

**EFFORTS TO IMPROVE CLASSROOM INTERACTION IN ENGLISH
TEACHING-LEARNING PROCESS THROUGH COMMUNICATIVE
TASKS TO THE 8th GRADE STUDENTS OF SMP N 3 WATES**

A Thesis

**Presented as Partial Fulfilment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By

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**ENGLISH EDUCATION STUDY PROGRAM
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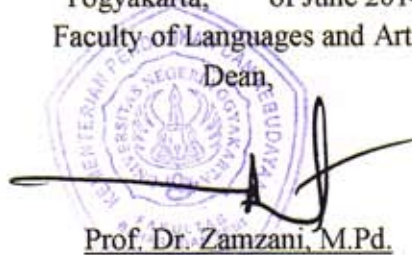
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PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, September 2014

Yang membuat pernyataan



Awang Hidiaka F

DEDICATIONS



This thesis is dedicated to

My beloved grandmother and parents, for their endless love
and prayers

MOTTOS

Just to ALLAH we give our prayer and just to HIM we beg a help

- Al-Fatihah: 05

“You don’t really know what you got, till it’s gone.”

- Mike Shinoda on “Where’d You Go”

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Yogyakarta, September 2014

The writer

Awang Hidiaka F

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EFFORTS TO IMPROVE CLASSROOM INTERACTION IN ENGLISH TEACHING-LEARNING PROCESS THROUGH COMMUNICATIVE TASKS TO THE 8th GRADE STUDENTS OF SMPN 3 WATES

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ABSTRACT

The objective of this study is to describe the efforts to improve classroom interaction in English teaching-learning process to the 8th grade students of SMPN 3 Wates in the academic year of 2012/ 2013.

The type of this study was action research. This research was done to the VIIIIB grade students of SMPN 3 Wates in the academic year of 2012/2013 as the source of collecting the data. The data were qualitative in nature. The data were collected through observations and in-depth interviews.

The study reported that there were some problems occurring in implementing the actions related to students' motivation and learning activities in cycle I. Some students tended to be passive and bored in English activities. They lacked motivation in learning English. Besides, they did not pronounce the words or expressions and did not understand the meaning of some difficult words. The learning activities tended to be monotonous. Moreover, there was low interaction among the English teacher and students in the process of teaching English. After the actions were implemented, some students tended to be active and enthusiastic in the process of teaching English. Their motivation became higher in learning English. They were also able to pronounce the words and mention some expressions. The English activities became interesting and the students were actively involved in English activities. In addition, interaction among students in the process of teaching English was good. They were given opportunities to share their ideas or opinion to the teacher or friends to achieve comprehension or understanding. In conclusion, after the actions were implemented, there was an improvement in students' English skills.

Keywords: *classroom interaction, English teaching-learning, communicative task*

CHAPTER I

INTRODUCTION

A. Background of the Study

English teaching and learning process at junior high school-level in Indonesia has three purposes (Depdiknas, 2006). First, the English teaching is aimed to develop students' communicative competence both spoken and written language in order to achieve functional level. It means that students are expected and prepared to be able to use English in daily life, for example, reading newspapers, instructions, directions, etc. Second, it is aimed to build student's awareness of the importance of English in global community. Third, it is aimed to improve student's understanding of the relationship between language and culture. It means students are not only expected to learn the language but also expected to learn its culture. It can be concluded that the primary goal of English teaching at Junior High School-level is to enable students to communicate using English in daily life both spoken and written language.

In every teaching-learning process at schools, the major objective is able to pass national examination. It is also the same as the English subject. Its successful is influenced by many factors. A good quality of classroom interaction is one of such factors. Rivers (1987) in Brown (2001:165) says through interaction, students can increase their language store as they listen to or read authentic materials from the output of their language fellow students in discussion, problem-solving tasks or dialogues. A good quality of interaction in any teaching-learning process enables them to develop their language skills

mastery and supports the teaching-learning process to run more effectively and efficiently.

Interaction between a teacher and the students and among students will always exist in every teaching-learning process. The better quality of interaction in English teaching-learning process, the more successful it is. Therefore, the interaction becomes one of the most prominent factors that need improvement, in order to gain the success of English teaching-learning process.

Classroom interaction is important, on the other hand, a poor quality of classroom interaction can cause some unwanted effects to the English teaching-learning process and to the students' development. Based on the observation done in class VIIIB of SMPN 3 Wates, the researcher found the students were faced with interactional problems. Here are some problems that the researcher found when he did observation: (1) the first problem was related to students' participation. Many students of class VIIIB did not participate actively in the English teaching and learning. For example, when the teacher asked a question, only a few of them answered it. Some of them were silent; the rest made some noise and did something unrelated to the learning process; (2) the second problem was related to the students' cooperation. For example, it was uncommon for the students to discuss with their friends related to problems in learning and tasks given by the teacher. It happened because the most learning activities were done individually; and (3) the last problem revealed more when learners tried to participate in the leaning process but many factors stopped them to do so. Such factors referred to the feeling of shyness because of the feeling linguistically

inferiority and fear of making mistakes if they would speak to critical audiences/students.

To follow up those conditions, the researcher would try to conduct some efforts in order to try to improve the classroom interaction. For this purpose, the systematic and well-prepared efforts involving all community members to improve the quality of classroom interaction in English teaching-learning process at the 8th grade students of SMPN 3 Wates were needed.

B. Identification of the Problem

The quality of interaction was determined by many factors. Those factors could be categorized as the main factors and the supporting factors. Teachers, students, and teaching materials were the main factors affecting the quality of interaction in the teaching learning process. Based on the background of the study, the most problems that were appearing in English teaching-learning process related to the classroom interaction were from the students in class VIII.

The students of class VIIIB did not participate actively in the English teaching and learning. When the teacher asked a question, only a few of them answered it. The students' participation usually was influenced by students' psychomotor. It covered students' movement ability in the teaching learning process such as answering the questions, discussing with other students, giving opinion, playing games, writing, etc.

The other problem was related to the students' cooperation. It was uncommon for the students to do communication/discussion with their friends

related to their problem in learning and task given by the teacher. It happened because the most learning activities were done individually. It might be influenced by the students' personality. Students' personality aspect was covering the attitudes such as being diligent, creative, discipline, lazy, critical etc.

Last, the students were shy, linguistically inferiority and fear of making mistakes if they would speak to critical audiences/students.

The problems found in SMPN 3 Wates motivated the researcher to conduct an action research in order to improve classroom interaction. The teacher needed to use communicative tasks to minimize the problems which have been mentioned above. By applying communicative tasks, they were expected that the students could learn better and the classroom interaction could also be improved by using communicative tasks.

C. Limitation of the Problem

In the action research, the problems are those related to the efforts to improve the quality of interaction in the English teaching learning process at the 8th grade students of SMPN 3 Wates in the academic year of 2011/ 2012 which will be determined in the field collaboratively. Considering the limited time, the efforts done in this research are limited to the improvement of one of a part of interaction components in the English teaching learning process.

D. Formulation of the Problem

The research problems are formulated as follows:

- How can classroom interaction in English teaching-learning process at the 8th grade students of SMPN 3 Wates be improved through communicative tasks?

E. Objectives of the Research

Based on the formulation of the problem, the objectives of the research were to observe and to describe the process and the result of the action. Meanwhile, the objective of the action was to describe the efforts to improve classroom interaction in English teaching-learning process through communicative tasks to the 8th grade students of SMPN 3 Wates in the academic year of 2012/ 2013.

F. The significance of the Research

The research finding hopefully would be able to:

1. help the English teacher of the 8th grade students of SMPN 3 Wates to create better interaction in the English teaching learning process.
2. be a model for the other English teachers in creating better interaction in the English teaching-learning process.
3. be an input for the other researchers interested in the similar field.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter the researcher reviews the literature related to the area of the study. It consists of five main parts. First, the nature of speaking and oral communication will be briefly overviewed. The second part is talking about the characteristics of teenagers. The third part is discussing interaction and its components in teaching-learning process of English as a foreign language. The fourth is discussing communicative approach. The fifth is about relevant study and the last is about the conceptual framework.

A. Literature Review

1. The Nature of Speaking and Oral Communication

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities of receiving and producing the second language either in oral or written form, i.e. achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Learners are going to be put in a situation where communication in English is needed, that is why the emphasis is mainly on speaking.

Communication is a dynamic interactive process that involves the effective transmission of information, ideas, thoughts and feelings. Communication is not

passive and it does not just happen because both speaker and listener actively and consciously engage in a conversation in order to develop and exchange information, meaning and understanding.

Communication is dynamic because it involves a variety of activities that must be communicative overtime. Communication is an interactive process because there are two communication agents involved in its process; sender and receiver. They give influences on each other responses. According to Savignon (1983: 8), he says that communication is also defined as a continued process of expression, interpretation and negotiation. Therefore, communication involves at least two people to exchange information, ideas, thoughts and feelings through expression, interpretation and negotiation.

Meanwhile, Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can understand them. It means that speaking is a productive skill that involves an active interaction between the speaker and listener to deliver meanings or information. According to Nunan (1989: 32), the successful oral communication involves:

- 1) The ability to articulate phonological features of the language comprehensibly.
- 2) Mastery of stress, rhythm and intonation patterns.
- 3) An acceptable degree of fluency
- 4) Transactional and interpersonal skills
- 5) Skills in taking short and long speaking turns
- 6) Skills in management of interaction
- 7) Skills in negotiating meaning
- 8) Conversational listening skill (successful conversations require good listeners as well as good speakers)
- 9) Skills in knowing about and negotiating purposes for conversations
- 10) Using appropriate conversational formulae and fillers.

From the factors above, it suggests that to teach speaking skills, teachers should start with the smallest units of language (e.g. individual sounds) and then move to the larger units (mastery of words and sentences to put in a discourse with specific situation). Besides, it must be noticed that in speaking, based on the factors above, people are not only producing sounds but also achieving some goals that require the speaker and listener actively engage in a good conversation to exchange and negotiate purposes for the conversation.

It can be concluded that communication is an interaction between two or more people in order to exchange information, ideas, feelings, and understanding by resulting responses. Communication is also an interaction between speaker and listener that involves the process of interpreting and negotiate meaning through spoken language. By using spoken language people are able to talk and interact actively with others in a life situation or in a real conversation.

2. Teaching Speaking in Junior High School

Brown (2001: 91) states that teenagers are high school-age children whose age ranging between twelve and eighteen years old. Teenagers are amazing age groups who are really enthusiastic to learn something new and challenging. They are more learning through interaction and activity rather than by listening. They have full of energy so that they need some physical activities and movement not only keep sitting down during the lesson. Responding to these characteristics, teachers can vary instructional methods to allow teenagers more physical activities and movement.

Teenagers also tend to be sociable. For this reason, teachers need to provide the group activities or some topics for them to be discussed with friends to share their own ideas and opinions. In general, this age is characterized by a transition from concrete thinking to abstract thinking. Teenagers are developing the ability to analyze their own and others' thinking. They are making the transition from thinking logically about real life experiences to reflect about their concepts and ideas. In this case, a good teacher should support this teenagers' characteristic by asking them to make choices and follow their own interest.

Brown (2001: 92) also states that teenagers are ultra sensitive because they are at "an age of transition, confusion, self-consciousness, growing, changing bodies and minds". In this stage, teenagers can think abstractly and pay attention longer than children as a result of their intellectual maturation. They are building their self-esteem so that they can perceive their changing physical and emotional within their mental capabilities. Thus, the teacher has to act gently in interacting with them in order to maintain their high self-esteem.

To respond to these characteristics and needs of teenagers, teachers should support them by giving an activity that includes sensory motor and physical experiences, social interaction, and movement. Giving many kinds of communicative activities in the English classroom will increase teenagers' attention, heighten memory of knowledge given, and support their social interaction with people surrounding them.

In reference to the School-Based Curriculum (KTSP) proposed by the ministry of National Education in 2006, the objectives of the English teaching at

the junior high school level enable the students to communicate in daily life context.

The curriculum is developed by formulating the standard of competence and basic competence from the centre of educational ministry to suit the needs of the education programs with the needs and potential of the region. Then the teacher develops each of those based on the school potential, learners' background, social and cultural background, and the like. Meanwhile, in standard of competence and basic competence of curriculum 2006, state that the learning of English should be developed equally both oral and written forms.

Hence, the teacher has to select all the material by referring to the objective of the curriculum and up to date issues in society or authentic materials provided in the society. The table below presents the standard of competence and basic competence for grade VIII of Junior High School at the second semester.

Table 1. The Standard of Competence and Basic Competence of Speaking for Grade VIII of Junior High School at the Second Semester

Standard of Competence	Basic Competence
Speaking 9. To express meaning in short simple transactional and interpersonal conversation orally to interact with the society and surrounding.	9.1 To express meaning in short simple transactional (to get things done) and interpersonal (to socialize) conversation by using oral language various accurately, fluently, and appropriately to interact with surrounding, including: asking, giving, and refusing service, asking, giving, and refusing things, accepting and denying the information, asking, giving and denying opinion, and offering, accepting and denying something. 9.2. to express meaning in short simple transactional (to get things done) and interpersonal (to socialize) conversation by using various oral language accurately,

	fluently, and appropriately to interact with surrounding, including: asking, giving agreement, responding to a statement, giving attention to a speaker, starting, getting along, and closing a conversation, and starting, getting along and closing the telephoning.
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By looking at the basic competence of speaking, the teachers are also able to see the scope of speaking material that will be taught to the students. In conclusion, the final goal of teaching and learning English as stated by the School-Based Curriculum is that the student can use the language in real communication. In other words, the students are taught English so that they are able to communicate in English in their daily life context.

3. Interaction and Its Components in Teaching-Learning Process of English as a Foreign Language

a. Definition of Interaction

Interaction is an activity in which two or more persons doing a communication to other. It is important for language teachers to make a good interaction between him/her and the students. According to Brown (2001: 165), in the era of communicative language teaching, interaction is the heart of communication; it is what communication is about. He (2001: 165) also states that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

According to Spratt, Pulverness and Williams (2005: 34), interaction is two-way communication that involves using language and body language to keep

our listener involved in what we are saying and to check that they understand our meaning. Rivers (1987: 9) argues that interaction can be two-way, three-way, or four-way, but never one-way.

Rivers (1987: 5) states that in a second language situation, interaction becomes essential to survive in the new language and culture, and students need help with styles of interaction. Essential to one's language development is the ability to communicate functionally and interactively, i.e., communicative competence, the development of which is the goal of communicative language teaching (CLT). In Celce-Murcia (2007) revised model of communicative competence, she emphasizes the vital but often neglected role of interactional competence. Interactional competence is the ability to use the various interactional resources, such as doing turn-taking or dealing with problems of understanding (Wong and Waring; 2010: 7).

Based on the explanations above, language learners need to develop interactional competence in conjunction with other components of communicative competence so that they can interact communicatively (communicative interaction).

b. Interaction in Teaching-Learning Process of English as a Foreign Language

Related to the interaction in English teaching learning process, Rivers (1987: 10) states that because interactive language teaching means elicitation of willing student's participation and initiative, it requires high degree of indirect

leadership, along with emotional maturity, perceptiveness and sensitivity to the feeling of others.

Rivers (1987: 6) states the kinds of interaction pattern in language classroom. They are as follows:

- 1) Teacher – Student
- 2) Student – Teacher
- 3) Student – Student
- 4) Student – Authors of texts
- 5) Students – Community of the Language
- 6) Student – Computer Program (in the future).

Brown (2001: 166) proposes seven interactive principles in the language classroom. They are as follows:

- 1) Automaticity

True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

- 2) Intrinsic motivation

As students, become engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they are more fully appreciate their own competence to use language, they can develop a system of self-reward.

- 3) Strategic investment

Interaction requires the use of strategic language competence both to make certain decisions on how to say or to write or interpret language, and to make

repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

4) Risk-taking

Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risk.

5) The language-culture connection

The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

6) Inter Language

The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development.

7) Communicative competence

All the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.

Social interaction in the classroom is detailed and complicated, in order to effectively observe. Moskowitz (1971) proposes a Foreign Language Interaction Analysis (FLINT) system, which is more specifically adapted from Flanders' interaction Analysis (Brown; 2001).

FLINT system is a classroom teacher-student interaction observation system of teaching. FLINT 's role is to use a code system (Coding System) recorded in the classroom interaction between teachers and students an important event in order to analyze the study of teaching behavior, knowledge about the interaction context in the classroom impact of the incident in order to help teachers to understand and thus to improve their teaching behavior. Below is the table of FLINT.

Table 2. Foreign Language Interaction Analysis (FLINT) System

Teacher Talk	Indirect Influence	1. Deals with feelings: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		2. Praises or encourages: praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct. 2a. Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not anyone expense. (unintentional humor is included in this category)

		3. Uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. The ideas must be rephrased by the teacher but still be recognized as being student contributions. 3a. Repeats students' response verbatim: repeating the exact words of students after they participate.
		4. Asks questions: asking questions to which the answer is anticipated. (Rhetorical questions are not included in this category)
	Direct Influence	5. Gives Information: giving information, facts, ideas or opinions about content or procedures; expressing his own ideas; asking rhetorical questions. 5a. Corrects without rejection: telling students who made a mistake the correct response without using words or intonations which communicate criticism.
		6. Gives directions: giving directions, commands, or that students are expected to follow, directing various drills; facilitating whole-class and small group activity.

		7. Criticizes student behavior: rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger; displeasure, annoyance, dissatisfaction with what they are doing. 7a. criticizes student response: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.
Student Talk		8. Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answer. Reading aloud, dictation, drills.
		9. Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
		10. Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction. 10a. silence – AV: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.

		11. Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. 11a. confusion, non-work-oriented: more than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
		12. Laughter: laughing and giggling by the class, individuals, and/or the teacher.
		13. Use the native language: use of the native language by the teacher or the students. this category is always combined with one of the categories from 1 to 9.
		14. Nonverbal: gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or student behavior.

c. Components of Interaction in English Teaching-Learning Process as a Foreign Language

Interaction in the English teaching-learning process is influenced by many components. Those components are teachers, students, teaching materials, teaching methods, time, and place.

1) Teachers

During a lesson, a teacher needs to manage the activities and the learners in the classroom in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behavior are called ‘teacher roles’ (Spratt, Pulverness, and Williams; 2005: 145).

In relation to the real interaction in the classroom, Rivers (1987: 5) states that it requires the teacher to step out the limelight, to code a full role to the student interaction developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate.

Lewis in Richards and Renandya (2002: 45) state that the teacher’s challenge is to decide which class activities can best be done individually, which work well in pairs or groups, and which call for whole-class work. Every teacher changes roles during a lesson. These changes should be appropriate to the type of lesson, activities, lesson aims and the level and age of the learners.

The implication of the resource role is that the students take the initiative to come to a teacher. A teacher is available for advice and counsel when the students seek it. It is not a simply walk into a classroom and say something like, “Well, what do you want to learn today?” some degree of control, of planning, of managing the classroom is essential. But there are appropriate times when you can literally take a back seat and allow students to proceed with their own linguistic development.

2) Students

Crawford in Richards and Renandya (2002: 87) says that the language classroom involves an encounter of identities and cultures and it needs to be recognized that language learning (particularly in a second language context but increasingly in foreign language contexts as the world shrinks) requires the active participation of the whole learners.

The language learning process is best understood involving the learners intellectually/cognitively, socially, and affectively. From all these considerations, there are seven hypotheses about good language learners (from Rubin 1976, adapted by Naiman et al. 1978) in Johnson (2008: 143). They are as follows:

- a) The good language learner is willing and accurate guesser.
- b) The good language learner has a strong drive to communicate, or to learn from communication. He is willing to do many things to get his message across.
- c) The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate. He is willing to live with a certain amount of vagueness.
- d) In addition to focusing on communication the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language.
- e) The good language learner practices.
- f) The good language learner monitors his own and the speech of others. That is, he is constantly attending to how well his speaking is being received and whether his performance meets the standards he has learned.
- g) The good language learner attends to meaning. He knows that in order to understand the message it is not sufficient to pay attention to the language or to the surface form of the speech.

Another well-known study of the Good Language Learner is also done by Stern. Stern (1983: 410-411) derives four basic sets of strategies which are employed by good language learners. They are as follows:

- a) Their good learning involves, first of all, an active planning strategy. The good language learner will select the goal and sub goal, recognize stages and developmental sequences, and actively participate in the learning process.
- b) The good language learner employs an academic (explicit) learning strategy. They face up to the language as a formal system with rules and regular relationship between language forms and meanings. They pay attention to these features and, either independently or by comparison with the first language and develop the necessary techniques of practice and memorization.
- c) Good language learners are likely to employ a social learning strategy. They seek communicative contact with target language users and the target language community either in person or vicariously through writings, media, role playing, or immersion.
- d) Good language learners use an effective strategy. They cope effectively with the emotional and motivational problems of language learning. Classroom learning as well as immersion in the target language environmental each entails specific problems which have been characterized as language shock and stress, and as culture shock and stress. In spite of these difficulties, good language learners approach the task in positive frame of mind, develop the necessary energy to overcome frustrations, and persist in their efforts.

All learners do not employ all four strategies equally and at all times. Learners of different languages, educational and cultural background, and of different age and maturity levels are likely to learn languages with different

emphases on one or the other strategy and with different degrees of skill in applying these strategies.

3) Teaching materials

Some materials, according to Richards (1985: 25), dictate various interactional patterns in the classroom, others inhibit classroom interaction, and still others are noncommittal as regards interaction between a teacher and learner or among learners. While Richards and Rodgers (1986: 168) view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have primary role of promoting communicative language use.

MacWilliam (1990) in Richards and Renandya (2002: 85) says that materials, therefore, need to be authentic-like, that is, 'authentic' in the sense that language is not artificially constrained, and is at the same time amenable to exploitation for language teaching purposes.

Authentic materials in language teaching, according to Richards and Schmidt (2002: 42), are the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

Crawford in Richards and Renandya (2002: 84) says that materials must contextualize their language they present. Then, he (2002: 86) adds that the activities and materials proposed must be flexible, designed to develop skills and strategies which can be transferred to other texts in other contexts.

4) Methods

How interaction is achieved in formal situations is a matter of technique or a matter of classroom approach, while in less formal situations it involves imaginative planning with student input. Teacher should not be looking for the best method for teaching languages or helping students learn language, but rather the most appropriate approach, design of materials, or set of procedures in particular case.

To make decisions about the kind of course that will meet the student's needs, according to Rivers (1987: 5), a teacher needs to consider some factors such as the age of the students, their scholastic background, their culturally absorbed ways of learning, and their objectives in studying the language without ignoring the political and social pressures (including career opportunities) that are determining their motivation. After that, a teacher will begin to reflect on appropriate ways of selecting and presenting materials, so that objectives may be achieved. At this point, approach, design, and procedures become of interest.

Rivers (1987: 6) also says that teachers need to be flexible, with a repertoire of techniques they can employ as circumstances dictate, while keeping interaction central -- interaction between teacher and student, student and teacher, student and student, student and authors of the texts, and student and the community that speaks the language.

5) Time

Time is one of the interaction components that have an important role in the language teaching learning process. A lack of time may be an obstacle in

classroom interaction. It often happens because of lack of awareness of and a disregard of it.

Related to the production of speech, specifically to ease the production of speech, the speaker normally uses time-creating devices. These are, according to Wu (1993) in Richards and Renandya (2002: 248), used to gain time for the speaker so that he can formulate what to say next in spontaneous speech. One of these devices is the use of pause fillers such as “um”, “urh”, or “eh”. Despite the lack of syntactic or lexical functions, they also have primary aim – to help the speaker to solicit more time to plan and in turn to furnish the listener with more processing time.

Brown (2001: 153) explains the relationship between the time and the lesson plan, as follows:

Is the lesson appropriately timed, considering the number of minutes in the class hour? This is one of the most difficult aspects of lesson planning to control. It is not unusual for new teachers to plan a lesson so tightly that they actually complete their lesson plan early, but after just a little experience it is more common that we do not complete our lesson within the planned time allotment. The latter is not a conditional sin, for most likely it means you have given time to students for genuine interaction and creative use of language. But timing is an element that you should build into a lesson plan: (i) if your planned lesson ends early, have some backup activity ready to insert, (ii) if your lesson is not completed as planned, be ready to gracefully end a class on time and, on the next day pick up where you left off.

6) Place

Place is also important to make a good atmosphere in English teaching learning process. Allwright (1992: 267) in Hall (2011: 3) states that English language classrooms are complicated places. Common sense tells that classrooms are places where ‘people, typically one teacher and a number of learners, come

together for a pedagogical purpose'. Tudor (2001: 104) in Hall (2011: 3) also notes that classrooms are also social environments, that is, language lessons can be understood as social events based upon social relationships and social interaction.

Clearly, diversity and complexity are fundamental elements of language teaching and learning, and of language classrooms. It is teaching, not teacher, and classroom environment, not physical characteristics that influence school learning. On the other hand, Brown (2001: 193) says not to pass up the opportunity to make the classroom as physically comfortable as possible. As his experiences in classroom in tropical countries where there was no air conditioning, the concrete walls of the classroom echoed so badly so he could hardly hear anyone, and the jackhammers were rapping away. He suggests that classroom's physically comfortable is one of the important factors where the teaching and learning can run effectively.

4. Communicative Approach

a. Communicative Language Teaching

Communicative language teaching is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities (Richards and Schmidt; 2002: 90).

According to Littlewood (1981: 94), through communicative language teaching the learners can be helped to use language as an instrument for social interaction, for example through role-playing activities, in which emphasis is on both the communicative effectiveness and the social acceptability of the language used.

Richards (2006: 2) says that Communicative Language Teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

CLT sets communicative competence as its goal of teaching, as Richards (2006: 2) also says. Brown (2001: 69) notes that communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed context in the real world.

The phrase of communicative competence is worth a moment's thought. Communicative competence is derived from words 'communicative' and 'competence'. According to Johnson (2008: 16), the use of the word 'communicative' allows us to avoid a more restricted term like 'grammatical' – worth avoiding because there is much more to using a language than grammar. While competence is the term linguists use to describe roughly what we have so far rather ponderously been calling knowledge and skill.

Communicative competence consists of grammatical competence as well as sociolinguistic competence, that is, factors governing successful communication. Hymes (1972) in Cumaravadivelu (2006: 6) identified these factors, and has used an acronym **SPEAKING** to describe them:

- **S**etting refers to the place and time in which the communicative event takes place.
- **P**articipants refer to speakers and hearers and their role relationships.
- **E**nds refer to the stated or unstated objectives the participants wish to accomplish.
- **A**ct-sequence refers to the form, content, and sequence of utterances.
- **K**ey refers to the manner and tone (serious, sarcastic, etc.) of the utterances.
- **I**nstrumentalities refer to the channel (oral or written) and the code (formal or informal).
- **N**orms refer to conventions of interaction and interpretation based on shared knowledge.
- **G**enre refers to categories of communication such as lecture, report, essay, poem, and so forth.

All of the elements of communicative competence (grammar, discourse, sociolinguistics, pragmatic, strategic and psychomotor) are involved in human interaction. All aspects must work together for successful communication to take place.

CLT, besides, according to Richards (2006: 2) as the kinds of classroom activities that the best facilitate learning, Brown (2001: 48) also adds that interactive nature of communication is at the heart of current theories of communicative competence, as the goal of CLT.

b. Characteristics of Communicative Language Teaching

The most obvious characteristic of CLT is that, based on this chapter explanation above, almost everything that is done with a communicative intent

(communicative competence). In the communicative competence, fluency and accuracy are of the main characteristics, and they are seen as complementary in accomplishing a given task. Richards and Rodgers (2001: 157) mention that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

In communication, the speaker has a choice of what she will say and how she will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative. In a chain drill, for example, if a student must reply to her neighbor’s question, then she has no choice of form and of content, and real communication does not occur.

Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used.

Finally, activities in CLT are often carried out by students in small groups. According to Larsen-Freeman (2000: 130), small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.

c. Communicative Tasks

1) Definition of Communicative Tasks

Long (1985: 89) in Nunan (1989: 5) states that a task is a piece of work undertaken for oneself or for others, freely or for some reward. According to Hornby (1987: 885), a task is a piece of work (to be) done. However, these are non-linguistic definitions of a task.

Richard, Platt, and Webber (1986: 289) in Nunan (1989: 6) state that a task is an activity or action which is carried out as the result of processing or understanding language (as a response), for example, drawing a map while listening to a tape, listening to an instruction, and performing a command. The value of tasks is that they provide a purpose for the activity which goes beyond the practice of language for its own sake.

Meanwhile, Breen (1987: 23) in Nunan (1989: 11) states that a task is any structured language learning effort which has a particular purpose, an appropriate content, a specified working procedure, and a range of the outcomes for those who undertake the task. Therefore, task is assumed to refer to a range of work plans which has important purpose in facilitating language learning; from the simple and brief exercise type to more complex activities, such as group problem-solving or simulations and decision making.

Those definitions suggest that a task for language learning has a particular purpose, involves a meaning focused activity, has clear instructions, and engages the learners in using the target language actively. Based on the statements, relates to language learning, it can be concluded that a task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language.

Nunan (1989: 10) defines communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task also should have sense of completeness, being able to stand alone as a communicative act in its own right.

Estaire and zanon (1994: 13) state that a communicative task is a piece of classroom work, which as far as possible resembles activities which our students or other people carry out in everyday life, thus reproducing processes of everyday communication. They also consider that communicative tasks as communicative activities, real-world tasks or real-world connection.

Based on the theories above, it can be concluded that communicative tasks have an important purpose that is to stimulate the real communication in the target language. The tasks also should enables learners arrange what they want to say and express what they think. It means that a good task provides the learners big opportunities to use the language for its purpose to communicate in the real daily life.

2) Components of Communicative Tasks

Communicative tasks are basically meaning-focused tasks that involve learners to comprehend, produce, and interact in a target language. The tasks are classified based on their goals, input, activities, teacher role, learner role, and settings (Nunan, 1989: 11). The relationship between the components of the task is as follows:

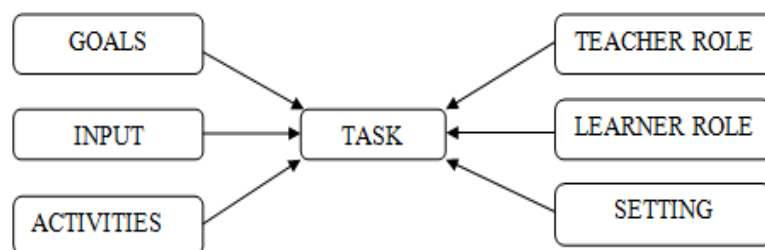


Figure 1: A Framework for analyzing communicative tasks

The descriptions of the components of the task are presented below:

1. Goals

Goals relate to a range of general outcomes (communicative, affective and cognitive) or directly describe teacher's or learner's behavior. It is also the component that has to be decided as guidance in the overall process of task performance and provide a point of contact between the task and broader curriculum (Nunan, 1989: 4).

2. Input

Input which participants are supposed to comprehend and manipulate in the language learning process should reflect learner's need and interest. Also, through the input, learners are positively encouraged to use the target language well.

3. Activities

Activities, according to Nunan (1989: 59) specify what learners will actually do with the input which forms the point of departure for the learning task.

4. Teacher roles and Learner role

Role, according to Nunan (1989: 79), refers to the part that a teacher and learners are expected to play in carrying out learning task as well as the social and interpersonal role as a teacher has. Thus, both teacher and learners should know what they have to do in achieving the goal of learning.

5. Settings

Setting, according to Nunan (1989: 91), refer to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. A task can be carried out as an individual work, pair work, group work, or whole class work. It depends on the settings that the teacher decides for the task. Some conditions in the classroom settings need to be improved for language learning process to take place so that learners can avoid trying to use the language target.

3) Task Sequence

According to Nunan (1989: 118), he suggests that activities can be graded according to cognitive and performance demands upon the learner. It is called the ‘psycholinguistic processing’ approach. The steps of this approach require learners to do activities which become increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction. The following are three phases and the examples of the steps within the three phases of this approach.

Table 3. Task Sequence

Phases	Steps within phases
A. Processing (comprehension)	1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B. Productive	5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
C. Interactive	8. Role play (e.g. having listened to a

	conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).
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It can be summed up that there are some options in sequencing tasks that should be considered in designing the tasks. Tasks are usually organized from the easiest one to more difficult one to help the students to achieve the goal. Thus, the ‘psycholinguistic processing’ approach should be used as a guideline in sequencing the tasks. In conclusion, the tasks should be sequenced from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction.

4) Activities of Communicative Tasks

The communicative demands of the task discourage learners from dwelling on the facts of the language, and compel them, instead, to draw on automated routines. Communicative tasks, thus, fulfill two important language learning needs: they prepare learners for real-life language use, and they encourage the atomization of language knowledge.

According to Thornbury (2005: 79), communicative activities are characterized by the following features:

- a) The motivation of the activity is to achieve some outcome, using language
- b) The activity takes place in real time
- c) Achieving the outcome requires the participants to interact, i.e. to listen as well as speak
- d) Because of the spontaneous and jointly constructed nature of the interaction, the outcome is not 100% predictable
- e) There is no restriction on the language use.

Besides, there are six examples of communicative activities proposed by Thornbury (2005: 80-84). They are information gap activity, jigsaw activity, info-gap race, surveys, blocking games, guessing games. Teacher can choose one of them to be applied in their classroom.

Clark in Nunan (1989: 67) proposes seven broad communicative type activities that enable students to interact through micro skills. Clark states that language programs should enable students to:

- 1. Solve problems through interaction social with others.
- 2. Establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans (divergent tasks).
- 3. Search for the specific information for some given purposes
- 4. Listen to or read information.

5. Give information in spoken or written form on the basis of personal experience.
6. Listen to, read, or view a story, poem, feature, etc.
7. Create an imaginative text (for some learners only).

Pattison in Nunan (1989: 68) also proposed seven activities that could involve learners in interaction. Those activities are as follows:

1. Questions and answers

This activity is based on students' ideas to create an information gap by giving a chance for students to make a personal and secret choice from a list of language items which all fit into a given frame. For examples: the name of an object or the name of a location. This activity aims students to find their classmates' secret choices. This activity also can be used to practice structure and language functions.

2. Dialogues and role plays

Dialogues and role plays activity give many benefits for students to stimulate interaction in real life situation as if they were doing so in the real world, such as a business meeting, greeting a friend in school, or an interview. This activity can be used to encourage oral fluency and also to train students in different or in specific situation.

3. Matching activities

This activity is given to recognize matching items or to complete pairs or sets. This activity also stimulates students to match given phrases. The examples of this activity are Split dialogues, happy family, or Bingo.

4. Communication strategies

This activity is given to encourage students to practice communication strategies, such as paraphrasing, simplifying, using gestures, asking for feedback and borrowing or inventing words, etc.

5. Pictures and picture stories.

By using picture stories, many communicative activities can be conducted in the classroom. Pictures are able to stimulate students' attention and participation during the lesson. Some kinds of activities using pictures are finding the differences, memory test, and sequencing pictures to tell a story.

6. Puzzle and problems

This activity encourages students to make guesses depend on their own knowledge and personal experience. By using this activity students are also able to use their imagination and test their logical reasoning.

7. Discussions and decisions

This activity is given for students to gain, collect and share information to get a decision through discussion, for example: deciding to arrange item lists what will be brought for travelling. The reason of having discussions is that students are stimulated to give an opinion in front of the whole class and it makes them feel more confident to deliver their own opinions by using their own knowledge.

Based on the examples of the activities above, it is clear that focus of giving communicative tasks to the students is on the ability to use the target language actively. Besides, the tasks should be reciprocal tasks. They also should

enable the students to interact communicatively and should be able to negotiate the content of the interaction.

In summary, all of those activities could involve students' oral communication. To conduct communicative activities, therefore, the language teacher should match to the students' characteristic and needs. Besides, the language teacher also should attract students' speaking performance in order to create a good communication during teaching-learning process.

5. Relevant Studies

To compare with this study, the researcher took two relevant studies that have the same characteristics with the results of this study. The previous studies conducted by some researchers show that the use of communicative activities is effective to improve students' speaking abilities mainly interaction. Efrizal (2012: 7) states that communicative activities could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. He also states that it could motivate students and minimize students' problems in speaking English such as low motivation to speak, do not have enough vocabularies to express their ideas, feeling shy when spoke in front of their friends, etc.

It was also supported by the research that had been conducted by Orade (2012: 2) states that characteristics of communicative activities encourage interaction among the students in the language classroom because these activities

could afford opportunities for language practices and could afford students use target language for real situation.

B. Conceptual Framework

The success of teaching and learning English depended on many factors. Classroom interaction was one of such factors. Rivers (1987) said that through interaction, students could increase their language store as they listened to or read authentic materials from the output of their language fellow students in discussion, problem-solving tasks or dialogues. A good quality of interaction in any teaching-learning process enabled them to develop their language skills mastery and supports the teaching-learning process to run more interactively and communicatively.

There were some problems to be solved, as stated in the previous chapter, related to interaction at the 8th grade students of SMPN 3 Wates. From the literature review discussed above, it showed that some efforts should be implemented to solve those problems. One of them was by using communicative tasks during teaching-learning process. Communicative tasks could assist students to improve their English ability so that they were able to deliver their ideas and opinions using English actively. Communicative tasks also enabled them to arrange what they wanted to say and express what they thought. Thus, communicative tasks provided big opportunities for students to use English actively in real communication.

In order to improve classroom interaction in English teaching-learning process, the researcher needed a set of communicative tasks for students. Therefore, the researcher tried to use communicative tasks as efforts to improve classroom interaction in English teaching-learning process to the 8th grade students of SMPN 3 Wates.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was conducted action research. Action research is essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. It focused on the efforts to improve classroom interaction in English teaching-learning process through communicative tasks. The objectives of the research were to observe and to describe the process and the result of the actions; meanwhile the objective of the action was to improve interaction in the English teaching learning process in the 8th grade students of SMPN 3 Wates.

The steps of action research are drawn below:

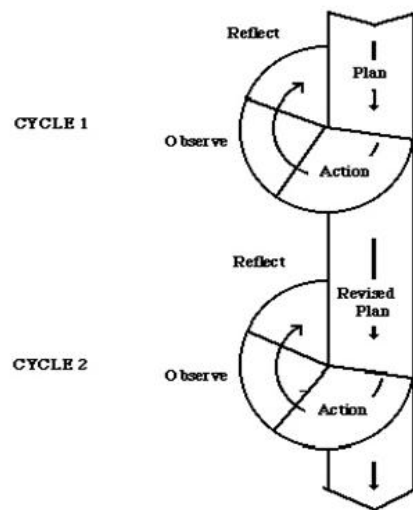


Figure 2. Cyclical AR model based on Kemmis and McTaggart (1988)

The action research was done through collaborative work among research members in finding out the problems, identifying those problems, planning and carrying out the actions, evaluating, reflecting, and discussing the action implemented. It tried to find and to implement the actual actions to improve the classroom interaction in the English teaching-learning process to the 8th grade students of SMPN 3 Wates in the academic year of 2012/2013.

B. Setting of the Research

This action research was carried out in the 8th grade students of SMPN 3 Wates located on Jln. Wates-Purworejo, Kulonprogo, Yogyakarta. There were three grades in it and each grade has 4 classes. There were about 360 students and grade 8 have about 119 students. This school was led by a headmaster and assisted by two vice headmasters, forty teachers including 3 English teachers, two librarians, 7 administration staffs, and two school guards.

The teaching-learning process in SMPN 3 Wates was generally grouped into intra-curricular, co-curricular and extra-curricular activities. Intra-curricular activities were the realization of the curriculum programs. It runs from 07.00 a.m. to 02.00 p.m. Co-curricular activities were defined as students' activities outside the intra-curricular activities to support the success of intra-curricular activities. Extra-curricular activities were teaching-learning activities outside the curriculum programs to increase students' skills.

Related to the curriculum, SMPN 3 Wates was using *KTSP* (School-based Curriculum) which was implemented in the teaching-learning activities. There

were three English teachers who have graduated from the S1-degree of English Education Department of Sarjana Wiyata Taman Siswa University and Ahmad Dahlan University. The English subject was carried out four times a week. The duration of every meeting is 45 minutes.

C. Subjects of the Research

Because this research was action research, it was conducted collaboratively by all research members. This research was done to grade VIIIB students of SMPN 3 Wates in the academic year of 2012/2013 as the source of collecting the data. It was because the students in the grade VIIIB have problems in classroom interaction. It was also based on the discussion with the English teacher and the agreement with the headmaster. In the reconnaissance step, the research was done by all research members. They were the English teachers, the students of the 8th grade, the headmaster, and the writer himself. In the action step, the action was conducted by one English teacher, a collaborator and the writer.

D. Data of the Research

The data were qualitative in nature. The data of reconnaissance were the problems found in the process of English teaching-learning and in the form of opinion, obstacles, preferences, and expectations of the research members.

The data of actions included the data of planning, implementing, evaluating, and reflecting. The data of planning the actions were all the plans which made collaboratively by the research team members to improve classroom

interaction in the English teaching-learning process. These plans were also made to solve the most urgent problems found. The data of implementing the actions were the selected plans which were approved by the research team members to improve classroom interaction.

The data of evaluating the actions were taken from the process and the result of the implemented actions and also from the feeling, opinion, and suggestion of the other research team members. The data of reflecting the actions were collaboratively improved plan for the next cycle based on the result of the evaluating and analysis of the other research team members of the effects, obstacles, difficulties, and other possibilities in implementing the actions.

E. Instruments and Data Collection Methods

In this research, the key instrument was the research team members. These team members spent their time in the field. In the reconnaissance stage, to collect the weaknesses and obstacles of the English teaching-learning process, they worked collaboratively. Generally, the data were collected using observation and interview guidelines .

In the action stage, observing to the English teaching-learning process and conducting in-depth interview to the other research team members were done. The data gathered were written down in the form of field notes and interview transcripts. To validate the data, the researcher used triangulation through observations and in-depth interviews. Then, the data observations and in-depth interviews were compared.

F. Data Validity and Data Reliability of the Research

1. Data Validity

There are five criteria of validating research data that must be achieved as Anderson et al (1994) in Burns (1999: 161-162). They are as follows:

a. Democratic validity

It is related to the extent to which researcher is truly collaborative. This study tries to fulfill the criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved.

b. Outcome validity

It is related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problems in teaching-learning process, for example ones which are related to speaking skills, motivation and involvement.

c. Process validity

It is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students, the collaborator and the teacher, and having discussion with the school principal in the scheduled time would initiate the process of this study.

d. Catalytic Validity

It is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it.

e. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with critical friend or other participants. Asking the teacher to act as an observer who observe and report the students' interaction during the teaching and learning process will fulfill this criterion.

2. Data reliability

Triangulation technique was used to obtain the trustworthiness. Burns (1999: 164) proposes 4 triangulation techniques, and three of them were used in this research study. They are presented as follows:

a. Time triangulation

Time triangulation means that the data are collected over period of time. It is done to get a sense of what factors are involved in change processes. In this research, the actions were done from May to June 2013.

b. Theoretical triangulation

Theoretical triangulation means that the data are analyzed from more than one perspective and from some theoretical views. In this research, the researcher reviewed the theories from some experts of some books.

c. Investigator triangulation

In this form, more than one observer was used in the same research setting. It was done to avoid the bias observation. There were three observers in this study, i.e. the researcher himself, the English teacher, and the collaborator.

G. Procedure of the Research

This research was conducted in two cycles to see the improvement of the classroom interaction process. There were four stages in every cycle to conduct action research, namely reconnaissance or fact finding, planning, implementing the actions and observing, and reflecting.

1. Reconnaissance

Reconnaissance is the first step in an action research. In this step, the problems were identified based on the observation and interview. Then, the other research team members the headmaster, the English teacher, and the students collaboratively gave their ideas, opinions, and suggestions to formulate the problems. After that, the researcher selected the problems which would be solved.

2. Planning

The research members worked collaboratively in planning some actions to improve classroom interaction in the English teaching-learning process through communicative tasks to the 8th grade students of SMPN 3 Wates.

3. Implementation or Actions

In this step, the plans of action approved by the researcher and the team members were implemented in the classroom. The English teacher and a collaborator observed the interaction between the teacher and the students in the time of implementation of the actions.

4. Evaluation and Reflection

Some notes about interaction were made through observation. Besides, the results of the actions by interviewing the students', the collaborator's and the English teacher's feelings, opinion, and suggestion about the implementation also were made.

The research members evaluated and analyzed the effects, obstacles, difficulties, and other possibilities in implementing the action. If the action was considered as to be successful or achieved as a positive result, then it would be recorded as one of the alternative effort to improve classroom interaction in English teaching-learning process. Next, other actions in the same cycle were prepared. When classroom interaction was regarded to be better, then the action cycle would be stopped.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Reconnaissance

a. The Identification of the Field Problems

The identification of the problems was important in this study. It helped the researcher getting accurate data needed for this study. In identification the problems, the researcher focused on some elements of teaching. They were students, teachers, materials, and media. Those elements of teaching, of course, became the main factors determining the success of English teaching and learning. In the teaching and learning process, those elements required to be developed because the problems both hard and simple problems were determined and influenced by those elements of teaching.

In line with the research conducted, to know the problems faced by those elements of teaching, the researcher used some instruments of the research. They were observation and interview. Those instruments were the effective ways to collect the data about the problems in the teaching and learning English. In the observation, the researcher observed the teacher's activities in the teaching of English, while the interview was used to know the problems in the English teaching and learning process.

In identifying the problems, the researcher used the results of observation. The purpose was to identify the problems, especially about the students, teacher, materials, and media. The result of the identification of the problems was stated below.

- 1) The first problem was related to students' participation. Many students of class VIII did not participate actively in the English teaching and learning. When the teacher asked questions, only a few of them answered it. Some of them were silent; the rest made some noise and did something unrelated to the learning process;
- 2) The second problem was related to students' cooperation. It was uncommon for the students to discuss with their friends related to problems in learning and tasks given by the teacher. It happened because of the most learning activities were done individually;
- 3) The last problem revealed more when learners tried to participate in the leaning process but many factors stopped them to do so. Such factors referred to the feeling of shyness because of the feeling linguistically inferiority and fear of making mistakes if they would speak to critical audiences/students.

b. Selection of the Problems Based on the Interview

To collect the data, the researcher also used the interview. The interview was for the students and the teacher. The purpose was to get the problems faced by the students and the teacher in the teaching-learning process. The interview was conducted by giving the questions to the students and the teacher on the problems being faced. It helped the researcher to determine the problems required to be solved. Based on these statements, the problems that should be solved were stated below.

- 1) The learning sources were only from *LKS* and course books.
- 2) The most learning activities were done individually.
- 3) Most of students felt of shyness and fear of making mistakes if they will speak to critical audiences/students.

c. The Finding of Causes of the Problems

In line with the problems mentioned above, the researcher tried to find the problems that should be solved. In the selection of the problems based on the interview for the students and the teacher, there were four problems to be solved. They were the causes of the problems. The causes of the problems were stated below.

- 1) Some students were passive in activities.
- 2) Some students had low motivation in learning English.

- 3) The activities in learning English were not interesting, thus the students got bored.
- 4) There was low interaction among students and the English teacher.

2. The Research Process

In this study, the writer tries to discuss an analysis of classroom interaction of English teaching learning process at eighth grade students of SMPN 3 Wates. There were three stages used by the teacher in using communicative tasks in the teaching of English for eighth grade students of SMPN 3 Wates. They were pre-teaching, while-teaching, and post-teaching. These stages were implemented in the teaching and learning process to make the students understand the materials and they can develop their English skills by using the activities in the classroom. To know the effectiveness of the implementation of communicative tasks in teaching English, the researcher observed the teaching two times. The descriptions were stated below.

a. Cycle 1

1) Planning

Planning the action needed to do. It helped the researcher determining the time of the research. The observation here meant that the researcher observed the class from the beginning to the

end of the activities. To do the action, the researcher planed doing it for about two times. It was held on May 23rd and May 25th, 2013. In a week, the researcher acted the teaching twice. It was based on the time of teaching English at SMPN 3 Wates.

The topics discussed were expressions of asking for something and responding to the expressions of asking for something in the first meeting and of asking for agreement in the second meeting. The topics had been concerned with *KTSP* curriculum. The activities relating to those topics were explaining the rules to the students, mentioning and pronouncing new vocabularies in questions and answers activities, identifying pictures, practicing dialogues, making dialogue and practicing it in pairs/groups, arranging the jumble sentences, and role-playing.

In the action, the researcher shared the teaching procedures applied by him to English teacher in teaching English by using communicative tasks for eighth grade students of SMPN 3 Wates. Besides, the researcher shared the media and learning materials used to teach English to the students. Before acting, the researcher drew the plans, actions, and results. The following table described the plans, the actions and the result.

Table 4. Plans, Actions, and Results of Cycle 1

Plans	Actions	Results
The teacher introduced the topic about expressions of asking for something and responding to the expressions of asking for something in the first meeting and of asking for	• Explaining the rules to the students, • Mentioning activity in the picture • Identifying name of the pictures (new vocabularies) • Introducing the topic • Practicing dialogues • Mentioning expressions used in the dialogues and using their new ideas or knowledge about the topic. • Making dialogue or arranging jumble sentences and practicing it • Arranging the jumble sentences • Role-playing	• The students knew the expressions of asking for something and responding to the expressions of asking for something • The students were able to interact with other students by using those expressions

2) Actions and Observation

a) Meeting 1

The 1st meeting was conducted on Thursday, May 23th 2013.

The teacher would like to be acquainted with the teaching procedures applied by the researcher in teaching English by using communicative tasks to eighth grade students of SMPN 3 Wates.

Besides, the researcher wanted to be on familiar terms with the

media and the materials used to teach English. In line with the theoretical review, the teaching of English by using communicative tasks had three stages; they were presentation, practice, and production. They are stated below.

(1) Presentation

Pre-teaching is the way used by the researcher to present new language such as English vocabularies, grammatical structure, and pronunciation. In this stage, the researcher, collaborator and English teacher entered the classroom. The researcher greeted students by saying '*Assalamua'alikum wr.wb.*' Students answered '*Wa'alaikumsalam. wr.wb.*'. The researcher greeted students again. '*good morning class*' that was followed by the statement '*how are you today?*' Students responded researcher's question by saying '*good morning Mr*' enthusiastically. Students responded '*I'm fine, and you?*' The researcher answered '*I'm fine too. Thanks*'. Then the researcher checked the attendance list. There was a student named Rangga Rosari who did not come because of an accident.

The researcher showed a picture of grocery shop to students, and then he asked them '*do you know what picture it is?*' Students were silent for a while then some of them say '*sell*', '*buy*', '*market*', '*shop*', '*shopping*' and '*grocery*'. Then they agreed

to conclude that it was a picture of *'an activity in a grocery shop/ market'*. After that, he asked students again by using the statement *'what can you buy in the grocery shop?'* Students answered it by using bilingual languages, such as *'sugar, milk, rice, oil, etc'*.

(2) Practice

After discussing the picture of grocery shop, the researcher and the students continued the activity. The researcher showed some pictures of things sold in a grocery shop. While showing the pictures, the researcher asked them to pronounce it and if they could not say it correctly, the researcher asked students to repeat after him. After all pictures had been showed and pronounced, he distributed the handout. Before distributing the handout to students, the researcher moved to third task, he asked students to identify the picture of a customer and a shopkeeper having a conversation. When researcher showed a picture of it and asked them *'what is the picture about?'* Dwi Nur Cahyo answered *'conversation'*. Then researcher asked them again *'what conversation?'* They answered that it was *'a conversation between a seller and a buyer'*. The researcher told students that they were going to learn expressions of asking for something and responding to it.

The researcher continued to the next task. Students practiced a dialogue with their partner. Then the researcher explained the expressions of asking for something and responding to the expression of asking for something. After that, the researcher also drilled students to say price in English.

Moving to the next task, the researcher asked students to do the task in pairs. He moved around the class to monitor students. They took 10 minutes to complete the task. Then the researcher invited 4 pairs of students to practice their dialogues. After that, he gave feedback about their performance. There were some feedbacks about their performance, for example, Eko made mistake in pronouncing *11.650 rupiahs*. He said *'elephant thousand and sixty five hundred rupiah'*, it should be *eleven thousand six hundred and fifty rupiahs*. For other students, they only needed to speak louder. Overall they were good enough. After that, he continued asking students to do next task. He asked them to do a role play based on the role card and a cue card from him.

(3) Production

Moving to the last task, the researcher divided students into 7 groups with 4 students in each group. *"Ok, now let me divide the groups"*. There were some students say, *"Mr. let's decide our own group"* Then the researcher answered, *'No, in order to be fair I*

will decide the groups.' Some students said again, *"yah, tidak enak dong Mr"*. The researcher kept using a lottery to divide the group. After all groups were fixed, role cards and cue cards were distributed to every group. To make sure the every group had got their cards, he asked the students *"Every group has got these two cards?"* Then students answered *"Yes, Mr."* After all groups accepted their cards, the researcher explained the rule of role plays which they were going to perform. Then students worked with their group enthusiastically. Some students were still rather confused with role which they would play.

The researcher moved around the class to monitor students' work and explained to the group which was still confused about the activity. After 10 minutes the students finished preparing their role plays and researcher started calling the groups to perform their role plays based on number of lottery they got. One by one, every group performed in front of the class. The researcher gave a big applause and praise by saying, wow *'it's good', 'it's great', 'it's excellent' etc* for each group which had finished performing. While waiting their turn to perform, students prepared the role-play in the back. Some students were enthusiastic to practice the dialogues that they had made. After all groups performed the role plays, the researcher gave feedback about students' role play performance.

The researcher checked students' understanding. *'What we've learned today?'* Ss reply *'asking and giving for things Mr.'* Then, he asked students whether there is any question but there is no any question. At last, he closed the lesson *'I think that's all for today. Thank you for your attention. Wassalamu'alaikum. wr.wb. good bye'* Students answered *'Wa'alaikumsalam. wr.wb. bye''*.

b) Meeting 2

The 2nd meeting was conducted on Saturday, May 25th 2013. The teacher would like to be acquainted with the teaching procedures applied by researcher in teaching English by using communicative tasks to eight grade students of SMPN 3 Wates. Besides, the English teacher wanted to be on familiar terms with the media and the materials used to teach English. In line with the theoretical review, the teaching of English by using communicative tasks had three stages; they were presentation, practice, and production. They are stated below.

(1) Presentation

The researcher, collaborator and English teacher entered the classroom. The researcher greeted students by saying *'Assalamua'alikum wr.wb.'* Students answered *'Wa'alaikumsalam. wr.wb.'* The researcher greeted students again. *'good morning class'* that was followed by the question *'how are you today?'*

Students responded the researcher by saying *'good morning Mr. I'm fine. And you?'* the researcher answered *'I'm fine too. Thanks'* Then researcher checked the attendance list. *'So everybody comes to this class?'* Then students answered *'No'*. Rangga Rosari was still absence and there were two students who did not come.

The researcher showed a picture of a dirty river. The researcher asked students *'what picture is it?'* Students answered *'a river, a dirty river'*. The researcher also asked students *'what will happen if you see like this in the picture?'* Enthusiastically, students answered *'Flood.'* Then he said *'well. You're right'*. Moving to second task, the researcher showed some pictures relate to environment. While showing the pictures, researcher asked them to pronounce it and if they could not say it correctly, the researcher asked students to repeat after him. After all pictures had been showed and pronounced, he distributed the handout.

Before distributing the handout to students, the researcher moved to third task, he asked students to identify the picture of two women having a conversation using expression of asking for agreement and responding to the expression of asking for agreement. When the researcher showed a picture of it and asked them *'what is the picture about?'* Fauzi answered *'conversation'*. Then the researcher asked them again *'what conversation?'* They answered that it was *'a conversation among 2 women'*. The

researcher told students that they were going to learn expression of agreement and responding to it. The researcher then distributed the handout.

(2) Practice

The researcher moved to the handout. Students practiced a dialogue with their partner. The researcher asked 3 pairs of students to read the dialogue. Three of them read the dialogue well. Then, the researcher reread the dialogue with the appropriate intonation and students repeated after him. Moving to fourth task, the researcher asked students to arrange the jumble sentences into a good paragraph then practice it with their partner. Students needed fifteen minutes to finish it. Most of them practiced their dialogue carefully in better intonation and pronunciation. Then the researcher explained the expression of asking for agreement and responding to it. The researcher also asked students to participate and mention other expressions of asking for agreement and the respond to it.

Moving to fifth task, the researcher asked students to do the task in pairs. The researcher moved around the class to monitor students. They took ten minutes to complete the task. Then the researcher invited four pairs of students to practice their dialogues. Then, the researcher gave correction and feedback about their performance. For other students, they needed to speak

louder. Overall they were good enough. After that, the researcher continued asking students to do sixth task. The researcher asked them to do a role play based on the role card and a cue card from the researcher.

(3) Production

Moving to the last task, the researcher divided students into 7 groups with four students in each group. Then, role cards and cue cards were distributed to every group. To make sure the every group had got their cards, he asked the students *"Every group has got these two cards?"* Then the students answered *"Yes."* After all groups accepted their cards, the researcher explained the rule of role plays which they were going to perform. After that the researcher also made a lottery to decide which group would perform role play at the first time. Then, the researcher gave an opportunity for students to have discussion and prepare what they were going to perform. *"Ok now I'll let you to have discussion with your group"*.

Students prepared their role plays seriously. The researcher moved forward to each group to ensure that all students had already understood about what they had to prepare for their role plays. He asked students to raise their hands if they had difficulties. *Please raise your hand if you have question"*. Then some of students asked him about their difficulties. There

were students who asked about pronunciation, word meaning and grammar. *'Mr. What is the correct pronunciation about this word (excuse me)?', 'Is this dialogue correct, Mr.?'.* Then the researcher told the correct pronunciation, checked their dialogue transcripts and corrected the grammar mistakes.

After 10 minutes, students finished and the researcher started calling the groups to perform the role play based on number of lottery they got. One by one, the group performed in front of the class. The researcher gave a big applause and praised by saying *it's good, it's great, it's wonderful, etc* for each group who had finished performing the role play.

The researcher checked students' understanding. *'What we've learned today?'* Students replied *'the expression of asking for agreement and the respond to it'*. Then the researcher asked students whether there were any questions or not. *'Ok class, any question so far?'* Students reply *'no'*. At last the researcher closed the lesson *'I think that's all for today. Thank you for your attention. Wassalamua'alaikum. wr.wb. See you'* Students answered *'Wa'alaikumsalam. wr.wb. See you'*.

3) Reflection of Cycle 1

As it has been explained before, this research is trying to improve classroom interaction through communicative tasks in the

teaching of English for eighth grade students of SMPN 3 Wates. In the action 1, the researcher explained and described the plans, actions, and results in details based on the results of the research. After discussing the plans, actions, and results at the action 1 above, there were some reflections.

First, the students were interested in interacting by using English through pictures but there were some students who were shy to express their ideas in the form of question and answer activities.

- R : Trus kamu masih gugup dan malu gak buat ngomong bahasa inggris kalo pake aktivitas tadi?
 S : Lumayan lebih pede ngomong pake bahasa Inggris. Materi sama aktivitasnya juga gak ngebosenin malah bikin mudah ngerti ditambah ada gambar tadi jadi gak bosen. Kayaknya juga pada seneng tadi. Tapi masih malu buat ngomong.

(Interview Transcript 3)

Second, the implementation of communicative activities could improve students' English ability through their involvement in question-answer and dialogues activities. Those activities provided opportunities to the students to share and to exchange information through direct practices. The use of communicative activities in the form of question-answer and dialogues activities could improve students' English skills because students interacted with the teacher, their friends and materials. Students said that they could comprehend the content of the learning materials more easily through those activities. However, their mastery in learning

English was still low. It can be seen from the students' answers and practices in the task that were given in every meeting.

R : Kalo aktifitasnya gimana kamu suka gak?

S : Awalnya sih ribet, kan belum terbiasa dikasih materi kayak begini, kan susah. Tapi skrg mulai terbiasa.

(Interview Transcript 3)



Picture 1. Question and answer activities in identifying pictures.

Third, the implementation of communicative activities in the form of role-play practices could improve students' interaction. This referred to the fact that the students were encouraged to be active in interaction through the role-play practices because they were driven to be competitive. The use of communicative activities in the form of role-play practices also helped the students to improve their motivation. However, there were some students who had low motivation in the English teaching-learning process.

R : Tadi kok disuruh maju role-play masih harus dipaksa-paksa sih?

S : Iya mas malu, gak biasa praktik ngomong didepan kelas seperti itu.

R : Oh ya, ngomong-ngomong menurut kamu bagaimana sih aktivitas semacam ini dikelas?

S : Kalo aku sih suka, jadi mulai bisa ngomong bahasa inggris. Tapi ya gitu masih malu aja sih mas kalo disuruh maju hehe.

(Interview Transcript 2)



Picture 2. Students are doing role-play activities.

4) Revised Planning

At the action 1, the students were unable yet to interact using the expressions of asking for something and responding to the expressions of asking for something correctly. It was because the students did not know the expressions in English. Besides, the students were unable to pronounce and write correctly. It was because the students did not familiar how to pronounce and write the words. In addition, there were same activities in action I and action II. Therefore, the researcher would make some changes. They were stated below.

- a) The teacher explained the words and expression clearly and slowly and repeated the words for few times until the students understood.

R : Saya mulai dari media ya bu. Menurut ibu media yang saya gunakan kemarin bagaimana bu?

ET : Bagus kok mas dan anak-anak kelihatannya suka dengan gambar-gambar yang kemarin. Mereka juga antusias mengikuti pelajaran dan menjawab pertanyaan mas awang kemarin. Tapi yang untuk drill vocabnya lebih baik kalo diulang-ulang sampai mereka lancar mas. Ya paling enggak, sampai lumayan akurat pengucapannya.

(Interview Transcript 9)

b) The teacher added Audio from Cambridge Advanced Learner Dictionary 3 (CALD-3) when drilling new vocabularies.

R : Selain saran yang tentang gambar tadi, adalagi tidak bu?

ET : ...Kalau ada audio pasti makin bagus mas.

R : Iya bu, sama ditambahkan audio ya bu. Nanti saya coba cari materinya ya bu. Terima kasih sarannya.

(Interview Transcript 9)

c) The English teacher asked the researcher to make a larger map that was stuck on the blackboard as a medium of role play.

ET : Ini map yang temanya tour guide kecil atau besar?

R : Rencana saya cuma sekertas A4 bu

ET : ...Gimana kalau dibikin besar aja sekalian mas? Sekalian untuk bahan role play bisa kan? Trus besok ditempel di papan tulis. Iya to? Biar siswanya makin berani maju, biar teman sekelasnya juga bisa melihat dan mendengar yang mereka perankan, ini saya kira juga bisa meningkatkan keberanian mereka ngomong dan berinteraksi pakai bahasa inggris.

(Interview Transcript 9)

- d) The English teacher asked the researcher to make arranging jumble sentences tasks for next cycle.

R : Ada masukan dari ibu?

ET : ...Oh ya, saya baru inget. Besok tasknya bikin jumble sentence lagi aja mas, kayaknya mereka kalo disuruh bikin dialog sudah bisa, karena jumble sentence kadang sering muncul di ujian nasional.

(Interview Transcript 9)

- e) The teacher explained the role of role playing clearly so that the students could play it well.

R : Ada masukan dari ibu?

ET : ...walaupun saya amati kemarin penjelasan mas awang juga cukup jelas. Tapi sebaiknya, perintah untuk role-play dibuat makin jelas biar anak-anak makin paham apa yang harus dilakukan saat role-play.

(Interview Transcript 9)

b. Cycle 2

The actions were held on Wednesday, May 27nd and 29th 2013. The teacher would like to be acquainted with the teaching procedures applied by the researcher in teaching English by using communicative tasks. The researcher wanted to be on familiar terms with the media and the materials used to teach English. In line with the theoretical review, the teaching of English by using communicative tasks had three stages; they are presentation, practice, and production.

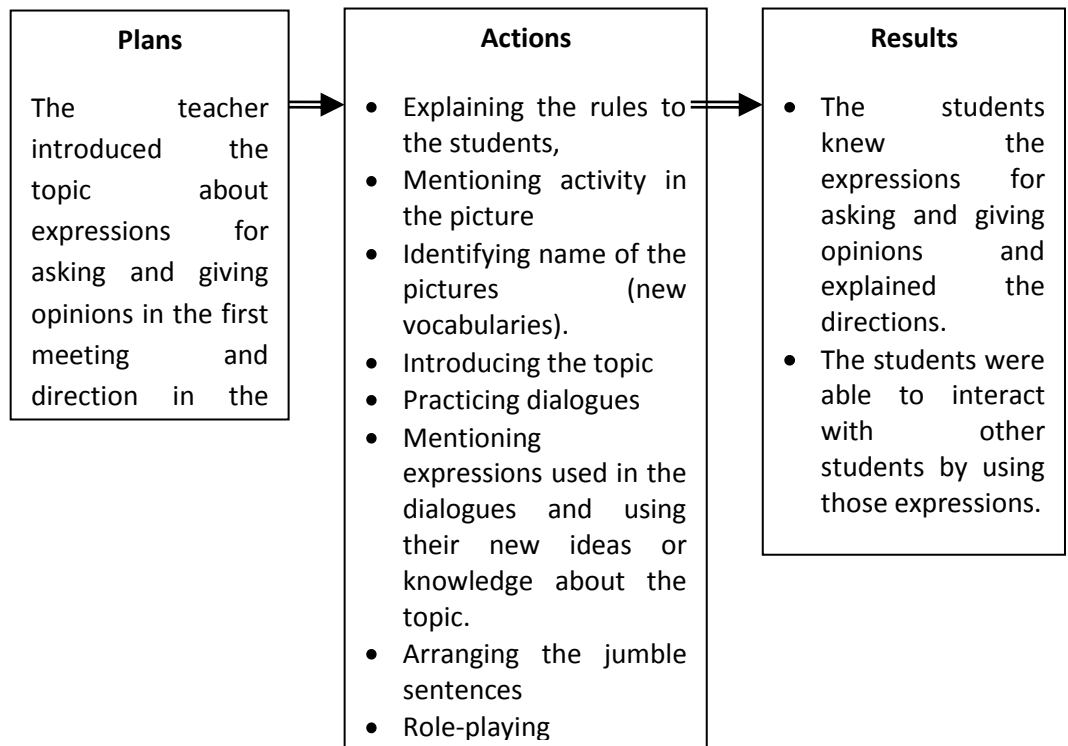
1) Planning

Planning the action needed to do. It helped the researcher determining the time of the research. The observation here meant that the researcher observed the class from the beginning to the end of the activities. To do the action, the researcher planed doing it for about two times. It was held on May 27rd and May 29th, 2013. In a week, the researcher acted the teaching twice. It was based on the time of teaching English at SMPN 3 Wates.

The topics discussed were expressions of asking and giving opinions in the first meeting and of direction in the second meeting. The topics had been concerned with *KTSP* curriculum. The activities relating to those topics were explaining the rules to the students, mentioning and pronouncing new vocabularies and saying the meaning, identifying pictures, practicing dialogues in pairs, arranging jumble sentences, and role-play.

In the action, the researcher shared the teaching procedures applied by him to English teacher in teaching English by using communicative tasks for eighth grade students of SMPN 3 Wates. Besides, the researcher shared the media and learning materials used to teach English to the students. Before acting, the researcher drew the plans, actions, and results. The following table described the plans, the actions and the result.

Table 5. Plans, Actions, and Result of Cycle 2



2) Actions and Observation

a) Meeting 1

The meeting 1 was conducted on Monday, May 27th 2013.

The teacher would like to be acquainted with the teaching procedures applied by the researcher in teaching English by using communicative tasks to eighth grade students of SMPN 3 Wates. Besides, the teacher wanted to be on familiar terms with the media and the materials used to teach English. In line with the theoretical review, the teaching of English by using communicative tasks had

three stages; they were presentation, practice, and production. They are stated below.

(1) Presentation

The researcher, collaborator and English teacher entered the classroom. Researcher greeted students by saying *'Assalamua'alikum wr.wb.'* They answered *'Wa'alaikumsalam. wr.wb.'* The researcher greeted students again by using statement *'good afternoon class'* that was followed by statement *'how are you today?'* Students responded researcher by saying *'good afternoon. I'm fine. And you?'* Researcher answered *'I'm fine, too. Thanks'.* Then the researcher checked the attendant list. *'So everybody comes to this class?'* Then students answered *'no'*. Rangga Rosari was still absence and there were four male students who did not come because of attending OSIS meeting.

The researcher showed a picture of a clothes shop. Researcher asked students *'what picture is it?'* Enthusiastically students answered *'a shop'*. Then, researcher said *'specifically?'*. Students said *'a clothes shop'*. Other students also had different answers such as *'mall'*, *'distro'*, *'outlet'*, *'boutique'*, etc.

Moving to next task, the researcher showed some pictures relate to environment. While showing the picture, the researcher asked them to pronounce it. If they could not say it correctly, the

researcher asked students to repeat after him. After all pictures had been showed and pronounced, researcher distributed the handout. Before distributing the handout to students, the researcher moved to next tasks, he asked students to identify the picture of two women having a conversation using expression of asking for agreement and responding to the expression of asking for agreement. Then the researcher showed a picture of it and asked them '*what is the picture about?*'. Students answered '*conversation*'. Then the researcher asked them again '*what conversation?*' They answered that it was '*a conversation among 2 women*'. He told students that they were going to learn expression of asking for opinion and giving/denying opinion. The researcher distributed the handout.

(2) Practice

The researcher moved to the handout. Students practiced a dialogue with their partner. The researcher asked three pairs of students to read the dialogue. Based on the observation, three of them read the dialogue well. Then, the researcher reread the dialogue with the appropriate intonation and students repeated after him. Then, he explained the expression of asking for agreement and responding to it. He also asked students to participate and mention other expressions of asking for agreement and the respond to it.

Moving to the next task, the researcher asked students to arrange the jumble sentences into a good paragraph and then

practiced it with their partner. They needed ten minutes to finish it. The researcher moved around the class to monitor students' activity. Then the researcher called two pairs of students to read the dialogue in front of the class. Most of them practiced their dialogue carefully in better intonation and pronunciation.

Moving to the next task, the researcher asked students to do the task in pairs. He moved around the class to monitor students' activity. Students took ten minutes to complete the task. Then researcher invited four pairs of students to practice their dialogues. Then, researcher gave correction and feedback about their performance. For other students, they needed to speak louder. Overall they were good enough. After that, researcher continued asking students to do the next task. He asked them to do a role play based on the role card and a cue card from researcher.

(3) Production

Moving to the last task, the researcher divided students into 7 groups with four students each group. Then, role cards and cue cards were distributed to every group. To make sure the every group had got their cards, he asked the students "*Every group has got these two cards?*" Then the students answered "*Yes, Mr.*" After all groups accepted their cards, the researcher explained the rule of role plays which were going to perform.

After that the researcher also made a lottery to decide which group would perform role play first. Then, the researcher gave an opportunity for students to discuss and prepare what they were going to perform. *"Ok now I'll let you to have discussion with your group"*. Students prepared their role plays seriously. The researcher moved forward to each group to ensure that all students had already understood about what they have to prepare for their role plays. He asked students to raise their hands if they have difficulties. *Please raise your hand if you have question"*.

After 10 minutes, students finished their preparation and the researcher started calling the groups to perform the role play based on number of lottery they got. One by one, the group performed in front of the class. Researcher gave a big applause and praise by saying, *wow it's good, it's great, it's wonderful, etc* for each group who has finished performing the role play.

The researcher checked students' understanding. *'What we've learned today?'* Students replied *'asking and giving opinion'*. The researcher asked again *'What expressions can you use to ask for opinion?'* Students looked at their hand out, read the sample dialogues and said: *what do you think about...? What is your opinion of...?'*. He asked again *'what about giving opinion?'* They reread their handouts and said *'In my opinion, I think, I don't think so.'* Then the researcher asked students whether there were any

questions or not. *'Ok class, any question so far?'* Students replied 'no'. At last the researcher closed the lesson *'I think that's all for today. 'Thank you for your attention. Wassalamua'alaikum. wr.wb. See you'* Students answered *'Wa'alaikumsalam. wr.wb. See you'.*

b) Meeting 2

The 2nd meeting was conducted on Wednesday, May 29th 2013. The teacher would like to be acquainted with the teaching procedures applied by the researcher in teaching English by using communicative tasks to eighth grade students of SMPN 3 Wates. In line with the theoretical review, the teaching of English by using communicative tasks had three stages; they were presentation, practice, and production. They are stated below.

(1) Presentation

The researcher, collaborator and English teacher entered the classroom. Researcher greeted students by saying *'Assalamua'alikum wr.wb.'* Students answered *'Wa'alaikumsalam.wr.wb.'* The researcher greeted students again. *'good morning class'* that was followed by a statement *'how are you today?'* Students responded the researcher by saying *'good morning Mr. I'm fine, And you?'* the researcher answered *' I'm fine too.*

Thanks'. Then he checked the attendant list. *'So everybody comes to this class?'* Then students answered *'no'*. Rangga Rosari was still absence and there were eight students who did not come because of OSIS meeting.

The researcher told a story when he was a newcomer in Jogja, He did not know where Glagah Beach was. Then he asked someone to tell the way to the beach. The researcher asked students *'what do you do if you see people like that?'* Enthusiastically students answered *'help him, sir.'* Then the researcher said *'well that's good. You're right'*. Then, researcher asked students *'Can anyone tell me the way to Glagah beach from this school?'* Students answered it with his guidance.

Then the researcher showed pictures of public facilities to students. Many students were unable to pronounce new vocabularies correctly. For example, church, restaurant, and museum. To solve this problem, the researcher used audio from Cambridge Advanced Learner's Dictionary 3 (CALD3) to drill unfamiliar vocabularies. The researcher asked students *'is there any idea what it is about?'* Students enthusiastically answered *'a map'*. Then, the researcher told students that they were going to learn expression of asking for direction and responding to it.

(2) Practice

The researcher distributed the handout. By showing the handout to students, he asked them *'everybody's got this paper?'* Students answered *'yes Mr.'* Then the researcher asked for students to practice the dialogue. The researcher asked three pairs of students to read the dialogue. Three of them read the dialogue well. Then, he reread the dialogue with the appropriate intonation and students repeated after him. After that he explained the use of expression of asking for information (direction) and responding to it. Then, the researcher explained the expression of asking for direction and responding to it. The researcher also asked students to participate or mention other expressions of asking for direction.

Moving to the next task, the researcher asked students to do the task (arrange the jumble sentences into a good paragraph) in pairs. The researcher moved around the class to monitor students' activity. Students took 10 minutes to complete the task. Then the researcher invited four pairs of students to practice their dialogues. The researcher gave correction and feedback about their performance. For other students, they needed to speak louder. Overall they were good enough. After that, the researcher continued asking students to do the next task. He asked them to do a role play based on the role card and a cue card from researcher.

(3) Production

Moving to the last task, the researcher divided students into groups with four students each group. Then, role cards and cue cards were distributed to every group. To make sure the every group had got their cards, he asked the students *"Every group has got these two cards?"* Then the students answered *"Yes."* After all groups received their cards, the researcher explained the rule of role plays which they were going to perform. After that the researcher also made a lottery to decide which group would perform role play first. Then, researcher gave an opportunity for students to have discussion and prepare what they are going to perform. *"Ok now I'll let you to have discussion with your group"*. Students prepared their role plays seriously. The researcher moved forward to each group to ensure that all students had already understood about what they had prepared for their role plays. The researcher asked students to raise their hands if they had difficulties. *Please raise your hand if you have question"*.

After 15 minutes students finished and the researcher started calling the groups to perform the role play based on number of lottery they got. One by one, the group performed in front of the class. The researcher gave a big applause and praise by saying, *wow it's good, it's great, it's wonderful, etc* for each group who had finished performing the role play.

The researcher checked students' understanding. *'What we've learned today?'* Students replied *'asking and giving direction'*. Researcher asked again *'What expressions can you use to ask for information?'* Students looked at their hand outs read the sample dialogues and said: *Can you tell me...? Could you tell me..?'* The researcher asked again *'what about giving information?'* Students reread their handouts and said *'Yes, of course, sure, certainly.'* Then he asked students whether there were any questions or not. *'Ok class, any question so far?'* Students replied *'no'*. At last the researcher closed the lesson *'I think that's all for today. Thank you for your attention. Wassalamua'alaikum. wr.wb.'* Students answered *'Wa'alaikumsalam. wr.wb.'*

3) Reflection of Cycle 2

Having discussed the plans, actions, and results at the cycle II above, there were some reflections. Firstly, most of students understood more the words and expressions.

- R : Menurut kamu, kalau pakai pictures kayak tadi sama kemarin-kemarin itu bisa bisa nambah kosa kata gak?
- S : Pasti mas. Aku cuma tahu sedikit kosakata bahasa inggris. Kalo pake latihan kayak gini kan lumayan. Aku jadi ngerti banyak kata sekarang. Jadi makin mudah berkomunikasi kalo kosakatanya juga banyak.

(Interview Transcript 4)

Secondly, students understood more accurate pronunciation after using Audio from Cambridge Advanced Learner Dictionary 3 (CALD-3).

- R : Kalau audionya tadi?
 S : Ternyata susah ya ngucapin kata yang bener. Tapi diulang-ulang jadinya bisa makin mirip sama yang diucapkan orang aslinya.

(Interview Transcript 5)

Thirdly, students were successful in expressing their ideas about the directions from one place to another one. Fourthly, students were successful in doing more tasks, such as arranging jumble sentences and practicing dialogues in pairs relating to the topic that had been discussed.

- R : Terus dengan adanya roleplay tadi kamu lebih termotivasi lagi gak untuk mengikuti pelajaran?
 S : Iya mas. Aku sebenarnya malu kalau harus tanya atau ngomong di depan teman-teman sekelas. Tapi liat temen-temen jadi aktif gitu aku juga pengen ikutan aktif ngomong.

(Interview Transcript 5)

- R : Sebelumnya, gimana nih dengan pelajaran hari ini?
 S : Menyenangkan, santai, rame suasananya tapi tetep serius belajar.
 R : Oh yah? Bagus donk kalau gitu. Yang menyenangkan yang mana?
 S : Tadi waktu role-play kayak kejadian beneran. Untung ada Peta yang di papan tadi, jadi lebih gampang nunjukin arah-arahnya.
 R : Apa kamu lebih bisa memahami expression menggunakan teknik itu?
 S : Iya mas. Ya itu tadi, karena kita praktek langsung jadi kita paham beneran.

(Interview Transcript 5)



Picture 3. The teacher writes students' opinion about expression being learnt.

In line with the activities in cycle II, the students could mention the expressions for asking and giving opinions. The students could also be able to use the expressions for asking and giving opinions correctly in the communication. Besides, the students could role-play interestingly. From the activities, the researcher concluded that the activities in cycle 2 basically succeeded. The students understood the expressions for asking and giving opinions. Besides, the researcher also succeeded in teaching English by using communicative tasks for the eighth grade students of SMP N 3 Wates.



Picture 4. Students are doing role-play with their group interestingly.

B. Discussions

This subchapter shows the research findings of all actions in the research. As stated before, the research aimed to improve English for the 8th grade students at SMP Negeri 3 Wates through communicative tasks. For this reason, the finding of the research involved the actions to accomplish that goal. In the first cycle, the implementation of communicative tasks in the form of question-answer and dialogues activities helped the students to improve students' English skills because they interacted with the teacher and their friends so they shared ideas and knowledge about the learning materials.

Pattison in Nunan (1989: 68) also proposed seven activities that could involve learners in interaction. Questions and answers is based on students' ideas to create an information gap by giving a chance for students to make a personal and secret choice from a list of language items which all fit into a given frame. While, dialogues activity give many benefits for students to stimulate interaction in real life situation as if they were doing so in the real world, such as a business meeting, greeting a friend in school, or an interview. This activity can be used to encourage oral fluency and also to train students in different or in specific situation

The implementation of communicative tasks in some activities, such as identifying pictures, practicing dialogues, making dialogues, arranging jumble sentences, and role-playing could also help students to improve student's involvement in the process of teaching English in the

class. Students enjoyed and were encouraged in the process of English teaching-learning process through communicative tasks. It was supported by Thornbury's theory (2005: 79) stating that communicative activities are characterized by the motivation of the activity to achieve some outcome and achieve the outcome required the participants to interact.

Based on the results of analysis, there were some problems occurring in implementing the actions related to students' motivation and learning English in cycle I, such as the students were unable yet to interact using the expressions of asking for something and responding to the expressions of asking for something correctly. It was because the students did not know the expressions in English. Besides, the students were unable to pronounce and write correctly. It was because the students did not familiar how to pronounce and write the words. Therefore the researcher tried to solve the problems, so that the activity could run successfully. This following table shows the result of the action research study.

Table 6. The Result of the Action Research

No.	Pre condition	Cycle I	Cycle II
1.	Some students were passive in activities.	Students became active but the class become noisy	Students became active and the activities ran well
2.	Some students had low motivation in learning English though communicative tasks	Students were enthusiastic in the reading process, but there were still some students who chatted in the process of teaching English	Most of students were enthusiastic in the process of teaching English
3.	Some students	Students were able to	Students

	found difficulties to pronounce the words or expressions	pronouns the words and expressions, but there were some students who were still confused	pronounced the words and expressions correctly and only some students who could not
4.	The activities in learning were not interesting, thus the students got bored	The activities were interesting that students were involved in the process of teaching English, but there were still some students who did not pay attention to the learning process	Most of students were involved in English activities
5.	There was low interaction among students and the English teacher	Interaction was better, but there were some students who did not interact with their friends in the process of teaching English	Most of students interacted in the process of teaching English

Based on the table above, the process of teaching English through communicative tasks encountered many problems. Some students tended to be passive and bored in English activities. They lacked of motivation in learning English. The learning activities tended to be monotonous. Moreover, there was low interaction among the English teacher and students in the process of teaching English. According to Lewis in Richards and Renandya (2002: 45), to solve the problems of classroom interaction, teacher tries to decide which class activities can best be done individually, which work well in pairs or groups, and which call for whole-class work. Every teacher changes roles during a lesson. These

changes should be appropriate to the type of lesson, activities, lesson aims and the level and age of the learners.

After the actions were implemented, some students tended to be active and enthusiastic in the process of English teaching and learning. Their motivation became high in learning English. They were also able to pronounce the words and mention some expressions. The English activities became interesting and the students were actively involved in question-answer and dialogues activities. In addition, interaction among students in the process of teaching English was good. They were given opportunities to share their ideas or opinion to the teacher or friends to achieve comprehension or understanding. In conclusion, after the actions were implemented, there was an improvement in students' English skill.

The improvement of students' skill, based on Clark in Nunan (1989: 67), could be seen from communicative type activities that enable students to interact through micro skills. Clark states that language programs should enables students to solve problems through interaction social with others and establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans (divergent tasks).

Based on the process and the implementation result, the data fulfilled five criteria of data validity mentioned by Anderson et al. (1994, in Burns, 1999). In the reconnaissance and plan of action, the dialogic validity was fulfilled because the study included a discussion with the

English teacher about the selected problems and their solutions. In the action, the democratic validity was fulfilled since the implementation was done collaboratively with a collaborator. In the reflection, the outcome validity was fulfilled in accordance to the improvement of the students' speaking ability in some aspects mainly interaction. Moreover, the catalytic validity was also met because there were some changes occurred during the study. Lastly, the process validity was also met in this study since this research was conducted based on a strategic plan.

The reliability of the research was obtained by using three triangulation techniques mentioned by Burns (1999: 164) and giving genuine data, such as the field notes, interview transcript and other records. In this study, the data were collected at one point in time (time triangulation) and there was more than one observer involved (investigator triangulation). Furthermore, the data were analyzed from more than one perspective (theoretical triangulation).

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter deals with three points. They are conclusions, implications and suggestions. These points are presented as follows.

A. Conclusions

The implementation of communicative tasks in some activities, such as identifying pictures, practicing dialogue, making a dialogue, arranging jumble sentences, and role-playing could help students to improve student's involvement in the process of teaching English in the class. Students enjoyed and were encouraged in the process of teaching English through communicative tasks. However there were some problems occurring in implementing the actions related to their motivation and students learning English in cycle I. Some of them tended to be passive and bored in English activities. They lacked motivation in learning English. Besides, they did not pronounce the words or expressions and did not understand the meaning of some difficult words. The learning activities tended to be monotonous. Moreover, there was low interaction between the English teacher and the students and among the students in the English teaching-learning process.

After the actions were implemented, some students tended to be active and enthusiastic in the process of teaching English. Their motivation became high in learning English. They were also able to pronounce the words and mention some expressions. The English activities became interesting and the students were actively involved in English activities. In addition, interaction

among students in the English teaching-learning process was good. They were given opportunities to share their ideas or opinion to the teacher or friends to achieve comprehension or understanding. Last, after the actions were implemented, there was an improvement in students' English skills.

B. Implications

From the conclusions of this research study, it can be implied that communicative tasks can be valuable for the teacher to apply in the classroom, in the effort of gaining the quality of classroom interaction in general. Furthermore, the activities of communicative tasks can be the alternative one which is interesting to do in the classroom. The process of communicative tasks can also be done in different levels of education in order to improve the students' flow, enthusiasm, and autonomy in English teaching-learning process.

C. Suggestions

In reference to the conclusions and the study, some suggestions are directed to English teachers, to the school principal and to other researchers.

1. To the English teachers

It is essential for English teachers to improve the quality of the teaching English by employing various activities which are enjoyable and motivating to improve students' English skill and students' involvement. The English teachers can use communicative activities such as discussion

and role-play practices. The researcher realizes that in applying communicative activities, the class will be noisy as happened in this research. Therefore English teacher should pay attention to the class condition because in communicative activities students conduct discussion practices. Besides, the English teachers should choose the texts and task that are appropriate to the students.

2. To the School Principal

It will be better if the school principal can more facilitate the English teaching-learning process by providing more facilities and media to conduct the lesson.

3. To other researchers

The focus of this study deals with students' English skill by using communicative activities. For the other researchers, there are some issues that can be interesting topics to be investigated. For example, other researchers can further explore some other techniques to improve students' English. Besides, they can conduct other research from different angles of English.

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APPENDICES

Appendix 1

Course Grid

EFFORTS TO IMPROVE CLASSROOM INTERACTION IN ENGLISH TEACHING-LEARNING PROCESS THROUGH COMMUNICATIVE TASKS TO THE 8th GRADE STUDENTS OF SMPN 3 WATES

Berbicara

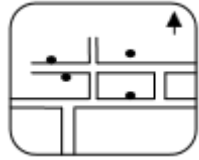
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No.	Basic Competence	Indicators	Teaching-learning activities	Role-plays	Topic	Learning materials			Evaluation	Media
						Grammar	Vocab	Expression		
1.	9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang , meminta, memberi dan mengingkari informasi, meminta, memberi, dan	1) Students are able to pronounce the name of things sold in the grocery store. 2) Students are able to use expression of asking for something. 3) Students are able to respond to the expression of asking for something.	➤ Presentation 1) The teacher shows pictures of things sold in the grocery store. 2) The teacher drills the students names of things sold in the grocery store. 3) The teacher shows pictures customer and shopkeeper having a conversation using expression of asking for something and responding to asking for something.	Actor: customer – shopkeeper Students work in group of four. All of them will have role play activity. Place : in the grocery store Step 1. One student pretending to be a shop keeper and three students are customers. 2. The teacher gives each group role cards. In the customers' card there are three things	shoppi ng	Asking for something - Can I have...? - Can you give me...? Responding to the expression of asking for something - Here you are. - This is for you. - Sorry, I don't have.	Flour garlic onion rice salt sugar butter	Example 1 Customers: Excuse me. I'd like to have a kilo of sugar, please. Shopkeeper: Sure. Here it is. Customer: Yes. How much is it? Shopkeeper: Fifteen dollars. Customer: Thank you Shopkeeper: Thank you Example 2 Customers: Excuse me. Can I have a kilo of rice, please? Shopkeeper: Sure. Here it is. Customer: Yes. How much is it? Shopkeeper: Ten dollars. Customer : Thank you Shopkeeper :	Instrument: 1. For Customers Here is your shopping list :  2. For shopkeeper You work in the grocery. Customers come in. Here are the sample prices of some things you sell. 	- Pictures - Role cards - Cue cards

	menolak pendapat, dan menawarkan / menerima / menolak sesuatu		➤ Practice 4) Students pronounce names of things sold in the grocery store. 5) The students practice conversation using the expression asking for something and responding to asking for something. (In pair the students read the dialog given by the teacher) ➤ Production 6) The students are in group of four. They have to practice role play.	which the customers can ask for. One customer has to ask for one thing.				Thank you Example 3 Customers: Excuse me. Can I have a kilo of flour, please? Shopkeeper: Sure. Here it is. Customer: Yes. How much is it? Shopkeeper: fifteen dollars. Customer: Thank you Shopkeeper: Thank you	Form : performance	
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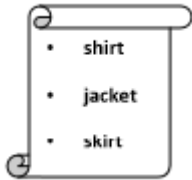
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No.	Basic Competence	Indicators	Teaching-learning activities	Role-plays	Topic	Learning materials			Evaluation	Media
						Grammar	Vocab	Expression		
2.	9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi , meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.	1) Students are able to use expression of : - asking direction - giving direction - denying information (direction) 2) Students are able to respond to the expression of asking for direction	Presentation 1) The teacher shows a picture of someone and asks students to identify the name of public facilities. 2) The teacher shows pictures of policemen and foreigner having a conversation using expression of asking for information and responding to the expression of asking information. 3) The teacher drills the student's expression of asking for information and responding to the expression of asking information.	Actor: foreigner – policeman The students are in group of four. They have to do role play activity Place : in the office Step 1. Four students pretending to be a policeman and three others are foreigner. 2. The teacher will give each group a role card. 3. In the foreigners' role card, there are three places	Tour Guide	Asking for information - Can you tell me...? - Could you tell me...? Giving information - Yes. Of course. - Sure. Denying information - Are you sure? As far as I know.... - Is it true? - I'm really sorry, but....	Drugstore Hospital Restaurant airport Crossroads Go straight T-junction Turn left Turn right	Example 1 You: Excuse me, sir. Can you tell me the way to the Post Office? Man: Sure, go straight then turn left and the pos office is on your right side. You: Thank you very much. Man: You're welcome. Example 2 You: Excuse m, sir. Could you tell the way to the Red Bank? Man: Yes, go ahead then turn right and the Bank is on your left side. You: Thank you very	Instrument: 1. For foreigner You spend holiday and want to go to some places. Here are places you want to visit :  2. For policeman You work in office and there is a foreigner come to ask information. Here is your map :  Form: performance	- Pictures - Role cards - Cue cards

			Practice 4) Students identify vocabulary related to the map shown by the teacher and pronounce it correctly. 5) The students practice to use the expression of asking for information and responding to the expression of asking information. (The teacher mentions a place in the map and asks student to give direction how to go there) Production 6) The students work in pair. They have to practice role play.	which they want to visit. One foreigner has to ask one place. 4. Whereas the policeman will hold a map to help him explain the direction to the foreigner.				much. Man: You're welcome. Example 3 You: Excuse me, sir. Could you tell me the way to the drugstore, Sir? Man: Yes of course, go ahead then turn right and the Bank is near the T-junction. You: Thank you very much. Man: You're welcome.		
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Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No.	Basic Competence	Indicators	Teaching-learning activities	Role-plays	Topic	Learning materials			Evaluation	Media
						Grammar	Vocab	Expression		
3.	9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat , dan menawarkan / menerima / menolak sesuatu.	1) Students can pronounce names of clothes correctly 2) Students are able to use expression of asking, giving an denying opinion 3) Students are able to respond to the expression of asking, giving and denying opinion	Presentation 1) The teacher shows pictures of clothes and pronounces correctly. 2) The teacher shows pictures of two people having a conversation using the expression of asking, giving and denying opinion 3) The teacher drills the student's expression of asking, giving and denying opinion. Practice 4) Students identify vocabulary related to the dialogue and	Actor: friend - friend Students work in pair/group. They will have role play activity. Place : in the cloth shop Step 1. Students are in the cloth shop having discussion about the cloth they want to buy. 2. The teacher gives role cards for students. 3. In the students A's role card, there are names of clothes which she wants to buy. 4. Whereas the	Fashion	Asking for opinion • What do you think about...? • What is your opinion of...? Giving Opinion • I think ...	Jacket Shirt skirt tie trousers t-shirt	Example 1 Michael: What do you think about this shirt? Jennifer: It's really nice shirt. Michael: Thank you. Example 2 Michael: What do you think about my new jacket? Jennifer: I think the color is too bright for you. Michael: I think you're right. Thank you. Jennifer: You're welcome. Example 3 Jane: Yes you're right. What is your opinion about my new shirt Ray? Ray: I think the color is not match	Instrument: You and you friend are in the store. You want to buy some clothes. 1. For Student A You ask your friend's opinion about cloth that you want to buy  2. For Student B You give your opinion about cloth that your friends want to buy. Form : performance	- Pictures - Role cards - Cue cards

			pronounce correctly. 5) The students practice to use the expression of asking, giving and denying opinion. (The students give their opinion about the picture) Production 6) The students work in pair. They have to practice role play.	student B's will give opinion whether the clothes are suit with her/him or not.				with your skirt. Jane: I think you're right. Thank you. Ray: You're welcome.		
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Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No	Basic Competence	Indicators	Teaching-learning activities	Role-plays	Topic	Learning materials			Evaluation	Media
						Grammar	Vocab	Expression		
4.	9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang,	1) Students are able to use expression of asking for agreement and express agreement and disagreement 2) Students are able to respond to the expression of asking agreement	Presentation 1) The teacher shows a picture of a man throwing the rubbish carelessly. Then asks them agree or disagree about what the man doing 2) The teacher shows dialog two people having a conversation using the expression agreement and disagreement. 3) The teacher drills the students expression of asking for agreement and express agreement and disagreement Practice 4) Students identify vocabulary related	Actor: a friend – friends. The students are working in pair or groups. They have to do role play based on the cards they get. Place: in the environment and surroundings. Step 1. The student A asks his/her friend' agreement based on the card she/he gets. 2. Student B respond with agree or disagree.	Environment	Asking for agreement • Do you agree ...? Agreement • Yes, I agree. • Yes you are right. Disagreement • I don't think so. • I am not sure. • I don't agree.	dustbin earth pollution rubbish river dirty flood classroom schoolyard	Example 1 : A: This class is very dirty? B: Yes, you are right. A: Do you agree if we clean this class after school? B: Yes, I agree with you. Example 2 : A: This yard is full of rubbish. B: Yes you are right. A: Do you agree if we clean this yard next Sunday? B: Yes, I agree with you. Example 3: A: We must throw the rubbish into the dustbin. B: Yes you are right. A: Do you agree if we burn all this	Instrument: 1. A group of students having a conversation about environment 2. For Student A. You asks your friend using expression of agreement based on the card you get. 3. For Student B. You are free to agree or disagree. Form : performance	- Pictures - Role cards - Cue cards

	dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon.		to the dialogue and pronounce it correctly. 5) The students practice the expression of agreement and disagreement. Production 6) The students are working in pairs or groups. They have to do role play based on the situation given by the teacher.					rubbish now? B: I don't think so.		
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Appendix 2

Lesson Plan

LESSON PLAN 1

School	: SMP N 3 Wates
Subject	: English
Grade/Semester	: VIII B / 2
Type of Text	: Transactional / Interpersonal
Topic	: Shopping
Aspect/Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Basic Competence : 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, **meminta, memberi, menolak barang**, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan, menerima, menolak sesuatu.

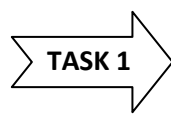
Learning Objectives

- a. After the learning process students are expected to be able to identify vocabulary related to the topic.
- b. After the learning process students are expected to be able to pronounce the name of things sold in the grocery store.
- c. After the learning process students are expected to be able to use the expression of asking for something.
- d. After the learning process students are expected to be able to respond to the expression of asking for something.

Indicators

- a. Identifying vocabulary related to the topic.
- b. Pronouncing the name of things sold in the grocery store.
- c. Using expression of asking for something.
- d. Responding to the expression of asking for something.

1. Teaching and Learning Material



Lead in

The teacher shows students a picture of grocery shop.
(Oral instruction)



Picture 1.1 a situation in a market

TASK 2

Pronounce the following words correctly.



sugar
/ˈʃʊɡ.ə r/



salt
/sɒlt/



garlic
/ˈɡɑː.lɪk/



onion
/ˈʌn.jən/



chicken
/ˈtʃɪk.m/



beef
/biːf/



potato
/pəˈteɪ.təʊ/



rice
/raɪs/



egg
/eg/



fish
/fɪʃ/



cooking oil
/ˈkʊk.ɪŋ ɔɪl/



butter
/ˈbʌt.ə r/

TASK 3

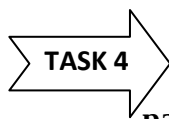
The teacher shows a picture of a customer and a shopkeeper having a conversation using expressions of asking for something and responding to the expression of asking for something.

Sure. Here it is.

Excuse me. Can I have a



Picture of a customer and a shopkeeper having a conversation using expression of asking for something and responding to the expression of asking for something.



Study and practice the following dialogues with your partner.

1. Customers : Excuse me. I'd like to have a kilo of sugar, please.
 Shopkeeper : Sure. Here it is.
 Customer : Yes. How much is it?
 Shopkeeper : Nineteen thousand rupiah
 Customer : Thank you
 Shopkeeper : Thank you
2. Customers : Excuse me. Can I have a kilo of rice, please?
 Shopkeeper : Sure. Here it is.
 Customer : Yes. How much is it?
 Shopkeeper : Eight thousand and six hundred rupiah.
 Customer : Thank you
 Shopkeeper : Thank you
3. Customers : Excuse me. Can you give me a kilo of flour, please?
 Shopkeeper : Sure. Here it is.
 Customer : Yes. How much is it?
 Shopkeeper : Seven thousand and five hundred rupiah.
 Customer : Thank you
 Shopkeeper : Thank you

Expression	
Asking for something	Responding to the expression of asking for Something
I'd like to have ... Can I have ...? Can you give me ...?	Here you are. This is for you. Sorry, I don't have

TASK 5

Make a short dialogue by using expressions of asking for something and responding to the expression of asking for something. The example is already provided for you.

e.g. Sugar - Rp 10.900,-/kg

Customer: How much is a kilo of sugar?

Shopkeeper: It is ten thousand and nine hundred rupiah.

Customer: I'd like to have 1 kg, please.

Shopkeeper: Here it is.

- | | |
|-----------------------------|--------------------------------------|
| 1. flour - Rp7.500,- / kg | 7. butter - Rp 11.400,- / kg |
| 2. garlic- RP 21.750,- / kg | 8. chicken - Rp 26.900,- / kg |
| 3. onion-Rp23.800,- / kg | 9. beef - 57.700,- / kg |
| 4. rice- Rp 8.650,- / kg | 10. cooking oil - Rp 24.300,- / pack |
| 5. salt- Rp 4.300,- / pack | |
| 6. sugar - Rp 19.200,- / kg | |

TASK 6

Have a small group role play.

Work in a group of four. Listen to your teacher. Discuss with your group member on what to say. Act based on the situation given.

2. Teaching Method

PPP (Presentation, Practice, Production)

3. Teaching - Learning Activities

No	Activity	Time
1	Opening 1) Teacher greets the students. 2) Teacher checks student attendance. Lead in 3) The teacher shows a picture of grocery shop. (Task 1)	10 minutes

2	Main Activity ➤ Presentation 4) The teacher shows pictures of things sold in the grocery shop and drills the students to pronounce the name of the pictures. (Task 2) 5) The teacher shows pictures of a customer and a shopkeeper having a conversation using expression of asking for something and responding to the expression of asking for something. (Task 3) 6) The teacher explains the expression of asking for something and responding to the expression of asking for something. (Task 4) ➤ Practice 1) Students look at the pictures shown by the teacher. (Task 1,2,3) 2) Students pronounce the names of things sold in the grocery store. (Task 2) 3) Students study and practice conversation using the expression of asking for something. and responding to the expression of asking for something. (Task 4) 4) Students make and practice short dialogues by using the expression of asking for something and responding to the expression of asking for something. (Task 5) ➤ Production* 5) The students are in groups of four. They have to practice a role play based on the situation in the card that they get.* (Task 6)	60 minutes
3	Closing 6) Teacher asks students' difficulties. 7) Teacher gives review about the lesson. 8) Teacher closes the lesson.	10 minutes

*Production		
No	Role Play	
	Component	Description
1	Actor	customer –shopkeeper

2	Setting	in the grocery store
3	Time	5 minutes
4	Aim	a. to enable students to use the expression of asking for something. b. to enable students to respond to the expression of asking for something.
5	Language	Functions : asking for something, responding for something
6	Organization	students work in pair/groups
7	Preparation	cue card
8	Procedure	1. One student pretending to be a shop keeper and three students are customers. 2. The teacher gives each group a cue card. In the customers' cue card there are three things which the customers can ask for. One customer has to ask for one thing. 3. For the shop keeper, there are the prices of some of things that he/she sells. He/she has to see the prices when customers come to buy.

4. Resources and Media

- Text book : 1. English in Focus (for grade VIII Junior High School)
- Pictures, cue cards, and a role card.

5. Evaluation

- Assessment Technique : speaking performance

6. Speaking Rubric

	Score	1	2	3	4	5	6	7	8	9	10
1	Fluency										
2	Accuracy										
3	Prununciation										
4	Vocabulary										

$$\frac{\text{Total Score}}{4} \times 10 =$$

Mengetahui

Teacher

Yogyakarta, ...May 2013

Mahasiswa

Wahyu Hidayati, S.Pd.

NIP. 19610508 198403 2 004

Awang Hidiaka Febriansyah

NIM. 07202244129

LESSON PLAN 2

School	: SMP N 3 Wates
Subject	: English
Grade/Semester	: VIIIB / 2
Type of Text	: Transactional / Interpersonal
Topic	: Environment
Aspect/Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

Standard of Competence:

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Basic Competence :

9.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **meminta, memberi persetujuan, merespon pernyataan** , memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon.

Learning Objective:

- a. After the learning process students are expected to be able to identify vocabulary related to the topic.
- b. After the learning process students are expected to be able to pronounce the vocabulary related to the topic correctly.
- c. After the learning process students are expected to be able to use the expression of asking for agreement.
- d. After the learning process students are expected to be able to respond to the expression of asking for agreement.

Indicators:

- a. Identifying vocabulary related to the topic.
- b. Using expression of asking for agreement.
- c. Responding to the expression of asking for agreement.

1. Teaching-Learning Material**Task 1**

Lead in

The teacher shows students a picture of dirty river. (Oral instruction)



Picture 1.1 a dirty river

TASK 2

Pronounce the following words correctly.



dirty
/dɜːti/



rubbish
/ˈrʌb.ɪʃ/



pollution
/pəˈluːʃən/



earth
/ɜθ/



forest
/fɒr.ɪst/



Plant
/plant/



river
/rɪv.ə/



dustbin
/dʌst .bɪn/



fire
/faɪə/



flood
/flʌd/



classroom
/kla.s.rʊm/



schoolyard
/skul.jad/

Task 2

Study and practice the following dialogues with your partner.

*Do you agree if we clean
our class after school?*

Yes, I agree with you.



Picture 1.2 students having a conversation using expression of agreement

Study the following dialogues.

1. Rio: This class is very dirty?

Ica: Yes, you are right.

Rio: Do you agree if we clean this class after school?

Ica: Yes, I agree with you.

2. Arya: This yard is full of rubbish.

Fredi: Yes, you are right.

Arya: Do you agree if we clean this yard next Sunday?

Fredi: Yes, I agree with you.

3. Intan: We must throw the rubbish into the dustbin.

Ika: Yes you are right.

Intan: Do you agree if we burn all this rubbish now?

Ika: I don't think so. It will cause air pollution

Study the following expressions.

Expression	
Asking for agreement	Responding to the expression of asking for agreement
Do you agree ...?	Agreement • Yes, I agree. • Yes you are right. Disagreement • I don't think so. • I am not sure. • I don't agree.

Task 4

Arrange these jumble sentences into a good dialogue then practice it with your partner in front of the class.

Part 1

a. You're right. The government must pay more attention to them. It's their duty to do that.

b. Yes, I agree with you. However, many of those places are still not well managed.

c. Why?

d. Well, it's not only the government's duty. It's also our duty to help them those potential places.

e. Indonesia has so many beautiful places. They can attract foreign tourist. Do you agree with me?

f. I don't think so.

Part 2

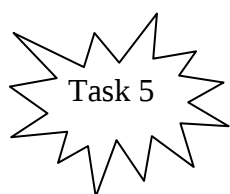
a. Yes, it's about flood.

b. Yes, I agree with you. Maybe there should be more dustbins in public places, so people will throw the rubbish in the right place.

c. I think it will keep happen if many people still throw the rubbish into the river.

d. Have you read the head Line of the newspapers this morning?

e. I'm not sure it will work. The awareness of people in our country is still very low.



Task 5 Have a small group role play.

Work in a group of three. Listen to your teacher. Discuss with your group member on what to say. Act based on the situation given.

2. Teaching Method

PPP (Presentation, Practice, Production)

3. Teaching - Learning Activities

No	Activity	Time
1	Opening 1) Teacher greets the students. 2) Teacher checks student attendance. Lead in 3) The teacher shows a picture of dirty river.(Task 1)	10 minutes
2	Main Activity	60 minutes

	Presentation 1) The teacher drills the students to pronounce some vocabulary. (Task 2) 2) The teacher shows a picture of two children having a conversation using the expression of asking for agreement and responding to the expression of asking for agreement. (Task 3) 3) The teacher explains the expression of asking for agreement and responding to the expression of asking for agreement. (Task 3) Practice 1) Students look at the pictures showed by the teacher. (Task 1,2,3) 2) Students identify vocabulary related to the dialogue and pronounce it correctly. (Task 2) 3) Students study and practice conversation using the expression of asking for agreement and responding to the expression of asking for agreement. (Task 3) 4) The students arrange the jumble sentences into a good paragraph then practice it with their partner in front of the class. (Task 4) Production 6) The students are in group of three. They have to practice role play based on the situation in the card that they get.* (Task 5)	
3	Closing 7) Teacher asks students' difficulties. 8) Teacher gives review about the lesson. 9) Teacher closes the lesson.	10 minutes

*Production		
No	Role Play	
	Component	Description
1	Actor	Student and their friends.
2	Setting	In the classroom
3	Time	5 minutes
4	Aim	a. to encourage students to use the expression of asking for agreement. b. to encourage students to respond to the expression of asking for agreement.
5	Language	Functions : asking for agreement, responding to the expression of asking for agreement.
6	Organization	students work in pair/groups

7	Preparation	cue card
8	Procedure	1. The students ask their friend's agreement based on the cue card they accepted. 2. The teacher give their agreement. They are free to agree or disagree.

4. Resources and Media

- Text book: 1. English in Focus (for grade VIII Junior High School)
- Pictures, role card and cue card

5. Evaluation

- Assessment Technique: speaking performance

6. Speaking Rubric

	Score	1	2	3	4	5	6	7	8	9	10
	Apect										
1	Fluency										
2	Accuracy										
3	Prununciation										
4	Vocabulary										

$$\frac{\text{Total Score}}{4} \times 10 =$$

Mengetahui

Teacher

Yogyakarta, May 2013

Mahasiswa

Wahyu Hidayati, S.Pd.
NIP. 19610508 198403 2 004

Awang Hidiaka F
NIM. 07202244129

LESSON PLAN 3

School	: SMP N 3 Wates
Subject	: English
Grade/Semester	: VIIIB / 2
Type of Text	: Transactional / Interpersonal
Topic	: Fashion
Aspect/Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Basic Competence : 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, **meminta, memberi, dan menolak pendapat**, dan menawarkan / menerima / menolak sesuatu.

Learning Objective

- After the learning process students are expected to be able to identify vocabulary related to the topic.
- After the learning process students are expected to be able to pronounce the names of clothes.

- c. After the learning process students are expected to be able to use expression of asking for opinion.
- d. After the learning process students are expected to be able to respond to the expression of asking for opinion.

Indicators

- a. Identifying vocabulary related to the topic.
- b. Pronouncing the names of clothes.
- c. Using expression of asking for opinion.
- d. Responding to the expression of asking for opinion.

1. Teaching and Learning Materials

TASK 1

Lead in

The teacher shows students a picture of clothes shop. (Oral instruction)



Picture 1.1 clothes shop

TASK 2

Pronounce the following words correctly.



jacket
/ˈdʒæk.ɪt/



t-shirt
/ˈtiː.ʃɜːt/



shirt
/ʃɜːt/



vest
/vest/



gown
/gaʊn/



skirt
/skɜːt/



trousers
/ˈtraʊ.zəz/



pajamas
/pɪˈdʒɑː.məz/



short
/ʃɔːrt/



tie
/taɪ/

Study and practice the following dialogues with your partner.

TASK 3

What do you think about my new t-shirt?



It's really nice.



Pictures 1.2 people having a conversation using the expression of asking, and giving opinion

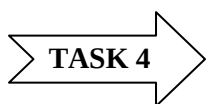
1. Michael : What do you think about this shirt?
Jennifer : It's really nice shirt.
Michael : Thank you
2. Michael : What do you think about my new jacket?
Jennifer : I think the color is too bright for you.
Michael : I think you're right. Thank you.
Jennifer : You're welcome.
3. Jane : What is your opinion of my new shirt Ray?

Ray : I think the color is not match with your skirt.

Jane : I think you're right. Thank you.

Ray : You're welcome.

Expression	
Asking for opinion	Responding to the expression of asking for opinion.
• What is your opinion of...? • What do you think about...? • What do you feel about...?	Giving Opinion • In my opinion ... • I think ... Denying Opinion I don't think so But, in my opinion



Arrange this each group of jumble sentences into a good dialogue then practice it with your partner in front of the class.

- a. Yes, you're right.
 - b. What do you think about this shirt?
 - c. This store has various items. There are many clothes and souvenirs here.
 - d. Mmmh...It's good but I don't think red is the right color for you. I think blue will be better.
 - e. Emm... I guess you're right.
 - f. Do you really think so? I think red is nice.
 - g. But there is no blue shirt here. Let's ask the shopkeeper
 - h. Actually, I think red is too bright for you.
- a. You're welcome.
 - b. Yes you're right. What do you think about my new shirt Ray?
 - c. Well, it's nice but I think the color is not match with your skirt. Maybe blue skirt will be more beautiful.

d. Is this your new shirt you bought yesterday. Jane?

e. I think you're right. Thank you.



TASK 5 Have a small group role play.

Work in pair with your partner. Listen to your teacher. Discuss with your group member on what to say. Act based on the situation given.

2. Teaching Method

PPP (Presentation, Practice, Production)

3. Teaching - Learning Activities

No	Activity	Time
1	Opening 1) Teacher greets the students. 2) Teacher checks student attendance. Lead in 4. The teacher shows a picture of clothes shop. (Task 1)	10 minutes
2	Main Activity ➤ Presentation 1) The teacher shows pictures of clothes then asks them to identify and pronounce the vocabulary correctly. (Task 2) 2) The teacher shows pictures of two people having a conversation using the expression of asking, giving and denying opinion. (Task 3) 3) The teacher explains the expression of asking, giving and denying opinion. (Task 3) ➤ Practice 4) Students look at the pictures shown by the teacher. (Task 1,2,3) 5) Students identify and pronounce the vocabulary correctly. (Task 2) 6) The students study the expression of asking for information and responding to the expression of asking information. (Task 3) 7) Students make and practice short dialogues by	60 minutes

	using the expression of asking for something and responding to the expression of asking for something. (Task 5,6) ➤ Production* The students work in pair. They have to practice role play based on the situation in the card that they get.* (Task 7)	
3	Closing 1) Teacher asks students' difficulties. 2) Teacher gives review about the lesson. 3) Teacher closes the lesson.	10 minutes

*Production		
No	Role Play	
	Component	Description
1	Topic	Fashion
2	Actor	friend – friend
3	Setting	In the clothes shop
4	Time	5 – 10 minutes
5	Aim	a. to enable students to use the expression of asking for opinion. b. to enable students to respond to the expression of asking for opinion.
6	Language	Functions: asking for agreement, responding to the expression of asking for agreement.
7	Organization	The students work in pair.
8	Preparation	picture, cue card
9	Procedure	1. Two students are in a clothes shop having discussion about the cloth they want to buy. 2. The teacher gives a cue card for both students. 3. In the students A's cue card, there are three kinds of clothes which she wants to buy. 4. Whereas the student B will hold a cue card contains the opinion whether the clothes are suit with her or not.

4. Resources and Media

- Text book : 1. English in Focus (for grade VIII Junior High School)
- Pictures, a role card and cue cards

5. Evaluation

a. Assesment Technique : speaking performance

6. Speaking Rubric

	Score	1	2	3	4	5	6	7	8	9	10
Apect											
1	Fluency										
2	Accuracy										
3	Prununciation										
4	Vocabulary										

$$\frac{\text{Total Score}}{4} \times 10 =$$

Mengetahui

Teacher

Yogyakarta, May 2013

Mahasiswa

Wahyu Hidayati, S.Pd.

NIP. 19610508 198403 2 004

Awang Hidiaka Febriansyah

NIM. 07202244129

LESSON PLAN 4

School	: SMP N 3 Wates
Subject	: English
Grade/Semester	: VIIIB / 2
Type of Text	: Transactional / Interpersonal
Topic	: Tour Guide
Aspect/Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

Standard of Competence : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Basic Competence : 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, **meminta, memberi dan mengingkari informasi**, meminta, memberi, dan menolak pendapat, dan menawarkan, menerima, menolak sesuatu

Learning Objective

- a. After the learning process students are expected to be able to identify vocabulary related to the topic.
- b. After the learning process students are expected to be able to pronounce the name of things on the map.

c. After the learning process students are expected to be able to use expression of:

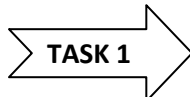
- asking direction
- giving direction
- and denying information (direction)

d. After the learning process students are expected to be able to respond to the expression of asking for direction.

Indicators

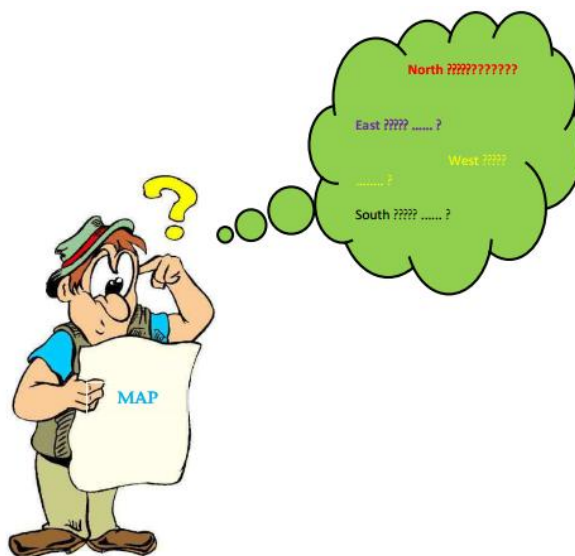
- a. Identifying vocabulary related to the topic.
- b. Pronouncing the names of things on the map.
- c. Using expression of asking for direction and giving direction.
- d. Responding to the expression of asking for direction.

1. Teaching and learning material



Lead in

The teacher shows a cartoon picture of people who is confused looking for address. (Oral instruction)



Picture 1. Someone is looking for an address

TASK 2

Identify vocabulary in the picture 1.3 then pronounce them correctly.



Picture 1.3 city map

Pronounce the following words correctly.

- | | |
|--------------------------------|--|
| a. hospital /'hɒs.pɪ.təl/ | i. cinema /'sɪn.ə.mə/ |
| b. church /tʃɜ:tʃ/ | j. mosque /mɒsk/ |
| c. restaurant /'res.trɒnt/ | k. bookstore /bʊk.stɔ:r/ |
| d. post office /pəʊs 'ɒf.ɪs/ | l. railway station /'reɪl.weɪ 'steɪ.ʃən/ |
| e. zoo /zu:/ | m. market /'mɑ:kɪt/ |
| f. Bus station /bʌs 'steɪ.ʃən/ | n. gas station /gæs 'steɪ.ʃən/ |
| g. airport /'eə.pɔ:t/ | o. hotel /h ə ʊ 'tel/ |
| h. museum /mju:'zi:əm | p. drugstore /'drʌg.stɔ:r / |

TASK 3

Study and practice the following dialogues with your partner.

1. You : Excuse me, sir. Can you tell me the way to the Post Office?

Man : Sure, go straight then turn left and the post office is on your right side.

You : Thank you very much.

Man : You're welcome.

2. You : Excuse m, sir. Could you tell the way to the Red Bank?

Man : Yes, go ahead then turn right and the Bank is on your left side.

You : Thank you very much.

Man : You're welcome.

3. You : Excuse me, sir. Could you tell me the way to the drugstore, Sir?

Man : Yes of courses, go ahead then turn right and the Bank is near the T-junction.

You : Thank you very much.

Man : You're welcome.

Expression		
Asking for information	Giving information	Denying information
Can you tell me...? Could you tell me...?	Yes off course. Sure.	Are you sure? Is it true?



a. Cross road



b. T-junction



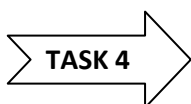
c. go straight, go ahead



d. turn left



e. turn right



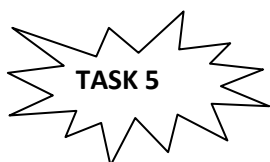
Arrange this each group of jumble sentences into a good dialogue then practice it with your partner in front of the class.

1. a. You're welcome.

b. You just go along this street until you come to the first traffic light. Then turn left. It's on your left just after the zebra crossing.

- c. Thank you very much.
- d. Sure, It is in Robenton Road.
- e. Is that near here?
- f. Excuse me. Can you tell me where the Post Office is, Sir?

- 2. a. Yes. I am sure. I often go there.
- b. Yes, of course. It is Grahadia bookstore. It is on Simanjuntak Street.
- c. Sure. From here, you have to take No. 3 bus and get off in Simanjutak Street. Just go straight down about 50 meters and the bookstore is on your right.
- d. Rina, I want to buy a book. Do you know where the nearest bookstore is?
- e. By the way, can you give me the direction to get there by bus?
- f. Are you sure? As far as I know that bus does not cross Simanjutak Street.



Have a small group role play.

Work in a group of four. Listen to your teacher. Discuss with your group member on what to say. Act based on the situation given.

2. Teaching Method

PPP (Presentation, Practice, Production)

3. Teaching - Learning Activities

No	Activity	Time
1	Opening 1) Teacher greets the students. 2) Teacher checks student attendance. Lead in The teacher shows a cartoon picture to the students. (Task 1)	10 minutes
2	Main Activity ➤ Presentation	60 minutes

	3) The teacher shows pictures of a policewoman and a foreigner having a conversation using expression of asking for information and responding to the expression of asking information. (Task 2) 4) The teacher shows a picture of city map to the students then asks them to identify and pronounce the vocabulary correctly. (Task 3) 5) The teacher drills the students expression of asking for information and responding to the expression of asking information. (Task 3) ➤ Practice 6) Students look at the pictures shown by the teacher. (Task 1,2,3) 7) The students study the expression of asking for information and responding to the expression of asking information. (Task 3) 8) Students identify and pronounce the vocabulary correctly. (Task 2) 9) The students make a short dialogue and practice to use the expression of asking for information and responding to the expression of asking information. (Task 4) ➤ Production 10) The students are in group of four. They have to practice role play based on the situation in the card that they get.* (Task 5)	
3	Closing 1) Teacher asks students' difficulties. 2) Teacher gives review about the lesson. 3) Teacher closes the lesson.	10 minutes

*Production		
No	Role Play	
	Component	Description
1	Actor	Police officer – foreigner
2	Setting	in the police office
3	Time	5 – 10 minutes
4	Aim	a. to enable students to use the expression of asking for direction.

		b. to enable students to respond to the expression of asking for direction.
5	Language	Functions: asking for direction, responding to the expression of asking direction.
6	Organization	The students are in group of four.
7	Preparation	picture of map, cue card
8	Procedure	1. a student pretending to be a policeman and three others are foreigners. 2. The teacher gives each student a cue card for foreigners and a map for policeman. 3. In the foreigners' cue card, there are three places which they want to visit. One foreigner has to ask one place. 4. Whereas the policeman will hold a map to help him explain the direction to the foreigner.

4. Resources and Media

- Text book : 1. English in Focus (for grade VIII Junior High School)
- Pictures and cue card

5. Evaluation

- Assesment Technique : speaking performance

6. Scoring Rubric

	Score	1	2	3	4	5	6	7	8	9	10
Apect											
1	Fluency										
2	Accuracy										
3	Prununciation										
4	Vocabulary										

$$\frac{\text{Total Score}}{4} \times 10 =$$

Mengetahui

Teacher

Yogyakarta, May 2013

Mahasiswa

Wahyu Hidayati, S.Pd.

NIP. 19610508 198403 2 004

Awang Hidiaka Febriansyah

NIM. 07202244129

Appendix 3

Interview Guideline

INTERVIEW GUIDELINE

Before the implementation

A. For the English teacher

1. What are the problems usually faced by the students in speaking English (L2)?
2. Do the students often get nervous to speak English (L2)?
3. How do you attract and stimulate your students to speak English (L2) and get involved actively during the lesson?
4. Do you often give your students group work activities during English lesson?
5. What about the percentage of English (L2) do you and your students use during the English lesson?

B. For the students

1. Do you like English?
2. Do you and your teacher often use English during the lesson?
3. Do you often get nervous to speak English?
4. What are your difficulties in speaking English?
5. Does your teacher often give group work activities or kind of discussion during the lesson?

After the implementation

A. For the English teacher

1. What do you think about the communicative tasks used in the lesson?
2. What do you think about the activities?
3. Do you think the students are motivated and confident to be active to speak English (L2) while they were doing the tasks?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Did by doing the tasks, the use of English (L2) among students increase?
7. Is there any suggestion and advice for the next implementation to make the students more active to speak English (L2) during the lesson?

B. For the students

1. Bagaimana pendapat adik tentang aktivitas pembelajaran yang dilakukan dikelas tadi? Menarik tidak?
2. Apakah dengan menggunakan aktivitas yang tadi diberikan membuat adik menjadi tidak bosan selama pelajaran?
3. Apakah adik menjadi tidak gugup dan percaya diri untuk berbicara menggunakan bahasa Inggris dengan mengerjakan aktivitas yang tadi diberikan?

4. Apakah adik lebih termotivasi dan terdorong untuk menggunakan bahasa Inggris selama pelajaran dengan mengerjakan aktivitas yang tadi diberikan?
5. Menurut adik, apakah dengan menggunakan aktivitas berkelompok seperti tadi membuat adik lebih senang bekerja sama dalam kelompok?
6. Menurut adik, apa yang kurang dari aktivitas pembelajaran yang dilakukan dikelas tadi?

C. For collaborator

1. What do you think about the communicative tasks used in the lesson?
2. What do you think about the activities?
3. Do you think the students are motivated and confident to be active to speak English (L2) while they were doing the tasks?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Did by doing the tasks, the percentage of the use of English (L2) among students increase?
7. Is there any suggestion and advice for the next implementation to make the students more active to speak English (L2) during the lesson?

Appendix 4

Interview Transcripts

Interview with Students

1. Interview After Observation

Rabu 16 Mei 2013

R = Researcher

S10 = Dwi

S21 = Nunik

S22 = Nur

R	:	Saya mau tanya-tanya sebentar boleh kan?
S21	:	Tanya apa mas?
R	:	Mau interview tentang pelajaran bahasa inggris dikelas
S21	:	Emm...hehe
R	:	Cara mengajar bu wahyu gimana sih?
S21	:	Ya begitulah
R	:	Begitu bagaimana?
S21	:	Suaranya kurang kenceng.
R	:	Kalo materinya?
S21	:	Dari buku paket sama LKS
S22	:	Iya, dari buku paket sama LKS
R	:	Kalau materi yang diajarkan gimana?
S21	:	Ngajarnya dijenjah-enjah mas
R	:	What is dijenjah-enjah?
R+S	:	Hahaa (semua tertawa)
S22	:	Dilewat-lewat mas, maksud dia contohnya dari bab 1 setelah itu lompat ke bab 3, seperti itu.
R	:	Trus apalagi? kamu kenapa senyum-senyum terus?
S21	:	Masih kepikiran kata dijenjah-enjah mas,hahaa
RS	:	(semua ikut tertawa)
	:	
R	:	Menurut kamu kesulitannya apa kalau belajar speaking itu?
S21	:	Kata-katanya sulit untuk diucapkan, Mas.
R	:	Selain itu ada lagi tidak?
S21	:	Banyak arti kata yang tidak tau aku, Mas.
R	:	Berarti kamu harus banyak baca dan buka kamus tu biar bisa tau cara pengucapan kata dan artinya.
S21	:	Iya mas tapi malas e mas..hehe
R	:	Wah kamu ini. Terus sama bu guru sering dikasih apa kalau pelajaran speaking?
S21	:	Pelajarannya kalau sama bu Wahyu cuma ngerjain soal terus, bosan mas.
R	:	Kalian di kelas tidak pernah disuruh ngomong pakai bahasa Inggris apa?
S21	:	Kalau di suruh ngomong langsung sih ga pernah mas. Seringnya cuma suruh baca teks.

R	:	Enggak pernah speaking atau jarang?
S21	:	Jarang mas.
R	:	Gitu ya. Terus kira-kira kamu mau tidak pas pelajaran bahasa Inggris diberikan kegiatan yang ada ngomong Inggrisnya?
S21	:	Emm..hehe, malu.
R	:	Lho malu kenapa memangnya?
S21	:	Malu kalo nanti pas ngomong salah mas.
R	:	Salah kan tidak apa-apa namanya juga belajar
S21	:	Iya sih mas, tapi tetep malu kalau salah mas..hehe
R	:	Kalau kamu?
S10	:	Apanya mas? Hehe
R	:	Biasanya pas pelajaran bahasa Inggris ada kegiatan buat speaking tidak?
S10	:	Ya sama mas, kayak dia tadi. Jarang banget speakingnya.
R	:	Lha terus kalian ngomong pakai bahasa Inggris pas apa?
S10	:	Ya pas kalau di suruh baca teks itu mas.
R	:	Kira-kira menurut kamu ngomong memakai bahasa Inggris itu sulit tidak
S10	:	Sulit mas
R	:	Apa yang membuat sulit?
S10	:	Banyak kata yang tidak tau artinya mas.
R	:	Sebenarnya pengen tidak bisa ngomong pakai bahasa Inggris?
S10	:	Pengen mas tapi malu, Mas.
R	:	Lho malu kenapa memangnya?
S10	:	Malu kalo nanti pas ngomong salah mas.
R	:	Salah kan tidak apa-apa namanya juga belajar
S10	:	Iya sih mas, tapi tetep malu kalau salah mas..hehe
R	:	Menurut kamu speaking itu mudah atau sulit?
S22	:	Sulit mas
R	:	Kenapa ko sulit?
S22	:	Soalnya saya kurang suka sama pelajarannya.
R	:	Kenapa kok kurang suka?
S22	:	Kebanyakan cuma mengerjakan latihan di buku dan LKS, Mas.
R	:	Ada diskusi atau kerja kelompok enggak?
S22	:	Enggak ada
R	:	Enggak ada?
S22	:	Iya, kebanyakan kerja individu. Tapi ada juga yang mengerjakan tugas/soal semeja/berdua.
R	:	Praktik maju ke depan ada?
S22	:	Jarang mas. Kebanyakan cuma ngerjain soal sama tugas di papan tulis.
R	:	Terus menurut kamu apa yang membuat speaking itu sulit?
S22	:	Kalau bahasa Inggris kan tulisan sama pengucapannya beda mas

		tidak kaya bahasa Indonesia.
R	:	Kalau masalah itu asal sering kamu latihan nanti lama-lama bisa kok. Kira-kira mau ga kalau semisal di kelas ada kegiatan yang bisa melatih kamu bisa ngomong pakai bahasa Inggris?
S22	:	Emm...hehee
R	:	Kayaknya segini dulu interviewnya. Makasih ya.
S22	:	Sama-sama
S10	:	You're welcome
R+S	:	Hahaa (semua kembali tertawa)

2. Interview Day 1 Cycle 1

Rabu 23 Mei 2014

R = Researcher

S10 = Dwi

S21 = Nunik

S29 = Wulan

R	:	Hai, Saya mau tanya-tanya sebentar boleh kan?
S10	:	Tanya apa mas?
R	:	Mau interview tentang pelajaran bahasa inggris ini tadi.
S10	:	Emm..hehe
R	:	Sebentar aja deh. Bertiga juga enggak apa-apa.
R	:	Eh, iyasebentar. Sekalian mengingat-ingat, nama kalian siapa ajasih ini? Kalau kamu Dwi atau Nur? Dwi kan? Yang the fat boys itu.
R+S	:	Hahaaa (all laugh)
R	:	Kamu ketua kelas kan? Ninik?
S10	:	Nunik mas
RS	:	Hahaa (all laugh)
R	:	Kalo kamu?
S29	:	Wulan mas, eh sir.
R	:	Bebas deh, kan sudah diluar kelas.
R	:	Oh iya tadi gimana pelajarannya?
S10	:	Emm..hehe
R	:	Kenapa malah ketawa?
S10	:	Gimana ya...
R	:	Ya udah, aku Tanya satu-satu aja ya, nanti habis Dwi baru Nunik sama Wulan
R	:	Oh iya Dwi, menurutmu pembelajaran hari ini gimana?
S10	:	Beda mas sama pelajaran-pelajaran sebelumnya.
R	:	Emang bedanya apa?

S10	:	Mungkin karena yang biasanya ngajar bu wahyu sekarang masnya, jadi suasana baru.
R	:	Eh, ngomong-ngomong, menurut kamu gimana sama materi dan aktivitas tadi? Menarik gak?
S10	:	Baru sekali ini seperti ini. Biasanya kan cuman ngerjain LKS aja mas.
R	:	Trus apa kamu jadi lebih mau ngomong pake bahasa inggris selama pelajaran dengan menggunakan aktivitas ini?
S10	:	Emm...susah e mas gak tau artinya, hehe. Tapi mas juga ngajak ngomong pake bahasa inggris terus jadi kita juga buat ngomong pakai bahasa inggris.
R	:	Ada yang kurang gak dari aktivitas tadi dikelas?
S10	:	Ehhmm...hehe
R	:	Yaudah gitu aja ya, terima kasih.
S10	:	Sama-sama eh, you're welcome.
R+S	:	Hahaa (all laugh)
R	:	Kalo nunik? Gimana pelajaran hari ini?
S21	:	Nggak bikin bosan mas. Kan baru ada sekali ini kayak gini. Daripada Cuma ngerjain LKS.
R	:	Kalo pake aktivitas belajar yang tadi jadi malu atau gugup gak belajar ngomong pake bahasa inggris?
S21	:	Belum terbiasa dikasih materi kayak begini. Masih agak bingung awal-awalnya tadi.
R	:	Oke.. terus kalo yang tadi pake kerja berkelompok gimana dek suka gak?
S21	:	Kan ngerjainnya kelompokan sama temen-temen, ngerjainnya bareng-bareng. Jadi bisa nglatih kerja sama.
R	:	Seneng kan pake aktivitas pembelajaran kayak gini tadi?
S21	:	Hehe...
R	:	Okedeh, makasih ya
S21	:	Sama-sama
R	:	Menurut kamu gimana pelajaran hari ini?
S29	:	Cukup menyenangkan sih mas
R	:	Gitu yah. Tadi kok disuruh maju role-play masih harus dipaksa-paksa sih?
S29	:	Iya mas malu, gak biasa praktik ngomong didepan kelas seperti itu.
R	:	Oh ya, ngomong-ngomong menurut kamu bagaimana sih aktivitas

		semacam ini dikelas?
S29	:	Kalo aku sih suka, jadi mulai bisa ngomong bahasa inggris. Tapi ya gitu masih malu aja sih mas kalo disuruh maju hehe...
R	:	Berarti kamu seneng kan belajar pake aktivitas kayak gini dek?
S29	:	Hehe...lumayan sih. Muridnya yang lebih banyak disuruh aktif.
R	:	Oke deh, makasih ya.
R	:	Ya udah, segini dulu wawancaranya. Besok saya wawancara lagi boleh kan.
S29	:	Hehee..asal pertanyaannya jangan susah-susah ya mas.
R	:	Iya, tenang aja. Ya udah, kalian hati-hati ya pulangnyanya. Terima kasih yaa
S29	:	You're welcome

3. Interview Day 2 Cycle 1

Sabtu 25 Mei 2013

R = Researcher

S22 = Fauzi

S27 = Siska

S21 = Nunik

R	:	Hey guys, mau tanya-tanya sebentar nih, boleh kan?
S22	:	Wawancara lagi ya mas?
R	:	Iya, mau interview tentang pelajaran bahasa inggris kayak yang hari pertama kemarin itu.
S22	:	Emm..hehe
R	:	Langsung aja kita mulai ya. Biar gak kelamaan.
R	:	Kalo kamu Zi, gimana pelajaran ini tadi dibandingkan sama kemarin?
S22	:	Kalau menurutku sih menantang mas. Apalagi tiap masuk kelas temanya beda terus.
R	:	Jadi, dengan aktivitas ini kamu bisa terdorong untuk speaking?
S22	:	Iya mas.
R	:	Terus kamu seneng nggak pakai aktivitas ini di kelas?
S22	:	Iya, sekarang bisa lebih terdorong buat ngomong pakai bahasa inggris mas. Terus itu apa namanya, sama temen juga bisa saling interaksi gak sepi kayak pelajarannya ibu.
R	:	Oh iya, menurut kamu ada yang kurang gak dalam pembelajaran ini?
S22	:	kurang apanya mas?

R	:	Maksudnya, ada kekurangannya gak? Terus sebaiknya gimana gitu? Ada usul?
S22	:	Oh, kekurangannya ya. Apa ya mas? Kayaknya kurang lama,hehee...
R	:	Sekarang lebih PD gak kalau ngomong bahasa Inggris gitu?
S22	:	Masih malu sih mas, tapi menantang. Ya itu tadi, jadi pengen latihan ngomong didepan biar berani.
R	:	Okay deh. gitu aja kayaknya. Makasih yah.
S22	:	You're welcome.
R	:	Eh gimana pelajaran hari ini menurut kamu?
S27	:	Seneng mas soalnya ada gambar-gambarnya hehe...
R	:	Emangnya kemarin gak ada gambarnya? Kan ada juga.
S27	:	Hehee..iya.
R	:	Kalo aktifitasnya gimana kamu suka gak?
S27	:	Awalnya sih ribet, kan belum terbiasa dikasih materi kayak begini. Tapi skrg mulai terbiasa. Awalnya sih ribet, kan belum terbiasa dikasih materi kayak begini, kan susah. Tapi skrg mulai terbiasa
R	:	Trus kamu masih gugup dan malu gak buat ngomong bahasa inggris kalo pake aktivitas tadi?
S27	:	Lumayan lebih pede ngomong pake bahasa Inggris. Materi sama aktivitasnya juga gak ngebosenin malah bikin mudah ngerti ditambah ada gambar tadi jadi gak bosan. Kayaknya juga pada seneng tadi. Tapi masih malu buat ngomong.
R	:	Apakah kamu lebih termotivasi lagi dalam berbicara bahasa Inggris dengan menggunakan aktivitas ini?
S27	:	Ehm...ya gimana ya mas. Pengennya bisa ngomong, tapi kadang masih bingung mau ngomongnya kata ini bahasa inggrisnya apa.
R	:	Eh iya mau tanya yang aktivitas kerja kelompok yang sering kemaren itu gimana?
S27	:	Yang role-play itu? Yo seneng, kan bisa dikerjakan bareng kalau ada group gini. Jadi ada diskusinya sama teman sekelompok terutama persiapan buat role-playnya.
R	:	Okay deh..makasih ya
S27	:	Sama-sama mas hehe...
R	:	Gimana pelajaran hari ini menurut kamu?
S21	:	Menurutku sih asik yo mas, jadi ada hal baru buat kita.
R	:	Menurut kamu bagaimana dengan penggunaan aktivitas semacam

		ini di kelas?
S21	:	Iya jadi lebih ngerti. Soalnya kan ini runtut aktivitasnya dan menyenangkan, jadi kita tuh mikirnya mau ngomong apa bisa lebih ngerti lah.
R	:	Kamu seneng pakai aktivitas kelompok gak di kelas?
S21	:	Ya bisa nambah kosa kata, kita juga bisa lebih mudeng dan tahu mengenai materi itu. Terus itu apa namanya, sama temen juga bisa saling sharing dan bekerja secara berkelompok.
R	:	Ehmm... selama pake aktivitas kayak gini kamu lebih termotivasi gak dek buat belajar ngomong pake bahasa inggris selama dikelas?
S21	:	Iya mas. kalo mas yang ngajar pasti banyak tanya-jawabnya. Mas ngajak ngobrol terus (interaktif), jadi lebih suka aja daripada ngerjakan LKS.
R	:	Siipp gitu dulu aja deh, makasih banyak yaa
S21	:	Iya, sama sama.
R	:	Semuanya, makasih ya kerjasamanya. Hati-hati pulangnye.
S21	:	Iya mas.

4. Interview Day 1 Cycle 2

Senin 27 Mei 2013

R = Researcher

S27 = Siska

S29 = wulan

S21 = Nunik

R	:	Hai adek-adek, bisa minta waktunya sebentar gak?
S27	:	Iya mas, bisa.
R	:	Gini, mas mau nanya-nanya. Sebelumnya gimana pelajaran hari ini?
S27	:	Asyik asyik aja mas. <i>Fun.</i> hehee
R	:	Menurut kamu bagaimana dengan penggunaan aktivitas belajar seperti ini?
S27	:	Menurut saya bagus sih mas gak bikin bosan, bener-bener bisa belajar mas
R	:	Terus lebih termotivasi gak kamu belajar pake bahasa inggris selama pelajaran?
S27	:	Iya mas. Ya itu tadi, karena aktivitasnya menyenangkan jadi kita gak begitu grogi buat ngomong pake bahasa Inggris. Apalagi kalo pas kerja kelompok kan didepannya bareng-bareng, mas. Hehee
R	:	Jadi kamu seneng pakai aktivitas pembelajaran ini di kelas?

S27	:	Em...lumayan. jadi gak bosen kalau berkelompok gini. Jadi gak cuma diterangin aja dan gurunya yang ngomong terus. Kalau cuma diterangin aja kayak biasanya itu cuma bikin ngantuk mas. Kalau kayak gitu tadi kan, kita jadi aktif terus.
R	:	Terus menurut kamu apa yang kurang dari penerapan aktivitas ini?
S27	:	Opo yo...Opo yo..kayaknya gak ada mas
R	:	Jadi lebih pede gak sekarang kalau latihan pake bahasa Inggris gitu?
S27	:	Hehe...pasti donk
R	:	Okay deh, thanks ya.
S27	:	You're welcome.
R	:	Kalau kamu gimana pelajaran hari ini?
S29	:	Menyenangkan. Lebih semangat daripada kemarin sabtu mas.
R	:	Oh, really?ehm, kalau menurut kamu penggunaan aktivitas belajar di kelas gimana?
S29	:	Kalo aku sih bagus mas. Aku jadi gak begitu malu banget mau ngomong bahasa inggris kayak dulu.
R	:	Oh iya, kalau soal penggunaan <i>roleplay</i> tadi menurut kamu bisa meningkatkan PD kamu gak?
S29	:	Lumayan. Dalam berbicara sama temen terutama, berinteraksi sama temen.
R	:	Ok, gitu aja deh dek. Thanks ya.
S29	:	Sama-sama.
R	:	Ehm, sebelumnya, gimana pelajaran hari ini?
S21	:	Asiik mas. Kayak kemaren-kemaren.
R	:	Okay, langsung aja ya. Menurut kamu bagaimana tentang belajar dengan menggunakan aktivitas pembelajaran tadi dikelas?
S21	:	Asyik mas effective. Bisa santai belajarnya. Jadi apa yang kita pelajari dan apa yang kita telah praktekan bisa masuk.
R	:	Kamu seneng pakai aktivitas pembelajaran ini di kelas?
S21	:	Ya seneng mas. jadi gak bosen kalau ada tanya-jawab (interaksi) dari gurunya gini. Jadi gak cuma diterangin aja dan gurunya yang ngomong terus. Kalau kayak gitu tadi kan, kita jadi aktif.
R	:	Menurut kamu, kalau pakai pictures kayak tadi sama kemarin-kemarin itu bisa bisa nambah kosa kata gak?
S21	:	Pasti mas. Aku cuma tahu sedikit kosakata bahasa inggris. Kalo pake latihan kayak gini kan lumayan. Aku jadi ngerti banyak kata

		sekarang. Jadi makin mudah berkomunikasi kalo kosakatanya juga banyak.
R	:	Semakin percaya diri gak kalo dikasih latihan-latihan gitu?
S21	:	Hehe...iya kayaknya mas.
R	:	Okay, gitu aja deh. Thanks yaa waktunya kalian semua.
S21	:	Sama-sama mas

5. Interview Day 2 Cycle 2

Rabu 29 Mei 2013

R = Researcher

S10 = Dwi

S22 = Fauzi

R	:	Dek, bisa minta waktunya sebentar bisa?
S10	:	Iya mas. Mau ditanya-tanya kayak seperti yg kemarin-kemarin ya mas?
R	:	Iya, mau wawancara seperti kemarin bisa kan?
S10	:	Iya, bisa bisa mas.
R	:	Sebelumnya, gimana nih dengan pelajaran hari ini?
S10	:	Menyenangkan, santai, rame suasananya tapi tetep serius belajar.
R	:	Oh yah? Bagus donk kalau gitu. Yang menyenangkan yang mana?
S10	:	Tadi waktu role-play kayak kejadian beneran. Untung ada Peta yang di papan tadi, jadi lebih gampang nunjukin arah-arahnya.
R	:	Apa kamu lebih bisa memahami expression menggunakan teknik itu?
S10	:	Iya mas. Ya itu tadi, karena kita praktek langsung jadi kita paham beneran.
R	:	Km seneng gak?
S10	:	Hehee...Kita kan bisa diskusi bersama temen gak cuma ngerjain latian sendiri. Jadi yang kita gak tahu mungkin bisa kita tanyakan ke temen yang lebih tahu. Terus bisa mengakrabkan temen juga.
R	:	Kalau audionya tadi?
S10	:	Ternyata susah ya ngucapin kata yang bener. Tapi diulang-ulang jadinya bisa makin mirip sama yang diucapkan orang aslinya.
R	:	Terus menurutmu yang kurang apa dari aktivitas ini?
S10	:	Yang kurang? Yang kurang apa ya. Yang kurang ya tasknya itu mas kurang mudah alias susah. Hahaa
R	:	Susah banget ya yang temanya tour guide ini tadi?
S10	:	Nggak susah banget sih, menurutku malah menantang.
R	:	Kalau pede, merasa lebih pede gak waktu berbicara bahasa inggris?

S10	:	Iya, tentu saja. Kan kita udah tahu ternyata latihan ngomong tuh gak nakutin banget
R	:	Terus dengan adanya roleplay tadi kamu lebih termotivasi lagi gak untuk mengikuti pelajaran?
S10	:	Iya mas. Aku sebenarnya malu kalau harus tanya atau ngomong di depan teman-teman sekelas. Tapi liat temen-temen jadi aktif gitu aku juga pengen ikutan aktif ngomong.
R	:	Okedeh, makasih ya waktunya.
S	:	Udah mas? Beneran?hahaa
R	:	Hahaa...Iya, makasih ya.
S10	:	Iya mas. Sama-sama. Eh You're welcome sir.
R	:	Kalau kamu, gimana aktivitas pembelajaran hari ini?
S22	:	Seneng mas, bagus. Aku jadi lebih paham dan jadi ngerti kalo ngomong pake bahasa Inggris ternyata gak nakutin. Terus enak kita ngerjainnya sambil akting dan gak sendiri-sendiri.
R	:	Uhm, okay. Jadi kamu lebih seneng bisa belajar bahasa inggris sambil praktek ya?
S22	:	Seneng lah mas, bisa aktif, gak cuma dengerin gurunya. Jadi bisa lebih paham karena langsung praktek.
R	:	Begitu ya. Jadi dengan aktivitas tersebut kamu bisa lebih mau berlatih berbicara?
S22	:	Iya mas, jadi lebih mau karena bareng sama temen-temen juga.
R	:	Okay. Menurut kamu, kalau setiap pelajaran kamu ngrasa nambah gak kosakatanya?
S22	:	Iya lah mas. Apalagi kalau aku bisa mengucapkan banyak kata dan bener. Seneng banget. Gak malu-malu lagi deh kalau mau ngomong atau nanya sesuatu ke temen lain.
R	:	Ya udah makasih yaa
S22	:	Sama-sama mas

Interview with English Teacher and Collaborator

6. Interview Ijin Penelitian & Observasi

Senin, 13 Mei 2014

SMPN 3 Wates

R : Researcher

ET : English Teacher

R	:	Selamat Pagi bu. Maaf, boleh mengganggu waktunya sebentar?
ET	:	Pagi mas, gimana ada yang bisa dibantu? Lho, ini mas awang to?
R	:	Iya bu, masih inget to bu?
ET	:	Ya...gimana? Ada apa?
R	:	Begini Bu, saya mau minta waktu Ibu sebentar untuk tanya-tanya tentang masalah-masalah yang berkaitan dengan <i>speaking</i> di kelas VIII. Menurut Ibu bagaimana?
ET	:	Ehmm... ya masalahnya mereka kebanyakn diam daripada ngomong dikelas, apalagi pake bahasa Inggris. Saya memang lebih sering ngajar writing sama reading aja mas, kayak dulu saya ngajar, lha waktunya yang memang tidak cukup. Mereka udah bisa paham aja juga udah bagus mas.
R	:	Oh, gitu ya Bu. Kalau untuk materi, biasanya Ibu ambil dari mana?
ET	:	Saya biasanya ambil dari text book sama LKS. Itu yang gampang, praktis, materinya lumayan tercakup semua. Kalau materi ya dari text book, kalau latihan pakainya LKS.
R	:	Mohon maaf Bu, saya mau tanya, biasanya kalau Ibu lagi mengajar Ibu lebih sering pakai bahasa Inggris atau Indonesia?
ET	:	Ya saya lebih sering pakai bahasa Indonesia mas, kadang malah pakai bahasa Jawa. Biar anak-anak juga bisa paham. Pakai bahasa jawa aja kadang pada sering gak mudeng, apalagi kalau pakai bahasa Inggris mas, bisa makan waktu banget.
R	:	Jadi penggunaan bahasa Inggrisnya memang tergolong kurang ya Bu?
ET	:	Maklum mba ngajar ngomong bahasa Inggris disekolah desa memang susah. Kalau saya tanya tentang pelajaran juga pada diem semua gak ada yang berani ngomong.
R	:	Jadi begini Bu, rencananya saya mau melakukan penelitian tugas akhir saya tentang meningkatkan interaction dikelas speaking kelas VIII biar kelasnya lebih komunikatif gitu Bu. Menurut ibu gimana?
ET	:	Kalau saya boleh-boleh saja mas, asalkan ada ijinnya dari pak kepala sekolah. Soalnya kalau ijin, wewenang di pak kepala. Saya manut-manut aja asal itu tadi.
R	:	Iya bu, sudah. Saya tadi sudah ketemu sama Pak Rifai.
ET	:	Ya sudah kalau sudah dibicarakan sama Pak Rifai, saya manut saja.

		Mas awang mau pakai teknik apa?
R	:	Saya pakai communicative tasks Bu. Saya bikin fokusnya memang cuma speaking. Kebanyakan saya bikin kerja kelompok semacam role-play di task terakhir, jadi gak tugas individual terus, melatih aspek komunikasi mereka aja Bu.
ET	:	Oh gitu ya mas. Kalau kelas VIIIB aja gimana mas? Paling pemalu sama diem ya kelas itu mas.
R	:	Begitu ya bu. Saya tersedah ibu aja kelasnya dipikirkan yang mana. Tadi waktu ngobrol sama pak kepala tadii juga sudah disinggung soal itu, katanya untuk urusan kelas diserahkan sama bu wahyu. Tapi, saya boleh melakukan observasi dulu kan Bu? Biar saya tahu juga keadaan selama proses belajar mengajar berlangsung.
ET	:	Iya boleh mas. Monggo saja kalau mau observasi. Kira-kira mas awang mau observasi kapan?
R	:	Saya ngikut Ibu saja, kapan sekiranya saya bisa masuk VIIIB untuk observasi. Kalau rabu jumat sabtu ada kelas bu?
ET	:	Ada. Ya sudah...Kalau gitu saya manut aja mas mau kesini kapan, yang penting saya dikabari dulu, wong sudah dapat ijin juga to.
R	:	Iya bu. Bu, terimakasih sebelumnya. Nanti saya kabari ibu kalau saya mau observasi. Saya pamit dulu Bu, assalamualaikum.
ET	:	ya mari-mari. Wa'alaikumsalam wr wb.

7. Interview Setelah Observasi

Rabu, 15 Mei 2014

SMPN 3 Wates

R : Researcher

ET : English Teacher

R		Maaf Bu, apa saya bisa minta waktunya sebentar untuk berbincang-bincang dengan ibu?
ET		Iya mas, gimana? Soal yang tadi ya?
R		Iya bu. Masih terkait observasi yang saya lakukan tadi. Ada beberapa hal yang saya amati tadi Bu. Tadi saya lihat kok anak-anak nya kurang aktif? Ketika ibu memberikan pertanyaan, mereka hanya diam begitu. Apa hal itu sering terjadi?
ET		Ya seperti itulah mas anak-anak. Kadang mereka memang lupa dengan pelajaran yang sudah mereka pelajari. Kalau saya lihat sebenarnya ada juga yang bisa dan mengingat materi-materi yang sudah saya sampaikan. Tapi mungkin mereka malu atau gimana. Kadang-kadang ada juga kok mas yang mau menjawab, tapi juga tidak banyak. Mungkin dua atau tiga orang saja.

R		Oh gitu Bu. Tadi anak-anaknya kalau ibu lagi jelasin pada rame ya Bu?
ET		Iya mas begitu memang. Tapi kalau lagi ditanya pelajaran cuma pada diem gitu.
R		Terus kalau menurut ibu, sebenarnya kesulitan-kesulitan apa saja yang biasa dihadapi siswa dalam berbicara bahasa Inggris?
ET		karena memang saya jarang ngajar speaking sih mas, jadi ya mereka jadi kurang terbiasa. Saya seringnya ngajar reading sama writing aja. Selain waktunya yang gak cukup kan kalo ujian juga cuma reading aja yang ditest tho.
R		Oh ya Bu. Kan tadi dikelas banyak yang cuma diem aja ya Bu, trus cara ibu merangsang murid agar bisa aktif minimal bisa menjawab yang ibu tanyakan itu gimana Bu?
ET		Kalo pada diem kadang saya liatin terus, tapi kalo diemnya lama ya tak biarin aja mas saya tanya yang lain aja.
R		Kalo dikelas ibu lebih banyak pake bahasa apa Bu?
ET		Saya lebih sering pake bahasa Indonesia, kadang bahasa jawa juga mas. Lah gimana pake bahasa Inggris pada bingung. Ya caranya kalo biar pada mudeng saya pake bahasa Indonesia aja.
R		Oh jadi penggunaan bahasa Inggris kalo dikelas memang kurang ya Bu?
ET		Iya mas, makan waktu kalo nungguin pada mau ngomong bahasa Inggris mas.
R		Begitu ya Bu. Ehm, mungkin itu saja dulu Bu. Oh iya Bu, saya mau minta ijin untuk mewancarai dua atau tiga orang siswa kelas VIIIB istirahat nanti.
ET		Iya monggoh aja mas.
R		Permisi ya Bu.

8. Interview Penyerahan Course Grid & RPP

Selasa, 22 Mei 2013

SMPN 3 Wates

R : Researcher

ET : English Teacher

Interview		
R	:	Permisi Bu.
ET	:	Eh mas. Mas Awang.
R	:	Maaf bu, saya mengganggu waktunya sebentar boleh?
ET	:	Iya tidak apa-apa mas, saya juga hari ini kosong mengajar kok ini cuma masuk piket. Ada apa mas?

R	:	Ini bu, saya mau menunjukan Course Grid sekalian RPPnya yang akan saya gunakan untuk mengajar besok.
ET	:	Course Grid ini sama dengan yang mas awang tunjukkan ke saya kemarin itu kan? Mana coba saya lihat RPPnya saja?
R	:	Iya Bu. Itu Course Gridnya yang kemarin. Terus RPP yang sudah jadi seperti ini. Kira-kira sudah sesuai belum bu?
ET	:	Mmm...boleh mas. Sudah bagus ini RPP-nya. Besok ini memakai media picture ya mas?
R	:	Iya betul bu. Besok saya akan menggunakan beberapa gambar sebagai media untuk mengajar.
ET	:	Besok dikelas gambar yang dipakai berwarna atau hitam putih mas awang?
R	:	Biar siswanya tertarik, rencananya saya akan menggunakan gambar berwarna bu. Dan saya mohon ibu besok bersedia mengamati saya mengajar jika ibu tidak keberatan dan ada waktu.
ET	:	Iya mas besok Insya Alloh saya observasi pas mas mengajar. Kalau seumpama saya gak bias ikut masuk, bagaimana mas?
R	:	Emm...bagaimana ya? Oh iya bu, saya kan besok waktu mengajarnya juga direkam, ibu bisa ikut evaluasi dari hasil rekamannya.
ET	:	Nah, sepertinya sudah tidak ada masalah lagi kan?
R	:	Iya bu.
ET	:	Oh iya, mas awang tadi sudah jadi ketemu pak kepala (sekolah)?
R	:	Sudah bu. Tadi saya sekalian menyerahkan surat ijin penelitian. Kata bapak kemarin, hari ini maksimal surat ijinnya sudah harus jadi.
ET	:	Surat ijin penelitian dari kampus?
R	:	Iya bu. Tapi suratnya enggak cuma dari kampus. Ijin dari Provinsi sama Kabupaten juga.
ET	:	Wah, banyak ya sekarang (ijinnya). Hahaa...
ET	:	Besok sudah mulai mengajar kan? Sudah disiapkan semua mas awang?
R	:	Iya bu, banyak sekarang ijinnya. Em..sudah siap, insya Allah.
ET	:	Ya sudah, baguslah kalau sudah siap. Adalagi?
R	:	Kayaknya sudah dulu bu, Saya permisi dulu. Maaf mengganggu waktu istirahatnya.
ET	:	Iya, tidak apa-apa mas.

9. Interview After Cycle 1

Sabtu, 25 Mei 2014

Dirumah Bu Wahyu

Interview Cycle 1		
R	:	Permisi Bu
ET	:	Iya Mas Awang, sini masuk. Monggo silakan. Ada apa?
R	:	Maaf mau mengganggu waktu ibu sebentar buat interview tentang saya mengajar yang siklus pertama kemarin dan tadi pagi bu, walaupun kemarin setelah mengajar sudah sih. Nah yang sekarang saya mau wawancara ulang biar lebih mantap.
ET	:	O iya enggak apa-apa, ini mumpung saya juga free sekarang.
R	:	Saya mulai dari media ya bu. Menurut ibu media yang saya gunakan kemarin bagaimana bu?
ET	:	Bagus kok mas dan anak-anak kelihatannya suka dengan gambar-gambar yang kemarin. Mereka juga antusias mengikuti pelajaran dan menjawab pertanyaan mas awang kemarin. Tapi yang untuk drill vocabnya lebih baik kalo diulang-ulang sampai mereka lancar mas. Ya paling enggak, sampai lumayan akurat pengucapannya.
R	:	Iya bu. Ini jadi masukan buat saya. Berarti mereka paham ya bu dengan materi yang saya sampaikan kemarin?
ET	:	Iya, sepertinya mereka paham walaupun mas awang kebanyakan menerangkan materinya menggunakan bahasa Inggris.
R	:	Alhamdulillah kalau anak-anak bisa paham bu. Terus untuk role-play yang saya aplikasikan bagaimana bu?
ET	:	Wah kemarin bagus mas. Saya malah tidak menyangka pertama mengajar di kelas VIIIB anak-anak lumayan berani ikut speaking walaupun masih banyak yang harus dipaksa dan masih banyak yang ngawur ngucapkannya. Kalau maksimal mungkin belum seperti yang mas awang mau. Iya memang seperti itu anak-anaknya. Mas awang pasti ikut mengamati anak-anak kan bagaimana mereka kalau disuruh speaking. Ada yang memang suka, tapi yang pendiam itu ya lumayan banyak. Sebenarnya mereka yang diam itu banyak yang bisa, tapi ya itu tadi, banyak diamnya. Entah malu atau mungkin agak takut. Terutama yang pertemuan pertama. Mas awang merasakan sendiri kan masih harus dipaksa dalam menjawab dan maju role play. Kalau untuk yang pertemuan kedua itu temanya lingkungan ya? Itu sudah lumayan ada peningkatan.
R	:	Iya bu, kemarin mereka memang masih perlu dipaksa. Kira-kira kenapa ya bu? Ada masukan dari ibu?
ET	:	Tapi saya lihat kemarin anak-anak juga merasa tertantang kok saat mereka tampil role plays didepan. Mungkin karena baru ini (role play) mereka agak canggung. Ada yang malu-malu, ada yang masih

		belajar ngomong didepan banyak orang. Bisa dibilang anak-anak belum maksimal. Mungkin bertahap ya mas awang, asal diulang-ulang terus nanti mereka juga paham. Walaupun saya amati kemarin penjelasan mas awang juga cukup jelas. Tapi sebaiknya, perintah untuk role-play dibuat makin jelas biar anak-anak makin paham apa yang harus dilakukan saat role-play. Selebihnya saya kira anak-anak bisa mengikuti kok mas. Secara umum, di siklus pertama ini mas mengajarnya sudah bagus. Anak-anak sudah lebih berkembang. Oh ya, saya baru inget. Besok tasknya bikin jumble sentence lagi aja mas, kayaknya mereka kalo disuruh bikin dialog sudah bisa, karena jumble sentence kadang sering muncul di ujian nasional.
R		Iya bu. Besok saya bikin tasknya yang jumble sentence aja ya berarti. Menurut Ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung?
ET		Saya liat kemarin mas awang lumayan (interaktif) kok mas. Walaupun baru masuk kelas pertama kali, tapi sudah komunikatif cara mengajarnya. Untuk yang keduanya (pertemuan kedua) saya kira sama ya cara mengajarnya. Diurutkan dari yang mudah dulu untuk memancing biar siswanya mau ngomong. Interaksinya sudah mulai terlihat bagus. Sudah mulai banyak yang mau ikut ngomong. Walaupun masih saja ada yang diem. Iya itu memang orangnya pendiam.
R	:	Menurut ibu bagaimana communicative tasks yang saya berikan kepada siswa?
ET	:	Saya kira dengan banyak memberikan speaking tasks siswa menjadi lebih siap untuk melakukan role-playnya mas. Apalagi saya liat kemarin urutan tasknya bagus, dari yang mudah dengan gambar dulu untuk memancing siswa ikut ngomong kemudian bertahap ke latihan dialog dan diakhiri role play. Saya suka urutannya materi yang mas awang terapkan. Oiya mas awang, minggu depan masuk lagi kan? Sudah disiapkan RPPnya?
R	:	Iya bu. Rencana besok saya masih masuk lagi. Hari ini saya cuma mau interview sama sekalian mau menyerahkan RPP untuk kelas besok ke ibu. Siapa tahu ada masukan dari ibu untuk mengajar yang di siklus kedua besok.
ET	:	Coba saya liat?
R	:	Ini bu. Besok rencananya saya mau pakai tema fashion dan tour guide.
ET	:	Ganti tema ya?
R	:	Iya, setiap pertemuan saya ganti tema terus bu.

ET	:	Iya boleh. Enggak apa-apa. Malah anak-anak dapat materi baru terus. Ini medianya cuma gambar saja mas?
R	:	Iya bu.
ET	:	Begini mas awang,dr kemarin kok saya liat cuma gambar yang kecil-kecil itu saja mas awang. Sebaiknya kalau bisa ditambahkan lagi tasknya mas. Ini map yang temanya tour guide kecil atau besar?
R	:	Rencana saya cuma sekertas A4 bu. Itu kecil. Besok per meja saya mau kasih satu-satu.
ET	:	Gimana kalau dibikin besar aja sekalian mas awang? Sekalian untuk bahan role play bisa kan? Trus besok ditempel di papan tulis. Iya to? Biar siswanya makin berani maju, biar teman sekelasnya juga bisa melihat dan mendengar yang mereka perankan, ini saya kira juga bisa meningkatkan keberanian mereka ngomong dan berinteraksi pakai bahasa inggris.
R	:	Em...kayaknya bisa bu. Sepertinya bagus itu ya. Tapi saya buat sendiri ya berarti. Enggak bisa di print besar seperti.
ET	:	Iya enggak apa-apa. Sekreatifnya mas awang bikin aja. Adalagi mas awang?
R	:	Selain saran yang tentang gambar tadi, adalagi tidak bu?
ET	:	Untuk pertemuan kedua saya lihat siswa lebih termotivasi dari hari pertama. Tapi percaya dirinya masih kurang. Ada siswa yang sudah percaya diri untuk ngomong, walaupun masih belepotan inggrisnya, nah yang siswa lainnya kalau bisa ditingkatkan lagi percaya dirinya saya kira masih bisa terutama siswa putri. Untuk sarannya, seperti saran saya tadi siang, setelah saya bandingkan dua pertemuan tadi dan kemarin, saya kira mas awang cukup 2 pertemuan saja, karena waktunya juga terbatas mau ujian semester, dengan catatan mas awang di pertemuan selanjutnya tinggal meningkatkan percaya diri dan menjaga motivasi siswa agar mau ngomong inggris dan berinteraksi. Saya kira itu saja mas. Kalau ada audio pasti makin bagus mas.
R	:	Iya bu, sama ditambahkan audio ya bu. Nanti saya coba cari materinya ya bu. Terima kasih sarannya. Saya kira sudah cukup dulu untuk yang cycle 1, bu. Sepertinya saya ganggu waktu ibu lagi besok,hehe
ET	:	Iya, enggak apa-apa mas awang.
R	:	Saya permisi mau pamit pulang.
ET	:	Iya, hati-hati ya mas awang. Besok kalau mau ada apa-apa kabarin ke ibu sms atau telfon, nanti ibu bantu.
R	:	Iya bu, terima kasih, maaf ngrepotin terus.

10. Interview Cycle 2

Jumat, 31 Mei 2013

Dirumah Bu Wahyu

Interview Cycle 2		
R	:	Ibu, maaf mengganggu lagi.
ET	:	Iya mas gak apa-apa. Gimana? Mau wawancara ya?
R	:	Iya bu, bisa minta waktunya sebentar kan bu?
ET	:	Iya boleh, ibu bantu bisa bantu apa?
R	:	Gini bu, seperti kemarin lagi sih pertanyaannya, saya masih mengulangi wawancara yang kemarin tapi ini dijadikan satu, khusus wawancara yang siklus kedua. bagaimana pendapat ibu tentang implementasi yang siklus kedua?
ET	:	Implementasi yang kemarin rabu sudah bagus, seperti kemarin senin. Kemarin hari senin saya lihat ada satu dua anak yang kurang memperhatikan mas. Mereka malah asyik mengobrol. Tapi itu memang anaknya suka gitu. Apalagi jam terakhir, konsentrasinya juga sudah berkurang. Saya kira mereka juga sedang ramai diskusi pembagian peran di role-play yang mas awang bagikan, masalahnya mungkin mereka tidak bisa mengontrol suara, mungkin konsentrasi sudah turun, jadinya ramai.
R	:	Iya bu, kemarin juga sudah saya peringatkan tapi ya diulangi lagi. Lalu bagaimana dengan aktifitasnya bu?
ET	:	Aktifitas hari senin masih baik. Hanya sedikit ada problem itu tadi. Tapi gak papa mas, wajar itu hal yang biasa. Saya lihat anak-anak memang jadi lebih aktif, lebih sering ngomong pake bahasa Inggris, bahkan setiap mas awang tanya yang walaupun mas awang tanyanya pakai bahasa indonesia mereka jawabnya malah pakai bahasa inggris walaupun ada kalanya mereka jawabnya pakai bahasa jawa karena memang belum familiar dengan kata tersebut dalam bahasa inggrisnya apa. Catatan saya satu lagi, sepertinya faktor pembawaan mas awang yang suka menyisipkan candaan waktu mengajar, jadinya mereka memperhatikan.
R	:	Begitu ya bu. Kalau penggunaan task-tasknya gimana bu?
ET	:	Saya kira lancar-lancar saja. Anak-anak seperti sudah familiar dengan tasknya padahal baru ini mereka dapat task seperti ini. Jadi kalau untuk aktivitas belajarnya sendiri sudah tidak ada masalah. Anak-anak sudah tidak bingung dengan apa yang harus mereka lakukan di tiap langkahnya. Materinya mas awang bagus, runtut dari awal sampai akhir seperti sebelum-sebelumnya. Saya kira untuk

		materi enggak ada masalah mas.
R	:	Ehm, bagaimana dengan interaksi antara siswa dan gurunya, maksud saya dengan saya bu?
ET	:	Saya kira untuk hari ketiga sudah baik ya. Mereka sudah tidak canggung lagi untuk speaking walaupun masih ada yang ngawur ngomong inggrisnya. Tapi yang penting bukan di masalah vocabularynya kan mas, yang penting mau berkomunikasi dan interaktifnya, mereka berani ngomong enggak cuma diam saja. Begitu pula mas awang memberikan respon dan jawaban yang baik pula. Artinya interaksi antara mas awang dengan anak-anak ada dan bisa berjalan, ditambah dengan answer-question di tiap tasknya berarti kan itu semakin banyak interaksinya. Untuk hari keempat, interaksi dengan siswa tetap berjalan lancar. Apalagi disisipkan candaan waktu mengajar. Kelasnya jadi makin menyenangkan, tidak bosan siswanya.
R	:	Bagaimana dengan interaksi antar siswanya bu?
ET	:	Mayoritas mereka berinteraksi dengan baik juga. Hari ketiga saya pikir mereka sudah tanggap. Tau apa yang harus mereka kerjakan. Seperti setelah mereka dikasih task mereka diskusikan dengan teman sebangku atau jika role-play ya mereka berdiskusi dan berinteraksi dengan kelompoknya agar role-playnya berjalan lancar. Untuk yang hari keempat, seperti saran saya, ternyata mas awang bikin map besar. Saya pikir itu bagus sekali. Role-play mereka seperti benar-benar sedang dialog dengan turis yang sedang bertanya arah suatu tempat. Jadi menurut ibu dengan adanya communicative task itu siswa lebih aktif dalam belajar bahasa inggris selama proses pembelajaran berlangsung, dan juga interaksinya terfasilitasi juga ketika kita menggunakan communicative task.
R	:	Iya bu. Lalu menurut Ibu, apakah dengan adanya role-play seperti ini siswa lebih percaya diri dalam proses pembelajaran?
ET	:	Ya mas awang bisa lihat sendiri kan. Anak-anak itu mas, kalau ada sesuatu atau kegiatan yang menarik mereka antusias pengen tahu. Role-play pasti ada pengaruhnya. Dengan role-play didepan kan berarti mereka dilihat teman-temannya. Nah biar tidak ada kesalahan, berarti mereka harus mempersiapkannya dengan baik. Waktu mereka merasa bisa memerankan peran yang menjadi bagiannya, ini bisa meningkatkan kepercayaan diri mereka.
R	:	Begitu ya bu. terus apakah mereka terlihat lebih percaya diri lagi dalam berbicara?

ET	:	Di dua pertemuan pada siklus kedua sepertinya saya lihat aktivitas pembelajaran semacam ini cukup efektif untuk pengajaran speaking mas. Saya lihat kalau percaya diri siswa ada peningkatan terutama untuk berkomunikasi dan berinteraksi dengan menggunakan bahasa inggris.
R	:	Ehm, begitu ya bu. Lalu, apakah ibu berencana untuk menggunakan aktivitas pembelajaran seperti ini dalam pengajaran speaking?
ET	:	Paling tidak untuk selingan biar anak-anak tidak bosan dengan cara saya terus. Boleh saya copy RPP sama materinya mas? Sekalian Map juga boleh kan?
R	:	Iya bu, boleh. Besok saya bawa ke sekolah map sekalian copyan RPPnya.
ET	:	Makasih mas awang ya.
R	:	Wah, terbalik bu, seharusnya saya yang berterima kasih ke ibu karena sudah bersedia direpoti, bersedia membantu saya selama penelitian berlangsung sampai wawancara terakhir ini.
ET	:	Iya mas, sama-sama. Selama saya masih bisa membantu, saya akan bantu. Pas mepet sekali waktunya mas awang, seminggu lagi sudah sudah mau ujian, minggu depan sudah latihan soal-soal semua, untung mas awang masih ada waktu.
R	:	Iya bu. Ya sudah bu, mungkin itu saja. Saya mau permisi pamit pulang.
ET	:	Iya mas, semoga sukses ya cepet selesai skripsinya.
R	:	Iya bu. Terima kasih sekali. Mari bu, Assalamualaikum.
ET	:	Waalaikumsalam. Hati-hati ya mas.
R	:	Iya bu.

11. Interview collaborator cycle 1

Sabtu, 25 Mei 2013

Pukul 14.30

SMPN 3 Wates

R : Reasearcher WD: Wahyu Dewi

R		Eh, gimana menurutmu implementasi cycle 1 ini?
WD		Ya belum maksimal jelas. Apalagi yang pertemuan pertama muridnya masih banyak yang bingung. Anak-anaknya masih apa itu, banyak yang belum begitu ngerti banget. Walaupun pada seneng sama materi yang kamu kasih sih. Banyak yang masih malu ngomong bahasa inggris.
R		Kalau aktifitasnya gimana?

WD		Ya meskipun itu baru, karena ngerjainnya kebanyakan berkelompok, aktifitasnya cukup lancar.
R		Uhm, gitu ya. Terus kalau task yang digunakan dalam aktifitas pembelajaran itu gimana?
WD		Ya kalau menurutku kalau untuk practice speaking task-tasknya itu sangat membantu. Soalnya kan selama ini anak-anak jarang dilatih ngomong sama gurunya, cuma pake text book sama LKS gitu. Walaupun mereka masih butuh bimbingan untuk pemahaman setiap langkah dalam aktivitasnya.
R		Kalau untuk interaksi antar siswanya gimana?
WD		Mungkin karena mereka masih belum terbiasa dengan role-play, jadi interaksinya masih belum maksimal. Dicoba terus aja, diulang terus kan nanti juga bisa.
R		Ehm, terus interaksi antara siswa dan gurunya gimana? Maksud ku, interaksi para siswa dengan aku sebagai gurunya.
WD		Sebagian besar para siswa masih terlihat ragu-ragu, malu, takut atau apalah itu namanya untuk ikut ngomong. Tapi dengan kamu mendatangi mereka, mereka baru mau ngomong.
R		Okay. Lalu apakah menurutmu mereka lebih termotivasi dan percaya diri untuk berlatih ngomong bahasa inggris selama proses pembelajaran berlangsung?
WD		Ya kalau dilihat sih lumayan. Mereka ada motivasi untuk ngomong. Tapi masih belum maksimal. Misalnya waktu disuruh maju role-play kelompok, mereka masih belum yakin dengan apa yang mereka kerjakan. Tapi yang aku heran, kemarin pertemuan pertama, kayaknya mereka diluar bayanganku. Maksudnya gini, biasanya kan mereka Cuma tertarik waktu awal-awal pengenalan sama guru baru, tapi sama pelajarannya pada males. Nah kamu udah bisa ngajakin mereka ikut terlibat aktif di pelajaran, bagus tuh. Dijaga aja semangat itu.
R		Terus ada saran gak untuk implementasi berikutnya?
WD		Ya lebih attract lagi kamunya biar mereka gak kebanyakan diem gitu, terutama yang cewek tuh, banyak diemnya.
R		Ya udah itu aja dulu kayaknya. Makasih ya

12. Interview Collaborator Cycle 2

Meeting 1

Senin, 27 Mei 2013

Pukul 14.30

SMPN 3 Wates

R		Bagaimana menurutmu implementasi hari ini?
WD		Ya secara keseluruhan anak-anak lancar dan antusias mengerjakannya.
R		Terus untuk aktifitasnya gimana?
WD		Anak-anaknya juga kelihatan makin banyak yang terlibat dalam proses belajar tadi.
R		Terus untuk interaksi antar siswanya gimana?
WD		Ya itu tadi, jadi makin aktif interaksinya di kelompoknya.
R		Ehm, terus interaksi antara siswa dan gurunya gimana?
WD		Mereka juga kadang masih nanyain pendapat bener nggak kata inggrisnya, ya bagus sih, jadi biar mereka lebih yakin juga.
R		Okay. Lalu apakah menurutmu mereka lebih termotivasi dan percaya diri untuk berbicara bahasa inggris selama proses pembelajaran berlangsung?
WD		Beberapa siswa udah terlihat percaya diri ya tadi, ngomongnya udah mulai gak grogi malu kayak biasanya. Kan setiap pertemuan kamu kasih variasi aktivitas terus.
R		Terus apa mereka juga semakin termotivasi dengan adanya role-play tadi?
WD		Iya, jadi mereka semacam ada motivasi untuk lebih bisa berlatih berbicara bahasa inggris. Ya diterusin aja sih biar siswanya makin aktif ngomong.
R		Terus saran untuk implementasi berikutnya?
WD		Yang role-play kayak tadi besok diterusin aja untuk memacu siswa biar makin percaya diri ngomong inggris.
R		Okay. Thank you.

13. Interview Collaborator Cycle 2

Meeting 2

Rabu, 29 Mei 2013

Pukul 14.30

SMPN 3 Wates

R		Bagaimana menurutmu implementasi hari ini?
WD		Siswanya aktif dan antusias ya ngerjakannya. Mereka sepertinya juga suka topiknya, jadi bisa lancar belajar speaking pake aktivitas yang kamu kasih.
R		Untuk aktifitasnya gimana?
WD		Anak-anak tadi aktif interaksinya, mereka juga lebih antusias.
R		Terus untuk interaksi antar siswanya gimana?

WD		Tiap siswa interaksinya aktif tadi, udah terbiasa kali.
R		Ehm, terus interaksi antara siswa dan gurunya gimana?
WD		Ya bagus tadi, mereka tadi udah nggak segan atau malu lagi kalo mau ngomong pake bahasa inggris
R		Menurut kamu, apakah dengan communicative task seperti ini siswa lebih termotivasi lagi dalam proses pembelajaran?
WD		Iya sih kalau aku liat. Mereka seneng sama aktivitas belajar sekalian role-play gitu. Jadi kayak di situasi beneran belajarnya. Tadi juga ada yang tiba-tiba udah mau maju aja kan. Soalnya sebelum kamu kasih role-play muridnya tuh banyak yang mulai males-malesan itu lho. Liat kan ada yang ngobrol sendiri kamu tegur malah senyum aja. Terus ada yang cuma diem aja.
R		Okay. Lalu Menurut kamu, apakah dengan adanya role-play ini siswa lebih meningkat kepercayaan diri buat ngomong pakai bahasa inggris?
WD		Iya sih kalau aku liat. Mereka seneng dikasih kayak gitu. Tadi juga ada yang tiba-tiba mau maju role-play kan.
R		Okedeh, gitu aja. Makasih ya.
WD		Iya.

Appendix 5

Field Notes

FIELD NOTE 1

Day/Date : Monday, May 13th 2013
 Time : 07.00 - 08.20
 Place : Headmaster's room
 Activity : Asking permission to conduct a research
 Respondent : 1. H = Headmaster
 2. R = Researcher

No.	
1.	R arrives at SMP N 3Wates at 09.30. Then, he meets the security and tells him that he wants to meet the headmaster.
2.	Then, R is asked to wait the headmaster in the headmaster's room because the headmaster is talking to a teacher in the teachers' room.
3.	Ten minutes later, the headmaster comes and meets R. He welcomes R kindly and shakes hand with him. It is not the first time R meets the headmaster because he ever did an observation in this school few months ago.
4.	After that, R tells the headmaster that his coming today is for asking permission to conduct a research in his school. Then he explains to the headmaster that the research conducted is related to the English subject. Furthermore, R also wants to ask for permission to conduct some observation to identify problems in the classroom that will be used for the research.
5.	The headmaster gives R permission to conduct observation and research, but he asks R to complete the permit letters at first. Unfortunately, when R comes to the school the permit letters have not completed. Then, R agrees and promises to complete all the permit letters before he starts to conduct the research. However H suggests R to conduct the research communicatively with the English teacher so that the research can walk effectively. Everything R do should be informed and communicated to the ET, even before implementing the actions, while and after it.
6.	The headmaster asks R to meet ET and explain him about his planning to conduct the research. However, ET is having a business outside the school today, so the headmaster asks R to meet ET tomorrow morning. R agrees with the headmaster to meet ET tomorrow morning.
7.	After everything is alright, R asks permission to go home and thanks him for spending time.

FIELD NOTE 2

Day/Date : Monday, May 13th 2013
 Time : 07.00 - 08.20
 Place : Teacher's room
 Activity : Asking permission to conduct a research
 Respondent : 1. ET = English teacher
 2. R = Researcher

No.	
1	R arrives at school at 09.00 o'clock. Then he meets ET in the teacher's room. ET kindly welcomes R. Because there is no one chair left, she asks

	R to the lobby of the school.
2.	R explains his intention to ET that he wants to conduct a research in his classroom. Furthermore, R explains the detail specification of the research that will be conducted. After getting the detail information about the research conducted in his classroom, ET kindly gives R permission to conduct the research in one of his classrooms, 8B. After that, R asks for permission to conduct classroom observation and ET permits him to do it. Then, ET tells R about the schedule of English subject in Class 8B.
3.	After getting the schedule of English subject in Class 8B, R asks ET when he probably can start to have the observation. Then, ET tells R that he can start to do the observation in his class anytime R wants. ET let R to choose the time provided in the schedule. Finally, R decides to conduct the classroom observation on Wednesday and ET agrees about it.

FIELD NOTE 3

Day/Date : Wednesday, May 15th 2013

Time : 09.10 – 10.30

Place : Classroom of VIII B

Activity : Observation

Respondent : 1. ET = English teacher
2. Ss = Students of VIII B
3. R = Researcher

N0		ACTIVITY	CLASSROOM SITUATION
1.	09.10 - 09.15	Opening • R greets Ss and checks the list attendant.	ET enters the classroom. Then he greets Ss by saying <i>good morning students</i> followed by <i>how are you today?</i> Ss respond to the greeting by saying <i>good morning, sir. I'm fine and you?</i> The teacher answers <i>I'm fine too, thanks.</i> After that he asks Ss whether there is any homework or not. <i>Ada PR anak-anak?</i> Then Ss answer loudly <i>tidak.</i>
2.	09.15 – 10.15	Main activity	Afterwards the teacher starts the activity. However, he does not bring any media for teaching his students unless a text book and an LKS (Lembar Kerja Siswa). Then the he opens the LKS and asks his students to open page 37. However, it is an English lesson but either ET or Ss are rarely using English to communicate during the lesson. <i>Ok anak-anak, sekarang coba dilihat LKS halaman thirty seven.</i> Ss open their LKS and some of them ask their friends about the page. <i>Halaman berapa?</i> The ether students answer <i>thirty seven, tigapuluh</i>

			<i>tujuh</i>. After all students found the page, the teacher explains about what students have to do. <i>Silahkan latihan 11 dan 12 dikerjakan. Waktunya 30 menit</i>. Some students say <i>kurang bu, sampai bel ya bu?</i> Then the teacher let them do the task in an hour (40 minutes). Some students who are still confused with the instruction ask the teacher. <i>Boleh buka buku kan bu?</i> and the teacher answers <i>yes, boleh buka kamus</i>. Again some students ask her <i>rum 2 langsung jawabannya saja ya bu?</i>. And shortly the teacher answers, <i>iya, ayo yang lain, cepat dikerjakan</i>. Ss begin to do their tasks. Some students look confused and start having discussion with their mates. There are some students lay down their head in the table. They seem do not interesting with the activity given by their teacher. And then the class starts to be crowded because many students were having discussion and asking the words that they do not understand the meaning to their friends. In fact, not all students bring dictionary, and there are only few students who have it. Therefore, students who do not bring the dictionary are busy to borrow it or even loudly ask other students about word they do not know the meaning. As a result, a lot of students talks to other students by using Indonesian and even Javanese language. Many students say <i>lend artinya apa? terus nek rubbish?, eh pinjem kamus e bentar, no 5 apa isinya?</i> etc. While Ss are busy with their own discussion, the teacher sits down in his chair and looks busy too by writing something. The classroom is very crowded because many students made a noise in the back. Sometimes, the teacher stands up and asks Ss to keep silent. Sometimes, he stands up and asks Ss to keep silent. <i>Sudah jangan rame, finish your work</i>. Then Ss are silent and continue their works. However, few minutes letter they start to have discussion again. After for awhile, the teacher asks Ss whether they have
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			finished the tasks by saying <i>finish</i>? And Ss reply <i>no, no</i>, other students said <i>belum selesai bu, kurang 2 bu, etc.</i> Afterwards the teacher says, <i>ok five minutes more</i>. In hurry, Ss try to finish their tasks. After ten minutes passed, the teacher stands up and says <i>sekarang maju satu-satu ditulis jawabannya</i>. After all students have written their works in the blackboard, the teacher starts to discuss Ss' answer. One by one she asks Ss to read the question and answer it. There are many students who make pronunciation mistakes in this session. They make mistakes in pronouncing some of word like: <i>arrive, bought, nephew, mother, what, how, was</i> and many more. Sometimes, the teacher give correction when he finds his students pronounce the words incorrectly, but he also often ignores whether his students pronounce the words correctly or not.
3.	10.30 – 10.32	Closing	Suddenly, the bell's ringing and it means that time for English subject's up. However, all the exercises have not already discussed. Then ET says to SS '<i>OK kita lanjutkan besok, sekarang tulis berapa benarnya dan kembalikan bukunya kepada yang punya</i>'. Then, Ss replays '<i>iya bu</i>'. After that ET closes the lesson by saying good bye.

FIELD NOTE 4

Day/Date : Saturday, May 18th 2013

Time : 09.30

Place : Lobby of the school

Activity : Showing the course grid and lesson plans to ET

Respondent : 1. English teacher

2. Researcher

No.	
1	R meets ET in the lobby of the school. Then R shows the course grids and lesson plans that will be applied in Cycle 1. ET reads the course grid and lesson plans

	given by R.
2	R asks ET's opinion whether the course grid and lesson plans have been appropriate with the curriculum or not. ET says that the course grid and lesson plans are good and have been appropriate with the English curriculum.
3.	Afterwards R also tells some actions that will be implemented in Cycle 1 and basically the actions are about role play. ET agrees about it and encourages R to do it.
4	Furthermore, R asks ET to observe the teaching-learning process and ET is willing to do it. He will be the observer during the actions implemented in the teaching and learning process. But because she is very busy, the ET cannot fully accompany R in the classroom. The ET also promises that she will check the class every time she can. Then, R says that that will be fine because R will record all the teaching-learning process and the ET can give her comment and suggestion after watching the video recorded.

FIELD NOTE 5

Day/Date : Tuesday, May 22nd 2013
Time : 10.00
Place : Headmaster's room
Activity : Giving the permit letter to the headmaster
Respondent : 1. Headmaster
2. Researcher

No.	
1.	R arrives at school at 10.00 o'clock. Then, he meets the headmaster in his room. Both R and H shake hands. Then, H allows R to have a seat.
2.	Afterwards R tells H that he wants to give the permit letters for his research. Then, R accepts the letter and read it. After reading the letter, H tells R that he has been able to start the research in SMPN 3 Wates.
3.	R is very happy to hear that and thanks to the headmaster.
4.	R agrees with H's suggestion and he will implement the actions tomorrow. After everything is clear, R asks permission to go home and once again R says his gratitude to H.

FIELD NOTE 6

Day/Date : Wednesday, May 22nd 2013
Time : 07.00 - 08.20
Place : Classroom of VIII B
Activity : Implementation of actions in Cycle 1
Respondent : 1. English teacher
2. Students of VIII B
3. Researcher

N0		ACTIVITY	CLASSROOM SITUATION
1.	07.00 - 07.05	Opening • R greets Ss and checks the list attendant.	R, Collaborator & ET enter the classroom. R greets Ss by saying 'Assalamua'alikum wr.wb.' Ss answer 'Wa'alaikumsalam. wr.wb.' R greets Ss again. 'good morning class' followed 'how are you today?' Ss respond R by saying

		Lead in • R shows a picture of a grocery shop.	'good morning Mr. and enthusiastically, Ss respond <i>I'm fine, And you?</i>' R answers ' <i>I'm fine too. Thanks</i>' Then R checks the list attendant. There is a student named Rangga Rosari does not come to the class because of an accident. R shows a picture of grocery shop to Ss, and then he asks them 'do you know what picture it is?' Ss are silent for a while then some of them say 'sell', 'buy', 'market', 'shop, 'shopping' and 'grocery'. Then they agree to conclude that it is a picture of 'an activity in a grocery shop/ market'. After that, he asks Ss again 'what can you buy in the grocery shop?' Ss answer it by using bilingual language 'sugar, milk, rice, oil, etc'
2.	07.10 - 08.10	Presentation • R drills students the names of things sold in the grocery store. • R shows them a picture of a buyer and a seller having conversation.	Moving to task 2, R shows some pictures of things sold in the grocery shop. While showing the picture R asks them to pronounce it and if they can not say it correctly, R asks Ss to repeat after him. After all pictures have been showed and pronounced, R distributes the handout. Before distributing the handout to Ss, R moves to task 3, he asks Ss to identify the picture of a customer and a shopkeeper having a conversation. When R show a picture of it and asks them 'what is the picture about?' Dwi Nur Cahyo answers 'conversation'. Then R asks them again 'what conversation?'. They answer that it is 'a conversation between a seller and a buyer'. R tells Ss that they are going to learn expression of asking for something and responding to it.
		Practice • Ss practice a dialogue	R moves to task 4. Ss practice a dialogue with their partner. Then R

		with their partner • Analyze the expression of asking for something and the respond to it based on the dialogue • Ss make a short dialogue in pair and practice it	explains the expression of asking for something and responding to the expression of asking for something. After that, He also drills Ss to say price in English. Moving to Task 5, R asks Ss to do the task in pairs. R moves around the class to monitor Ss. Ss take 10 minutes to complete the task. Then R invites 4 pairs of students to practice their dialogues. After that R gives feedback about their performance. There is some feedback about their performance, for example, Eko makes mistake in pronouncing <i>11.650 rupiahs</i>. He says <i>'elephant thousand and sixty five hundred rupiah'</i>, it should be <i>eleven thousand six hundred and fifty rupiahs</i>. For other students, they only need to speak louder. Overall they are good enough. After that, R continues asking students to do task 6. He asks them to do a role play based on the role card and a cue card from R.
		Production • Ss are in group of four. They have to practice role play based on the situation in the card that they get.	Moving to the last task, R divides Ss into 7 groups with 4 students in each group. "Ok, now let me divide the groups". There are some students say, <i>"Mr. let's decide our own group"</i> Then the researcher answers, <i>'No, in order to be fair I will decide the groups.'</i> Some students say again, <i>"yah, tidak enak dong Mr"</i>. R keeps using a lottery to divide the group. After all groups are fixed, role cards and cue cards are distributed to every group. To make sure the every group has got their cards, he asks the students <i>"Every group has got these two cards?"</i> Then Ss answer <i>"Yes, Mr."</i> After all groups accept their cards, R explains the rule of role plays which they are going to perform. Then Ss work with their

			group enthusiastically. Some students were still rather confused with role which they would play. R moves around the class to monitor Ss' work and explained to the group which was still confused about the activity. After 10 minutes the Ss finish to prepare their role plays and R starts calling the groups to perform their role plays based on number of lottery they get. One by one, the group performs in front of the class. R gives a big applause and praise by saying, wow <i>'it's good', 'it's great', 'it's wonderful, 'it's excellent' etc</i> for each group which has finished performing. While waiting their turn to perform, Ss prepare the role play in the back. Some Ss are enthusiastic to practice the dialogues that they have made. After all groups perform the role plays, R gives feedback about Ss' role play performance.
5.	08.10 - 08.15	Closing • R gives review about the lesson. • R asks students' difficulties. • R closes the lesson.	R checks Ss' understanding. <i>'What we've learned today?'</i> Ss reply <i>'asking and giving for things Mr.'</i> Then R asks Ss whether there is any question but there is no any question. At last R closes the lesson <i>'I think that's all for today. Thank you for your attention. Wassalamua'alaikum. wr.wb. good bye'</i> Ss answer <i>'Wa'alaikumsalam. wr.wb. bye''</i>

FIELD NOTE 7

Day/Date : Saturday, May 25th 2013
 Time : 09.30 - 10.40
 Place : Classroom of VIIB
 Activity : Implementation of actions in Cycle 1
 Respondent : 1. English teacher
 2. Students of VIIB
 3. Researcher

N0		ACTIVITY	CLASSROOM SITUATION
1.	09.30 -	Opening	R & ET enter the classroom. R

	10.40	• R greets Ss and checks the list attendant. Lead in • R shows a picture of a dirty river.	greet Ss by saying 'Assalamua'alikum wr.wb.' Ss answer 'Wa'alaikumsalam. wr.wb.' R greets Ss again. 'good morning class' followed 'how are you today?' Ss respond R by saying 'good morning Mr. I'm fine, And you?' R answers 'I'm fine too. Thanks' Then R checks the list attendant. 'So everybody comes to this class?' Then Ss answer 'No'. Ranga Rosari is still absence and there are 2 students are not coming. R shows a picture of a dirty river. R asks Ss 'what picture is it?' Ss answer 'a river, a dirty river'. R also asks Ss 'what will happen if you see like this in the picture?' Enthusiastically Ss answer 'Flood.' Then R says 'well. You're right'
2.	09.40 - 10.40	Presentation • R shows pictures relate to environment to Ss one by one then asks them to identify and pronounce it correctly. • R shows them a picture of two girls having conversation using expression of asking for agreement	Moving to task 2, R shows some pictures relate to environment. While showing the picture R asks them to pronounce it and if they cannot say it correctly, R asks Ss to repeat after him. After all pictures have been showed and pronounced, R distributes the handout. Before distributing the handout to Ss, R moves to task 3, he asks Ss to identify the picture of two women having a conversation using expression of asking for agreement and responding to the expression of asking for agreement. When R shows a picture of it and asks them 'what is the picture about?' Fauzi answers 'conversation'. Then R asks them again 'what conversation?' They answer that it is 'a conversation among 2 women'. R tells Ss that they are going to learn expression of agreement and responding to it. R then distributes the handout.

		Practice • Ss study the expression of agreement and responding to it. • Students identify and pronounce the vocabulary correctly. • Ss make a short dialogue/ arrange jumble sentences into a good dialogue and practice to use expression of agreement and responding to it.	R moves to the handout. Ss practice a dialogue with their partner. R asks 3 pairs of Students to read the dialogue. Three of them read the dialogue well. Then, R rereads the dialogue with the appropriate intonation and Ss repeat after him. Moving to task 4, R asks Ss to arrange the jumble sentences into a good paragraph then practice it with their partner. Ss need fifteen minutes to finish it. Then R calls 2 pairs of students to read the dialogue in front of the class. Most of them practice their dialogue carefully in better intonation and pronunciation. Then R explains the expression of asking for agreement and responding to it. R also asks Ss to participate/mention other expressions of asking for agreement and the respond to it. Moving to Task 4, R asks Ss to do the task in pairs. R moves around the class to monitor Ss. Ss take 10 minutes to complete the task. Then R invites 4 pairs of students to practice their dialogues. After that R gives correction and feedback about their performance. For other students, they need to speak louder. Overall they are good enough. After that, R continues asking students to do task 5. He asks them to do a role play based on the role card and a cue card from R.
		Production • Ss are in group of four. They have to practice role play based on the situation in the card that they get.	Moving to the last task, R divides Ss into groups with 4 students in each group. Then, role cards and cue cards are distributed to every group. To make sure the every group has got their cards, he asks the students "<i>Every group has got these two cards?</i>" Then the students answer "<i>Yes.</i>" After all groups accept their cards, the R

			explains the rule of role plays which they are going to perform. After that R also makes a lottery to decide which group would perform role play first. Then, R gives an opportunity for Ss to have discussion and prepare what they are going to perform. <i>"Ok now I'll let you to have discussion with your group"</i>. Ss prepare their role plays seriously. R moves forward to each group to ensure that all Ss have already understood about what they have to prepare for their role plays. He asks Ss to raise their hands if they have difficulties. <i>Please raise your hand if you have question"</i>. Then some of Ss ask him about their difficulties. There are students who ask about pronunciation, word meaning and grammar. <i>'Mr. What is the correct pronunciation about this word (excuse me)?', 'Is this dialogue correct, Mr.?''</i>. Then R tells the correct pronunciation, checks their dialogue transcripts and corrects the grammar mistakes. After 15 minutes Ss finish and R starts calling the groups to perform the role play based on number of lottery they got. One by one, the group performs in front of the class. R give a big applause and praise by saying, <i>wow it's good, it's great, it's wonderful, etc</i> for each group who has finished performing the role play.
5.	10.40 - 10.50	Closing • R gives review about the lesson. • R asks students' difficulties. • R closes the lesson.	R checks Ss' understanding. <i>'What we've learned today?'</i> Ss reply <i>'the expression of asking for agreement and the respond to it'</i>. Then R asks Ss whether there is any question or not. <i>'Ok class, any question so far?'</i> Students reply <i>'no'</i>. At last R closes the lesson <i>'I think that's all for today. Thank you for your attention. Wassalamua'alaikum.</i>

			<i>wr.wb. See you' Students answered 'Wa'alaikumsalam. wr.wb. See you'</i>
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FIELD NOTE 8

Day/Date : Saturday, May 25th 2013
 Time : 19.00 - 20.20
 Place : Teacher's house
 Activity : Reflection and Evaluation of cycle 1
 Respondent : 1. ET = English teacher
 2. R = Researcher

No.	
1.	R arrives at ET's house at 19.00 o'clock. ET kindly welcomes R in a living room.
2.	R explains his intention to ET that he has taught twice in class VIIIB. Furthermore, R explains the details of the research that have been implemented and interviews ET about his implementation in cycle 1. After getting the detail information about the research conducted in her classroom, ET kindly gives evaluation to R. ET also suggests R to stop implementation of cycle 1.
3.	R follows ET instruction. Beside that, R also wants to give his next Lesson Plans to ET to be evaluated.
4.	After reading Lesson Plans (especially for "Tour Guide" theme), ET suggests R to fix a map and to add audio when presentation.
5.	After everything is clear, R asks for permission to go home to fix the material for next meeting.

FIELD NOTE 9

Day/Date : Monday, May 27th 2012
 Time : 09.30 - 10.40
 Place : Classroom of VIII B
 Activity : Implementation of actions in Cycle 2
 Respondent : 1. English teacher
 2. Students of VIII B
 3. Researcher

NO		ACTIVITY	CLASSROOM SITUATION
1.	09.30 - 10.40	Opening • R greets Ss and checks the list attendant.	R, Collaborator & ET enter the classroom. R greets Ss by saying 'Assalamua'alikum wr.wb.' Ss answer 'Wa'alaikumsalam. wr.wb.' R greets Ss again. 'good afternoon class' followed 'how are you today?' Ss respond R by saying 'good afternoon. I'm fine, And you?' R answers ' I'm fine too. Thanks'. Then R checks the attendant list. 'So everybody comes to this class?' Then Ss answer 'no'.

		Lead in • R shows a picture of a clothes shop	Rangga Rosari is still absence and there are 4 male students cannot come because of OSIS meeting. R shows a picture of a clothes shop. R asks Ss '<i>what picture is it?</i>' Enthusiastically Ss answer '<i>a shop</i>'. Then R says '<i>specifically?</i>' Ss say '<i>a clothes shop</i>'. Other students also have different answers such as '<i>mall</i>', '<i>distro</i>', '<i>outlet</i>', '<i>boutique</i>', etc.
2.	09.40 - 10.40	Presentation • R shows a picture of clothes to Ss then asks them to identify and pronounce new vocabularies. • R drills Ss new vocabularies relate to fashion correctly. • R shows a picture of 2 women having conversation using the expression of asking for opinion and giving/denying opinion.	Moving to task 2, R shows some pictures relate to environment. While showing the picture R asks them to pronounce it. If they can not say it correctly, R asks Ss to repeat after him. After all pictures have been showed and pronounced, R distributes the handout. Before distributing the handout to Ss, R moves to task 3, he asks Ss to identify the picture of two women having a conversation using expression of asking for agreement and responding to the expression of asking for agreement. When R shows a picture of it and asks them '<i>what is the picture about?</i>' Ss answers '<i>conversation</i>'. Then R asks them again '<i>what conversation?</i>' They answer that it is '<i>a conversation among 2 women</i>'. R tells Ss that they are going to learn expression of asking for opinion and giving/denying opinion. R then distributes the handout.
		Practice • Ss study the expression of expression of asking for opinion and responding (giving/denying) to it. • Students identify and pronounce the vocabulary correctly.	R moves to the handout. Ss practice a dialogue with their partner. R asks 3 pairs of Students to read the dialogue. Three of them read the dialogue well. Then, R rereads the dialogue with the appropriate intonation and Ss repeat after him. Then R explains the expression of

		• Ss arrange jumble sentence into a good dialogue and practice to use the expression of asking for opinion and responding to the expression of asking for opinion.	asking for agreement and responding to it. R also asks Ss to participate/mention other expressions of asking for agreement and the respond to it. Moving to task 4, R asks Ss to arrange the jumble sentences into a good paragraph then practice it with their partner. Ss need ten minutes to finish it. R moves around the class to monitor Ss. Then R calls 2 pairs of students to read the dialogue in front of the class. Most of them practice their dialogue carefully in better intonation and pronunciation. Moving to Task 4, R asks Ss to do the task in pairs. R moves around the class to monitor Ss. Ss take 10 minutes to complete the task. Then R invites 4 pairs of students to practice their dialogues. After that R gives correction and feedback about their performance. For other students, they need to speak louder. Overall they are good enough. After that, R continues asking students to do task 5. He asks them to do a role play based on the role card and a cue card from R.
		Production • Ss are in group of four. They have to practice role play based on the situation in the card that they get.	Moving to the last task, R divides Ss into groups with 4 students each group. Then, role cards and cue cards are distributed to every group. To make sure the every group has got their cards, he asks the students "<i>Every group has got these two cards?</i>" Then the students answer "<i>Yes, Mr.</i>" After all groups accept their cards, the researcher explains the rule of role plays which are going to perform. After that R also makes a lottery to decide which group would perform role play first. Then, R gives an opportunity for Ss to have discussion and prepare what they

			are going to perform. <i>"Ok now I'll let you to have discussion with your group"</i>. Ss prepare their role plays seriously. R moves forward to each group to ensure that all Ss have already understood about what they have to prepare for their role plays. He asks Ss to raise their hands if they have difficulties. <i>Please raise your hand if you have question"</i>. After 15 minutes Ss finish their preparation and R starts calling the groups to perform the role play based on number of lottery they got. One by one, the group performs in front of the class. R give a big applause and praise by saying, <i>wow it's good, it's great, it's wonderful, etc</i> for each group who has finished performing the role play.
5.	10.40 - 10.50	Closing • R gives review about the lesson. • R asks students' difficulties. • R closes the lesson.	R checks Ss' understanding. <i>'What we've learned today?'</i> Ss reply <i>'asking and giving opinion'</i> R asks again <i>'What expressions can you use to ask for opinion?'</i> Ss look at their hand out, read the sample dialogues and say: <i>what do you think about...? What is your opinion of...?'</i> R asks again <i>'what about giving opinion?'</i> Ss reread their handouts and say <i>'In my opinion, I think, I don't think so.'</i> Then R asks Ss whether there is any question or not. <i>'Ok class, any question so far?'</i> Students reply 'no'. At last R closes the lesson <i>'I think that's all for today. Thank you for your attention. Wassalamua'alaikum. wr.wb. See you'</i> Students answered <i>'Wa'alaikumsalam. wr.wb. See you'</i>

FIELD NOTE 10

Day/Date : Wednesday, May 29th 2013

Time : 09.30 - 10.40

Place : Classroom of VIII B

Activity : Implementation of action 2 in Cycle 2

Respondent : 1. English teacher
2. Students of VIII B
3. Researcher

N0		ACTIVITY	CLASSROOM SITUATION
1.	09.30 - 10.40	Opening • R greets Ss and checks the attendant list. Lead in • R tells Ss that he ever confuses to find an address.	R, Collaborator & ET enter the classroom. R greets Ss by saying 'Assalamua'alikum wr.wb.' Ss answer 'Wa'alaikumsalam. wr.wb.' R greets Ss again. 'good morning class' followed 'how are you today?' Ss respond R by saying 'good morning Mr. I'm fine, And you?' R answers ' I'm fine too. Thanks' Then R checks the attendant list. 'So everybody comes to this class?' Then Ss answer 'no'. Rangga Rosari is still absence and there are 8 students cannot come because of OSIS meeting. R tells a story when he's a newcomer in Jogja, He did not know where Glagah Beach is. Then He asked someone to tell the way to the beach. R asks Ss 'what do you do if you see people like that?' Enthusiastically Ss answer 'help him, sir.' Then R says 'well that's good. You're right'. Then, R asks Ss 'Can anyone tell me the way to Glagah beach from this school?' Ss answer it with R guidance.
2.	09.40 - 10.40	Presentation • R shows a city map to Ss then asks them to identify and pronounce the vocabulary correctly. • R drills Ss new vocabularies relate to public facilities.	R shows pictures of public facilities to Ss. Many Ss are unable to pronounce new vocabularies correctly. For example, church /tʃɜːtʃ/, restaurant /'res.trɒnt/, and museum /mjuː'zi.əm/. To solve this problem, R uses audio from Cambridge Advanced Learner's Dictionary 3 (CALD3) to drill unfamiliar vocabularies. R asks Ss 'is there any idea what it is about?' Ss enthusiastically answer 'a map' Then, R tells Ss that they are going

			to learn expression of asking for direction and responding to it. R then distributes the handout.
		Practice • Ss study the expression of asking for information and responding to the expression of asking information. • Students identify and pronounce the vocabulary correctly. • Ss arrange jumble sentences into a good dialogue and practice to use the expression of asking for information and responding to the expression of asking information.	R distributes the handout. By showing the handout to Ss he asks them <i>'everybody's got this paper?'</i> Ss replay <i>'yes Mr.'</i> Then R asks for Ss to practice the dialogue. R asks 3 pairs of Students to read the dialogue. Three of them read the dialogue well. Then, R rereads the dialogue with the appropriate intonation and Ss repeat after him. After that he explains the use of expression of asking for information (direction) and responding to it. Then R explains the expression of asking for direction and responding to it. R also asks Ss to participate/ mention other expressions of asking for direction. Moving to Task 4, R asks Ss to do the task (arrange the jumble sentences into a good paragraph) in pairs. R moves around the class to monitor Ss. Ss take 10 minutes to complete the task. Then R invites 4 pairs of students to practice their dialogues. After that R gives correction and feedback about their performance. For other students, they need to speak louder. Overall they are good enough. After that, R continues asking students to do task 5. He asks them to do a role play based on the role card and a cue card from R.
		Production • Ss are in group of four. They have to practice role play based on the situation in the card they get.	Moving to the last task, R divides Ss into groups with 4 students each group. Then, role cards and cue cards are distributed to every group. To make sure the every group has got their cards, he asks the students <i>"Every group has got these two cards?"</i> Then the students answer <i>"Yes."</i> After all groups receive their cards, the

			researcher explains the rule of role plays which they are going to perform. After that R also makes a lottery to decide which group would perform role play first. Then, R gives an opportunity for Ss to have discussion and prepare what they are going to perform. <i>"Ok now I'll let you to have discussion with your group"</i>. Ss prepare their role plays seriously. R moves forward to each group to ensure that all Ss have already understood about what they have to prepare for their role plays. He asks Ss to raise their hands if they have difficulties. <i>Please raise your hand if you have question"</i>. After 15 minutes Ss finish and R starts calling the groups to perform the role play based on number of lottery they got. One by one, the group performs in front of the class. R give a big applause and praise by saying, <i>wow it's good, it's great, it's wonderful, etc</i> for each group who has finished performing the role play.
5.	10.40 - 10.50	Closing • R gives review about the lesson. • R asks students' difficulties. • R closes the lesson.	R checks Ss' understanding. <i>'What we've learned today?'</i> Ss reply <i>'asking and giving direction'</i> R asks again <i>'What expressions can you use to ask for information?'</i> Ss look at their hand outs read the sample dialogues and say: <i>Can you tell me...? Could you tell me..?'</i> R asks again <i>'what about giving information?'</i> Ss reread their handouts and say <i>'Yes, of course, sure, certainly.'</i> Then R asks Ss whether there is any question or not. <i>'Ok class, any question so far?'</i> Students reply <i>'no'</i>. At last R closes the lesson <i>'I think that's all for today. Thank you for your attention. Wassalamua'alaikum. wr.wb.'</i> Students answered <i>'Wa'alaikumsalam. wr.wb.'</i>

FIELD NOTE 11

Day/Date : Friday, June 10th 2013
 Time : 09.15 – 09.30
 Place : Lobby of the school
 Activity : ask for permission to leave the school.
 Respondent : 1. ET = English teacher
 2. R = Researcher

No.	
1	R arrives at school at 09.00 o'clock. Then he meets ET in the teacher's room. ET kindly welcomes R. Because there is no chair left, she asks R to the lobby of the school.
2.	R explains his intention to ET that he has finished his research. R is thankful that this school has allowed him to conduct the research, especially to the H who has allowed him, the ET who has guided him, and the students of 8B.
3.	R agrees with ET's suggestion that R should finish his Thesis as soon as possible. R thanks for the advice and support.
4	Then the ET asks R is there anything he needs, R may come to her anytime.
5	R asks permission to meet the Headmaster and once again R says his gratitude to ET.

FIELD NOTE 12

Day/Date : Tuesday, June 10th 2013
 Time : 10.00
 Place : Headmaster's room
 Activity : ask for permission to leave the school.
 Respondent : 1. Headmaster (H)
 2. Researcher (R)

No.	
1.	R arrives at school at 10.00 o'clock. Then, he meets the headmaster in his room. Both R and H shake hands. Then, H allows R to have a seat.
2.	Afterwards R tells H that he has finished his research. R is thankful that this school has accepted him to do the research, especially to the H who has allowed him, the ET who has guided him, and the students of 8B.
3.	The H accepts the R's feeling. The H give R advice that this research should be meant. He also tells that R should finish his thesis immediately.
4.	He feel relieve that he has done step by step to finish his work. R agrees with H's suggestion. R thanks for the advice and support.
5.	Then the H asks R is there anything he needs.
6.	R remembers he needs a letter that state he has conducted a research in SMPN 3 Wates.
7.	The H calls an administrative staff to make the letter what R needs. R is asked the details of his data by the administrative staff. After a few minutes, the letter is done.
8.	After everything is clear, R asks permission to go home and once again R says his gratitude to H.

Appendix 6

Photographs

DOCUMENTATIONS



Students are doing tasks individually.



Students are doing tasks in groups/ pairs.



Students are practicing a dialogue.



Students are practicing dialogue in front of the class.



The teacher is asking other expressions to students.



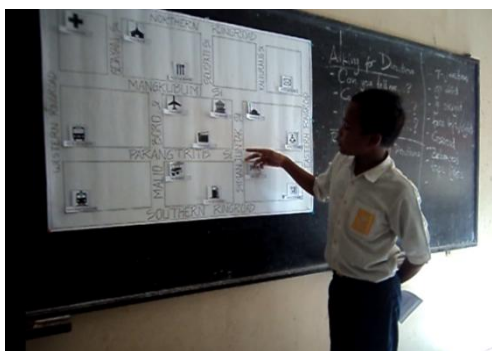
Students are asking the task to the teacher



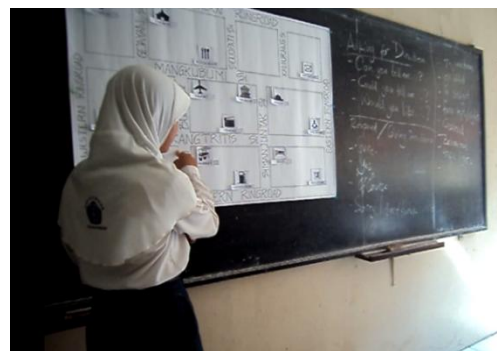
Role-playing and sometime reading books.



Role-playing and imitating daily life interaction.



A student is role-playing with his friends.



A student is showing direction to some places.

Appendix 7

Letters



PEMERINTAH KABUPATEN KULON PROGO
BADAN PENANAMAN MODAL DAN PERIZINAN TERPADU
 Alamat : Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611

SURAT KETERANGAN / IZIN

Nomor : 070.2 /00454/V/2013

Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/4356/V/5/2013, TANGGAL 20 MEI 2013, PERIHAL : IZIN PENELITIAN

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
 2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
 3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 15 Tahun 2007 tentang perubahan atas Peraturan Daerah Kabupaten Kulon Progo Nomor : 12 Tahun 2000 tentang Pembentukan Organisasi dan Tata Kerja Dinas Daerah;
 4. Peraturan Bupati Kulon Progo Nomor : 56 Tahun 2007 tentang Pedoman Pelayanan pada Kantor Pelayanan Terpadu Kabupaten Kulon Progo.

Diizinkan kepada : **AWANG HIDIKA FEBRIANSYAH**
 NIM / NIP : **07202244129**
 PT/Instansi : **UNIVERSITAS NEGERI YOGYAKARTA**
 Keperluan : **IZIN PENELITIAN**
 Judul/Tema : **SOME EFFORTS TO IMOROVE CLASSROOM INTERACTION IN ENGLISH TEACHING-LEARNING PROCESS THROUGH COMMUNICATIVE TASKS AT THE 8 GRADE STUDENTS OF SMPN 3 WATES**

Lokasi : **SMP N 3 WATES KABUPATEN KULON PROGO**
 Waktu : **20 Mei 2013 s/d 20 Agustus 2013**

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Badan Penanaman Modal dan Perizinan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian diharap kepada para Pejabat Pemerintah setempat untuk dapat membantu seperlunya.

Ditetapkan di : **Wates**
 Tanggal : **21 Mei 2013**



KEPALA
BADAN PENANAMAN MODAL
DAN PERIZINAN TERPADU

PROBO LARAS, S.Sos.,M.H
Pembina Tk.I ; IV/b
 NIP. 19630801 199003 2 002

Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbangpol Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kabupaten Kulon Progo
5. Kepala UPTD PAUD dan DIKDAS Kecamatan Wates Kabupaten Kulon Progo
6. Kepala SMP N 3 Wates Kabupaten Kulon Progo
7. Yang bersangkutan
8. Arsip



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/4356/V/5/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY
Tanggal : 20 Mei 2013

Nomor : 0495d/UN.34.12/DT/V/2013
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : AWANG HIDIKA FEBRIANSYAH NIP/NIM : 07202244129
Alamat : KARANGMALANG, YOGYAKARTA
Judul : SOME EFFORTS TO IMPROVE CLASSROOM INTERACTION IN ENGLISH TEACHING-LEARNING PROCESS THROUGH COMMUNICATIVE TASKS AT THE 8 GRADE STUDENTS OF SMPN 3 WATES
Lokasi : KULON PROGO Kota/Kab. KULON PROGO
Waktu : 20 Mei 2013 s/d 20 Agustus 2013

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 20 Mei 2013

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
- Bupati Kulon Progo cq KPT
- Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
- Kasubbag. Pendidikan FBS UNY
- Yang Bersangkutan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0495d/UN.34.12/DT/V/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

20 Mei 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

SOME EFFORTS TO IMPROVE CLASSROOM INTERACTION IN ENGLISH TEACHING LEARNING PROCESS THROUGH COMMUNICATIVE TASKS AT THE 8 GRADE STUDENTS OF SMPN 3 WATES

Mahasiswa dimaksud adalah :

Nama : AWANG HADIKA FEBRIANSYAH
NIM : 07202244129
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei - Juni 2013
Lokasi Penelitian : SMPN 3 Wates

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kantor Dekan Pendidikan FBS,

Indira Hono Ujumi, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMPN 3 Wates



PEMERINTAH KABUPATEN KULON PROGO
DINAS PENDIDIKAN
UPTD PAUD DAN DIKDAS KECAMATAN WATES
SMP NEGERI 3 WATES
Jalan Purworejo Km 7, Sogan, Wates, Kulon Progo, Telepon 773578

SURAT KETERANGAN

Nomor : 423.4/142

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Negeri 3 Wates menerangkan bahwa:

Nama : Awang Hadiaka Febriansyah
NIM : 07202244129
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Perguruan Tinggi : Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMP N 3 Wates dengan judul **"Some efforts to improve classroom interaction in English Teaching – Learning Process Through Communicative Tasks at the VIII Grade Students of SMP N 3 Wates"** pada tanggal 22 Mei 2013 sampai 10 Juni 2013

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Wates, 10 Juni 2013

Kepala Sekolah

Drs. Mohammad Rifa'i

NIP. 19550818 198303 1 006