Arts and culture books : *buku-buku seni budaya*
14. Citizenship education books : *buku-buku PKN (Pendidikan Kewarga Negaraan)*
15. Social science books : *buku-buku IPS (Ilmu Pengetahuan Sosial)*
16. Javanese books : *buku-buku bahasa jawa*
17. Math books : *buku-buku matematika*

18. Sains books : *buku-buku IPA (Ilmu Pengetahuan Alam)*

19. Comic books : *buku komik*

20. Novel book : *buku novel*

B. Well, for the next I will gives you some questions related to our topic there are about library room. Then, for anyone who can answer the questions, please raise your hand and answer it correctly!

1. Can you tell me, where is the place to borrow books?

   Answer : the place to borrow books in front of the dictionary.

2. Can you tell me, where is the newspaper?

   Answer : the newspaper is between the place to borrow books and the magazine.

3. Can you tell me, where is the magazine?

   Answer : the magazine is next to the newspaper.

4. Can you tell me, where is the math books?

   Answer : the math books is between the sains books and Javanese books.

5. Can you tell me, where is the English books?

   Answer : the English books is next to the dictionary.

6. Can you tell me, where is the arts and culture books?

   Answer : the arts and culture books is next to citizenship education books.

7. Can you tell me, where is the dictionary?

   Answer : the dictionary is in front of the place to borrow books.

8. Can you tell me, where is the Javanese books?

   Answer : the Javanese books is next to the math books.

9. Can you tell me, where is the novel books?

   Answer : the novel books is in front of the religious books.

10. Can you tell me, where is the sains books?

    Answer : the sains books is between the English books and the math books.

POST TEST

CYCLE 1

Places Around Town

A. **Listen me by well, I will give you some vocabulary and for anyone who can answer please raise your hands!**

1. Direction : *arah*

2. Opposite : *di seberang*

3. Next to : *di samping*

4. Behind : *di belakang*

5. In front of : *di depan*

6. Between : *diantara*

7. Flower shop : *toko bunga*

8. Park : *taman*

9. Bakery : *toko kue*

10. Police station : *kantor polisi*

11. Pet shop : *toko penjual keperluan binatang*

12. Supermarket : *supermarket*

13. Hospital : *rumah sakit*

14. Hotel : *tempat penginapan*

15. Restaurant : *rumah makan*

B. **Well, for the next I will gives you some questions related to our topic there are places around town. Then, for anyone who can answer the questions, please come forward and answer it correctly.**

1. Can you tell me, where is Rose's house?

2. Can you tell me, where is the hospital?

3. Can you tell me, where is Tony's house?

4. Can you tell me, where is the pet shop?

5. Can you tell me, where is the hotel?

6. Can you tell me, where is the police station?

7. Can you tell me, where is Lisa's house?

8. Can you tell me, where is Sam's house?

9. Can you tell me, where is the flower shop?

10. Can you tell me, where is the bakery?

11. Can you tell me, where is the restaurant?

12. Can you tell me, where is the supermarket?

13. Can you tell me, where is John house?

14. Can you tell me, where is the pet shop?

15. Can you tell me, where is the hospital?

C. **Now, I will gives you some English sentences and for anyone who wants to translate it into Indonesian sentences, please come forward and answer it correctly.**

1. Rose's house is between Tony's house and Mike's house.

2. The police station is opposite the park.

3. The flower shop is in front of the hospital.

4. The bakery is behind Tony's house.

5. The pet shop is next to hotel.

D. **Now, I will gives you some Indonesian sentences and for anyone who wants to translate it into English sentences, please come forward and answer it correctly.**

1. Rumah Lisa berada disamping rumah John.

2. Toko kue berada dibelakang rumah Tony.

3. Kantor polisi berada di seberang rumah John.

4. Toko bunga berada didepan rumah sakit.

5. Tempat penginapan berada di antara toko penjual keperluan binatang dan rumah Sam.

POST TEST

CYCLE 2

School Buildings
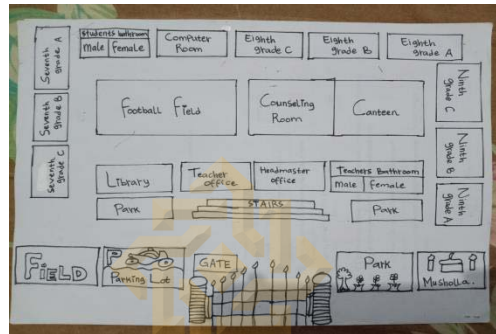
A. **Listen me by well, I will give you some vocabulary and for anyone who can answer please raise your hands!**

1. Opposite : *di seberang*

2. In front of : *di depan*

3. Next to : *di samping*

4. Between : *di antara*

5. Behind : *di belakang*

6. Field : *lapangan*

7. Parking lot : *tempat parkir*

8. Gate : *gerbang*

9. Park : *taman*

10. Musholla : *musolla*

11. Library : *perpustakaan*

12. Teacher office : *kantor guru*

13. Headmaster office : *kantor kepala sekolah*

14. Teachers bathroom : *kamar mandi guru*

15. Male : *laki-laki*

16. Female : *perempuan*

17. Seventh grade : *kelas tujuh*

18. Eighth grade : *kelas delapan*

19. Ninth grade : *kelas Sembilan*

20. Canteen : *kantin*

21. Counseling room : *ruang BK (Bimbingan dan Konseling)*

22. Football field : *lapangan sepak bola*

23. Computer room : *ruang komputer*

24. Students bathroom : *kamar mandi murid*

25. Stairs : *tangga*

B. **Now, I will gives you some English sentences and for anyone who wants to translate it into Indonesian sentences, please come forward and answer it correctly.**

1. Musholla is next to the park.

2. Teacher office is between the library and the headmaster office.

3. The headmaster office is in front of the counseling room.

4. Football field is behind the library.

5. Seventh grade B is between seventh grade C and seventh grade A.

6. Computer room is between students bathroom and the eighth grade C.

7. The canteen is next to the counseling room.

8. Ninth grade C is next to ninth grade B.

9. Eighth grade C is behind the counseling room.

10. Students bathroom is behind the football field.

C. **Now, I will gives you some Indonesian sentences and for anyone who wants to translate it into English sentences, please come forward and answer it correctly.**

1. Kelas VII C berada di samping kelas VII B.

2. Kantor guru berada diantara perpustakaan dan kantor kepala sekolah.

3. Ruang BK berada di belakang kantor kepala sekolah.

4. Kantin berada disamping ruang BK.

5. Kelas sembilan B berada diantara kelas sembilan A dan kelas sembilan C.

6. Kelas delapan C berada di belakang ruang BK.

7. Mushola berada disamping taman.

8. Tempat parkir berada disamping lapangan.

9. Ruang komputer berada diantara kelas tujuh C dan kamar mandi murid.

10. Kelas tujuh B berada dibelakang kantin.

D. **Well, for the next I will gives you some questions related to our topic there are school buildings. Then, for anyone who can answer the questions, please come forward and answer it correctly!**

1. Can you tell me, where is the teacher office?

2. Can you tell me, where is the library?

3. Can you tell me, where is the counseling room?

4. Can you tell me, where is the seventh grade B?

5. Can you tell me, where is the computer room?

6. Can you tell me, where is the eighth grade A?

7. Can you tell me, where is the ninth grade C?

8. Can you tell me, where is the musholla?

9. Can you tell me, where is the headmaster office?

10. Can you tell me, where is the canteen?

APPENDIX 5

CYCLE 1 MEETING 1

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.			V		
2.	The students can practice their speaking skill in front of the classroom	V				
3.	The students can answer the questions on the board games.	V				
4.	The students can retell the understanding of the topic while asked by the teacher.	V				
5.	The students can find the difficulty when using the strategy (shared direction board games).		V			

The Description of Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching	Students did not pay attention when the teacher is doing	Less than 5 students that pay attention when the teacher is	Less than 10 students that pay attention when the teacher is	Almost the students in the class that pay attention	All students in the class pay attention when the teacher

	and learning process in the classroom.	teaching and learning process in the classroom.	doing teaching and learning process in the classroom.	doing teaching and learning process in the classroom.	attention when the teacher is doing teaching and learning process in the classroom.	is doing teaching and learning process in the classroom.
2.	The students can practice their speaking skill in front of the classroom.	The students couldn't practice their speaking skill in front of the classroom, because of they were shy and afraid to practice it.	Less than 5 students that can practice their speaking skill in front of the classroom that did not feel shy and afraid to practice it.	Less than 10 students that can practice their speaking skill in front of the classroom that did not feel shy and afraid to practice it.	Almost the students in the class that can practice their speaking skill in the classroom that did not feel shy and afraid to practice it.	All students in the class can practice their speaking skill in front of the classroom that did not feel shy and afraid to practice it.
3.	The students can answer the questions on the board games.	The students couldn't answer the questions on the board games.	Less than 5 students that can answer the questions on the board games.	Less than 10 students that can answer the questions on the board games.	Almost students in the class that can answer the questions on the board games.	All students in the class can answer the questions on the board games.
4.	The students can retell the understand	The students couldn't retell the understa	Less than 5 students that can retell the	Less than 10 students that can retell the	Almost students in the class can retell the	All students in the class can retell the

	ing of the topic while asked by the teacher.	nding of the topic while asked by the teacher.	understanding of the topic while asked by the teacher.	understanding of the topic while asked by the teacher.	understanding of the topic while asked by the teacher.	understanding of the topic while asked by the teacher.
5.	The students can find the difficulty when using the strategy (shared direction board games).	The students couldn't find the difficulty when using the strategy (shared direction board games).	Less than 5 students that can find the difficulty when using the strategy (shared direction board games).	Less than 10 students that can find the difficulty when using strategy (shared direction board games).	Almost students in the class can find the difficulty when using the strategy (shared direction board games).	All students in the class can find the difficulty when using the strategy (shared direction board games).

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40%- - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{8}{25} \times 100\%$$

$$P = 32\%$$

CYCLE 1 MEETING 2

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	**2**	**3**	**4**	**5**
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.			V		
2.	The students can practice their speaking skill in front of the classroom		V			
3.	The students can answer the questions on the board games.		V			
4.	The students can retell the understanding of the topic while asked by the teacher.	V				
5.	The students can find the difficulty when using the strategy (shared direction board games).		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40%- - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{10}{25} \times 100\%$$

$$P = 40\%$$

CYCLE 1 MEETING 3

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.				V	
2.	The students can practice their speaking skill in front of the classroom		V			
3.	The students can answer the questions on the board games.		V			
4.	The students can retell the understanding of the topic while asked by the teacher.		V			

5.	The students can find the difficulty when using the strategy (shared direction board games).			V		

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40%- - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{13}{25} \times 100\%$$

$$P = 52\%$$
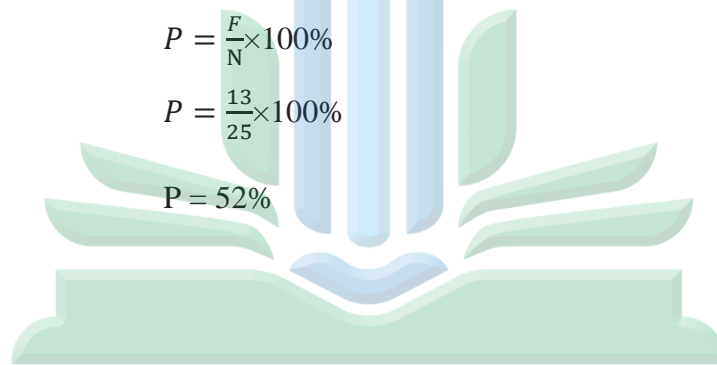
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CYCLE 2 MEETING 1

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.				V	
2.	The students can practice their speaking skill in front of the classroom		V			
3.	The students can answer the questions on the board games.			V		
4.	The students can retell the understanding of the topic while asked by the teacher.			V		
5.	The students can find the difficulty when using the strategy (shared direction board games).			V		

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{15}{25} \times 100\%$$

P = 60%

CYCLE 2 MEETING 2

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	**2**	**3**	**4**	**5**
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.				V	
2.	The students can practice their speaking skill in front of the classroom			V		
3.	The students can answer the questions on the board games.			V		
4.	The students can retell the understanding of the topic while asked by the teacher.			V		
5.	The students can find the difficulty when using the strategy (shared direction board games).			V		

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40%- - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{16}{25} \times 100\%$$

$$P = 64\%$$

CYCLE 2 MEETING 3

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	**2**	**3**	**4**	**5**
1.	Students pay attention when the teacher is doing teaching and learning process in the classroom.				V	
2.	The students can practice their speaking skill in front of the classroom			V		
3.	The students can answer the questions on the board games.				V	
4.	The students can retell the understanding of the topic while asked by the teacher.				V	
5.	The students can find the difficulty when using the strategy (shared direction board games).			V		

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40%- - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{18}{25} \times 100\%$$

$$P = 72\%$$

APPENDIX 6

STUDENTS' SPEAKING SCORES

No	Name of Students'	Pre-test	Post-test 1	Post-test 2
1.	AB	72	72	80
2.	AFA	44	72	84
3.	ANR	48	64	76
4.	ARP	48	60	64
5.	DR	36	72	84
6.	DDR	72	72	80
7.	ER	44	64	76
8.	ENSN	48	76	72
9.	F	72	72	80
10.	F	48	72	84
11.	GOW	44	64	76
12.	IAP	72	76	76
13.	KSA	44	68	80
14.	MPW	48	76	76
15.	MH	48	76	72
16.	MRRS	44	68	88
17.	NA	52	76	76
18.	NBA	56	72	72
19.	RNI	44	64	76
20.	RPA	44	64	88
21.	SF	48	64	80
22.	SHH	52	68	84
23.	USA	64	72	80
24.	VAK	52	72	76
25.	VAP	64	72	72
	Total	1.308	1.748	1.952
	Mean	52.32	69.92	78.08
	Percentage	16%	60%	96%

APPENDIX 7

STUDENTS' SCORE BASED ON THE RUBRIC

1. Pre-test

Name of student	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
AB	3	4	5	3	3	18:25x100= 72
AFA	2	4	3	1	1	11:25x100= 44
ANR	2	4	2	2	2	12:25x100= 48
ARP	2	5	2	1	2	12:25x100= 48
DR	1	3	2	2	1	9:25x100= 36
DDR	3	5	4	3	3	18:25x100= 72
ER	2	4	2	1	2	11:25x100= 44
ENSN	2	4	4	1	1	12:25x100= 48
F	3	5	5	2	3	18:25x100= 72
F	2	5	2	2	1	12:25x100= 48
GOW	2	4	2	2	1	11:25x100= 44
IAP	3	5	4	3	3	18:25x100= 72
KSA	2	3	2	2	2	11:25x100= 44
MPW	2	5	3	1	1	12:25x100= 48
MH	2	5	2	1	2	12:25x100= 48
MRRS	1	4	3	2	1	11:25x100= 44
NA	2	5	3	1	2	13:25x100= 52
NBA	3	5	2	2	2	14:25x100= 56
RNI	2	4	3	1	1	11:25x100= 44
RPA	2	4	2	2	1	11:25x100= 44
SF	2	2	4	2	2	12:25x100= 48
SHH	2	4	2	2	3	13:25x100= 52
USA	2	5	4	3	2	16:25x100= 64
VAK	2	4	3	2	2	13:25x100= 52
VAP	3	5	4	2	2	16:25x100= 64

2. Post-test 1

Name of student	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
AB	3	5	4	3	3	18:25x100= 72
AFA	4	5	4	3	3	18:25x100= 72
ANR	3	5	4	2	2	16:25x100= 64
ARP	3	5	4	3	2	17:25x100= 68
DR	4	5	3	3	3	18:25x100= 72
DDR	3	4	5	3	3	18:25x100= 72
ER	3	5	4	2	2	16:25x100= 64
ENSN	2	5	4	4	4	19:25x100= 76
F	3	4	5	3	3	18:25x100= 72
F	3	5	3	4	3	18:25x100= 72
GOW	3	5	4	2	2	16:25x100= 64
IAP	3	5	3	4	4	19:25x100= 76
KSA	2	5	4	2	2	15:25x100= 60
MPW	4	4	5	2	4	19:25x100= 76
MH	4	5	2	4	4	19:25x100= 76
MRRS	3	5	4	3	2	17:25x100= 68
NA	2	5	4	4	4	19:25x100= 76
NBA	4	5	2	4	3	18:25x100= 72
RNI	3	5	4	2	2	16:25x100= 64
RPA	3	5	3	3	2	16:25x100= 64
SF	2	5	4	3	2	16:25x100= 64
SHH	3	5	4	3	2	17:25x100= 68
USA	4	4	3	3	4	18:25x100= 72
VAK	3	5	4	3	3	18:25x100= 72
VAP	3	4	4	3	4	18:25x100= 72

3. Post-test 2

Name of student	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
AB	4	5	5	3	3	20:25x100= 80
AFA	4	5	5	4	3	21:25x100= 84
ANR	2	5	5	4	3	19:25x100= 76
ARP	3	5	4	2	2	16:25x100= 64
DR	3	5	5	4	4	21:25x100= 84
DDR	3	5	4	4	4	20:25x100= 80
ER	4	5	5	2	3	19:25x100= 76
ENSN	3	4	5	2	4	18:25x100= 72
F	3	5	5	3	4	20:25x100= 80
F	4	5	5	3	4	21:25x100= 84
GOW	4	5	3	4	3	19:25x100= 76
IAP	3	5	5	3	3	19:25x100= 76
KSA	4	4	5	4	3	20:25x100= 80
MPW	4	5	4	4	2	19:25x100= 76
MH	4	5	5	1	3	18:25x100= 72
MRRS	4	5	5	4	4	22:25x100= 88
NA	2	5	5	4	3	19:25x100= 76
NBA	4	2	5	3	4	18:25x100= 72
RNI	4	5	3	4	3	19:25x100= 76
RPA	3	5	5	5	4	22:25x100= 88
SF	3	5	5	4	3	20:25x100= 80
SHH	2	5	4	5	5	21:25x100= 84
USA	4	3	5	4	4	20:25x100= 80
VAK	3	5	4	4	3	19:25x100= 76
VAP	3	5	5	1	4	18:25x100= 72

APPENDIX 8

<div align="center">

DOCUMENTATION

Interview with English Teacher

Pre-test

Cycle 1 meeting 1

Cycle 1 meeting 2

</div>

Cycle 1 meeting 3

Post-test cycle 1

Cycle 2 meeting 1

Cycle 2 meeting 2
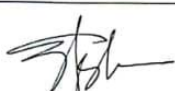

Cycle 2 meeting 3
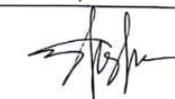
Post-test cycle 2

APPENDIX 9

RESEARCH JOURNAL

JOURNAL OF RESEARCH

Name : Indah Hartono Putri

NIM : T20196177

Title : Improving Students' Speaking Skills Through Shared Direction Board
Games at VII Grade of SMP Negeri 3 Rambipuji

Location : SMP Negeri 3 Rambipuji

No	Date	Activity	Paraf
1.	Monday, 25th September 2023	The researcher gives a research permit to the school and interviews with the English teacher and students at VII grade of SMP Negeri 3 Rambipuji.	
2.	Thursday, 5th October 2023	The researcher and the English teacher observes the classroom activity at VII grade of SMP Negeri 3 Rambipuji and discuss about the lesson plan and the strategy.	
3.	Monday, 9th October 2023	The teacher and the researcher gives a pre-test to the students at VII grade of SMP Negeri 3 Rambipuji.	
4.	Tuesday, 10th October 2023	The teacher and the researcher applies the action (first meeting) cycle 1.	
5.	Wednesday, 11th October 2023	The teacher and the researcher applies the action (second meeting) cycle 1.	
6.	Friday, 13th October 2023	The teacher and the researcher applies the action (third meeting) cycle 1.	

7.	Wednesday, 18th October 2023	The teacher and the researcher gives a speaking test to the students (post-test 1).	
8.	Thursday, 19th October 2023	The researcher revised the lesson plan or modul with the English teacher.	
9.	Friday, 20 October 2023	The teacher and the researcher applies the action (first meeting) cycle 2.	
10.	Wednesday, 25th October 2023	The teacher and the researcher applies the action (second meeting) cycle 2.	
11.	Thursday, 26th October 2023	The teacher and the researcher applies the action (third meeting) cycle 2.	
12.	Friday, 27th October 2023	The teacher and the researcher gives a speaking test to the students (post-test 2).	
13.	Monday, 30 October 2023	The researcher asking for a letter of research finishing.	

Jember, 30 October 2023

English Teacher   Headmaster of SMP Negeri 3 Rambipuji

Irfan Huda, S.Pd   Sri Utami, S.Pd
NIP. 19811123 202311002   NIP. 19720713 200801 2 012

APPENDIX 10

RESEARCH LETTERS

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 3 RAMBIPUJI

Jalan Balai Desa Nomor 6 Desa Nogosari Rambipuji Jember
e_mail : smpn3rambipuji@gmail.com

SURAT KETERANGAN
Nomor : 421.3/ 159b/ 310.16.20548924/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Rambipuji :

N A M A	: SRI UTAMI,S.Pd
N I P	: 19720713 200801 2 012
Pangkat/ Gol.	: Penata Tk. I / III d
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya nama tersebut dibawah ini :

N A M A	: INDAH HARTONO PUTRI
NIM	: T20196177
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi	: UIN KHAS Jember

Telah menyelesaikan kegiatan penelitian pada siswa SMP Negeri 3 Rambipuji dengan judul **"Improving Students Speaking Skill Through Shared Direction Board Games at VII Grade of SMP Negeri 3 Rambipuji"** selama 21 hari di SMP Negeri 3 Rambipuji.

Demikian surat keterangan penelitian ini dibuat agar dapat dipergunakan sebagai mestinya dengan rasa tanggungjawab.

Rambipuji, 30 Oktober 2023
Kepala Sekolah

SRI UTAMI,S.Pd
NIP.19720713 200801 2 012

APPENDIX 11

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Indah Hartono Putri

NIM   : T20196177

Program   : Tadris Bahasa Inggris

Faculty   : Tarbiyah and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

State the undergraduate thesis entitled *"Improving Students' Speaking Skill through Shared Direction Board Games at VII grade of SMP NEGERI 3 RAMBIPUJI"* is truly my original work. It's doesn't incorporate any material previously written or published by another person expect those indicate in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, 31st March 2024

Author

INDAH HARTONO PUTRI

NIM. T20196177

APPENDIX 12

CURRICULUM VITAE

Personal Information

Full Name	: Indah Hartono Putri
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Gender	: Female
Place, date of birth	: Jember, 31 March 2001
Address	: RT/RW 002/008 Ds. Mayang, Kec. Mayang
	Kab. Jember, East Java
Religion	: Islam
Department/Major Course	: FTIK/English Department
Email Address	: indahhartonoputri@gmail.com

Educational Backgrounds

2004-2006	TK KEMALA BHAYANGKARI
2006-2012	SD NEGERI MAYANG 02
2012-2015	MTs DARUL ISTIQOMAH
2016-2019	MA DARUL ISTIQOMAH