The Application of Communicative Activities to Improve Speaking Skill of Second Grade students of one of Private High school in Makassar

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Abstract— This research applied classroom action research which aimed to see the implementation of communicative activities such as role-play, class survey, and other interactive activities to improve students' speaking skill through communicative activities. The subjects of this research were the second grade students of one of privat high school in Makassar. The stage of this research started from planning, action, observation and then reflection. The result of this research quantitatively showed that the average students' score in the first cycle the average students' score was 2.28, and in the second cycle the average students' score was 3.95. The average score of students from pre cycle, first cycle and the second cycle is always increasing which means that there is an improvement of students' speaking skill. Qualitatively, the students gained experience and input related to communicative skill. Besides that, the application of communicative activities in the class was very interesting for students because they can practice their speaking more in interactive and fun way. The application of communicative skill could help and support students in the learning process. In conclusion, the application of communicative activities can gradually improve students' speaking skill.

Index Terms— Communicative Activities, Speaking Skill.
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I. INTRODUCTION

Students have learnt English for years, but the fact can be seen now is that we rarely find students of high school who can speak English well. There are many factors why we rarely find students of high school nowadays can speak English well; one of them is the method or the way their teachers deliver the lesson in the class. It is common for some teachers in high school to perform teaching in the class using conventional way such us asking the students to memorize a lot of vocabularies, memorize lots of formulas of tenses etc. As the result, some students consider English as a difficult and boring lesson while few of them can master the English grammatically and memorize a lot of vocabularies but still poor in speaking skill.

It is very important for teachers to realize that the aim of teaching English is not to make students to master English but more on how to teach them to be able to communicate in English. It is not only to prepare students for academic or written English but also prepare students to have speaking skill and communicative competence. That is why teachers are suggested to employ communicative approach in teaching. For some teachers language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen activities are invaluable as they give students a break and at the same time allow students to practice language skills. Fun activities are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

There is a common perception that all learning should be serious, and that if one is having fun and there is laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through communicative games or activities. According to (Kim, 1995) in www.teflgames.com there are many advantages of using games in the classroom; Games are a welcome break from the usual routine of the language class, They are motivating and challenging, learning a language requires a great deal of effort. Communicative games or activities help students to make and sustain the effort of learning, they provide language practice in the various skills- speaking, writing, listening and reading, they encourage students to interact and communicate; they create a meaningful context for language use, etc. so it is very helpful for the teachers to get the students speak more in the class and develop their speaking and communicative competence.

The reason why the writers conduct this research in one of private high school in Makassar is that because most students there still have difficulties in communicating using English. Some students are good in writing and reading but most of them have problem in speaking skill. Therefore, the writers think that there should be an alternative way that can be applied in teaching them which is useful in improving students' speaking skill. The writers argued by applying communicative activities in the class will help them practice speaking skill in communication. In this research the writer will apply some communicative activities such as role-play and other communicative games to improve students' speaking skill in communicative way.

In order to make the problem examinable, the researcher needs to formulate the following research questions:

1. How is the implementation of communicative activities such as role-play, class survey, and other interactive activities in teaching speaking skill?
2. How is the improvement of students' speaking skill through communicative activities?

II. REVIEW OF RELATED LITERATURE

A. Communicative Language Teaching

Communicative Language Teaching was less a method than a broad philosophical approach to language, viewing it not so much as a system of rules but as a tool of communication (Nunan;2015). Communicative Language Teaching is an effective way of engaging learners and helping them to develop their language skills in a natural context. It encourages learners to improve their language in a personalized way and help them to interact in English in real life situation rather than just learning English grammar rules and word lists. Students develop their skills by "doing". So communicative language teaching is about allowing students to practice more and to relate language to their own realities. Activities in communicative language teaching are focused on students in realistic communication.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes in Richards and Rodgers (1986) referred to as communicative competence. According to (Richards, 2006) communicative competence include the following aspects 1) Knowing how to use language for range of different purposes and functions, 2) Knowing how to vary our use of language according to the setting and the participants, 3) Knowing how to produce different types of text, and 4) Knowing how to maintain communication despite having limitations in one's language knowledge. Hymes coined this term in order to contras a communicative view of language and Chomsky's theory of competence. Chomsky (1965) held that Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shift of attention and interest and errors.

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers' process that enables them to produce grammatically correct sentences in a language. At the level of language theory, Communicative Language Teaching has a rich theoretical base. Some of the characteristic of this communicative view of language follow: (1) Language is a system of the expression of meaning, (2) the primary function of language is for interaction and communication, (3) the structure of language reflects its functional and communicative uses, (4) the primary units of language are not merely its grammatical and structural features, but categorize in functional and communicative meaning as exemplified in discourse. (Richards and Rodgers: 1986)

There are three elements of an underlying learning can be discerned in some CLT practices according to Richards and Rodgers (1986). The first is communication principle (activities that involve real communication that promote learning), the second element is task principle (activities in which language is used for carrying out meaningful task promote learning, and the third is meaningfulness principle (language that is meaningful to the learners support the learning process).

According to Richards and Rodgers, the role of the students in the class is as negotiators. They are the negotiators between the self, the learning process, the object for learning, etc. And the role of the teacher he said is that to facilitate the communication process between all the participants in the classroom and to act as an independent participant within the learning-teaching group. David Nunan (1991:279) lists five basic characteristics of Communicative Language Teaching:

(1) An emphasis on learning to communicate through interaction in the target language. (2) The introduction of authentic texts into the learning situation. (3) The provision of opportunities for learners to focus, not only on the language but also on the learning process itself. (4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning. (5) An attempt to link classroom language learning with language activation outside the classroom.

B. Some Communicative Activities to Promote Interaction and Communication.

Communicative activities provide opportunities for learners to use the language with one another and with people in the community. The activities included on the following pages can be used with literacy- and beginning-level learners. The following activities provide opportunities for interaction and communication:

1. Class Survey

Class surveys are fun and not overly challenging. They are very effective as ice breaking activities, especially at the beginning of a course. They also let learners know that class will be more than sitting at a desk and copying the teacher's words. It is important to do something with the survey information. Otherwise, there is no intrinsic reason for gathering the information. Therefore, plan ways to process the information.

2. Conversation Grid

The power of using conversation grid activities is that learners are involved in authentic, independent, and cooperative conversation without direct teacher involvement. The objective of this activity is that to get the Learners practice and increase knowledge of language structures (such as what, when, where, and why questions and their typical answers), vocabulary (as related to a particular topic such as "on the job"), and cultural aspects related to a topic.

3. Information Gap

In this activity, two learners share information to complete a task. Information gap activities gave valuable contributions to both students and teacher In parts of students, these activities had a chance to speak with their partner or classmates because they have to complete the communicative tasks (Defrioka, 2016). In one-way gap activities, one learner has all the information (e.g., one learner describes a picture and the other learner draws it). In two-way gap activities, both learners have some information and must share it with the other to complete the task. Because this activity usually combines speaking and listening with reading and writing, all the skills are practiced. The objective of this activity is that to get the Learners find and share information by asking and answering questions in order to complete a task.

4. Games

There are several kinds of games that learners enjoy in the classroom. Games give learners opportunities to use the language they are learning in non-threatening, enjoyable contexts. Teachers can adapt standard games like *Bingo* or make up their own simplified versions of games based on TV game shows like *Jeopardy* or *The Price is Right*. Games like *Bingo*, *Concentration*, *The Price is Right,* or *Go Fish* are appropriate for literacy- and beginning-level classes including general ESL, family literacy, and workplace. Spelling bees may work with beginning or intermediate classes.

5. Language Experience Approach

The language experience approach to instruction builds learners' literacy skills as their personal experiences are transcribed and become reading material for them. In this type of activity, spoken language and written language are linked. A language experience story can be effective for class community building. It also provides reading material for beginning level learners whose English oral skills exceed their literacy skills. Follow-up activities can include using the class generated text to teach explicit literacy skills through activities that require learners to select words from the story for vocabulary, spelling, or sound-symbol correspondence activities.

III. RESEARCH METHOD

A. Research Design

The design of this research is Classroom Action Research (CAR), conducted collaboratively to change what is going on in the classroom including the technique, classroom management, media, curriculum, material, and evaluation system. Action research provided teachers with the opportunity to gain knowledge and skill in research method and application and to become more aware of the options and possibilities for change (Oja & Pine, 1989:96). The researchers decided to conduct classroom action research because it is one of the approaches that allowed teachers to improve education through change.

The cycle of classroom action research can be classified in four stages such as planning, implementing, observing, and reflecting (Arikunto 2006:16).

1. Planning, in the planning stage the researchers formulated the problem as the focus problem which is very important to be given implementation. Based on the implementation of the problem, the researcher made lesson plan.
2. Implementing, in this stage the researcher conducted pre cycle to see the student's ability before the treatment. After that the researcher taught the students in the class using the lesson plan made before. During the teaching and learning process the researchers observe the students' activity. The researcher also asked one ratter to observe teaching and learning process.
3. Observing, this stage was done by the researchers during teaching in the class using communicative activities. An observation was conducted to see the progress of the students during learning process.
4. Reflecting, the analysis and reflection was done after teaching learning process to evaluate the progress or change of the students. The researchers and the ratter checked the test and the class observation. This stage was done to see the weaknesses and the strengths in each cycle.

The design of classroom action research is presented in the following figure:

Technique of Data Collection

The data collected in this research is presented in qualitative form and quantitative form as supporting data. In collecting data, the researchers employed observation, field note, and test.

1. Observation, observation is the process of observing and writing the phenomena that happened in the class systematically. The researchers observe the event or phenomena happened in the class during the action as a method to observe the teaching process and the students' activity. The observation checklist is used to make the observation process easier. There are some aspects that are being observed during the action such as teacher's explanation and students' respond.
2. Field note, during the implementation of the action in the class the researchers write every activity related to teaching and learning process. The field note was used to support qualitative data.
3. Test, in conducting this research the researchers used three kind of test. The pre cycle test was done before implementing the action to see early ability of the students before given the treatment, the first cycle test was done after implementing the first cycle action to see the progress of the students ability, and the second cycle test was done after implementing the action in the second cycle to see the progress of the students after receiving treatment in the second cycle.

B. Data Collection Procedure

This classroom action research is arranged in to pre cycle, cycle 1 and cycle 2. The activities done in each cycle as follows:

1. Pre-cycle

In pre cycle stage the researcher intended to see the initial condition of the students. The researchers observed the students' speaking class, the way they study, and their ability before the implementation of the action. From the observation the researchers identified the student's difficulties in English class.

2. Cycle 1

The researchers applied communicative activities such as role-play, class survey and other interactive activities in teaching the students. The topic were shopping role-play, shopping survey, visiting the doctor role-play, find someone who games, etc.

   a. Planning
   b. Action
   c. Observation
   d. Reflection

3. Cycle 2

   a. Planning
   b. Action
   c. Observation
   d. Reflection

IV. RESEARCH PROCESS AND FINDINGS

A. *Reconnaissance*
1. *Identification of the field problems*

The identification of problems during this research was that by doing observation during teaching and learning process of the second grade students of one of private high school in Makassar in order to collect the valid data. The data from observation during the English class and unstructured interview with the English Teachers some problem were identified.

Table. 1. The Feasible Problem Related to the teaching and learning of speaking in the class of the second grade students of one of private high school in Makassar.

No	Problems	Codes
1	Some students were shy and have difficulty in expressing their idea.	S
2	Teacher didn't make students ready to study before starting the lesson	T
3	Most students didn't get the point of teacher talk and explanation.	T
4	Students were not focus in learning	S
5	The time allocated for students to practice their English in the class is less	TT
6	Most time were used to write paragraph on the board	TT
7	There was no feedback at the end of the lesson	TT

S : Student   T : Teacher   TT : Teaching Technique

2. *Determining Action to Solve the Problem*

In solving the problem, the researcher made some action plans to be implemented in the research. The researcher had discussed with the English teacher about the plans. The actions were focus on solving the problem of low student's speaking skill. The action plans were elaborated as follows:

    a. Applying communicative activities such role-play, survey, and interactive activities in teaching speaking in the class;
    b. Applying warming up/ reviewing lesson at the beginning of the class in order to get students ready to study and bring them in with the lesson;
    c. Giving instruction slowly and step by step;
    d. Presenting interesting topic in communicative way to avoid boredom;
    e. Providing more time for students to practice their language;
    f. Reviewing and giving feedback at the end of the class;
    g. Introducing more vocabularies and practice them.

B. *The Report of The Research Process*
1. *Cycle 1*
a. *Planning*

After having discussion with the teacher, the researchers decided to apply some possible solutions to solve the problem namely:

    1. Applying warming up/ reviewing lesson at the beginning of the class in order to get students ready to study and bring them in with the lesson;
    2. Applying communicative activities such as role-play, survey, and interactive activities in teaching speaking in the class by considering the following points: Giving instruction slowly and step by step, presenting interesting topic in communicative way to avoid boredom, providing more time for students to practice their language, giving feedback at the end of the lesson.

b. *Action and Observation*

In cycle 1 the actions were conducted 5 times, 4 meetings for teaching and learning process and the other one meeting used for evaluation of previous four meetings. The reports of the actions are described as follows:

1. Applying warming up/ reviewing lesson at the beginning of the class in order to get students ready to study.
➢ Meeting 1

In meeting 1 cycle 1 the language point to be taught was "Countable and Uncountable Noun". Presentation stage started when the researcher as teacher enter to the class, greet the students and get to know each other, the teacher introduced herself and so did the students. Since this was the first meeting there is nothing to review yet, then the teacher started the lesson by asking students if they see the marker, then the teacher asked the students to mention all things they see in the class. The teacher listed the things mentioned by students and asked them whether those things are categorized as countable or uncountable noun. The teacher then explained more detail about countable and uncountable noun.
➢ Meeting 2

The Language point to be taught in meeting two is that how to give advice using "Should". The teacher started the presentation stage by greeting the students and has little chit chat. Before starting the lesson, the teacher reviewed the lesson and checked students' understanding about the previous lesson about countable and countable noun. The teacher then told the students about her best friend' problem and asked them to give advices. Some students tried to give their advices and the teacher wrote them on the board.
➢ Meeting 3

The language point for meeting three was about simple present tense. The teacher started presentation stage of meeting three by greeting the students and have chit chat with them. Before starting the lesson the teacher reviewed the last lesson they've discussed about giving advice using "should". The teacher started the lesson by showing picture of a doctor to students.

➢ Meeting 4

The language point of meeting three was that "some and any". In the presentation stage of meeting four the teacher greet the students as usual and have chit chat with them to create emotional bound. Before starting the lesson, the teacher checked students' understanding about simple present tense.

2. Applying communicative activities such as role-play, survey, and interactive activities in teaching speaking in the class by considering the following points: Giving instruction slowly and step by step, presenting interesting topic in communicative way to avoid boredom, providing more time for students to practice their language, giving feedback at the end of the lesson.

➢ Meeting 1

The application of communicative activities enables students to practice their English more in the class. The communicative activities presented in meeting 1 were shopping role-play. The teacher set the situation as they were in the market. The class was divided into two groups, the seller and the buyer. The buyers are given shopping list that they need to complete during the activity and the sellers are given things to sell during activity. The seller are given time around five minutes to set the price of the things to sell. They can set the price based on their strategy. After five minutes the sellers were put in special place and the buyer come to visit and complete their shopping list.

➢ Meeting 2

The communicative activity in meeting 2 was that visiting the doctor role-play. The students were divided into two groups, the doctor and the patients. The doctors were given kinds of medicines and doctors' sheet while the patients were given ailment cards and patients' sheet. Every patient has their own health problem and how long they had it in their ailment card. The patients need to visit the doctor for their health problem, they have to fill in the patients' sheet about the name of the doctor they visit, the kind of prescription and advice they got. The patients can visit as many as doctors they want to compare the treatment. At the end the patients can decide which doctor is the best. While the doctors have to fill in doctors' shed about the patients' data, name, ailment, duration of problem, etc.

➢ Meeting 3

In this activity the students were divided into two groups, group A and group B or the callers and the receivers. All students were given a piece of paper based on their group. The teacher set the situation that in this case they are going to make a phone call and start to give instruction for each group. For group A the teacher told them that they are sick and they couldn't go out today and they need to find what they couldn't do and who they couldn't meet. While for group B the teacher told them that they friends were sick and couldn't meet them today. They need to find out what is the matter with them. The samples of conversation were attached on the paper sheet the students have.

➢ Meeting 4

The language target in meeting 4 was "some and any" and the main activity was restaurant role-play Just like the customers, the waiter group was given waiter sheet to complete about the customer who visited them such as the customers' name, the food thy ordered, the drink they ordered, their complaints if they have, and their comment. The teacher explain the situation that their restaurant is going to be visited by some customers and when they come to visit they have to give the best service, let them choose the menu from the menu list and offer them the special menu of the day.

c. Reflection

After conducting the action, the researchers had a discussion with the English teacher to do reflection in the first cycle. The reflection was based on the observation of the teaching and learning process, students comment and opinion. The results of the reflection were elaborated as follows:

1. Applying warming up/ reviewing lesson at the beginning of the class in order to get students ready to study.

In every meeting the teacher always does the review of previous lesson. Reviewing the lesson at the beginning of the class is effective to remind students about the previous lesson. In fact, the students' responds were good enough and their responds ensure the teacher that the students were still remember the last lesson they got as seen in part of field note below:

FN 5

Sebelum memulai menjelaskan topik hari ini peneliti terlebih dahulu merefresh ingatan siswa tentang pelajaran sebelumnya yaitu penggunaan kata "should" dalam meminta dan memberikan nasehat.

(Before starting the lesson the researcher as the teacher tried to refresh students mind about the previous lesson they learnt about "should" in asking and giving suggestion)

T   : well everyone before we start todays lesson anybody can tell me the previous lesson? yes, Eva.

Ss   : should mem

T   : what is "should"? how to use it in sentence?

Ss   : should untuk memberi nasehat mem, for example you should move on kalau putus sama pacar.

T   : good monica, any other example.

Ss.   : You should drink medicine kalau you are sick mem.

T   : Well done everyone.

(Observed: Saturday, 5th May 2018)

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on especially the language point they learned in previous meeting. The researcher opinion is in line with the students' English teacher as seen in the following part of interview.

> *FN 7*
> *T*   *: bagaimana menurut bapak tentang review yang diberikan disetiap awal pertemuan pak?*
> *C*   *: iya saya rasa itu sangat membantu siswa untuk mengingat kembali pelajaran mereka yang lalu dan memang seharusnya review itu ada disetiap pertemuan.*
> T   : What do you think about the review activity that we have done at the beginning of every meeting sir?
> C   : yes, I think it very helpful for the students to recall the information lesson they got in previous meeting and reviwing the lesson should be done in every meeting.
>
> *Saturday, 19th May 2018*

2. Applying communicative activities such as role-play, survey, and interactive activities in teaching speaking in the class by considering some pints such as Giving instruction slowly and step by step, presenting interesting topic in communicative way to avoid boredom, providing more time for students to practice their language, giving feedback at the end of the lesson.

The applications of communicative activities such as role-plays and interactive activities are very helpful for the students to get them speak more in the class. Role-play activities help students to speak more confidently in the class. After conducting test cycle 1 the researcher had conversation with two students as representative to reflect the teaching and learning process in the last four meeting. The following conversation scripts were part of field note 7.

> FN 7
> # *Percakapan dengan Siswa* (conversation with student) : Ruri
> T   : *hi Ruri* (hi Ruri)
> S   : *hi mem*, (hi mem)
> T   : *menurut kamu bahasa inggris itu susah ato tdak?* (what do you think about English? Is it difficult or easy?)
> S   : *gampang2 susah mem, hehe.* (it is easy but difficult mem, hehe)
> T   : *selama 4 kali pertemuan kita di kelas apa yang kamu dapatkan?* (what have you got in the class during 4 meetings we had?)
> S   : *banyak mem, saya merasa PD berbicara walaupun masih salah-salah mem.* (There are many things I've got mem, I feel confident to speak now eventhough with many mistakes mem)
> T   : *bagus kalo begitu, menurut kamu apa yang perlu diperbaiki dalam pengajaran ini* (That's good then, in your opinion, what should be fixed in this teaching?)
> S   : *tidak adaji mem begini saja, lama-lama pasti saya bisa bahasa inggris mem hehe* (I think nothing mem, just go on with this. It is slowly but I'm sure I will be able to speak English)
> T   : *Ok, terima kasih Ruri* (OK, Thankyou Ruri)
> S   : *iye sama-sama mem*. (You're welcome mem)

> # *Percakapan dengan Siswa* (Conversation with student): Rivkal
> T   : Halo Rivkal (hello Rivkal)
> S   : Halo mem, (hello mem)
> T   *menurut kamu bahasa inggris itu susah ato tdak?* (what do you think about English? Is it difficult or easy?)
> S   : *susah mem, tapi saya mau belajarhehe*. (it's difficult mem, but I want to learn hehe)
> T   : *selama 4 kali pertemuan kita di kelas apa yang kamu dapatkan?* (what have you got in the class during 4 meetings we had?)
> S   : *lumayan banyak kosakata b aru mem, sedikit-sedikit saya sudah bisa bicara.* (Quite many new vocabularies mem, I can speak little by little now)
> T   : *bagus kalo begitu, menurut kamu apa yang perlu diperbaiki dalam pengajaran ini* (That's good then, in your opinion, what should be fixed in this teaching?)

Meanwhile, after conducting the interview with students the researcher had a discussion with the English teacher to reflect the action. There were some points that the teacher and the researcher discussed such as the effectiveness of reviewing the lesson, and communicative activities run in the class. The English teacher and the researcher also discussed about some things that is missing from teaching and learning process and what to do to fix them. The following script is part of conversation between researcher and English teacher as part of field note 7.

T   : *bagaimana menurut bapak pengajaran kita selama 4 pertemuan ini? Apakah ada yang perlu diperbaiki?*
(Sir, what do you think about our class during the last 4 meetings? Is there anything need to be fixed?)

C   : *iya saya rasa semuanya sudah bagus dan berjalan dengan lancar, anak anak juga saya liat cukup berkembang. Mereka kelihatan senang belajarnya, mungkin karena mereka mendapat suasana belajar yang baru, gurunya juga baru, dan topiknya bagus jadi mereka tidak bosan. Biasanya itu anak-anak kalo di dalam kelas pasti sibuk sama hp masing2, ato ada juga beberapa yang suka tidur bu. Apalagi ini kelas IPS terkenal anak-anakx susah diatur bu tp selama pengajaran ibu mereka bagusji dan mau mendengar.*
(Yes I think overall is good and everythings run well so far, I can see the students improved enough. They seems happy to learn, it might be because of new learning condition, new teacher, and the topic were interesting so the students don't feel bored. Previously in their class some of them will be buzy with their phone, and few of them slept in the class, especially this social class is very difficult to handle, but during this 4 meetings they were quite good and they follow your instruction)

T   : *ooo begitu pak dih, apa yang perlu diperbaiki atau ditingkatkan untuk pengajaran berikutnya pak?*
(Ooo I see, what do you think need to be done or fix in the next class sir?)

C   : *bagusnya kita lanjutkan saja ini bu karena anak-anak juga saya liat bisa ji tangkap pelajarannya dan lumayan perkembangannya meski belum signifikan. Kalau bisa kita untuk soal-soal latihannya bisa mungkin ditambah untuk mereka kerjakan di rumah supaya mereka bisa lebih banyak latihan juga.*
(I think we'll keep going on with this because I can see the students can get the point of the teaching and improve enough although it is not significant yet. And may be we need to ad more exercise for students so they can do it at home and we can maximize the speaking time in the class)

T   : *bagaimana menurut bapak tentang review yang diberikan disetiap awal pertemuan pak?*
(What do you think about the review activity that we run in the class in every beginning of the class sir?)

C   : *iya saya rasa itu sangat membantu siswa untuk mengingat kembali pelajaran mereka yang lalu dan memang seharusnya review itu ada disetiap pertemuan.*
(yes, I think it is very helpful for the students to recall the previous lesson and indeed the review must be done in every meeting)

T   : *kalau kegiatan-kegiatan komunikatis seperti roleplay dan conversation yang diberikan di kelas menurut bapak bagaimana?*
(what about communicative activities like roleplay and conversation that we run in the class?)

C   : *nah itulah yang perlu kita lanjutkan karena siswa kelihatanya senang, antusias dan termotivasi jika kegiatannya menarik, tidak ada lagi yang tidur di belakang karena semuanya terlibat dalam kegiatannya.*
(yeah, thats what we need to keep doing in the class because the students seems happy, enthusist, and motivated if the activity was interesting, none sleep behind the class beca use everyone involved in every activity)

T   : *baik pak terima kasih, jadi kesimpulannya kita tetap lanjutkan pengajaran seperti yang 4 pertemuan ini kita telah lakukan ya pak, hanya soal latihannya yang perlu ditambah agar siswa bisa tetap latihan di rumah.*
(Ok, thank you sir, so the conclusion is that we need to keep going on what we've done so far, we just need to give more exercise for them to do at home)

Saturday, 19th May 2018

During the action the researcher has run some role-plays and interactive activities in the class, those activities run well so far. The researcher realize that the activities needs variation and in cycle 2 the researcher plan to add survey activity as variation so the students can involve and experience other interactive activity.

Some points that need to be considered in teaching such as giving instruction slowly and step by step, presenting interesting topic in communicative way to avoid boredom, providing more time for students to practice their language, and giving feedback at the end of the lesson are very important for successful teaching. The researchers applied those points during the action and they are very useful for students. By giving instruction slowly and step by step, the students can easily get the point of what to do in the class, as the result the activity run well because the instruction was well-cached by the students. By presenting interesting topics the students can be motivated because they get something new in every meeting, when the topic is interesting they participate actively in the activity. By providing more time for students to practice more, the students feel free to convey their idea or opinion in speaking because the time allocation is much more than just work on exercise or pay attention on detail about the grammar rules. The last but not least, giving feedback at the end of the lesson is very important to sum up students understanding about the language point taught.

General findings

The actions of the research were implemented in two cycles. From the reflection in each cycle, the findings were as follow:

1. Reviewing the lesson at the beginning of the class is considered suceed in getting students ready to study, bring them in with the lesson, and to recall previous information from previous learner.

2. Applying communicative activities such as role-play, survey, and interactive activities in teaching speaking in the class is effective to get students to speak more in the class. The time allocated in production stage is longer then in presentation stage. This time partition were done to provide more time for students to speak during the activity.
3. Giving instruction slowly and step by step enable students to get the point of instruction. The activities run well in the class because the students know what to do with the activity. The students follow the instruction based on the step given by the teacher. So the teacher can make sure that every student do the instruction before giving the next instruction.
4. Presenting interesting topic in communicative way in every meeting is effective to avoid boredom. By presenting interesting topic during the class the students get new situation and new vocabularies without feeling bored.
5. Giving feedback at the end of the lesson is very useful for students to get deeper and clear understanding about the language point being taught. The feedback can be given directly at the end of activity by doing correction orally or for additional exercise that the students do at home, the teacher check it and give feedback in written form.

Table 3. The changes before and after the action

Before the Action	Cycle 1	Cycle 2
Some students were shy and have difficulty in expressing their idea.	Most students looked more confident in speaking with very limited vocabularies.	Students were confident and it can be seen that they can speek more with more vocabularies.
Teacher didn't make students ready to study before starting the lesson	The teacher make sure that the students ready to learn by having a litle chit chat with students and reviewing the lesson.	The teacher keep reviewing the lesson in order to make students readi to study.
Most students didn't get the point of teacher talk and explanation.	Some students were still have difficulty in understanding the teacher talks	Most students get the point of teacher talk since the teacher speak more slowly and clearly.
Students were not focus in learning	Most students start paying attention on the lesson.	The situation still the same, most students focus on the lesson.
The time allocated for students to practice their English in the class is less	The teacher allocated more time in production stage and students practice more.	The time allocation for speaking stay the same, the students practice more speaking.
Most time were used to write paragraph on the board	No more writing paragraph on the board activity.	The focus of the action is speaking skill, but the students still have writing activity mostly done at home.
There was no feedback at the end of the lesson	The teacher give feedback for students after doing exercise.	The teacher give feedback for students after doing exercise.

1. **Pretest, test cycle 1, and test cycle 2 of speaking skill.**

The findings of the research were gained from the observation of teaching and learning process. Besides, it is also supported by the result of students' speaking test. The pretest were conducted on 16 April 2018. The purpose of conducting pretest is that to see the initial students speaking test before conducting the action. The test of cycle 1 were conducted on 19 May 2018. The test of cycle 1 were conducted to see the progress of students' speaking skill after conducting the action for four meetings. The test of cycle 2 were conducted on 19 June 2018. Just like the test of cycle 1, the purpose of doing test of cycle 2 was that to see the progress of the students' speaking ability after conducting the treatment in cycle 2. The result of those test can be seen in the following table.

Table 4. The result of the pretest, test of cycle 1, and test of cycle 2.

Data	Pre-test	Test of Cycle 1	Test of Cycle 2
Mean	1,44	2,28	3,95
The number of students	26	26	26

Based on the result of the speaking test, the students' speaking skill is getting better from 1,44 in the pre-test, 2,28 in test of cycle 2, and 3,95 in the test of cycle 2. It can be inferred from the table that students' speaking skill is improved.

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