

**THE TEACHING AND LEARNING PROCESS OF ENGLISH CONVERSATION:**

**A CASE STUDY IN SMAN 3 YOGYAKARTA**

**A THESIS**

Presented as Partial Fulfillment of the Requirements for the Attainment of

*a Sarjana Pendidikan* Degree in English Language Education



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## **APPROVAL**

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## RATIFICATION

### THE TEACHING AND LEARNING PROCESS OF ENGLISH CONVERSATION:

#### A CASE STUDY IN SMAN 3 YOGYAKARTA

#### A THESIS

Accepted by the board of examiners of Faculty of Languages and Arts of Yogyakarta State University on 11 July 2014 and declared to have fulfilled the requirement for the attainment of a *Sarjana Pendidikan* Degree in English Language Education

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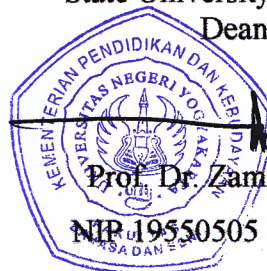
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## PERNYATAAN

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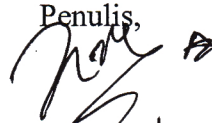
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 Juli 2014

Penulis,



Kiki Juli Anggoro



## DEDICATIONS

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*This thesis is dedicated to my mom and dad  
Ibu Ikromah and Bapak Sugatot*

*My big brother, Bang Tino Lip*

*My best Friends*

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## *MOTTOS*

Success seems to be connected with action.

Successful men keep moving.

They make mistakes, but they don't quit.

**Conrad Hilton**

Real sorrow doesn't exist and real joy doesn't either.

**Leo Tolstoy**

Don't grumble. Just rock it.

**Kijuang**



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# **THE TEACHING AND LEARNING PROCESS OF ENGLISH CONVERSATION: A CASE STUDY IN SMAN 3 YOGYAKARTA**

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## **ABSTRACT**

This study aimed at describing the teaching and learning process of English conversation in SMAN 3 Yogyakarta. This subject focuses on speaking skill.

This study was qualitative research conducted in SMAN 3 Yogyakarta from March to April 2014. The subjects of this study were eleventh grade students of SMAN 3 Yogyakarta, two English conversation teachers, and a teaching assistant. To collect data, observations and interviews were used. After being collected through the techniques, the data were analyzed. There was reduction done to select which data were important. After that, the data were categorized into several groups.

The result of this study exposed the description of the instructional process of the subject. The methods used in the instructional process were direct method, problem-based learning, project-based learning, the silent way, communicative language teaching, and EGRA (exposure, generalization, reinforcement, and application). The techniques used included role-play, drama, speech, discussion, and literature analysis. The materials were in the form of oral presentations and handouts. The media used included texts, models, pictures, songs, movies, and videos. The unique things found in the instructional process were that there were two teachers and one teaching assistant coming from USA who conducted co-teaching; and the class was mostly conducted outdoor.

Key words: English Conversation, instructional process, qualitative.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In this globalization era, English mastery is highly demanded as English is spoken widely by a lot of people in every part of the world. In fact, English has become a tool for the international communication in several fields such as education, commerce, tourism, entertainment, scientific research, technology, and transportation. Therefore, it is inevitably important for those whose native language is not English to master this language so that they could participate in global contexts.

In Indonesia, English is a subject taught officially from the junior high school to university level. Even there are schools that have a supplementary subject called English conversation which focuses on spoken English. This condition shows how important English is for Indonesians. According to Indonesia's curriculum, Curriculum 2013, English is a very important foreign language for international communication. In other words, students should be able to learn the subject well so that they can participate in global contexts. However, as a matter of fact, students at all levels have problems in learning English

Indonesian students who learn English have several problems to deal with. They find difficulties to use the language as a means of communication. On the other hand, there are a number of teachers who also find difficulties to solve that kind of problem. As a result, the teaching and learning process of English in several schools is considered to be not effective and to not reach the goal. Because

of that, the teachers need models from which they could learn and solve the problem.

In Yogyakarta, Indonesia, there are several model schools including SMAN 3 Yogyakarta. In 2011, the average UN (*Ujian Nasional*) score of freshmen of the school was 38.39 (Padmanaba.or.id). This score was the highest score in Yogyakarta followed by SMAN 1 Yogyakarta, 37.87, and SMAN 8 Yogyakarta, 37.45. In 2012, the average UN (*Ujian Nasional*) score of freshmen was 38.91 (Padmanaba.or.id). This score was also the highest score followed by SMAN 1 Yogyakarta, 38.53 and SMAN 8 Yogyakarta, 38.11. These data proved that SMAN 3 Yogyakarta is one of the best schools in Yogyakarta.

In relation to an observation, the students of this school often win English competitions such as story telling, speech, and debate. The students of this school also represented Yogyakarta in National Debating Competitions in 2010, 2011, 2012, and 2013 (Padmanaba.or.id). In relation to another observation, most students of this school are able to speak English. It is not a surprising thing since this school was a PISS (Pilot Instructional Standard School).

With regard to the observations, the English proficiency of the students is high. After conducting an interview, it is known that it is because the students do not only get a chance to learn English in English subject, but also another subject called English conversation. This subject focuses on developing students' English speaking skill. In this subject, students are able to practice their Speaking skill and be exposed to the language.

As mentioned earlier, in this globalization era, having good English skills is very important in a number of fields. One of the most important skills is speaking. By speaking, we could reflect thoughts, opinions, and feelings in a meaningful way (Artini: 1998). Because of that, when learning a language including English, we need to work hard mastering this skill. In most schools, students are exposed to English in English subject only. In this subject, there are four skills taught which are listening, speaking, reading, and writing. Because of that, the students do not get enough time to practice their speaking skill. Therefore, a subject like English conversation becomes a need to provide students more exposures and time to practice using the language orally.

Even though English conversation subject is not very unfamiliar since there are a few schools which have this subject as well, there are still a lot of schools in Indonesia which do not. Besides, even though some schools have this subject, they still could not improve students' speaking skill effectively. Because of that, they need a model. English conversation subject in SMAN 3 Yogyakarta could be considered successful and to be a good model for the similar subject in other schools. Therefore, it is important to conduct this research, "The Teaching and Learning Process of English Conversation: A Case Study in SMAN 3 Yogyakarta".

## **B. Identification of the Problem**

With regard to the background of the study, SMAN 3 Yogyakarta could be categorized as a model school in Yogyakarta. Because of that, this school is different from other schools in terms of input and output. Besides, as this school

was a PISS (Pilot Instructional Standard School), the students have good English proficiency. Therefore, the teachers should carefully select teaching methods, techniques, materials, and media to meet the need of the students.

As a matter of fact, English conversation instructional processes in any school including SMAN 3 Yogyakarta involve several components which are teachers, students, methods, techniques, materials, media, and the like. These components are interrelated. In other words, each of them supports the success of the instructional process.

The first component is teachers. Teachers have several roles. Harmer (2001: 58-62) states that the roles of a teacher are controller, organizer, assessor, prompter, participant, resourceful person, tutor, and observer. In other words, the teachers do not only deliver knowledge to the students, but also do several other things which support the success of their teaching. Based on observations and interviews conducted, the teachers of English conversation of SMAN 3 Yogyakarta do the eight roles well.

The second component is students. The students are the ones who are expected to learn a lot of necessary things from the class. Based on an observation and interview conducted, the students of SMAN 3 Yogyakarta often ask questions to and discuss materials they find on internet with the teachers. Therefore, the students are active and critical. Besides, in relation to another observation, most students are able to speak English. So, they have good English proficiency especially in speaking.

The third component is methods. There are a number of teaching methods which could be used by English teachers to teach. Therefore, the teachers should carefully select methods which correlate with the current curriculum and are suitable and appropriate to their students. By doing so, the teachers could support the success of the instructional process. However, there are several teachers who only use conventional methods to teach without considering whether or not they are suitable and appropriate to their students.

The fourth component is techniques. Anthony in Brown (2001) states that techniques are specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well. In other words, the techniques used in teaching should be based on the method selected. However, there are a number of English teachers who do not notice this and select techniques randomly.

The fifth component is materials. This component is as important as others as they could help the students meet the core competences and basic competences. That is why teachers should carefully select materials which would be used to teach. If the materials are not appropriate and suitable to the students, the instructional process would not be successful.

The sixth component is media. According to Arsyad (2002), with the use of media, different perceptions could be avoided and interactive communication between teachers and students could lead to comfortable learning atmosphere. In other words, if teachers could select appropriate and suitable media to their

students, they could support the success of the instructional process. However, if they could not, the instructional process would not be successful.

Based on the explanation above, English teachers should not only know their roles and their students well, they also need to select appropriate and suitable methods, techniques, materials, and media to their students. However, there are a number of teachers who find difficulties in doing so.

### **C. Limitation of The Problem**

With regard to the identification of the problem, this study focuses on the instructional process of English conversation in SMAN 3 Yogyakarta. It embodies anything that affects the process including the role of teachers, the role of students, methods, techniques, materials, media, setting, facilities, and assessment.

### **D. Formulation of the Problem**

In reference to the limitation of the problem above, the following presents a research problem targeted in this study.

What are roles of teachers, roles of students, methods, techniques, materials, media, setting, facilities, and assessment in the instructional process of English conversation in SMAN 3 Yogyakarta?

### **E. Objective of the Study**

In accordance with the formulation of the problem, the objective of this study is to describe roles of teachers, roles of students, methods, techniques, materials, media, setting, facilities, and assessment in the instructional process of English conversation in SMAN 3 Yogyakarta.



**F. Significance of the Study**

## 1. Practically

Practically, the findings of this study would be useful for three parties.

## a. Student Teachers

This study could be a good reference for student teachers who want to improve their teaching.

## b. Other Teachers

The findings could be useful for English teachers because they could have more models to improve their teaching.

## 2. Theoretically

Theoretically, the findings of this study could be used as a reference that serves as a model of the instructional process of English conversation.

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Review**

#### **1. English Language Teaching**

Teaching English as a foreign language has become an important part of study at schools in Indonesia and a number of other countries. Because of that, the demand for well-trained English as a foreign language (EFL) teachers is substantial around the world. Allen and Vallete (1994) states that teachers are the key figures in the language course since they set their tone for the learning activities. From the statement, teachers contribute to the success of the learning of learners. However, not all teachers could do their roles effectively.

##### **a. Effective Teaching**

Effective teaching is one of the primary concerns of educators. However, effective teaching is an abstract concept so that it is not easy to identify the specific teaching characteristics that are considered as effective.

Centra (1993) characterizes effective teaching as a good organization of subject matter and course, effective communication, knowledge of and enthusiasm for the subject matter and teaching, positive attitude toward students, fairness in examinations and grading, and flexibility to approach teaching. Sherman (1987) identifies the following characteristics, some of which are similar to those which are mentioned by Centra.

- 1) Enthusiasm (pleasure in teaching; love and interest in the subject)
- 2) Clarity (clear explanation of concepts; systematic presentation of materials)

- 3) Preparation and organization (detailed course outlines; established course objectives; good definition of evaluation procedures)
- 4) Stimulation (stimulation of interest; ability to motivate students)
- 5) Knowledge (grasp of subject matter).

Sheffield (1974) summarizes the most often mentioned effective teachers' characteristics. The characteristics are as follows.

- 1) Mastery of his/her subject, competent
- 2) Well prepared for the lesson
- 3) Relating subject to real life, practical
- 4) Encouraging students' questions and opinions
- 5) Enthusiastic about his/her subject
- 6) Approachable, friendly, available
- 7) Concerned for students' progress
- 8) Having a sense of humor, amusing
- 9) Warm, kind, sympathetic
- 10) Using teaching aids effectively

Knox and Mogan (1985: 26) defines characteristics of effective teaching by categorizing behaviors identified as effective into five broad categories:

- 1) Teaching ability: The process of transmission of knowledge, skills and attitudes, and the creation of an atmosphere in which this is done.
- 2) Professional competence: The teacher's theoretical and practical knowledge used in teaching as well as the teacher's attitude toward the profession.

- 3) Evaluation of students: The type and amount of feedback the student receives from the teacher.
- 4) Interpersonal relationships: A state of reciprocal interest or communication between two or more people.
- 5) Personality traits: The totality of individual's attitudes, emotional tendencies and character traits, which are not specifically related to teaching or interpersonal relationships but may affect both.

From the description above, actually there are a number of things that influence the effectiveness of the teaching and learning process including teachers' teaching techniques. However, the techniques used must be able to support the distribution of roles of the teachers.

The roles of teachers can be classified into eight (Harmer, 2000: 58-62).

The eight roles are as follows.

1) Controller

Teachers should exemplify the teacher-fronted classroom in which transmission of knowledge from the teacher to the pupils happens.

2) Organizer

Teachers are the ones who guide their pupils to do various activities in classrooms. The teachers guide them by giving information related to the activity, pairing and grouping, and when to start and end activities. It is important to get full advantage of an activity and to avoid chaos. Teachers should make sure that the students are ready to learn and engage them in the teaching and learning process.

### 3) Assessor

Teachers have to conduct various kinds of assessment to see the students' improvement. By doing assessment, the teachers would know a lot of things about the students. The teachers would know what skills which should be explored, what explanation should be repeated, what way could be best used to help the students learn, etc. Therefore, doing assessment is an important role of a teacher.

### 4) Prompter

Teachers need to encourage their students to learn. It is done when pupils lose the thread of what is going on or they are lost for words. In this kind of situation, the teachers might nudge them forward in a discreet and supportive way. However, the teachers are required to offer help, but they should not take over. Teachers should also be prompters when the students have low enthusiasm or motivation in learning. The teacher could use interesting media, tell motivating stories, show videos, etc.

### 5) Participant

Sometimes teachers should join in not as a teacher, but as a participant to make students comfortable.

### 6) Resourceful Person

A teacher should be helpful and available, but should resist the urge to spoon-feed pupils so they become over-reliant on him or her. The teacher should offer guidance to where they can go and look for the information and help them to become more independent in their learning.

### 7) Tutor

Teachers sometimes need to work with individuals or small groups. More personal contact gives the learners a real chance to feel supported and helped.

### 8) Observer

A teacher should observe what the pupils do especially in oral communicative activities to be able to give them useful feedback. When taking notes on pupils' performance, a teacher may have columns not only for what they get wrong, but also what they do right. Observing for success gives the teacher a different feel for how well they are doing. The teacher needs to be able to work and observe simultaneously not only in order to give feedback, but also to judge the success of the different materials and activities the teacher takes into the lessons.

From the explanation above, we could really see the roles that effective teachers should have. Effective teachers should not only plan, run, and evaluate the instructional process, but also maintain students' enthusiasm, willingness, and motivation to learn. However, teachers are not the only actors in the teaching and learning process. Therefore, to make their own learning successful, learners need to do their roles as well.

## **b. Learners**

Learners are the other active actors of teaching and learning processes because they are the ones who are expected to learn a lot of useful things from the processes. Their role is clear which is to learn. Learners need to work hard to get

as much knowledge and skill as possible. However, there are several factors that affect the learning process of learners.

The major factor is age. To decide what and how to teach, age is a major factor to consider (Brown: 2000). In other words, we need to really consider age of our learners to be able to give them suitable and proper treatments since it is very important. Brown further states that people of different ages have different needs, competences, and cognitive skills (2000). In reference to the statement, needs, competences, and cognitive skills of senior high school students are different from other levels. Besides age, learning styles also affect the learners' learning process.

Different learners may have different learning styles. Willing as cited in Harmer (2000) categorizes several learning styles. They are as follows.

1) Convergers

Convergers could be said to be individualists. They are confident in their own ability and do not like to be in a group.

2) Conformists

Conformists are language-only oriented learners. They are interested to learn the language, but not to use it.

3) Concrete Learners

Concrete learners are like conformists, but they enjoy the process of learning.

4) Communicative Learners.

Communicative learners are language-use oriented. They learn the language because they want to use it as a means of communication.

Besides teachers and learners, there are several other things that also affect the teaching and learning process. They are approaches, methods, and techniques.

### **c. Approaches to Language Teaching**

To have an approach is as important as to have a home because having an approach means to have the main point to refer to. According to Anthony as cited in Brown, approach is “a set of assumptions dealing with the nature of language, learning, and teaching” (2000: 16). Brown has the same idea as Edward about approach. According to Brown (2000: 16), approach is “theoretically well-informed assumptions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings”. Richards and Rodgers as cited in Harmer (2000: 78) also have similar ideas. They defines approach as “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching”. From the three definitions, approach includes theories related to language, language learning, and language teaching that become the basis of principles and practices.

### **d. Methods in Language Teaching**

Methods are the other crucial thing in language teaching. Methods are the elaboration of an approach so that they need to be based on a particular approach. In 1963, Anthony as cited in Brown describes methods as an overall plan based on a particular approach used to present the language systematically (2000). Brown (2000) states that this definition has withstood the test of time. In other words, this definition is still considered relevant. A couple years after Anthony defines what



method is, Richards and Rodgers as cited in Brown (2000) defines it as an umbrella term for the specification and interrelation of theory and practice. Brown (2000) explains that this new formulation of method definition made contribution to the understanding of method. However, he further explains that the definition is not really relevant to the educational setting since they could not catch on in the pedagogical literature. Brown also states that the definition is more likely to be methodology. Methodology is defined as general pedagogical practices which includes pedagogical underpinnings and related research, while methods are generalized sets of specifications used in classrooms to accomplish the linguistic objectives (Brown: 2000). Brown (2000) also states that methods “tend to be concerned primarily with teachers and students’ roles and behavior and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials” (2000: 16). So, methods focus on not only linguistic features which are going to be taught, but also roles of subjects in the educational setting.

#### 1) Categories of Language Teaching Methods

There are three categories of language teaching methods. They include language-centered methods, learner-centered methods, and learning-centered methods (Kumaravadivelu, 2006: 90).

The first one is language-centered methods. Kumaravadivelu defines language-centered methods as “those that are principally concerned with linguistic forms” (2006: 90). These methods seek to provide opportunities for learners to practice linguistic structures through form-focused exercises (Kumaravadivelu:

2006). One of the methods included in this category is the Audio-Lingual Method.

The second one is learner-centered methods. Kumaravadivelu defines learner-centered methods as “those that are principally concerned with students’ needs, wants, and situations” (2006: 91). These methods seek to give opportunities for learners to practice using the language as a means of communication (Kumaravadivelu: 2006). One of the methods included in this category is the Communicative Language Teaching.

The third one is learning-centered methods. Kumaravadivelu defines learning-centered methods as “those that are principally concerned with cognitive processes of learning” (2006: 91). These methods seek to provide opportunities for learners to participate in open-ended meaningful interaction through problem-solving tasks (Kumaravadivelu: 2006). One of the methods included in this category is the Natural Approach.

## 2) The Types of Method

With regard to the categories of methods, there are several types of methods which can be used in the teaching and learning process of English. The methods are as follows.

### a) Grammar-Translation Method

Prator and Muria in Brown (2001) lists the major characteristics of Grammar-Translation Method. The following are the characteristics.

- (1) Classes are taught mostly in the learners' native language and sometimes in the target language.
- (2) Vocabulary is taught mechanically.
- (3) There is long and elaborated explanation of grammar.
- (4) Grammar provides the rules for putting words together and instruction often focuses on the form and inflection of words.
- (5) There are activities of reading classical and difficult texts.
- (6) There is just little attention paid on the content of texts used in the teaching and learning process.
- (7) There are exercises of translating texts from target language to native language, vice versa.
- (8) There is just a little discussion on pronunciation.

#### b) The Direct Method

Richards and Rodgers in Brown (2001) summarizes the principles of this method as presented below.

- (1) Classroom instruction is conducted exclusively in the target language.
- (2) Only everyday vocabulary and language are taught.
- (3) Oral communication skills are built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small and intensive classes.
- (4) Grammar is taught inductively.
- (5) New teaching points are taught through modeling and practice.

- (6) Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas.
- (7) Both speech and listening comprehension are taught.
- (8) Correct pronunciation and grammar are emphasized.

c) The Audio-Lingual Method

Prator and Celce Muria in Brown (2001) summarizes the characteristics of this method as presented below.

- (1) New materials are presented in the dialogue form.
- (2) There is dependence on mimicry, memorization of set phrases and over learning.
- (3) Structures are sequenced by means of contrastive analysis and taught one at a time.
- (4) Structural patterns are taught using repetitive drills.
- (5) There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
- (6) Vocabulary is strictly limited and learned in context.
- (7) There is much use of tapes, language labs, and visual aids.
- (8) Great importance is attracted to pronunciation
- (9) Very little use of mother tongue by teachers is permitted.
- (10) Successful responses are immediately reinforced.
- (11) There is great effort to get students to produce error-free utterances.
- (12) There is tendency to manipulate language and disregard content.

d) The Silent Way

Richards and Rodgers in Brown (2001) summarizes the theory of learning behind this method as presented below.

- (1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- (2) Learning is facilitated by accompanying (mediating) physical objects.
- (3) Learning is facilitated by problem solving involving the materials to be learned.

e) Dessuggestopedia

According to Murcia as cited in Larsen-Freeman (1986), dessuggestopedia is also called as effective-humanistic approach in which there is a respect for students' feeling.

f) Community Language Learning

Curran in Brown (2001) states that learners of a classroom were not regarded as a "class", but as a "group" that is in need of certain therapy or counseling. That is why this method is also called "Counseling-learning" model of education.

g) Total Physical Response (TPR)

The main focus of this method is listening comprehension. Asher as cited in Larsen-Freeman (1986) notes that children, in learning their first language, appear to a lot of listening before they speak, and that their listening is accompanied by physical responses which are reaching, grabbing, moving, looking, and so forth.

#### h) Communicative Language Teaching

This method aims at applying the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

#### i) EGRA

EGRA is a commonly used method in teaching English. EGRA stands for Exposure, Generalization, Reinforcement, and Application. Marpudin (2008) explains each step as follows.

##### (1) Exposure

This step is used to direct the students' attention to the topic that is going to be delivered. In this step, teachers could give some leading questions.

##### (2) Generalization

This step is used to help students expressing their ideas and opinion. This step includes the following activities.

- (a) The teachers divide the students into small groups.
- (b) The teachers give the students model texts to discuss.
- (c) The teachers guide the students during the discussion.
- (d) The teachers and students discuss the discussion result.

##### (3) Reinforcement

This step involves the following activities.

- (a) The teachers give detail explanation about the topic being learned by the students.

(b) The teachers drill the students to pronounce several English words related to the topic.

(c) The teachers give exercises and ask the students to work in pairs.

(d) The teachers provide a kind of scaffolding to students in completing the exercises.

#### (4) Application

This step involves the following activities.

(a) The teachers give tasks to the students and ask them to work individually.

(b) The teachers give a number of cases to the students and ask them to respond to them individually.

#### j) Problem-Based Learning

Ioannou (2000) defines problem-based learning as a method that basically challenges students to think. It also triggers curiosity and engages the students in problem solving processes that involve experiential learning through the utilization genuine experiences. In this method, students are given a problem to solve or learn more about the problem. Besides that, they organize any previous knowledge on the subject, pose any additional questions, and identify areas from where they need more information. Students plan to gather more information, then do the necessary research and reconvene to share and summarize their new knowledge. They may present their conclusions and there may or may not be a final product.

### k) Project-based Learning

Lucas (2001) explains that project-based learning offers a wide range of benefits to both students and teachers. The use of project-based learning engages students, cuts absenteeism, boosts cooperative learning skills, and improves academic performance. Besides, this method puts an emphasis on learning activities which are long-term interdisciplinary, student-centered, and combined with real world issues and practices.

### 3) Post-Methods

According to Kumaravadivelu (2006), there has been dissatisfaction with methods in relation to theoretical, experimental, and experiential knowledge. Kumaravadivelu (2006) further explains that studies by a number of researchers such as Morgan (1982), Nunan (1987), and Legutke and Thomas (1991) show collectively and clearly that there have been problems related to the use of methods. One of them is related to the nature and scope of methods. With regard to the problem, Kumaravadivelu (2006) states that,

“Emerging gradually over the years, and accelerating during the last decade, are critical thoughts that question the nature and scope of methods, and creative ideas that redefine our understanding of method. Having witnessed how methods go through endless cycles of life, death, and rebirth, the language teaching profession seems to have reached a state of heightened awareness—an awareness that, as long as we remain in the web of method, we will continue to get entangled in an unending search for an unavailable solution; that such a search drives us to continually recycle and repackage the same old ideas; and that nothing short of breaking the cycle can salvage the situation. Out of this awareness has emerged what I have called a postmethod condition.”



Kumaravadivelu (2003) signifies three interrelated attributes of postmethod condition. The first one is that it signifies a search for an alternative to method. Kumaravadivelu (2003) explains that postmethod condition empowers teachers to construct personal theories of practice. The second one is that it recognizes teachers' autonomy. Kumaravadivelu (2003) states that postmethod condition recognizes not only teachers' ability to teach, but also to act autonomously. The third one is that it signifies principled pragmatism. It means that it "focuses on how classroom learning can be shaped and reshaped by teachers as a result of self-observation, self-analysis, and self-evaluation" (Kumaravadivelu, 2003: 33). Therefore, teachers can autonomously select a number of principles of several methods which can be best used to help the students achieve the objectives of the teaching and learning process.

There are a number of methods in language teaching. In reference to postmethod condition, teachers could select several principles of various methods and implement them at the same time in the same context. However, the teachers need to select the principles carefully based on a number of parameters.

According to Kumaravadivelu (2003), there are three parameters of the use of postmethods. The first one is the parameter of particularity. The parameter of particularity seeks to "facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities" (Kumaravadivelu, 2003: 37). The second one is the parameter of practicality. The parameter of practicality seeks to "rupture the reified role relationship by enabling and encouraging teachers to

theorize from their practice and to practice what they theorize” (Kumaravadivelu, 2003: 37). The third one is the parameter of possibility. The parameter of possibility seeks to “tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation” (Kumaravadivelu, 2003: 37).

In reference to the parameters, teachers could autonomously select principles of methods which they believe could help students achieve the objectives of the teaching and learning processes. However, they could not select the principles randomly. They need to consider the particularity, practicality, and possibility of the use of the principles. By doing so, they could select principles of methods which best aid the teaching and learning process and are suitable to the students.

#### **e. Techniques in Language Teaching**

If methods are general, techniques are specific. According to Anthony as cited in Brown (2000), techniques are specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. In other words, techniques should support and be in accordance with the method being used. Brown (2000) specifies the definition and defined techniques as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lessons’ objectives. From the definition, techniques are more specific than methods.

### 1) Types of Techniques

Brown (2001) lists and explains several commonly used techniques as characterized below.

#### a) Role-Play

This technique offers a lot of opportunities for students to act freely out of roles and factions which are specified.

#### b) Games

Using games is a fun technique. Games include elements of competition in which the players compete against themselves, individuals, or objective standards. This technique is also considered to provide an appealing environment where learners follow prescribed rules as they struggle to attain a challenging goal. Besides that, games often help learners improving their vocabulary as it requires them to demonstrate mastery of specific vocabularies.

#### c) Report

This technique includes a kind of report of student-prepared expositions on books. Students experience project works without immediate stimulus to their interest.

#### d) Problem Solving

This refers to activities involving specified problem and limitation of means to solve it. Because of that, it requires a kind of cooperation of participants in small or large groups.

e) Drama

Drama is a planned dramatic rendition of play, skit, and story. Hornby (1974) states that drama is the composition, presentation, and performance of such plays. It is a more formulated form of role-play. It is because it provides a pre-planned story line or script.

f) Simulation

Simulation is an activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.

g) Interview

As its name suggests, this technique refers to conversation between two people in which some questions are asked by the interviewer to get the information.

h) Discussion

This technique includes several sub-techniques such as group discussion, class discussion, and debates on certain topics. By using this technique, the students are expected to talk together, share information, and work toward a solution or consensus.

i) Composition

This technique refers to written development of ideas, stories, or other expositions.

#### j) A Propos

This technique includes oral interaction or other socially oriented interaction.

#### f. Materials

Good materials could be the basis of good learning achievement. According to Richards and Renandya (2002: 65), “teaching materials are a key component in most language programs”. Teller as cited in Philips & Vallance (2004: 26) further explains that “materials provide a real audience for communication and allow students to have interaction on both local and international scales”. Moreover, Nunan (1989) states that to assist the learners to do in class, the materials provided should reflect the outside world. In other words, there needs to be authenticity in the materials chosen so that the students could relate their learning in the classroom to the real world.

The fact that a number of teachers only take materials from textbooks happens in a lot of schools. This happens because most teachers associate materials with textbooks. However, according to Tomlinson (1998), materials are anything that can facilitate the students’ learning. Therefore, it is not only textbooks, but also cassettes, videos, cd-rooms, dictionary, grammar books, newspapers, food recipes, live talks by native speakers, etc.

#### 1) The Types of Materials

Chayanuvat (1996: 8) divides materials into two major types. They are obligatory and additional.

a) Obligatory

Obligatory materials are those required of a course such as the textbooks which embody the intended syllabus.

b) Additional

Additional materials are supplementary materials brought for the class from various sources.

In conclusion, obligatory materials are the main materials which should be taught to the students, while additional materials are the ones which we can give to help or even enrich students' understanding on certain topics.

2) Aspects in Developing Materials

According to Tomlinson (1998), there are several aspects which English teachers need to consider when developing materials. The aspects are as follows.

- a) Materials should achieve impact.
- b) Materials should help learners feel at ease.
- c) Materials should help learners develop confidence.
- d) Materials should be perceived by learners as relevant and useful.
- e) Materials should require and facilitate learners' self investment.
- f) Learners should be ready to acquire the points being taught.
- g) Materials should expose the learners to language in authentic use.
- h) The learner's attention should be drawn to linguistic features of the input.
- i) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

- j) Materials should take into account that the positive effects of instruction are usually delayed.
- k) Materials should take into account that learners differ in learning styles.
- l) Materials should take into account that learners differ in affective attitudes.
- m) Materials should permit a silent period at the beginning of instruction.
- n) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities.
- o) Materials should not rely too much on controlled practice

#### **g. Media**

Media are ways for us to express something. Newby et al. (2000) states that media are the ones that carry information between a source and a receiver. Gagne and Bidggs as cited in Arsyad (2000) further explains that teaching media consist of tools which are physically used to explain the content of the materials, such as books, tape recorders, cassettes, video recorders, cameras, films, slides, photos, pictures, graphics, televisions, and computers. In conclusion, there are a lot of various media which could be used to ease students' learning and teachers need to select them carefully.

##### **1) The Roles of Media**

Media have a number of roles in educational setting. Their primary role is of course to facilitate students' learning. One of the ways they do this is by providing a stimulus-rich environment. Another role of media is to provide

vicarious experiences. Students do not need to go to certain places to see certain things because by using media they can even see prawns in mountain areas. The last role is that motion media can demonstrate a process. By using this, students could see the demonstration of a skill before practicing it. The demonstration can be live, videotaped, or presented through a series of photographs. Moreover, color, sound, and motion can increase students' interest and motivation to learn.

## 2) The Characteristics of Good Media

There are a lot of media which can be used by teachers. However, not all media are good. The following are the characteristics of good media stated by Gerlach and Ely as cited in Arsyad (2002: 11)

### a) Fixative Property

Media can record, save, keep, and construct a particular object or event.

### b) Manipulative Property

Events which are recorded several days can be presented to the students in two or three minutes using time-lapse recording techniques in taking pictures.

### c) Distributive property

Enable to move some objects through an integrated display and the object can simultaneously view the same condition to the students with the same experience stimuli about the event.

## 3) Types of Media

As mentioned earlier, there are a lot of media which can be used by teachers to facilitate their students' learning. Newby et al. (2000) states that media which are



commonly used in elementary and secondary school include multimedia, video, graphics, audio, texts, and real objects and models. Each of them is elaborated below.

a) Multimedia

Tan Seng and Angela (2003) states that multimedia refers to the use of several media devices in a coordinated fashion, such as synchronized slides with audiotape. In other words, multimedia combines various media such as text, graphics, video, and audio and integrates them together into a single delivery system under computer control. So, multimedia integrates and coordinates a number of media so that they could be a single device.

b) Video

According to Newby et al. (2000), the display of recorded pictures on a television-type screen and any media format that employs a cathode-ray screen to present a picture can be referred to as video: videotapes, videodisks, and DVD. Video shows not only images and sounds, but also motion and sync.

c) Audio

In instructional processes, audio can be used to facilitate students' learning. The use of this media is associated with the use of audiotape. Audiotape allows both students and teachers to make their own recordings to share with the class. Another medium is the compact disc (CD). Audiotapes allow students to move at their own pace and leave the teachers free to circulate around the classroom and discuss each student's work individually. Students with learning

difficulties can revisit classroom presentations through audiotapes. So, audio could help students' learning.

d) Texts

Newby et al. (2000) states that text refers to letters and numbers, usually presented to students in the form of printed materials or on computer screens. In other words, in instructional processes, texts are usually used as media in the written form. However, texts can also be spoken. Spoken texts used are usually in the form of oral presentations (Newby et al.: 2000).

e) Real Objects and Models

Real objects and models represent the real thing which could be seen directly by the students. These things can require students to use all of their senses, namely sight, hearing, smell, touch, and even taste. However, real objects and models can be different too. Real objects are the true thing, while model can be the three dimensional representations of real objects. So, models are smaller and easier to mobile. That is why models are often used in instructional processes.

**b. Review of Related Studies**

This study is a case study about the teaching and learning process of English Conversation subject in a high school which is considered the best in Yogyakarta, SMAN 3 Yogyakarta. This study aims at describing and informing how the teaching and learning process is conducted. By doing so, it is hoped that other teachers who read this research would be able to implement the way how it is implemented or learn from it to improve their own teaching practices.

There are studies which are relevant to this study. They are also case study research. The studies are described below.

- a. The first study is entitled “The Description of the English Teaching and Learning Process in the Pilot Instructional Standard School of SMPN 5 Yogyakarta in the Academic Year of 2008/2009” by Eko Prasetyo Nugroho in 2009. The research aimed at describing the teaching and learning process of English subject in the school. The school is one of the best junior high schools in Yogyakarta. The result of the research described the teaching and learning process including methods, techniques, media, and materials used. The result also showed how successful the instructional process was and that it could be a good example to follow.
- b. The second study is entitled “The Characteristics of the English Teaching and Learning Program on the Pilot Instructional Standard School at Second Grade of SMAN 3 Yogyakarta in the Academic Year of 2008/2009” by Yusnita Wulandari in 2009. This study aimed at describing the English teaching and learning process of a PISS. The result of this study was that the school divided English teaching and learning into two cycles which were in different subjects, written cycle in English itself, and spoken cycle in English Conversation. However, this study did not discuss the English Conversation subject thoroughly. It just mentioned the subject without describing its methods, techniques, materials, and media. Besides, this school is not a PISS anymore. Therefore, there must be differences which could be found.

### **c. Conceptual Framework**

According to Indonesia's curriculum, Curriculum 2013, English is a very important foreign language for international communication. In other words, students are expected to learn English well so that they can participate in global contexts. This ideal, however, is still not reflected to the teaching and learning process of English in Indonesia yet.

In Indonesia, four skills of English are taught in a subject. Because of this, the students cannot have much exposure and time practicing the language. Therefore, the teaching and learning process of English cannot effectively improve the students' English skills especially speaking.

Speaking is one of the most important skills for communication. By speaking, we could reflect thoughts, opinions, and feelings in a meaningful way (Artini: 1998). Therefore, the lack of practicing this skill is a big problem.

There are a few schools in Indonesia who are aware of this problem. They, then, try to develop another subject which can help students learning English speaking skill. The subject is called English conversation. However, there are a number of schools who cannot run the English conversation subject well so that it still cannot help improve the students' speaking skill. As a matter of fact, there are only a few references on how to conduct effective English conversation classes. Therefore, schools in Indonesia need models from which they can learn to improve the instructional process.

In Yogyakarta, there is a model school which has English conversation subject. The school is SMAN 3 Yogyakarta. As this school was a Pilot

Instructional Standard School (PISS), it has a high standard of English proficiency that the students should have. Therefore, based on an interview conducted, the school provides students more opportunities to use English as a means of communication through English conversation subject.

As there are a number of schools in Indonesia which need models from which they could learn to improve students' speaking skill, a description on the teaching and learning process of English conversation subject in SMAN 3 Yogyakarta could be a good reference for them. By exposing components of the teaching and learning process of the subject such as the teachers, students, methods, techniques, setting, facilities, and assessment, other schools could have more references which they could adopt or adapt to improve their own English teaching and learning process. Therefore, it is important to conduct this research, "The Teaching and Learning Process of English Conversation: A Case Study in SMAN 3 Yogyakarta".

## **CHAPTER III RESEARCH METHODS**

### **A. Research Design**

This research could be categorized as a case study. It is because this research is conducted to describe the teaching and learning process of English conversation in SMAN 3 Yogyakarta. According to Lodico et al. (2010: 156), case study is “a form of qualitative research that endeavors to discover meaning, to investigate processes, and to gain insight into and in - depth understanding”

According to Lodico et al. (2010), there are four characteristics of case study. One characteristic is that case studies focus on in - depth examination of one or multiple bounded cases. The next characteristic is that case study research seeks to situate a case in its historical, social, and cultural context. The other characteristic is that details on physical setting and major participants in the case are presented. The last characteristic is that case study researchers collect multiple types of data, sometimes including extensive quantitative and qualitative data.

There are three kinds of case study which are intrinsic, instrumental, and collective. This case study could be considered intrinsic. It is because it aims at describing the teaching and learning process of a specific subject, English conversation. Lodico et al. (2010: 158) explains that intrinsic case studies “seek understanding of a specific case (for example, person, program, school, or activity) that is considered to be important in its own right”.

## **B. Research Setting**

This research was conducted in SMA N 3 Yogyakarta. This senior high school was a pilot instructional standard school. This school is considered as one of the best schools in Yogyakarta and most students are considered smart. This research exposes about the instructional process of English conversation in this school and describes it thoroughly.

## **C. Research Subjects**

This study used the purposeful sampling. This form of sampling enables the selection of subjects who best aid in achieving the research objective (Merriam: 1998). In addition, Patton (2002: 46) describes a purposeful sample as “the selecting of information-rich cases for in-depth study from which one can learn a great deal about issues of central importance to the purpose of the research”. For this research, the subjects were two teachers, one teaching assistant, and eleventh grade students. They were selected to be the purposeful samples because they were considered to be able to give in-depth data about the teaching and learning process of the subject.

## **D. Research Instruments**

In this research, there were three research instruments. The main instrument was the researcher himself. Moleong (2002) stated that in qualitative research, the researcher is the main instrument in collecting the data. The second instrument was interview guidelines which gave guidance for conducting

interviews. The interview guidelines are enclosed. The last instrument was observation sheets.

### **E. Data Collection Techniques**

In this study, to collect data, there were a number of data collection techniques which were used. The techniques are as follows.

#### **1. Observation**

The first technique of data collection was field observations. In this observation, the researcher became a complete observer. This technique was chosen in order to obtain a further description of everything happening in the class and guidelines for what needed to be dug thoroughly in interviews.

The observation was divided into two. The first observation was conducted prior to the interview process. This initial observation sought to gain an initial understanding of the teaching style of the English teachers and the students' reaction to it. The role of the researcher consisted solely of that as an observer in this situation. The second set of observations took place during the class. In this observation, everything happening in the class was observed.

#### **2. Interview**

The second technique was interview. The interview was conducted to dig up further information about everything happening during the class. The interview was conducted with the teachers, teaching assistant, and students.



## **F. Data Analysis Techniques**

This study used qualitative data analysis techniques suggested by Lodico et al. According to Lodico et al., in “all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection” (2010: 165). Data in qualitative research are analyzed through reading and review of data (observation notes, interview transcripts) to detect themes and patterns that emerge. The researcher summarizes and explains the results by describing major ideas, patterns, or themes that emerge from the analysis. Interpretation may also involve discussion of how the findings from this study relate to findings from past studies in this area. “The researcher summarizes his or her own interpretation of data and provides thick descriptions from which the reader can draw their own interpretations” (Lodico, 2010: 165). In this research, since the collection data techniques used were observation and interview, the data were analyzed by reviewing data collected from these techniques. It was also needed to relate the analyzed data from each data collection technique so that thicker and more reliable descriptions would be provided.

## **G. Trustworthiness**

In qualitative, there are credibility and dependability to prove whether one study can be trusted or not. “Credibility refers to whether the participants’ perceptions of the setting or events match up with the researchers’ portrayal of them in the research report” (Lodico et al., 2010: 169-170). The idea of credibility

is actually the same as that of validity in quantitative research. Evidence of credibility can take several different forms.

There are several forms which can show credibility stated by Lodico et al. First, “a good qualitative study discusses how the researchers engaged in repeated, prolonged, and substantial involvement in the field” (2010: 169-170). It means that the research needs to be a triangulation which uses several different methods to collect and analyze data. Second, to enhance credibility, “taking part in meaningful interactions with the participants is needed” (Lodico et al., 2010: 170). It is also used to ease researchers to analyze whether the participants are being authentic and honest in answering questions. It is because by having meaningful interactions, the researcher can build a kind of good or even close relationship with the participants. Third, the researcher needs to do check, re-check, and cross check to see whether the interpretation of data created is already valid.

Dependability is “a criterion for qualitative research that parallels reliability in quantitative research. It refers to whether one can track the procedures and processes used to collect data and interpret data.” (Lodico et al., 2010: 172)

To increase the dependability of a qualitative research, there are a number of things which can be done. The first one is by using recording devices such as audiotapes or videotapes (Lodico et al.: 2010). The second one is by building relationship with the participant and having a nicely structured interview and observation (Lodico et al.: 2010).

From the explanation above, it can be inferred that this study can be trusted because it is credible and dependable. It is because this study used triangulation which means that it used several different methods to collect and analyze data. The researcher took meaningful interaction with the participants, used video recorder to record the interview and observation, and did check, re-check, and cross-check.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This research was conducted in SMAN 3 Yogyakarta from March to April 2014. To collect data, there were two techniques used which were observation and interview. Each observation was conducted before doing an interview. From the observation, there were several additional points which needed to be analyzed coming up. The use of interview was to get more in-depth data.

After being collected through the techniques, the data were analyzed. There was reduction done to select which data were important. After that, the data were categorized into several groups. The analyzed data are presented as follows.

#### **A. The Teaching and Learning Process of English in SMAN 3 Yogyakarta**

SMAN 3 Yogyakarta was one of the pilot instructional standard schools. Because of that, the students were expected to be able to communicate by using the international language, English. Besides, the classes were taught partially or wholly in English. Therefore, mastering English was a significant thing for the students.

SMAN 3 Yogyakarta is now the same as other schools in terms of standard. Changes have been made to make the school more suitable to the new regulation. Because of that, the teaching and learning processes of all classes are in Indonesian except two. The two are English and English conversation.

Even though this school is not a Pilot Instructional Standard School (PISS) anymore, they still keep the standard of English proficiency that the students should have. Actually SMAN 3 Yogyakarta have relations to other schools abroad

since a long time ago. Because of that, the change of PISS regulation does not affect the teaching and learning process of English in the school.

In relation to observations conducted from March to April 2014, the teaching and learning process of English in SMAN 3 Yogyakarta was divided into two cycles. However, the two cycles were not under the same subject. It was because English was taught in two subjects which were English itself and English conversation.

In relation to observations conducted, English focused on written cycle. Through this subject, the students were expected to have good writing skill as they were exposed more on reading and writing. However, in this subject, of course they were also exposed to spoken English even though it was not as much as it was in the other subject focusing on spoken cycle called English conversation.

English conversation was a subject that the school designed to strengthen students' English learning especially in speaking skill. Because of that, this subject was not had by other schools in Yogyakarta. Usually the other schools put the two cycles of learning English into a lesson only. This case was what made this English conversation special.

English conversation, as its name suggests, focused on spoken cycle. Through this subject, the students were exposed to oral language and were expected to be able to have much time practicing the language they were learning. In other words, this subject facilitated the students to have more time practicing English orally which was very important.

In relation to observations conducted, the teaching and learning process of English and English conversation in SMAN 3 Yogyakarta were taught by different teachers. For English subject, there were four teachers namely Bapak Kusworo, Bapak Wahid, Bapak Heru, and Bapak Sumantara. English teachers taught individually. Each was in charge of a number of classes. For English conversation, there were two teachers namely Ibu Cherry and Bapak Taufik. The teachers taught collaboratively in the same class. In other words, they conducted what could be called as cooperative teaching. Besides the two teachers, there was a teaching assistant, a native speaker from The United States of America named Gillian. She helped the English Conversation teachers to prepare for the class and observe the students' performance.

Each class in a school usually has its own classroom. This case happens to a number of schools in Yogyakarta. However, in SMAN 3 Yogyakarta, in relation to observations conducted, the school had a moving class system. In other words, the students were the ones expected to find the teachers instead of the teachers doing the reversed.

The teaching and learning process usually takes place in a classroom. In relation to observations conducted, this case also somehow happened in SMAN 3 Yogyakarta. For English subject, it was majorly inside a classroom. However, sometimes there were a number of meetings conducted outside. For English conversation, it was the reversed. It was conducted majorly outside the classroom. It was conducted in the school's yard. The yard was designed well so that it could

help create a conducive atmosphere of learning. The class was also sometimes conducted inside a classroom for a number of situations such as raining.

## **B. The Teaching and Learning Process of English Conversation**

In relation to observations conducted, English conversation focused on spoken cycle. This subject aimed at improving students' speaking skill so that they could use the language communicatively. Because of that, this subject provided the students with lots of practice.

In each teaching and learning process including English conversation, there are factors affecting it. In relation to observations conducted, in SMAN 3 Yogyakarta, there were several factors affecting the teaching and learning process of English conversation. The factors included teachers, native speaker, students, methods, techniques, materials, media, facilities, setting, and assessment.

### **1. Teachers**

A teacher is one of the most important factors of an instructional process. It is because a teacher is the one expected to facilitate the students to learn. Usually, for a class, there is only a teacher. However, there are a number of classes which are taught by two teachers.

In relation to observations conducted, in SMAN 3 Yogyakarta, English conversation was taught by two teachers. The teachers conducted what could be called as co-teaching.

### **a. Collaborative Teaching**

In relation to observations conducted, the teaching and learning process of English conversation in SMAN 3 Yogyakarta used co-teaching. In other words, there were two teachers sharing instructional responsibilities for a single group of students. Besides, the teachers did several co-teaching principles. The basis for selecting co-teaching in SMAN 3 Yogyakarta was as follows.

#### **1) Basis for Selecting Co-Teaching in SMAN 3 Yogyakarta**

Co-teaching was used in the instructional process of English conversation in the school. This decision was in relation to four points. They included the students' characteristics and need, teachers' characteristics and need, curriculum, and pragmatic consideration.

##### **a) Students' Characteristics and Need**

The first things to consider to decide whether or not co-teaching is suitable to use are students' characteristics and needs. In relation to observations conducted, the students of SMAN 3 Yogyakarta were mostly very active and critical. In every meeting observed, there were several students who raised their hands and asked questions to the teachers (FN1 – FN14). Therefore, to fulfill the needs of these students, there needed to be more than one teacher.

In relation to interviews conducted to the teachers, it was known that because each class consisted of 30 students, it would be hard for the teachers to handle all the students alone. Besides, the students would not be able to get enough attention and time to practice. Therefore, if there was only one teacher, it



would be hard to fulfill their needs. The following are the transcripts of the interviews.

(4: 01) Teacher A

R : So, in the class, there are two teachers.

T : Two teachers.

R : Would you please explain why?

T : Because we have a big class, more than 30 students. **I think we need to focus on each student. Each student will have a certain progress by themselves. And, what is that, it will be much easier if the class is conducted by two teachers, one teacher handling one half of the group and the next teacher handling the next half.** (Transcript/ 3 March 2014)

(4. 02) Teacher B

R : Okay, what is unique about this class is that there are two teachers teaching the same class. So, what do you think about that?

T : Team teaching is used here **to maintain or to watch all of the students to have encouragement to speak. If it's done with one teacher, it will not be possible or it will be hard enough.** (Transcript/ 21 April 2014)

## b) Teachers' Characteristics and Need

The next things to consider are the characteristics and need of teachers who conduct the technique. In relation to observations conducted, both teachers could do their roles well. They could conduct the following roles of teachers (Harmer: 2000) well.

### (1) Controller

In relation to observations, it was known that each teacher was professional. Each could control the students. However, based on an interview, it was known that it was hard for the teachers to conduct the EC class alone. It was because the class was big, required more practice, and was conducted outdoor. With only one teacher, it could be hard for her/him to control the students.

Therefore, they needed to teach collaboratively. The following is the transcript of the interview with the teacher.

(4: 03) Teacher A

R : So, in the class, there are two teachers.

T : Two teachers.

R : Would you please explain why?

T : **Because we have a big class, more than 30 students. I think we need to focus on each student. Each student will have a certain progress by themselves. And, what is that, it will be much easier if the class is conducted by two teachers, one teacher handling one half of the group and the next teacher handling the next half.** (Transcript/ 3 March 2014)

## (2) Organizer

In relation to observations conducted, both teachers actually could guide students to do activities in the class well. Each could run the class from the initial to the ending part of the class nicely. However, organizing a big number of students were considered to be more effective to do by more than one teacher especially because the class was outdoor. Based on an interview, it was known that the teacher sometimes split the class into two. By doing so, the teachers could organize the students better. Besides, they could focus their attention on the students more and gave them more time practicing the language. Therefore, having two teachers to organize a language class made the class more effective and efficient. The following is the transcript of the interview with the teacher.

(4: 04) Teacher A

R : What is the effectiveness of conducting co-teaching?

T : **We can focus on half of the class, each of us. So, each student will have a big portion of our attention and the students will also have a big time and opportunity to practice.** (Transcript/ 3 March 2014)

### (3) Assessor

In relation to an interview, it was known that even though there were two teachers who assessed the students' performance, they actually would make a single decision. To do so, they created a kind of rubric together so that they could have similar opinions about the performance. The following is the transcript of the interview.

(4: 05) Teacher A

R : How about assessing the students?

T : **Assessing the students. Of course we discuss first because we will make one single comment for the assignment, for the assessment, for everything. Even if the students see two persons there, we have one decision.** So, we need to explain and discuss it first before we enter the classroom, even before we start the semester. (Transcript/ 3 March 2014)

Based on another interview, it was known that by having two teachers assessing the students together, the assessment became better. The assessment became more reliable and valid. The following is the transcript of the interview.

(4: 06) Teacher B

R : Because you are doing team teaching, **does it make assessment better?**

T : **Ah, yes, because there are two teachers that will watch the students.** (Transcript/ 21 April 2014)

### (4) Prompter

In relation to observations conducted, both teachers were popular among the students because of not only their creative techniques in teaching, but also their friendliness. Both teachers were adored by the students as they often encouraged students to study. Based on an interview, it was known that they could also maintain their relationship with the students without being not respected by

them. In short, these teachers were firm, but kind. The following is the transcript of the interview.

(4: 07) Student

R : *Bagaimana pendapat anda tentang cara mengajar Bu Cherry?* (What do you think about Miss Cherry's teaching skills?)

S : ***Kalau Miss Cherry dia itu humoris, lucu, tegas juga.*** (Miss Cherry is humorous, funny, but firm) (Transcript/ 3 March 2014)

### (5) Participant

In relation to observations conducted, both teachers can act as participants as well. They were friendly so that the students could feel comfortable around them. In relation to an interview, it was known that the teacher could place himself like a part of the students so that the students were not afraid to approach him. The following is the transcript of the interview.

(4: 08) Student

R : *Bagaimana pendapat anda tentang cara mengajar Pak Taufik?* (What do you think about Mr. Taufik's teaching skills?)

S : ***Kalau Pak Taufik itu bisa nganggep kita sama seperti Pak Taufik, kita bisa ngobrol bebas.*** (Mr. Taufik considers us the same as him, so we could talk freely.) (Transcript/ 3 March 2014)

### (6) Resourceful Person

Both teachers of course could serve as very good resourceful people for the students. Each was graduated from English education department. In relation to an interview, it was known that having two teachers in the same class could be helpful. The teachers could split on what topic they should be the main resourceful people for the students. By having different masteries, the teachers could complement each other. The following is the transcript of the interview.

(4: 09) Teacher B

R : Okay, because there are two teachers, how do you plan the lesson?

T : **I master certain topics like stating position. Poem will be delivered**

**by Miss Cherry. So, we divide the topic. So, if I have the materials, Miss Cherry will come up with supporting ideas or she will maintain the atmosphere of the class.** (Transcript/ 21 April 2014)

Based on another interview, besides complimenting each other, the students could also get different viewpoints in a class. The different viewpoints could give the students more understanding on the same topic. The following is the transcript of the interview.

(4: 10) Teaching Assistant

R : So, what do you think about the effectiveness of team teaching in that class?

T : **I thought they're always really useful because the two teachers bring something different to the classroom and the students can see different viewpoints.** So, yeah I think it works well. (Transcript/ 7 April 2014)

#### **(7) Tutor**

Both teachers had a good interpersonal skill. This could be seen from the interaction between them and the students. The students seemed to be comfortable around the teachers so that the class was fun and not too formal. In case of tutoring, having two teachers in a class would be a good thing. When there was a teacher explaining materials, another gave more guidance to students who found problems. Besides, during group work each teacher could give guidance to a half of the class so that the students could get more helps. Therefore, having two teachers in the same class made the tutoring more effective and efficient.

#### **(8) Observer**

In relation to observations conducted, it was known that when a teacher was teaching, the other teacher and teaching assistant were observing the class. The observing teachers could support the teaching teacher by taking notes about

the students, students' performance, or problems during the class. They could also directly address the problems so that the class could run smoothly. Therefore, having more than one teacher in a classroom was very helpful.

From the explanation above, it was known that having a team to teach English conversation subject increased the effectiveness and efficiency of the instructional process. Besides, it also increased the effectiveness of each role. That was why this method was considered to use to teach the subject in the school.

**c) Curriculum, including content and instructional strategies**

SMAN 3 Yogyakarta was a PISS (Pilot Instructional Standard School). For PISS, students' high proficiency in English was important. It was because several lessons would be conducted partially or even wholly in English. As SMAN 3 Yogyakarta just recently became a non PISS because of the government regulation to terminate PISS, the students there were still expected to continue the tradition even though without the label. So, to increase the students' English proficiency, the teachers decided to split two cycles of English instructional process into two different subjects which were English itself and English conversation (EC). As stated earlier, English focused on the written cycle, while EC focused on the spoken one. EC was expected to be able to improve students' English speaking skill which was considered very important since it was a main means of communication. Even though in English subject the students were exposed to speaking too, the exposures was not as much as in EC. Moreover, through EC the students could have more time practicing the language they were

learning. Therefore, to increase the effectiveness of the class to improve students' speaking skill in efficient time allocations, two teachers were asked to teach collaboratively.

#### **d) Pragmatic Considerations**

As mentioned earlier, the setting of the class was outdoor. For outdoor classes, it was harder to control and organize the students. Having two teachers in a class, as mentioned earlier, could help solve the problem so that it could be easier to control and organize the students and the teachers could do their roles more effectively.

#### **b. C0-Teaching Principles**

In relation to observations conducted, there were several co-teaching principles which were used by the teachers in the teaching and learning process of English conversation. The following are the principles used.

##### **1) The Distribution of Roles**

Based on observations conducted, it was known that even though there were two teachers in a class, each had his/her own role. In several situations, when a teacher was teaching, another was observing the class. In other words, when a teacher was delivering materials to the students, another was trying to support his/her partner by focusing attention on what was happening in the class, students' progress, and problems appeared. The result of the observation was used as a springboard for the next meeting.

In relation to the same observations, it was known also that when a teacher was delivering materials, another was trying to support his/her partner by checking students' understanding and addressing it. In other words, the other teacher would help the students having problems in understanding materials.

## 2) Parallel Teaching

The second principle which was used in the teaching and learning process of English conversation was parallel teaching. In relation to an interview, it was known that the teachers sometimes split the class into two groups. Each group was handled by one teacher. By doing so, each group could get more attention and time to practice. The following is the transcript of the interview.

(4: 11) Teacher A

R : What is the effectiveness of conducting co-teaching?

T : **We can focus on half of the class, each of us. So, each student will have a big portion of our attention and the students will also have a big time and opportunity to practice.** (Transcript/ 3 March 2014)

## 3) Team Teaching

In relation to observations conducted, it was known that in several meetings, the teachers divided the job to lead the class. When a teacher led in the initial part of the lesson, explaining the topic, the other led the practice activity. In relation to an interview, it was known that sometimes it was tiring to deliver materials alone. Because of that, the teachers split them. By splitting the job to deliver materials, a teacher could take a rest while observing the class when the other teacher was teaching. The following is the transcript of the interview.

(4: 12) Teacher A

R : How do you plan your lesson together?

T : **Our speaking and listening class will be an active class. So, it will be**



**tiring if it is explained by a single teacher. Sometimes we split.** Ehm, we don't have any exact plan, okay, I should explain this one and you should explain that part, no. We already know each other because I already work 2 or 3 years with my partner. So, it's like, okay, could you handle my part because I am a bit tired then I will cover the rest of the explanation after your part, okay. So, it's easily decided and easily parted. (Transcript/ 3 March 2014)

### c. Benefits of Co-Teaching

In relation to interviews conducted, in the instructional process of English conversation, the use of co-teaching gave several benefits. The benefits were as follows.

- 1) It was much easier to control the students.
- 2) It was much easier to organize the students.
- 3) It was more effective and efficient to assess the students.
- 4) It helped the students to have more exposures and models.
- 5) As the class could be divided into two, the students could have more time to practice the language they were learning.
- 6) The class could run better as there could be one teacher teaching and another observing, drifting, and helping solve problems.
- 7) Both teachers could complement each other.
- 8) The students could get different perspectives on certain topics.

The following are transcripts of the interviews.

(4: 13) Teacher A

R : How do you plan you lesson together?

T : Our speaking and listening class will be an active class. **So, it will be tiring if it is explained by a single teacher. Sometimes we split.** Ehm, we don't have any exact plan, okay, I should explain this one and you should explain that part, no. we already know each other because I already work 2 or 3 years with my partner. So, it's like, okay, could you

handle my part because I am a bit tired then I will cover the rest of the explanation after your part, okay. So, it's easily decided and easily parted. (Transcript/ 3 March 2014)

(4: 14) Teacher B

R : Okay, what is unique about this class is that there are two teachers teaching the same class. So, what do you think about that? Why that happens?

T : Team teaching is used here to maintain or to watch all of the students to have encouragement to **speak if it's done with one teacher it will not be possible or it will be hard enough. Sometimes, when a student in front of the class has a presentation and there is no other teacher to make a good atmosphere, maintain the atmosphere, it will be difficult. So, it is why there are two teachers.** (Transcript/ 21 April 2014)

(4: 15) Teacher B

R : Because you are doing team teaching, does it make assessment better?

T : Ah, **yes, because there are two teacher that will watch the students.** Me and Miss Cherry is like same standard to assess the students. (Transcript/ 21 April 2014)

(4: 16) Teaching Assistant

R : So, what do you think as the benefits of team teaching?

T : **Ah, I think different viewpoints and perspectives presented in class and the two teachers always have different, ah different strengths and different weaknesses. So, if one teacher is good at something, then then that teacher can present that, and another teacher prefers a certain topic and they can present on that and being able to play on both teachers' strengths makes it a better classroom.** (Transcript/ 7 April 2014)

#### d. Problems

In relation to observations and interviews conducted, there were several problems found related to the use of co-teaching.

- 1) The first problem was related to the plan of the lesson. There was one teacher who was confused about the plan. The teacher did not know about what should be covered that day.

- 2) The second problem was that the students sometimes got confused which teacher to follow when there were small contradictions between the teachers.

#### e. Possible Solutions

In relation to interviews conducted, there were several solutions offered by the teaching assistant, and the students. The solutions were as follows.

- 1) In relation to an interview with the teaching assistant, there needed to be a better cooperation in the designing process of the lesson plan. The following is the transcript of the interview.

(4: 17) Teaching Assistant

R : Are there problems that come up because of team teaching in that class?

T : **Yeah, of course, sometimes because I think good team teaching requires a lot of preparation beforehand because you are just not preparing your lesson yourself alone, but you are preparing to fit well with another teacher's plan. So, if you go to school and haven't thought what you are going to teach together, then sometimes two people can come up covering the same topic or there is some information that can be confusing. So, it does require more preparation.** (Transcript/ 7 April 2014)

- 2) Based on an interview with a student, the teachers needed to explain some differences in pronunciation. The following is the transcript of the interview.

(4: 18) Student

R : *Apakah ada masalah yang muncul?* (Is there any problem coming up?)

S : ***Kadang di film ini dan itu pengucapannya beda, bahkan guru-guru sini 1 ngomong ini 1 ngomong itu.*** ("The pronunciation of words in a film to another is different. The ways of the teachers pronouncing several words are also different.") (Transcript/ 3 March 2014)

## 2. Native Speaker

Besides the teachers who taught collaboratively, there was actually a native speaker named Gillian Erwin who was involved in the instructional process. The native speaker was a teaching assistant for the class. Her job was to help the teachers to check the students' work, observe the class, drift the students, and sometimes teach.

In relation to the observations conducted, the existence of the native speaker brought several benefits to the class. The first benefit was that the students became more attracted to the class so that they had more motivation during the class. The other one was that the students got a model speaker of the language they were learning. The last one was that the teachers got a lot of help in organizing and assessing the students so that the class became more effective and efficient.

## 3. Students

The students of SMAN 3 Yogyakarta were generally extroverts. Most students liked to work in groups rather than doing tasks by themselves. Besides, they were very active and critical. In relation to an interview conducted, the students tried to be active finding their own learning sources on the internet.

(4: 19) Student

R : *Bagaimana dengan referensi belajar?* (What about the learning reference?)

S : *Cari sendiri di internet. Biasanya suka Tanya-tanya. (We find them ourselves on internet. We usually also ask questions.)* (Transcript/ 3 March 2014)

Based on interviews and observations conducted, the students of SMAN 3 Yogyakarta were also communicative learners. It meant that they wanted to learn the language as a means of communication. They did not only want to be able to know the rules or knowledge about the language, but also to use them. The following is the transcript of the interview.

(4: 20) Student

R : *Menurut Gita bagaimana secara general pelajaran EC di sekolah?*  
(What do you think about EC class?)

S : *Asik, aku suka. Karena inggris aku lebih suka EC daripada pelajaran tertulis. Aku suka Ngomong. Aku lebih mengembangkan cara bicaraku. (It's fun. I like it. I prefer EC than the writing subject. I like to speak. I can develop my speaking further. (Transcript/ 3 March 2014)*

In relation to observations conducted, the age of the students of SMAN 3 Yogyakarta was generally about 16-18 years old. The first year was generally about 16, second year 17, and third year 18. However, there were accelerated classes in the school. The age of the accelerated students were one to three years younger than the regular students. The age of the students became another consideration to choose the materials and delivery techniques.

#### 4. Methods

In relation to observations and interviews conducted, the teachers used post-methods. The teachers combined a number of principles of several methods which could contribute to help students achieve the objectives of the instructional process. The methods were as follows.

### a. Direct Method

In relation to observations and interviews conducted, the teachers mainly used direct method. The following are transcripts of the interviews.

(4: 21) Teacher A

R : The first one is related to the method. What method do you use when teaching miss?

T : **Usually I use direct method.** So, it is like giving example. So, I use direct method because I think it is the easiest and the best way to teach the students because the students have the good basis here from the previous high school. Yeah, junior high. (Transcript/ 3 March 2014)

(4: 22) Teacher B

R : What is actually the main method you use when you teach?

T : **What we do is direct because we deal with conversation.** So, on the spot, we can correct something like mispronunciation, they miss the words, they don't know the vocabulary, so we straightforward correct it. The basic idea is to encourage them to practice their skill and maintain their skill gradually. (Transcript/ 21 April 2014)

Based on observations conducted from March to April 2014, the teacher did the principles of this method. The teachers used English when teaching in the class. When students wanted to communicate to the teachers or peers, they were also expected to use English even though sometimes the teachers needed to give some scaffoldings to them. The materials delivered and expected to learn by the students were also designed to be authentic and useful for everyday contexts. Although some rules of the language were also introduced to the students, they were not presented deductively. It meant that the students were expected to intrinsically learn grammar in use. The teachers became the model of language use. They gave examples well and then expected the students to practice using the language. There was a native speaker who could be used as a certified model before the students could practice using the language they were learning. To

introduce new words, the teachers usually used some demonstrations or explanations. Besides asking students to speak as output, of course, the teachers gave input. The input was in the form of listening. It sometimes could be in the form of oral or written explanation. During the class, the teachers emphasized the correct way of using the language orally. In a case where students could not pronounce words correctly, the teachers would give some corrections. In relation to all these explanations, it could be concluded that the teachers used direct method as the main method in teaching the students.

The use of direct methods brought several benefits to the class. However, there were problems which came up because of it too.

### 1) Benefits

In relation to interviews and observations conducted, the benefits of the method were as follows.

- a) The students got more exposures.
- b) The students got more practice.
- c) The students learned everyday language.

The following is the transcript of the interview.

(4: 23) Teacher A

R : What about the effectiveness of that method?

T : First, I think the students already know about the theory and then in my class we bring the theory they had from the previous writing class or reading class to our class, English conversation and then sometimes they know the theory, but do not know how to apply it. So, I give examples. So, this is effective. Why? **They can compare the previous theory and application shown by the teacher. After that, they can start by imitating and then second they can explore in relation to their knowledge and then after that they use it and apply it on their sentence. So, it's much easier.** (Transcript/ 3 March 2014)

## 2) Problem

In relation to interviews and observations conducted, the problem was about the students' diverse proficiency. Because several students might not understand what was delivered, they could not fully understand the materials. The following is a transcript of an interview.

(4: 24) Teacher A

R : Is there any problem that comes up because of that method?

T : **Sometimes we found that not all students capable enough and ready enough or brave enough. Some students were very good in writing and reading. But they have a big lack in speaking and listening. So, sometimes they listen, even if they listen carefully or pay attention to what I say as a teacher, eh they cannot figure out what kind of words I say during the lesson. Because they cannot see how is the word written. So, this is the difficulty especially for those who have lacks in vocabulary. And sometimes they know how to write it, but they are not sure the way to pronounce it.** So, this becomes a problem, but not a big problem, not become a major problem. So, I found them a minor problem. (Transcript/ 3 March 2014)

## 3) Solution

In relation to an interview, to solve the problem, the teacher encouraged the students to learn more vocabularies. The teacher also helped the students during the class by giving feedbacks to their performance. The following is the transcript of the interview.

(4: 25) Teacher A

R : Is there any possible solution that you can offer?

T : Of course. **First, the students should persuade themselves to improve their vocabularies. They need to read a lot. They need to listen a lot. And they need to practice a lot than before. And they need to practice at the same time during the class. So, in my class usually will make some proud while they try to make a sentence and I make corrections to their sentences. And they try to practice the sentence with their partners. So, this is the way, what is that, to minimize the problem, or to reduce the problem because of lack of vocabularies and lack of pronunciation.** (Transcript/ 3 March 2014)



## b. Problem-Based Learning

In relation to an interview, it was known that there was a debate activity. The teachers brought a motion to the class to debate. The following is the transcript of the interview.

(4: 26) Student

R : *Sampai sekarang aktivitas apa saja yang ada di kelas EC?* (What activities did you have in EC class?)

S : ***Drama, debat, apalagi ya, banyak. (Drama, debate, many more.)***  
(Transcript/ 3 March 2014)

Besides, in relation to observations conducted, the students were asked to give their opinions on certain topics in the form of speech in front of the class (FN 1). To introduce the topic, the teachers brought a case to the class first to discuss together in the previous meeting. Therefore, it could be concluded that the teachers also used problem-based learning in several meetings.

## c. Project-Based Learning

In relation to an interview conducted, the teachers gave students projects. In finishing the projects, however, the teachers provided some scaffoldings to the students. The following is the transcript of the interview.

(4: 27) Teacher B

R : Is there any other method used besides direct method, like project-based?

T : Yes. Actually, every task that we give is mostly **project-based**.  
Because of the limitation of the time, we give them project, they should prepare at home, and next meeting they should perform it. (Transcript/ 21 April 2014)

Based on observations conducted, the students were given a project to analyze a poem. The students were expected to not only point out the title, the poet, the rhyme, the stanza, the imagery, and figurative language, but also they

were asked to tell the class their own interpretation of the poem orally in front the class (FN 6 – FN 13). In the process of finishing the project, the teachers gave several scaffoldings by giving examples. Besides this project, the teacher usually gave the students a project as their formative or summative assessments. Therefore, it could be concluded that the teachers used project-based learning.

#### **d. Students' Active learning**

In relation to observations and interviews conducted, in the teaching and learning process of English conversation, the students were asked to practice the language they were learning often. They were engaged to activities that forced them to be active. The teachers did not give a lot of explanation. They only gave examples and asked the students to practice and practice through several activities such as role-playing, drama, etc. The following is the transcript of the interview.

(4: 28) Student

R : *Apa saja kegiatan di kelas yang kamu suka?* (What are activities that you like?)

S : ***Kita langsung presentasi. Jadi kita kayak langsung dikasih kesempatan buat nyoba, Kita nyoba aja, nggak sekedar kayak ilmu, gak kayak sekedar materi tapi kita juga bisa, apa ya, ngimplementasiin secara langsung. (We go straight to practice. So, we directly get chances to practice. We practice, not only know the rules. We do not only know the materials, but also implement them.)*** (Transcript/ 3 March 2014)

Based on another interview, it was known that the teachers also asked the students to be active looking for their own learning sources. So, even though the teachers sometimes gave handouts, the students still needed to bring something to the class as their studies' reference. They usually found materials from internet.

(4: 29) Student

R : *Bagaimana dengan materi yang digunakan?* (What do you think about materials used?)

S : *Materinya Cari sendiri di internet.” (We find the materials ourselves on the internet)* (Transcript/ 3 March 2014)

In relation to the explanation above, the class was learning centered. The teachers were not busy explaining materials or asked the students to only learn by themselves, but the teachers gave more opportunities to the students to absorb as many things as possible from the class through a lot of practices. The teachers, however, also helped the students and drifted them.

#### **e. The Silent Way**

In relation to observations conducted, in several meetings the teachers did the three aspects of the silent way. First, the teachers brought the real object in the instructional process. When teaching about analyzing poems, the teachers brought several poems to the class. Second, the teachers used an activity that allowed the students to work by themselves. For example, the teachers allowed the students to work in groups and asked them to discuss and find anything considered interesting about a poem. Third, the teachers also made the students involved in the problem-solving activities. The students were asked to solve some problems in the form of exercises related to the topic being presented. For example, the students were asked to analyze poems and made their own interpretation of them. While presenting and analyzing the poems, the teachers did not interrupt the students and just sat down while taking notes (FN 14). In other words, while using this method, the teachers seemed to let the students work by themselves with almost no direct guidance. Therefore, it could be concluded that the teachers used the silent way.

## f. Communicative Language Teaching

In relation to observations and interviews conducted, the teachers focused on developing the students' communicative competence. To do so, the teachers gave a lot of time for the students to use the language they were learning. In other words, the students were given a lot of time to practice. Therefore, it could be concluded that the teachers used communicative language teaching approach. The following are transcripts of the interviews.

(4: 30) Teacher A

R : What is the effectiveness of conducting co-teaching?

T : **We can focus on half of the class, each of us. So, each student will have a big portion of our attention and the students will also have a big time and opportunity to practice.** (Transcript/ 3 March 2014)

(4: 31) Student

R : *Apa saja kegiatan di kelas yang kamu suka?* (What are activities that you like?)

S : ***Kita langsung presentasi. Jadi kita kayak langsung dikasih kesempatan buat nyoba, Kita nyoba aja, nggak sekedar kayak ilmu, gak kayak sekedar materi tapi kita juga bisa, apa ya, ngimplementasiin secara langsung.*** (We go straight to practice. So, we directly get chances to practice. We practice, not only know the rules. We do not only know the materials, but also implement them.) (Transcript/ 3 March 2014)

## g. EGRA

In relation to observations conducted, the teachers used EGRA in delivering materials. It was because the teachers followed all steps of this method which are exposure, generalization, reinforcement, and application.

### 1) Exposure

In relation to observations conducted, during the literature analysis topic, the teachers came in to class while giving exposures to the students. The teachers showed the students a poem. (FN 6 - FN 10)

## **2) Generalization**

Based on observations conducted, the students were given a handout which consisted of a poem and ways to analyze it. The teachers then let the students to read the poems. After reading the poems, with the guidance of the teachers, the students analyzed the poem. They analyzed the title, poet, stanza, rhyme, imagery, figurative language, and imaginative figure. After that, they were asked to create their own interpretation of the poem. In this step, the teachers' job was to explain the materials and guided the students to analyze the poem. (FN 6 - FN 10)

## **3) Reinforcement**

In relation to observations conducted, the teachers asked the students to work in groups of four. Each group was given a poem to analyze. They needed to analyze the title, poet, stanza, rhyme, imagery, figurative language, and imaginative figure. After analyzing them, they were asked to create their own interpretation of the poem and present it in front of the class. (FN 11 – FN 13)

## **4) Application**

In relation to observations conducted, each student was asked to bring a poem to the class. They were asked to read, analyze, and tell their own interpretations of the poem. (FN 14)

## **5. Techniques**

English conversation subject was designed by SMAN 3 Yogyakarta to be a medium to provide students more exposures and time to practice using English orally. Therefore, the techniques selected were used to help reaching this goal.

There were several techniques used in English conversation subject. The techniques were as follows.

#### **a. Role-Play**

In relation to an interview conducted, it was known that role-play was used often. By using this technique, the students were expected to practice the language they were learning. The students were usually asked to create a dialog in pairs and perform it in front of the class. The following is a transcript of the interview.

(4: 32) Teacher B

R : What activities have you done this semester?

T : Most of it, **role play** but with different type may be advertising, presenter, how to report, reporter, like that. (Transcript/ 21 April 2014)

#### **1) Benefits**

In relation to observations conducted, the benefits of this technique were as follows.

- a) The students got to practice the language they were learning.
- b) The students got to perform in front of the class and increased their confidence to speak in public.

#### **2) Problem**

Based on observations conducted, the problem that came up was about the students' voice. Since the class was outdoor, it was sometimes hard to be able to listen to the students' voice properly especially when there were a lot of people in the yard.

### 3) Solution

In relation to observations conducted, to solve this problem, the teachers themselves usually asked the other students to keep quiet and the performers to speak louder.

#### b. Drama

Drama was one of the techniques used in the subject. Through drama, the students were expected to be able to practice using the language they were learning as they needed to exchange information orally in English.

In relation to observations and interviews conducted, in SMAN 3 Yogyakarta, this technique was used as a practice medium for several materials. Besides narrative text and other story telling materials, this was also used to practice spoof. To practice spoof, usually the students were expected to write a spoof text and perform it in front of the class. However, it was different in SMAN 3 this year. This year the students were not asked be able to write a text and perform an individual speech in front of their peers, but they were asked to develop their creativity to write a comedy script in groups of five or six. The following are transcripts of the interviews.

(4: 33) Teaching Assistant

R : What do you think about drama?

T : **I really enjoy using drama in the classroom because it combines many different skills such as writing, listening to your partner, and speaking. If you can have as many modes of communication at once, the better the activity is.** (Transcript/ 7 April 2014)

(4: 34) Student

R : What activities have been done this semester?

S : ***Drama itu sering. Perkelompok 3-4 orang.*** (It is often to have drama.

**The students were asked to make groups of 3 or 4) (Transcript/ 3 March 2014)**

The scripts written by the students showed how creative they were. They wrote a script inspired by some popular movies, songs, or games. There were students who were parodying Frozen, Spiderman, Harry Potter, Lazy Songs, Flappy Bird, etc. While performing, they used some props too such as costumes, guitars, and tables to strengthen their performances.

During their performance, they needed to be confident. It was because there were not only their classmates who watched them, but also other school members as it was performed in the school yard. Therefore, this class did not only help students to practice their English, but also their confidence. The following is a transcript of an interview related to students' confidence.

(4: 35)

R : *Berarti menurut vivi itu melatih confidence atau kepercayaan diri nggak?*  
(Do you think that it helps your confidence?)

S : *Iya, apalagi kalau kita tampil pas banyak orang. Misal pas drama, ada yang lewat pasti langsung pada liat ini dulu.* (Yes. It was because there were a lot of people watching us while performing. For example, during drama, if there were people passing by, they would stop and watch us.) (Transcript/ 3 March 2014)

### 1) Benefits

In relation to observations conducted, the benefits of using this technique were as follows.

- a) The students got to practice the language they were learning.
- b) As students got to perform in front of the class and sometimes in front of students from other classes and teachers, they often had a good preparation.
- c) The students got to practice their confidence.



## 2) Problems

Based on observations conducted, the problems while using this technique were as follows.

- a) Since the class was outdoor, it was sometimes hard to be able to listen to the students' voice properly especially when there were a lot of people in the yard.
- b) For those who have less confidence, they would be shy to perform such a long text.

## 3) Solutions

In relation to observations conducted, to solve the problems, the teachers did the following solutions.

- a) The teachers themselves usually asked the other students to keep quiet and the performers to speak louder.
- b) The teachers often used their role as prompters to encourage the students.

## c. Speech

In relation to an interview conducted, it was known that the students were expected to give a speech as the practice medium for several topics. The following is the transcript of the interview.

(4: 36) Teaching assistant

R : What is your favorite activity this semester?

T : **One of my favorite activities that we did this year was a sort of opinion, like giving opinion, speech where the students had to look up a current event and they have to give their opinions on something that was happening currently like a debate that was happening in the government or some laws that had been passed or something like current culture that's happening.** (Transcript/ 7 April 2014)

In relation to observations conducted, each student was asked to perform a speech to give their opinions on certain topics in front of the class. After giving the speech, they would receive questions from their peers, the teaching assistant, or the teachers.

### **1) Benefits**

In relation to observations conducted, the benefits of this technique were as follows.

- a) The students got to practice the language they were learning.
- b) The students got to perform in front of the class and increased their confidence to speak in public.
- c) Because each student brought a different issue to the class, the students got to know about a number of different issues around them.

### **2) Problems**

Based on observations conducted, since the class was conducted inside a room, the students' voice could be heard clearly. However, sometimes the other students distracted the performer by being noisy. Because of that he/she got nervous and could not perform maximally.

### **3) Solution**

In relation to observations conducted, to solve this problem, the teachers themselves usually asked the other students to keep quiet.

#### d. Discussion

Discussion was sometimes used as a practice medium for students to speak in English and students' critical thinking. In SMAN 3 Yogyakarta, students were asked to discuss several topics together. They also sometimes were asked to make groups of three to five to discuss several topics or cases. After the discussion, they were asked to report or present the result in front of the class. The following is a transcript of an interview.

(4: 37) Student

*R : Aktivitas apa saja yang sudah dilakukan semester ini? (What activities have been done this semester?)*

*S : **Presentasi tentang budaya di depan gitu dengan kelompok gitu. (A group presentation in front of the class about culture)** (Transcript/ 3 March 2014)*

#### 1) Benefits

In relation to observations conducted, the benefits of this technique were as follows.

- a) The students got to practice the language they were learning.
- b) The students got to have more critical thinking.
- c) The students got to practice their confidence.

#### 2) Problems

Based on observations conducted, the problems were as follows.

- a) Since the class was outdoor, it was sometimes hard to be able to listen to the students' voice properly especially when there were a lot of people in the yard.
- b) For those who were less confident, they would be shy to share their opinions.
- c) There were students who were very active and dominated the class.

### **3) Solutions**

In relation to observations conducted, to solve the problems, the teacher did the following actions.

- a) The teachers themselves usually asked the other students to keep quiet and the performers to speak louder.
- b) The teachers encouraged the shy students to speak by asking them to share their opinions.
- c) The teachers tried to give more chances to the passive students. The active students were asked to help the passive ones.

### **e. Literature Analysis**

In relation to observations conducted, the students were expected to be able to analyze and interpret a poem orally. The students were asked to point out the following points of a poem.

- 1) Title
- 2) poet
- 3) stanza
- 4) rhyme
- 5) imagery
- 6) figurative language
- 7) imaginative figure
- 8) personal interpretation

Each student was asked to orally read, analyze, and interpret a poem which they had to bring from home.

### **1) Benefits**

In relation to observations conducted, the benefits of this technique were as follows.

- a) The students got to know the culture of the language.
- b) The students got to practice their critical thinking and language skill as they had to interpret the poem in their own words.

### **2) Problem**

Based on observations conducted, as the students were asked to analyze poems, the students had less chance to practice their speaking skill communicatively.

### **3) Solution**

In relation to observations conducted, the teachers asked the students to work in groups so that they could discuss the analysis of a poem with their friends in English. By doing so, they could use the language they were learning.

## **6. Materials**

Materials are the other important factor of an instructional process. Materials are derived from the syllabus. In relation to observations conducted, the syllabus was designed by the teachers themselves. From the syllabus, it was known that there were several materials to cover during the semester. For accelerated eleventh graders, the students were expected to learn the following topics.

- a. Stating position of something
- b. Expressing love

- c. Expressing sadness
- d. Expressing embarrassment
- e. Expressing anger
- f. Expressing annoyance
- g. Oral invitation
- h. Media advertisement
- i. Master of ceremony and speech
- j. Narrative oral text
- k. Spoof oral text
- l. Hortatory exposition oral text
- m. Debate
- n. Cross Cultural Understanding
- o. Literature Analysis

For regular classes, the materials were the same. However, the time allocations were different. The full syllabuses are attached.

With regard to the syllabus, the teachers needed to find input to give to the students in the form of materials. The following are the explanations about the source of materials, language use in the materials, the sequence of the materials, and skills covered.

#### **a. Sources of Material**

There are obligatory and additional materials ( Chayanuvat, 1996: 8). In the teaching and learning process of English conversation, in relation to an interview conducted, the obligatory materials were in the form of handouts or only

oral explanation. There was no fixed reference which was used by the class. The teacher, however, had several sources to refer to. The following is the transcript of the interview.

(4: 38) Teacher B

R : What about the materials, then? Is there any like fixed book?

T : **No, we give it orally, and sometimes we have like handouts.** We don't have like workbook because it deals with practice and we don't have a lot of theory. Basically our theory, our materials are repeating from the junior high school, just we make it higher level. (Transcript/ 21 April 2014)

(4: 39) Teacher A

R : So, how many fixed references do you have now?

T : **I use ESL, I use oxford, I use BBC, I use some magazines, some newspapers also, Jakarta Post, I use Time Magazine, books from Longman.** So, I use longman, oxford, ESL as my sources, one native speaker here, she's put here from the United States, and then magazine, newspaper from Jakarta post and Time, at least six. Instead of other movies and recording. (Transcript/ 3 March 2014)

Based on observations conducted, there were books used as references by the teachers. The books were as follows.

- 1) Let's talk 1, 2, 3 (second edition) written by Jones published by Cambridge University press.
- 2) Interchange (third edition) written by Jack C. Richards, Jonathan Hall, and Susan Proctor published by Cambridge University Press.
- 3) Effective Academic Writing written by Alice Savege and Masoud Shafie published by Oxford University Press.
- 4) The Interactive Tutorial (An Activity Parade) written by Karen M. Sanders.

Even though the materials were in the form of handouts, in relation to several interviews, a number of students found them helpful because what they needed was to practice. The following are transcripts of the interviews.

(4: 40) Student

R : *Apa penapat anda tentang kelas EC?* (What do you think about EC class?)

S : ***Kelas EC itu Menurut aku bagus, soalnya lebih ke praktik. Jadi kalau kita ngomong bahasa inggris, jadi lebih bisa.*** (EC class is good because it is more practical. So, we can speak in English better.) (Transcript/ 3 March 2014)

(4: 41) Student

R : *Menurut anda, apakah buku diperlukan untuk kelas EC?* (Do you need books for the EC class?)

S : ***Belum perlu karena kita lebih ke ngomong*** (Not really important because it is more to speak.) (Transcript/ 3 March 2014)

However, based on other interviews, there were students who thought that it would be better if there were fixed references. The following are transcripts of the interviews.

(4: 42) Student

R : *Bagaimana dengan materi untuk kelas EC?* (What about materials for the EC class?)

S : ***Agak kurang, jadi kita terlalu leluasa jadi sampai rumah kita bingung saking banyaknya, jadi menurutku lebih bagus itu misalnya gurunya udah punya materi terus ngasih langsung nggak cuma secara garis besar.*** (We were too free to find materials so that we got confused. Therefore, it is better if the teachers have fixed materials and give them to the students, not only in points.) (Transcript/ 3 March 2014)

(4: 43) Student

R : *Apakah perlu ada buku untuk kelas EC?* (Do you need books for EC class?)

S : ***Setidaknya ada buku panduan kecil.*** (At least there needs to be a small module.) (Transcript/ 3 March 2014)

Besides obligatory materials, there were additional materials. In relation to an interview conducted, the students were asked to be active finding their own learning materials from various sources. The students usually looked for their own materials on internet. After having the materials, they brought them to the class. The following is the transcript of the interview.



(4: 44) Student

R : *Bagaimana dengan referensi belajar?* (What about the learning references?)

S : ***Bebas. Bisa internet. Bisa dari manapun atau tanya ke mereka*** (Free, it can be from internet, from anywhere or ask the teachers)  
(Transcript/ 3 March 2014)

There was a reason behind this decision. In relation to an interview, the teachers actually expected that by doing this, the students could be more active and independent in their learning. They were also expected to develop skills in searching information by themselves because it was considered to be important for them later. The following is the transcript of the interview.

(4: 45) Teaching Assistant

R : When I interviewed the students, they told me that they were asked to be active to search for their own materials, and find their own learning sources and bring them to the class. What do you think about that?

T : ***I think that's a very important learning skill because in college and after college if you want to do something, especially after college, if you want to know about something or understand something, or do something better, you have to figure out how to do it yourself.*** You have to learn about it yourself. And research skill, whether research just for you, just for fun, or whether it's research for a paper or a project or like something official, it is very important to be able to search on the internet or search in the library to find something that is, what is the word, like to find good sources and to be able to tell good sources from bad sources. (Transcript/ 7 April 2014)

In relation to observations conducted, asking the students to independently find their learning sources had several benefits. The first one was that the students got to participate in their learning process more so that they could be more active and independent. The other benefit is that the class was not too rigid. Besides having benefits, this action also had weaknesses.

In relation to observations conducted, the materials that the students found on internet were not always reliable. They had several mistakes in them. Besides,

they were sometimes not relevant. It was because they were not related to the topic being taught.

In relation to an interview conducted, it was known that to solve the problems, the teachers provided time for the students who wanted to consult their materials. The following is the transcript of the interview.

(4: 46) Student

R : *Bisakah kalian konsultasi dengan guru?* (Can you consult the teachers?)

S : ***Mereka buka waktu di sekolah gitu biar kami bisa nanya.***” (They gave us time during the school time for us to have a consultation)  
(Transcript/ 3 March 2014)

#### **b. Language Use**

In relation to interviews and observations conducted, it was known that the teachers used the direct method which meant that they mostly speak in English to deliver materials. The handouts given to the students were also in English. However, In relation to observations conducted, the teachers sometimes used Indonesian too (FN 14). It was when the teachers gave feedbacks to the students so that the students could easily understand what they needed to improve.

#### **c. Materials Sequence**

In relation to the syllabus, it was known that the following was the sequence of materials.

- 1) Spoof oral text
- 2) Hortatory exposition oral text
- 3) Debate
- 4) CCU

### 5) Literature Analysis

However, after spoof, the teachers decided to go straight to literature analysis. On the other hand, debate was taught even before spoof. Therefore, it could be concluded that the materials sequence was flexible.

### **d. Language Skills**

Because this class focused on spoken cycle, the materials were all listening and speaking. Listening was the input, while speaking was the output.

## **7. Media**

In the teaching and learning process of English conversation, the teachers used several media. The media were as follows.

### **a. Text**

In relation to observations conducted, in the teaching and learning process of English conversation, the teachers sometimes gave the students handouts (FN 7). The handouts given contained what they were going to discuss that day. There were also a number of exercises in them.

#### **1) Benefit**

In relation to observations conducted, the benefit was that the students had something to refer to.

#### **2) Problem**

Based on observations conducted, it was known that the students had less time using the language communicatively.

### 3) Solution

In relation to observations conducted, it was known that the teachers asked the students to work in groups so that they could communicate in English when discussing a task.

#### b. Model

In relation to interviews and observations conducted, it was known that the teachers and teaching assistant were the models of language use. The teachers and teaching assistant gave examples of how to use the language before the students performed. The students also often asked how to pronounce several words correctly to the teachers or teaching assistant (FN 10). As the teaching assistant was a native speaker, her language use was an authentic model. The following are transcripts of the interviews.

(4: 47) Teacher A

R : What methods do you use when teaching?

T : Usually I use direct method. So, **it is like giving example.**” (Transcript/ 3 March 2014)

(4: 48) Teacher B

R : Are there media that you use when teaching?

T : We provide them with examples. In presenter, **sometimes we perform first so they know how to perform.** (Transcript/ 21 April 2014)

#### 1) Benefits

In relation to observations conducted, the benefits of modelling were as follows.

- a) The students got more good exposures of the language.
- b) The students got to have good examples of how to use the language orally properly.

## 2) Problem

In relation to observations conducted, there was no problem found.

## 3) Solution

-

### c. Pictures

In relation to an interview conducted, pictures were sometimes used in the teaching and learning process. Pictures were used to introduce students to certain topics or as problems to discuss. The pictures were usually shown through LCD or printed out. The following is the transcript of the interview.

(4: 49) Teacher B

R : Are there media that you use when teaching?

T : Media is like something which provide us with a case like **pictures** so they will come up with their opinion. (Transcript/ 21 April 2014)

## 1) Benefits

In relation to observations conducted, the benefits were as follows.

- a) The students had more exposures.
- b) The class became more attractive.

## 2) Problem

In relation to observations conducted, there was no problem found.

## 3) Solution

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### d. Songs

In relation to interviews conducted, songs were used as a medium of learning. Both the teachers and teaching assistant used this medium. Songs were

used to introduce the students some rules of the language. By using the songs, the students could get the authentic exposures of language use while having fun. The following are transcripts of the interview.

(4: 50) Teacher A

R : Do you also use **a song** or something like that?

T : **Yes.** (Transcript/ 3 March 2014)

### 1) **Benefits**

In relation to observations conducted, the benefits of using songs were as follows.

- a) The students had more exposures of how to use the language properly.
- b) The students got to see the use of the language authentically.
- c) It made the class more interesting.

### 2) **Problem**

In relation to observations conducted, there was no problem found.

### 3) **Solution**

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### e. **Movies**

In relation to an interview, it was known that the teachers used movies in teaching the students. The movies were used to compare what they had learned to the authentic source. By comparing, the students were able to know how to use several expressions properly. The following is the transcript of the interview.

(4: 51) Teacher A

R : Okay, so you also use **movies**, recordings?

T : **Yes, of course.** They can compare the language there. They can compare, okay, one expression can be used in different situations in different intonations, and it will deliver different meanings.

R : What was your consideration in choosing one movie, for example?

T : It should be, what is that, valid enough, and the students will watch it as fun media. First, it should be fun. It should be fun, easy listening, non-violence or porn picture there, and then no subtitle, and then popular enough for the students, yeah based on their level. So, we will watch such as Harry Potter, some cartoon movies or some a bit difficult. (Transcript/ 3 March 2014)

### **1) Benefits**

In relation to observations conducted, the benefits of using movies were as follows.

- a) The students had more exposures of how to use the language properly.
- b) The students got to see the use of the language authentically.
- c) It made the class more interesting.

### **2) Problem**

In relation to observations conducted, there was no problem found.

### **3) Solution**

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### **f. Videos**

In relation to an interview conducted, videos were used in the instructional process. The video was used by the teaching assistant. Since the use of video required a laptop and LCD, the class was inside the classroom. The video was used to give students more exposures and examples. Besides, it could improve students' listening comprehension by looking at moving objects. The moving objects could be turned into clues to guess what was being talked about in the video. The following is the transcript of the interview.

(4: 52) Teaching Assistant

R : What do you think about the benefits of using videos when teaching?

T : I hoped it's effective. I know that the students **love using videos**. That is like their favorite thing ever. Of course, like, who doesn't want to watch a video in school? **Some of the most successful activities I've done, the activities the students have enjoyed the most or have seen to learn from the most are the ones that use videos.** Videos are great because they test video comprehension, but also they give the students a chance to gather clues from like visual contexts, and then the students can discuss it, and they can practice listening and speaking with each other and they can produce something written about the video. So, again it's testing all different kinds of language use. (Transcript/ 7 April 2014)

### 1) Benefits

In relation to observations conducted, the benefits of using videos were as follows.

- a) The students had more exposures of how to use the language properly.
- b) The students got to see the way not only native speakers spoke, but also acted.
- c) The students got to have clues of what it was about from the moving objects.
- d) It made the class more interesting.

### 2) Problem

Based on observations conducted, there was no problem found.

### 3) Solution

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## 8. Setting

In relation to observations conducted, it was known that the teaching and learning process of English conversation in SMAN 3 Yogyakarta, as stated earlier, was conducted mostly outdoor. The instructional process was at the school yard which was designed nicely.



There were several reasons why this class was conducted outside. In relation to interviews, it was known that the first reason why the class was conducted outdoor was to make the students more comfortable. The second one was to be a medium for refreshing because the students were bored having classes in classrooms. The third one was to increase their motivation in learning. The fourth one was to help students practice the way they speak in public. The last one was that it was to make the students more confident speaking in public as they needed to perform in front of people who were passing by. The following are transcripts of the interviews.

(4: 53) Teacher A

R : What do you think about the outdoor class then? Because the class is often outside the classroom.

T : Why put the students in the outdoor class. **The first because I want to them to feel comfortable.** Sometimes, we feel some boredom, boring feeling, because we will stay inside of the class from 7 o'clock up to 2 every day for six days a week. And it is kind of refreshing. Less tension also. To put the students inside of the room is like giving a burden that they need to, so it's like a cage for them. I put them outdoor because they can feel a good air, a fresh weather, a good atmosphere, a changing situation. So, they can freely, I hope they can freely feel comfortable and also **they can increase and improve their, what is that, courage** because sometimes many other people just stop by and watch our class. So, the students need to have a big courage to speak up in front of another person not their friends, not their teachers, but sometimes guests or non-English teachers, or even the head master, the principle. So, that is the reason why I put them outdoor. (Transcript/ 3 March 2014)

(4: 54) Teacher B

R : The second question about the class is about the setting of the class which is mostly outdoor. What do you think actually about outdoor class?

T : Outdoor class, **it helps actually for the speaking skill.** Outdoor, they know how to maintain the voice, how they speak loud enough, **how they keep focused because outdoor sometimes their friends are passing by and how they have their personality so they are brave enough to perform in front of persons and watched by their friends.** (Transcript/ 21 April 2014)

(4: 55) Teaching Assistant

R : The second one is related to the outdoor class. What do you think generally about the outdoor class?

T : **I think it's really good as a way of refreshing the students and of showing that English has a place not just inside the classroom, to make them feel natural.** Like may be if they get used to speaking English to the teachers and each other outside in court yard, they will be more likely to use their English when they're speaking with their friends later or if they meet me in the court yard because I think memory being attached to a specific place can be very strong. So, if the only place English is used is inside the classroom, then the students will not be likely to use it in their daily life, but the more places that you put English like English in the library, English in the court yard, English in the classroom, English in the presentation hall for a concert. The more places you put English, the more invested the students will be in learning English. (Transcript/ 7 April 2014)

In relation to other interviews, most students found the outdoor class nice.

It was because they were bored of being in a classroom and being outside became a way of refreshing for them. Besides, being outdoor made them feel more comfortable during the teaching and learning process.

(4: 56) Student 1

R : *Bagaimana dengan kelas yang Outdoor?* (What about the outdoor class?)

S : **Enak, kalau sekolah kan biasanya di kelas. Kalau di kelas kan, kita bosen juga.** (Nice. We usually study in a classroom and get bored) (Transcript/ 3 March 2014)

(4: 57) Student 2

R : *Bagaimana pendapat Ina tentang kelas outdoor?* (What do you think about the outdoor class?)

S : **Kalau menurutku itu asyik, gak bosen kalau dikelas kan bosen. Lama-lama kan monoton. (I think it is fun, not boring. It's boring in a classroom and monotonous.)** (Transcript/ 3 March 2014)

Even though it had a lot of strengths, outdoor classes also had weaknesses.

In relation to interviews, there were problems that came up because of this case.

The first one was that the people passing by during the class sometimes disturbed

the students' attention. The second one was that the teachers could not use projecting screen and could not write on a board. The third one was that during rainy season, it was impossible to conduct the class outside. The last one was that it was sometimes hard to listen to the students' voice when performing. The following are transcripts of the interviews.

(4: 58) Teacher A

R : Is there any problem that comes up because of that?

T : Yes, of course. Sometimes because this school and not all classes are, what is that, **sometimes the students are just walking around or kind of on the alley, on the yard sitting or some guests come to our class during the class period. So, they of course make disturbance.** (Transcript/ 3 March 2014)

(4: 59) Teacher B

R : Is there any problem that comes up because of outdoor teaching?

T : **Yes. Sometimes they lack focus because their friends are passing by saying hi and we can't do it in rainy season because it gets wet so we come to an indoor place** (Transcript/ 3 March 2014)

(4: 60) Teaching Assistant

R : The second one is related to the outdoor class. What do you think generally about the outdoor class?

T : It has benefits and drawbacks. **Sometimes it is difficult because you can't use like projecting screen and you can't write on a board, things like that, and sometimes there are distracting elements to being outside.** (Transcript/ 7 April 2014)

Based on observations, to solve the problems stated earlier, the teachers took several actions. The first one was that the teachers told the students to keep focused. This brought awareness of the students to respect other classes when they had outdoor class so that they would not try to do anything which would turn into a disturbance. The second one was that the teachers asked the students to speak louder by giving examples how loud should they speak. The following are the transcripts of the interviews.

(4: 61) Teacher A

R : What actions do you usually do to solve the problem?

T : **I said to my students, as long as they focus, as long as they concentrate on our class, it doesn't matter. And because it's already known that our class will be outdoor, other students will respect this too. So, during even they walking around, they will not shout loud, they will not disturb our class. Okay, there is a teacher and students, it means a class or lesson, I shall not disturb the class. And the guest, they will just stop by without interrupting.** (Transcript/ 3 March 2014)

(4: 62) Teacher B

R : How do you solve the problem?

T : **We always want them to be focused and give them examples how to speak. People do not know their voice loud enough or not, so we give the example.** (Transcript/ 21 April 2014)

## 9. Facilities

In relation to interviews and observations conducted, in SMAN 3 Yogyakarta there are a hall, classrooms, a computer laboratory, two biology laboratories, two chemistry laboratories, two physics laboratories, counseling room, sport facilities, yard, an AVA (Audio Visual Aids) room, and a library. Out of all the facilities, there were four facilities which were often used in the teaching and learning process of English conversation. They were the school's yard, AVA room, library, and classroom. The following are transcripts of the interviews.

(4: 63) Teacher A

R : Okay, let's go straight to the facilities. What facility does the school provide?

T : **Actually our school is good enough. It was an SBI school. So, we were capable enough to have a kind of LCD, a good laboratory, and tape recorder, an audio room so we get to roll movies and have a kind of discussion. It is good enough.** (Transcript/ 3 March 2014)

(4: 64) Teacher B

R : Okay, then let's move on to the fifth one which is about the facility. How does the school facilitate this class?

T : We have **audio-visual lab**. Ah, because speaking is related to listening,

so we will have audios so we do not only train how to speak, they are listening too. (Transcript/ 21 April 2014)

#### **a. School Yard**

In relation to observations conducted, in SMAN 3 Yogyakarta, there was a moving class system. In other words, the students were the ones expected to find the teachers. Because of that each subject had its own classroom. For English conversation, the class was set to be outdoor. The class was conducted in the school's yard. The yard, however, was designed to be a nice place to study. Because of that, the yard was very cozy. In relation to the interviews conducted, all the students liked the outdoor class. It was because it was fresh and cozy. The fact that outdoor class was fresh and cozy made the students more motivated to learn.

#### **b. Audio Visual Aids Room**

This room was like a laboratory which could be used in the teaching and learning process. This room was designed as a cozy presentation room. The teaching and learning process of English conversation sometimes took place in this room. It was used when the teachers wanted to show some movies or videos and played some songs. Besides, it was used when the students were asked to perform some presentations. However, there were several presentations performed outdoor.

### c. Library

SMAN 3 Yogyakarta's library provided the students a lot of learning references and internet. As the students were asked to be active looking for their own learning sources, the students could go to the library to read and borrow some books related to the materials or they could access internet and download several files and bring them to the class. There was also e-library which could be accessed by the students all the time. This e-library provided the students a number of e-books to download and read.

### d. Classrooms

As stated earlier, the class was mostly conducted outdoor. However, if there were situations which made conducting the class outdoor less conducive such as raining, school events, etc, the class would be conducted inside a classroom. In each classroom, there was an LCD which worked well.

## 10. Assessment

In relation to interviews, it was known that there were two kinds of assessment in the teaching and learning process of English conversation. The first one was the formative assessment. This was conducted at the end of every topic. The other one was summative assessment conducted at the end of the semester. The following are transcripts of the interviews.

(4: 65) Teacher A

R : What about the evaluation technique?

T : For the students. Because it is a speaking class, it will be impossible to have a writing test there. So, it should be **an oral test**. Me and my partner usually do that two weeks earlier than the school test. Then, we create a 7 to 10 minute presentation for the students. And they have one

week or two weeks to prepare it. And the test day, they will do the presentation orally after they submit the script or the concept of the presentation. So, it is still oral test. (Transcript/ 3 March 2014)

(4: 66) Teacher B

R : At the end of the semester, after the teaching and learning process, then you have to evaluate your students' improvement. How do you usually evaluate them?

T : **Evaluation, not only at the end of the semester, at the end of the project. We know how they come out with the result because like this sometimes they can add some topics, but because this is project, everyone in here has to speak in English. So, we know how they maintain and improve in each project. So, we have marks for every project.** (Transcript/ 21 April 2014)

Both formative and summative assessments were in the form of oral test.

The students were asked to speak in English in front of their friends. The assessments were also usually in the form of project. For formative assessment, the students were asked to perform the project they were asked to do. For summative assessment, it was the same, but it covered all the topics taught in that semester.

For the final examination, the students were asked to do an oral presentation. The presentation should be about 7 to 10 minutes. The students also needed to prepare the script and submitted it to the teachers.

The time allocation of the summative assessment of this subject was different from the other subjects. It was two weeks earlier.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

With regard to the research findings, several conclusions are drawn. The first one is related to the teachers. The teachers did roles described by Harmer (2000) such as controller, organizer, assessor, prompter, resourceful person, participant, tutor, and observer. As there were two teachers teaching in the same class, they did several principles of collaborative teaching such as the distribution of roles, parallel teaching, and team teaching. The second one is related to the native speaker. The native speaker was a teaching assistant. She helped the teachers to do several roles such as assessing, observing, and sometimes teaching. The native speaker was also a good model of language use for the students. The third one is related to the students. The students were extroverts as they were active and critical. Besides, as they learned English to use it as a means of communication, they could be categorized as communicative learners as well. The fourth one is related to teaching methods. The teaching methods used by the teachers included the direct method, problem-based learning, project-based learning, the silent way, communicative language teaching, and EGRA (exposure, generalization, reinforcement, and application). The fifth one is related to teaching techniques. The techniques used by the teachers included role-play, drama, speech, discussion, and literature analysis. The sixth one is related to materials. The materials were in the form of oral presentations and handouts. The sources of the materials used by the teachers included books, newspapers, magazines, and



websites. The seventh one is related to media. The teaching media used included texts, models, pictures, songs, movies, and videos. The eighth one is related to the setting. The teaching and learning process took place mostly outdoor. Outdoor classes increased students' motivation and confidence as they felt more comfortable and were watched by a lot of people passing by. The ninth one is related to facilities. The school's facilities used in the instructional processes were the school's yard, Audio Visual Aids (AVA) room, library, and classroom. The last one is related to assessment. There were two kinds of assessment, formative and summative assessments. Both assessments were in the form of oral tests.

### **B. Implication**

With regard to the conclusions, it is implied that the teaching and learning process of English Conversation in SMA N 3 Yogyakarta was effective. It was effective because there were various methods, techniques, materials, and media used. Besides, as the class was conducted outdoor, the students had high motivation to learn. The use of collaborative teaching also increased the effectiveness as it made the teachers easier to control, organize, assess, and prompt the students.

### **C. Suggestions**

With regard to the conclusions, several suggestions are made. The first one is that as co-teaching can increase the effectiveness of the teaching and learning process of English, this technique is recommended to be used. By using this technique, it will be easier to control, organize, prompt, and assess students

effectively. The last one is that conducting outdoor classes can be a good way to refresh students' mind. It can also improve students' motivation to learn.

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# **APPENDICES**

# **CATEGORIZATION OF DATA**

## Categorization of the Data

Informants : 1. Teacher A (Ibu Cherry Anti Adriani)  
 2. Teacher B (Bapak Taufiq Hidayanto)  
 3. Teaching Assistant (Miss Gillian Erwin)

| No | Topic  | Data  |
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| 1  | Method | <p>Teacher A</p> <p>R : The first one is related to the method. What method do you use when teaching miss?</p> <p>T : Usually I use direct method. So, it is like giving example. So, I use direct method because I think it is the easiest and the best way to teach the students because the students have the good basis here from the previous high school. Yeah, junior high. Then, they just need to know how to apply the language itself on daily conversation because my focus is in conversation and writing.</p> <p>R : So, you just use direct method? Or is there any other methods that use use.</p> <p>T : Basically it's direct method. Basically. Because I think it will be easier, it is the easiest method, and, what is that, the applicable method for them.</p> <p>R : What about the effectiveness of that method?</p> <p>T : The effectiveness?</p> <p>R : Yes.</p> <p>T : First, I think the students already know about the theory and then in my class we bring the theory they had from the previous writing class or reading class to our class, English conversation and then sometimes they know the theory, but do not know how to apply it. So, I give examples. So, this is effective. Why? They can compare the previous theory and application shown by the teacher. After that, they can start by imitating and then second they can explore based on their knowledge and then after that they use it and apply it on their sentence. So, it's much easier.</p> |



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|  |  | <p>R : Is there any problem that comes up because of that method?</p> <p>T : Sometimes we found that not all students capable enough and ready enough, or brave enough. Some students were very good in writing and reading. But they have a big lack in speaking and listening. So, sometimes they listen, even if they listen carefully or pay attention to what I say as a teacher, eh they cannot figure out what kind of words I say during the lesson. Because they cannot see how does the word written. So, this is the difficulty especially for those who have lacks in vocabulary. And sometimes they know how to write it, but they are not sure the way to pronounce it. So, this becomes a problem, but not a big problem., not become a major problem. So, I found them a minor problem.</p> <p>R : Is there any possible solution that you can offer?</p> <p>T : Of course. First, the students should persuade themselves to improve their vocabularies. They need to read a lot. They need to listen a lot. And they need to practice a lot than before. And they need to practice at the same time during the class. So, in my class usually will make some proud while they try to make a sentence and I make corrections to their sentences. And they try to practice the sentence with their partners. So, this is the way, what is that, to minimize the problem, or to reduce the problem because of lack of vocabularies and lack of pronunciation.</p> <p>Teacher B</p> <p>R : Ok, thank you so much Pak Taufiq. So, today I would like to interview you related to my thesis. My thesis is a case study, the teaching and learning process of your class English conversation in this school SMAN 3 Yogyakarta. There are majorly six questions. The first one is about method. What is actually the main method you use when you teach.</p> <p>T : What we do is direct because we deal with conversation. So, on the spot, we can correct something like mispronunciation, they miss the</p> |
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|  |  | <p>words, they don't know their vocabulary, so we straightforward correct it. The basic idea is to encourage them to practice their skill and maintain their skill gradually.</p> <p>R : What do you think about the effectiveness of that method?</p> <p>T : e.. they are improving because they learn. Other method is about learning from others. We encourage them to learn from their pair, their friend, if they make mistake when make presentation in front of the group, so they will judge, or learn the mispronunciation, the vocabulary that they don't know, but their friends already know and using it in conversation.</p> <p>R : Are there problems that come up because of that method?</p> <p>T : Ah, yes. Time management. Because our time is like 45. How to prepare our slide is like 15 minutes and the main activity is like 25 to 30 minutes and we should maintain like 30 students. so, the time is time consuming.</p> <p>R : What is the possible solution that you can offer to solve that problem.</p> <p>T : It think if it is 2 periods, 45 minutes times two. So, it will be good enough.</p> <p>R : Is there any other method that use besides direct method, like project-based?</p> <p>T : Yes. Actually, every task that we give is mostly it is project-based. Because of the limitation of the time, we give them project, they should prepare at home, and next meeting they should perform it.</p> <p>R : What about the problem-based method?</p> <p>T : The preparation. Sometimes they didn't take that seriously. The lack of the preparation, it effects on the presentation.</p> <p>Teaching Assistant</p> <p>R : Today, I would like to interview you related to the English conversation class taught by two teachers, Ibu Cherry and Bapak Taufiq. The first one is related to the method. What do you think about their ways in teaching the students?</p> <p>T : I think it's very good. Ehm, they have a lot the students do individual works and also group</p> |
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|  |  | <p>works. They have the students work on their won and present it the next week in class which I think is very good to give the students a chance to find something that meets their own interest. The students can figure out what they are interested in and you that to practice their English. So, the students can invest in what they do.</p> <p>Field Notes 1 (Observation)</p> <ol style="list-style-type: none"> <li>1. The teachers and TA came in to the class.</li> <li>2. A Teacher checked the students' attendance.</li> <li>3. The teachers checked the students' assignment.</li> <li>4. A teacher led the class to discuss the assignment.</li> <li>5. The other teacher was observing the class.</li> <li>6. The TA was also observing the class.</li> <li>7. Several students volunteered to tell the class their interpretation of the poem.</li> <li>8. The teacher who led the class gave feedback generally to the interpretations.</li> <li>9. There was a student who asked the TA how to pronounce some words.</li> <li>10. The TA answered the question.</li> <li>11. The students were presented a poem to analyze.</li> <li>12. They were asked to analyze the poem.</li> <li>13. They needed to find out the title, poet, stanza, rhyme, imagery, and figurative language. They also were asked to try creating their own interpretation.</li> <li>14. The students accompanied by the teachers and TA discuss their analyses.</li> <li>15. There was a teacher who gave explanation. There was a teacher who drifted several students. The TA also was drifting a number of students.</li> <li>16. The teachers encourage some students to speak by telling their interpretation on the poem.</li> <li>17. After the discussion, the students were asked to make a group of five.</li> <li>18. The TA led the class and gave each group a poem.</li> <li>19. Each group was asked to analyze the poem they got.</li> <li>20. Each group was asked to report their analysis to the class orally.</li> <li>21. The TA and teachers gave feedbacks to the students.</li> <li>22. The TA reviewed the lesson.</li> <li>23. The teachers gave an assignment to each student which was to bring a poem to analyze in the following week.</li> </ol> |
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|  |  | <p>24. The teachers ended the class.</p> <p>Field Notes 2 (Observation)</p> <ol style="list-style-type: none"> <li>1. The teachers and TA came in to the class.</li> <li>2. A Teacher checked the students' attendance.</li> <li>3. The teachers checked the students' assignment.</li> <li>4. A teacher led the class to discuss the assignment.</li> <li>5. The other teacher was observing the class.</li> <li>6. The TA was also observing the class.</li> <li>7. Several students volunteered to tell the class their interpretation of the poem.</li> <li>8. The teacher who led the class gave feedback generally to the interpretations.</li> <li>9. The students were presented a poem to analyze.</li> <li>10. They were asked to analyze the poem.</li> <li>11. They needed to find out the title, poet, stanza, rhyme, imagery, and figurative language. They also were asked to try creating their own interpretation.</li> <li>12. Several students asked questions.</li> <li>13. The students accompanied by the teachers and TA discuss their analyses.</li> <li>14. There was a teacher who gave explanation. There was a teacher who drifted several students. The TA also was drifting a number of students.</li> <li>15. The teachers encourage some students to speak by telling their interpretation on the poem.</li> <li>16. After the discussion, the students were asked to make a group of five.</li> <li>17. A student asked a question.</li> <li>18. The TA led the class and gave each group a poem.</li> <li>19. Each group was asked to analyze the poem they got.</li> <li>20. Each group was asked to report their analysis to the class orally.</li> <li>21. The TA and teachers gave feedbacks to the students.</li> <li>22. The TA reviewed the lesson.</li> <li>23. The teachers gave an assignment to each student which was to bring a poem to analyze in the following week.</li> <li>24. The teachers ended the class.</li> </ol> <p>Field Notes 3 (Observation)</p> <ol style="list-style-type: none"> <li>1. The weather was nice that day.</li> <li>2. The teacher came in to the class.</li> <li>3. The teacher opened the lesson.</li> <li>4. The teacher checked the students' attendance.</li> </ol> |
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|   |                             | <p>5. In that meeting, the students were asked to perform a poem and tell its analysis orally in front of the class.</p> <p>6. The teacher asked who wanted to volunteer to go first.</p> <p>7. A student volunteered and performed a poem. The students, then, analyzed it in front of the class.</p> <p>8. After analyzing the poem, she was asked to choose another student to perform.</p> <p>9. The other student performed her poem and analyzed it. (there were 7 students who performed that day)</p> <p>10. At the end of the class, the teacher gave a general feedback to the students.</p> <p>11. The teacher ended the lesson.</p>   |
| 2 | Co-Teaching (Team-Teaching) | <p>Teacher A (1)</p> <p>R : So, in the class, there are two teachers.</p> <p>T : Two teachers.</p> <p>R : Would you please explain why?</p> <p>T : Eh first it is not as easy as writing or reading class. For speaking and listening, I think, because we have a big class, more than 30 students. I think we need to focus to each student. Each student will have a certain progress by themselves. And, what is that, it will be much easier if the class is conducted by two teachers, one teacher handling one half of the group and the next teacher handling the next half. It doesn't always, what is that, sometimes the students were split into two groups and they were given the same material, but most of the time, they will be put together, and we, because we have two teachers, we can focus on half of the classes, each of us. So, each student will have a big portion of our attention and the students will also have a big time and opportunity practice and they will not be afraid to any kind of mistakes because the teacher have a big portion in giving correction and attention.</p> <p>R : Okay then. So, the effectiveness of using team teaching is high here especially in speaking and listening classes.</p> <p>T : Yes.</p> <p>Teacher A (2)</p> |

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|  |  | <p>R : Okay, now let's go back to the team teaching one. How do you plan your lesson together?</p> <p>T : Actually, me and my partner already know each other how to conduct the class. so, sometimes it is really tiring to conduct speaking class. different with writing and reading class which is passive class, our speaking and listening class will be an active class. so, it will be tiring if it is explained by a single teacher. Sometimes we split. ehm, we don't have any exact plan, okay, I should explain this one and you should explain that part, no. we already know each other because I already work 2 or 3 years with my partner. So, it's like, okay, could you handle my part because I am a bit tired then I will cover the rest of the explanation after your part, okay. So, it's easily decided and easily parted.</p> <p>R : How about assessing the students?</p> <p>T : Assessing the students. of course we discuss first because we will make one single comment for the assignment, for the assessment, for everything. Even if the students see two persons there, we have one decision. So, we need to explain and discuss it first before we enter the classroom, even before we start the semester. The assessment, we have a standard, a bit higher from the writing and reading class because I said it's more complicated. So, I would put a higher grade supposed the students would put bigger efforts there.</p> <p>R : Related to team teaching, is there any problem that comes up?</p> <p>T : e.. so far I don't really see a problem. May be at the beginning. Because I work here earlier than my partner so in the beginning, he just followed my, what is that, my method and he's like observing and learning about the situation, the students and the mechanism, all of them And then, after that we have time for discussion and decided and make some correction and suitable, what is that, may be we make a kind of adjustment related to the theory, the method, the materials, the assessment, the assignment, and after that it just run well.</p> |
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|  | <p>Teacher B</p> <p>R : Okay, what is unique about this class is that there are two teachers teaching the same class. So, what do you think about that? What that happens? Two teachers in the same class.</p> <p>T : Team teaching is used here because to maintain or to watch all of the students to have encouragement to speak if it's done with one teacher it will not be possible or it will hard enough. Sometimes, when a student in front of the class have a presentation and there is no other teacher to make a good atmosphere, maintain the atmosphere, it will be difficult. So, it is why there are two teachers.</p> <p>R : Okay, because there are two teachers, how do you plan the meeting?</p> <p>T : We have like, in certain topics, I master certain topics like stating position, poem will be delivered by Miss Cherry. So we divide the topic. So, if I have the materials, Miss Cherry will come up with supporting ideas or she will maintain the atmosphere of the class.</p> <p>R : Okay, then. So for example when you are teaching in front of the class, the other teacher is observing or drifting the students. Okay, then, how do you assess the students?</p> <p>T : Assess? Like giving the project. Speaking is like complex skill. It means like vocabulary, tone, speech like that, but, so we will give project so they will apply the assessment in one project. So, we give them role-play. So, we don't only assess how they speech, but also how the body language, how they maintain the tone, how they create a conversation,. So, that's why.</p> <p>R : Because you are doing team teaching, does it make assessment better?</p> <p>T : Ah, yes, because there is two teacher that will watch the students. Me and Miss Cherry is like same standard to assess the students.</p> <p>R : In the teaching and learning process, do you use certain approach? In Curriculum 2013, we use scientific approach, like that, may be.</p> <p>T : Ah, English conversation is not in curriculum, new curriculum. So, we don't make approach to the curriculum. This class will be finished in</p> |
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|  |  | <p>the old curriculum, in the new curriculum we will not have English conversation.</p> <p>R : So, you just use pre-teaching, whilst teaching, post teaching, things like that?</p> <p>T : Yes.</p> <p>R : Is there like any problem that comes up because of team-teaching?</p> <p>T : About how we maintain our partner actually. Team teaching is about two people maintaining a class. so, if we have like analogy, it's like one car with two drivers. So, we should maintain the person, relation in teaching. So, we will have the same idea for the class.</p> <p>R : How do you keep in contact with your partner?</p> <p>T : We make a joke, yeah, we make a joke. We keep the professionalism like we have jokes outside, but inside the class we focus on the materials.</p> <p>R : Do you also sometimes discuss about the students' problems or improvements with your partner?</p> <p>T : Yeah. We're dealing with the same subject actually. So, what I see as a problem, she will see it as a problem also.</p> <p>R : And you will work together to solve the problem, right?</p> <p>T : Yes. Mostly we discuss and have certain treatment to the students.</p> <p>Teaching Assistant</p> <p>R : Okay, so, they are doing what we call as team teaching. Two teachers in one class and they teach at the same time. So, what do you think about the effectiveness of team teaching in that class?</p> <p>T : I love team teaching. I have a few team taught courses when I was in college and I thought they're always really useful because the two teachers bring something different to the classroom and the students can see different viewpoints. So, yeah I think it works well and also when the students are working in individual groups Miss Cherry and Mr. Taufiq can go around to different groups and they can talk to the students.</p> <p>R : So, what do you think as the benefits of team</p> |
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|   |               | <p>teaching?</p> <p>T : Ah, I think different viewpoints and perspectives presented in class and the two teachers always have different, ah different strengths and different weaknesses. So, if one teacher is good at something, then then that teacher can present that, and another teacher prefers a certain topic and they can present on that and being able to play on both teachers' strengths makes it a better classroom.</p> <p>R : Are there problems that come up because of team teaching in that class?</p> <p>T : Yeah, of course, sometimes because I think good team teaching requires a lot of preparation. Beforehand because you are just not preparing your lesson yourself alone, but you are preparing to fit well with another teacher's plan. So, if you go to school and haven't thought what you are going to teach together, then sometimes two people can come up covering the same topic or there is some information that can be confusing. So, it does require more preparation.</p> <p>R : Can you offer like possible solutions to solve that problems?</p> <p>T : Haha. Yeah, I think just spending more time planning together and I think the longer that you work with a certain teacher, the easier that is because you get to know the other person's style. I think to make team teaching works well, the team should be constant like you should pair up teachers who work well together with their personalities match as well as their teaching style and they can complement each other. So, the longer the team works together, the better that team.</p> |
| 3 | Outdoor Class | <p>Teacher A</p> <p>R : What do you think about the outdoor class then? Because the class is often outside classroom.</p> <p>T : Why put the students in the outdoor class. The first because I want to them to feel comfortable. Sometimes, we feel some boredom, boring feeling, because we will stay inside of the class from 7 o'clock up to 2 every</p>  |

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|  |  | <p>day for six days a week. And it is kind of refreshing. Less tension also. To put the students inside of the room is like giving a burden that they need to, so it's like a cage for them. I put them outdoor because they can feel a good air, a fresh weather, a good atmosphere, a changing situation. So, they can freely, I hope they can freely feel comfortable and also they can increase and improve their, what is that, courage because sometimes many other people just stop by and watch our class. so, the students need to have a big courage to speak up in front of another person not their friends, not their teachers, but sometimes guests or non-English teachers, or even the head master, the principle. So, that is the reason why I put them outdoor.</p> <p>R : Is there any problem that comes up because of that?</p> <p>T : Yes, of course. Sometimes because this school and not all classes are, what is that, sometimes the students are just walking around or kind of on the alley, on the yard sitting or some guests come to our class during the class period. So, they of course make disturbance, but as I said to my students, as long as they focus, as long as they concentrate on our class, it doesn't matter. And because it's already known that our class will be outdoor, other students will respect this too. So, during even they walking around, they will not shout loud, they will not disturb our class. Okay, there is a teacher and students, it means a class or lesson, I shall not disturb the class. and the guest, they will just stop by without interrupting. So, usually they just take a picture and because of it, our students' confidence is increased because it's like, okay, other people watch me, I should do better and I should do good from my presentation and my habit and attitude during my class outdoor.</p> <p>Teacher B</p> <p>R : The second question about the class is about the setting of the class which is mostly outdoor. What do you think actually about outdoor class?</p> |
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|  |  | <p>T : Outdoor class, it helps actually for the speaking skill. Outdoor, they know how to maintain the voice, how they speak loud enough, how they keep focus because outdoor sometimes their friends are passing by and how they have their personality so they are brave enough to perform in front of persons and watched by their friends.</p> <p>R : Is it actually like the school regulation to conduct this class outdoor, or the teacher suggest to conduct this class outdoor?</p> <p>T : Ah, actually we have a class inside, but we do it outdoor because the students also enjoy doing it outdoor because they never have outdoor class.</p> <p>R : Is there any problem that comes up because of outdoor teaching?</p> <p>T : Yes. Sometimes they lack focus because their friends are passing saying hi and we can't do it in rainy season because it gets wet so we come to indoor place.</p> <p>R : And how do you solve the problem? I think the most related problem is about the voice.</p> <p>T : We always want them to be focus and give them examples how to speak. People so not know their voice loud enough or not, so we give the example.</p> <p>Teaching Assistant</p> <p>R : The second one is related to the outdoor class. What do you think generally about the outdoor class?</p> <p>T : It has benefits and drawbacks. Sometimes it is difficult because you can't use like projecting screen and you can't write on a board, things like that, and sometimes there are distracting elements to being outside. But also I think it's really good as a way of refreshing the students and of showing that English has a place not just inside the classroom, to make them feel natural. Like may be if they get used to speaking English to the teachers and each other outside in court yard, they will be more likely to use their English when they're speaking with their friends later or if they meet me in the court yard because I think memory being attached to</p> |
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|   |            | <p>a specific place can be very strong. So, if the only place English is used is inside the classroom, then the students will not be likely to use it in their daily life, but the more places that you put English like English in the library, English in the court yard, English in the classroom, English in the presentation hall for a concert. The more places you put English, the more invested the students will be in learning English.</p>  |
| 4 | Techniques | <p>Teacher A</p> <p>R : Okay, so use also use movies, recording.</p> <p>T : Yes, of course. They can compare the language there. They can compare, okay, one expression can be used in different situations in different intonation, and it will deliver different meaning.</p> <p>R : What was your consideration in choosing one movie, for example?</p> <p>T : It should be, what is that, valid enough, and the students will watch it as a media which is fun. First it should be fun. It should be fun, easy listening, non-violence or porn picture there, and then no subtitle, and then popular enough for the students, yeah based on their level. So, we will watch such as Harry Potter, some cartoon movies or some a bit difficult.</p> <p>R : Do you also use a song or something like that?</p> <p>T : Yes.</p> <p>R : What about jokes?</p> <p>T : Jokes, of course. Joke is a part of our materials. They have spoof as a material for this semester. First, we need to explain the standard of fun here and then we show them some examples of movies contain some comedy. And after that, we match it to the theory from the book and they will make a kind of presentation and show that in front of the class.</p> <p>Teacher B</p> <p>R : Okay, then let's move on to the second topic which is the techniques. What techniques do</p> |

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|  |  | <p>you use when teaching? The activities.</p> <p>T : Depend on topic. We have some topics that maintain their skill on vocabulary and topics that maintain how they speak choice of words. May be all topics responses all the indicators, but we focus on something that we want to build.</p> <p>R : Okay, so, what activities have you done this semester? I heard you did drama, speech, and what others?</p> <p>T : Like advertising. Most of it role play but with different type may be advertising, presenter, how to report, reporter, like that.</p> <p>Teaching Assistant (1)</p> <p>R : Okay, now let's move on to the next topic which is about the teaching techniques. What do you think about the activities that the teachers use during the teaching and learning process?</p> <p>T : Well, I think there are a lot of teaching techniques. I think the best technique is when the students have time to practice inside of class and they can hear the teachers speak. Feedback is very important to me like having comments on papers or helping students to revise something that they have already done to make it better the next time because if you don't correct anything, how could you know what your problem was. So, that's an important teaching technique to me, teaching revision, especially for later life skill because when you write papers in college or if you write an article later in life or an application or something, you are not going to write it one time, you are going to write it many times, and students should get to start that practice in high school.</p> <p>R : Okay, what do you think about the activities such as speech and drama?</p> <p>T : Yeah. I think drama is good because it helps students to memorize real dialogues, to create and memorize real dialogs and present it in class, and also I think drama has many ways of applying students'pe real interest. When we had spoof project, I saw the students had so much fun because they focus on things they</p> |
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|   |           | <p>really enjoy and laughing while they're doing it. So, that creates a gate way for English to go on to their real life. So, I really enjoy using drama in the classroom because it combines many different skills such as writing, listening to your partner, and speaking. If you can have as many modes of communication at once, the better the activity is.</p> <p>R : What do you think about the other activities besides drama?</p> <p>T : One of my favorite activities that we did this year was a sort of opinion, like giving opinion, speech where the students had to look up a current event and they have to give their opinions on something that was happening currently like a debate that was happening in the government or some laws that had been passed or something like current culture that's happening, and it really good because it shows students' different English sources of news to look at, it helps them to inform what's happening here in Indonesia and what's happening in other parts of the world, and again it helps them to give their opinion on something that's important to them.</p> <p>Teaching Assistant (2)</p> <p>R : What do you think about the effectiveness of using videos or songs when teaching?</p> <p>T : I hoped it's effective. I know that the students love using videos. That is like their favorite thing ever. Of course, like, who doesn't want to watch a video in school? Some of the most successful activities I've done, the activities the students have enjoyed the most or have seen to learn from the most are the ones that use videos. Videos are great because they test video comprehension, but also they give the students a chance to gather clues from like visual contexts, and then the students can discuss it, and they can practice listening and speaking with each other and they can produce something written about the video. So, again it's testing all different kinds of language use.</p> |
| 5 | Materials | Teacher A   |

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|  |  | <p>R : What about the reference? Like fixed reference.</p> <p>T : Of course, our fixed reference should be the native English, it can be American or British sources. So, it is the basic. Sometimes, we are accompanied by an Australian. Okay, you can evaluate the sentence, pronunciation, the vocabularies, they have small differences there. Basically we will use American or British standard. But mostly American.</p> <p>R : So, how many fixed references do you have now?</p> <p>T : Fixed references? I use ESL, I use oxford, I use BBC, I use some magazines, what is that, some newspapers also, Jakarta Post, I use Time Magazine, books from Longman. So, I use longman, oxford, ESL as my sources, one native speaker here, she's put here from the United States, and then magazine, newspaper from Jakarta post and Time, at least six. Instead of other movies and recording.</p> <p>Teacher B</p> <p>R : What about the materials, then? Is there any like fixed book?</p> <p>T : No, a lot of, we give it orally, and sometimes we have like handouts we didn't have like workbook because it deals with practice and we don't have a lot of theory. Basically our theory, our materials are repeating from the junior high school, just we make it higher level.</p> <p>R : Do you refer to the syllabus when you write or deliver materials?</p> <p>T : Because English conversation is like special case, so we make our own syllabus. The government didn't provide us with this subject. So, we make our own syllabus.</p> <p>Teaching Assistant</p> <p>R : Okay, let's move on to the materials then. What do you think about the materials that's given by the teachers to the class? Is there any like a module or a book?</p> <p>T : We don't use a book to often in most of my classes which I think it can be useful to not use a book sometimes because if you use a book, it</p> |
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|  |  | <p>can be too rigid I think. Sometimes we have worksheets. Usually the worksheets are good. Some of them have some mistakes in which is a problem and that should be fixed. So, I don't know how to fix that problems because I don't know where the worksheets come from. But yeah there are many different materials that we use in the classes here. Some more on long-term projects throughout the semester and some like tests that happen throughout the semester. Personally I think there could be fewer tests, that's my opinion.</p> <p>R : When I interviewed the students, they told me that they were asked to be active to search their own materials, and find their own learning sources and bring them to the class. What do you think about that?</p> <p>T : I think that's a very important learning skill because in college and after college if you want to do something, especially after college, if you want to know about something or understand something, or do something better, you have to figure out how to do it yourself, you have to learn about it yourself. And research skill, whether research just for you, just for fun, or whether it's research for a paper or a project or like something official, it is very important to be able to search on the internet or search in the library to find something that is, what is the word, like to find good sources and to be able to tell good sources from bad sources. For example, on the website, ah on internet there is a website called the onion which is American satirical newspaper, it's not real. Non of the articles are real. It's satire like it's supposed to be funny as a joke. So, if you encounter an article on that website for the first time and you don't understand what the onion is, then you'll probably be very upset because the article was supposed to be a joke, but if you think they're real, then they're not funny. Ah, so, that's just one example of how learning research skills well in high school can help later on. If English is not your first language and you run across the onion without ever having known about it before, you'll get a mixed up view on what</p> |
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|   |       | <p>American news is supposed to be like. So, and already this year, I found a student who found articles in the onion and though they were real. So, that's just one example. There are other newspapers that are, you know, "true", but they are very very biased. So, you can learn how to read an article which gives opinions on something and to analyze the amount of bias and find articles from other newspaper that provide different perspectives.</p>   |
| 6 | Media | <p>Teacher A</p> <p>R : Then, let's move on to media. What media do you usually use when teaching?</p> <p>T : Oh okay, we learn speaking. So, it is difficult to make every single concept of the thing that we are going to say. And it is also impossible to only deliver our meaning only one way. So, I said to them you are freely to find a kind of media. They can learn from Tv, radio, internet, magazine, even a native speaker, or even their teacher, English teacher or non-English teachers who are capable of speaking English. So, through this kind of, what is that, technique, the students will do something by themselves and when they come to our school, when they go to our school, they will bring something first, it is like sharing the notes. Sometimes students correcting my sentence, I'd be very delighted if I have this kind of students. It is because it is also improving their confidence and also persuade them to want to know more than the teacher. So, I don't have any technique of specific sources for my students, but I use all of the sources. So, around the world, things can be used as the materials.</p> <p>Teacher B</p> <p>R : Okay, thank you so much. Now, let's move on to the next topic, media. Are there media that you use when teaching?</p> <p>T : Media is like something which provide us with a case like picture so they will come up with their opinion. Article, sometimes we provide</p> |

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|  |  | <p>them with examples. In presenter, sometimes we perform first so they know how to perform.</p> <p>R : So, you are using media such as modelling from the teachers themselves and objects such as pictures and may be videos?</p> <p>T : Videos. We have project videos for the students, the second year. The final project is they make video.</p> <p>Teaching Assistant</p> <p>R : Okay, now let's discuss about the teaching media. What are the media that the teachers use when teaching?</p> <p>T : SMA 3 is really great for media because there's a projector in every room and they all work perfectly. It's amazing. So, when I'm teaching, I use the projector a lot. I like to show video clips. I like to use songs a lot to illustrate grammar points or different examples of speech, I don't know. When I was in high school, I liked learning from music. So, I hope that the students do too. I use power points a lot. The teachers do too. Sometimes they recommend websites for students to go on practice on certain things like English language websites which I think was very helpful for learning outside of class and using news websites is very useful as well.</p> <p>R : What do you think about the effectiveness of using videos or songs when teaching?</p> <p>T : I hoped it's effective. I know that the students love using videos. That is like their favorite thing ever. Of course, like, who doesn't want to watch a video in school? Some of the most successful activities I've done, the activities the students have enjoyed the most or have seen to learn from the most are the ones that use videos. Videos are great because they test video comprehension, but also they give the students a chance to gather clues from like visual contexts, and then the students can discuss it, and they can practice listening and speaking with each other and they can produce something written about the video. So, again it's testing all different kinds of language use.</p> |
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| 7 | Facility   | <p>Teacher A</p> <p>R : Okay, let's go straight to the facilities. What facility does the school provide?</p> <p>T : Actually our school is good enough. It was an SBI school. So, we were capable enough to have a kind of LCD, a good laboratory, and tape recorder, an audio room so we get to roll movies and have a kind of discussion. It is good enough.</p> <p>Teacher B</p> <p>R : Okay, then let's move on to the fifth one which is about the facility. How does the school facilitate this class?</p> <p>T : We have audio-visual lab. Ah, because speaking is relate with listening, so we will have audio so we do not only train how to speak, they are listening too.</p> <p>R : Is the facility good enough?</p> <p>T : Yes, recently.</p> <p>Teaching Assistant</p> <p>T : SMA 3 is really great for media because there's a projector in every room and they all work perfectly. It's amazing. So, when I'm teaching, I use the projector a lot. I like to show video clips. I like to use songs a lot to illustrate grammar points or different examples of speech, I don't know. When I was in high school, I liked learning from music. So, I hope that the students do too. I use power points a lot. The teachers do too. Sometimes they recommend websites for students to go on practice on certain things like English language websites which I think was very helpful for learning outside of class and using news websites is very useful as well.</p> |
| 8 | Assessment | <p>Teacher A</p> <p>R : What about the evaluation technique?</p> <p>T : For the teacher or for the students?</p> <p>R : For the students.</p> <p>T : For the students. Because it is a speaking class, it will be impossible to have a writing test there. So, it should be an oral test. Me and my partner usually do that two weeks</p>  |

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|  |  | <p>earlier than the school test. Then, we create a 7 to 10 minute presentation for the students. And they have one week or two weeks to prepare it. And the test day, they will do the presentation orally after they submit the script or the concept of the presentation. So, it is still oral test.</p> <p>Teacher B</p> <p>T : At the end of the semester, after the teaching and learning process, then you have to evaluate your students' improvement. How do you usually evaluate them?</p> <p>R : Evaluation, not only at the end of the semester, in the end of the project, we know how they come out with the result because like this sometimes they can add some topics, but because this is project, everyone in here is has to speak in English. So, we know how they maintain and improvement each project. So, we have mark for every project.</p> <p>R : So, there are formative and summative evaluation. Evaluation during the semester and at the end of the semester.</p> |
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## Categorization of the Data

Informants : Students

| No | Topic                          | Data  |
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| 1  | Co-Teaching<br>(Team-Teaching) | <p>Student 1</p> <p>R : Selama ini EC diajar 2 guru dalam 1 kelas, seperti apa efektifitasnya menurut arlin?</p> <p>S : Misalnya Miss Cherry njelasin, Mr. Taufik yang satunya mengkondisikan kelasnya. Kemudian misal ada yang kurang jelas sama guru di depan, ia malu karena ada banyak orang mungkin dia bisa mendekatkan pada guru yang satunya, berdua kayak semacam privat gitu..</p> <p>Student 2</p> <p>R : Berarti ina suka ya dengan kelas EC. Kan didalam kelas ada 2 guru. Bagaimana efektifitas 2 guru dalam 1 kelas?</p> <p>S : 2 Guru dalam 1 kelas. EC kan modelnya maju. Jadi lebih cepet. Jadi bisa dibagi-bagi. Yang 1 guru ini yang lain guru itu.</p> <p>R : jadi bisa lebih cepat juga ya.</p> <p>S : iya</p> <p>Student 3</p> <p>R : Bu cherry dan pak taufik mengajar berdua, menurut edgar bagaimana efektifitasnya?</p> <p>S : Menurutku lumayan bagus, misal miss cherry lupa materinya ada mr. Taufik yang njelasin.</p> <p>Student 4</p> <p>R : Kan kelas EC diajar 2 guru, bagaimana efektivitasnya menurut Eni?</p> <p>S : efektif, maju gitu, lebih cepat selesainya</p> <p>R : Bagaimana dengan praktik kalian sebagai seorang siswa, menggunakan bahasa yang kalian pelajari, karena ada kelas EC apa waktu prakteknya bertambah?</p> <p>S : Bertambah</p> <p>Student 5</p> <p>R : Menurut gilang melakukan team teaching , seperti apa efeknya?</p> |

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|  |  | <p>S : Untuk EC efektif, karena EC praktikel jadi maju, sambil menilai, untuk 2 guru kan bisa terbagi jadi 2. Itu efektif juga misalnya untuk penilainya daripada 1 guru.</p> <p>Student 6</p> <p>R : Di dalam pelajaran EC ada 2 guru, menurut Gita keefektifanya seperti apa?</p> <p>S : Menurutku 2 guru bisa saling melengkapi, miss cherry tegas kalau ada yang celelekan. Mr Taufik bisa bercanda, bias kayak temen. Jadi gak terlalu tegang dikelas. Menurutku enak-enak aja.</p> <p>R : Ada gak kendala-kendala yang dihadapi dalam melakukan team teaching?</p> <p>S : Gurunya harus menjaga suasana biar gak terlalu padat. Kalau terlalu padat kan susah speakingnya.</p> <p>Student 7</p> <p>R : Kan bu cherry dan pak taufik mengajar berdua ya, menurut jhose itu efektif gak?</p> <p>S : Efektif karena saling berkolaborasi.</p> <p>Student 8</p> <p>R : Bu cherry dan pak taufik mengajar berdua, menurut Vivian gimana 2 guru 1 kelas?</p> <p>S : Nggak ada masalah. Jadi lebih terkoordinir, lebih intensif,</p> <p>Student 9</p> <p>R : Menurut Vivin, bagaimana efektifitas pengajaran 2 guru dalam 1 kelas?</p> <p>S : Efektif, disaat presentasi 1 orang 1, tapi bisa displit jadi 2. Jadi tidak akan memakan waktu lama. Berminggu-minggu dan penilainya kan ada 2 guru, jadi ada pembandingnya.</p> <p>Student 10</p> <p>R : Kan tadi dalam mengajar ibu cherry dan pak taufik itu menggunakan team teaching kelas, menurut Avi gimana keefektifanya?</p> <p>S : Efektif, kalau habis ngomong itu kayak trus dan mr. taufik, itu kayak enggak saling ngebosenin, gak Cuma ndengerin 1 suara apalagi mereka berdua sering ngomong nggak langsung formal aja mas, sering bercanda jadi itu lebih nggak tegang. Jadi menurutku nggak kayak sayang gurunya 2 muridnya segini, nggak kayak mubazir gitu, lebih bagus aja, pernah dicoba 1 orang, jadi kayak gimana gitu, karena mereka terbiasa kayak duet jadi 1</p> |
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|   |               | <p>orang gitu, trus jadi agak gimana gitu.</p> <p>Student 11</p> <p>R : Menurut Nino, 1 kelas 2 guru bagaimana?</p> <p>S : Kalau menurutku 2 guru itu kan bukan angka yang lebih. Jadi menurutku mereka cukup serasi ngajarnya, dalam artian serasi ngajarnya kompak mengajar. kan soalnya ini IC kayak terjadi dikelas akselerasi. Misalnya kita harus presentasi besok itu udah uts, kan tinggal minggu ini. Biasanya presentasinya kan dibagi-bagi yang 1 diampu mr.taufik yang 1 miss cherry. Tapi kadang kan dibagi 3. Miss Gill juga</p> <p>R : Efisiensinya tinggi?</p> <p>S : Iya efisiensinya tinggi, trus mereka juga kalau dalam mengajar bergantian, kan dulu kayak gitu jamanya. Namanya team teaching ngajar berdua. Jadi kalau dulu itu banyak yang khususnya yang 1 ngajar, yang 1 duduk. Tapi kalau ini enggak. Benar-benar mereka ngajar berdua.</p>   |
| 2 | Outdoor Class | <p>Student 1</p> <p>R : Berarti saling membantu ya. Bagaimana dengan kelas yang Outdoor?</p> <p>S : Enak, kalau sekolah kan biasanya di kelas. Kalau di kelas kan, kita bosan juga. Walaupun kita moving class, tetapi suasananya juga to di dalam kelas. Kalau diluar kelas lebih fresh.</p> <p>R : Ada kendala tidak yang dihadapi selama ini?</p> <p>S : Biasanya dari kelas lain karena <i>moving</i> gitu kan. Kadang juga enak buat bolos. Hehehe.</p> <p>Student 2</p> <p>R : Bagaimana pendapat Ina tentang kelas outdoor?</p> <p>S : Kalau menurutku itu asyik, gak bosan kalau dikelas kan bosan. Lama-lama kan monoton. Setiap hari kan kita kayak gitu.</p> <p>R : Kalau kendala-kendala selama ini ada?</p> <p>S : Paling kalau ujan. Kalau berisik sih enggak.</p> <p>Student 3</p> <p>R : Pendapat Edgar kelas yang outdoor itu seperti apa?</p> <p>S : Enak, walau duduk dibawah kotor tapi enak, agak pusing juga tapi juga nglatih konsentrasi supaya memperhatikan satu orang dan nggak memperhatikan yang lain.</p> <p>R : Nilai positifnya berarti itu sebagai media refreshing</p> |

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|  |  | <p>siswa, tetapi sisi negatifnya agak bising juga ya.</p> <p>S : Iya.</p> <p>R : Bagaimana kalau setelah ujian seperti ini?</p> <p>S : Biasanya di aula lebih luas dan seger</p> <p>Student 4</p> <p>R : Bagaimana pendapat kamu tentang kelas yang outdoor?</p> <p>S : Lebih fresh dan gak bosan dikelas.</p> <p>R : ada gak sih nilai negatif yang muncul?</p> <p>S : Banyak orang yang lewat dan nyapa.</p> <p>R : Berarti masih banyak positifnya ya, kalau misalnya hujan kayak gini?</p> <p>S : Ujan. Paling di kelas</p> <p>Student 5</p> <p>R : Bagaimana pendapat Gilang tentang kelas Outdoor.</p> <p>S : Itu juga sesuatu yang unik dan juga bagus. Sebenarnya pelajaran yang lain itu udah ada didalam kelas, jadi nggak bosan di dalam kelas. Kalau panas kan untung diluar jadi sejuk, untung di sma 3 banyak pohonnya.</p> <p>R : Jadi bisa jadi media refreshing ya</p> <p>S : Iya, refreshing</p> <p>R : Kendala-kendala yang dihadapi biasanya ada gak?</p> <p>S : Ujan gak bias di luar, becek.</p> <p>R : Suara-suara bising gitu?</p> <p>S : Murid kan dikelas, jadi relative. gak terlalu mengganggu karena kita pelajaran diluar pas murid-murid lagi pelajaran dikelas.</p> <p>Student 6</p> <p>R : Berarti lebih banyak efektifnya ya team teaching. Selain itu pelajarannya outdoor. Efektifitas pembelajaran outdoor bagaimana?</p> <p>S : Enak, gak monoton. Sejauh ini pelajaran dikelas gak ribut, jd masih kedengeran suaraanya.</p> <p>R : Kekurangan dari kelas outdoor itu sendiri dari sisi apa?</p> <p>S : Masih ada yang mlipir, kalau gak dikontrol ngomong sana-sini. Jadi nggak merhatiin apa yg diomongin didepan.</p> <p>R : Kalau suaranya bisa didengar dengan jelas kan?</p> <p>S : Iya</p> <p>R : Kalau ada cuaca-cuaca apa gitu?</p> <p>S : Kalau ujan sih harus berburu kelas, biasanya sih di aula.</p> <p>R : Menurut Gita outdoor it bagus. Tapi menurut Gita sendiri perlu nggak sih cadangan kelas gitu?</p> <p>S : Perlu kayak lab, karena EC perlu kayak ada sound. Perlu</p> |
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|  |  | <p>diputerin drama, atau apa.</p> <p>Student 7</p> <p>R : Kalau kelasnya outdoor seperti di taman menurut Jose bagaimana?</p> <p>S : Kurang efektif. Kadang beberapa kali ada yang bisa dicatat jadi mungkin membutuhkan papan.</p> <p>R : Jadi ditamanpun dibutuhkan papan tulis ya, harusnya dikelas berarti?</p> <p>S : Lebih enak dikelas.</p> <p>R : Menurut Jose ada gak sih masalah-masalah yang bisa muncul selain karena kelas outdoor?</p> <p>S : Mungkin kadang masalah suara sama papan tulis.</p> <p>Student 8</p> <p>S : Kan EC slalu outdoor enggak pernah didalam kelas.</p> <p>R : Kalau bahasa inggris diadakan diluar kelas ada kendala nggak?</p> <p>S : nggak ada kendala diluar, tapi terkoordinir dengan baik, gak brantakan.</p> <p>R : Keuntungan yang didapat siswa karena outdoor?</p> <p>S : Jadi nggak bosan di kelas yang dilihat Cuma dinding, kalau ditaman liat yang hijau-hijau.</p> <p>R : Kekurangan kekurangan dari kelas outdoor?</p> <p>S : Kalau hujan, becek, tanah basah, lembab.</p> <p>R : Kalau kayak gitu bingung cari kelasnya gak?</p> <p>S : Pas ujian jadinya dikelas, pas lembab tetep diluar paling Cuma nggak nyaman.</p> <p>Student 9</p> <p>R : Kalau tentang kelas outdoor bagaimana?</p> <p>S : Asyik, nggak bosan</p> <p>R : Nilai positifnya asyik?</p> <p>Ada gak nilai yang kurang mendukung gitu, mungkin ujian atau bagaimana?</p> <p>S : Kalau ujian jadi ke aula</p> <p>R : Kalau suara-suara gitu disana bising?</p> <p>S : tergantung, waktu itu aulanya pas lagi ada apa. Kalau gak ada apa-apa mendukung-mendukung aja.</p> <p>R : Kalau outdoor?</p> <p>S : Saat pada moving class, perhatian kita teralihkan dengan siapa yang lewat.</p> <p>R : Berarti menurut vivi itu melatih confidence atau kepercayaan diri gak ? karena diliat orang?</p> <p>S : Iya, apalagi kalau kita tampil pas banyak orang. Misal pas drama, ada yang lewat pasti langsung pada liat ini dulu.</p> |
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|  |  | <p>Student 10</p> <p>R : Sedang kelas ini kan outdoor ya, kayak ditaman biasanya, menurutmu Avi efektif gak kalau ditaman seperti itu?</p> <p>S : Efektif</p> <p>R : Kenapa?</p> <p>S : Solanya itu kan tergantung, kalau lagi ada acara, trus kalau hujan jadi agak nggak efektif, tapi kalau misalnya bener-bener lagi sepi misalnya bahasa inggris kita belum bisa, kita langsung presentasi, kalau jelek kan kita jadi malu. Tapi kalau misalnya kayak tadi jam pertama masih agak sepi misalnya belum begitu rame, anak anak masih pada masuk kelas. Jadi selesai kita presentasi itu, tidak dilihat teman sendiri. Jadi gak canggung gitu trus kita juga ditambun jadi suasananya enak gitu lho mas. Biar lebih aman aja jadi sejuk.</p> <p>R : Jadi kalau diluar kelas gitu rasanya lebih sejuk, lebih nyaman gitu, lebih nggak tegang juga?</p> <p>S : Jadi kalau udah didalam kelas mikirnya kayak pelajaran beneran , padahal kalau kyak gitu tu kayak main-mainan belajar.</p> <p>R : Jadi kayak ada kendala semacam hujan, brisik gitu?</p> <p>S : Ya jadi kalau ada tamu brisik gitu</p> <p>R : Berarti kayak jadi kurang nyaman suasananya. Gimana kalau tentang njelasinya, misal njelasin nangkep gak atau kadang-kadang samar kalau diluar.</p> <p>S : Kita kan lebih sering jam pertama, jadi pada masuk langsung kekelas. Bener-bener daerah lapangan, taman itu sepi, paling Cuma beberapa orang. Tapi kita nggak begitu keganggu dengan suara-suaranya, daripada kita dikelas, apalagi kalau di kelas bahasa itu kan misalnya kelas ini ada pelajaran, kelas sebelah juga ada pelajaran, bisa sampai kedengeran suaranya. Brisik gitu.</p> <p>Student 11</p> <p>R : Menurut Nino, EC di luar kelas, kelebihan apa?</p> <p>S : Kelebihan kita di outdoor, kan kita kalau belajar pelajaran lain didalam kelas, jadinya itu yang pertama bisa untuk refreshing. Kita bisa lihat ini maksudnya suasananya diluar kayak apa, yang pertama itu seru banget. Ya jadi itu mendukung banget buat presentasi kita bisa gimana ngrasain suasananya, Cuma misalkan juga ada kekurangannya sih yang pertama meskipun EC itu gak ada menulis, namanya kan juga EC. Tapi kan ada kalanya butuh media, butuh apa gitu ya, ya mungkin kalau diluar itu tidak tersedia. Trus kalau misalnya diluar</p> |
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|   |                        | <p>kelas itu, kan banyak yang berlalu lalang jadi kadang konsentrasinya pecah.</p> <p>R : Bagaimana dengan kekurangan lainnya?</p> <p>S : Kekurangan lainnya diluar kelas, kan musimnya itu gak cuma musim panas tapi ada musim hujan juga. Repotnya kalau turun hujan bahkan setelah hujan itu pun taman bundar disana gak bisa digunain, karena masih basah juga banyak nyamuknya, kadang gak mendukung.kan biasanya EC itu pagi. Pagi itu lapangnya masih dibersihkan atau apa, itu yang gak dukung.trus kalau misalnya ada yang sedikit butuh menulis jadi gak bisa.</p>   |
| 3 | Activities & Materials | <p>Student 1</p> <p>R : Bagaimana aktivitas yang kalian lakukan? Sudah apa saja?</p> <p>S : Banyak. Ada drama, semacam presentasi, berita-berita, menganalisis musik, lagu, puisi.</p> <p>R : Sumber belajarnya berarti dari internet?</p> <p>S : Iya</p> <p>Student 2</p> <p>R : Aktivitas yang telah dilakukan selama ini?</p> <p>S : Drama pernah. Banyak deh lupa.</p> <p>R : Sumber belajarnya?</p> <p>S : kebanyakan sih dari Internet</p> <p>Student 3</p> <p>R : Sampai sekarang aktivitas apa saja yang ada dikelas EC?</p> <p>S : Drama, debat, apalagi ya, banyak.</p> <p>R : Bagaimana sumber belajar, referensinya?</p> <p>S : Bebas. Bisa internet. Bisa dari manapun atau Tanya ke mereka</p> <p>R : Berarti bebas ya. Yang penting <i>reliable</i>, dapat dipercaya. dan kalian bisa bertanya dengan furunya.</p> <p>S : Iya. Mereka buka waktu di sekolah gitu biar kami bisa nanya.</p> <p>Student 4</p> <p>R : Aktifitas yang sudah kalian lakukan dikelas EC itu apa aja?</p> <p>S : Drama pernah, debat pernah, iklan-iklan gitu pernah, macem-macemlah.</p> <p>R : Kalau cara Ibu cherry dan pak taufik menjelaskan materi itu gimana?</p> <p>S : Kita disuruh cari dulu, biar pada buka jadi langsung</p> |

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|  |  | <p>dikasih soal.</p> <p>R : Bagaimana dengan sumber referensi belajar itu sendiri?</p> <p>S : Mencari sendiri kalau ada waktu. Kalau nggak ada waktu langsung masuk ke kelas aja.</p> <p>Student 5</p> <p>R : Sampai sekarang aktivitas yang sudah kalian dapatkan apa saja?</p> <p>S : Drama itu sering. Perkelompok 3-4 orang, presentasi juga pernah, pernah juga buat art, bikin barang. Nanti presentasi juga, pernah juga buat iklan.</p> <p>R : Kalau tentang referensi belajarnya gimana?</p> <p>S : Referensi belajarnya browsing-browsing, nyusun skrip nanti dikumpulin, dicantumin sumbernya di skripnya, biasanya dari internet.</p> <p>Student 6</p> <p>R : Sejauh ini udah melakukan aktivitas apa asaja dalam pembelajaran EC?</p> <p>S : Drama, presentasi, mempelajari budaya-budaya juga, budaya Indonesia yang terselubung gitu yang kita nggak tahu.</p> <p>R : Kalau sumber belajarnya?</p> <p>S : Dari internet, misal bikin drama gimana alurnya. Kalau <i>conversation</i>, bias dengerin lagu, atau film.</p> <p>R : Berarti referensi belajarnya g saklek ya, siswa bisa cari sendiri. Bisa dari internet, perpustakaan.</p> <p>S : Lebih Fleksibel</p> <p>R : Tapi menurut Gita seperti itu ada masalah yang muncul gak?</p> <p>S : Kalau <i>conversation</i> itu, kita dengar satu lagu tapi kita nggak tahu pengucapannya yang benar, kadang difilm ini dan itu pengucapannya beda, bahkan guru-guru sini 1 ngomong ini 1 ngomong itu. Jadi, mungkin di situ.</p> <p>R : Berarti seenggaknya ada buku panduan kecil gitu ya?</p> <p>S : Iya</p> <p>Student 7</p> <p>-</p> <p>Student 8</p> <p>R : Kalau aktivitas belajar yang ditawarkan bu cherry dan pak taufik apa saja?</p> <p>S : Giving opinion, tapi dari kemarin itu belum masuk lagi, soalnya kemarin ada useg kelas 12 jadi belum pelajaran lagi.</p> |
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|  |  | <p>R : Tapi sejauh ini udah ada apa aja?</p> <p>S : Udah ada apaya? Tentang budaya, udah banyak.</p> <p>R : Budaya, aktivitasnya disuruh?</p> <p>S : Presentasi di depan gitu dengan kelompok gitu.</p> <p>R : Drama?</p> <p>S : Drama udah?</p> <p>R : Ibu cherry pernah ngasih lagu apa gitu?</p> <p>S : Belum</p> <p>R : Jadi drama, pidato, kalau sumber materi atau untuk referensi?</p> <p>S : EC nggak ada, paling internet. Seminggu masuk dikasih bahan untuk minggu depan, minggu depan kita praktik, minggu depannya lagi bahan baru gitu trus.</p> <p>R : Brarti sumber belajarnya gak saklek, bisa menacri asal relevan. Kalau dalam menjelaskan pelajaran menurut Vivian sendiri? Slain diomongkan saja mungkin menggunakan white board atau proyektor?</p> <p>S : EC belum deh, karena lebih kecara kita ngomong</p> <p>R : Jadi itu lebih baik Cuma diberitahukan saja, langsung praktik.</p> <p>Student 9</p> <p>R : Bagaimana aktivitas yang sudah dilakukan dikelas EC selama ini, apa saja?</p> <p>S : Drama, presentasi iklan, jadi pembawa berita</p> <p>R : Bagaimana dengan referensi belajar?</p> <p>S : Cari sendiri, internet. Biasanya suka Tanya-tanya.</p> <p>Student 10</p> <p>R : Klo aktifitas pembelajaran saat ini ada apa saja?</p> <p>S : Ya kemarin kita sudah sempat drama, trus kayak debat trus kayak presentasi, dulu juga pernah sekitar tiga taunan Cuma beda topik aja. Kayak kita dikasih tugas trus suruh nyari, kayak yang dulu itu, kayak adat-istiadat suku apa gitu trus kita suruh njelasin presentasi gitu.</p> <p>R : Kalau misalnya sumber belajarnya bagaimana?</p> <p>S : Agak kurang, jadi kita terlalu leluasa jadi sampai rumah kita bingung saking banyaknya, jadi menurutku lebih bagus itu misalnya Miss Gill udah punya materi trus ngasih langsung nggak Cuma secara garis besar, kan kita jadi bingung, kita bisa cari di internet. Tapi kalau Cuma dikasih temanya kayak narasi, recount Cuma terpaku sama itu, Cuma bisa cari ini trus mresentasiin, sedang kita belum dikasih tau apa</p> |
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|   |                               | <p>Student 11</p> <p>R : Bagaimana dengan aktifitas pembelajaran yang ada?</p> <p>S : Kalau aktifitas yang ada, EC itu ada drama. Itu biasanya tergantung materinya Cuma kalau materi advertaisment, warning. Cuma yang terjadi diaksel kan waktunya padat beberapa materi digabung jadi 1, presentasi memuat beberapa materi sekaligus, bisa drama yang ada advertaismenya.</p> <p>R : Ada buku yang digunakan?</p> <p>S : Kalau buku kita gak ada, kalau referensi kita bebas menentukan referensi, kan buku juga banyak asal relevan.</p>   |
| 4 | General Instructional process | <p>Student 1</p> <p>R : Menurut Arlin secara general bagaimana pembelajaran EC selama ini?</p> <p>S : Bagus. Inggris di kelas lebih kayak ketata bahasa bakunya gimana karena itu tertulis, misal kita pergi keluar negri lebih ke speaking dan listening, EC lebih kayak gitu, banyak manfaatnya.</p> <p>Student 2</p> <p>R : Menurut Ina sendiri bagaimana secara general pendapat Ina tentang kelas EC?</p> <p>S : kelas EC itu Menurut aku bagus, soalnya lebih kepraktik. Jadi kalau kita ngomong bahasa inggris, jadi lebih bisa.</p> <p>Student 3</p> <p>R : Menurut Edgar, bagaimana cara mengajar Ibu cherry dan Pak Taufik?</p> <p>S : Miss Cherry dan Mr. Taufiq itu ngajarnya enak, kreatif. Tugasnya gak memberatkan tapi asyik bisa buat refreshing.</p> <p>Student 4</p> <p>R : Pendapat Eni tentang pelajaran EC sampai sekarang itu bagaimana?</p> <p>S : Bermanfaat sekali</p> <p>Student 5</p> <p>S : Menurutku hanya ada di SMA N 3 yogya doing. Dan menurutku sebuah inovasi yang bagus. Kalau Cuma ada writing dan reading dicampur speaking gitu kan monoton. Kalau ada 2 jenis kelas ini kesanya beragam dan itu malah tambah <i>excited</i> aja</p> <p>R : Bagaimana pendapat Gilang tentang cara mengajar Bu</p> |

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|  |  | <p>cherry dan Pak Taufik?</p> <p>S : Kalau pak taufik itu bisa nganggep kita sama seperti pak taufik, kita bisa ngobrol bebas. Kalau miss cherry dia itu humoris, lucu, tegas juga. Jadi gak bisa seenaknya, jadi belajarnya masuk karena ia tegas.</p> <p>Student 6</p> <p>R : menurut Gita bagaimana secara general pelajaran EC disekolah.</p> <p>S : Asik, aku suka. Karena inggris aku lebih suka EC daripada pelajaran tertulis. Aku suka Ngomong. Aku dari sd, smp, ak belum pernah dapat ini. Aku lebih mengembangkan cara bicaraku dan aku lebih ngerti.nggak perlu baca buku dan nulis gitu.</p> <p>Student 7</p> <p>R :. Menurut Jose Mereka mengajar dikelas bagaimana?</p> <p>S : Lebih untuk mengajak anaknya aktif dalam speaking</p> <p>R : Berarti mengajak siswa untuk lebih aktif dalam menggunakan bahasa yang dipelajari gitu ya.</p> <p>S : Iya.</p> <p>R : Ketika mengajar apa ada trik-trik khusus yang digunakan?</p> <p>S : Biasa aja, misalnya siapa duluan nanti nunjuk yang lain.</p> <p>R : Tentang menjelaskan pelajaran gitu ada nggak?</p> <p>S : Biasanya diawali dengan definisi atau tujuannya.</p> <p>R : Tujuan dari pembelajaran itu sendiri, gitu ya?</p> <p>S : Iya.</p> <p>R : Menurut Joshe, teknik mengajar bu cherry dan pak taufik itu menarik tidak?</p> <p>S : Menurut saya menarik, lebih mengajak anaknya biar ada tantangan dari masing-masing murid.</p> <p>R ; Berarti Joshe menyukai cara mereka mengajar?</p> <p>S : Iya.</p> <p>Student 8</p> <p>R : Menurut Vivian bagaimana cara mengajar bu cherry dan pak taufik?</p> <p>S : Lebih mengerti dan memaksa kita untuk praktik daripada sekedar teori. Jadi kita lebih cepat paham daripada teori biasa. Itu kan ke conversationya. Jadi itu ke kebiasaan sehari-hari. Kita jadi lebih lancar.</p> <p>R : Berarti kelas EC banyak practisanya ya. Practice secara Intensif dari penggunaannya Secara speaking dan oral?</p> <p>S : Bedanya selalu pake inggris nggak bisa pake bahasa Indonesia.</p> |
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|  |  | <p>Student 9</p> <p>R : Menurut vivin, secara general bagaimana tentang kelas EC?</p> <p>S : Kelas EC itu asyik, kalau dikelas ka nada materi kita bosan. Di EC it kan juga ada materinya tapi itu jadi lebih ke perilaku atau actionya. Jadi lebih asyik ke drama, presentasi. Jadi materinya juga asyik dan seru dan gak membosankan.</p> <p>S : Kelas EC itu asyik. Aku tu nggakkbisa bahasa inggris, ada pelajaran bahasa inggis, aku agak takut. Kalau EC it beda, aku enjoy, aku seneng, aku nggak mrasa minder.</p> <p>Student 10</p> <p>R : Bagaimana pendapat saudari tentang pelajaran EC?</p> <p>S : Menurutku itu kayak pelajaran yang seru, lebih interaktif. Pelajaran bahasa inggris kan biasanya Cuma guru, soal, trus bener-bener interaksi. Tapi kalau EC itu kan kita bener-bener diajak kayak terjun langsung kita diajarin, seneng lah. Kayak pelajaran unik dan seru, itu menurutku.</p> <p>R : Kan gurunya asyik, kok bisa asyik itu kenapa?</p> <p>S : Karena Mr. Taufik bisa berasa kayak temen dia bukan kayak guru tapi bisa lebih kayak apa ya ,bahasanya gak langsung formal seperti guru dan murid tapi bisa jadi semacam teman, secara gak langsung itu kayak teman sendiri, jadi kita bisa lebih real, bebas, mungkin lebih nyaman aja kalau gaul sama mr.taufik trus sharing gitu.</p> <p>R : Kalau cara ngajarnya?</p> <p>S : Cara ngajarnya juga nggak basa-basi, gak lama-lama tapi langsung tes tes gitu, materinya ini langsung ini, dia singkat tapi apa ya? Cuma masuk trus kita Cuma 1 jam, trus ia kalau ngasih tugas ini njelasinya juga bla bla bla,. Nanti kita langsung suruh presentasi, jadi kita kayak langsung dikasih kesempatan buat nyoba, kita nyoba aja, nggak sekedar kayak ilmu, gak kayak sekedar materi tapi kita juga bisa apa ya ngimplementasiin secara langsung.</p> <p>R : Brati langsung presentasi, langsung praktik, langsung latihan?</p> <p>S : Ya langsung latihan</p> <p>Student 11</p> <p>R : Satu teaching assistant, Miss Gill. Menurut nino, pengajar EC itu seperti apa?</p> <p>S : Kalau EC sendiri pelajaran yang paling enak yang bisa</p> |
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|  |  | <p>untuk refreshing selama semingguan, soalnya disitu tugasnya kan tanpa buku, tanpa nulis dan ngerjainya diluar kelas, dikasih tugas, materi, langsung presentasi. Itu sangat mengandalkan spontanitas.</p> <p>R : Kalau cara mengajar bapak ibu gurunya menggunakan apa?</p> <p>S : Kalau cara mengajarnya yang digunakan mereka hanya kasih materi aja. Jadi misalnya guru lain ngajar dikasih dulu, misalnya dituntun secara sistematis, tapi kalau yang mr. taufik dan miss cherry mereka ngasih materi aja, kalian presentasi siap, tapi justru yang diharapkan EC itu.</p> <p>R : Dalam menjelaskan materi, menggunakan apa saja?</p> <p>S : Karena diluar kelas, jadi cuma ngomong aja, jarang nggunain whiteboard apalagi ppt buat presentasi, itu jarang.</p> |
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# **INTERVIEW TRANSCRIPTS**

The Teacher

Miss Cherry

3 March 2014

R : Good morning

T : Good morning

R : Would you please introduce yourself?

T : Ah.. my name is Cherry Anti Adriani. I am a teacher, an English teacher, at SMA 3 Yogyakarta. I am handling the eleven graders and twelve graders.

R : Okay. Today I would like to ask several questions. They include the methods, techniques, materials, and media used in your class.

T : Okay

R : The first one is related to the method. What method do you use when teaching miss?

T : Usually I use direct method. So, it is like giving example. So, I use direct method because I think it is the easiest and the best way to teach the students because the students have the good basis here from the previous high school. Yeah, junior high. Then, they just need to know how to apply the language itself on daily conversation because my focus is in conversation and writing.

R : So, you just use direct method? Or is there any other methods that are used?

T : Basically it's direct method. Basically. Because I think it will be easier, it is the easiest method, and, what is that, the applicable method for them.

R : What about the effectiveness of that method?

T : The effectiveness?

R : Yes.

T : First, I think the students already know about the theory and then in my class we bring the theory they had from the previous writing class or reading class to our class, English conversation and then sometimes they

know the theory, but do not know how to apply it. So, I give examples. So, this is effective. Why? They can compare the previous theory and application shown by the teacher. After that, they can start by imitating and then second they can explore based on their knowledge and then after that they use it and apply it on their sentence. So, it's much easier.

R : Is there any problem that comes up because of that method?

T : Sometimes we found that not all students capable enough and ready enough, or brave enough. Some students were very good in writing and reading. But they have a big lack in speaking and listening. So, sometimes they listen, even if they listen carefully or pay attention to what I say as a teacher, eh they cannot figure out what kind of words I say during the lesson. Because they cannot see how does the word written. So, this is the difficulty especially for those who have lacks in vocabulary. And sometimes they know how to write it, but they are not sure the way to pronounce it. So, this becomes a problem, but not a big problem., not become a major problem. So, I found them a minor problem.

R : Is there any possible solution that you can offer?

T : Of course. First, the students should persuade themselves to improve their vocabularies. They need to read a lot. They need to listen a lot. And they need to practice a lot than before. And they need to practice at the same time during the class. So, in my class usually will make some proud while they try to make a sentence and I make corrections to their sentences. And they try to practice the sentence with their partners. So, this is the way, what is that, to minimize the problem, or to reduce the problem because of lack of vocabularies and lack of pronunciation.

R : So, in the class, there are two teachers.

T : Two teachers.

R : Would you please explain why?

- T : Eh first it is not as easy as writing or reading class. For speaking and listening, I think, because we have a big class, more than 30 students. I think we need to focus to each student. Each student will have a certain progress by themselves. And, what is that, it will be much easier if the class is conducted by two teachers, one teacher handling one half of the group and the next teacher handling the next half. It doesn't always, what is that, sometimes the students were split into two groups and they were given the same material, but most of the time, they will be put together, and we, because we have two teachers, we can focus on half of the classes, each of us. So, each student will have a big portion of our attention and the students will also have a big time and opportunity practice and they will not be afraid to any kind of mistakes because the teacher have a big portion in giving correction and attention.
- R : Okay then. So, the effectiveness of using team teaching is high here especially in speaking and listening classes.
- T : Yes.
- R : What do you think about the outdoor class then? Because the class is often outside classroom.
- T : Why put the students in the outdoor class. The first because I want to them to feel comfortable. Sometimes, we feel some boredom, boring feeling, because we will stay inside of the class from 7 o'clock up to 2 every day for six days a week. And it is kind of refreshing. Less tension also. To put the students inside of the room is like giving a burden that they need to, so it's like a cage for them. I put them outdoor because they can feel a good air, a fresh weather, a good atmosphere, a changing situation. So, they can freely, I hope they can freely feel comfortable and also they can increase and improve their, what is that, courage because sometimes many other people just stop by and watch our class. so, the students need to have a big courage to speak up in front of another person not their friends, not their teachers, but sometimes guests or non-

English teachers, or even the head master, the principle. So, that is the reason why I put them outdoor.

R : Is there any problem that comes up because of that?

T : Yes, of course. Sometimes because this school and not all classes are, what is that, sometimes the students are just walking around or kind of on the alley, on the yard sitting or some guests come to our class during the class period. So, they of course make disturbance, but as I said to my students, as long as they focus, as long as they concentrate on our class, it doesn't matter. And because it's already known that our class will be outdoor, other students will respect this too. So, during even they walking around, they will not shout loud, they will not disturb our class. Okay, there is a teacher and students, it means a class or lesson, I shall not disturb the class. and the guest, they will just stop by without interrupting. So, usually they just take a picture and because of it, our students' confidence is increased because it's like, okay, other people watch me, I should do better and I should do good from my presentation and my habit and attitude during my class outdoor.

R : Okay, now let's go back to the team teaching one. How do you plan your lesson together?

T : Actually, me and my partner already know each other how to conduct the class. so, sometimes it is really tiring to conduct speaking class. different with writing and reading class which is passive class, our speaking and listening class will be an active class. so, it will be tiring if it is explained by a single teacher. Sometimes we split. ehm, we don't have a ny exact plan, okay, I should explain this one and you should explain that part, no. we already know each other because I already work 2 or 3 years with my partner. So, it's like, okay, could you handle my part because I am a bit tired then I will cover the rest of the explanation after your part, okay. So, it's easily decided and easily parted.

R : How about assessing the students?

T : Assessing the students. of course we discuss first because we will make one single comment for the assignment, for the assessment, for everything. Even if the students see two persons there, we have one decision. So, we need to explain and discuss it first before we enter the classroom, even before we start the semester. The assessment, we have a standard, a bit higher from the writing and reading class because I said it's more complicated. So, I would put a higher grade supposed the students would put bigger efforts there.

R : Related to team teaching, is there any problem that comes up?

T : e.. so far I don't really see a problem. May be at the beginning.

Because I work here earlier than my partner so in the beginning, he just followed my, what is that, my method and he's like observing and learning about the situation, the students and the mechanism, all of them And then, after that we have time for discussion and decided and make some correction and suitable, what is that, may be we make a kind of adjustment related to the theory, the method, the materials, the assessment, the assignment, and after that it just run well.

R : Then, let's move on to media. What media do you usually use when teaching?

T : Oh okay, we learn speaking. So, it is difficult to make every single concept of the thing that we are going to say. And it is also impossible to only deliver our meaning only one way. So, I said to them you are freely to find a kind of media. They can learn from Tv, radio, internet, magazine, even a native speaker, or even their teacher, English teacher or non-English teachers who are capable of speaking English. So, through this kind of, what is that, technique, the students will do something by themselves and when they come to our school, when they go to our school, they will bring something first, it is like sharing the notes. Sometimes students correcting my sentence, I'd be very delighted if I have this kind of students. It is because it is also improving their confidence and also persuade them to want to know

more than the teacher. So, I don't have any technique of specific sources for my students, but I use all of the sources. So, around the world, things can be used as the materials.

R : What about the reference? Like fixed reference.

T : Of course, our fixed reference should be the native English, it can be American or British sources. So, it is the basic. Sometimes, we are accompanied by an Australian. Okay, you can evaluate the sentence, pronunciation, the vocabularies, they have small differences there. Basically we will use American or British standard. But mostly American.

R : So, how many fixed references do you have now?

T : Fixed references? I use ESL, I use oxford, I use BBC, I use some magazines, what is that, some newspapers also, Jakarta Post, I use Time Magazine, books from Longman. So, I use longman, oxford, ESL as my sources, one native speaker here, she's put here from the United States, and then magazine, newspaper from Jakarta post and Time, at least six. Instead of other movies and recording.

R : Okay, so use also use movies, recording.

T : Yes, of course. They can compare the language there. They can compare, okay, one expression can be used in different situations in different intonation, and it will deliver different meaning.

R : What was your consideration in choosing one movie, for example?

T : It should be, what is that, valid enough, and the students will watch it as a media which is fun. First it should be fun. It should be fun, easy listening, non-violence or porn picture there, and then no subtitle, and then popular enough for the students, yeah based on their level. So, we will watch such as Harry Potter, some cartoon movies or some a bit difficult.

R : Do you also use a song or something like that?

T : Yes.

R : What about jokes?



- T : Jokes, of course. Joke is a part of our materials. They have spoof as a material for this semester. First, we need to explain the standard of fun here and then we show them some examples of movies contain some comedy. And after that, we match it to the theory from the book and they will make a kind of presentation and show that in front of the class.
- R : Okay, let's go straight to the facilities. What facility does the school provide?
- T : Actually our school is good enough. It was an SBI school. So, we were capable enough to have a kind of LCD, a good laboratory, and tape recorder, an audio room so we get to roll movies and have a kind of discussion. It is good enough.
- R : What about the evaluation technique?
- T : For the teacher or for the students?
- R : For the students.
- T : For the students. Because it is a speaking class, it will be impossible to have a writing test there. So, it should be an oral test. Me and my partner usually do that two weeks earlier than the school test. Then, we create a 7 to 10 minute presentation for the students. And they have one week or two weeks to prepare it. And the test day, they will do the presentation orally after they submit the script or the concept of the presentation. So, it is still oral test.
- R : Okay, Miss Cherry thank you so much. May be I will interview you again later.
- T : Okay. It is very nice to talk with you.
- R : Thank you
- T : Thank you.

The English teacher

Mr. Taufiq Hidayanto

21 April 2014

R : Good morning

T : Morning

R : Would you please introduce yourself?

T : Okay, my name is Taufiq Hidayanto. I teach English conversation in SMA 3 Yogyakarta.

R : Ok, thank you so much Pak Taufiq. So, today I would like to interview you related to my thesis. My thesis is a case study, the teaching and learning process of your class English conversation in this school SMAN 3 Yogyakarta. There are majorly six questions. The first one is about method. What is actually the main method you use when you teach.

T : What we do is direct because we deal with conversation. So, on the spot, we can correct something like mispronunciation, they miss the words, they don't know they vocabulary, so we straightforward correct it. The basic idea is to encourage them to practice their skill and maintain their skill gradually.

R : What do you think about the effectiveness of that method?

T : e.. they are improving because they learn. Other method is about learning from others. We encourage them to learn from their pair, their friend, if they make mistake when make presentation in front of the group, so they will judge, or learn the mispronunciation, the vocabulary that they don't know, but their friends already know and using it in conversation.

R : Are there problems that come up because of that method?

T : Ah, yes. Time management. Because our time is like 45. How to prepare our slide is like 15 minutes and the main activity is like 25 to 30 minutes and we should maintain like 30 students. so, the time is time consuming.

R : What is the possible solution that you can offer to solve that problem.

- T : It think if it is 2 periods, 45 minutes times two. So, it will be good enough.
- R : Is there any other method that use besides direct method, like project-based?
- T : Yes. Actually, every task that we give is mostly it is project-based. Because of the limitation of the time, we give them project, they should prepare at home, and next meeting they should perform it.
- R : What about the problem-based method?
- T : The preparation. Sometimes they didn't take that seriously. The lack of the preparation, it effects on the presentation.
- R : Okay, what is unique about this class is that there are two teachers teaching the same class. So, what do you think about that? Why that happens? Two teachers in the same class.
- T : Team teaching is used here because to maintain or to watch all of the students to have encouragement to speak if it's done with one teacher it will not be possible or it will hard enough. Sometimes, when a student in front of the class have a presentation and there is no other teacher to make a good atmosphere, maintain the atmosphere, it will be difficult. So, it is why there are two teachers.
- R : Okay, because there are two teachers, how do you plan the meeting?
- T : We have like, in certain topics, I master certain topics like stating position, poem will be delivered by Miss Cherry, so we divide the topic. So, if I have the materials, Miss Cherry will come up with supporting ideas or she will maintain the atmosphere of the class.
- R : Okay, then. So for example when you are teaching in front of the class, the other teacher is observing or drifting the students. Okay, then, how do you assess the students?
- T : Assess? Like giving the project. Speaking is like complex skill. It means like vocabulary, tone, speech like that, but, so we will give project so they will apply the assessment in one project. So, we give them role-play. So, we don't only assess how they speech, but also how the body

language, how they maintain the tone, how they create a conversation,.  
So, that's why.

R : Because you are doing team teaching, does it make assessment better?

T : Ah, yes, because there is two teacher that will watch the students. Me and Miss Cherry is like same standard to assess the students.

R : In the teaching and learning process, do you use certain approach? In Curriculum 2013, we use scientific approach, like that, may be.

T : Ah, English conversation is not in curriculum, new curriculum. So, we don't make approach to the curriculum. This class will be finished in the old curriculum, in the new curriculum we will not have English conversation.

R : So, you just use pre-teaching, whilst teaching, post teaching, things like that?

T : Yes.

R : Is there like any problem that comes up because of team-teaching?

T : About how we maintain our partner actually. Team teaching ia about two people maintaining a class. so, if we have like analogy, it's like one car with two drivers. So, we should maintain the person, relation in teaching. So, we will have the same idea for the class.

R : How do you keep in contact with your partner?

T : We make a joke, yeah, we make a joke. We keep the professionalism like we have jokes outside, but inside the class we focus on the materials.

R : Do you also sometimes discuss about the students' problems or improvements with your partner?

T : Yeah. We're dealing with the same subject actually. So, what I see as a problem, she will see it as a problem also.

R : And you will work together to solve the problem, right?

T : Yes. Mostly we discuss and have certain treatment to the students.

R : The second question about the class is about the setting of the class which is mostly outdoor. What do you think actually about outdoor class?

- T : Outdoor class, it helps actually for the speaking skill. Outdoor, they know how to maintain the voice, how they speak loud enough, how they keep focus because outdoor sometimes their friends are passing by and how they have their personality so they are brave enough to perform in front of persons and watched by their friends.
- R : Is it actually like the school regulation to conduct this class outdoor, or the teacher suggest to conduct this class outdoor?
- T : Ah, actually we have a class inside, but we do it outdoor because the students also enjoy doing it outdoor because they never have outdoor class.
- R : Is there any problem that comes up because of outdoor teaching?
- T : Yes. Sometimes they lack focus because their friends are passing saying hi and we can't do it in rainy season because it gets wet so we come to indoor place.
- R : And how do you solve the problem? I think the most related problem is about the voice.
- T : We always want them to be focus and give them examples how to speak. People so not know their voice loud enough or not, so we give the example.
- R : Okay, then let's move on to the second topic which is the techniques. What techniques do you use when teaching? The activities.
- T : Depend on topic. We have some topics that maintain their skill on vocabulary and topics that maintain how they speak choice of words. May be all topics responses all the indicators, but we focus on something that we want to build.
- R : Okay, so, what activities have you done this semester? I heard you did, drama, speech and what others?
- T : Like advertising. Most of it role play but with different type may be advertising, presenter, how to report, reporter, like that.
- R : What about the materials, then? Is there any like fixed book?
- T : No, a lot of, we give it orally, and sometimes we have like handouts we

didn't have like workbook because it deals with practice and we don't have a lot of theory. Basically our theory, our materials are repeating from the junior high school, just we make it higher level.

R : Do you refer to the syllabus when you write or deliver materials?

T : Because English conversation is like special case, so we make our own syllabus. The government didn't provide us with this subject. So, we make our own syllabus.

R : Ah, would you mind if I have a copy of the syllabus later?

T : Yes, okay.

R : Okay.

T : You can text me your email and I will send it to you.

R : Okay, thank you so much. Now, let's move on to the next topic, media.  
Are there media that you use when teaching?

T : Media is like something which provide us with a case like picture so they will come up with their opinion. Article, sometimes we provide them with examples. In presenter, sometimes we perform first so they know how to perform.

R : So, you are using media such as modelling from the teachers themselves and objects such as pictures and may be videos?

T : Videos. We have project videos for the students, the second year. The final project is they make video.

R : Okay, then let's move on to the fifth one which is about the facility. How does the school facilitate this class?

T : We have audio-visual lab. Ah, because speaking is relate with listening, so we will have audio so we do not only train how to speak, they are listening too.

R : Is the facility good enough?

T : Yes, recently.

R : Recently, haha, okay, then.

- T : At the end of the semester, after the teaching and learning process, then you have to evaluate your students' improvement. How do you usually evaluate them?
- R : Evaluation, not only at the end of the semester, in the end of the project, we know how they come out with the result because like this sometimes they can add some topics, but because this is project, everyone in here is has to speak in English. So, we know how they maintain and improvement each project. So, we have mark for every project.
- R : So, there are formative and summative evaluation. Evaluation during the semester and at the end of the semester. In SMA 3 there are two English subjects, English itself and English conversation. How does English conversation subject relate to English itself?
- T : So, in English, they focus on theory. So, we back up the theory with practice. So, we ask the students what they learn about certain topic. If they have the same topic, we will not use it, but just encourage it and go to the new material.
- R : Is the syllabus created related to the syllabus for English?
- T : e.. not all.
- R : Because this class focuses more on speaking.
- T : Yes.
- R : Actually there is one more question that I want to ask related to team teaching. Do you decide to do team teaching or is it the school's regulation?
- T : It's the school regulation.
- R : So, the school asks two teachers to teach in one class.
- T : I am not quite sure about that, sorry because I just replace the old partner or I replace him, so I don't know about the regulation why the come up with the team teaching.
- R : Okay, sir. Thank you so much. That is the end of the interview today. May be I will interview you again later on maybe other topics. Thank you so much.

The Teaching Assistant from USA

Gillian Erwin

7 April 2014

R : Good morning

T : Good morning

R : Would you please introduce yourself?

T : Sure. My name is Gillian Erwin. I am a full bright English teaching assistant at SMA 3 for 2013 to 2014.

R : Okay. Can I call you Gill? Is it all right?

T : Yeah.

R : Today, I would like to interview you related to the English conversation class taught by two teachers, Ibu Cherry and Bapak Taufiq. The first one is related to the method. What do you think about their ways in teaching the students?

T : I think it's very good. Ehm, they have a lot the students do individual works and also group works. They have the students work on their won and present it the next week in class which I think is very good to give the students a chance to find something that meets their own interest. The students can figure out what they are interested in and you that to practice their English. So, the students can invest in what they do.

R : Okay, so, they are doing what we call as team teaching. Two teachers in one class and they teach at the same time. So, what do you think about the effectiveness of team teaching in that class?

T : I love team teaching. I have a few team taught courses when I was in college and I thought they're always really useful because the two teachers bring something different to the classroom and the students can see different viewpoints. So, yeah I think it works well and also when the students are working in individual groups Miss Cherry and Mr. Taufiq can go around to different groups and they can talk to the students.



- R : So, what do you think as the benefits of team teaching?
- T : Ah, I think different viewpoints and perspectives presented in class and the two teachers always have different, ah different strengths and different weaknesses. So, if one teacher is good at something, then then that teacher can present that, and another teacher prefers a certain topic and they can present on that and being able to play on both teachers' strengths makes it a better classroom.
- R : Are there problems that come up because of team teaching in that class?
- T : Yeah, of course, sometimes because I think good team teaching requires a lot of preparation. Beforehand because you are just not preparing your lesson yourself alone, but you are preparing to fit well with another teacher's plan. So, if you go to school and haven't thought what you are going to teach together, then sometimes two people can come up covering the same topic or there is some information that can be confusing. So, it does require more preparation.
- R : Can you offer like possible solutions to solve that problems?
- T : Haha. Yeah, I think just spending more time planning together and I think the longer that you work with a certain teacher, the easier that is because you get to know the other person's style. I think to make team teaching works well, the team should be constant like you should pair up teachers who work well together with their personalities match as well as their teaching style and they can complement each other. So, the longer the team works together, the better that team.
- R : The second one is related to the outdoor class. What do you think generally about the outdoor class?
- T : It has benefits and drawbacks. Sometimes it is difficult because you can't use like projecting screen and you can't write on a board, things like that, and sometimes there are distracting elements to being outside. But also I think it's really good as a way of refreshing the students and of showing that English has a place not just inside the classroom, to make them feel natural. Like may be if they get used to speaking English to the teachers

and each other outside in court yard, they will be more likely to use their English when they're speaking with their friends later or if they meet me in the court yard because I think memory being attached to a specific place can be very strong. So, if the only place English is used is inside the classroom, then the students will not be likely to use it in their daily life, but the more places that you put English like English in the library, English in the court yard, English in the classroom, English in the presentation hall for a concert. The more places you put English, the more invested the students will be in learning English.

R : Okay, now let's move on to the next topic which is about the teaching techniques. What do you think about the activities that the teachers use during the teaching and learning process?

T : Well, I think there are a lot of teaching techniques. I think the best technique is when the students have time to practice inside of class and they can hear the teachers speak. Feedback is very important to me like having comments on papers or helping students to revise something that they have already done to make it better the next time because if you don't correct anything, how could you know what your problem was. So, that's a important teaching technique to me, teaching revision, especially for later life skill because when you write papers in college or if you write an article later in life or an application or something, you are not going to write it one time, you are going to write it many times, and students should get to start that practice in high school.

R : Okay, what do you think about the activities such as speech and drama?

T : Yeah. I think drama is good because it helps students to memorize real dialogues, to create and memorize real dialogs and present it in class, and also I think drama has many ways of applying students real interest. When we had spoof project, I saw the students had so much fun because they focus on things they really enjoy and laughing while they're doing it. So, that creates a gate way for English to go on to their real life. So, I really enjoy using drama in the classroom because it combines many

different skills such as writing, listening to your partner, and speaking. If you can have as many modes of communication at once, the better the activity is.

R : What do you think about the other activities besides drama?

T : One of my favorite activities that we did this year was a sort of opinion, like giving opinion, speech where the students had to look up a current event and they have to give their opinions on something that was happening currently like a debate that was happening in the government or some laws that had been passed or something like current culture that's happening, and it really good because it shows students' different English sources of news to look at, it helps them to inform what's happening here in Indonesia and what's happening in other parts of the world, and again it helps them to give their opinion on something that's important to them.

R : Okay, let's move on to the materials then. What do you think about the materials that's given by the teachers to the class? Is there any like a module or a book?

T : We don't use a book to often in most of my classes which I think it can be useful to not use a book sometimes because if you use a book, it can be too rigid I think. Sometimes we have worksheets. Usually the worksheets are good. Some of them have some mistakes in which is a problem and that should be fixed. So, I don't know how to fix that problems because I don't know where the worksheets come from. But yeah there are many different materials that we use in the classes here. Some more on long-term projects throughout the semester and some like tests that happen throughout the semester. Personally I think there could be fewer tests, that's my opinion.

R : When I interviewed the students, they told me that they were asked to be active to search their own materials, and find their own learning sources and bring them to the class. What do you think about that?

T : I think that's a very important learning skill because in college and after

college if you want to do something, especially after college, if you want to know about something or understand something, or do something better, you have to figure out how to do it yourself, you have to learn about it yourself. And research skill, whether research just for you, just for fun, or whether it's research for a paper or a project or like something official, it is very important to be able to search on the internet or search in the library to find something that is, what is the word, like to find good sources and to be able to tell good sources from bad sources. For example, on the website, ah on internet there is a website called the onion which is American satirical newspaper, it's not real. None of the articles are real. It's satire like it's supposed to be funny as a joke. So, if you encounter an article on that website for the first time and you don't understand what the onion is, then you'll probably be very upset because the article was supposed to be a joke, but if you think they're real, then they're not funny. Ah, so, that's just one example of how learning research skills well in high school can help later on. If English is not your first language and you run across the onion without ever having known about it before, you'll get a mixed up view on what American news is supposed to be like. So, and already this year, I found a student who found articles in the onion and thought they were real. So, that's just one example. There are other newspapers that are, you know, "true", but they are very very biased. So, you can learn how to read an article which gives opinions on something and to analyze the amount of bias and find articles from other newspaper that provide different perspectives.

R : Okay, now let's discuss about the teaching media. What are the media that the teachers use when teaching?

T : SMA 3 is really great for media because there's a projector in every room and they all work perfectly. It's amazing. So, when I'm teaching, I use the projector a lot. I like to show video clips. I like to use songs a lot to illustrate grammar points or different examples of speech, I don't know. When I was in high school, I liked learning from music. So, I hope that

the students do too. I use power points a lot. The teachers do too. Sometimes they recommend websites for students to go on practice on certain things like English language websites which I think was very helpful for learning outside of class and using news websites is very useful as well.

R : What do you think about the effectiveness of using videos or songs when teaching?

T : I hoped it's effective. I know that the students love using videos. That is like their favorite thing ever. Of course, like, who doesn't want to watch a video in school? Some of the most successful activities I've done, the activities the students have enjoyed the most or have seen to learn from the most are the ones that use videos. Videos are great because they test video comprehension, but also they give the students a chance to gather clues from like visual contexts, and then the students can discuss it, and they can practice listening and speaking with each other and they can produce something written about the video. So, again it's testing all different kinds of language use.

R : Okay, now let's move on to the last topic which is about the assessment. How do the teachers assess the students in the class?

T : Well, I actually don't know a lot about that. Because I'm only an assistant teacher here for about a year, I don't, I'm not involved in grading the students at all. So, I don't really know too much about the grading system here. I know that when I grade students, well I don't grade them, I never give them numbers or something like that, like I'm only an assistant. But, whenever I have seen students' activity in class, I always collected and always go through the students and give them like checks or comments and sometimes I ask the students to ask me a question about their paper or about anything they want to, just using English, and I'll respond to them. So, any kind of dialogues between the students so that they know that I know that they can approach me. So, yeah, I don't really know too much about official assessment for the

students expect there are a lot of tests and I think there were so many tests. Because I think the students spent a lot of time taking tests and may be not a lot of time in actual class. I think some of my classes now, I haven't seen them for like five weeks because of testing or because of holidays. So, that's kind of difficult for me, but I like to assess the student by writing individual comments rather than giving numbers. Because I think if we give numbers, sometimes numbers are necessary, but if you only give numbers, then the students will just like, the goal will be to get a higher number, and not necessarily a certain aspect of their writing. So, you want it to be like intrinsic motivation to improve their comma use or like I don't know, their use of articles or something rather than to get a ninety something like that.

R : How does the school facilitate the learning process of the students?

T : I don't really know. I haven't asked much about the assessment of the students here. I know that one of my recent classes, their teacher, Pak Heru, used an activity where the students wrote something as an assessment pr a test. He collected the papers and circles the areas where they were problems and mistakes and gave them to the students to correct or revise for the next assignment. So, I think that's a very good form of assessment.

R : As a teaching assistant, do you ever like discuss about the materials that willbe delivered that day?

T : Yeah. Usually I try to ask the teachers before the new groups of lessons will start, what they will be teaching on. Since I am an assistant, I am not supposed to teach all the classes on my own, so I will ask the teachers who are already there. So, I'll ask them about the topic. Usually my co-teacher will teach first in the class and in the second half of class, I will lead the activity to supplement the topic started by the teacher to help the students practice it or gives them some examples of it.

R : Okay, thank you so much, Gill.

T : Yeah.

R : May be I will later on the other topics.

T : Sure.

R : Good morning

T : Yeah. Thank you.

**ARLIN: XI IPA 3**

- R : Selamat siang.
- S : Siang
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Nama saya Arlin dari kelas XI IPA 3.
- R : Menurut Arlin secara general bagaimana pembelajaran EC selama ini?
- S : Bagus. Inggris di kelas lebih kayak ketata bahasa bakunya gimana karena itu tertulis, misal kita pergi keluar negri lebih ke speaking dan listening, EC lebih kayak gitu, banyak manfaatnya.
- R : Selama ini EC diajar 2 guru dalam 1 kelas, seperti apa efektifitasnya menurut arlin?
- S : Misalnya Miss Cherry njelasin, Mr. Taufik yang satunya mengkondisikan kelasnya. Kemudian misal ada yang kurang jelas sama guru di depan, ia malu karena da banyak orang mungkin dia bisa mendekatkan pada guru yang satunya, berdua kayak semacam privat gitu.
- R : Berarti saling membantu ya. Bagaimana dengan kelas yang Outdoor?
- S : Enak, kalau sekolah kan biasanya di kelas. Kalau di kelas kan, kita bosan juga. Walaupun kita moving class, tetapi suasanaanya juga to di dalam kelas. Kalau diluar kelas lebih fresh.
- R : Ada kendala tidak yang dihadapi selama ini?
- S : Biasanya dari kelas lain karena *moving* gitu kan. Kadang juga enak buat bolos. Hehehe.
- R : Bagaimana aktivitas yang kalian lakukan? Sudah apa saja?
- S : Banyak. Ada drama, semacam presentasi, berita-berita, menganalisis musik, lagu, puisi.
- R : Sumber belajarnya berarti dari internet?
- S : Iya
- R : Media yang suka digunakan?
- S : kayak Atribut-atribut yang mendukung drama gitu



- R : Berarti kalian membawa media untuk melakukan *practice*-nya gitu ya.  
Ada tidak saran yang bisa Arlin berikan pada sekolah / kelas EC, karena tahun depan EC akan dihapuskan?
- S : Kalau menurut aku EC penting, lebih ke bentuk *real* inggrisnya lebih kesitu, inggris dikelas Cuma semacam bakunya. EC semacam praktik yang sesungguhnya.
- R : Berarti EC memberikan kalian waktu untuk berlatih lebih menggunakan bahasanya ya.
- S : terus kalau les di luar kan mahal. Haha
- R : haha. Terimakasih Arlin sudah mau diwawancara.
- S : iya.

### **INA: XI IPA 3**

- R : Selamat siang
- S : Iya
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Saya Ina, kelas XI IPA 3
- R : Oke. Ina ini kelas XI IPA 3 berarti ada subject English Conversation yang diajar oleh dua orang guru dan satu teaching assistant.
- S : Iya
- R : Menurut Ina sendiri bagaimana secara general pendapat Ina tentang kelas EC?
- S : kelas EC itu Menurut aku bagus, soalnya lebih kepraktik. Jadi kalau kita ngomong bahasa inggris, jadi lebih bisa.
- R : Berarti ina suka ya dengan kelas EC. Kan didalam kelas ada 2 guru. Bagaimana efektifitas 2 guru dalam 1 kelas?
- S : 2 Guru dalam 1 kelas. EC kan modelnya maju. Jadi lebih cepet. Jadi bisa dibagi-bagi. Yang 1 guru ini yang lain guru itu.
- R : jadi bisa lebih cepat juga ya.
- S : iya

- R : Bagaimana pendapat Ina tentang kelas outdoor?
- S : Kalau menurutku itu asyik, gak bosan kalau dikelas kan bosan. Lama-lama kan monoton. Setiap hari kan kita kayak gitu.
- R : Kalau kendala-kendala selama ini ada?
- S : Paling kalau ujian. Kalau berisik sih enggak.
- R : Bagaimana pendapat ina tentang cara mengajar Bu Cherry dan pak Taufik?
- S : Menurutku cara ngajarnya udah bagus, asyik, gak ngebosenin.
- R : Mereka sering menjelaskan langsung?
- S : Biasanya mereka menjelaskan dulu baru kita dikasih tugas. Penjelasanya gak terlalu Banyak jadi lebih eksplor sendiri.
- R : Aktivitas yang telah dilakukan selama ini?
- S : Drama pernah. Banyak deh lupa.
- R : Sumber belajarnya?
- S : kebanyakan sih dari Internet
- R : Media yang sudah pernah digunakan?
- S : EC gak pake, langsung ngomong aja karena diluar
- R : Saran yang bisa diberikan untuk EC atau sekolah karena kan EC tahun depan akan dihapuskan?
- S : Jangan dihapus. Kalau bahasa inggris dikelas aja gak cukup karena g ada prakteknya.
- R : Berarti kelas Ec memberi kalian waktu lebih untuk bertaih sehingga saying untuk dihapuskan.
- S : Iya.
- R : Terimakasih Ina
- S : Iya

**EDGAR: XI IPA 3**

- R : Selamat pagi
- S : Pagi
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Aku Edgar dari kelas XI IPA 3.
- R : Edgar ini kelas XI IPA 3 yang mengikuti program EC yang diajar oleh dua guru, Miss Cherry dan Mister Taufiq, dan satu teaching assistant, Miss Gill.
- S : Iya
- R : Menurut Edgar, bagaimana cara mengajar Ibu cherry dan Paka Taufik?
- S : Miss Cherry dan Mr. Taufiq itu ngajarnya enak, kreatif. Tugasnya gak memberatkan tapi asyik bisa buat refreshing.
- R : Bagaimana dengan cara menjelaskan?
- S : Cukup jelas, enak.
- R : Biasanya seperti apa menjelaskanya?
- S : Dikasih tugas, tugasnya apa aja dijelasin satu-satu kayak gimana
- R : Bagaimana dengan praktiknya?
- S : Praktiknya dengan guru yang asyik itu kita respek, praktiknya ngerjain tugas dengan niat.
- R : Sampai sekarang aktivitas apa saja yang ada dikelas EC?
- S : Drama, debat, apalagi ya, banyak.
- R : Bagaimana sumber belajar, referensinya?
- S : Bebas. Bisa internet. Bisa dari manapun atau Tanya ke mereka
- R : Berarti bebas ya. Yang penting *reliable*, dapat dipercaya. Dan kalian bisa bertanya dengan gurunya.
- S : Iya. Mereka buka waktu di sekolah gitu biar kami bisa nanya.
- R : Kalau media belajarnya, mungkin kalian menggunakan proyektor atau apa?
- S : Media belajarnya itu cenderung diluar ruangan, biar asyik. Kalau di dalam itu di kelas-di kelas aja.

- R : Pendapat Edgar kelas yang outdoor itu seperti apa?
- S : Enak, walau duduk dibawah kotor tapi enak, agak pusing juga tapi juga nglatih konsentrasi supaya memperhatikan satu orang dan nggak memperhatikan yang lain.
- R : Nilai positifnya berarti itu sebagai media refreshing siswa, tetapi sisi negatifnya agak bising juga ya.
- S : Iya.
- R : Bagaimana kalau setelah ujian seperti ini?
- S : Biasanya di aula lebih luas dan seger
- R : Bu cherry dan pak taufik mengajar berdua, menurut edgar bagaimana efektifitasnya?
- S : Menurutku lumayan bagus, misal miss cherry lupa materinya ada mr. Taufik yang njelasin.
- R : Bagaimana waktu kalian untuk berlatih kalau ada 2 guru, bias lebih atau gimana, karena ada 2 guru dalam 1 kelas. Dalam 1 kelas bisa dibagi menjadi 2 kelompok besar, kalian bisa mendapatkan waktu berlatih yang lebih, karena kalian akan punya waktu yang lebih dari 1 guru. Apa itu yang terjadi?
- S : Iya
- R : Ada tidak saran Edgar untuk sekolah tentang EC?
- S : Untuk sekolah, ya guru-gurunya yang asyik. Biar siswanya gak bosan atau tidur dikelas seperti kemaren yang capek ngevent, gurunya cuma ngejelasin yang gitu-gitu aja, gak asyik, gak menarik. Jadi siswanya gak mood buat dengerin atau gimana.
- R : Mulai taun depan EC akan dihapus, menurut Edgar bagaimana?
- S : EC asyik, bermanfaat banget. Selain materi dikelas, aplikasinya di EC itu.
- R : Berarti EC memberikan waktu kalian untuk mengaplikasikan bahasa yang sebenarnya itu berguna.
- S : Iya
- R : Terimakasih Edgar.

**ERNI: XI IPA 3**

- R : Selamat pagi
- S : Pagi.
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Nama saya Erni, kelas XI IPA 3.
- R : Pendapat Erni tentang pelajaran EC sampai sekarang itu bagaimana?
- S : Bermanfaat sekali
- R : Kan kelas EC diajar 2 guru, bagaimana efektivitasnya menurut Erni?
- S : Efektif, maju gitu, lebih cepat selesainya
- R : Bagaimana dengan praktik kalian sebagai seorang siswa, menggunakan bahasa yang kalian pelajari, karena ada kelas EC apa waktu prakteknya bertambah?
- S : Bertambah
- R : Berarti dikelas EC kalian sering menggunakan bahasa yang kalian pelajari, lebih dari kelas biasa?
- S : Waktu presentasi aja.
- R : Bagaimana pendapat kamu tentang kelas yang outdoor?
- S : Lebih fresh dan gak bosan dikelas.
- R : ada gak sih nilai negatif yang muncul?
- S : Banyak orang yang lewat dan nyapa.
- R : Berarti masih banyak positifnya ya, kalau misalnya hujan kayak gini?
- S : Ujan. Paling di kelas
- R : Aktifitas yang sudah kalian lakukan dikelas EC itu apa aja?
- S : Drama pernah, debat pernah, iklan-iklan gitu pernah, macem-macemlah.
- R : Kalau cara Ibu cherry dan pak taufik menjelaskan materi itu gimana?
- S : Kita disuruh cari dulu, biar pada buka jadi langsung dikasih soal
- R : Bagaimana dengan sumber referensi belajar itu sendiri?
- S : Mencari sendiri kalau ada waktu. Kalau nggak ada waktu langsung masuk ke kelas aja.
- R : Media yang digunakan?

- S : Internet, media dikelas, property
- R : ada nggak saran Eni untuk sekolah karena tahu depan kelas EC akan dihapuskan?
- S : karena Ec bermanfaat, jadi harus tetap ada
- R : Jadi kelas EC seperti media untuk berlatih lebih ya. Terimakasih Erni.

### **Gilang: XI IPA 3**

- R : Selamat siang
- S : Siang
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Saya Gilang dari kelas XI IPA 3.
- R : Gilang kelas XI IPA 3 yang ada pelajaran EC yang diajar oleh dua guru, Miss Cherry dan Mr. Taufiq, dan satu teaching assistant, Miss Gill. Menurut Gilang secara general pendapat gilang tentang kelas EC itu seperti apa?
- S : Menurutku hanya ada di SMA N 3 yogya doing. Dan menurutku sebuah inovasi yang bagus. Kalau Cuma ada writing dan reading dicampur speaking gitu kan monoton. Kalau ada 2 jenis kelas ini kesanya beragam dan itu malah tambah *excited* aja.
- R : Menurut gilang melakukan team teaching , seperti apa efeknya?
- S : Untuk EC efektif, karena EC praktikel jadi maju,sambil menilai, untuk 2 guru kan bisa terbagi jadi 2. Itu efektif juga misalnya untuk penilainya daripada 1 guru.
- R : Bagaimana pendapat Gilang tentang kelas Outdoor.
- S : Itu juga sesuatu yang unik dan juga bagus. Sebenarnya pelajaran yang lain itu udah ada didalam kelas, jadi nggak bosen di dalam kelas. Kalau panas kan untung diluar jadi sejuk, untung di sma 3 banyak pohonnya.
- R : Jadi bisa jadi media refreshing ya
- S : Iya, refreshing
- R : Kendala-kendala yang dihadapi biasanya ada gak?

- S : Ujan gak bias di luar, becek.
- R : Suara-suara bising gitu?
- S : Murid kan di kelas, jadi relative. gak terlalu mengganggu karena kita pelajaran diluar pas murid-murid lagi pelajaran dikelas.
- R : Bagaimana pendapat Gilang tentang cara mengajar Bu cherry dan Pak Taufik?
- S : Kalau pak taufik itu bisa nganggep kita sama seperti pak taufik, kita bisa ngobrol bebas. Kalau miss cherry dia itu humoris, lucu, tegas juga. Jadi g bisa seenaknya, jadi belajarnya masuk karena ia tegas.
- R : Sampai sekarang aktivitas yang sudah kalian dapatkan apa saja?
- S : Drama itu sering. Perkelompok 3-4 orang, presentasi juga pernah, pernah juga buat art, bikin barang. Nanti presentasi juga, pernah juga buat iklan.
- R : Kalau tentang referensi belajarnya gimana?
- S : Referensi belajarnya browsing-browsing, nyusun skrip nanti dikumpulin, dicantumin sumbernya di skripnya, biasanya dari internet.
- R : Kalau media mengajar atau media belajar kalian selama ini udah memakai apa aja?
- S : Media-media umum seperti buku.
- R : Mulai tahun depan EC akan dihapuskan, menurut Gilang bagaimana?
- S : Mungkin tetep ada, tapi bukan dalam bentuk lesson yang resmi, mungkin dalam bentuk ekskul. Menurutku jangan sampai bear-benar hilang. Karena itu keunikan SMA N 3, juga anak jadi nggak bosen pelajaran bahasa inggris seperti biasanya.
- R : Karena memberi waktu untuk berlatih juga ya. Terimakasih gilang sudah mau diwawancara siang ini.
- S : Sama-sama.

#### **GITA: XI Aksel**

- R : Selamat siang
- S : Siang

- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Nama saya Gita, kelas XI akselerasi
- R : menurut Gita bagaimana secara general pelajaran EC disekolah.
- S : Asik, aku suka. Karena inggris aku lebih suka EC daripada pelajaran tertulis. Aku suka ngomong. Aku dari sd, smp, ak belum pernah dapat ini. Aku lebih mengembangkan cara bicaraku dan aku lebih ngerti. nggk perlu baca bukuu dan nulis gitu.
- R : Di dalam pelajaran EC ada 2 guru, menurut Gita keefektifanya seperti apa?
- S : Menurutku 2 guru bisa saling melengkapi, miss cherry tegas kalau ada yang celelekan. Mr Taufik bisa bercanda, bias kayak temen. Jadi gak terlalu tegang dikelas. Menurutku enak-enak aja.
- R : Ada gak kendala-kendala yang dihadapi dalam melakukan team teaching?
- S : Gurunya harus menjaga suasana biar gak terlalu padat. Kalau terlalu padat kan susah speakingnya.
- R : Berarti lebih banyak efektifnya ya team teaching. Selain itu pelajarannya outdoor. Efektifitas pembelajaran outdoor bagaimana?
- S : Enak, gak monoton. Sejauh ini pelajaran dikelas gak ribut, jd masih kedengeran suaraanya.
- R : Kekurangan dari kelas outdoor itu sendiri dari sisi apa?
- S : Masih ada yang mlipir, kalau g dikontrol ngomong sana-sini. Jadi nggk merhatiin apa yg diomongin didepan.
- R : Kalau suaranya bisa didengar dengan jelas kan?
- S : Iya
- R : Kalau ada cuaca-cuaca apa gitu?
- S : Kalau ujan sih harus berburu kelas, biasanya sih di aula.
- R : Menurut Gita outdoor it bagus. Tapi menurut Gita sendiri perlu nggk sih cadangan kelas gitu?
- S : Perlu kayak lab, karena EC perlu kayak ada sound. Perlu diputerin drama, atau apa.



- R : Sejauh ini udah melakukan aktivitas apa asaja dalam pembelajaran EC?
- S : Drama, presentasi, mempelajari budaya-budaya juga, budaya Indonesia yang terselubung gitu yang kita nggak tahu.
- R : Kalau sumber belajarnya?
- S : Dari internet, misal bikin drama gimana alurnya. Kalau *conversation*, bias dengerin lagu, atau film.
- R : Berarti referensi belajarnya g saklek ya, siswa bisa cari sendiri. Bisa dari internet, perpustakaan.
- S : Lebih Fleksibel
- R : Tapi menurut Gita seperti itu ada masalah yang muncul gak?
- S : Kalau *conversation* itu, kita dengar satu lagu tapi kita nggak tahu pengucapannya yang benar, kadang difilm ini dan itu pengucapannya beda, bahkan guru-guru sini 1 ngomong ini 1 ngomong itu. Jadi, mungkin di situ.
- R : Berarti seenggaknya ada buku panduan kecil gitu ya?
- S : Iya
- R : Kalau sejauh ini bu cherry menggunakan media apa gto di outdoor?
- S : Nggak ada, suara doang.
- R : Karena outdoor juga jadi susah ya.
- S : Iya
- R : Sejauh ini ada gak yang mau gita saranin untuk pelajaran EC disekolah, karena EC tahun depan udah gak ada.
- S : Menurutku EC bagus, diteruskan. Karena beda antara guru EC dengan Guru bahasa Inggris. Beda-beda.
- R : Berarti pembelajaran EC lebih intensif dalam penggunaan bahasa karena itu lebih dibutuhkan siswa daripada teori saja.
- S : Kalau Cuma teori kan nggak diaplikasikan susah berkembangnya.

**Jose: XI Aksel**

- R : Selamat pagi
- S : Iya, pagi
- R : Nama anda siapa?
- S : Nama saya Joshua Silalahi
- R : Kelas apa?
- S : Kelas XI aks.
- S : Bisa dipanggil Jose ya?
- S : Iya, Jose.
- R : Jose ini mengikuti kelas EC yang diajar oleh dua guru, Ibu Cherry dan Bapak taufiq, dan satu teaching assistant, Miss Gill.
- S : Iya
- R : Menurut Jose Mereka mengajar dikelas bagaimana?
- S : Lebih untuk mengajak anaknya aktif dalam speaking
- R : Berarti mengajak siswa untuk lebih aktif dalam menggunakan bahasa yang dipelajari gitu ya.
- S : Iya.
- R : Ketika mengajar apa ada trik-trik khusus yang digunakan?
- S : Biasa aja, misalnya siapa duluan nanti nunjuk yang lain.
- R : Tentang menjelaskan pelajaran gitu ada nggak?
- S : Biasanya diawali dengan definisi atau tujuannya.
- R : Tujuan dari pembelajaran itu sendiri, gitu ya?
- S : Iya.
- R : Menurut Joshe, teknik mengajar bu cherry dan pak taufik itu menarik tidak?
- S : Menurut saya menarik, lebih mengajak anaknya biar ada tantangan dari masing-masing murid.
- R : Berarti Joshe menyukai cara mereka mengajar?
- S : Iya.

- R : Kalau teknik yang digunakan? Media apa yang menarik menurut Joshe atau media apa yang unik menurut joshe?
- S : Kalau media lebih ke muridnya sih. Dulu ada presentasi, presentasinya bukan dari proyektor, tapi dari gambar-gambar, tulisan-tulisan tangan. Jadi lebih menarik.
- R : Kan bu cherry dan pak taufik mengajar berdua ya, menurut jhose itu efektif gak?
- S : Efektif karena saling berkolaborasi.
- R : Kalau kelasnya outdoor seperti di taman menurut Jose bagaimana?
- S : Kurang efektif. Kadang beberapa kali ada yang bisa dicatat jadi mungkin membutuhkan papan.
- R : Jadi ditamanpun dibutuhkan papan tulis ya, harusnya dikelas berarti?
- S : Lebih enak dikelas
- R : Menurut Jose ada g sih masalah-masalah yang bisa muncul selain karena kelas outdoor?
- S : Mungkin kadang masalah suara sama papan tulis
- R : Oke, Jose. Terimakasih banyak ya.
- S : Iya, makasih, mas.

**Vivian : XI Aksel**

- R : Selamat siang.
- S : Siang
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Nama saya Vivian, kelas XI aks.
- R : Kelas XI aks itu ada kelas EC yang diajar oleh dua guru, Ibu Cherry dan Bapak Taufik, dan satu teaching assistant, Miss Gill.
- S : Iya
- R : Menurut Vivian bagaimana cara mengajar bu cherry dan pak taufik?
- S : Lebih mengerti dan memaksa kita untuk praktik daripada sekedar teori.

Jadi kita lebih cepat paham daripada teori biasa. Itu kan ke conversationnya. Jadi itu ke kebiasaan sehari-hari. Kita jadi lebih lancar.

- R : Berarti kelas EC banyak practisanya ya. Practice secara Intensif dari penggunaannya secara speaking dan oral?
- S : Bedanya selalu pake inggris nggak bisa pake bahasa Indonesia.
- R : Bu cherry dan pak taufik mengajar berdua, menurut Vivian gimana 2 guru 1 kelas?
- S : Nggak ada masalah. Jadi lebih terkoordinir, lebih intensif,
- R : Efektifitasnya tinggi ya, karena melatih siswa dengan bahasa yang intensif, karena bisa dibagi 3 kelompok jadi 1 guru bisa focus ke beberapa siswa saja sehingga setiap siswa bisa mendapatkan kesempatan berlatih yang lebih. Kalau tentang EC outdoor kelasnya?
- S : Kan EC slalu outdoor enggak pernah didalam kelas.
- R : Kalau bahasa inggris diadakan diluar kelas ada kendala nggak?
- S : nggak ada kendala diluar, tapi terkoordinir dengan baik, g brantakan
- R : Keuntungan yang didapat siswa karena outdoor?
- S : Jadi nggak bosan di kelas yang dilihat Cuma dinding, kalau ditaman liat yang hijau-hijau.
- R : Kekurangan kekurangan dari kelas outdoor?
- S : Kalau hujan, becek, tanah basah, lembab.
- R : Kalau kayak gitu bingung cari kelasnya gak?
- S : Pas ujian jadinya dikelas, pas lembab tetep diluar paling Cuma nggak nyaman.
- R : Kalau aktivitas belajar yang ditawarkan bu cherry dan pak taufik apa saja?
- S : Giving opinion, tapi dari kemarin itu belum masuk lagi, soalnya kmaren ada useg kelas 12 jadi belum pelajaran lagi.
- R : Tapi sejauh ini udah ada apa aja?
- S : Udah ada apaya? Tentang budaya, udah banyak.
- R : Budaya, aktivitasnya disuruh?
- S : Presentasi di depan gitu dengan kelompok gitu.

- R : Drama?
- S : Drama udah?
- R : Ibu cherry pernah ngasih lagu apa gitu?
- S : Belum
- R : Jadi drama, pidato, kalau sumber materi atau untuk referensi?
- S : EC nggak ada, paling internet. Seminggu masuk dikasih bahan untuk minggu depan, minggu depan kita praktik, minggu depannya lagi bahan baru gitu trus.
- K : Brarti sumber belajarnya g saklek, bisa menacri sendiri asal relevan. Kalau dalam menjelaskan pelajaran menurut Vivian sendiri? Slain diomongkan saja mungkin menggunakan white board atau proyektor?
- S : EC belum deh, karena lebih kecara kita ngomong
- R : Jadi itu lebih baik Cuma diberitahukan saja, langsung praktik. Ada nggak saran untuk sekolah dari Vivian?
- S : EC belum benar-benar dong dengan tugasnya, kadang luas banget. Terlalu umum topik pembahasannya. Jadi kita kadang g terlalu kebinging. Sebenarnya bisa nanya, tapi nggak tau nanya sama siapa.
- R : Kalau misal Ec tahun depan udah nggak ada menurut Vivian bagaimana?
- S : Sayang, soalnya saya lebih efektif EC daripada di English class. Inggris dikelas teoritis Cuma buat nilai saja tapi EC menurut saya lebih kemampuan Inggris saya.
- R : Jadi EC menawarkan praktik yang lebih sehingga pembelajaran bahasa inggris intensif terutama speakingnya. Oke, kalau begitu terimakasih Vivian. Terimakasih sudah mau diinterview.
- S : Iya.

### **Vivin: XI IPA 3**

- R : Selamat pagi.
- S : Pagi, mas.
- R : Aku Vivin dari kelas XI IPA 3

- S : Vivin berarti ikut di kelas EC yang diajar oleh dua guru, Ibu Cherry dan pak taufiq, dan satu teaching assistant, Miss Gill.
- R : Menurut vivin, secara general bagaimana tentang kelas EC?
- S : Kelas EC itu asyik, kalau dikelas ka nada materi kita bosan. Di EC it kan juga ada materinya tapi itu jadi lebih ke perilaku atau actionya. Jadi lebih asyik ke drama, presentasi. Jadi materinya juga asyik dan seru dan gak membosankan.
- R : Bagaimana cara pak taufik dan bu cherry menjelaskan materi?
- S : Mr. Taufiq asyik, Lucu. Miss Cherry pas lagi nggak bad mood baik. Mereka friendly.
- R : Menurut Vivin, bagaimana efektifitas pengajaran 2 guru dalam 1 kelas?
- S : Efektif, disaat presentasi 1 orang 1, tapi bisa displit jadi 2. Jadi tidak akan memakan waktu lama. Berminggu-minggu dan penilainya ka ada 2 guru, jadi ada pembandingnya.
- R : Kalau tentang kelas outdoor bagaimana?
- S : Asyik, nggak bosan
- R : Nilai positifnya asyik?
- Ada gak nilai yang kurang mendukung gitu, mungkin ujian atau bagaimana?
- S : Kalau ujian jadi ke aula
- R : Kalau suara-suara gitu disana bising?
- S : tergantung, waktu itu aulanya pas lagi ada apa. Kalau g ada apa-apa mendukung-mendukung aja.
- R : Kalau outdoor?
- S : Saat pada moving class, perhatian kita teralihkan dengan siapa yang lewat.
- R : Berarti menurut vivi itu melatih confidence atau kepercayaan diri g? karena diliat orang?
- S : Iya, apalagi kalau kita tampil pas banyak orang. Misal pas drama, ada yang lewat pasti langsung pada liat ini dulu.
- R : Bagaimana aktivitas yang sudah dilakukan dikelas EC selama ini, apa

saja?

- S : Drama, presentasi iklan, jadi pembawa berita
- R : Bagaimana dengan referensi belajar?
- S : Cari sendiri, internet. Biasanya suka Tanya-tanya.
- R : Bagaimana dengan media yang pernah digunakan di kelas?
- S : Tergantung dari kreativitas kita sendiri, kita drama pake kostum teletabies, apa aja bisa dibawa, ada gambar, bisa kreatif.
- R : Kalau gurunya sendiri gimana?
- S : EC itu lebih kekitanya. Kalau gurunya memberi intruksi, demikian-demikian. Beri contoh gimana-gimana jadi lebih kekitanya.
- R : Ada nggak saran yang bisa vivin beri tuk kelas EC atau sekolah? Saying nggak kalau kelas EC dihapuskan?
- S : Sayang EC dihapus, kelas EC itu asyik. Aku tu nggak bisa bahasa inggris, ada pelajaran bahasa inggis, aku agak takut. Kalau EC it beda, aku enjoy, aku seneng, aku nggak mrasa minder.
- R : Dan kamu mendapatkan waktu lebih untuk berlatih menggunakan bahasa itu. Slain dari teori-teori yang ada di kelas English biasa.
- S : Malah lebih asyik di EC menurut aku.
- R : Oke, terimakasih Vivin.
- S : Sama-sama.

### **Avi: XI aksel**

- R : Selamat siang
- S : Siang
- R : Silahkan perkenalkan diri anda, nama dan kelas.
- S : Saya Avi, kelas XI aksel
- R : Avi berarti ikut di kelas EC yang diajar oleh dua guru, Ibu Cherry dan pak taufiq, dan satu teaching assistant, Miss Gill.
- S : Iya.
- R : Bagaimana pendapat saudara tentang pelajaran EC?

- S : Menurutku itu kayak pelajaran yang seru, lebih interaktif. Pelajaran bahasa Inggris kan biasanya Cuma guru, soal, trus bener-bener interaksi. Tapi kalau EC itu kan kita bener-bener diajak kayak terjun langsung kita diajarin, seneng lah. Kayak pelajaran unik dan seru, itu menurutku.
- R : Uniknya dimana
- S : Uniknya kita gak pake kelas, kita langsung di tambun, suasananya itu gak kayak suasana kelas, kita kayak suasana ngobrol, Cuma kayak ngolah bahasanya aja, trus serunya dari gurunya yang memang asyik, dan materinya nggak bosenin, gak Cuma soal tapi kita bener-bener langsung diajarin, langsung ngomong.
- R : Kan gurunya asyik, kok bisa asyik itu kenapa?
- S : Karena Mr. Taufik bisa berasa kayak temen dia bukan kayak guru tapi bisa lebih kayak apa ya, bahasanya gak langsung formal seperti guru dan murid tapi bisa jadi semacam teman, secara gak langsung itu kayak teman sendiri, jadi kita bisa lebih real, bebas, mungkin lebih nyaman aja kalau gaul sama Mr. Taufik trus sharing gitu.
- R : Kalau cara ngajarnya?
- S : Cara ngajarnya juga nggak basa-basi, gak lama-lama tapi langsung tes tes gitu, materinya ini langsung ini, dia singkat tapi apa ya? Cuma masuk trus kita Cuma 1 jam, trus ia kalau ngasih tugas ini njelasinya juga bla bla bla, Nanti kita langsung suruh presentasi, jadi kita kayak langsung dikasih kesempatan buat nyoba, kita nyoba aja, nggak sekedar kayak ilmu, gak kayak sekedar materi tapi kita juga bisa apa ya ngimplementasiin secara langsung.
- R : Brati langsung presentasi, langsung praktik, langsung latihan?
- S : Ya langsung latihan
- R : Kan tadi dalam mengajar Ibu Cherry dan Pak Taufik itu menggunakan team teaching kelas, menurut Aji gimana keefektifannya?
- S : Efektif, kalau habis ngomong itu kayak trus dan Mr. Taufik, itu kayak enggak saling ngebosenin, gak Cuma ndengerin 1 suara apalagi mereka berdua sering ngomong nggak langsung formal aja mas, sering bercanda



jadi itu lebih nggak tegang. Jadi menurutku nggak kayak sayang gurunya 2 muridnya segini, nggak kayak mubazir gitu, lebih bagus aja, pernah dicoba 1 orang, jadi kayak gimana gitu, karena mereka terbiasa kayak duet jadi 1 orang gitu, trus jadi agak gimana gitu.

R : Sedang kelas ini kan outdoor ya, kayak ditaman biasanya, menurutmu Avi efektif gak kalau ditaman seperti itu?

S : Efektif

R : Kenapa?

S : Solanya itu kan tergantung, kalau lagi ada acara, trus kalau hujan jadi agak nggak efektif, tapi kalau misalnya bener-bener lagi sepi misalnya bahasa inggris kita belum bisa, kita langsung presentasi, kalau jelek kan kita jadi malu. Tapi kalau misalnya kayak tadi jam pertama masih agak sepi misalnya belum begitu rame, anak anak masih pada masuk kelas. Jadi selesai kita presentasi itu, tidak dilihat teman sendiri. Jadi g canggung gitu trus kita juga ditambun jadi suasananya enak gitu lho mas. Biar lebih aman aja jadi sejuk.

R : Jadi kalau diluar kelas gitu rasanya lebih sejuk, lebih nyaman gitu, lebih nggak tegang juga?

S : Jadi kalau udah didalam kelas mikirnya kayak pelajaran beneran , padahal kalau kyak gitu tu kayak main-mainan belajar.

R : Jadi kayak ada kendala semacam hujan, brisik gitu?

S : Ya jadi kalau ada tamu brisik gitu

R : Berarti kayak jadi kurang nyaman suasananya. Gimana kalau tentang njelasinya, misal njelasin nangkep gak atau kadang-kadang samar kalau diluar.

S : Kita kan lebih sering jam pertama, jadi pada masuk langsung kekelas. Bener-bener daerah lapangan, taman itu sepi, paling Cuma beberapa orang. Tapi kita nggak begitu keganggu dengan suara-suaranya, daripada kita dikelas, apalagi kalau di kelas bahasa itu kan misalnya kelas ini ada pelajaran, kelas sebelah juga ada pelajaran, bisa sampai kedengeran suaranya. Brisik gitu.

- R : Klo aktifitas pembelajaran saat ini ada apa saja?
- S : Ya kemarin kita sudah sempat drama, trus kayak debat trus kayak presentasi, dulu juga pernah sekitar tiga taunan Cuma beda topik aja. Kayak kita dikasih tugas trus suruh nyari, kayak yang dulu itu, kayak adat-istiadat suku apa gitu trus kita suruh njelasin presentasi gitu.
- R : Kalau misalnya sumber belajarnya bagaimana?
- S : Agak kurang, jadi kita terlalu leluasa jadi sampai rumah kita bingung saking banyaknya, jadi menurutku lebih bagus itu misalnya child udah punya materi trus ngasih langsung nggak Cuma secara garis besar, kan kita jadi bingung, kita bisa cari diinternet. Tapi kalau Cuma dikasih temanya kayak narasi, recount Cuma terpaku sama itu, Cuma bisa cari ini trus mresentasiin, sedang kita belum dikasih tau apa.
- R : tapi seenggaknya butuh panduan sedikit ya. Bu cherry dan pak taufik pernah beri media apa dalam mengajar?
- S : Belum, karena ditambun kan nggak bisa pake proyektor jadi Cuma speaking.
- R : Ada gak saran yang bisa Avi berikan untuk EC atau sekolah?
- S : Menurutku pelajaranya nggak ngebosenin, kalau besok udah nggak ada sayang banget karena pelajaran bahasa inggris kayak gini, dikasih teks trus langsung disuruh ngerjain ya kalau bacanya benar. Kalau EC kan diajarin grammar cara ngomong yang benar, habis presentasi dibenerin kalau ada grammar yang salah. Kalau mau ngilangin dipikir lagi. Kayak cara belajarnya juga, ini kan udah jaman teknologi walau ditambun tetep pake laptop, seenggaknya laptop tetep keliatan. Jadi nggak Cuma ngomong aja, misalnya pake laptop tambahin nonton film, misal ada materi apa gitu kita jadi lebih tertarik lagi.
- R : Berarti kan sebenarnya pelajaran EC itu menyediakan waktu dan tempat bagi siswa untuk bisa bahasa secara oral, speaking listening. Sedang pelajaran bahasa inggris sendiri mereka melatih speaking juga atau gimana?
- S : Ada sih, tapi nggak benar-benar. Tapi kalau EC presentasi trus dibenerin.

Kalau bahasa inggris biasa kita cuma sekedar proyektor dikelas, presentasi salah cuma diganti. Misal menulis advertaisment s nya kebalik Cuma dibalik, gak langsung diajarin sebenarnya gini.mungkin gurunya beda jadi kurang interaksi siswa sama guru. Kalau EC kita salah trus tanya, karena gurunya kayak teman jadi kita gak begitu takut. Tapi kalau sama pak heru, dan pak toro misal gitu ada rasa takut, kayak guru beneran.

R : Jadi sebenarnya di pembelajaran bahasa inggris juga ada tapi cuma kurang efektif dan intensif, di EC lebih benar-benar melatih speaking dari siswa. Oke, terimakasih Avi.

S : Iya.

#### **Nino: XI aksel**

R : Selamat siang

S : Siang

R : Silahkan perkenalkan diri anda

S : Nama saya Nino, dari kelas XI aks

R : Nino berarti ikut di kelas EC yang diajar oleh dua guru, Ibu Cherry dan pak taufiq, dan satu teaching assistant, Miss Gill. Menurut nino, pengajar EC itu seperti apa?

S : Kalau EC sendiri pelajaran yang paling enak yang bisa untuk refreshing selama seminggu, soalnya disitu tugasnya kan tanpa buku, tanpa nulis dan ngerjainya diluar kelas, dikasih tugas, materi, langsung presentasi. Itu sangat mengandalkan spontanitas.

R : Kalau cara mengajar bapak ibu gurunya menggunakan apa?

S : Kalau cara mengajarnya yang digunakan mereka hanya kasih materi aja. Jadi misalnya guru lain ngajar dikasih dulu, misalnya dituntun secara sistematis, tapi kalau yang mr. taufik dan miss cherry mereka ngasih materi aja, kalian presentasi siap, tapi justru yang diharapkan EC itu.

R : Dalam menjelaskan materi, menggunakan apa saja?

- S : Karena diluar kelas, jadi cuma ngomong aja, jarang nggunain whiteboard apalagi ppt buat presentasi, itu jarang.
- R : Menurut nino, kelas bu cherry itu apa yang menarik?
- S : Hal yang paling menarik itu kan kita presentasi didepan, itu kan kita juga sebagai penonton temen-temen presentasi, yag pertama itu menghibur seolah-olah kita tu spontanitas aja. Tanpa kita ngapalin kayak biologi itu kan kita ngapalin, kalau ini gak. Jadi kita bener-bener Cuma having fun aja tanpa harus keberatan dengan materi meskipun materinya juga harus.
- R : Bagaimana dengan aktifitas pembelajaran yang ada?
- S : Kalau aktifitas yang ada, EC itu ada drama. Itu biasanya tergantung materinya Cuma kalau materi advertaisment, warming. Cuma yang terjadi diaksel kan waktunya padat beberapa materi digabung jadi 1, presentasi memuat beberapa materi sekaligus, bisa drama yang ada advertaismenya.
- R : Ada buku yang digunakan?
- S : Kalau buku kita gak ada, kalau referensi kita bebas menentukan referensi, kan buku juga banyak asal relevan.
- R : Menurut Nino, 1 kelas 2 guru bagaimana?
- S : Kalau menurutku 2 guru itu kan bukan angka yang lebih. Jadi menurutku mereka cukup serasi ngajarnya, dalam artian serasi ngajarnya kompak mengajar.kan soalnya ini IC kayak terjadi dikelas akselerasi. Misalnya kita harus presentasi besok itu udah uts, kan tinggal minggu ini. Biasanya presentasinya kan dibagi-bagi yang 1 diampu mr.taufik yang 1 miss cherry. Tapi kadang kan dibagi 3. Miss Gill juga.
- R : Efisiensinya tinggi?
- S : Iya efisiensinya tinggi, trus mereka juga kalau dalam mengajar bergantian, kan dulu kayak gitu jamanya. Namanya team teaching ngajar berdua. Jadi kalau dulu itu banyak yang khususnya yang 1 ngajar, yang 1 duduk. Tapi kalau ini enggak. Benar-benar mereka ngajar berdua.
- R : Menurut Nino, EC di luar kelas, kelebihan apa?
- S : Kelebihan kita di outdoor, kan kita kalau belajar pelajaran lain didalam

kelas, jadinya itu yang pertama bisa untuk refreshing. Kita bisa lihat ini maksudnya suasananya diluar kayak apa, yang pertama itu seru banget. Ya jadi itu mendukung banget buat presentasi kita bisa gimana ngrasain suasananya, Cuma misalkan juga ada kekurangannya sih yang pertama meskipun EC itu gak ada menulis, namanya kan juga EC. Tapi kan ada kalanya butuh media, butuh apa gitu ya, ya mungkin kalau diluar itu tidak tersedia. Trus kalau misalnya diluar kelas itu, kan banyak yang berlalu lalang jadi kadang konsentrasinya pecah.

R : Bagaimana dengan kekurangan lainnya?

S : Kekurangan lainnya diluar kelas, kan musimnya itu gak Cuma musim panas tapi ada musim hujan juga. Repotnya kalau turun hujan bahkan setelah hujan itu pun taman bundar disana gak bisa digunain, karena masih basah juga banyak nyamuknya, kadang gak mendukung. kan biasanya EC itu pagi. Pagi itu lapangnya masih dibersihkan atau apa, itu yang gak dukung. trus kalau misalnya ada yang sedikit butuh menulis jadi gak bisa.

R : Saran yang bisa nino sampaikan?

S : Kalau saran lebih kepihak sekolah, khususnya buat ruang kelas. Itu sih diluar kelas, tapi kalau bisa dikasih kelas cadangan juga gitu, jadi suatu saat hujan atau misalnya butuh proyektor. kan gak selamanya dikasih materi aja , kan presentasi. Trus buat saran selanjutnya kan dari kelas aksel ini kan banyak yang mendapat pelajaran EC terakhir dari angkatan ini. Jadi sebenarnya seru sih tapi kenapa kelas EC ditiadakan, Ya menurutku sayang aja. Kan gak selamanya bahasa inggris menulis, membaca. Kan kita harus benar-benar buat compesesion juga karena kalau kita nanti turun kedunia nyata, menurutku yang paling penting composesionya. itu penting tapi composesionya juga penting.

R : Oke, terimakasih banyak Nino

S : Iya, mas.

# **FIELD NOTES**

Class : XI (Accelerated Class)  
 Teacher : Ibu Cherry (Bapak Taufik had an agenda outside the school)  
 Teaching Assistant : Gillian Irwin  
 Place : AVA room  
 Time : 08.00 – 08.45 (45 minutes)  
 Date : March, 3 2014

#### Field Notes 1

1. The morning was cloudy.
2. The teacher and TA came in to the class.
3. The students were busy practicing because that day they were asked to perform a speech.
4. The teacher asked the students to get back to their seat.
5. The teacher opened the class by praying.
6. The teacher checked who were absent.
7. The teacher asked them whether they were ready.
8. The teacher asked the TA to choose a student number.
9. The student which have the number should perform.
10. The first student performed a speech entitled “eye disorder”
11. The student finished the speech in about 5 minutes.
12. The student was asked to choose another student to perform.
13. The second student performed a speech entitled “smoking”.
14. The student finished the speech in about 6 minutes.
15. The TA asked a question to the student.
16. The student got confused and was helped by her friend.
17. The student answered the question.
18. The student was asked to choose the other student.
19. The third student perform about the danger of turning lamp on while sleeping.
20. The student was nervous and could not perform smoothly.

21. The student finished the speech in about 4 minutes.
22. The student was asked to choose the next student.
23. The fourth student performed a speech entitled “Solar Power”.
24. The student finished the speech in about 5 minutes.
25. The student was asked to choose the other student.
26. The fifth student performed a speech about students who are sleepy during lessons.
27. The students finished the speech in about 6 minutes.
28. The student was asked to choose the next student.
29. The sixth student performed a speech about different pleasures of now and then.
30. While the students were performing, the teacher and TA were assessing and taking notes about students’ mistakes.
31. After the sixth student finished the speech, the teacher gave feedback generally to the whole class. The feedback include what the students missed, the choice of words, and pronunciation.
32. After that, the teacher told the other students to perform next week.
33. The teacher ended the meeting.



Class : XI IPA 1

Teacher : Ibu Cherry (Bapak Taufik had an agenda outside the school)

Teaching Assistant : Gillian Irwin

Place : Taman Bundar (School yard)

Time : 08.45 – 09.30 (45 minutes)

Date : March, 3 2014

#### Field Notes 2

1. The morning was cloudy.
2. The teacher and TA came in to the class.
3. The students were busy practicing because that day they were asked to perform a spoof in the form of drama.
4. The teacher asked the students to get back to their seat.
5. The teacher opened the class by praying.
6. The teacher checked who were absent.
7. The teacher asked them whether they were ready.
8. The teacher asked the first group to perform.
9. Before performing, they were asked to give their script to the TA.
10. They performed a drama entitled “ Bokir meets Susana”
11. It was very funny. Everyone was laughing.
12. The second group was asked to perform.
13. Before performing, they gave their script to the TA.
14. They performed a drama entitled “ Teletubies”
15. They were well-prepared. They were very funny.
16. The third group was asked to perform.
17. They performed a drama musical.
18. Before performing, they were asked to give their script to the TA
19. They sang a few songs during the drama.
20. The fourth group was asked to perform.

21. Before performing, they were asked to give their script to the TA
22. Before performing the drama, they told the narration.
23. The teacher gave feedback to the students generally.
24. The teacher told the other groups to perform next week.
25. The teacher ended the meeting.

Class : XI IPA 3  
 Teacher : Ibu Cherry (Bapak Taufik had an agenda outside the school)  
 Teaching Assistant : Gillian Irwin  
 Place : Taman Bundar (School yard)  
 Time : 09.30 – 10.45 (45 minutes)  
 Date : March, 3 2014

### Field Notes 3

1. The morning was cloudy.
2. The teacher and TA came in to the class.
3. The students were busy practicing because that day they were asked to perform a spoof in the form of drama.
4. The teacher asked the students to get back to their seat.
5. The teacher opened the class by praying.
6. The teacher checked who were absent.
7. The teacher asked them whether they were ready.
8. The teacher asked the first group to perform.
9. Before performing, they were asked to give their script to the TA.
10. They performed a drama entitled “ Spongebob Round Pant”.
11. It was very funny.
12. The second group was asked to perform.
13. Before performing, they gave their script to the TA.
14. They performed a drama entitled “ Teletubies & Rangers”
15. They were very funny.
16. The third group was asked to perform.
17. Before performing, they were asked to give their script to the TA
18. They performed a drama entitled “ Flappy Dog”
19. It was hilarious.
20. The fourth group was asked to perform.

21. Before performing, they were asked to give their script to the TA
22. They performed a drama entitled “Snow Black”.
23. It was well-prepared.
24. The fifth group was asked to perform.
25. Before performing, they gave their script to the TA.
26. They performed a parody of a song entitled “ Price Tag”
27. A member of the group played a guitar and the others were singing.
28. It was well-prepared.
29. While performing, there were a number of students who were noisy.
30. The teacher asked them to keep quiet and stay focused.
31. The teacher gave feedback to the students generally.
32. The teacher told the other groups to perform next week.
33. The teacher ended the meeting.

Class : XI IPA 2

Teacher : Ibu Cherry (Bapak Taufik had an agenda outside the school)

Teaching Assistant : Gillian Irwin

Place : Taman Bundar (School yard)

Time : 11.15 – 12.00 (minutes)

Date : March, 3 2014

#### Field Notes 4

1. The teacher and TA came in to the class.
2. The students were busy practicing because that day they were asked to perform a spoof in the form of drama.
3. The teacher asked the students to get back to their seat.
4. The teacher opened the class by praying.
5. The teacher checked who were absent.
6. The teacher asked them whether they were ready.
7. The teacher asked the first group to perform.
8. Before performing, they were asked to give their script to the TA.
9. They performed a drama entitled “ Aladin & Princesses”.
10. It was funny.
11. The second group was asked to perform.
12. Before performing, they gave their script to the TA.
13. They performed a drama entitled “ Complaining Spiderman”
14. They were hilarious.
15. The third group was asked to perform.
16. Before performing, they were asked to give their script to the TA.
17. They performed a drama entitled “ Not Cinderella”
18. While performing, there were a number of students who were noisy.
19. The teacher asked them to keep quiet and stay focused.
20. The fourth group was asked to perform.

21. Before performing, they were asked to give their script to the TA
22. They performed a drama entitled “Avatar vs Justin Bleber”.
23. It was well-prepared. It was very funny.
24. The teacher gave feedback to the students generally.
25. The teacher told the other groups to perform next week.
26. The teacher ended the meeting.

Class : XI IPA 4

Teacher : Ibu Cherry (Bapak Taufik had an agenda outside the school)

Teaching Assistant : Gillian Irwin

Place : Taman Bundar (School Yard)

Time : 12.30– 13.15 (45 minutes)

Date : March, 3 2014

#### Field Notes 5

1. The teacher and TA came in to the class.
2. The students were busy practicing because that day they were asked to perform a spoof in the form of drama.
3. The teacher asked the students to get back to their seat.
4. The teacher opened the class by praying.
5. The teacher checked who were absent.
6. The teacher asked them whether they were ready.
7. The teacher asked the first group to perform.
8. Before performing, they were asked to give their script to the TA.
9. They performed a drama entitled “Harry Potter”.
10. It was funny.
11. The second group was asked to perform.
12. Before performing, they gave their script to the TA.
13. They performed a drama entitled “ Frozen”
14. While performing, there were a number of students who were noisy.
15. The teacher asked them to keep quiet and stay focused.
16. The third group was asked to perform.
17. Before performing, they were asked to give their script to the TA.
18. They performed a parody of “Lazy Song”.
19. One member played a guitar and the others were singing,
20. While performing, there were a number of students who were noisy.

21. The teacher asked them to keep quiet and stay focused.
22. The fourth group was asked to perform.
23. Before performing, they were asked to give their script to the TA
24. They performed an English dangdut song.
25. The fifth group was asked to perform.
26. Before performing, they gave their script to the TA.
27. They performed a drama entitled “Wrecking Bird”.
28. It was well-prepared and very funny.
29. The teacher gave feedback to the students generally.
30. The teacher ended the meeting.



Class : XI IPA 1  
 Teacher : Ibu Cherry (Bapak Taufik was sick)  
 Teaching Assistant : Gillian Irwin  
 Place : Classroom  
 Time : 08.45 – 09.30 (45 minutes)  
 Date : April, 7 2014

#### Field Notes 6

1. It was raining before the class.
2. The teacher and TA came in to the class.
3. The teacher checked the students' attendance.
4. There were a number of students who were noisy.
5. The teacher asked to keep quiet and stay focused.
6. The teacher asked a group who had not performed the previous week to perform a drama.
7. Before performing, they gave their script to the TA.
8. They performed a drama entitled "Red Riding Hood".
9. After the performance, the teacher gave a few comments about the performance.
10. The teacher introduce a new topic which was poem.
11. They were asked not only to read poem, but also to analyze it.
12. The teacher explained about poem and gave an example to the students.
13. The teachers explained in English.
14. Explaining about poem
15. The teaching assistant was observing the class.
16. A student was noisy. The teacher asked him to keep quiet.
17. The teacher explains about how to analyze poems.
18. A student asked a question "bagaimana jika barisnya tidak beraturan (how if the lines are not regular?)

19. The teacher answered by saying “It is okay” while giving an example of a poem with 7 irregular stanzas.
20. The teacher explains about what to analyze.
21. The teacher explained about title, poet, stanza, and rhyme.
22. The students were asked to point out the title, poet, stanza, rhyme of a poem presented before.
23. The teacher explained about imagery.
24. The students were asked to point out imageries used in a poem presented earlier.
25. The teacher explained about figurative language.
26. The students were asked to point out figurative languages in the poem.
27. The teacher explained about personal interpretation.
28. The students were asked to create their own interpretation on the poem.
29. There were a number of students who asked about figurative language.
30. The teacher explained again about the figurative language.
31. There were students who were noisy.
32. The teacher asked them to keep quiet and stay focused.
33. The teacher reviewed that day’s lesson.
34. The teacher gave the students an assignment to create a full interpretation of the poem.
35. The teacher ended the class.

Class : XI IPA 3  
 Teacher : Ibu Cherry (Bapak Taufik was sick)  
 Teaching Assistant : Gillian Irwin  
 Place : Classroom  
 Time : 09.30 – 10.15 (45 minutes)  
 Date : April, 7 2014

#### Field Notes 7

1. It was raining.
2. The teacher and TA came in to the class.
3. The TA checked the students' attendance.
4. There were a number of students who were noisy.
5. The TA asked to keep quiet and stay focused.
6. The TA introduced a new topic which was poem.
7. They were asked not only to read poem, but also to analyze it.
8. The TA explained about poem and gave an example to the students.
9. While the TA was explaining, the teacher gave each student a handout.
10. The teacher took the lead.
11. The teachers explained in English.
12. The teaching assistant was observing the class.
13. A few students were noisy. The teacher asked them to keep quiet.
14. The teacher explained about how to analyze poems.
15. The teacher explains about what to analyze.
16. The teacher explained about title, poet, stanza, and rhyme.
17. The students were asked to point out the title, poet, stanza, rhyme of a poem presented before.
18. The teacher explained about imagery.
19. There were students who asked questions.
20. The students were asked to point out imageries used in a poem presented earlier.

21. The teacher explained about figurative language.
22. The students were asked to point out figurative languages in the poem.
23. The teacher explained about personal interpretation.
24. There were students who asked questions.
25. The students were asked to create their own interpretation on the poem.
26. There were a number of students who asked about figurative language.
27. The teacher explained again about the figurative language.
28. There were students who were noisy.
29. The teacher asked them to keep quiet and stay focused.
30. There were students who asked questions.
31. The teacher reviewed that day's lesson.
32. The teacher gave the students an assignment to create a full interpretation of the poem.
33. The teacher ended the class.

Class : XI IPA 2  
 Teacher : Ibu Cherry (Bapak Taufik was sick)  
 Teaching Assistant : Gillian Irwin  
 Place : Classroom  
 Time : 11.15 – 12.00 (45 minutes)  
 Date : April, 7 2014

#### Field Notes 8

1. The rain had stopped.
2. The teacher and TA came in to the class.
3. The TA checked the students' attendance.
4. The TA introduced a new topic which was poem.
5. They were asked not only to read poem, but also to analyze it.
6. The TA explained about poem and gave an example to the students.
7. While the TA was explaining, the teacher gave each student a handout.
8. The teacher took the lead.
9. The teacher explained in English.
10. The teaching assistant was observing the class.
11. A few students were noisy. The teacher asked them to keep quiet.
12. The teacher explained about how to analyze poems.
13. The teacher explained about what to analyze.
14. The teacher explained about title, poet, stanza, and rhyme.
15. There were students who asked questions.
16. The students were asked to point out the title, poet, stanza, rhyme of a poem presented before.
17. The teacher explained about imagery.
18. There were students who asked questions.
19. The students were asked to point out images used in a poem presented earlier.
20. The teacher explained about figurative language.

21. The students were asked to point out figurative languages in the poem.
22. The teacher explained about personal interpretation.
23. There were students who asked questions.
24. The students were asked to create their own interpretation on the poem.
25. There were a number of students who asked about figurative language.
26. The teacher explained again about the figurative language.
27. There were students who were noisy.
28. The teacher asked them to keep quiet and stay focused.
29. The teacher reviewed that day's lesson.
30. The teacher gave the students an assignment to create a full interpretation of the poem.
31. The teacher ended the class.

Class : XI IPA 4  
 Teacher : Ibu Cherry (Bapak Taufik was sick)  
 Teaching Assistant : Gillian Irwin  
 Place : Classroom  
 Time : 12.30– 13.15 (45 minutes)  
 Date : April, 7 2014

#### Field Notes 9

1. It was hot that noon.
2. The teacher and TA came in to the class.
3. The TA checked the students' attendance.
4. The TA introduced a new topic which was poem.
5. They were asked not only to read poem, but also to analyze it.
6. The TA explained about poem and gave an example to the students.
7. While the TA was explaining, the teacher gave each student a handout.
8. The teacher took the lead.
9. A few students were noisy. The teacher asked them to keep quiet.
10. The teacher explained in English.
11. The teaching assistant was observing the class.
12. The teacher explained about how to analyze poems.
13. There were students who asked questions.
14. The teacher explained about what to analyze.
15. The teacher explained about title, poet, stanza, and rhyme.
16. The students were asked to point out the title, poet, stanza, rhyme of a poem presented before.
17. The teacher explained about imagery.
18. There were students who asked questions.
19. The students were asked to point out imageries used in a poem presented earlier.
20. The teacher explained about figurative language.

21. The students were asked to point out figurative languages in the poem.
22. The teacher explained about personal interpretation.
23. There were students who asked questions.
24. The students were asked to create their own interpretation on the poem.
25. There were a number of students who asked about figurative language.
26. The teacher explained again about the figurative language.
27. There were students who were noisy.
28. The teacher asked them to keep quiet and stay focused.
29. The teacher reviewed that day's lesson.
30. The teacher gave the students an assignment to create a full interpretation of the poem.
31. The teacher ended the class.



Class : XI IPA 1  
 Teacher : Ibu Cherry and Bapak taufik  
 Teaching Assistant : Gillian Irwin  
 Place : Taman Bundar (School Yard)  
 Time : 08.45 – 09.30 (45 minutes)  
 Date : April, 21 2014

#### Field Notes 10

1. The weather was nice. It was not too hot that day.
2. The teachers and TA came in to the class.
3. A Teacher checked the students' attendance.
4. The teachers checked the students' assignment.
5. A teacher led the class to discuss the assignment.
6. The other teacher was observing the class.
7. The TA was also observing the class.
8. Several students volunteered to tell the class their interpretation of the poem.
9. The teacher who led the class gave feedback generally to the interpretations.
10. There was a student who asked the TA how to pronounce some words.
11. The TA answered the question.
12. The students were presented a poem to analyze.
13. They were asked to analyze the poem.
14. They needed to find out the title, poet, stanza, rhyme, imagery, and figurative language. They also were asked to try creating their own interpretation.
15. The students accompanied by the teachers and TA discuss their analyses.
16. There was a teacher who gave explanation. There was a teacher who drifted several students. The TA also was drifting a number of students.
17. The teachers encourage some students to speak by telling their interpretation on the poem.
18. After the discussion, the students were asked to make a group of five.
19. The TA led the class and gave each group a poem.

20. Each group was asked to analyze the poem they got.
21. Each group was asked to report their analysis to the class orally.
22. The TA and teachers gave feedbacks to the students.
23. The TA reviewed the lesson.
24. The teachers gave an assignment to each student which was to bring a poem to analyze in the following week.
25. The teachers ended the class.

Class : XI IPA 3  
 Teacher : Ibu Cherry and Bapak Taufik  
 Teaching Assistant : Gillian Irwin  
 Place : Taman Bundar (School Yard)  
 Time : 09.30 – 10.15 (45 minutes)  
 Date : April, 21 2014

#### Field Notes 11

1. The weather was nice. It was not too hot that day.
2. The teachers and TA came in to the class.
3. A Teacher checked the students' attendance.
4. The teachers checked the students' assignment.
5. A teacher led the class to discuss the assignment.
6. The other teacher was observing the class.
7. The TA was also observing the class.
8. Several students volunteered to tell the class their interpretation of the poem.
9. The teacher who led the class gave feedback generally to the interpretations.
10. The students were presented a poem to analyze.
11. They were asked to analyze the poem.
12. They needed to find out the title, poet, stanza, rhyme, imagery, and figurative language. They also were asked to try creating their own interpretation.
13. A few students asked several questions.
14. The students accompanied by the teachers and TA discuss their analyses.
15. There was a teacher who gave explanation. There was a teacher who drifted several students. The TA also was drifting a number of students.
16. The teachers encourage some students to speak by telling their interpretation on the poem.
17. After the discussion, the students were asked to make a group of five.
18. Several students asked questions.
19. The TA led the class and gave each group a poem.

20. Each group was asked to analyze the poem they got.
21. Each group was asked to report their analysis to the class orally.
22. The TA and teachers gave feedbacks to the students.
23. The TA reviewed the lesson.
24. The teachers gave an assignment to each student which was to bring a poem to analyze in the following week.
25. The teachers ended the class.

Class : XI IPA 4  
 Teacher : Ibu Cherry and Bapak Taufik  
 Teaching Assistant : Gillian Irwin  
 Place : Taman Bundar (School Yard)  
 Time : 11.00 – 11.45 (45 minutes)  
 Date : April, 21 2014

#### Field Notes 12

1. The weather was nice. It was not too hot that day.
2. The teachers and TA came in to the class.
3. A Teacher checked the students' attendance.
4. The teachers checked the students' assignment.
5. A teacher led the class to discuss the assignment.
6. The other teacher was observing the class.
7. The TA was also observing the class.
8. Several students volunteered to tell the class their interpretation of the poem.
9. The teacher who led the class gave feedback generally to the interpretations.
10. The students were presented a poem to analyze.
11. They were asked to analyze the poem.
12. They needed to find out the title, poet, stanza, rhyme, imagery, and figurative language. They also were asked to try creating their own interpretation.
13. several students asked questions.
14. The students accompanied by the teachers and TA discuss their analyses.
15. There was a teacher who gave explanation. There was a teacher who drifted several students. The TA also was drifting a number of students.
16. The teachers encourage some students to speak by telling their interpretation on the poem.
17. After the discussion, the students were asked to make a group of five.
18. A student asked a question.
19. The TA led the class and gave each group a poem.

20. Each group was asked to analyze the poem they got.
21. Each group was asked to report their analysis to the class orally.
22. The TA and teachers gave feedbacks to the students.
23. The TA reviewed the lesson.
24. The teachers gave an assignment to each student which was to bring a poem to analyze in the following week.
25. The teachers ended the class.

Class : XI IPA 2  
 Teacher : Ibu Cherry and Bapak Taufik  
 Teaching Assistant : Gillian Irwin  
 Place : Taman Bundar (School Yard)  
 Time : 12.30 – 13.15 (45 minutes)  
 Date : April, 21 2014

### Field Notes 13

1. The weather was nice. It was not too hot that day.
2. The teachers and TA came in to the class.
3. A Teacher checked the students' attendance.
4. The teachers checked the students' assignment.
5. A teacher led the class to discuss the assignment.
6. The other teacher was observing the class.
7. The TA was also observing the class.
8. Several students volunteered to tell the class their interpretation of the poem.
9. The teacher who led the class gave feedback generally to the interpretations.
10. The students were presented a poem to analyze.
11. They were asked to analyze the poem.
12. They needed to find out the title, poet, stanza, rhyme, imagery, and figurative language. They also were asked to try creating their own interpretation.
13. Several students asked a number of questions.
14. The students accompanied by the teachers and TA discuss their analyses.
15. There was a teacher who gave explanation. There was a teacher who drifted several students. The TA also was drifting a number of students.
16. The teachers encourage some students to speak by telling their interpretation on the poem.
17. After the discussion, the students were asked to make a group of five.
18. Several students asked a number of questions.
19. The TA led the class and gave each group a poem.

20. Each group was asked to analyze the poem they got.
21. Each group was asked to report their analysis to the class orally.
22. The TA and teachers gave feedbacks to the students.
23. The TA reviewed the lesson.
24. The teachers gave an assignment to each student which was to bring a poem to analyze in the following week.
25. The teachers ended the class.



Class : XI IPA 5  
Teacher : Ibu Cherry  
Place : Taman Bundar (School Yard)  
Time : 12.30 – 13.15 (45 minutes)  
Date : May, 6 2014

#### Field Notes 14

1. The weather was nice that day.
2. The teacher came in to the class.
3. The teacher opened the lesson.
4. The teacher checked the students' attendance.
5. In that meeting, the students were asked to perform a poem and tell its analysis orally in front of the class.
6. The teacher asked who wanted to volunteer to go first.
7. A student volunteered and performed a poem. The students, then, analyzed it in front of the class.
8. After analyzing the poem, she was asked to choose another student to perform.
9. The other student performed her poem and analyzed it. (there were 7 students who performed that day)
10. At the end of the class, the teacher gave a general feedback to the students.
11. The teacher gave feedbacks to the students in *Bahasa Indonesia*.
12. The teacher ended the lesson.

# **INTERVIEW GUIDELINES**

## Interview Guidelines

### Teacher

| No | Topic Area | Sample Question  | Purpose   |
|----|------------|--|---|
| 1  | Method     | <ol style="list-style-type: none"> <li>1. Dalam mengajar, metode apa saja yang ibu/bapak gunakan?</li> <li>2. Hal-hal apa saja yang mendasari ibu/bapak untuk memilih metode tersebut?</li> <li>3. Bagaimanakah pengaruh metode terhadap siswa?</li> <li>4. Apakah metode yang digunakan efektif? Mengapa?</li> <li>5. Apakah ibu/bapak menemukan kendala ketika menggunakan metode tersebut? Apa saja?</li> </ol>   | <ol style="list-style-type: none"> <li>1. To know the teaching method used.</li> <li>2. To know why the teachers use the method.</li> <li>3. To know the effects of the method on students.</li> <li>4. To know the effectiveness of the method.</li> <li>5. To know the obstacles faced.</li> </ol>  |
| 2  | Technique  | <ol style="list-style-type: none"> <li>1. Dalam mengajar, teknik-teknik apa saja yang ibu/bapak terapkan?</li> <li>2. Hal-hal apa saja yang mendasari ibu/bapak dalam memilih dan menggunakan teknik-teknik tersebut?</li> <li>3. Apakah teknik-teknik yang digunakan efisien? Mengapa?</li> <li>4. Bagaimanakah pengaruh teknik-teknik yang dipakai terhadap siswa?</li> <li>5. Apakah teknik-teknik yang digunakan efektif? mengapa</li> <li>6. Dari berbagai teknik yang digunakan, teknik-teknik apa sajakah yang menurut ibu/bapak paling efektif?</li> <li>7. Apakah ibu/bapak menemukan kendala ketika</li> </ol> | <ol style="list-style-type: none"> <li>1. To know the teaching techniques used.</li> <li>2. To know why the teachers use the techniques.</li> <li>3. To know the efficiency of the techniques.</li> <li>4. To know the effects of the techniques on the students.</li> <li>5. To know the effectiveness of the techniques.</li> <li>6. To know the techniques that work the best.</li> <li>7. To know the obstacles faced.</li> </ol> |

|   |           |   |   |
|---|-----------|---|---|
|   |           | menggunakan teknik-teknik tertentu?   |   |
| 3 | Materials | <ol style="list-style-type: none"> <li>1. Buku apa saja yang ibu/bapak gunakan dalam mengajar?</li> <li>2. Mengapa ibu/bapak memilih buku tersebut?</li> <li>3. Apakah ada sumber lain yang ibu/bapak gunakan dalam mengajar? Apa saja?</li> <li>4. Mengapa ibu/bapak memilih sumber belajar tersebut?</li> <li>5. Bagaimana cara ibu/bapak menyajikan materi?</li> <li>6. Seperti apakah urutan mengajar yang dilakukan ibu/bapak?</li> </ol>  | <ol style="list-style-type: none"> <li>1. To know the book(s) used.</li> <li>2. To know why the teachers choose the book.</li> <li>3. To know the other learning sources.</li> <li>4. To know why the teachers choose the learning sources.</li> <li>5. To know how the teachers deliver the materials.</li> <li>6. To know the teaching steps used by the teachers.</li> </ol>                     |
| 4 | Media     | <ol style="list-style-type: none"> <li>1. Dalam mengajar, media apa saja yang ibu/bapak gunakan?</li> <li>2. Mengapa ibu/bapak menggunakan media tersebut?</li> <li>3. Bagaimanakah efisiensi dari media tersebut?</li> <li>4. Bagaimanakah efektivitas dari media tersebut?</li> <li>5. Bagaimana pengaruh media yang digunakan terhadap siswa?</li> <li>6. Apa saja manfaat yang ibu/bapak rasakan dengan menggunakan media tersebut?</li> <li>7. Apakah ada kendala dalam menggunakan media tersebut? Apa saja?</li> </ol> | <ol style="list-style-type: none"> <li>1. To know the media used.</li> <li>2. To know why the teachers use the media.</li> <li>3. To know the efficiency of the media.</li> <li>4. To know the effectiveness of the media.</li> <li>5. To know the effects of the media on the students.</li> <li>6. To know the benefits from using the media.</li> <li>7. To know the obstacles faced.</li> </ol> |

## Interview Guidelines

### Student

| No | Topic Area | Sample Question  | Purpose  |
|----|------------|--|--|
| 1  | Method     | <ol style="list-style-type: none"> <li>1. Bagaimanakah cara guru anda mengajar di kelas?</li> <li>2. Apa saja hal yang menarik dari kelas tersebut? Jelaskan.</li> <li>3. Apakah ada yang kurang menarik? Jelaskan.</li> <li>4. Apakah anda menyukai cara mengajar guru anda?</li> </ol>   | <ol style="list-style-type: none"> <li>1. To know the method used by the teacher.</li> <li>2. To know the interesting things about the class.</li> <li>3. To know the boring things about the class.</li> <li>4. To know students' comments about the teacher.</li> </ol>  |
| 2  | Technique  | <ol style="list-style-type: none"> <li>1. Ketika mengajar, guru anda menggunakan cara apa saja?</li> <li>2. Aktivitas apa saja yang anda sukai ketika di kelas? Jelaskan.</li> <li>3. Aktivitas apa saja yang anda kurang sukai? Jelaskan.</li> </ol>  | <ol style="list-style-type: none"> <li>1. To know the techniques used by the teacher.</li> <li>2. To know the activities that the students like.</li> <li>3. To know the activities that the students dislike.</li> </ol>  |
| 3  | Materials  | <ol style="list-style-type: none"> <li>1. Buku apa saja yang anda gunakan ketika belajar?</li> <li>2. Apakah anda menyukai buku tersebut?</li> <li>3. Adakah sumber belajar lain?</li> <li>4. Apakah anda menyukasi sumber belajar tersebut?</li> <li>5. Apakah materi yang diberikan bisa diterima dengan mudah? Jelaskan.</li> <li>6. Apakah anda menemukan kesulitan dalam</li> </ol> | <ol style="list-style-type: none"> <li>1. To know the book used.</li> <li>2. To know students' comments on the book.</li> <li>3. To know the other learning sources.</li> <li>4. To know students' comments on the learning sources.</li> <li>5. To know whether the students can understand the materials easily.</li> <li>6. To know students' learning problems.</li> </ol> |

|   |       |  |   |
|---|-------|--|---|
|   |       | mempelajari materi?  |   |
| 4 | Media | <ol style="list-style-type: none"> <li>1. Ketika mengajar, alat apa saja yang guru gunakan?</li> <li>2. Apakah kalian menyukai alat tersebut?</li> <li>3. Apakah kalian merasa terbantu dengan digunakannya alat tersebut? Jelaskan.</li> <li>4. Alat apakah yang paling kalian sukai?</li> <li>5. Alat apakah yang kalian kurang suka?</li> </ol> | <ol style="list-style-type: none"> <li>1. To know the media used by the teacher.</li> <li>2. To know students' comments on the media.</li> <li>3. To know whether the media is helpful.</li> <li>4. To know the students' most favorite media.</li> <li>5. To know the students' least favorite media.</li> </ol> |

# **SYLLABUSES**

## SYLLABUS

|                        |  |
|------------------------|--|
| Name of School         | : SMA Negeri 3 Yogyakarta  |
| Class/Semester         | : X / 1  |
| Subject                | : English Conversation   |
| Program                | : Acceleration   |
| Service program        | : KTSP SMA NEGERI 3 YOGYAKARTA   |
| Standard of Competence | : 1. Listening<br>To understand the meaning of the formal and sustained transactional and interpersonal on daily conversation.<br>3. Speaking<br>To express the meaning of the formal and sustained transactional and interpersonal on daily conversation. |
| Time Allotment         | : 13 periods   |

| Basic Competence  | Learning Materials  | Learning Activities  | Indicators  | Assessment            | Time Allotment | Learning Sources  |
|---|---|--|---|-----------------------|----------------|---|
| 1.1 To respond the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve: introduction, greeting/saying goodbye, agreeing/accepting invitation, accepting appointment and canceling an appointment | <b>Introduction and small talk</b><br>A: Pleased to meet you!<br>B: Pleased to meet you too!<br><br><b>Telling time and telephone English</b><br>A: Hi! What time we go?<br>B: At 10.15 a.m.<br><br><b>Accepting and cancelling an invitation</b><br>A: Come to my party<br>B: Thanks for the invitation<br><b>Accepting appointment/promise</b><br>A: I'll get you to the book<br>B: It's very kind of you | <ul style="list-style-type: none"> <li>• Role play in groups</li> <li>• Discussion</li> <li>• Tourist hunting</li> <li>• Interviewing</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying the language function of introduction, greeting, saying goodbye, invitation and appointment/promise</li> <li>• Conducting interpersonal dialogue</li> <li>• Responding the language function of introduction, greeting, saying goodbye, invitation and appointment/promise</li> <li>• Expressing the language function of</li> </ul> | Performance oral test | 7 periods      | Cassette, CD/DVD<br><a href="http://www.Esl.com">www.Esl</a><br><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br><br>Text book (how to say it), native speaker |



|  |   |  |  |                               |                  |   |
|--|---|--|--|-------------------------------|------------------|---|
| <p>3.1 To express the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve: introduction, greeting/saying goodbye, agreeing/accepting invitation, accepting appointment and canceling an appointment</p> | <p><b>Canceling an appointment/promise</b><br/>A: I'm sorry I can't make it<br/>B: That's Ok. We'll do it some other time</p>   |  | <p>introduction, greeting, saying goodbye, invitation and appointment/promise</p>  |                               |                  |   |
| <p>1.2 To respond the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve the language functions: expressing feelings of happy; showing attention; showing</p>  | <p><b>Expressing happy, sad, angry</b><br/>A: I'm so happy to get a scholarship<br/>B: I'm happy for you</p> <p><b>Showing attention</b><br/>A: You look fantastic<br/>B: thank you</p> <p><b>Showing sympathy</b><br/>A: Please accept my condolences<br/>B: thank you so much</p> | <ul style="list-style-type: none"> <li>• Short dialogue in pairs</li> <li>• Role play in groups</li> </ul> | <ul style="list-style-type: none"> <li>• Using the language functions of expressing happy, showing attention, showing sympathy, and giving instruction</li> <li>• Giving oral instruction</li> <li>• Interviewing</li> <li>• Conducting short drama performance</li> </ul> | <p>Performance; oral test</p> | <p>6 periods</p> | <p>Cassette, CD/DVD<br/><a href="http://www.Esl">www.Esl</a><br/><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a></p> |

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| <p>sympathy; giving instruction</p> <p>3.2 To express the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve: expressing feelings of happy; showing attention; showing sympathy; giving instruction</p> | <p><b>Giving instruction</b><br/>A: Open the window.</p> |  |  |  |  |  |
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## SYLLABUS

Name of School : SMA Negeri 3 Yogyakarta  
 Class/Semester : X / 1  
 Subject : English Conversation  
 Program : Acceleration  
 Service program : KTSP SMA NEGERI 3 YOGYAKARTA  
 Standard of Competence : 2. Listening  
   To understand the meaning of the short functional texts and monolog in the report, narrative and analytical exposition form on daily life.  
   4. Speaking  
   To express the meaning of the short functional texts and monolog in the report, narrative and analytical exposition form on daily life.  
 Time Allotment : 13 periods

| Basic Competence | Learning Materials | Learning Activities | Indicators | Assessment | Time Allotment | Learning Sources |
|------------------|--------------------|---------------------|------------|------------|----------------|------------------|
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| <p>2.1 To respond the meaning of simple and short functional oral text (ex: announcement; advertisement, invitation, etc) accurately, fluently and understandable both formal and informal in many daily life contexts</p> <p>4.1 To express the meaning of simple and short functional oral text (ex: announcement; advertisement, invitation, etc) accurately, fluently and understandable both formal and informal in many daily life contexts</p> | <p><b>Oral announcement</b><br/>Vocabulary related to an announcement</p>                                    | <ul style="list-style-type: none"> <li>Identifying some oral announcements in groups</li> <li>Listen to an announcement in the whole class</li> <li>Discussing the type and content of the announcement in groups</li> <li>Creating an oral announcement in pairs or individually</li> <li>Giving oral announcement in front of the class</li> </ul> | <ul style="list-style-type: none"> <li>Identifying the topic of the announcement</li> <li>Identifying the certain information of the announcement</li> <li>Identifying the aims of the announcement</li> <li>Creating an oral announcement in pairs or individually</li> <li>Giving oral announcement in front of the class</li> <li>Using oral language</li> </ul> | <p>Performance oral test presentation</p> | <p>7 periods</p> | <p>Cassette, CD<br/><a href="http://www.Esl-lab">www.Esl-lab</a><br/><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a></p> |
| <p>2.2 To respond the meaning of simple monologue text using oral language accurately, fluently and understandable in daily life contexts in the form of; recount, narrative, and procedure</p> <p>4.2 To express the meaning of simple monologue text using oral language accurately, fluently and</p>   | <p><b>Recount oral text</b><br/><b>Narrative oral text</b><br/><b>Procedure oral text</b><br/><b>CCU</b></p> | <ul style="list-style-type: none"> <li>Listen to a story or instruction to do something to get information individually</li> <li>Listen to a procedure of using or making something</li> <li>Discuss the differences between oral and written language</li> </ul>  | <ul style="list-style-type: none"> <li>Identifying the main idea of the text</li> <li>Identifying the character of the story</li> <li>Identify the sequences of events in the story</li> <li>Identify the events of the story</li> <li>Identifying the aims of the text</li> <li>Using past tense form in the sentences</li> </ul>                                  | <p>Performance oral test presentation</p> | <p>6 periods</p> | <p>Story books, TV, radio, magazines, newspapers</p>  |

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| understandable in daily life contexts in the form of; recount, narrative, and procedure |  | <ul style="list-style-type: none"> <li>• Discuss how to use or make something</li> <li>• Telling procedures in front of the class</li> <li>• Discuss to create a story</li> <li>• Creating continued/chain story</li> <li>• Creating a story individually</li> <li>• Telling story in front of the class</li> <li>• Discussing the unforgettable experience</li> <li>• Telling unforgettable experience in front of the class</li> </ul> | <ul style="list-style-type: none"> <li>• Doing monologue to tell a story</li> <li>• Telling time of an event in a story</li> <li>• Telling story</li> <li>• Telling the unforgettable experience/memory</li> <li>• Doing monologue to tell a procedure</li> <li>• Telling procedures</li> <li>• Giving instruction</li> </ul> |  |  |  |
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## SYLLABUS

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|------------------------|---|--|
| Name of School         | : | SMA Negeri 3 Yogyakarta  |
| Class/Semester         | : | X / 2  |
| Subject                | : | English Conversation   |
| Program                | : | Acceleration   |
| Service program        | : | KTSP SMA NEGERI 3 YOGYAKARTA   |
| Standard of Competence | : | 7. Listening<br>To understand the meaning of the formal and sustained transactional and interpersonal on daily life.<br>9. Speaking<br>To express the meaning of the formal and sustained transactional and interpersonal on daily life. |
| Time Allotment         | : | 16 periods   |

| Basic Competence   | Learning Materials   | Learning Activities  | Indicators  | Assessment            | Time Allotment | Learning Sources  |
|--|--|--|---|-----------------------|----------------|---|
| 7.1 To respond the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve the language function: saying thanks; giving compliment; and congratulating<br><br>9.1 To express the meaning of transactional (to get things done) and interpersonal dialogue | <b>Saying thanks</b><br>A: Thank you very much<br>B: Don't mention it<br><br><b>Giving Compliment</b><br>A: You look slimmer<br>B: You're kidding me<br><br><b>Congratulating</b><br>A: Congratulations. You did it again<br>B: Thank you. I don't know what to do without you | <ul style="list-style-type: none"> <li>• Listen to an interpersonal/transactional dialogue through movies individually</li> <li>• Discussing the language function in the dialogue in pairs</li> <li>• Discuss the respond toward the language functions</li> <li>• Conducting short dialogue using the language functions in pairs</li> </ul> | <ul style="list-style-type: none"> <li>• To identify the vocabulary</li> <li>• To identify the meaning of difficult vocabulary and expressions</li> <li>• To identify the relations of the speakers</li> <li>• To identify the expressions of thanking someone</li> <li>• To identify the meaning of complimenting</li> <li>• To identify the language function of</li> </ul> | Performance oral test | 8 periods      | Cassette, CD/DVD<br>Text book (how to say it)<br><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br><a href="http://www.Esl-lab">www.Esl-lab</a><br>Native speaker |

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| <p>formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve: saying thanks; giving compliment; and congratulating</p> <p>7.2 To respond the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently und understandable in daily activities and involve the language functions: expressing surprise; expressing unbelievable; accepting an invitation</p> <p>9.2 To express the meaning of transactional (to get things done) and interpersonal dialogue formally and informally by using the simple oral language accurately, fluently</p> | <p><b>Expressing surprise</b><br/>A: How can you say that?<br/>B: Well, that's the fact</p> <p><b>Expressing disbelief</b><br/>A: I can't believe it.<br/>B: That's true</p> <p><b>Accepting and refusing an invitation</b><br/>A: Thank you for the invitation<br/>B: I look forward to seeing you.</p> | <ul style="list-style-type: none"> <li>• Listen to an interpersonal /transactional dialogue through tape /CD player</li> <li>• Discuss the used language function in groups</li> <li>• Conducting role play</li> </ul> | <p>congratulating someone</p> <ul style="list-style-type: none"> <li>• To identify the contextual situation</li> <li>• To use the language function of saying thanks, giving compliment and congratulating appropriately in different kinds of situations</li> <li>• To identify the meaning of expressing surprise</li> <li>• To respond and expressing the expressions of surprise</li> <li>• To identify the meaning of expressing unbelievable</li> <li>• To respond and expressing the expressions of unbelievable</li> <li>• To identify the meaning of accepting an invitation</li> <li>• To respond and</li> </ul> | Performance oral test | 8 periods | <p>Cassette, CD/DVD<br/>Text book (how to say it)<br/><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br/><a href="http://www.Esl-lab">www.Esl-lab</a><br/>Native speaker</p> |
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| und understandable in daily activities and involve:<br>expressing surprise;<br>expressing unbelievable;<br>accepting an invitation |  |  | expressing the expressions of accepting an invitation, offer and persuasion<br>• To use the language functions of accepting and refusing invitation |  |  |  |
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## SYLLABUS

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|------------------------|---|---|
| Name of School         | : | SMA Negeri 3 Yogyakarta   |
| Class/Semester         | : | X / 2   |
| Subject                | : | English Conversation  |
| Program                | : | Acceleration  |
| Service program        | : | KTSP SMA NEGERI 3 YOGYAKARTA  |
| Standard of Competence | : | 8. Listening<br>To understand the meaning of the short functional texts and monolog in the narrative, spoof and hortatory exposition forms on daily life.<br>10. Speaking<br>To express the meaning of the short functional texts and monolog in the narrative, spoof and hortatory exposition forms on daily life. |
| Time Allotment         | : | 16 periods  |

| Basic Competence  | Learning Materials  | Learning Activities  | Indicators  | Assessment                            | Time Allotment | Learning Sources  |
|---|---|--|---|---------------------------------------|----------------|---|
| 8.1 To respond the meaning of simple and short functional oral text (ex: announcement; advertisement, invitation, etc) accurately, fluently and understandable both formal and informal in many daily life contexts<br><br>10.1 To express the meaning of simple and short functional oral text (ex: announcement; advertisement, invitation, etc) accurately, fluently and understandable both | <b>Oral Advertisement and oral announcement</b><br>Vocabulary related to an advertisement | <ul style="list-style-type: none"> <li>Identifying some oral advertisements in groups</li> <li>Listen to an advertisement together</li> <li>Discussing the type and content of the advertisement in groups</li> <li>Creating an oral advertisement in pairs or individually</li> <li>Giving oral advertisement front of the class</li> </ul> | <ul style="list-style-type: none"> <li>To identify the topic of the oral advertisement</li> <li>To identify the certain information of the advertisement</li> <li>To identify the aims of the advertisement</li> <li>To give oral advertisement in front of the class</li> <li>To do monolog to advertise something</li> <li>To use oral language in advertisement</li> </ul> | Oral test<br>performance<br>role play | 8 periods      | Cassette, CD/DVD<br>Text book (how to say it)<br><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br><a href="http://www.Esl-lab">www.Esl-lab</a><br>Native speaker |

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| <p>formal and informal in many daily life contexts</p> <p>8.2 To respond the meaning of simple monologue text using oral language accurately, fluently and understandable in daily life contexts in the form of; narrative, descriptive and news item</p> <p>10.2 To express the meaning of simple monologue text using oral language accurately, fluently and understandable in daily life contexts in the form of; narrative, descriptive and news item</p> | <p><b>Narrative oral text</b></p> <p><b>Descriptive oral text</b></p> <p><b>Giving direction</b></p> <p><b>News item</b></p> <p><b>CCU</b></p> | <ul style="list-style-type: none"> <li>• Listen to a news from electronic media to find information</li> <li>• Discuss the differences between oral and written language</li> <li>• Doing dialogue to find news (interviewing)</li> <li>• Discuss to create a news</li> <li>• Being a reporter</li> <li>• Composing news</li> <li>• Giving news both live from the place of the event or in a studio</li> <li>• Describing place</li> <li>• Describing people</li> <li>• Describing things</li> </ul> | <ul style="list-style-type: none"> <li>• To identify the main idea of the text</li> <li>• To identify the character of the story</li> <li>• To identify the sequences of events in the story</li> <li>• To identify the events of the story</li> <li>• To identify the aims of the text</li> <li>• To identify the main content of the news item</li> <li>• To identify the source of the news</li> <li>• To use simple present tense form in the sentences</li> <li>• To identify the characteristics (adjectives) used in describing place, people and things</li> <li>• To do monologue to present a news</li> <li>• To be a reporter and news presenter</li> </ul> | <p>Oral test</p> <p>Performance</p> <p>Role play</p> | <p>8 periods</p> | <p>Cassette, CD/DVD</p> <p>Text book (how to say it)</p> <p><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a></p> <p><a href="http://www.Esl-lab">www.Esl-lab</a></p> <p>Native speaker</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>• To do monologue to tell a description( to describe place, describe people, and to describe things)</li> <li>• To tell a story</li> </ul> |  |  |  |
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Principal

Dra. Dwi Rini Wulandari, MM  
NIP. 19570912 197903 2 003

Yogyakarta, July 2013

Teacher

Cherry Antiek A., S.Pd.  
NIP. ....

## SYLLABUS

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|------------------------|--|
| Name of School         | : SMA Negeri 3 Yogyakarta  |
| Class/Semester         | : XI / 1   |
| Subject                | : English Conversation   |
| Program                | : Acceleration   |
| Service program        | : KTSP SMA NEGERI 3 YOGYAKARTA   |
| Standard of Competence | : 1. Listening<br>To understand the meaning of the formal and sustained transactional and interpersonal on daily conversation.<br>3. Speaking<br>To express the meaning of the formal and sustained transactional and interpersonal on daily conversation. |
| Time Allotment         | : 14 periods   |

| Basic Competence  | Learning Materials   | Learning Activities   | Indicators  | Assessment           | Time Allotment | Learning Sources  |
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| 1.1 To respond the meaning of the formal and sustained transactional and interpersonal conversation by using oral language accurately, fluently and understandable on the daily conversation of giving opinion, asking opinion, expressing satisfaction and dissatisfaction | <b>Giving opinion</b><br>A: I think this is great.<br>B: I think so too.<br><br><b>Asking opinion</b><br>A: What do you think about it?<br>B: I think it's a good idea.<br><br><b>Expressing satisfaction</b><br>A: I can't think of anything better.<br>B: Thank you for your compliment, Sir.<br><br><b>Expressing dissatisfaction</b><br>A: I'm not happy about it. | <ul style="list-style-type: none"> <li>Identifying some different ways to express opinion, satisfaction and dissatisfaction and its responds.</li> <li>Listening an interpersonal or transactional conversation</li> <li>Discussing the expressions and the responds that are used in the conversation.</li> <li>Practicing to use the</li> </ul> | <ul style="list-style-type: none"> <li>Students know some different ways to express opinion, satisfaction and dissatisfactions.</li> <li>Students can use the expressions (giving opinion, asking opinion, telling satisfaction and dissatisfaction) in daily conversation.</li> <li>Students can give respond in some situation</li> </ul> | Oral test, role play | 7 periods      | Cassette, CD/DVD<br><a href="http://www.Esl">www.Esl</a><br><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br><br>Text book (how to say it), native speaker |
| 3.1 To express the  |  |   |   |                      |                |   |

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| <p>meaning of the formal and sustained transactional and interpersonal conversation by using oral language accurately, fluently and understandable on the daily conversation of giving opinion, asking opinion, expressing satisfaction and dissatisfaction</p>   | <p>B: Please give me a second chance, Sir.</p>   | <p>expressions in a role play.</p>   |  |   |                  |  |
| <p>1.2 To respond the meaning of the formal and sustained transactional and interpersonal conversation by using oral language accurately, fluently and understandable on the daily conversation of giving suggestion, warning, agreeing, a request, expressing relief, pair and pleasure.</p> <p>3.2 To express the meaning of the formal and sustained</p> | <p><b>Giving advice</b><br/>A: You would better do it now<br/>B: Ok, I will</p> <p><b>Giving warning</b><br/>A: Don't forget to bring the meal with you!<br/>B: I won't</p> <p><b>Agreeing a request</b><br/>A: You may use the car.<br/>B: You are the best, Dad.</p> <p><b>Expressing relief</b><br/>A: I feel so relieved.<br/>B: I can see that.</p> <p><b>Expressing pain</b></p> | <ul style="list-style-type: none"> <li>Identifying some different ways to express suggestion, warning, agreeing a request, and expressing relief, pair, and pleasure and its responds.</li> <li>Listening an interpersonal or transactional conversation and discuss the expressions and its responds.</li> <li>Practice to use the expressions in a role</li> </ul> | <ul style="list-style-type: none"> <li>Students know some different ways to express suggestion, warning, agreeing a request, telling relief, pain and pleasure.</li> <li>Students can use the expressions (giving suggestions warning, agreeing a request, expressing relief, pain and pleasure) in daily conversation.</li> </ul> | <p>Written test, oral test, performance</p> | <p>7 periods</p> | <p>Cassette, CD/DVD<br/><a href="http://www.Eslwww.englishdailyGZG.com">www.Eslwww.englishdailyGZG.com</a></p> |

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| transactional and interpersonal conversation by using oral language accurately, fluently and understandable on the daily conversation of giving suggestion, warning, agreeing, a request, expressing relief, pair and pleasure | <p>A: Ouch! It hurt so much!<br/>B: Oh, poor you are.</p> <p><b>Expressing pleasure</b><br/>A: I'm so pleased.<br/>B: I'm glad you like it.</p> | play. |  |  |  |  |
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## SYLLABUS

Name of School : SMA Negeri 3 Yogyakarta  
 Class/Semester : XI / 1  
 Subject : English Conversation  
 Program : Acceleration  
 Service program : KTSP SMA NEGERI 3 YOGYAKARTA  
 Standard of Competence : 2. Listening  
   To understand the meaning of the short functional texts and monolog in the report, narrative and analytical exposition form on daily life.  
   4. Speaking  
   To express the meaning of the short functional texts and monolog in the report, narrative and analytical exposition form on daily life.  
 Time Allotment : 14 periods

| Basic Competence | Learning Materials | Learning Activities | Indicators | Assessm<br>ent | Time<br>Allotment | Learning Sources |
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| <p>2.1 To respond the meaning of the formal and informal functional oral texts accurately, fluently, and understandable of its different contexts on daily life.</p> <p>4.1 To express the meaning of the formal and informal functional oral texts accurately, fluently, and understandable of its different contexts on daily life.</p> | <p><b>Short functional oral text</b></p> <ul style="list-style-type: none"> <li>• Oral invitation</li> </ul>  | <ul style="list-style-type: none"> <li>• Listening some oral invitation through tape recorder in classical</li> <li>• Discussing some oral invitation (formal and informal) in a group.</li> <li>• Giving an oral invitation individually in front of the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Students can identify the topic of short functional texts through listening activities</li> <li>• Students can identify specific information of functional texts</li> <li>• Students can identify the aim of communication of short functional texts</li> <li>• Students know some formal and informal oral invitation and its responds.</li> <li>• Students are able to give an oral invitation and its respond in front of the class.</li> </ul> | <p>Written test, oral test, role play, performance</p> | <p>7 periods</p> | <p>Cassette, CD<br/> <a href="http://www.Esl-lab">www.Esl-lab</a><br/> <a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a></p> |
| <p>2.2 To respond the meaning of the monolog texts by using oral language accurately, fluently and understandable on the daily contexts on the</p>  | <p><b>Narrative oral text</b></p> <ul style="list-style-type: none"> <li>• Telling stories</li> </ul> <p><b>Report oral text</b></p> <ul style="list-style-type: none"> <li>• News presenter</li> <li>• Show presenter</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing the oral text in pair.</li> <li>• Discussing the form of an oral text in a group.</li> <li>• Make a case building</li> </ul>  | <ul style="list-style-type: none"> <li>• Students able to give report orally in front of the class.</li> <li>• Students able to perform narrative monolog.</li> </ul>   | <p>Oral test, role play, performance</p>               | <p>7 periods</p> | <p>Story books, TV, radio, magazines, newspapers</p>  |



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| <p>form of report, narrative, and analytical exposition texts.</p> <p>4.2 To express the meaning of the monolog texts by using oral language accurately, fluently and understandable on the daily contexts on the form of report, narrative, and analytical exposition texts.</p> | <p><b>Analytical exposition oral text</b></p> <ul style="list-style-type: none"> <li>• Debate</li> </ul> <p><b>Literature analysis</b></p> | <p>based on the pro or contra group</p> <ul style="list-style-type: none"> <li>• Doing debate activity in groups with certain theme.</li> <li>• Telling story (fiction, legend, myth, fact).</li> <li>• Reporting information in front of the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Students able to do analytical monolog.</li> <li>• Students able to do debate.</li> </ul> |  |  |  |
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## SYLLABUS

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|------------------------|--|
| Name of School         | : SMA Negeri 3 Yogyakarta  |
| Class/Semester         | : XI / 2   |
| Subject                | : English Conversation   |
| Program                | : Acceleration   |
| Service program        | : KTSP SMA NEGERI 3 YOGYAKARTA   |
| Standard of Competence | : 7. Listening<br>To understand the meaning of the formal and sustained transactional and interpersonal on daily life.<br>9. Speaking<br>To express the meaning of the formal and sustained transactional and interpersonal on daily life. |
| Time Allotment         | : 13 periods   |

| Basic Competence  | Learning Materials   | Learning Activities  | Indicators   | Assessment                           | Time Allotment | Learning Sources  |
|---|--|--|--|--------------------------------------|----------------|---|
| 7.1 To respond the meaning of the formal and sustained transactional and interpersonal conversation by using oral language accurately, fluently, and understandable to use it on daily conversation including stating position of something expressing love, and sadness.<br><br>9.1 To express the meaning of the formal | <b>Stating position of something</b><br>A: I'm against the idea.<br>B: I can't agree more.<br><br><b>Expressing love</b><br>A: I love you.<br>B: I love you too.<br><br><b>Expressing sadness</b><br>A: this is the worst time in my live.<br>B: take it easy. | <ul style="list-style-type: none"> <li>Listening the interpersonal /transactional conversation through tape recorder.</li> <li>Identifying some different ways to state position of something, to express love and sadness.</li> <li>Discussing the expressions and its responds in group.</li> <li>Practicing the expression on the role play.</li> </ul> | <ul style="list-style-type: none"> <li>Students can identify the connection among the speakers.</li> <li>Students can identify the meaning of the conversation.</li> <li>Students able to state their positions of something.</li> <li>Students able to express love and sadness and give responds.</li> <li>Students able to use the expressions on a role play.</li> </ul> | Written test, oral test, performance | 7 periods      | Cassette, CD/DVD<br>Text book (how to say it)<br><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br><a href="http://www.Esl-lab">www.Esl-lab</a><br>Native speaker |

|   |   |   |   |                             |                  |  |
|---|---|---|---|-----------------------------|------------------|--|
| <p>and sustained transactional and interpersonal conversation by using oral language accurately, fluently, and understandable to use it on daily conversation including stating position of something expressing love, and sadness.</p> <p>7.2 To respond the meaning of the formal and sustained transactional and interpersonal conversation by using oral language accurately, fluently and understandable to use it on daily life including some expressive on of embarrassment, anger, and annoyance feelings.</p> <p>9.2 To express the meaning on the formal and sustained transactional and interpersonal conversation by using oral language accurately,</p> | <p><b>Expressing embarrassment</b><br/>A: I was so embarrassed.<br/>B: I don't think it's a big deal.</p> <p><b>Expressing anger</b><br/>A: It's not your business. Leave me now!<br/>B: If you say so.</p> <p><b>Expressing annoyance</b><br/>A: I can't accept this anymore!<br/>B: Sorry about that.</p> | <ul style="list-style-type: none"> <li>• Listening to interpersonal / transactional conversation through tape recorder.</li> <li>• Identifying some different ways to express embarrassment, anger and annoyance.</li> <li>• Discuss the expressions and its responds in group.</li> <li>• Practicing the expression on the role play.</li> </ul> | <ul style="list-style-type: none"> <li>• Students able to identify the expression of embarrassment, anger and annoyance.</li> <li>• Students able to express embarrassment, anger and annoyance and give responds.</li> <li>• Students able to use the expressions on a role play.</li> </ul> | <p>Oral test, role play</p> | <p>6 periods</p> | <p>Cassette, CD/DVD<br/>Text book (how to say it)<br/><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br/><a href="http://www.Esl-lab">www.Esl-lab</a><br/>Native speaker</p> |
|---|---|---|---|-----------------------------|------------------|--|

fluently and  
understandable to use it  
on daily life including  
some expressive on of  
embarrassment, anger,  
and annoyance feelings.

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## SYLLABUS

|                        |   |
|------------------------|---|
| Name of School         | : SMA Negeri 3 Yogyakarta   |
| Class/Semester         | : XI / 2  |
| Subject                | : English Conversation  |
| Program                | : Acceleration  |
| Service program        | : KTSP SMA NEGERI 3 YOGYAKARTA  |
| Standard of Competence | : 8. Listening<br>To understand the meaning of the short functional texts and monolog in the narrative, spoof and hortatory exposition forms on daily life.<br>10. Speaking<br>To express the meaning of the short functional texts and monolog in the narrative, spoof and hortatory exposition forms on daily life. |
| Time Allotment         | : 13 periods  |

| Basic Competence  | Learning Materials  | Learning Activities  | Indicators  | Assessment                        | Time Allotment | Learning Sources   |
|---|---|--|---|-----------------------------------|----------------|--|
| <p>8.1 To respond the meaning of the short functional texts (such as banner, poster, pamphlet, etc.) in the formal and informal forms accurately, fluently and understandable to use it on daily life.</p> <p>10.1 To express the meaning of the short functional texts (such as banner, poster, pamphlet, etc.) in the formal and informal</p> | <p><b>Short functional oral text</b></p> <p><b>Media advertisement (TV and radio).</b></p> <p><b>Master of ceremony and speech.</b></p> | <ul style="list-style-type: none"> <li>• Listening an oral invitation</li> <li>• Discussing the oral text that has been told in pair.</li> <li>• Discussing the form of the text in group.</li> <li>• Giving an oral announcement individually in front of the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Students able to identify the topic of short functional oral text given.</li> <li>• Students able to identify specific information of short functional oral text given.</li> <li>• Students able to identify the aim of all oral text after they listen to it.</li> <li>• Students able to give an oral announcement in</li> </ul> | Oral test, performance, role play | 7 periods      | <p>Cassette, CD/DVD<br/>Text book (how to say it)<br/><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a><br/><a href="http://www.Esl-lab">www.Esl-lab</a><br/>Native speaker</p> |

|  |   |   |  |                                      |           |   |
|--|---|---|--|--------------------------------------|-----------|---|
| forms accurately, fluently and understandable to use it on daily life.   |   |   | front of the class   |                                      |           |   |
| <p>8.2 To respond the meaning of the monolog text by using oral language accurately, fluently, and understandable to use it on daily life including narrative, spoof, and hortatory exposition forms.</p> <p>10.2 To express the meaning of the monolog text by using oral language accurately, fluently, and understandable to use it on daily life including narrative, spoof, and hortatory exposition forms.</p> | <p><b>Narrative oral text</b></p> <p><b>Spoof oral text</b></p> <p><b>Hortatory exposition oral text</b></p> <p><b>Debate</b></p> <p><b>CCU</b></p> <p><b>Literature Analysis (prose, drama, poem).</b></p> | <ul style="list-style-type: none"> <li>• Listening to the oral narrative/spoof/hortatory exposition classically.</li> <li>• Discussing the texts after students hear it in pair.</li> <li>• Doing case building based on pro and contra groups.</li> <li>• Telling narrative, spoof, hortatory exposition story.</li> <li>• Debating in group.</li> </ul> | <ul style="list-style-type: none"> <li>• Students able to identify the main idea of the hortatory exposition text.</li> <li>• Students able to identify the characters and events in the story.</li> <li>• Students able to identify the solution in the story.</li> <li>• Students able to do a narrative and hortatory exposition monologue.</li> <li>• Students able to use past continuous sentence in telling spoof</li> <li>• Students able to do interactive debate,</li> </ul> | Written test, oral test, performance | 6 periods | <p>Cassette, CD/DVD Text book (how to say it)</p> <p><a href="http://www.englishdailyGZG.com">www.englishdailyGZG.com</a></p> <p><a href="http://www.Esl-lab">www.Esl-lab</a></p> <p>Native speaker</p> |

Principal

Dra. Dwi Rini Wulandari, MM  
NIP. 19570912 197903 2 003

Yogyakarta, July 2013

Teacher

Cherry Antiek A., S.Pd.  
NIP. ....

# **DOCUMENTATION**



## DOCUMENTATION



Picture 1



Picture 4



Picture 2



Picture 5



Picture 3



Picture 6



Picture 7



Picture 10



Picture 8



Picture 11



Picture 9



Picture 12

## **Explanation**

- Picture 1 : The students were performing a drama.
- Picture 2 : The students were performing a drama.
- Picture 3 : The teaching assistant was observing the class.
- Picture 4 : The teachers were drifting the students.
- Picture 5 : A student was reading a poem.
- Picture 6 : The researcher with the accelerated students
- Picture 7 : The school's yard
- Picture 8 : The school's yard
- Picture 9 : The students were discussing a particular topic.
- Picture 10 : The teacher was explaining about a particular topic.
- Picture 11 : A student was performing a speech.
- Picture 12 : A group was presenting their report.

# **Permission Letter**





## DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

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WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

### SURAT IZIN

NOMOR : 070/0670  
1239/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY  
Nomor : 0271g/UN34.12/DT/II/2014 Tanggal : 27/02/2014

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : KIKI JULI ANGGORO NO MHS / NIM : 10202241003  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Dr. Agus Widyantoro, M.Pd.  
Keperluan : Melakukan Penelitian dengan judul Proposal : THE TEACHING AND LEARNING PROCESS OF ENGLISH CONVERSATION : A CASE STUDY IN SMAN 3 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta  
Waktu : 28/02/2014 Sampai 28/05/2014  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

: KIKI JULI ANGGORO

Dikeluarkan di : Yogyakarta  
pada Tanggal : 28 -2-2014

An. Kepala Dinas Perizinan  
Sekretaris

ENY RETNOWATI, SH  
NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA Negeri 3 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.