

**THE IMPROVEMENT OF STUDENTS' ENGLISH SPEAKING
ACHIEVEMENT BY LANGUAGE GAME THROUGH KWL
TECHNIQUE AT SECOND GRADE OF SMK SWASTA
TARBIYAH ISLAMİYAH HAMPARAN PERAK**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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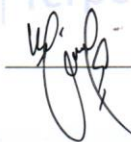
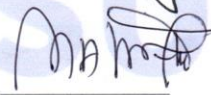
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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
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3/09 - 2019	Chapter 4 - Data analysis - Cycle 1		
7/09 - 2019	Chapter 4 - Data analysis - Cycle II, Quantitative and qualitative analysis - findings and discussion		
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ABSTRACT

Prishandani, Arini. 1502050228. The Improvement of Students' Speaking Achievement By Language Games Through KWL Technique At Second Grade of SMK Tarbiyah Islamiyah Hamparan Perak. Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

The aimed of this research was to find out whether students's speaking achievement could be improved by using language game through KWL technique. This research was conducted at SMK Swasta Tarbiyah Islamiyah on Jl. Perintis Kemerdekaan No.1, Simpang Beringin, Kampung Selemak, Kec. Hamparan Perak, Kab. Deli Serdang. This study was classroom action research. The subject of this reserach was second grade students' of SMK Swasta Tarbiyah Islamiyah Hamparan Perak academic year 2019/2020. Research instrumets of this study was observation sheet, written and oral test, multiple choice test, questionnaire and documentation. Based on the research finding, no one of students who passed the minimal completeness criteria (KKM) in pre-test 1 in cycle 1. Next, the result in post-test 1 in cycle 1, there were 17 or 44.73% of students who passed the minimal completeness criteria (KKM). Then, the result in pre-test 2 in cycle 2, there were 33 or 86.84% of students who passed the minimal completeness criteria (KKM). And then, the result in post-test 2 in cycle 2, there were 38 or 100% of students who passed the minimal completeness criteria (KMM). And, from the result of the questionnaire, it proved that the students toward teaching speaking helped by using language game through KWL technique.

Keyword : KWL technique, langauge game, speaking

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The aim of writing this study is fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. This study entitled “*The Improvment of Students’ English Speaking Achivement By Language Game Trough KWL Technique At Second Grade of SMK Swasta Tarbiyah Islamiyah Hamparan Perak*”. The researcher believes this research still has much deficiency because of some difficulties. It is impossible for her beloved fathers Sapto Edi and her mothers Sumini for their moral, care attention, prayer encouragement and heart they have given and material supports before, during and after her academic years at UMSU. May Allah the moat almighty always bless them, thanks for their love.

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Finally, the researcher hoped that her study will be useful for the readers, especially for the students of English Education Program who want to do a research and also for the researcher herself. May Allah, the most Almighty bless all of us.

Medan, September 2019

Arini Prishandani

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important skills in English lessons that must be achieved by students. And as students who have studied English intensively, the students must be able to interact verbally with others through English. In addition, students must have good speaking skills to be able to perform various language assignments, especially English language assignments.

Students must develop their speaking skills in using English early on. Speaking is used for various purposes, such as to make social contact with people to express opinions, to persuade someone to do something, or to clarify information. Almost all students in Indonesia learn English to develop their speaking skills by using English.

However, based on the observation that the researcher done in SMK Swasta Tarbiyah Islamiyah Hamparan Perak, there were many students had a problem in speaking English. The researcher found that the students were poor and difficult in using English in speaking. The students did not have a lot of vocabulary and they look less enthusiastic in learning English. In general, when they spoke English, they are confused with the words they will say, so they took a lot of time to think. Many factors could cause students problems in speaking English, such as student interest,

material, media, and teaching techniques in English, especially teaching English speaking. Then, in SMK Tarbiyah Islamiyah Hamaparan Perak, the school use the 2013 curriculum, it is mean that the English teacher has to profesional in teaching their students. The teacher has to make a good condition, media, and technique in teaching learning process.

To resolve these problems, researchers need to find alternative techniques to create interesting learning. And also, teachers must be able to give students a motivation to learn, help students to overcome their speaking skills problems, and give them some techniques that can help them to develop their speaking in English. One of things that can develop the students speaking ability spontaneously by explore the students knowledge about the theme of a subject. And KWL technique can be use for that goal. KWL stands for the *Know, What to Know, and Learned*. KWL technique is the right way to help the participation of the students for speaking about what they learn in certain subjects. Teaching method by KWL technique will be more effective and the condition of teaching learning process more enjoyable and effective by language games. Language games can help and motivate, and make an enjoyable conditon, so the students can be more confidence in speaking and working. Language games that can be use such as, role play, word guessing, chaind words and the others.

However, in this study, researcher used language games through the KWL technique in teaching speaking English as an alternative solution

to improve students' speaking skills and as a way to make students enjoy in English lessons.

B. The Identification of the Problem

Based on the background of the study above, the problem of the study are identified as follows :

1. The students are still low in English speaking and their ability in vocabulary mastery is still low.
2. The students are less enthusiastic in learning speaking.

C. Scope and Limitation

The scope of this study focuses on speaking and the limitation of this study is the expression of offering something and suggestion at second grade of SMK Swasta Tarbiyah Islamiyah Hamparan Perak.

D. The Formulation of the Problem

The formulation of the problem, how is the improvement of student's speaking achievement by language games through KWL technique at the Second Grade of SMK Swasta Tarbiyah Islamiyah Hamparan Perak .

E. The Objective of the Study

The objective of the study is to improve the students' English speaking achievement by language games through KWL technique.

F. The significance of the Study

The significances of this study are :

1. Theoretically

This research will add information and theory in speaking and the way to improve the English speaking achievement.

2. Practically

1. Students, to help them in increasing their ability in speaking
2. Teachers, to be useful for teachers to get the alternative solution in teaching speaking.
3. Other researcher, hopefully this study can be use as a reference in conducting the same study for obtaining the better result.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Speaking

As written by the researcher in the previous chapter about speaking which is considered as the important skill that must be achieved by students. then, we know the purpose of speaking is to increase communicative efficiency. So teaching speaking must to improve students' communication skills, because in that way, students can express themselves through speaking

According to Martin Bygate(2010: vii) “speaking is in many ways an undervalued skill”. Maybe, because of we are all almost can speak, and that is considered as an ordinary skill. Speaking is often seen as a form of 'popular' expression that uses daily words, so that, overall literary skills are valued more than speaking skills.

From the TESL journal Harriye Kayi said that “speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context”. The ability to speak as a basic of human communication, is not only the mouth involved as we speak, but other parts of our body such as the trachea, nose, lungs and others are also involved.

Based on some of the opinions above, the researcher concludes that speaking is a form of communication. Speaking is a communication activity to produce or convey a number of words and sentences to express feelings, ideas, and others. As social beings we need to express our thoughts, opinions, or feelings to be accepted in social life.

1.1 Teaching Speaking

Teaching speaking seems very difficult and challenging for English teachers. This is one of the subjects that must be considered by the teacher. The teacher has been a big challenge to make students master English well, especially speaking in English. According to Hayriye Kayi in “*Activities to Promote Speaking in a Second Language*” to teach English learners to :

1. Produces English speech sounds.
2. Using pressure, intonation, and rhythm.
3. Choose the right words and sentences according to the right audience, situation and subject.
4. Arrange meaningful and logical thoughts.
5. Using language as a means to express values and judgments.
6. Using language quickly and confidently with little pauses, so they speak fluently.

From the meaning of teaching speaking above, the teacher must pay attention to several important aspects such as sentence, intonation, rhythm, and stress in teaching speaking. Because in speaking, they must have a

logical meaning of thought, so that it can be understood by the listener. In addition, teachers need to provide the same approach and opportunity for each student, so that it can make students develop and grow. In short, an English teacher must create learning situations in the classroom, such as group discussions where students can interact with other students, create assignments or activities that can improve their English speaking. So, the use of good learning activities can create a fun learning process and then can stimulate students to speak English more fluently

1.2 Assessment of Speaking

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). In knowing students' achievement, there are some criteria that must be considered, such as:

a. Grammar

Test takers are assessed on how to control its usage with sentences, to construct to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

e. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

f. Task

Task deals with finishing the command given during the speaking test.

From all the test scores above, the English speaking score must be accountable, fair, and in accordance with the intended purpose (Luoma, 2004).

Based on those assessment, students can use language not only for grammar patterns with appropriate vocabulary, but also to involve language functions such as approval and disagreement, suggesting, and the others. Students also need to use the right language or words when they talk to others. so students can gradually use good language or words. and it can make

students are able to use words and phrases smoothly without them knowing. In this study, the researcher assesses which kind of expressing offering, and expressing of suggestion. The researcher want to assess how much the students speaking in those expression in pre-test or post- test.

1) Expressing Offering :

- a. Would you like to
- b. Why don't you have
- c. Do you want me to
- d. Do you take or
- e. Could I bring you

2) Expressing of Suggestion

- a. Let's go to ...
- b. We propose ...
- c. I suggesst ...
- d. We advocate ...
- e. I put forward ...
- f. I advice ...

2. Language Games

Language is a communication that people needs to doing activities and making interaction with other people. And according to Andrew Wright, game means an activity that is entertaining, interesting, and challenging, and also an activity where students normally interact more with others. So

, language games can be called as a media that can assist the students and also a teacher in a learning process.

The game can help the teacher to explain that language is very useful and has meaning. With a game students can understand what is said or written by others, and also they can speak or write to express their own perspective or provide information that they get. Games provide a way to help students develop their language more than just learning that language

According to Andrew Wright there are some types of grouping a games, such as individual, pair, and group work.

a. Pair work

Pair work is easy and fast to organise. It provides opportunities for intensive listening and speaking practice. Pair work is usually better than group work if there are discipline problems.

b. Group work

Some games require four to six players; in these cases group work is essential. If there is to be competition between groups, they should be of mixed ability. If there is to be no such challenge, the teacher might choose groups according to ability, this is very much a personal choice.

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and, if necessary, correcting. To reduce difficulties, it is very important for students to get used to or

understand about the game that they are going to play. (It would be very helpful if they are familiar with or understand the game in their own language.) After students get used to group work, the game they will play is usually notified in these following way:

- 1) Explanation by the teacher to the class
- 2) Demonstration of parts of the game by the teacher and one or two learners
- 3) Trial by a group in front of the class
- 4) Any key language and/or instructions written on the board
- 5) First 'try out' of the game, by groups
- 6) Key language, etc., removed from the board
- 7) The game continues.

2.1 Types of Games

There are several types of games that can help students to speak English, they are :

a. Describe

Students are asked to describe something to other students, by speaking or writing, and other students can describe what is said or written by the student. Students can describe something by themselves.

b. Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

c. Connect: Compare, Match, Group

Students are asked to connect, compare, match, or grouping various information that they get, such as pictures or text. then another student gives a comment to other couple or group.

d. Remember

Students tries to remember something then relaying back what they remember.

2.2 Benefit of Games

According to ASRJETS journal there are some benefits benefit of using games in learning classrooms can be summed up in nine main points which are the following:

- 1) Games are learner-centered (the student is always in focus).
- 2) Games promote a communicative competence.
- 3) Games create a meaningful context for language use.
- 4) Games increase learning motivation
- 5) Games reduce learning anxiety.
- 6) Games integrate many various linguistic skills.

- 7) Games encourage creativity and spontaneous usage of the language.
- 8) Games construct a cooperative learning environment.
- 9) Games foster participatory attitudes of the students.

3. KWL (Know, Want to Know, Learn) Technique

KWL is a teaching strategy that can help students to more understand a new material by using questions and getting information. This strategy is effective for increasing independence in learning. The teacher can guide students to develop learning through the KWL process.

According to National Behaviour Support Service The KWL (Know, Want, Learn) techniques (Ogle 1986), help students to recall or rebuild previous knowledge, get the goal of reading and summarizing what they have learned. this technique can help students imitate and evaluate their learning experiences, and function as an assessment tool for teachers. and there are also KNWS techniques (know - C / what information is irrelevant-N / what problems they want to know -W / and what techniques can be used to solve S-problems), this technique can be used to plan, organize and analyze how students solve the problems.

This technique consist mainly of three precise questions , ask by and directed to the students themselves. They are :

1) What do I know about the topic?

The students asks themselves this question before they read or listen about the subject, and try to write all what they know about the topic of the subject. This question aims in a brainstorming the students to recall as much as previous knowledge and information related to the topic as possible.

2) What I want to know?

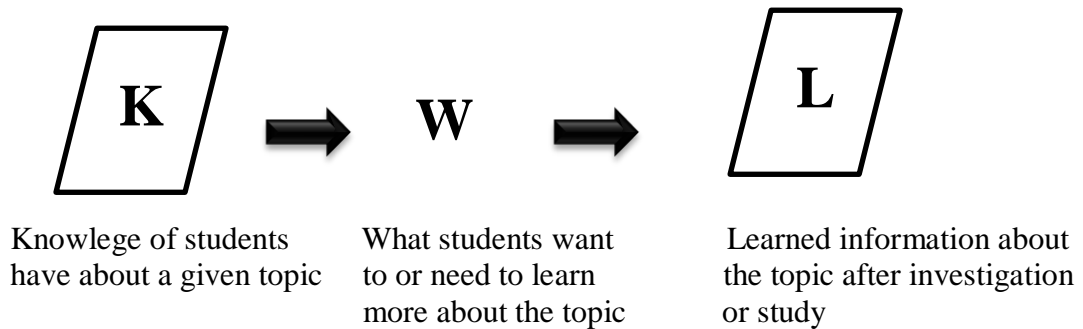
Students can write whatever topic they like, subject of speaking. They do this in questions as their aim. Thus, while they are reading the topic, they attempts to find the answers to them.

3) What did I learn?

The students answer this question after they read the topic. They try to write and also speak all new information they have learned about the topic, whether this information is an answer to any of their questions in question number 2 or is entirely new, they have never know before.

Students learn more effectively when they know the purpose of a module on subject. If students know the results that they want, they will know what they should focus on critical thinking and production are echange when the students have clear goals or targets are references for their efforts.

From the clarification above, it can be concluded that KWL technique creat inferences, give information and background knowledge which engage students' in an active speaking process.



3.1 The Procedure of Using KWL Tehcnique

a. Step 1

Choose a general topic, then create a table with three columns and two rows. Write the letter K for "What I Know," in the first column, then write the letter W for "What I Want to know," in the second column, finally write the letter L for "What I Learned" in the third column. Introduce KWL techniques and give examples of how to use KWL techniques with selected topics.

b. Step 2

Create a class group and ask their opinions on certain topics that they know about. mark important goals of previous

learning and how they did it and experience it from the learning that they know. Write these ideas on column K.

c. Step 3

Now ask students to make a list of what else they want to know. then show them how to do what they want to know by grouping the information they get so they get what they want. Students can ask a topic from a title or subtitle and write it in column W. Then students read or listen to the text carefully to get the answers that they want.

d. Step 4

After reading and discussing the answers that they got from column L with their groups, by paying attention to the questions in column W. they will get the answers that they want after reading or listening to the text then writing them in column L. column L can serve as a note to review and revise again the topics they have discussed

B. Previous Study

1. Dian Rakhmawati "*The Effectiveness Of Know-Want To Know-Learned (KWL) Strategy In Reading Comprehension*" 2015, the research findings in this study show that in pre-test, the students' lowest score was 62.50 and the highest score was 80.00 with the mean 70.0000. Meanwhile in the post-test, the students lowest score was 62.50 and the highest score was

90.00 with the mean 72.4390. It means that KWL strategy is effective in teaching reading comprehension.

2. Pancarini Dyah Rahayuningsih, Eka Wulandari "*The Use Of Know, Want To Know, Learned (KWL) Technique To Improve Teaching Learning Process*" 2014, the research findings in this study show that The KWL technique can build classroom situations, in terms of: (a) student attention that makes them focus on the subject; (b) their participation and interaction when answering questions from the teacher; and (c) motivation to be more enthusiastic with the teaching and learning process in the classroom.
3. Ida Bagus Nyoman Mantra "*Implementing KWL Startegy To Improve The Students' English Speaking Skill*" 2016, the research findings in this study showed that the grand mean figures for cycle I and cycle II showed the significantly increasing mean figures with the the results of data analysis in the first cycle and second cycle showed an average of 70.50 and 80.30. Significant mean indicate that cycle II is more effective than cycle I.

From the previous study that the researcher found, all the study showed that KWL technique could improve the learning process in the class with each of subjects lesson such as reading or speaking. Because of that, the researcher want to use the language games through KWL technique to improve the English speaking skill.

C. Conceptual Framework

In this study, the researcher has focus on the use of KWL technique and language games to increase the speaking achievement of students. In which, the students of second grade Vocational High School as a sample in collecting data and also the researcher have to give a test for the students to know their difficulties in English speaking. Speaking is one of language skills that has an important role to communicate.

Speaking consider difficult to be accomplish by the students, and make the students do not confident to speak. They often refused to speak and prefer to be silent. They hesitated to express their ideas and opinions because they are afraid of being wrong. They have difficulties in grammar and pronunciation. They also lacked vocabulary. They are also less motivate because of the less fun learning activities in the classroom.

There are other factors contributing the problems above. The use of media and technique are sometimes absent in the classroom, such as a games, a less technique in learning process, etc. Moreover, there are few opportunities for the students to practice speaking. As the consequences, the absent of media, the limited speaking activities and practice in the class promote to the students' low speaking abilities.

By increasing the component of English teaching and learning process, the students' speaking achievement can also be improve. One of the component is media and technique of teaching. From many kinds of media, language games and KWL technique chosen as they are can support

the success of teaching and learning. Through language games and KWL technique, students are stimulate to express ideas and to speak up in interesting and entertaining atmosphere.

CHAPTER III

RESEARCH METHODOLOGY

A. Location

This study conducted at SMK Tarbiyah Islamiyah on Jl. Perintis Kemerdekaan NO.1 Simpang Beringin, Kampung Selemak, Kec. Hamparan Perak, Kab. Deli Serdang. This study focused on the students of second grade of Senior High School during the academic 2019/2020. The reasons of choosing this location were: (1) The researcher found the problem in the school, (2) The school location was near from the researcher.

B. Subject of The Research

In this study, the subject of the research was the second grade of SMK Tarbiyah Islamiyah Hamparan Perak academic year 2019-2020 with the class TKJ 1 (Computer and Network Engineering) and the number of the students consist of 38 students.

C. Research Design

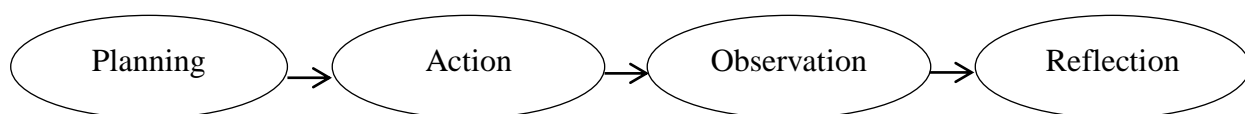
The research design of this study used the classroom action research. According to Donald Ary (2010 : 513) action research is a practitioner research, or teacher research, although the process can certainly be used by school personnel other than teachers, such as trainers,

counselors, principals, section heads, librarians, technology, specialist specialists, and other education professionals.

D. Research Procedure

In this study the researcher applied classroom action research which further define as a cycle process of action. The action research process involves planning, action, observation, reflection.

Cycle 1



a. Planning

The activities in the planning were :

- a) Prepare the lesson plan, learning materials and learning model
- b) Prepare the research instrument, like the observation sheet to observe the teaching learning process, prepare the questionnaire.
- c) Prepare the test, include the pre-test and post-test. Pre-test for the test when the students speaking test before use the language game and KWL technique. And the post-test is the test for the students speaking after use the language game and KWL technique.

b. Action

The activities in the action were :

- a) Explain the students about the goal of the activities.
- b) Giving the students pre-test that suitable with learning material

- c) Divide the students in to five group (consist of two groups of seven members and three groups of eight members)
- d) Teaching the subject of English speaking using the language games and KWL technique
- e) Giving the post-test and questionnaire after teaching English speaking using the language games and KWL technique.

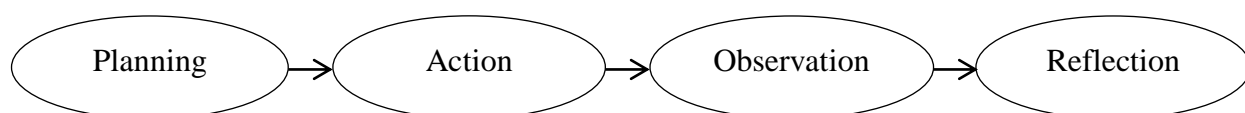
c. Obsevation

Observations are made when the action is carried out. Observation is important thing to get the informataion, the data, and also the students' attitude. In this case the researcher observe the students' problem.

d. Reflection

Reflection is the feedback process from the action. The reflection process based on the data, the pre-test and post-test, and observation sheet. The information and the data of the weakness and the strenghts in cycle 1 is use to modify and improve in cycle 2.

Cycle 2



a. Planning

The activites in planning in cycle 2 were :

- a) The researcher and teacher analyze the weakness and the strenghts in the cycle 1 to reflection in cycle 2.
- b) Prepare the lesson plan, learning materials and lesson model

c) Prepare the research instrument such as observation sheet, the test and questionnaire.

b. Action

The activities in action were :

- a) Explain the students about the goal of the activities.
- b) Divide the students into five groups (consist of two groups of seven members and three group of eight members)
- c) Teaching the subject of English speaking using language games and KWL technique
- d) Giving the post-test and questionnaire after learning speaking using language games and KWL technique

c. Observation

The researcher and the teacher observe the students' activities while in the cycle 2.

d. Reflection

The reflection in cycle 2, if the score of teaching learning expression offering and suggestion using language game and KWL technique is more increase, the researcher can stop the experiment on the students.

E. Research Instrument

In this study, the researcher used an interviews, observations, tests, questionnaires, and documentation as a research instrument.

1. Observations

The researcher used classroom observation sheet to gain the information related to the teaching learning process and obtain the data.

2. Test

The researcher used pre-test and post-test to get the information about the students' speaking achievement before and after the implementation of language game through KWL technique in the teaching and learning process of speaking. The test were written, oral test, and multiple choice. The researcher also used speaking rubrics to collected the scores of the students' speaking performances.

3. Questionnaire

In this study, the researcher used the questionnaires to the students to got the supportive data about their opinions toward their interests, feelings, responses about the teaching and learning process by language game and KWL technique.

4. Documentation

Besides using instruments, the researcher also used a supplementary instrument. To document the teaching and learning process, researchers also use photo and video cameras to observe the steps of research observation.

F. Technique of Data Analysis

This study used qualitative and quantitative data. The qualitative took from the situation during the teaching and learning processes and see the students opinion, feeling during the teaching learning process. The qualitative data would be analyze from the interview, observation sheet, and questionnaires. And the quantitative data from computing the percentage of the student score after give the test.

To know the improvement of the students for each cycle, the researcher use the formulla by Anas Sudijono :

1) Mean of students' score

$$\bar{X} = \frac{\sum x}{N}$$

Where :

\bar{X} = The mean of the students.

$\sum x$ = The total score.

N = The number of the students.

Next, to categorize the number of master students, the researcher will apply this following formula :

$$P = \frac{R}{T} 100\%$$

Where :

P = The percentage of students who get the point 75.

R = The number of the students who get the point up 75.

T = The total number of students.

CHAPTER IV DATA AND DATA ANALYSIS

A. Data

This study consisted of qualitative and quantitative data. This study was conducted in two cycles. The first cycle was conducted in two meeting and the second cycle was conducted in two meeting. Then, qualitative data were taken by observation and questionnaire. And the quantitative data were taken from the students' score speaking test in cycle 1 and cycle 2.

B. Data Analysis

The action of this research was held up to the second cycle. Each cycle consist of the steps of planning, action, observation, and reflection of each cycle and also the students' speaking score. The description of each cycle would be describe below.

1. Cycle 1

Table 4.1
The Students' Speaking Score of Pre-Test, Post-Test 1 in Cycle 1

No.	Students' Initials	Score of Pre-Test 1 Cycle 1	Score of Post-Test 1 Cycle 1
1.	A	30	60
2.	AP	50	60
3.	ASP	50	60
4.	CMS	30	50
5.	D	30	70
6.	EMA	60	70

7.	EM	60	70
8.	DH	30	50
9.	DS	30	50
10.	DZR	50	75
11.	FGA	50	60
12.	IHE	50	60
13.	IH	50	60
14.	KFN	30	50
15.	MRF	30	50
16.	MSH	60	70
17.	MDP	30	50
18.	MJ	60	70
19.	MAA	50	60
20.	MAP	30	50
21.	MAPR	50	60
22.	MDBF	30	50
23.	MSS	60	70
24.	N	30	50
25.	NSP	30	50
26.	NF	30	50
27.	P	30	60
28.	PF	60	75
29.	PPS	60	70
30.	PY	60	70
31.	RA	60	70
32.	RAM	60	70
33.	SA	60	70
34.	SI	60	70
35.	SN	60	70
36.	SPG	60	70

37.	SAP	60	70
38.	TS	30	50
Mean:		46.05	61.57

In analyzing the data in pre-test, the first step taken is getting an average grade score. It is calculated as follows:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1750}{38}$$

$$\bar{X} = 46.50$$

Based on the result in pre-test, the data showed that the mean score of pre-test was 46.50. it means that the students' speaking score before using KWL technique or before implementing CAR is 46.50

After that, in the cycle 1, the researcher calculated the result of post-test 1 to know the students' score improvement from the pre-test to post-test 1 result. Those were calculating the students' mean score of the class, and calculating the students' improvement score into percentage.

In analyzing the data in post-test 1, the first step taken is getting an average grade score. It is calculated as follows :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2340}{38}$$

$$\bar{X} = 61.57$$

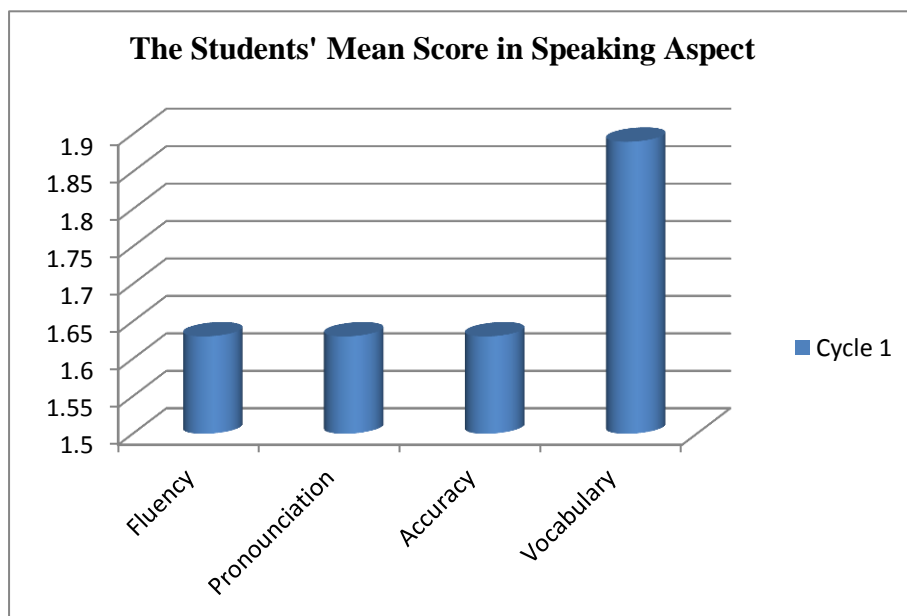
Then, to get the percentage of students' score who passed the KKM in the post-test 1. It calculated by using :

$$P = \frac{R}{T} 100\%$$

$$P = \frac{17}{38} 100\%$$

$$P = 44.73\%$$

From the calculation, the percentage of classes that passed the KKM was 44.73%. it showed that in cycle 1, there were 17 students who passed the KKM with a high score of 70 and a low score of 50, so there were still 21 students whose grades were below the KKM.



Then, from the result of students' mean score in speaking aspect, she knew that the mean score of each aspects was very low with the total mean was 6.78 and with higher score of fluency was 2, pronunciation 2, accuracy 2 and vocabulary 2. Then, it would be presented in this steps of CAR below.

a. Planning

In this phase, the researcher arranged the lesson plan. Then the researcher prepared the research instruments, such as the observation sheet and the questionnaire. Beside of making lesson plan and research instruments, the researcher also prepared the post-test to collect the data.

b. Acting

The action of of the cycle 1 was done in 2 sessions (4x45 minutes/meeting). In this phase, the learning activity implemented the lesson plan that had been made before. In the early phase, the researcher should be explain the students about the goal of the activity. Then, the researcher were divided the students into pair. Next, presented the subject of speaking in English using the KWL technique through language games. And the students must filled the KWL chart that the reseacrher made by spoke and wrote on the KWL chart.

Afterward, the researcher gave a post-test to the students. In the post-test, the students must made a short conversation related with the Offerring Something and Suggestion with their chair mate.

c. Observation

In this step, the researcher tried to notice all the activities in the classroom, like the the students' response and the students' participation during the learning process using KWL technique trough language games.

Related to the students' response, some students did not pay attention to the lesson. Moreover, some students talk to each other while other students are performing in front of the class. However, teaching and learning activities took place lively even though some students seemed uninterested.

And then, related to the students' participation, it showed some enhancement than before using language games through KWL technique. Some students giving a presentations, participated in conversation and discussion. Their pronunciation, fluently and their confidence were better than before, even though they still need more practice.

d. Reflection

The researcher evaluated about the conclusion of implementing the action. Based on the result of post-test 1, they were only 17 students or 44.73% of students passed the KKM. Even, the researcher felt satisfied enough because their efforts to improve students' speaking skill. Even though, the researcher have to modify the action in order 85% of students in the class could pass the KKM. From the reflecting above, there must be more efforts to improve studnets' speaking in English by KWL techniques through language game.

From the cycle 1, the data showed that all the score of pre-test and post-test still under the KKM (70) , and from the mean of students' speaking score showed that still low with the score 6.8. So, the reseacrher decided to continue the reserach into the cycle 2 to got the score above the KKM (70) and the mean of students' speaking score even better than before.

2. Cycle 2

Table 4.2

The Students' Speaking Score of Pre-Test 2, Post-Test 2

No.	Students' Initial	Score of Pre – Test 2 Cycle 2	Score of Post-Test 2 Cycle 2
1.	A	70	90
2.	AP	70	80
3.	ASP	70	90
4.	CMS	70	80
5.	D	80	80
6.	EMA	70	80
7.	EM	60	80
8.	DH	60	70
9.	DS	60	70
10.	DZR	80	90
11.	FGA	70	70
12.	IHE	70	80
13.	IH	70	80
14.	KFN	70	80
15.	MRF	60	70
16.	MSH	80	90
17.	MDP	70	80
18.	MJ	80	90
19.	MAA	70	80
20.	MAP	60	70
21.	MAPR	70	80
22.	MDBF	70	80
23.	MSS	80	90

24.	N	70	80
25.	NSP	70	80
26.	NF	70	80
27.	P	70	90
28.	PF	80	80
29.	PPS	80	80
30.	PY	80	90
31.	RA	80	90
32.	RAM	70	90
33.	SA	80	90
34.	SI	70	90
35.	SN	70	90
36.	SPG	70	80
37.	SAP	80	80
38.	TS	70	80
Mean:		71.57	82.10

In analyzing the data in pre-test 2 in cycle 2, the first step was to found the mean score of the class. It was calculated as following :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2720}{38}$$

$$\bar{X} = 71.57$$

Based on the result of pre-test 2 in cycle 2, the data showed that the mean score of pre-test 2 in cycle 2 was 71.57. It means that the students' speaking

score after the pre-test 2 in cycle 2 using KWL technique through language game was better than in cycle 1.

And the, to get the percentage of students' score that passed the KKM in the pre-test 1 in cycle 2. It calculated by using :

$$P = \frac{R}{T} 100\%$$

$$P = \frac{33}{38} 100\%$$

$$P = 86.84\%$$

From the result, the class percentage which passed the KKM is 86.84%. It showed that in the pre-test 1 in cycle 2, there were 33 students who passed the KKM with the high score was 80 and the low score was 60, so there were 5 students who got score under the KKM.

Next, the researcher also calculated the result of post-test 2 in cycle 2 to know further the score improvement either from the result of pre-test and post-test in cycle 1 and also of the pre-test 1 in cycle 2. The researcher calculated the mean score of the class in the post-test 2 in cycle 2. The calculation using as follow:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{3120}{38}$$

$$\bar{X} = 82.10$$

From the result, the mean score of post-test is 82.10. It showed that there were some students' improvement score (82.10) from the mean score in cycle 1 and also the score of pre-test 2 in cycle 2 (71.57).

The last step is to take the class percentage that score passed the KKM. It uses the calculation, as following :

$$P = \frac{R}{T} 100\%$$

$$P = \frac{38}{38} 100\%$$

$$P = 100\%$$

From the result, the class percentage was 100%. It showed that in the post-test 2 in cycle 2 all the students passed the KKM with the highest score 90 and the lowest 70. The class percentage in post-test 2 in cycle 2 indicated an improvement from the previous test with the class percentage the researcher got 100%.

a. Planning

After discovering the fact that students' speaking in English is still low, as evidenced by the pre-test score 1, the researcher restructured the lesson plan used in the previous cycle with some modifications. When in cycle 1, the researcher used a picture to conduct the KWL technique to make a short conversation, in cycle 2, the researcher used the words card game to make a short conversation. The researcher hopes this can stimulate students to become more active in learning. In addition, researchers also prepared observation sheets, pre-test and post-test 2, as well as questionnaires to collect data.

b. Acting

In this phase, the researcher brought some words card related to the material, it is offering something and suggestion. Then, the researcher asked the students one by one about offering something and suggestion. When in

the cycle 1 the researcher conducted KWL technique through the picture, whereas in the cycle 2 the researcher used the word card games to stimulate the students to be more active and creative in speaking in English. Then, the researcher asked the students to make a short conversation and performed the conversation in front the class with their chair mate. Then, in the last meeting the researcher gave a multiple choice that related with the material to the students as a post-test 2.

c. Observation

In this phase, the researcher tried to notice all the activities in the classroom, like the the students' response and the students' participation during the learning process using KWL technique through language games.

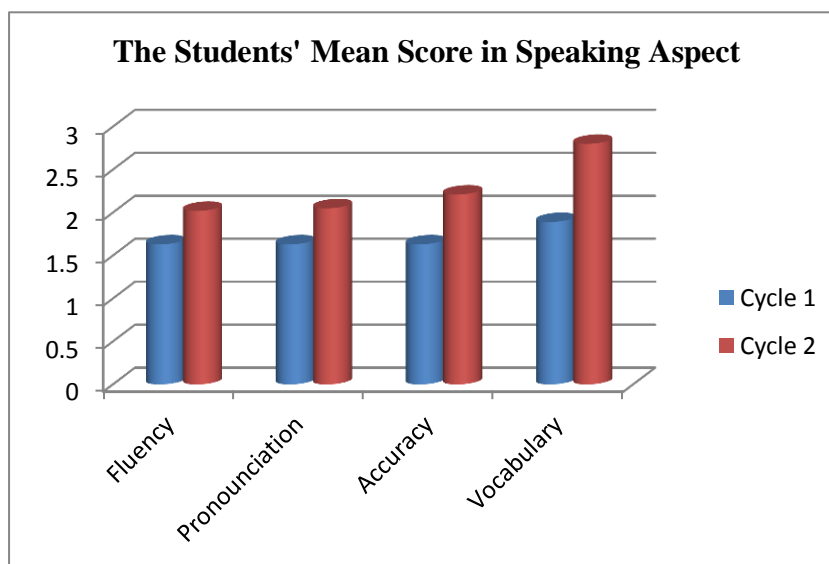
Related to the students' response, most of the students pay attention to the lesson. They looked more enthusiastic and more spirit when the teaching and learning processes. And then, related to the students' participation, it showed some progress than in cycle 1. Most of students giving oral presentations (perform), participated in conversation and discussion. Their pronunciation, fluency were better than before. Even the students looked more adventurous to speaking in English in front of the class.

d. Reflecting

In this phase, the researcher analyze the result of cycle 2. Most of the students responded the activity and the teaching learning process done very well. The researcher felt satisfied because of the students have significant

improvement from the score that they got in pre-test, post-test 1 and post-test 2. After achieving the target research of minimally 85% students who passed the KKM.

From the cycle 2, the data showed that all the score of pre-test and post-test passed the KKM (70) , and from the mean of students' speaking score showed that better than in cycle 1, with the mean 8.8. Then, from the percentage of the questionnaire showed that above 70% students strongly agree and agree with the language games through KWL technique to improve their speaking achievement. So, the researcher decided to stop the research in cycle 2.

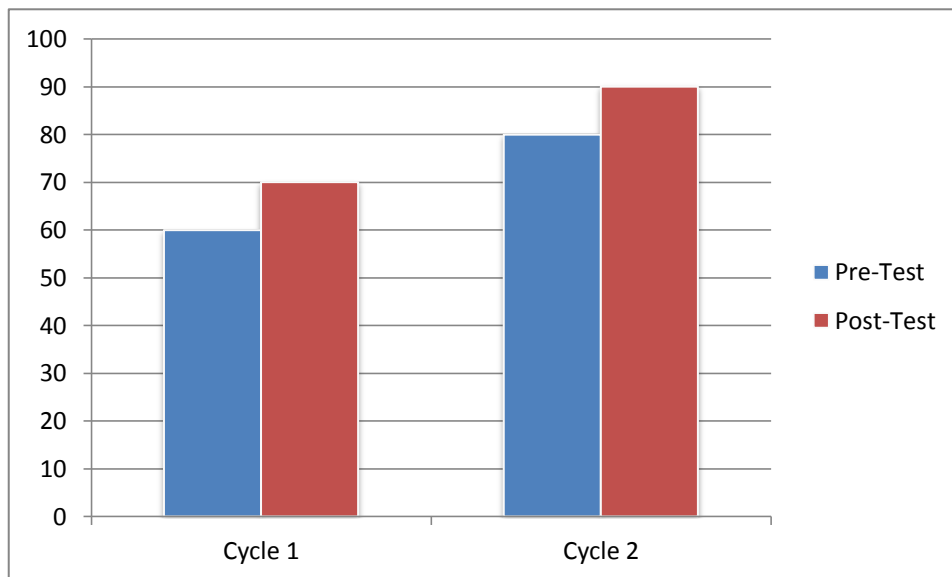


From the students' mean score in speaking aspect above, the result showed that there was increment in the students' speaking aspect. Such as, the higher score in fluency was 2, pronunciation 3, accuracy 3, and vocabulary 4 with the total mean of students' speaking aspect was 8.8.

Tabel 4.3**The percentage of students' score who pass KKM**

Cycle 1	Percentage (%)	Cycle 2	Percentage (%)
Pre-Test 1	0%	Pre-Test 2	84.86%
Post-Test 1	44.73%	Post-Test 2	100%

From the data on the table showed that the percentage of students' score who passed the KKM increased, from the pre-test and post-test in cycle 1 were 0% and 44.74% to the pre-test and post-test in cycle 2 were 84.86% and 100%.



The graphic showed that the higher score of pre-test in cycle 1 was 60 and the post-test in cycle 1 was 70, and it was under the KKM. Then, the higher score of pre-test in cycle 2 was 80 and the post-test in cycle 2 was 90. It was passed the KKM (70)

C. Finding and Discussion

1. Findning

After colectiong the data, in the pre-test 1 in cycle 1 there were not students who passed the KKM with the higher score 60 and the lower score 30. And in the post-test 1 in cycle 1 there were some students who passed the KKM, there were 17 students who passed the KKM with the higher score 70 and the lowest score 50. Then, in the pre-test 2 and post-test 2 in cycle 2 almost all the students passed the KKM with the higher score 80 and lowest score 60 in pre-test 2, and the higher score 90 and lowest score 70 in post-test

After knowing the score and mean from the students, next the percentage score of students who passed the KKM. In the cycle 1, there were not students who passed the KKM 70 in pre-test 1, so the percentage obtained 0%. Then in post-test 1 in cycle 1, the percentage score of students who passed the KKM 44.73%, only with 17 students who passed the KMM. Next, in the cycle 2 in pre-test 2, the percentage of students who passed the KKM 84.86%, with 33 students who passed the KKM. And from the post-test 2 in cycle 2, the percentage of students who passed the KKM 100%, with all the students passed the KKM. Then, for the result of the questionnaire, it proved that the response of students toward teaching speaking using language game through KWL technique was up to 70%. It could be said that language game through KWL technique in teaching speaking was a good technique.

2. Discussion

From the result, it found that KWL technique through language games could improve the students speaking achievement. Teaching speaking offering something and suggestion by the classroom action research. This technique is one of the the technique who can improve the students' speaking achievement. The students could speaking in English without feeling nervous, more confidence and easier to understood the material. And also, with KWL technique the students' speaking ability better than before, like their pronunciation, grammar, vocabulary, fluency and the others.

CHAPTER V

CONCLUSION AND SUGGESTION

After carrying out all the steps of this CAR, the researcher gave some conclusions from the results of this study. Furthermore, related to the conclusion, she also gave some suggestions.

A. Conclusion

Based on the research conducted in XI TKJ 1 of SMK Swasta Tarbiyah Islamiyah Hamparan Perak, she concluded that teaching with KWL technique through language game improved students' speaking in English. It showed with the score that they got. Furthermore, from the of the result of students's class percentage in speaking learning using language game through KWL technique was 44.73% into 100%. It concluded that the students' helped by using KWL technique.

B. Suggestion

Then, the researcher would give some suggestion as follows:

- a. Language game through KWL technique was a helpful technique to encourage students' speaking in English, and teachers must pay attention and develop the use of this technique as an alternative technique of teaching in the classroom.

- b. The teacher should give a clear explanation and instruction in directing to her students when the teacher using KWL technique through language game.

At the end, she realize that this research still has weaknesses and mistakes.

Therefore, she accept the suggestion to make this research better.

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APPENDIX I

LESSON PLAN (Cycle 1)

School	: SMK Swasta Tarbiyah Islamiyah
Class / Semester	: XI/1
Time Allocation	: 4 x 45 minutes
Topic of Learning	: Expression of Offering Something and Suggestion
Skill	: Speaking

A. Core Competencies

3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems.
4. Processing, reasoning, and presenting, in the realm of concrete and abstract realm related to the development of what he learned in school independently and acting effectively and creatively, and being able to use methods according to scientific rules.

B. Basic Competency

- 3.1 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use. (Pay attention to linguistic elements should, can)
- 4.1 Arrange oral and written texts to express, ask, and respond to expressions of suggestions and offers, taking into account social functions, text structure, and language elements that are correct and in context.

C. Indicators

1. Distinguish the phrases used in giving and requesting information regarding suggestions and offers in accordance with the context of their use.
2. Make short and simple conversation that involve giving and asking for information related to suggestions and offers, and read it in front of the class

D. Competency Achievement Indicator

1. Students are able to distinguish the phrases used in giving and requesting information regarding suggestions and offers.
2. Students are able to make short and simple conversation that involve giving and requesting information regarding suggestions and offers.

E. Learning Material

Expression of Offering Something and Suggestion

F. Method of Teaching

KWL (Know, Want to Know, Learned) Technique

G. Media, Tools, Source Learning

1. Media
 - Picture
 - Language Games
2. Tools
 - Whiteboard
 - Marker
3. Source Learning
 - Book Package XI
 - LKS

H. Learning Steps

➤ First Meeting

1. Opening Activities (15 minutes)

- a. Teacher greetings to the students and praying to begin the learning.

- b. Teacher check the students' attendance.
- c. Teacher will link the material / themes / learning activities to be carried out with the experience of students with previous material / themes / activities, in class X.
- d. Teacher will provide an overview of the benefits and the goals of the lessons to be learned.
- e. Inform the subject matter that will be discussed at the meeting at that time.
- f. Notify about core competencies, basic competencies, indicators, and KKM at the meeting that takes place and division of study groups

2. Core Activities (60 minutes)

- a. Teacher explain the KWL technique with the material "Offering Something and Suggestion"
- b. Teacher divide the students into 6 groups and displaying the KWL chart and give a memo card for each groups.
- c. Teacher displaying a pictures that related to the material.
- d. Teacher apply the KWL technique.

Step 1 "What do I Know"

- e. Teacher give a picture that related with "Offering Something and Suggestion" then the teacher ask " what do you know about the picture?"
- f. Then, teacher ask the students to speak about what they know from the picture and write it on a memo card and paste on column "K" on the KWL chart.

Step 2 "What I Want to Know"

- g. Teacher ask to the students again "What do you want to know about "Offering Something and Suggestion?"

- h. Teacher ask the students to speak about what they want to know about the picture and write it on a memo card and paste on column “W” on the KWL chart.
- i. After column “K” and “W” are filled, teacher ask the students to read their textbook about “Offering Something and Sugestion” as a whole.

EXPRESSION	
Offer	Suggestion
Could I ...	Let's go
I Offer ...	We propose ...
Will I....	I Suggest....
Shall I...	We Advocate
Would you...	I advice
Can we...	I put forward
Example :	
Could I bring you a cup of tea?	

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.
Let's call it a day.	Let's.	No, let's stay for a while.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

- j. Students have to make short conversation on their group based on the picture that the teacher give.
- k. Then, the students have to present the conversation in front of the class.

3. Clossing

- a. Teacher ask the students about the difficult things to help them reflect on the learning they have been doing.
- b. Students make a summary of the material that they have been learning.
- c. The teacher remind the students to learn more the material at home.
- d. Teacher close the meeting by praying and say hamdallah.

H. Learning Steps

➤ Second Meeting

1. Opening Activities (15 minutes)

- g. Teacher greetings to the students and praying to begin the learning.
- h. Teacher check the students' attendance.
- i. Teacher will link the material / themes / learning activities to be carried out with the experience of students with previous material / themes / activities, in class X.
- j. Teacher will provide an overview of the benefits and the goals of the lessons to be learned.
- k. Inform the subject matter that will be discussed at the meeting at that time.
- l. Notify about core competencies, basic competencies, indicators, and KKM at the meeting that takes place and division of study groups.

2. Core Activities (60 minutes)

- a. Teacher explain the KWL technique with the material "Offering Something and Suggestion"
- b. Teacher divide the students into into pairs and displaying the KWL chart.
- c. Teacher giving a card words to the students that related to the material.
- d. Teacher apply the KWL technique.
- e. Teacher ask students to make a short conversation about the card words that they have.
- f. Students have to role play their short conversation in front of the class.
- g. Then, students have to fill the column "L" in the KWL chart.

Step 3 " What did I Learned"

- a. After the students read the textbook as a whole, the teacher ask them to answer the question that they made in column "W" by speak up and write on the memo card then paste on the column "L"
- b. Teacher also ask the students to give an other information that they have from the material.

c. Teacher give a quiz for each groups that related with the material.

3. Clossing

- a. Teacher ask the students about the difficult things to help them reflect on the learning they have been doing.
- b. Students make a summary of the material that they have been learning.
- c. The teacher remaind the students to learn more the material at home.
- d. Teacher close the meeting by praying and say hamdallah.

Medan, 2019

Known by
Headmaster

EnglishTeacher

Julkhairi Same, S.Pd, M.Si

Rizki Savitri, S.Pd

Researcher

Arini Prishandani

APPENDIX II

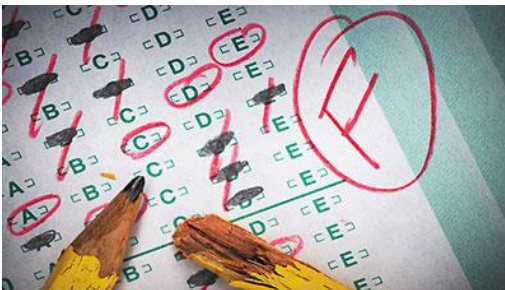
Pre Test 1 in Cycle 1

Make a simple and short conversation with the Expression of Offering Something and Suggestion based on the picture !

Picture 1



Picture 2



Picture 3



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Post Test 1 in Cycle 1

Please make a short conversation about Expression of Offering Something and Suggestion based on these words!

- Examination
- Test
- Mathematics
- Good

- Tea
- Sick
- Want
- Thank you

- Rain
- Umbrella
- No, thanks
- Bring

- Take
- Picture
- Birthday
- Of course

- Forget
- Bring
- Book
- Apologise

APPENDIX II

LESSON PLAN (Cycle 2)

School	: SMK Swasta Tarbiyah Islamiyah
Class / Semester	: XI/1
Time Allocation	: 4 x 45 minutes
Topic of Learning	: Expression of Offering Something and Suggestion
Skill	: Speaking

A. Core Competencies

3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems.
4. Processing, reasoning, and presenting, in the realm of concrete and abstract realm related to the development of what he learned in school independently and acting effectively and creatively, and being able to use methods according to scientific rules.

B. Basic Competency

- 3.1 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use. (Pay attention to linguistic elements should, can)
- 4.1 Arrange oral and written texts to express, ask, and respond to expressions of suggestions and offers, taking into account social functions, text structure, and language elements that are correct and in context.

C. Indicators

1. Distinguish the phrases used in giving and requesting information regarding suggestions and offers in accordance with the context of their use.
2. Make short and simple conversation that involve giving and asking for information related to suggestions and offers, and read it in front of the class.

D. Competency Achievement Indicator

1. Students are able to distinguish the phrases used in giving and requesting information regarding suggestions and offers.
2. Students are able to make short and simple conversation that involve giving and requesting information regarding suggestions and offers.

E. Learning Material

Expression of Offering Something and Suggestion.

F. Method of Teaching

KWL (Know, Want to Know, Learned) Technique

G. Media, Tools, Source Learning

1. Media
 - Language Games
2. Tools
 - Whiteboard
 - Marker
3. Source Learning
 - Book Package XI

H. Learning Steps

➤ First Meeting

1. Opening Activities (15 minutes)

- a. Teacher greetings to the students and praying to begin the learning.
- b. Teacher check the students' attendance.

- c. Teacher will link the material / themes / learning activities to be carried out with the experience of students with previous material / themes / activities, in class X.
- d. Teacher will provide an overview of the benefits and the goals of the lessons to be learned.
- e. Inform the subject matter that will be discussed at the meeting at that time.
- f. Notify about core competencies, basic competencies, indicators, and KKM at the meeting that takes place and division of study groups

2. Core Activities (60 minutes)

- a. Teacher explain the KWL technique with the material “Offering Something and Suggesstion”
- b. Teacher divide the students into a group and displaying the KWL chart and ask them to make a short conversation .
- c. After that, the students tell their conversation in role play in front of the class.
- d. And then, the other students must guest what is the converstion about.

3. Clossing

- a. Teacher ask the students about the difficult things to help them reflect on the learning they have been doing.
- b. Students make a summary of the material that they have been learning.
- c. The teacher remaind the students to learn more the material at home.
- d. Teacher close the meeting by praying and say hamdallah.

H. Learning Steps

➤ Second Meeting

1. Opening Activities (15 minutes)

- a. Teacher greetings to the students and praying to begin the learning.
- b. Teacher check the students’ attendance.
- c. Teacher will link the material / themes / learning activities to be carried out with the experience of students with previous material / themes / activities, in class X.

- d. Teacher will provide an overview of the benefits and the goals of the lessons to be learned.
- e. Inform the subject matter that will be discussed at the meeting at that time.
- f. Notify about core competencies, basic competencies, indicators, and KKM at the meeting that takes place and division of study groups.

2. Core Activities (60 minutes)

- a. Teacher explain the KWL technique with the material “Offering Something and Suggestion”
- b. Teacher giving a test multiple choice about Offering Something and Suggestion.
- c. The students answer the test individually

3. Closing

- a. Teacher ask the students about what they had learned in Offering Something and Suggestion.
- b. Students make a summary of the material that they have been learning.
- c. The teacher give a conclusion about Offering Something and Suggestion.
- d. Teacher close the meeting by praying and say hamdallah.

Medan, 29 July 2019

Known by
Headmaster

EnglishTeacher

Julkhairi Same, S.Pd, M.Si

Rizki Savitri, S.Pd

Researcher

Arini Prishandani

APPENDIX IV

Post-Test 2 in Cycle 2

Exercise: Answer the following questions!

1. Mr Bean : Hello, Miss Smith. Would you like a cup of coffee? I'm just making some.
Miss Smith : Oh, yes please, that would be lovely.
Mr Bean : How do you take it?
Miss Smith : With milk and sugar please.
Mr Bean: Here you are.
Miss Smith: Thank you.
The underlined expression expresses ...
A. Offering something
B. Offering help
C. Accepting an offer
D. Declining an offer
2. Dany: Good morning Jane, do you want an ice cream?
Jane: Oh, great! _____, I'd love one.
Dany: Chocolate or Strawberry?
Jane: Chocolate, please.
The suitable expression to complete the dialogue is ...
A. Yes please
B. No Thanks
C. Don't bother
D. Never mind
3. Andy: Shall I carry your luggage to your apartment?
Boby: Yes, please!
The underlined word has similar meaning with ...
A. Borrow
B. Bring
C. Drop
D. Dodge
4. Indry : The box you brought looks very heavy. _____
Putry : Sure. It's very kind of you. Thanks.
The suitable expression to complete the dialogue is ...
A. Would you like me to help you?
B. Would I like to help me?
C. Would you like to help me?
D. Would you like to bring it for me?
5. Andry : Some of our friends will join the concert tomorrow. Would you like to go with me?

Sintya : _____ It will very interesting. I need to refresh my mind this time.

The suitable expression to complete the dialogue is ...

- A. I'd love to but I don't think I can come
 - B. I'm really sorry. I already have my own plan
 - C. Well, I'm not sure
 - D. What a great idea!
6. Tom looks very tired. What's your suggestion to him?
- A. you should eat more.
 - B. you should study harder
 - C. I think you ought to get some rest
 - D. what if you go for a walk?
7. Linda is working on her homework, but she finds some difficult questions. What will you suggest her?
- A. I think you should stop studying.
 - B. maybe you can sleep now.
 - C. What if you drink to refresh yourself?
 - D. what about going to your friend's house to study together?
8. A: go to the cinema and watch a good film?
B: That's a good idea
- A. you must
 - B. you have
 - C. I think you should
 - D. what if we
9. This is Saturday night. What will you suggest your friend?
- A. I think we should go to the town square for sight seeing.
 - B. what about going to the doctor?
 - C. you should speak to your teacher.
 - D. what if we take this to be repaired?
10. Your friend needs a book for his homework. But he doesn't have enough money to buy it. What will you suggest him?
- A. Maybe you can borrow from our seniors?
 - B. I think you shouldn't do the homework.
 - C. What if we go to the zoo?
 - D. You ought to get some rest.

Pre-Test 2 in Cycle 2

Exercise : Answer The Following Questions !

Question for number 1 until 4

Anna: Hi Jane, you look so pale. Are you okay?

Jane: Hi Anna, I'm not okay. I have stomach pain. I'm looking for some medicine.

Anna: (1) to get some medicine.

Jane: (2) Thanks a lot Anna.

Anna: You're welcome. (3)? Maybe take you to the emergency?

Jane: No thanks, (4)

1. The right answer is...
 - a. Let me help you
 - b. I don't want you
 - c. I don't think I can help you
 - d. Tell me how
2. The right answer is...
 - a. No, I don't need it.
 - b. I can do it myself.
 - c. Yes, please.
 - d. Please help me.
3. The right answer is...
 - a. Would you like a cup of tea?
 - b. Is there anything else I can do for you?
 - c. No problem
 - d. Of course
4. The right answer is...
 - a. Yes, please.
 - b. I need it so much.

- c. Definitely!
 - d. I can manage it myself.
5. Informal way to offer something is....
- a. Would you like a piece of cake?
 - b. May I offer you a cup of hot tea?
 - c. Can I get you some fresh fruits?
 - d. Are you up for some chips?
6. How do you say when you want to refuse a help from someone?
- a. Thanks a lot for your help. I'm so grateful.
 - b. Yes, sure.
 - c. I'm sorry, but I'd rather to do it on my own. Thank you.
 - d. Sure I will do you a favor.
7. Doctor: smoking if you don't want to get sick.
Patient: Yes sir, I will try.
- a. what if you stop
 - b. you should stop
 - c. how about
 - d. maybe you can stop
8. H: Shall we go camping this weekend?
N: Sorry, man. I don't really fancy it. _____
- a. I'd prefer going skiing
 - b. I prefer to go skiing
 - c. I'd love to go skiing
 - d. I'd rather go skiing
9. A: What _____ we do this weekend?
B: Let's go to the beach.
- a. Will
 - b. Is
 - c. Shall
 - d. Should
10. You and your friends are on a trip to a beach in Banyuwangi. However, none of you knows about the route the that beach. What will be your suggestion?

- a. I think we can go home now.
- b. What about going to a restaurant?
- c. Maybe you can open Google Maps application on your phone.
- d. You should read the instruction more carefully.

APPENDIX V

KEY ANSWER

NO.	CYCLE 2	
	Pre-Test	Post-Test
1	A	C
2	C	A
3	B	B
4	D	A
5	D	D
6	C	C
7	B	D
8	D	D
9	C	A
10	C	A

APPENDIX VI

The Result of Students' Score in Cycle 1 and Cycle 2

No.	Students' Initial	Cycle 1		Cycle 2	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1.	A	30	60	70	90
2.	AP	50	60	70	80
3.	ASP	50	60	70	90
4.	CMS	30	50	70	80
5.	D	30	70	80	80
6.	EMA	60	70	70	80
7.	EM	60	70	60	80
8.	DH	30	50	60	70
9.	DS	30	50	60	70
10.	DZR	50	75	80	90
11.	FGA	50	60	70	70
12.	IHE	50	60	70	80
13.	IH	50	60	70	80
14.	KFN	30	50	70	80
15.	MRF	30	50	60	70
16.	MSH	60	70	80	90
17.	MDP	30	50	70	80
18.	MJ	60	70	80	90
19.	MAA	50	60	70	80
20.	MAP	30	50	60	70
21.	MAPR	50	60	70	80
22.	MDBF	30	50	70	80
23.	MSS	60	70	80	90
24.	N	30	50	70	80

25.	NSP	30	50	70	80
26.	NF	30	50	70	80
27.	P	30	60	70	90
28.	PF	60	75	80	80
29.	PPS	60	70	80	80
30.	PY	60	70	80	90
31.	RA	60	70	80	90
32.	RAM	60	70	70	90
33.	SA	60	70	80	90
34.	SI	60	70	70	90
35.	SN	60	70	70	90
36.	SPG	60	70	70	80
37.	SAP	60	70	80	80
38.	TS	30	50	70	80
Mean:		46.05	61.57	71.57	82.10
Percentage		0%	44.73%	84.86%	100%

APPENDIX VII

Questionnaire

A. Data Responden Siswa

Nama :

Kelas :

B. Petunjuk

1. Berilah tanda ceklist (√) untuk jawaban yang tepat sesuai pendapat anda sendiri
2. Keterangan pilihan jawaban

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pertanyaan	SS	S	TS	STS
1.	Saya senang dengan pelajaran Bahasa Inggris				
2.	Saya senang dengan pelajaran Bahasa Inggris terutama speaking				
3.	Saya bertanya kepada guru jika ada materi yang belum dipahami				
4.	Saya mengerti materi yang diajarkan oleh guru karena metode mengajarnya yang menyenangkan				
5.	Materi yang disampaikan oleh guru menarik perhatian saya				
6.	Saya merasa tertarik belajar speaking dengan menggunakan teknik KWL				
7.	Guru memberikan kesimpulan materi pada setiap akhir pembelajaran				
8.	Saya memperoleh umpan balik yang cukup dari guru untuk mengetahui tingkat keberhasilan kinerja saya				
9.	Guru berkeliling kelas untuk mengecek dan membantu kesulitan siswa selama proses belajar mengajar				
10.	Minat saya dalam berbicara menggunakan belajar Bahasa Inggris meningkat setelah diajar menggunakan teknik KWL serta Language Games.				

APPENDIX VIII

DOCUMENTATION



Picture 1

“The researcher gave the explanation about the KWL technique”



Picture 2

“The students read the dialogue about offering something and suggestion”



Picture 3

“The students do the exercise about offering something and suggestion as a group”



Picture 4

“The reseracher helped the a group who did not understand with the task”



Picture 5
“The students done the task individually”



Picture 6
“The students answered the question from the reseracher”

APPENDIX IX**OBSERVATION SHEET****CYCLE 1****Subject : Englis****Class : XI****Number of Students : 38****Observation's Name : Arini Prishandani****Teacher's Name : Rizki Savitri, S.Pd****Note : 3 = Very Good; 2 = Good; 1 = Bad**

Indictors	First Meeting			Second Meeting		
	1	2	3	1	2	3
1. The teacher plans effectively and sets clear objectives that are understood						
a. Obejctives are communicated clearly at the start of the lesson.		√			√	
b. Materials are ready.		√			√	
c. There is stucture of the lesson.		√			√	
d. The lesson is reviewed at the end.		√				√
2. Teacher shows knowledge and understanding						
a. Teacher gives through knowledge at the subject content convered in the lesson.		√			√	
b. Instructional Materials are appropriate for the lesson.			√			√
c. Knowledge is made relevant and interasting for the students		√			√	

3. Teaching methods are use enable all students to learn effectively.						
a. The lesson is link to previous teaching learning.		√				√
b. The ideas and experiences of the students are drawn upon		√			√	
c. A variety of activity and questioning techniques are used		√			√	
d. Instructions and explanations are clear and specific		√			√	
e. The teacher involves all the students, listen to them and respond appropriately		√			√	
f. High standard of efforts, accuracy and presentation are encourage.		√			√	
g. The teacher uses the interesting media			√			√
4. Students are well managed and high standard of behavior are insisted upon						
a. Students are praised regularly for their effort and achievement		√			√	
b. All students are treated fairly.		√			√	
5. Students work is assesed thoroughly						
a. Students understanding is assesed through out the lesson by using of teacher's question		√			√	
b. Mistakes and misconceptions are recognized and used constructively to facilitate learning.		√			√	
6. Homework is used effectively to reinforce and extend learning.						
a. Homework is appropriate		√			√	
b. Homework is followed up if it is set previously		√			√	
7. Medium of intructions						

a. The teacher integrated internet connectiob devise in the lesson		√			√	
b. The instructional materials are used to capture the interest students.		√			√	
Total Number		46			48	
Mean		6.5			6.8	

OBSERVATION SHEET

CYCLE 2

Subject : Englis

Class : XI

Number of Students : 38

Observation's Name : Arini Prishandani

Teacher's Name : Rizki Savitri, S.Pd

Note : 3 = Very Good; 2 = Good; 1 = Bad

Indictors	First Meeting			Second Meeting		
	1	2	3	1	2	3
1. The teacher plans effectively and sets clear objectives that are understood						
a. Obejctives are communicated clearly at the start of the lesson.		√			√	
b. Materials are ready.			√			√
c. There is sturcture of the lesson.		√				√
d. The lesson is reviewed at the end.			√			√
2. Teacher shows knowledge and understanding						
a. Teacher gives through knowledge at the subject content conevered in the lesson.		√			√	
b. Instructional Materials are appropriate for the lesson.			√			√
c. Knowledge is made relevant and interesting for the students		√				√
3. Teaching methods are use						

enable all students to learn effectively.						
a. The lesson is link to previous teaching learning.			√			√
b. The ideas and experiences of the students are drawn upon			√			√
c. A variety of activity and questioning techniques are used		√			√	
d. Instructions and explanations are clear and specific		√				√
e. The teacher involves all the students, listen to them and respond appropriately		√			√	
f. High standard of efforts, accuracy and presentation are encourage.		√			√	
g. The teacher uses the interesting media			√			√
4. Students are well managed and high standard of behavior are insisted upon						
a. Students are praised regularly for their effort and achievement		√			√	
b. All students are treated fairly.		√				√
5. Students work is assesed thoroughly						
a. Students understanding is assesed through out the lesson by using of teacher's question		√			√	
b. Mistakes and misconceptions are recognized and used constructively to facilitate learning.		√			√	
6. Homework is used effectively to reinforce and extend learning.						
a. Homework is appropriate		√			√	
b. Homework is followed up if it is set previously		√			√	
7. Medium of intructions						
a. The teacher integrated internet connectiob devise in		√			√	

the lesson						
b. The instructional materials are used to capture the interest students.		√				√
Total Number	50			55		
Mean	7.1			7.8		

APPENDIX X

STUDENTS ATTENDANCE LIST

No.	Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1.	AKMAL				
2.	ANDRE PRADANA				
3.	ARYA SAPUTRA				
4.	CUT MAYA SARI				
5.	DALILA				
6.	DAVID HAMDALA				
7.	DENY SYAHPUTRA				
8.	DEVI ZAPIRA RAHMADINA				
9.	EMALIA AMRI				
10.	EMILIA AMRI				
11.	FARRAS GIBRAN ABID				
12.	IDA HERIANI				
13.	ILA HUSADA				
14.	KAYLA FATIN NABILA				
15.	M. RIZKI FAHRIZI				
16.	M. SETIAWAN HAFIZ				
17.	MHD. DIMAS PRAYOGI				
18.	MIFTAHUL JANNAH				
19.	M. ABDUL AZIZ				
20.	M. ANANDA PRATAMA				
21.	M. ASHA PRADANA				
22.	M. DEWA BRAHMASTA				
23.	MUTIA SARI SYAHFITRI				
24.	NURBAITI				
25.	NURIZA SYAH FITRI				
26.	NURUL FADILLAH				
27.	PURNAMA				
28.	PUTRI FATHIA				
29.	PUTRI PURNAMA SARI				
30.	PUTRI YUSLIA				
31.	RAIHAN ARALANDA				
32.	RISKA AMELIA				
33.	SITI AGUSTINA				
34.	SITI ILYASHA				
35.	SITI NURAZIZAH				
36.	SURYAYOGA PRADIKTA GUNAWAN				
37.	SYAFRIZAL ADITYA P				
38.	TYANA SALMA				

22	MDBF	1	1	1	2	2	2	2	2	
23	MSS	2	2	2	2	2	2	2	2	
24	N	1	1	1	2	2	2	2	3	
25	NSP	1	1	1	2	2	2	2	3	
26	NF	2	2	2	2	2	2	2	3	
27	P	1	1	1	1	2	2	2	2	
28	PF	2	2	2	2	2	2	2	3	
29	PPS	2	2	2	2	2	2	3	2	
30	PY	2	2	2	2	2	2	2	2	
31	RA	2	2	2	2	2	2	2	3	
32	RAM	2	2	2	2	2	2	2	2	
33	SA	2	2	2	2	2	2	2	2	
34	SI	2	2	2	2	2	2	2	2	
35	SN	2	2	2	2	2	2	2	2	
36	SPG	2	2	2	2	2	2	2	2	
37	SAP	1	1	1	2	2	2	2	2	
38	TS	2	2	2	2	2	2	3	3	
Jumlah		62	62	62	72	77	78	84	96	
Mean		1.63	1.63	1.63	1.89	2.02	2.05	2.21	2.52	
Total Mean		6.7					8.8			

APPENDIX XII

STUDENTS' ANSWER SHEET

APPENDIX XXII

CURRICULUM VITAE



1. Personal Identity

Name	Arini Prishandani
Place/Date of Birth	Bulu Cina / 07-August-1996
Religion	Islam
Address	Dusun 2 Emplasmen B, Desa Bulu Cina, Kec. Hamparan Perak
Email	ariniprishandani1996@gmail.com
Social Media	Ig : ariniprishandani
Phone Number	081361616979

2. Parrent's Data

Father's Identity	
Name	Sapto Edi
Place/Date of Birth	Bulu Cina / 05-December-1969
Address	Dusun 2 Emplasmen B, Desa Bulu Cina, Kec. Hamparan Perak
Occupation	PNS
Mother's Identity	
Name	Sumini
Place/Date of Birth	Bulu Cina / 07-July-1970
Address	Dusun 2 Emplasmen B, Desa Bulu Cina, Kec. Hamparan Perak, Kab. Deli Serdang
Occupation	Housewife

3. Education Histories

SD	SD Negeri 101760 Bulu Cina
SMP	SMP Negeri 20 Medan
SMA	SMA Swasta Ahmad Yani Binjai
College	Universitas Muhammadiyah Sumatera Utara