

CHAPTER III

THE IMPLEMENTATION

A. OBSERVATION

Before start to the implementation of teaching practice, the researcher conducted the observation. The observation includes teaching media, students characteristic, the method, the materials, the teaching practice, the class situation, and interaction between teacher and students.

The observation was conducted 2 times, 2 of them was conducted in XI MIPA 1. The first observation was conducted on 15 August 2015, the lesson was about asking and giving suggestions. The class activity is reading and writing. While the teacher playing a role as facilitator that explain material by reading the textbook in front of the class. The teacher only gave teaching's matters, explained the little, and then asked the student to run over or notes the matters. The effect is on the behavior of students who often talk to their peers. The result of the observation indicates that the students were looking boring when the teacher delivering materials. Besides, the students do not pay attention to the teacher, some of them playing their gadget. Moreover, the students were less motivation because the method that teacher treated the students was not really catching. The instructor does not use media or technologies that make the students interested in the lesson.

The second observation was conducted on 19 August 2015. The lesson was about hope and wish, and the activity is speaking. The teacher explain the materials by doing chit chat with some of students. From the second observation, the result is most students are not fascinated in the teaching process because the teacher just provides monotone methods to train the students' speaking ability. Besides, when the teacher asks the learners to practice the conversation, the learners too shame to have contribution in showing their idea because of the lack of assurance. Moreover, the students did not have high encouragement to speak in English. The sample of observation results are shown below and the complete script in on appendix.

Table 1 Classroom Observation Notes

NO	DAY/DATE	TOPIC	CLASS	NOTES
1	Saturday, 15 August 2015	Asking and Giving Suggestion	XI MIA 1	<ul style="list-style-type: none"> - The class activities are reading and writing. - The teacher uses a monotonous technique in delivering materials. - The teacher sometimes use Javanese language - Some students playing their gadget when teacher explain the materials - Students seem uninterested in the lesson - Most of students less motivation

Based on the result of observation, the researcher decides to use the game to gain students interesting in teaching and learning practice especially in speaking. Applying the game as a media in the teaching-learning process is one of the great alternatives. There are many types of games that can be applied in the teaching-learning process, one of them is a board game. Board game can be the tools that will provides many benefits for the teacher and the learners either. Carly (2010: 21) states the benefits of board game are fascinate the learners to study English because it is joy and create more attempt, find and associate with their surroundings people. Accordingly, board game can be assigned as something or an equipment that is employed to fascinate students' motivation to obey the teaching and learning process because by applying board game can create the students more focus in learning, because they do not find that they are obliged to study.

B. TEACHING PRACTICE IMPLEMENTATION

1. Making Lesson Plan

For arranging learning preparation in the classroom, lesson plans are very needed to be made. The lesson plan is designed following the format from Senior High School and following the syllabus of grade XI based on 2013 curriculum. Before the final result, the researcher have consultated the lesson plan to teacher tutor in order to get feedback and suggestion. The sample of lesson plan are shown bellows and the complete are in appendix

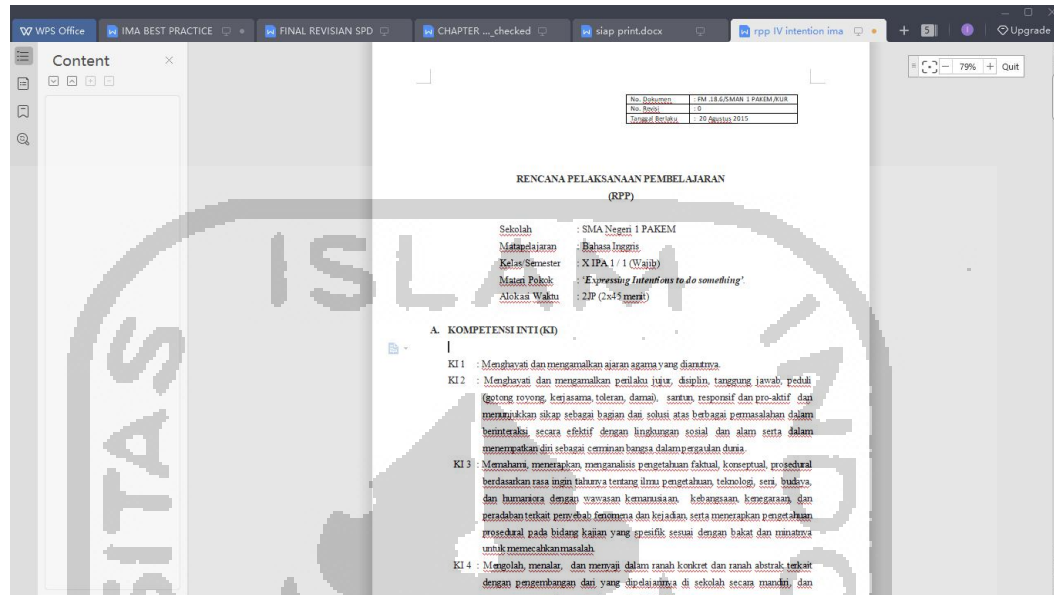


Figure 1 Lesson Plan

2. Designing Teaching Materials

Before the researcher implement the lesson plan in teaching and learning activities, the researcher designing the teaching material related to the topic and consider with students need analysis. In this lesson, the researcher use the materials from the textbook that has been prepared by the school. The textbook is "PATHWAY TO ENGLISH" as the main source of materials. Furthermore, the sample of textbook is show bellow, and the complete are in the appendix

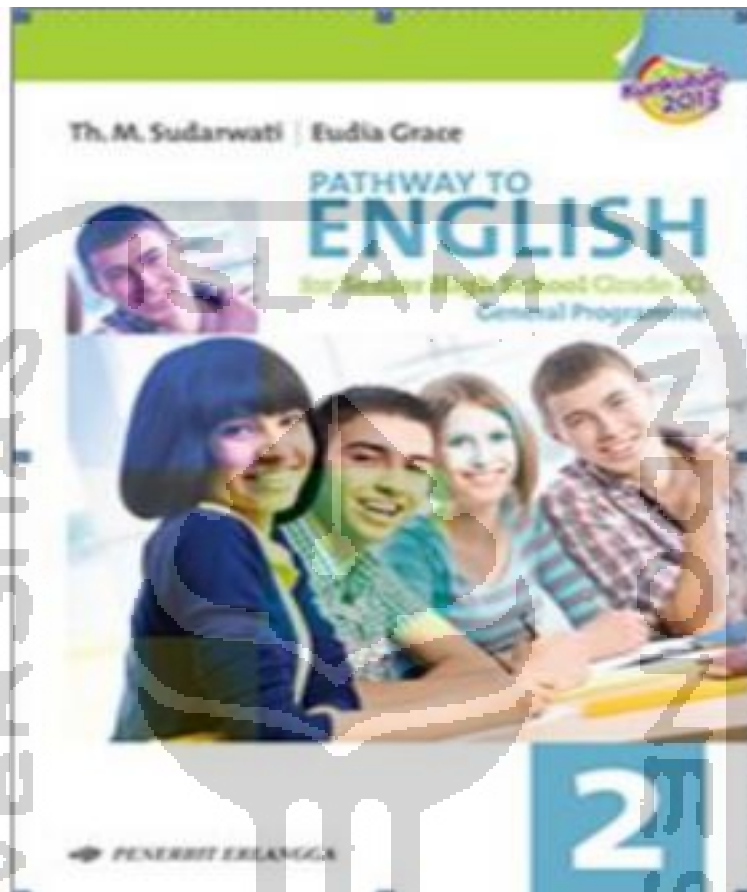


Figure 2 Textbook

3. Preparing Teaching Tools and Media

After making lesson plans and designing the teaching material, the researcher preparing the teaching tools and media related to the topic. For example, preparing video or audio for listening activities, handout for reading activities, etc. The tools that researcher use is laptop, loudspeaker, in focus and whiteboard. To attract students' attention to the lesson, the researcher decides to use video as media in teaching material. In addition, the researcher use video that related to the topic. The

topic is about “Expressing Intention to Do Something”, so the researcher use the video that contain of some expression of intention. The sample of video is show bellow, and the complete version is in appendix

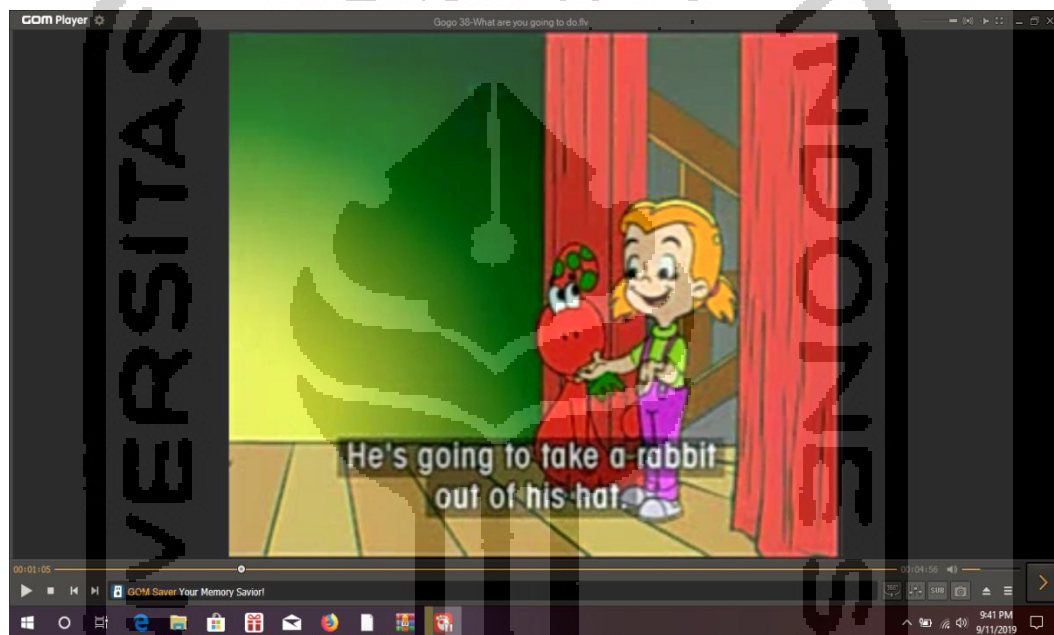


Figure 3 Video about Expression of Intention

4. The Procedure of Teaching Practice

A. Preliminary Activities

- a) The teacher greets and invites students to pray together.
- b) Teacher provides motivation to students
- c) Give a brainstorm in the form of questions by following with the material to be conveyed such as:

- *What are you going to do in the rest time today?*

- *Suppose you have graduated from this school now. What are you going to do?*

- d) Teacher explain about today materials and competencies that students must achieve

B. Core Activities

- a) The teacher explain materials according to the textbook
- b) The teacher and students doing discussion about the material
- c) To gain students understanding, teacher play the video that related to the materials.
- d) After conducted the discussion and chit chat about the materials, the teacher ask the students to do practicing using board game, the board game that used is snake and leader.

C. How Board Game Applied in Senior High School

To create a successful teaching through board game, there are some steps that were used in teaching speaking to the students which has been modified with the teaching steps:

- a) The teacher prepares the equipment of the game such as the game boards, dices, rules, and counters for each group.

- b) The teacher tells the students that they are going to study using board game. In this case, teacher uses snake and ladder board game.

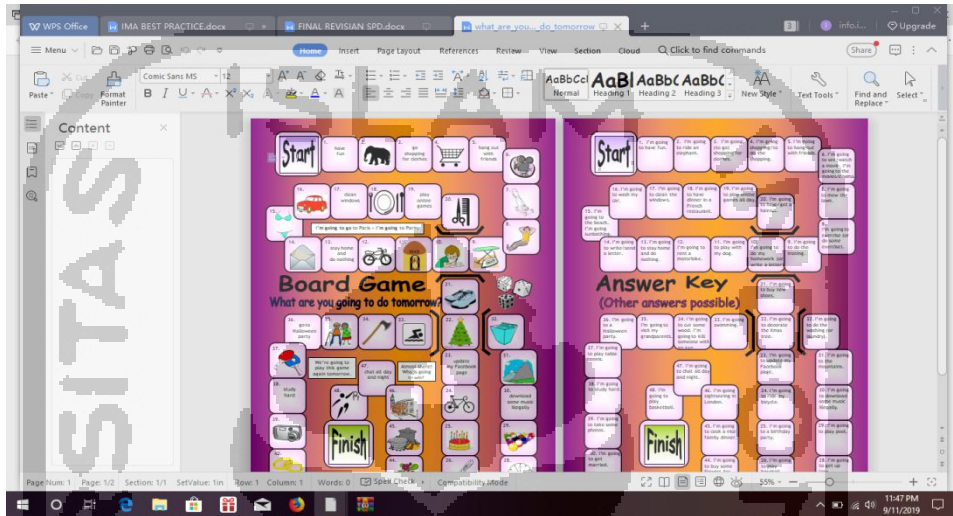


Figure 4 Snake and Ladder Board Game

- c) The teacher divides the students to work in the groups. Every group consist of 6 students, and each group has one board game and two dices.



Figure 5 Potraits of Group Member

- d) The teacher explain the rules in playing board game :
 - a. Each of the students takes turns to roll the dice and the one who gets the highest number will go first and decides order of the players. First player rolls the dice and moves forward according the number of the dice.
 - b. The first player rolls the dice and moves to the next square according to the number that the dice indicates.

- c. The player see a picture according to the number off the square that indicates the clue, then answer the question according to the clue. For example if the clue is about picture of “car” the player should expressing what she/he going to do to the car, the example she/he can answer that “I’m going to was the car”.
- d. The player should communicate with their friends within the group using the clue on the card. The group members also have to respond to the player who is playing. The previous player ask the next player “what are you going to do??” than the next player will answer according to the clue that she/he got.



Figure 6 Students Doing Snake and Ladder Game

- e. Continue the playing, roll the dice again. If player gets snakes; turn off from the snake tip until the snake’s tail. If player gets ladders; turn on from bottom of the ladder until top of the ladder. To finish you have to land directly on the square last square.

D. Student’s Responses On The Use Of Board Games

The purpose of using board games during the teaching-learning process is the result of the researcher's observation when analyzing student's needs and characteristics. From observations, the researcher found that during learning activities students are less motivated in the learning process. This is because the class is monotonous. So, students feel bored during the learning process. The researcher should to be more creative in finding and implementing teaching tools with the good method, while the students are expected to be more active in learning and practicing their skills. In order to solve the problem, the researcher decides to use the board game to gain students understanding and interesting in teaching and learning practice especially in speaking.

In the learning process, students give positive responses. The students look interested and motivated to the materials taught by the teacher, the students were able to learn and play at one time. Moreover, because the students playing board game in a group of work, the students can share their idea together with their group and provide communication between the group members. The students looked enjoy and confident in practicing their speaking skills in a fun way. Besides, the students also participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiasm to learn through playing board games because the games provided a friendly atmosphere in which the students could learn to use language expression joyfully.

In implementing a board game, the researcher playing the role of facilitator and the students playing as the main role of the activities. The researcher provides all the things related to the materials, while the main task of the students is participating and enjoying the activities.

After the game is over, the researcher giving feedback about the student's activities. Moreover, the researcher chooses the students randomly to practicing in front of the class. The selected students will be playing the board game with their partner.

However, the overall teaching-learning process was run effectively. Students are showing a very positive responses. Choosing a board game as media in practicing speaking skills is a good choice, because board games very useful and applicable to uses in speaking class.

