

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

As the researcher stated in previous chapter taht the researcher design used was Calssroom Action Research. In this part, the researcher presents the result of implementation which is done two cycles and data findings of the achievement in the VII A grade of SMP Islam Al Azhaar Tulungagung in increasing students speking skill through Zip Zap Game.

#### **A. Research Findings**

Applying Classroom Action Research in this study involved four steps in each cycle. The steps covering planning, implementing, observing, and reflecting. However before present in findings of each of cycle, this chapter is initited by presenting the result of preliminary observation. It is crucial for give the results of preliminary observation. So, planning of the first cycle could be arranged. It was done by conducting preliminary test, observing the activities of the learning English in the classroom, interviewing the English teacher and students, and analyzing of students speaking score from English teacher. This following is the presentation of the results of preliminary observation.

##### **1. Result of Interviewing the English Teacher**

The interview was held on Thursday, January 21<sup>st</sup> 2016. The researcher mentioned some questions to the English teacher related to the point of the researcher. Those were about the general condition of English learning in the

class, the students interest in English learning process, the students problems in English skill, the technique implemented during process of teaching, and asked a question about Zip Zap Game.

The first point was about the general condition of English learning in the class. In the beginning, the English teacher told that it was conditional. Here, conditional means that for day to day, the students could not keep attention toward the lesson. For instance, on Thursday, the students kept attention and they were really active in the class. In other day, they could not focus with material given by the English teacher and this even, they could be said as the trouble makers. The condition would be different in the next day. Sometimes, they seemed so passive in the class. They felt so lazy paying attention on the teacher explanation. However, there also found that some students were really focused on the lesson.

The second point was about the students interest in English learning process, The Teacher said that the students in seven grade A class, they lacked to feel if English was important for them. Because they felt English was difficult. So, English did not interest for them. However there also some students tried to like English learning process.

The third point was about students problem in English skill. The teacher explained that students problem in English skill, the students had to practice speaking English and they had increase their vocabulary. Because Headmaster of SMP Islam Al Azhaar Tulungagung said that the students of

seventh grade class had to practice speaking English, so that they could be habit to speak English and also to improve their selfconfidence to speak English and in addition, they had to increase their vocabulary. So that, their speaking in English can fluent.

The fourt point was about the technique implemented by the teacher. The English teacher explained that she used presentation as strategy to help the students to improve speaking and got new vocabularies.

The last topic of interviews was about Zip Zap Game. The English teacher said that she did not know about this game. After the researcher told the procedures how the Zip Zap Game would be implemented, the English teacher said, this game would be interesting for students and it could be improving their speaking in English. After interviewing English teacher, the researcher got list of students speaking score in seventh grade A class. From those interviewing the English teacher, the researcher was found that, the students speaking problems. The problems are: (1) the students felt so shy to speak English. (2) The students speaking scores were mostly less than the criteria minimum of success (KKM) that is 75. (3) The students were not active in speaking class to speak English. (4) They lacked of confidence and motivation.

## **2. The Results of Observing the Activities of the Learning English in the Classroom**

The activity was conducted within the teaching and learning process before the implementation of innovative game. It was held in students of VII A grade at SMP Islam Al Azhaar Tulungagung in 2015/2016. The class consisted of 22 students, they were boys. The preliminary observation was held on Thursday, January 21<sup>st</sup> 2016.

Based on the result of conducting observation, the researcher found that the students had difficulties in speaking English. They could not answer the question of the teacher when the teacher asked some questions using English because they could not understand the meaning of words when the teacher spoke English. But if the teacher translated the question some the students tried to answer. Then, they lacked of focus were learning English and many students often used Indonesia language, when they asked question answer and also ask permission, they often use Indonesia language in learning English process.

## **3. Result of Administering Preliminary Test**

The preliminary test was done before the implementation of the modified game. It was administered on Tuesday, January 26<sup>th</sup> 2016. There were 6 pictures and 10 match the pictures of things at home with their names. For questions, one student takes one picture and the student must identify the things at home with answer the question about (What is this picture? Match

this pictures with names! What do you do when you in this room? Please mention, what are things in this picture? Match this picture with kinds of thing in this pictures). The reseacher gave 40 minutes to complete the preliminary test. The students' scores in the preliminary test were presented in the following table.

**Table 4.1 StudentsScores in Preliminiry Test**

NO	NAMA	SCORE	PASS	FAIL
1	AJ	30	-	✓
2	AD	30	-	✓
3	AI	50	-	✓
4	AH	75	✓	-
5	AL	50	-	✓
6	AN	50	-	✓
7	❖ AR	-	-	-
8	BY	30	-	✓
9	CB	50	-	✓
10	DS	30	-	✓
11	DZ	50	-	✓
12	ES	70	-	✓
13	FA	70	-	✓
14	FA	-	-	✓
15	FR	75	✓	-
16	FW	75	✓	-
17	FP	50	-	✓
18	HM	50	-	✓
19	IR	50	-	✓
20	❖ MF	-	-	-
21	MS	75	✓	-
22	MF	50	-	✓
23	MA	50	-	✓
24	MJ	75	✓	-
25.	❖ RE	-	-	-
26	❖ TP	-	-	-
<b>Total</b>		<b>21</b>	<b>5</b>	<b>16</b>
<b>Percentage</b>		<b>100%</b>	<b>23.80%</b>	<b>76.61%</b>
<b>Mean Score</b>		<b>53.80%</b>		

**Note: the passing grde minimum is 75**

From the table above, it could be seen that 5 out of 16 students could pass the minimum grade and there were 16 students could not pass the minimum grade because their scores were less than 75. In other words, there were 23.80% of students passed and 76.61% failed in the test.

#### **4. Result of Interviewing the Students**

The researcher conducted an interview with some students in seventh grade A class. After the class finished, the interview activity was held on Tuesday, January 26<sup>th</sup> 2016. From the students interpretation related to learning English at SMP Islam Al Azhaar Tulungagung School, it was found that the students really got terrible trouble. They said that English was difficult, they could not speak with English, they were difficult to understand the text which they read, they felt confusing to retell again about text. They did not have self confident to speak with English and also they laked of vocabulary. Moreover, the students still tried to practice speaking English with mixing indonesian language and English language and they tried to like speking English. The description above implied that most of them faced problems in speaking English when they were learning English.

#### **5. Result of Students Speaking Score from English Teacher**

The last, the researcher got list of students speaking score from English teacher, it was found that the students speaking score mostly less than the criteria minimum of success (KKM) that is 75. There were 16 of 22 got score under the criteria minimum of (KKM). (see Appendix 2)

Based on the finding in the preliminary study, the researcher supposed that the students at the seventh grade A class of SMP Islam Al Azhaar Tulungagung school need an modification game to minimize their practical problems in English. The offered modified game was Zip Zap Game. The implementation of the game was conducted in two cycles. Every cycle was conducted in four meeting. The results of applying the developed of modification game are presented as follows:

## **6. Finding of Cycle 1**

In the Cycle 1, the post-test was on Thursday, February 11<sup>th</sup> 2016. The researcher found that 36.36% or 8 students could pass the minimum out of 14 students got the score under the Minimum Criteria. The Minimum Criteria was designed that the students could pass the test if they got  $\geq 75$ .

**Table 4.2 The Result of Post-Test in Cycle 1**

<b>NO</b>	<b>NAMA</b>	<b>SCORE</b>	<b>PASS</b>	<b>FAIL</b>
1	AJ	50	-	✓
2	AD	50	-	✓
3	AI	50	-	✓
4	AH	75	✓	-
5	AL	50	-	✓
6	AN	50	-	✓
7	❖ AR	-	-	-
8	BY	25	-	✓
9	CB	70	-	✓
10	DS	25	-	✓
11	DZ	50	-	✓
12	ES	75	✓	-
13	FA	75	✓	-
14	FA	50	-	✓
15	FR	75	✓	-
16	FW	75	✓	-
17	FP	50	-	✓
18	HM	70	-	✓
19	IR	70	-	✓
20	❖ MF	-	-	-
21	MS	80	✓	-
22	MF	75	✓	-
23	MA	70	-	✓
24	MJ	80	✓	-
25	❖ RE	-	-	-
26	❖ TP	-	-	-
<b>Total</b>		<b>22</b>	<b>8</b>	<b>14</b>
<b>Percentage</b>		<b>100%</b>	<b>36.36%</b>	<b>63.63%</b>
<b>Mean Score</b>		<b>60.90%</b>		

The study in this cycle was done in four steps, covering planning, implementing, observing and reflecting. Planning was made based on the findings of the preliminary observation.



### **a. Planning**

In this planning, lesson plan was made containing the modified game (see the Appedix 3). Meanwhile, in planning there were four meetings. In this phase the planning was implemented in such a way to overcome the students' problem in speaking. From planning above, the teacher used lesson plan as the form to implement of action will be done. The implementation in cycle 1, for lesson plan was good but it can be better if in the lesson plan there are more exercise. So some revision on the planning were made.

### **b. Implementing**

In the Cyle 1, the implementation was done on Thursday, February 11<sup>th</sup> 2016. The implementatio on the first cycle covers four meetings. In this activity, the teacher was introduced the occupation and gave the pictures about occupation (pilot, police, scientist, chef, teacher). The teacher divided 6 groups. After that teacher asked each group to write discribing the picture which they bought. The teacher invited all groups to play Zip Zap Game with the partner (on the left and on the right) which he bought different pictures. There were some students who had difficulties to do it. It can be seen from, the students got difficult in deliver the materil of the picture to their partner. Based on the implementing of the game still got difficult in understanding, some students had not paid attention well,

students less active in teaching learning process. In conclusion, students' speaking score were still under the criteria of success.

### **c. Observing**

In cycle 1, this observing was actually done at same time as implementing. So the researcher did observing in every meeting of the implementing Zip Zap Game. In the observation phase, moreover, the data related to the effects of the applied game were collected through doing observation, interview and administering test. Based on observation phase, the students still got difficult in understanding the text and deliver text to their partner, some students did not keep attention well, the students felt shy to express their ideas in English, the students were afraid of making mistakes in grammar, pronunciation, and intonation, students lacked active speaking teaching learning process because of their limited vocabulary, the students speaking score were still under criteria of success

### **d. Reflecting**

The researcher conducted reflecting in the last meeting of every cycle. Finally in the reflecting stage, the researcher analyzed the data taken from the observation stage. In analyzing the data, the researcher matched the criteria of success with found data. From the result of reflecting in cycle 1, the teacher should prepare more students activities to practice English skill. Then, from the students. It was found that most students still have low in speaking. Although some of them could get improvement in their

score, but the criteria of success have not achieved yet. In conclusion, the implementation of the Game in cycle 1 is still needed to be revised. There were some revision improvement must be made focusing on:

1. Teacher prepares some short reading text.
2. Teacher decides their group. Each group consists of 3 or 4 students
3. The teacher distributes the short reading text not a text for a group, but a text for a students. So, each students got the short reading text.
4. The teacher asks students to read loudly and understand the short reading because in the short reading there is vocabulary list.
5. The teacher asks students to write new vocabulary or difficult word in the table Zip Zap.
6. The teacher asks students to play Zip Zap Game and speak English in theirself group. The student said *(my picture is... (Hotel, Port or Zoo), I want to give information about my picture, please listen carefully! Hotel is..., Port is..., Zoo is... from my information. Do you have any question?)*
7. The teacher gives the different short reading text to group.
8. The teacher asks students to write short text in theirself book.
9. The teacher prepares some question based on the text.
10. The teacher asks students to discuss the answer.
11. The students must answer the question *(Excuse me, how can I go the\_\_\_ ?, Sir, Can you tell me the way to the\_\_\_?, Can you help me, please? I want to go the\_\_\_?, Excuse me, is there a\_\_\_near here?) and*

*the answer was there hospital, post office, bus station, book shop, italian restaurant, factory, museum.* Each group gets one question.

12. The teacher asks the group to see the picture.
13. The teacher decides their partner on the left and the right with “Zip Game” word.
14. The teacher gives the picture for every students
15. The teacher asks students to write short text in theirself book about short text their partner.
16. The teacher asks students to practice speaking in English with deliver text to their partner. The students said, *(Excuse me, how can I go the\_\_\_ ? Go straight on. Go past the traffic lights and Walk along Bond Street. Go straigh on until you get to the roundabout. At the roundabout turn left on King’s Road. It’s the building opposite the cinema on the left).* Other student in their group said different place, *(Sir, Can you tell me the way to the\_\_\_? Of course. Go straight on. Go past the traffic lights. Then take the first left to Green Street. Walk past the library. It’s the building next to the library on the left)* in the group there was three different “Direction” text.
17. The teacher reviewes the material, so that the students more comprehend.
18. The teacher gives the picture “star” so that the students more motivated to activate in speaking class.

19. The post-test uses picture and Zip Zap Ball and also students explain their partner text and his friends self. For the researcher, it was really helpful to increase the students understanding and it could interesting in speaking test. It can be shown from the results of post-test 1 which the students could not achieve the minimum criteri due to lack of English understanding. Hence, the researcher tried to develop the Zip Zap Game by using combination with picture and game. It expected that the students could understand and complete the test briefly.
20. The teacher asked the students to make short dialog in the speaking test, *(there is dialog about asking direction and giving direction for every students. First student asks direction to second student, Excuse me, how can I go the\_\_\_ ? or Sir, Can you tell me the way to the (hospital)? . The second student gives direction, Go straight on. Go past the traffic lights and Walk along Bond Street. Go straigh on until you get to the roundabout. At the roundabout turn left on King's Road. It's the building opposite the cinema on the left. The Second student asks direction to the third student, Excuse me, how can I go the\_\_\_ ? or Sir, Can you tell me the way to the (post office)?, etc.*
21. The teacher gives the picture “winner” to each students who finish speking test well.

## **7. Findings of Cycle 2**

In the Cycle-2, the post-test was on Thursday, February 25<sup>th</sup> 2016. It was found that 90% of the students or 18 out of 20 students got the score more

than or equal to 75 related to the Minimum Criteri of Success. It has given satisfactory result in the improvement of students speaking skill. Therefore, it could be concluded that the planning in the Cycle-2 was implemented successfully.

**Table 4.3 The Result of Post-Test in Cycle 2**

NO	NAMA	SCORE	PASS	FAIL
1	AJ	75	✓	-
2	AD	85	✓	-
3	AI	90	✓	-
4	AH	90	✓	-
5	AL	65	-	✓
6	AN	85	✓	-
7	❖ AR	-	-	-
8	BY	-	-	-
9	CB	70	-	✓
10	DS	75	-	-
11	DZ	80	✓	-
12	ES	80	✓	-
13	FA	80	✓	-
14	FA	-	-	-
15	FR	85	✓	-
16	FW	85	✓	-
17	FP	75	✓	-
18	HM	80	✓	-
19	IR	80	✓	-
20	❖ MF	-	-	-
21	MS	90	✓	-
22	MF	80	✓	-
23	MA	80	✓	-
24	MJ	90	✓	-
25	❖ RE	-	-	-
26	❖ TP	-	-	-
<b>Total</b>		<b>20</b>	<b>18</b>	<b>2</b>
<b>Percentage</b>		<b>100%</b>	<b>90%</b>	<b>10%</b>
<b>Mean Score</b>		<b>81%</b>		

The study in this cycle was done in four steps, covering planning, implementing, observing, reflecting. Planning in Cycle 2 was made based on the findings of the reflecting.

#### **a. Planning**

In this planning, lesson plan was made containing the modified game (see the Appendix 7). Meanwhile, in planning there were four meetings. In this phase the planning was implemented in such a way to overcome the students' problem in speaking. From planning above, the teacher used lesson plan as the form to implement of action will be done. The implementation in cycle 2, for lesson plan was good and there are more exercise to increase English skill.

#### **b. Implementing**

In the Cycle 2, the implementation was done on Thursday, February 25<sup>th</sup> 2016. The implementation on the second cycle covers four meetings. In this activity, the teacher introduced the public building (Zoo, Hotel, Port). The teacher divided students into 6 groups. After that the teacher asked students to read and understand the short reading because in the short reading there is vocabularies list. Then, the teacher asked students to write new vocabulary or difficult words in the table of Zip Zap. The teacher invited all groups to play Zip Zap Game with the partner (on the left and on the right) to practice speaking English. Then, the teacher gave short text about Direction and asked students to write their short text which they

bought. After that, the teacher determined their partner with Zip Zap word and also determined what would they present for the test. If they could present their self short text in front of class well. They got star picture and if they could present their partner short text well, they got winner picture. Almost of all students succeeded in speaking test post in Cycle 2. It could be seen from the numerous of stars and winner pictures the students got. Based on the implementing of the game, the students understand to play Zip Zap Game, students paid attention well, Students did the discussion well, students active in teaching learning process, students was not afraid of making mistakes in speaking. They more active to perform in front of class. In conclusion, the students could speak well and speaking score could reach the criteria of success.

### **c. Observing**

In cycle 2, this observing was actually done at same time as implementing. So the researcher did observing in every meeting of the implementing Zip Zap Game. In the observation phase, moreover, the applied game were collected through doing observation sheet, interviewing guide and administering test. Based on observation phase, the teacher 90% had done preparing lesson plan and students activities to practice speaking English well. Then, from the students, 85%, they got improvement in speaking. It was proved on the students ability to play Zip Zap Game, students kept attention well, students did the discussion well and they could deliver the material to their partner well, students could



active in teaching learning process (they could active to perform in front of class), the students were not afraid to show their speaking skill in front of class, they had began selfconfident to speak English in the teaching and learning English process and speaking score could reach the criteria of success.

#### **d. Reflecting**

The researcher conducted reflecting in the last meeting of every cycle. Finally in the reflecting stage, the researcher analyzed the data taken from the observation stage. In analyzing the data, the researcher matched the criteria of success with found data. From the result of reflecting in Cycle 2. It was found 18 of students were success got the score 75 or more than 75 for the total of students speaking scores consited of five aspects and the criteria of success in teaching and learning process and also the students participation in speaking activity and group working could be achieved well.

From the explantion above, the researcher and the collaborator teacher analyzed that almost the barrier in the Cycle 1 could be handled in Cycle 2. The students scores in the Post-Test 2 met with the criteria of success. On the basis of the good results in the Post-Test 2, the researcher did not need to continue her study.

### **B. Discussion**

The result of the study should be able to answer the problems, which had been stated in the statement of the problem of this study. “The problem is how can the

developed Zip Zap Game improve students' speaking skill for the VII A grade of SMP Islam Azhaar Tulungagung in the school year 2015/2016?"

The data are taken from observation phase. It is conducted during the EFL class. During the EFL class, observation phase was intended to know the effect of applying the Zip Zap Game. They could apply the speaking skill when they have to speak in front of class and speak in the group. During the teaching and learning process, they participated actively. In addition, it is also supported by result of photo of students activities in classroom that the students showed their effort to learn English. Hence, it could be concluded that the teaching of Speaking by Zip Zap Game run well.

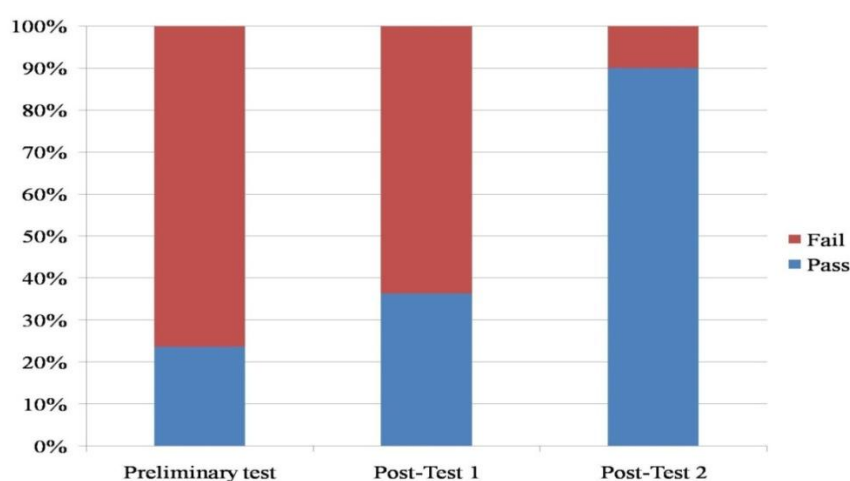
The next method in collecting data is by using interview. The researcher prepares some interview guideliness to facilitate the collaborator teacher. However, for students, the researcher only prepares the interview guidelines without showing to them. Hence, the researcher decides it is better to ask them directly. The interview activity here was given to English teacher and students.

Furthermore. The data also are taken from the results of administering preliminary test, Post-Test 1, and Post-Test 2. From the preliminary test, it reveals that most of students can not achieve the Minimum Criteria Scores is  $\geq 75$ . It means that the students can pass the test if they can achieve the score at least 75. The fact, however, shows the students who can pass the test were 5 students and the others are field. In the preliminary test the percentage of the students means score were 53.80%. Hence, it really needs the Zip Zap Game to improve speaking

students skill. After implementing the Zip Zap Game and conducting the Post-Test, the progress can be identified. If in the preliminary test there were only 5 students who pass, in the Post-Test 1 there were 8 students who pass the test. In the Post-test 1 the percentage of the students means score were 60.90%. However the students progress is not really satisfied yet. Hence, it needs more modification in applying the Zip Zap Game, and the effect is, then, seen through administering the Post-Test 2. Finally, based on the result of Post-Test 2, it can be seen that most of students can achieve the criteria of success. Here, 18 students get score  $\geq 75$  and only 2 students get score under 75. In the Post-test 2 the percentage of the students means score were 81 %. It means that the Zip Zap Game is applied successfully.

The progress of students scores can be seen in the following figure:

**Figure 4.1 Digram of the Percentage of Applying Zip Zap Game**



To modify the application of Zip Zap Game, there some improved activities for the learners.

The activities are Grouping Students, Reading, Writing of Vocabulary List, Discussion, Share New Information with Partner, Communication Games, Using of Zip Zap Game and Pictures and also combination with other game (Ball Zip Zap or hompimpa) and Reviewing the Materials and the last Giving Rewards. In implementing Zip Zap Game, the grouping students into some small groups are the first activity done by the researcher. As stated in the lesson plan either in the Cycle 1 or Cycle 2, grouping students is stated in the first meeting. The researcher decides each group consists of 3 or 4 students in group. After the group was made, the researcher continued the activity. In applying the Zip Zap Game, small group is needed because it can attract the learners to cooperate with others. According to Mills and Alexander (2013:4) explains that, in small group activities are not defined by numbers. They define it as any teaching situation in which dialogue and collaboration within the group are integral to learning.

In addition Jacques in Gunn (2007:5) defines the teaching and learning in small groups has a valuable part to play in the all-round education of students. It allows them to negotiate meanings, to express themselves in the language of the subject. It also develops the more instrumental skill of listening, presenting ideas and persuading. Then according to Gunn (2007:3) in the small group work can also be used to refer to the method of Problem-based learning, which is often undertaken in the form of small, students controlled, groups.

The key strengths of small group teaching consist of flexibility, interaction, and reflexivity and engagement indeed. Hence, the chosen strategy to develop the

Zip Zap Game by using small group teaching is quite useful in being successfully teaching and suited with the theories of some expert above.

The next activity is reading. Reading is a very complex mental activity that contains vision, dubbing, thought, and rediction (Celenk in Sahin, 2013:1). According to Akyol in Sahin (2013:1) explains that reading is a dynamic inferring process that communication between writer and reader essential. In addition Demirel (2013:2) defines that, the power of reading comprehension consists of three components. These are interpretation of reading material (text), the reader and text by the reader. So in reading short text can develop reading skill and it can be better in teaching learning process. Because in reading the students can improve their knowledge and also their comprehension skill such as speaking skill.

After that, writing of vocabulary list. According to National Reading Panel in Sedita (2005:1) explores that, vocabulary is one of three components of reading instruction that which are essential to successfully teach children how to read. These core components included phonemic, awereness, phonic and word study, fluency, vocabulary, and comprehension. In addition Rupley, Logan and Nichols in Sedita (2005:1) explain that, vocabulary is glue that holds stories, ideas and content together making comprehension accessible for children. So, vocabulary knowledge is important because it encompasses all the words, background knowledge, express our ideas and communicate effectively, and learn about new concepts. Then, According to Richards and Renandya (2002:255-259) define that, vocabulary is a core component of language proficiency and provides much of the

basis for how well learners speak, listen, read, and write. It is found that knowing a minimum of about 3000 words was required for effective speaking, at the university level, whereas knowing 5000 words indicated likely academic success.

The next activity done in applying discussion. Discussion is range from highly, whole-group stage event to informal small-group interactions (Jeremy Harmer, 2007:350). According to Larson (2000:1) explains that, the purposes of discussion as a method of instructions, where the purpose is to help engage students in a lesson, and learn academic content by encouraging verb interaction and discussion competence as the subject matter, where the desired outcome is for students to learn to discuss more effectively. This activity foster critical thinking and quick decision making, and students learn how to express. In class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Besides applying the grouping students, reading, writing vocabulary list, discussion, the researcher uses share new information or materi with partner to apply Zip Zap Game. This is a game designed to provide students to think a given topic enabling them to formulate individual ideas and share these ideas with another students in their group. This activity almost the same with think-pair-share. This activity is a learning strategy develop by Lyman to encourage students classroom participation. According to Lyman in Usman (2015:39) explains that, the think-pair-share strategy is a cooperative discussion strategy to help students work in group. In addition Jones in Usman (2015:39) defines that, the students

can share ideas that appear in their minds as the responses to the teacher questions in the teaching learning process. Students then turn to a partner and share their responses with others. The discussion is enhanced by this activities, and all students have an opportunity to learn by reflection and by verbalization.

Then, using communication game. It consists of two content word 'communication' and 'game'. Communication is defined as a process where by information is defined as a process where by information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. Meanwhile, 'game' is defined as an activity that is entertaining, engaging, often challenging for learners in which the learn plays and interacts with other. According to Harmer (2001:349) defines that, If both words are combined into one, communication game defines as a set of games that is designed to help students learning English with joyful activity or activities and aimed to get learners talk as quickly and fluently as possible. These games are very useful to help teacher remain their teaching goals especially in speaking. Furthermore, games are considered as the effective activity to be used in teaching and learning process. It not only makes students fell fun and learns with pleasant, but also it motivates and builds students social interaction among students. Some advantages of using communication game are communication games can mke students to be more creative and communicative, games provide more opportunities for students to express their opinions and feelings, games give positive effect on the students' interest and motivation in studying English as well as to improve their speaking skill. In addition Agoestyowati in Ulviana (2011:14)

statements that, the use of games in learning environment will not only change the dynamic of the class, but it can make students be better and help the brain to learn more effectively.

In applying of Zip Zap Game in EFL class, the researcher also uses pictures and also combination with other Game such as Zip Zap Ball Game, Hompimpa. Usually, the use of pictures is aimed to help student understanding the al by giving an image to the students which is real object or situation. In order to be effective and increase the students interest, the pictures used should be clear. The media can motivate the students to learn, will increase their interest, and will widen the channel of communication between the teacher and students, so that the teaching will be more communicative and effective. According to Hill in Joklova (2009 :15) explains that, pictures are one of these valuable aids. They bring “images of reality into the unnatural world of the language classroom.” In addition Wright in Joklova (2009:15) explores that there are many reason for using pictures in language teaching. It can make they are motivated and draw students attention. So the picture can make the students more interested in their learning.

Next, Zip Zap game uses ball, it is one of games which make students enjoy and encourages to be active in speaking participation in the classroom, because this game contains a rich communication where students must be active. In the Zip Zap Ball has positive effect on students speaking for students. In addition Martinson and Chu in Dunlap (2013:3) explains that, gives some sugesstion to teacher about using game for teaching young learners. “Games are effective tools



for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Play games teaches us how to strategize, to consider alternatives, and to think flexibly.” Before, playing the game in class. The game will more interest if using hompimpa, because in the hompimpa can attract the students spirit in the teaching and learning English activities.

After that, reviewing the also. According to Rosenshine (2012:13) Effective teacher also reviewed the knowledge and concepts that were relevant for that day lesson. It is important for a teacher to help students recall words, concepts and vocabulary that will be relevant for the day lesson because our working memory is very limited. The aim is strengthening the connection learners to all of the teaching al they learned. Sometimes, the teacher (here means researcher) reviews the al in the following meeting after the teaching and learning process done. But, it also can be done in the last meeting before conducting post-test. It is very useful for the learners to remind, to stimulate, and also to create their critical thinking related to the material. In addition Sutton (2002:1) defines review is methods to encourage students to recall former learning so as to clarify and focus on key points, ensure understanding, and to pratice and check recall. Here, in this research, the researcher applies the reviewing material technique. It can be seen from the lesson plan in Cycles-2, especially in the second, third, and fourth meeting. Based on the good benefit from the use of reviewing material, the

researcher is interested to do that activity to help the applying of Zip Zap Game in the EFL classes.

Finally, the last activity gives rewards. One of the most controversial issues in behavior management has been the use of reward to motivation and teach students follow classroom rules and routiness and to complete academic assignment. In the reward can be used to provide positive reinforcement for children behavior and academic performance. The power of reward is evidence in brains of expect the delivery of preferred (Schultz, Tremblay and Hollerman in Witzel and Mercer, 2003:89). In addition McNinch in Witzel and Mercer (2003 :90) defines that, rewards can bulid a students motivation when the task is presented as relevant. Thus, the proper use of rewards can allow a students to develop his or her own motivation.