

## Appendix 1

### PLANNING SCHEDULE

NO	ACTIVITY	CYCLE	MEETING	DATE	TIME
1.	Pre test	1	1	04 June 2012	12.30 – 14.00
2.	Explanation descriptive text and Socialization the combination of talking stick and darts game strategy	1	2	06 June 2012	12.30 – 14.00
3.	Implementation that game and teacher's correction "My Favorite Artist"	1	3	07 June 2012	12.30 – 14.00
4.	Implementation that game and teacher's correction "My Favorite Artist"	1	4	11 June 2012	12.30 – 14.00
5.	Implementation that game and students' correction "My Family"	1	5	12 June 2012	12.30 – 14.00
6.	Post test and Giving Questionnaire	1	6	14 June 2012	12.30 – 13.30

## Appendix 2

### LESSON PLAN

<b>Name of School</b>	<b>: SMP Muhammadiyah 8 Benjeng</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Class/ Semester</b>	<b>: VII (Tujuh) / 2</b>
<b>Material</b>	<b>: Descriptive Text</b>
<b>Aspect</b>	<b>: Speaking</b>
<b>Meeting</b>	<b>: 4</b>
<b>Duration</b>	<b>: 8x40 minutes</b>

#### **Competence Standard:**

- Expressing the meaning of short functional text and simple essay in descriptive and procedure to interact with the environment.

#### **Base Competence:**

- Expressing the meaning of short functional text and simple essay by using kinds of oral language accurately, fluently and acceptable to interact with the environment in descriptive and procedure.

#### **Indicators:**

1. Students can express kinds of information of short functional text and simple essay in form of Descriptive text
2. Students can do monologue in form of Descriptive text
3. Students can identify descriptive text correctly in speaking skill.

#### **Objectives :**

After learning the materials, the students are hoped to:

- Do monologue by using descriptive text.
- Give examples of descriptive text simple and orally.
- Mention the function of communicative text and the characteristic of the text which is heard.

**The students' character which are hoped :**

1. Trustworthines
2. Respect
3. Diligence

**Materials:**

Monologue text : *Descriptive*

❖ Descriptive text is is to give description about person, place, or certain thing

❖ Generic structure of descriptive text:

- *identification* : *identify someone or something that want to be described.*

- *description* : *mention the characteristics someone or something, it can form phisicly, carácter, hobby, etc*

❖ Vocabularies based on the theme and Phrase.

1. The Characteristic of Descriptive text
  - a. Simple present tense
  - b. Specific noun
  - c. Adjective phrase

2. Simple Present Tense

(+) S + V1 + O

She has straight hair

(-) S + Do/ Does + not + V1 + O

She does not has straight hair

(?) Do/ Does + S + V1 + O

Does she has straight hair?

**The Example:**

She is my friend Bunga.

She is a good student.

She is diligent.

She is not lazy.



She is tall.

She is not short.

She is thin.

She is not fat.



### MY BROTHER

My brother and I look very different. I have brown eyes and he has blue eyes. We both have brown hair, but I have short, curly hair and he has long, straight hair. I am tall and thin. He is short and heavy. As you can see, I do not look like my brother. We look different.

### My Diva

Agnes Monica is a famous pop singer.

Most people in Indonesia know her.

She certainly looks like an angel.

She is tall, slim and beautiful.

Her hair is black.

She always wears fashionable clothes.

Her personality is as good as her voice.

She is confident. She is also generous.

She gives a lot of money to charity.

Her hobby is unique.

She keeps a dog as a pet.

She does not like cooking

Age	Height	weight	Face	hair	eyes	personality
Old	Tall	fat	Cute	straight	slanting	friendly
Young	Short	thin	Beautiful	curly	round	funny
		slim	good-looking	wavy		smart
			Ugly	long		Naughty
				short		Kind

## Descriptive Chart

	Mike	John
Age	12 years old	12 years old
Eyes	Black	Blue
Hair	Brown, long	short Blonde, straight
Height	140 Cms	160 Cms
Weight	40 kgs	45 kgs
Face	Good-looking	Cute
Personality	Kind	smart



**The Technique :** Three phase technique

**Class Activities:**

**FIRST MEETING (2X40 menit)**

### 1. Pre Activities

- ☞ Teacher opens the class, pray together and greets the students.
- ☞ Teacher checks the students' attendance list and students' condition
- ☞ Teacher gives questions related to the material.
- ☞ Teacher socializes the material and the target of teaching and learning to students.

### 2. Whilst Activities

- ☞ Teacher explain study contract, students who are active in the class will get a reward.
- ☞ Teacher gives examples of descriptive text to the students.
- ☞ Teacher gives chance to the students to ask some difficult words in the text.
- ☞ Teacher answer with codes so the students able to guest it.
- ☞ Teacher explain descriptive text (function, generic structure, and linguistic feature)
- ☞ Teacher discuss with the students about the example of descriptive text.

- ☞ Teacher gives chance to the students who didn't understand yet to ask.
- ☞ Teacher socializes the combination of talking stick and darts game strategy.
- ☞ Teacher checks the students understanding about the strategy.

### **3. Post Activities**

- ☞ Teacher asked the students about the materials that they have not understood yet.
- ☞ Teacher concludes the lesson and gives motivation.
- ☞ Teacher gives an assignment to the students to find some adjective words which is usually used to describe someone. Each student 5 words.
- ☞ Teacher closes the class

## **SECOND MEETING (2x40)**

### **1. Pre Activities**

- ⊕ Teacher opens the class, pray together and greets the students.
- ⊕ Teacher checks the students' attendance list and students' condition
- ⊕ Teacher review the last material in the previous

### **2. Whilst Activities**

- ⊕ Teacher discuss the students' assignment
- ⊕ Teacher gives example of descriptive text to the students to check the students understanding.
- ⊕ Teacher applies the strategy with my artist as the topic.
- ⊕ Teacher asks the students to apply the strategy in group.

### **3. Post Activities**

- ⊕ Teacher asked the students about the materials that they have not understood yet.
- ⊕ Teacher apply the combination of talking stick and darts game strategy

- ⊕ Teacher and students review some mistake that have made since the strategy had applied.
- ⊕ Teacher concludes the lesson and gives motivation.
- ⊕ Teacher gives an assignment to the students to bring a photo artist in the next meeting.
- ⊕ Teacher closes the class

### **THIRD MEETING (2X40 menit)**

#### **1. Pre Activities**

- Ⓢ Teacher opens the class, pray together and greets the students.
- Ⓢ Teacher checks the students' attendance list and students' condition
- Ⓢ Teacher review the last material in the previous meeting.

#### **2. Whilst Activities**

- Ⓢ Teacher discusses the students' homework.
- Ⓢ Teacher asks students to adhere artist photo on the darts board.
- Ⓢ Teacher applies the strategy in the class.
- Ⓢ Teacher asks the students to apply individually.

#### **3. Post Activities**

- Ⓢ Teacher and students review some mistake that have made since the strategy had applied.
- Ⓢ Teacher concludes the lesson and gives motivation.
- Ⓢ Teacher ask the students to study hard in order to the students can do the startegy better than this day.
- Ⓢ Teacher close the class

### **FOURTH MEETING (2 x 40)**

#### **1.Pre Activities**

- Ⓢ Teacher opens the class, pray together and greets the students.

- Ⓢ Teacher checks the students' attendance list and students' condition
- Ⓢ Teacher review the last material in the previous meeting.

## **2. Whilst Activities**

- Ⓢ Teacher discusses the students' homework.
- Ⓢ Teacher explain decriptive text with the topic my family
- Ⓢ Teacher give example descriptive text.
- Ⓢ Teacher applies the strategy in the class.
- Ⓢ Teacher asks the students to apply individually.
- Ⓢ Teacher give students chance to correct their friends as self assesment.

## **3. Post Activities**

- Ⓢ Teacher and students review some mistake that have made since the strategy had applied.
- Ⓢ Teacher concludes the lesson and gives motivation.
- Ⓢ Teacher ask the students to study hard in order to the students can do the startegy better than this day.
- Ⓢ Teacher close the class

### **Sources:**

- Relevant books
- Casette/CD
- Stick
- Darts board
- Song
- Picture

### **Assesment :**

- a. Orientation of Assesment

Maximum Score is 100



b. Rubric of Assesment

Element	Percentage of Score
Idea	30 %
Pronunciation	25 %
Vocabulary	20 %
Fluency	15 %
Performance	10 %

Standard of each element:

Excellent	100 – 91
Very good	90 – 81
Good	80 – 71
Average	70 – 61
Poor	≤ 60

Gresik, 12 June 2012

Teacher

Teacher Partner

**Dwi Sri Wahyuni**

**NIM: 08.431.086**

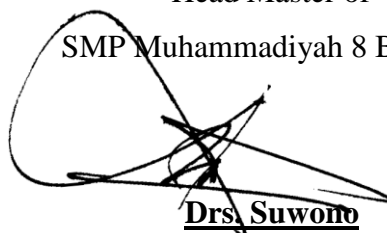
**Ida Kusmawati, S.Pd.**

**NBM: 1000054**

**Acknowledgement**

Head Master of

SMP Muhammadiyah 8 Benjeng



**Drs. Suwono**

**NBM : 1000057**

### Appendix 3

#### STRUCTURED OBSERVATION CHECKLIST RESULT

#### IN TEACHING DESCRIPTIVE ABILITY AT SEVENTH GRADE OF SMP MUHAMMADIYAH 8 BENJENG BY USING THE COMBINATION OF TALKING STICK AND DARTS GAME

Subject : English	Class/ Semester : 7/II
Date : 06 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> , 13 <sup>th</sup> , June 2012	Meeting : 2,3,4,5

Indicator	Result			
	1	2	3	4
<b>Teacher Activity</b>				
1. Pre- activities				
a) The teacher come to the class	V	V	V	V
b) The teacher greeted the students and prayed together	V X	V V	V V	V V
c) The teacher asked the students condition	V	V	V	V
d) The teacher checked the attendance list	V	V	V	V
e) The teacher reviewed the latest material	X	V	V	V
f) The teacher explained leaning objective	V	V	V	V
2. Whilst activities				
a. The teacher explained that who are active in the classroom he or she will be given reward	V	V	V	V
b. The teacher gave the example of descriptive text (generic structure, and language feature)	V	V	V	V
c. The teacher socialized the combination of talking stick and darts game strategy	V	X	X	X
d. The teacher introduce the combination of talking stick and darts game strategy	V	X	X	X
e. The teacher stated the aims of the combination of talking stick and darts game strategy	V	X	X	X
f. The teacher explained the definition of the combination of talking stick and darts game	V	X	X	X

strategy				
g. The teacher explained the concept of the combination of talking stick and darts game strategy	V	X	X	X
h. The teacher had the rules of the combination of talking stick and darts game strategy	V	V	V	V
i. The teacher checked students understanding	V	V	V	V
j. The teacher asks the students to implement that combination of darts game and talking stick in speaking descriptive.	X	V	V	V
3. Post activities				
a. The teacher asked the students' problem or difficulties	V	V	V	V
b. The teacher together with the students reviewed the material. So that when the students had difficulties about descriptive especially in speaking they could minimize it.	V	V	V	V
c. The teacher gave questionnaires in which they have to fill it about the implementation the combination of talking stick and darts game strategy	X	X	X	V
d. The teacher asked the students to study hard.	V	V	V	V
<b>Students Activity</b>				
1. Students are satisfied and involved	V	V	V	V
2. Students are comfortable and relax during the classroom activity	V	V	V	X
3. Students encouraged to do the best	X	V	V	V
4. Students are active during teaching learning process	X	V	V	V
5. Students are brave to share their ideas	X	X	V	V
6. Students are interested when the game is implemented	V	V	V	V
7. Students are able to develop speaking descriptive	V	V	V	V
8. Students are able to master the material	V	V	V	V
9. Students are asking the teacher's help	V	V	V	V

Note:

V = Yes

X = No

## Appendix 4

### The Result of Observation on Students' Performances

Subjects : The seventh grade of SMP Muhammadiyah 8 Benjeng  
 Cycle/Meeting : I/I, II, III& IV  
 Day/Date : June 06<sup>rd</sup>, 07<sup>th</sup>, 11<sup>th</sup>, 12<sup>rd</sup> and 14<sup>rd</sup> 2011  
 Time : 12.30 – 14.00

Lesson Plan	Descriptors	Meeting			
		I	II	III	IV
Pre Activity	1. Pay attention on the teacher's coming	3	4	3	3
	2. Pay attention on the teacher's explanation	2	3	4	4
	3. Answering to the teacher's question orally in brain storming stage.	1	2	3	3
Whilst Activity	4. Listening to the teacher's explanation about the materials.	2	3	4	4
	5. Clarifying to the teacher's explanation about the materials.	2	2	2	3
	6. Asking question to the teacher about the materials.	2	2	3	3
	7. Answering to the teacher's question about the materials.	2	2	3	3
	8. Doing the exercise enthusiastically.	2	3	4	4
	9. Paying attention to the teacher's instruction about how to do exercise.	2	3	3	4
	10. Discussing about the materials to their mates when necessary.	1	3	2	2
	11. Helping their mates when necessary.	1	2	2	3
	12. Students can memorize new vocabularies related to the topic.	1	2	3	3
	13. The classroom situation is conducive to learn.	2	2	3	3
Post Activity	14. Asking question about the problem they get during teaching and learning process.	0	0	1	1
Total Point		22/ 56	33/ 56	40/ 56	43/ 56

The percentage of the students' performance in the class:

Meeting I : 39,2%      Meeting II : 58,9%  
 Meeting III : 71,4%      Meeting IV : 76,8%

#### Note:

0 : No student does  
 1 : A few students do  
 2 : A half of the students do  
 3 : Most of the students do  
 4 : All of the students do

#### Categories:

0 % - 40% : very poor  
 41% - 55% : poor  
 56% - 70% : fair  
 71% - 85% : good  
 86% - 100% : very good

Teacher

Observer

Dwi Sri Wahyuni

Ida Kusmawati,S.Pd

## Appendix 5

### The questionnaire of the students

#### QUESTIONNAIRE

#### SMP MUHAMMADIYAH 8 BENJENG

**Tujuan:** untuk mengetahui respon peserta didik terhadap pengimplementasian kombinasi talking stick dan darts game dalam meningkatkan kemampuan berbicara descriptive text (describing people).

Nama :..... Hari/tanggal :.....  
No. Absen :..... Kelas :.....

#### Petunjuk:

**Jawablah dengan jujur dengan memberikan tanda silang (x) pada salah satu jawaban!**

1. Apa yang kamu senangi dalam belajar deskriptif text selama 4 pertemuan kemarin?
  - a. topik dari descriptive teksnya
  - b. guru yang mengajar
  - c. strategi yang digunakan
  - d. lembar kerja yang dibagikan

Alasan : .....
2. Dalam strategi kombinasi talking stik dan darts game, bagian apa yang paling kamu sukai?
  - a. lagu yang mengiringinya
  - b. model dari papan darts nya (ada gambar & frase- frasenya)
  - c. ketika mendapat kesempatan memanah dan berbicara di depan
  - d. hukuman yang ada pada papan darts

Alasan : .....
3. Ketika mendapat kesempatan memanah dan berbicara didepan apa yang kamu rasakan?

- a. senang                      b. takut                      c. malu                      d. biasa saja

Alasan : .....

4. Apa yang kamu rasakan setelah bermain talking stik dan darts game dalam belajar descriptive teks?

- a. lebih berani bicara                      b. lebih senang belajar bahasa inggris  
c. setuju Jawaban A & B                      d. biasa saja

Alasan : .....

5. Menurut kamu apa yang membuat cocok permainan ini untuk pembelajaran bahasa inggris khususnya speaking descriptive text?

- a. secara tidak langsung membiasakan diri untuk berbicara  
b. materi descriptive mendukung tampilan papan darts nya  
c. lagunya membuat suasana tidak bosan sehingga semangat belajar  
d. permainannya memudahkan untuk mengerti descriptive text.

Alasan : .....

6. Bagian strategi yang mana yang bisa memudahkan kamu berbicara deskriptif text?

- a. gambarnya                      c. bagannya  
b. frase dan kata- kata yang dipapannya                      d. gabungan semuanya

Alasan : .....

## Appendix 6

## The Result of Questionnaire

NO	A	B	C	D
1.	9 students = 37,5 %	3 students = 12,5 %	12 students = 50 %	0 student = 0%
	<ul style="list-style-type: none"> <li>▪ Bagus</li> <li>▪ Mudah dipahami **</li> <li>▪ Banyak artisnya</li> <li>▪ Topiknya bisa mendukung pemahaman kita</li> <li>▪ Topiknya mudah digabungkan</li> <li>▪ Unik</li> <li>▪ menarik</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cantik dan kreatif</li> <li>▪ Baik*</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bagus *</li> <li>▪ Aneh</li> <li>▪ Tidak bikin boring</li> <li>▪ Mempermudah belajar</li> <li>▪ Unik *</li> <li>▪ Menarik *</li> <li>▪ Membantu saya membiasakan bicara</li> <li>▪ Modelnya boz!</li> <li>▪ Lain dari yang lain</li> </ul>	
2.	1 student = 4%	7 students = 29%	15 students = 63 %	1 student= 4 %
	<ul style="list-style-type: none"> <li>▪ Biar gak bosan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bagus</li> <li>▪ Menarik bentuk dan kata</li> <li>▪ Gambarnya lucu</li> <li>▪ Unik</li> </ul>	<ul style="list-style-type: none"> <li>▪Dapat melatih keberanian</li> <li>▪Dapat berbicara di depan</li> <li>▪Membantu saya berbicara bahasa inggris</li> <li>▪Saya bisa memanah</li> <li>▪Tantangan bos*****</li> <li>▪Menyenangkan bisa ikut main</li> <li>▪Menantang</li> <li>▪Saya bisa terlatih untuk berbicara</li> <li>▪Saya bisa belajar</li> <li>▪Saya mempunyai kesempatan untuk main</li> <li>▪Dapat memanah dan bicara didepan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asyik</li> </ul>
3.	11 students = 45,8	0 student = 0%	8 students = 33,3 %	5 students = 20,8 %
	<ul style="list-style-type: none"> <li>▪ Tantangan</li> <li>▪ Senang</li> <li>▪ Bisa berbicara bahasa inggris</li> </ul>		<ul style="list-style-type: none"> <li>▪Takut salah</li> <li>▪Di lihat teman-teman *</li> <li>▪Nggak pd*</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gak terasa kalo uda di depan</li> <li>▪ Sudah biasa</li> <li>▪ R yooooo</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Di lihat teman – teman</li> <li>▪ Bisa dapat hadiah</li> <li>▪ Ikutan main</li> <li>▪ Mengesankan</li> <li>▪ Menantang</li> <li>▪ Bisa dijadikan pelajaran</li> <li>▪ Bisa mengasah kemampuan saya</li> <li>▪ Pemenangnya asyik gak bikin bosan</li> </ul>		<ul style="list-style-type: none"> <li>▪ Di sorakin teman-teman</li> <li>▪ kalau ada yang .....</li> <li>▪ Iya</li> </ul>	<ul style="list-style-type: none"> <li>▪ Biasa saja</li> </ul>
4.	2 students = 8,3%	5 students = 20,8%	13 students = 54%	4 students = 16,7%
	<ul style="list-style-type: none"> <li>▪ Lebih banyak bicara</li> <li>▪ Wajib</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menarik</li> <li>▪ Sangat menyenangkan</li> <li>▪ Cara mengajarnya menarik</li> <li>▪ Ngajarnya enak</li> <li>▪ Cara belajarnya seneng</li> </ul>	<ul style="list-style-type: none"> <li>▪ Permainannya gak bikin nerues</li> <li>▪ Senang bicara bahasa inggris</li> <li>▪ Tanpa sadar kita terlatih bicara di depan</li> <li>▪ Membiasakan dan strateginya bikin kita termotivasi</li> <li>▪ Lebih banyak bicara</li> <li>▪ Strateginya bagus jadi mendukung</li> <li>▪ Cara ngajarnya bagus gak bikin bosan</li> <li>▪ Otomatis</li> <li>▪ Berani bicara</li> <li>▪ Terbiasa</li> <li>▪ Menantang</li> <li>▪ Seneng pokoknya</li> <li>▪ Gak terasa kalau uda bicara</li> </ul>	<ul style="list-style-type: none"> <li>▪ R yooooo</li> <li>▪ Masih kurang menantang</li> <li>▪ Iya</li> <li>▪ Binggung</li> </ul>
5.	8 students = 33,3%	1 student = 4,17%	2 students = 8,3	13 students = 54,17%
	<ul style="list-style-type: none"> <li>▪ Terbiasa bicara</li> <li>▪ Terlatih</li> <li>▪ Otomatis</li> <li>▪ Jadi bisa bicara bahasa inggris</li> <li>▪ Kebiasaan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ada gambare</li> </ul>	<ul style="list-style-type: none"> <li>▪ So pasti</li> <li>▪ Menyenangkan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sesuai descriptivenya mendukung</li> <li>▪ Memudahkan untuk mengerti</li> <li>▪ Topiknya sesuai</li> </ul>



	berbicara ▪ Enak gak menakutkan modele ▪ Pasti ▪ Seperti itulah			▪ Bagus strategi bikin jadi mudah mengerti ▪ Permainannya mudah untuk dimengerti ▪ Sesuai antara tampilan dan topknya ▪ Tulisan dan gambar dan baganya mempermudah ▪ Terbiasa bicara bahasa inggris ▪ Permainannya asyik ▪ Jadi mudah di pahami ▪ Sesuai ▪ Permainanya bagus ▪ Bagus
6.	4 students= 16,7%	4 students = 16,7%	3 students = 12,5%	13 students= 54,17
	▪ Cakep- cakep ▪ Lucu ▪ Ada gambar ada kata ▪ lucu	▪ mudah diingat ▪ asyik ▪ banyak ▪ katanyya membantu untuk bicara	▪ bagannya bisa memandu ▪ jadi mudah ngomongnya*	▪ gabungannya pas* ▪ dari talking stiknya sampai berbicara didepan semua nyambung ▪ urutannya bagus ▪ semuanya membuat saya senang ▪ semuanya saling berkaitan ▪ sempurna ▪ gak boleh ½ ½ ▪ membuat saya terbiasa b.inggris ▪ belum pernah belajar dengan ini ▪ memudahkan ▪ kalo gak gabung ya gak komplit ▪ gak lengkap gak enak ▪ sidomuncul komplit

**Appendix 6****The Result of Questionnaire**

## Appendix 8: Analysis of the Result of Post Test

### The Score of the Teacher and Teacher Partner

Subject : The seventh grade of SMP Muhammadiyah 8 Benjeng  
 Cycle : 1 (one)  
 Day Date : Thursday, 14<sup>th</sup> June 2012

No	Name	Total Score	Notes
1	AGS	78	Successful
2	AFNF	84	Successful
3	AT	80	Successful
4	BS	79	Successful
5	CP	80	Successful
6	DAS	82	Successful
7	HTS	81,5	Successful
8	IND	86	Successful
9	IIW	84	Successful
10	IKI	82	Successful
11	IS	81	Successful
12	LH	78	Successful
13	MAG	78	Successful
14	MDNI	82	Successful
15	MSH	80	Successful
16	MJS	78,5	Successful
17	MS	-	-
18	MI	77,5	Successful
19	NSA	81	Successful
20	NKS	85	Successful
21	RA	78	Successful
22	RD	80	Successful
23	YF	79	Successful
24	ZNAI	86	Successful
25	WS	-	-
26	KRT	-	-
27	R	76,5	Successful
AVERAGE		80,7	

Teacher,

Benjeng, 14<sup>th</sup> June 2012  
 Teacher Partner

**Dwi Sri Wahyuni**

**Ida Kusmawati, S. Pd**

## Appendix 7: Analysis of the Result of Pre Test

### The Score of the Teacher and Teacher Partner

Subject : The seventh grade of SMP Muhammadiyah 8 Benjeng  
 Cycle : 1 (one)  
 Day Date : Monday, 04<sup>th</sup> June 2012

No	Name	Total Score	Notes
1	AGS	51	Failed
2	AFNF	51,5	Failed
3	AT	55	Failed
4	BS	53,25	Failed
5	CP	52,5	Failed
6	DAS	55	Failed
7	HTS	54	Failed
8	IND	65,75	Successful
9	IIW	56,75	Failed
10	IKI	56,25	Failed
11	IS	58	Failed
12	LH	48,75	Failed
13	MAG	51	Failed
14	MDNI	52,75	Failed
15	MSH	50,5	Failed
16	MJS	51,75	Failed
17	MS	54,25	Failed
18	MI	53	Failed
19	NSA	54	Failed
20	NKS	54,25	Failed
21	RA	56	Failed
22	RD	53	Failed
23	YF	53,25	Failed
24	ZNAI	60,5	Failed
25	WS	56,75	Failed
26	KRT	55,5	Failed
27	R	55	Failed
AVERAGE		54,4	

Teacher,

Benjeng, 04<sup>th</sup> June 2012  
 Teacher Partner

**Dwi Sri Wahyuni**

**Ida Kusmawati, S. Pd**

## **Appendix 9: Diary Journal of the Teacher**

### **Cycle 1**

The diary journal was made to record all the activities in the classroom to investigate the real problems faced by students and teacher during the process of teaching learning. This recording was started on 04<sup>th</sup> June 2012 to 14<sup>th</sup> June 2012.

At 04<sup>th</sup> June 2012 I gave pre test to the students. The result of the recording was presented as follows:

Before conducting the research, I gave pre test to the students of the seventh grade of SMP Muhammadiyah 8 Benjeng in the form present orally. I came in the class with the English teacher. The teacher opened the class by greeting them and checked the attendance list. She told the students that I needed their speaking score to evaluate the process of teaching English and to know their speaking achievement. The time allotment to do the test was 60 minutes. I did the speaking test with teacher partner. Actually, the amounts of the students are only 27 children. But why we spent much time to test them, which is because the students hadn't brave to speak up because most of them are shy to make a mistake. I told them that I would help them to speak and finally I could persuade students so they wanted to do pretest. I said to them that I was going to hold some meetings teaching for the better process of teaching English. I told them that they would learn Speaking English Descriptive text by using the combination of Talking Stick and Darts Game in the following meeting. I finally closed the class and motivated them to always study English and don't be afraid to speak English. It was the activity in the pre test meeting.

The data below was the result of the teacher's observation noticed in the teacher's diary journal. The observation was taken from 04<sup>th</sup> June 2012 to 14<sup>th</sup> June 2012. The implementation was described as below:

### **Meeting 1 (06<sup>th</sup> June 2012)**

On this first meeting, I came to the classroom with the teacher partner. The classroom situation was very crowded. Some of them did not pay attention to the teacher's coming. I little bit pessimistic seeing that condition, whether this teaching learning process could be well or not. I opened the class with prayed together and greeted the students loudly. Then I checked the attendance list but actually I forget to ask the students' condition. There was no one student who absent that day.

First, I started the lesson with asked some question to the students that could point at the topic descriptive text. I reminded them that students who active in the class, she or he will get a reward. Before I explained the material I give the students worksheet. All about descriptive text such as, function, generic structure, and linguistic features I was explained to them. Many students didn't know descriptive text, moreover in the first semester they have been got that topic. When I asked students to speak based on the example no one brave so I only asked they to read, then only 4 students did it.

The last I socialized my strategy for teach speaking descriptive in the next meeting. Students looked like enthusiastic with the combination of talking stick and darts game strategy. I checked students' understanding about that strategy by ask some question. In the post activity, I reviewed the materials, made conclusion,

gave spirit to the students to study English, I gave opportunity for them to asked related to the topic or the problem they had and gave students' homework to find 5 adjective that usually used in describing someone. I closed that meeting and prayed together.

### **Meeting 2 (06<sup>rd</sup> June 2012)**

On this second meeting, I came with the teacher partner again. The class was still crowded but it less than before. As usual, I opened the class, greeted the students, and checked the attendance list. No one was absent that day. They looked fresh than the first meeting. I gave them some questions related to the material in the previous meeting. Most of them tried to answer teacher's questions. The teacher reviewed the material in the previous meeting in order to remind the students. They were not being patient to play the strategy because the teacher had prepared perfectly in front of class. Then teacher socialized the materials and the targets of teaching and learning to students. When the teacher socialize again the strategy the students was looking so happy. Before apply the strategy the teacher corrected the students' homework and gave example descriptive text about my favorite artist.

In the whilst activity, I divided the students in two groups. It consists of boys' group and girls' group. Actually the teacher wanted to divide in small group but most of students asked only two groups because they were still embarrasses. I made a table score because it would be competition between boy and girl. Then I applied the strategy and explained the rule. I adhered a darts board on the white board, I gave one stick in every group, I played a song and I asked them to paid

attention or concentration. The students applied that strategy enthusiastic, most of them looks like afraid to got a chance to speak in front of class so they feel worried if a talking stick stop in her/ his. Strategy applied perfectly enough, from 10 students, there are students got chance to describe, there are students got punishment, and a students got winner but also there are students didn't want to perform in front of class. Although the students looked like embarrassed they were enjoy the strategy. Because of that day was competition so there was a winner and the winner was girls group. The teacher gave a reward for the winner.

As the post activity, I gave opportunity for them to ask related to the topic or the problem they had. Only one student did it. Finally, I reviewed some the students' mistake in applying the strategy, then I concluded the lesson and encouraged them to keep spirit joining the class. Then I asked them to bring a photo artist and I closed the class.

### **Meeting 3 (07<sup>rd</sup> June 2012)**

On this second meeting, I came with the teacher partner again. The class was still crowded but it less than before. As usual, I opened the class, greeted the students, and checked the attendance list. Students answered the teachers' question enthusiasm and no one was absent that day. They looked fresh than previous meeting. There are some students who tried to remain the teacher about the students' homework. I asked the students to submit photos that they brought and the chief helped me to adhere it in the darts board. I gave them some questions related to the previous meeting and asserted the students' understanding about present tense which is include in linguistic features. They were not being



patient to apply the strategy. Then teacher socialized the materials and the targets of teaching and learning to students.

In the whilst activity, I played the combination of talking stick and darts game and the teacher add a descriptive chart so it could help the students' to arrange descriptive text ordered. They sat neatly without fought for seat as like in the previous meeting. I asked them to paid attention. The teacher started the strategy individually without divide the students in group. They did it enthusiastically. Almost all of students wanted to describe in front of class only one students who rejected to come forward. In those meeting students more creative in describing someone although their pronouncing still had mistakes.

In the post activity, I asked them about the problem of materials on that day and I evaluate the students' performance in front of class. Finally, I concluded the lesson, gave them motivation and closed the class. I was satisfied with this process of teaching and learning.

#### **Meeting 4 (11<sup>th</sup> June 2012)**

On this third meeting, I was surprised that all students already sat neatly when I came to the class. I greeted them by asking their condition. I saw that the students were looked motivated. As usual, I asked some questions as the warming stage. All of them paid attention to the teacher, moreover some students asked about what the topic that day. After checked the attendance list, I prepared the media. I explained about the topic that day is describing my family. I asked the students to mention members of family, then the teacher explain more about family and add some new vocabularies to the students. After gave an example of

describing my family the teacher started the strategy. All of students participate in the strategy only one student didn't want to play because he couldn't shoot the target, but the teacher gave applause because he was brave to try. In that day the teacher didn't correct the students' mistakes because that time for students to correct their friends. Teacher gave reward to the students who active in the class and most of students got it. It was attractive class because all students active in applying the strategy and giving correction each other. In that meeting I was very satisfy, most of students could speak fluently although time was limit because there was meeting so the time was decreased.

In the post activity, I reviewed some mistake in applying the strategy, and then I gave motivation to the students after I concluded the materials. I saw the students very happy in this meeting. It was the end of this strategy implementation but I remind them that next meeting was time to post test so I asked them to prepare well.

14<sup>th</sup> June 2012 the teacher gave students' post test. Like in the meetings before, teacher enter to the class with teacher partner. Teacher opened the class by saying hello and asking the condition of the students. I also checked the attendance list. I gave 5 minutes to prepare before test was held. The test occurred about 45 minutes, after test was held the teacher gave students a questionnaire to know the students' response. The last, the teacher said thanks to the students for all the participation as long as the implementation of the combination of talking stick and darts game was applied, and then closed the class by greeting.

## **Appendix 10: Teacher's Partner Field Notes**

### **Cycle 1**

The field note was a note written by the teacher partner to write down all the activities which wasn't mentioned in the observation list. It was also used for teacher partner to give comments and suggestions. The teacher partner wrote this field note when the teacher delivered the material to the students. Every time the teacher came to the classroom, the teacher partner joined the class and recorded all the incidents that happened in the class. The recording started 04<sup>th</sup> June 2012 to 14<sup>th</sup> June 2012

Before conducting the research, the teacher conducted pre test to the seventh grade of SMP Muhammadiyah 8 Benjeng. It was conducted on Monday, 04<sup>th</sup> June 2012. The description of the pre test was described as follow.

I came to the class with the teacher. The students had already known about me because I am the teacher of this school. I greeted the students and checked the attendance list. I introduced the teacher to the students. At that time, the students were less enthusiastic to learn English like usual, they so crowded on that day. The teacher explained that she needed their score to know their speaking achievement. I helped the teacher to take a score student's speaking by recording students' voices than discussed together to give score. After finished the test she told that she would met again in some meeting to apply the new strategy in teaching speaking.

Finally, the teacher closed the class and motivated the students to study hard. It was the pre test meeting that was conducted on 04<sup>th</sup> June 2012.

The data below was the result of the teacher partner's observation during the implementation of the combination of talking stick and darts game strategy in the class which was written in the field notes. The observation was taken from 05<sup>th</sup> June 2012 to 14<sup>th</sup> June 2012. The result of the teacher partner's observation was presented as below.

### **Meeting 1 (06<sup>rd</sup> June 2012)**

The teacher entered and conditioned the students. She opened the class by greeting the students and praying together. The teacher looked like nervous until she didn't ask the students condition but she still absent the students. After that, the teacher stimulated students by giving question related to the descriptive text before going to the topic, such as "how do you describe someone who met with you in some place and you want to tell to your friend who doesn't know the people directly?", etc. The teacher told the students those students who active in the class would get a reward. She gave worksheet to the students. The chief of the class helped the teacher to spread a worksheet. The teacher explained descriptive text (function, generic structure and language feature) and then discussed the example of the descriptive text together. The teacher gave chance to the students to make descriptive text based on the chart in the worksheet and ask some students to speak in front of class but no one brave so the teacher said that students could read it wherever in front of class or on their desk. There were two students read it in front of class and three students read it in the desk. Although students read, they still had difficulties to pronounce so the teacher corrected many words that was wrong. Before going to the post activity the teacher

socialized the combination of talking stick and darts game in the next meeting. She asked the students' understanding and the students seemed curious about what they would learn on that day.

As the post activities, she concluded the material that day and gave students' home work to find out 3 adjective which is usually used in describing people. The teacher closed the class, gave motivation and greeted to the students.

### **Meeting 2 (07<sup>rd</sup> June 2012)**

The second meeting was conducted on Tuesday, 07<sup>rd</sup> June 2012. In this meeting I as the teacher was surprise because my students motivated to study and they waited to start to study English. They said that they were curious how the strategy were applied. In pre activity, the teacher opened the class by greeting and praying together then checked the attendance list. After that, the teacher asked the students condition and students answered enthusiastically. The teacher reviewed related to material in previous meeting by using video. She asked the students' homework and corrected together by asking some students to read in front of class.

In this whilst activity, before going to apply the strategy the teacher gave an example to play and how to describe someone. The teacher asked the students to pay attention carefully and remember the way to play. The teacher divided the students be two group boy and girl. The strategy was started, teacher played the song and stick start to go around then student who got stick when the song was stop she or he should shoot the darts board and describe someone or got punishment or she or he got lucky as the win because of shoot the middle of darts board and some of students come forward taking turns. There are ten students who

got chance to shoot but only 4 students describe, 2 students got punishment, 1 could shoot in the middle (winner) and there were 3 three students didn't brave to come forward. Although the students looked like shy but they fought happy and enjoy the strategy. Condition of the class noisy enough when the strategy applied it show that the students very enthusiast. The teacher allowed the member of each group to help their friend.

In post activity, the teacher closed the meeting by asking the students what they had learnt then reminded the material on that day and reviewed some mistakes in applying the strategy. The teacher asked the students about the problems they found and their argument about the strategy. Then teacher gave homework to take photo artist in next meeting and then, gave the motivation to the students to learn at home as well.

### **Meeting 3 (11<sup>th</sup> June 2012)**

In this meeting the teacher surprised because the students already standby in the room orderly. It was different from previous meeting. As usual, the first thing that the teacher did was greeting the students and checking the attendance list. The teacher stimulated the student by giving some questions related to the topic. Most of the students were very enthusiastic to answer the teacher questions. Some of students remind the homework, then teacher asked two students to help her take some picture and adhere it in media. The teacher reviewed material and explain more about present tense and pronoun.

In this whilst activity, the activities like in previous meeting but here the teacher added descriptive chart to make easy students' speaking. The teacher started the strategy individually without divided the students in a group. Teacher

played the song and stick start to go around then student who got stick when the song was stop she or he should shoot the darts board and describe someone or got punishment or she or he got lucky as the win because of shoot the middle of darts board. In that meeting, the students were able to mention many descriptions and also their pronouncing were right enough. From 11 students only two students shy and didn't want to perform, 6 students describe and 3 students got a punishment.

As the post activity, the teacher evaluated and reminded the students about the material that they learnt on that day. The teacher greeted the students and closed the meeting

#### **Meeting 4 (12<sup>th</sup> June 2012)**

In this pre activity, the teacher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. After doing it, the teacher reminded the way to describe people at glance to the students from previous meeting. The teacher surprised when the most student in that class answer teacher's question correctly and also asked what the topic that day still artist or the other. Then teacher told the students that the topic is describing my family about the targets of teaching and learning on that day.

As usual, teacher played the song and stick start to go around then student who got stick when the song was stop she or he should shoot the darts board and describe someone or got punishment or she or he got lucky as the win because of shoot the middle of darts board. In that meeting, the students were able to mention many descriptions and also their pronouncing were right. From 5 students only one student couldn't shoot the darts board and 4 students describe. That meeting was very short because there was meeting staff and teacher so the students should

go home early. That meeting was the time to students corrects by them self so the teacher didn't give correction when the strategy applied. The teacher gave a reward chocolate for students who active in the class and most of students' got it.

In the post activity, the teacher reviewed and gave conclusion. Teacher said that next meeting is time to test so she asked the students to prepare well. The students respond it enthusiastic. The students looked very happy and motivated during the end of the class. It was the end of the last meeting in cycle 1. Everything ran well and the class ran effectively.

14<sup>th</sup> June 2012 was time to post test to know the result of students' score after applying the strategy. Teacher and I enter to the class and the students seem exercise seriously until they asked the teacher to give time to prepare. The teacher gave 5 minutes for preparation. Post test proceed more about 45 minutes. The rest time the teacher used to fill questionnaire in order to know the students' response. All of them finished, the teacher closed by greeting and saying thanks to the students participation.



## Appendix 12

### Script of Post test

<p>My name is Anisa Fitriya</p> <p>Agnes Monica is Official singer</p> <p>She is beautiful</p> <p>She is energetic</p> <p>She has straight hair</p> <p>She has pointed nose</p> <p>She has white skin</p> <p>She has beautiful voices</p> <p>Many people like her</p> <p>Thank you</p>	<p>My name is Syarif</p> <p>I have a friend</p> <p>Her name is Ike</p> <p>Her is smart</p> <p>Her is medium</p> <p>Her is short</p> <p>Her hair long</p> <p>Her is pretty</p> <p>And nose is flat</p> <p>She has tick lips</p> <p>I like her so much</p>
<p>Hello my name is Herlin Titin Skinah</p> <p>I have a friend her name Nia</p> <p>She is smart</p> <p>She is slim</p> <p>She is tall</p> <p>She has long hair</p> <p>She has poin (pointed) nose</p> <p>She has sleting eye (slenting eyes)</p> <p>I like to become my friend</p>	<p>Hi my name is Rudi</p> <p>My favorite artist is Prabu Wijaya</p> <p>He is handsome</p> <p>He has point (pointed) nose</p> <p>He has short black hair</p> <p>He is tall</p> <p>He six packs</p> <p>He has white skin</p>
<p>Hello friends</p> <p>I like Syahrini</p> <p>She is beautiful</p> <p>She is slim</p> <p>She is imut</p> <p>She has...</p> <p>She is white skin</p> <p>She has beautiful skin</p> <p>She has long hair</p> <p>She has katulistiwa torch hair</p>	<p>Hello I'm Riki</p> <p>I want to disclep (discribe) Morgan smash</p> <p>He is single (singer)</p> <p>He is hadsome (handsome) and good looking</p> <p>He is tall</p> <p>He has short black hair</p> <p>He is cute</p> <p>He has pointed nose</p>

## Appendix 11

### Script of Pre test

<p>My name is Ria</p> <p>I have friend is Nadia</p> <p>Ehm,,</p> <p>Dia live in Dermo</p> <p>Ehm,,</p> <p>Dia twelve ehm,, twelve old</p> <p>Hair is long</p> <p>Ehm,, my mouth is big</p> <p>Hehehe keliru yo!</p> <p>Opo yo?</p> <p>Nadia is hobby is reading a book</p> <p>Pipi... hidung mancung apa ya?</p> <p>Nadia is long eh tall and hair long hair</p>	<p>My name is syarif</p> <p>My friend is ibkar</p> <p>He is Smell (small)</p> <p>Wez Bu!</p>
<p>Hello my name is Anisa Fitriyah</p> <p>I have afriend Titin Nur Sakkinah</p> <p>I live in the Kricak</p> <p>My hobby is singing</p> <p>Thank you</p> <p>Hahaha...</p>	<p>My name is Rudi</p> <p>I have friend Ibkar</p> <p>He is tall</p> <p>He is thin</p> <p>Thank you</p>
<p>My name is Nadia</p> <p>I have a friend</p> <p>Yeopo rek?</p> <p>Keopo mbak?</p> <p>Ike twelve years old</p> <p>Ike opo yo?</p> <p>Ike my hobby is swimming</p> <p>Ike is sweet</p>	<p>My name is Riki</p> <p>I want to describe Cahyo</p> <p>Is little</p> <p>His hair is black</p> <p>Kulitnya white</p> <p>Skin white</p>



### Appendix 13

#### Speaking Score

Proficiency description	Percentage	Student's Score				
		1	2	3	4	5
Idea	30 %					
Pronunciation	25 %					
Vocabulary	20 %					
Fluency	15 %					
Performance	10 %					
<b>Total Score</b>						

#### Standard of each element:

<b>Excellent</b>	<b>100 – 91</b>
<b>Very good</b>	<b>90 – 81</b>
<b>Good</b>	<b>80 – 71</b>
<b>Average</b>	<b>70 – 61</b>
<b>Poor</b>	<b>≤ 60</b>

## Appendix 14

### Pre Test

Describe your friend, also mention your friend address, hobby, and habits orally!



### Post Test

Choose which one topic that you want, and then describe it completely (physic, hobby, and habit)!

- Ⓐ My Family
- Ⓑ My favorite artist
- Ⓒ My friend



### With Criteria of scoring:

Idea	30 %
Pronunciation	25 %
Vocabulary	20 %
Fluency	15 %
Performance	10 %

## Appendix 15

Table Descriptive chart (Contextual Teaching and Learning, Kumala Rini 2008)

<b>Identification</b>	.....
<b>Description</b>	
a) Age	.....
b) Height	.....
c) Weight	.....
d) Hair	.....
e) Eyes	.....
f) Face	.....
g) Personality	.....

**Appendix 16: The Sample of the Students' Questionnaire**

**Appendix 17: The Sample of the Teacher's Field Note**



### Appendix 18: The Picture of the Classroom Activities

