

**IMPROVING THE SPEAKING SKILL OF GRADE 8 STUDENTS
OF SMPN 15 YOGYAKARTA THROUGH COMMUNICATIVE
ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011**

A Thesis

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



**BY
ARUM WIRATSIH
NIM 05202241057**

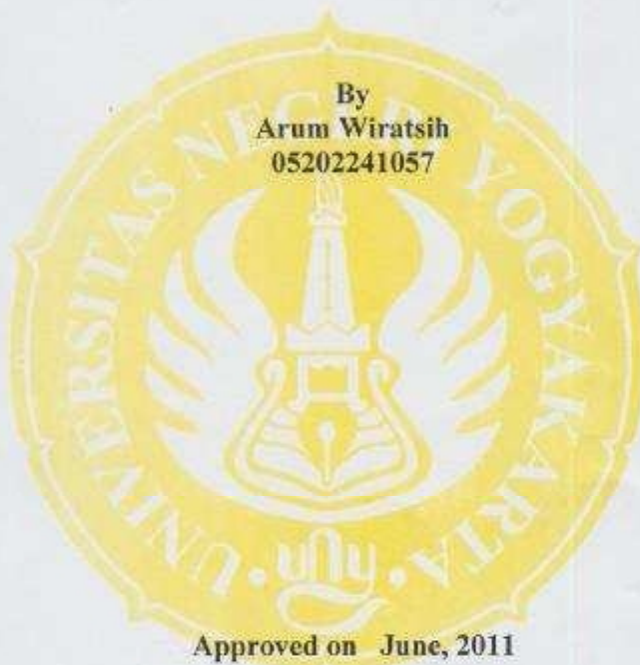
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY
2011**

APPROVAL SHEET

IMPROVING THE SPEAKING SKILL OF GRADE 8 STUDENTS OF SMPN
15 YOGYAKARTA THROUGH COMMUNICATIVE ACTIVITIES IN THE
ACADEMIC YEAR OF 2010/2011

A Thesis

By
Arum Wiratsih
05202241057



Approved on June, 2011

First Consultant,

A handwritten signature in black ink, appearing to read 'Agus', is written over the printed name of the first consultant.

Dr. Agus Widyanoro, M.Pd.
NIP. 19600308-198502-1-001

Second Consultant,

A handwritten signature in black ink, appearing to read 'Nunik Sugesti', is written over the printed name of the second consultant.

Nunik Sugesti M.Hum.
NIP. 19710616-200606-2-001

RATIFICATION SHEET

**IMPROVING THE SPEAKING SKILL OF GRADE 8 STUDENTS OF SMPN
15 YOGYAKARTA THROUGH COMMUNICATIVE ACTIVITIES IN THE
ACADEMIC YEAR OF 2010/2011**

A Thesis

Accepted by the Board of Examiners of the Faculty of Languages and Arts of the State University of Yogyakarta on July, 4th 2011 and declared to have fulfilled the requirements for the attainment of Degree of *Sarjana Pendidikan* in English Language Education

Board of Examiners

Chairman : Samsul Ma'arif, M.A.

Secretary : Nunik Sugesti, M.Hum.

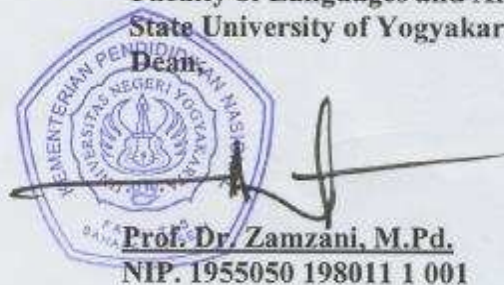
First Examiner : Dra. Jamilah, M.Pd.

Second Examiner : Dr. Agus Widyantoro, M.Pd.



Four handwritten signatures in black ink, each written over a horizontal line. The signatures correspond to the names listed in the Board of Examiners section.

Yogyakarta, July 4th 2011
Faculty of Languages and Arts
State University of Yogyakarta



Official blue ink stamp of the Dean of the Faculty of Languages and Arts, State University of Yogyakarta. The stamp is circular with a central emblem and text around the perimeter. Below the stamp is a handwritten signature in black ink.

Dean
Prof. Dr. Zamzani, M.Pd.
NIP. 1955050 198011 1 001

MOTTO

- ✓ **When life gives you a thousand reasons to cry, show that you have a million reasons to smile**
- ✓ **Life is beautiful**

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Arum Wiratsih
NIM : 05202241057
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Judul Skripsi : **IMPROVING THE SPEAKING SKILL OF GRADE 8 STUDENTS OF SMPN 15 YOGYAKARTA THROUGH COMMUNICATIVE ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011**

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

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

Yogyakarta, April 2011
Penulis,

Arum Wiratsih

ACKNOWLEDGEMENTS

Alhamdulillahirobil'alamin. Praise be to Allah SWT, the Almighty, the Merciful and the most Beneficent. Because of His great kindness of guiding me I could finish my thesis. Invocation and peace go to Muhammad SAW, the Prophet, His Family and His disciples. May Allah SWT bless them and give them peace.

Then, my sincerest appreciation and gratitude go to Dr. Agus Widyanoro M.Pd. as my first consultant and Nunik Sugesti M.Hum as my second consultant, who have been patient in guiding and supervising me during the process of writing, and have spent their time in correcting my thesis.

I would also thank the big family of SMP N 15 Yogyakarta (MABELTA) who have permitted me to conduct the research, especially for Pak Muji Raharja and the students of class VIII A who have helped me in collecting the data.

Special thanks go to my parents (Mama & Bapak), my brother and my sister-in law (Aar & Mba Iin), my nephew (Dek Ican) who have supported and loved me. I especially thank mas Benk2 for loving, supporting, coloring my life and accompanying me to do everything.

Great thanks are to my best friends (mb Rieska, Bunga, Galuh, Evi, Pipit and Kiki) who have helped me in writing the thesis and collecting the data and all my classmates in Class C of PBI. Thanks for the support.

I hope that this thesis will give some contribution to the development of the English and teaching learning process. However, I realize that this thesis is far from being perfect. Opinions, criticisms and suggestions are expected from the readers.

Yogyakarta, April, 2011

Arum Wiratsih

DEDICATIONS

This thesis is dedicated to

- ✓ **My beloved Mom and Dad, Sumiyatun and Much Tofah for their support and endless love**
- ✓ **My beloved brother and sister-in law
Ganjar Kusworo and Catur Indrawati**
- ✓ **My beloved nephew
Dek Gheisan Akmal Rasyad**
- ✓ **My soulmate who has loved and accompanied me
Bangun Mardiyanto**
- ✓ **My Best Friends who have supported and helped me**

TABLE OF CONTENTS

| | Page |
|--|-------------|
| TITLE PAGE | i |
| APPROVAL SHEET | ii |
| RATIFICATION SHEET | iii |
| MOTTO | iv |
| DECLARATION | v |
| ACKNOWLEDGEMENTS | vi |
| DEDICATIONS | viii |
| TABLE OF CONTENTS | ix |
| LIST OF TABLES | xi |
| LIST OF APPENDICES | xii |
| ABSTRACT | xii |
| | |
| CHAPTER I INTRODUCTION | |
| A. Background of the Study | 1 |
| B. Identification of the Problem | 4 |
| C. Limitation of the Problem | 7 |
| D. Formulation of the Problem | 7 |
| E. Objective of the Study | 8 |
| F. Significance of the Study | 8 |
| | |
| CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK | |
| A. The Nature of Speaking..... | 9 |
| B. Speaking Skills | 12 |
| C. The Speaking Ability of the Grade 8 Students of Junior High Schools based on KTSP | 15 |
| D. Communicative Approach..... | 16 |
| E. Communicative Language Teaching..... | 16 |
| 1. The Characteristics of CLT..... | 18 |
| 2. The Features of CLT..... | 19 |
| 3. The Principles of CLT..... | 20 |
| F. Methodological Framework of Communicative Approach..... | 23 |
| G. Communicative Activities..... | 24 |
| H. Communicative Techniques of Teaching Speaking..... | 27 |
| I. Conceptual Framework..... | 31 |
| | |
| CHAPTER III RESEARCH METHOD | |
| A. Type of the Research | 33 |
| B. The Setting of the Research | 34 |

| | |
|------------------------------------|----|
| C. The Data Collection..... | 35 |
| D. Procedure od the Research | 36 |

CHAPTER IV THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

| | |
|--|----|
| A. Reconnaissance | 39 |
| B. Plans, Actions and Observations, Evaluation and Reflection of Cycle 1.... | 45 |
| 1. Planning Of Cycle 1 | 45 |
| 2. Action and Observation of Cycle 1..... | 47 |
| 3. Reflection 1..... | 52 |
| C. Plans, Actions and Observations, Evaluation and Reflection of Cycle 2... | 53 |
| 1. Planning Of Cycle 2 | 53 |
| 2. Action and Observation of Cycle 2..... | 54 |
| 3. Reflection 2..... | 59 |
| D. General Findings..... | 60 |

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

| | |
|----------------------|----|
| A. Conclusions | 62 |
| B. Implications..... | 64 |
| C. Suggestions | 66 |

| | |
|-------------------------|-----------|
| REFERENCES | 68 |
|-------------------------|-----------|

| | |
|-------------------------|-----------|
| APPENDICES | 71 |
|-------------------------|-----------|

LIST OF TABLES

| | | |
|---------|--|----|
| Table 1 | : The English Teaching and Learning Problems Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta..... | 41 |
| Table 2 | : The Identification of the Problems based on the Urgency Level in the English Teaching and Learning Process Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta..... | 42 |
| Table 3 | : The Problems Most Feasible to be solved in the English Teaching and Learning Process Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta..... | 43 |
| Table 4 | : The Pre-Requisite Analysis of the Field Problems Feasible to be solved in the English Teaching and Learning Process Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta..... | 44 |

LIST OF APPENDICES

| | | |
|------------|--|-----|
| Appendix A | : Field Notes..... | 71 |
| Appendix B | : Interview Transcripts..... | 93 |
| Appendix C | : Lesson Plan and Teaching Material..... | 94 |
| Appendix D | : Documentations..... | 137 |
| Appendix E | : Letters..... | 141 |

**IMPROVING THE SPEAKING SKILL OF GRADE 8 STUDENTS OF SMPN
15 YOGYAKARTA THROUGH COMMUNICATIVE ACTIVITIES IN THE
ACADEMIC YEAR OF 2010/2011**

**ARUM WIRATSIH
05202241057**

ABSTRACT

The objective of this research is to improve the speaking skill of grade 8 students of SMPN 15 Yogyakarta through communicative activities in the academic year of 2010/2011.

The research applied principles of action research. The subject of the research were the students of 8A. The English teacher, the researcher, the students of class 8A and the principal were the team members of the research. To collect the data, the researcher conducted observation and interview with the research members. The data were obtained using observation and interview. The data were qualitative in nature and were analyzed using the qualitative technique. The researcher implemented communicative activities as main activities that consisted of problem solving activities, role play, story telling and class discussion.

The research was conducted in two cycles. The result of the first cycle showed that the implementation of communicative activities in this study was succesful to improve the students' speaking skills. The communicative activities were effective to improve the students' speaking skills and make them more enthusiastic in the teaching and learning process. All of the students could respond to the simple classroom English orally and physically. However, the use of media (pictures) was not succesful since the pictures were small. The result of the second cycle showed that implementing communicative activities, using classroom English and media (pictures) were succesful to improve the speaking skills. The implementation of communicative activities were effective to improve the students' speaking skill. The indicators of the succes of the implementation were that: 1) the students enjoyed the teaching and learning process, 2) the students were attracted to join the communicative activities used by the teacher, 3) the students could respond to and answer the teacher's question and instructions, 4) the students were accustomed to using classroom English in the teaching and learning process. The researcher found that by implementing communicative activities, the students' speaking skill could be improved.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important in people's life. It is used by people to communicate with one another. There are many languages which are used and learned by people in many different ways. English is one example of the languages used by people to interact with each other, and it is also used as an international language. It is very important for people to be able to master English in order that they can communicate well with the international society. In learning foreign languages, especially English there are so many aspects or skills that should be learned such as macro skills and micro skills.

The aim of teaching English in Indonesia is developing the ability of students to communicate with the others in the real life. Teaching English in Indonesia involves the related listening, speaking, reading, and writing skills to fulfil their needs in the globalization and information era. Those aspects are called as macro skills in teaching English. One of the macro skills that is sometimes difficult to be learnt is speaking.

Speaking is one skill that links the other skills such as listening, reading and writing. In learning a foreign language, people commonly think that speaking is the most difficult skill to be acquired. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately and effectively. Besides,

learners have to practise speaking as much as possible not only in the classroom but also in their daily life. Even though students realize the importance of English in their daily life, most Indonesian students learn English passively due to several factors. There are so many factors that the researcher found in the field such as student's perception of English as a difficult lesson. Then, the most crucial point often found in the classroom is that the English teaching learning activities are monotonous.

Sometimes the teacher does not know how to create interactive activities to improve students' speaking skill in the teaching and learning process. It makes students uninterested in taking part in the activities. In the teaching learning process the teachers have to see the need of the students. The teacher needs to create many communicative activities that can attract students so they can be involved actively in the teaching learning process.

Those problems that have been mentioned above could be found in some junior high schools in Yogyakarta. One of those schools is SMP N 15 Yogyakarta. The researcher noticed that this problem really existed in SMP N 15 Yogyakarta. To know the problems occurring in the teaching and learning process, a classroom observation was conducted on July 14, 2010 from 8.20 to 9.40 am in class VIII A. According to the teacher, this class had serious problem with their ability in the speaking skill. Because of that the researcher decided to choose this class for her research. Then, the researcher had discussions with the teacher on July 16, 2010. He said that the English teaching learning process in that school was based on the course book. Then,

he explained that he only used that for teaching; moreover, he did not use interactive activities to teach speaking. The reason was there was no English laboratory there. He also said that he faced some difficulties in finding the best approach for teaching speaking.

According to some experts, communicative approach is considered as the good approach for teaching language because this approach focuses on communicative activities so the learners are the centre of the teaching learning process. In this approach there are many activities that can place learners as the centre of learning process activity, such as role plays, questions and answers, games, simulation etc. Students are expected to speak with the other students through this approach. They can be involved in the teaching learning process.

One of the characteristics of communicative teaching is that the students and teachers use the target language to communicate with one another. However, sometimes the teachers use Bahasa Indonesia to explain or to talk to students because they are afraid that students do not understand the target language. This might make the students feel that English is just the language used for learning not for communicating.

Based on the explanation above, the researcher and the teacher agreed to find some communicative activities to improve the students' speaking skill in class VIII A of SMPN 15 Yogyakarta because the researcher found some problems in this class. The problems are described in the identification of the problem below.

B. Identification of the problem

Getting students to talk actively in the classroom can sometimes be very easy and sometimes very difficult. In a good atmosphere, students whose English is at an appropriate level will often participate freely and enthusiastically if the teacher gives them a suitable topic and material. On the other hand, it will be very difficult to get students to speak. There are some possible reasons such as the class situation or maybe the teacher has not chosen the right kind of topic and material.

It is stated in the School-Based Curriculum that the main goal of teaching English is communication. It means that students are expected to be able to communicate with others both written and spoken in English in their daily life. In other words the students are expected to reach the functional stage of learning English.

It is not easy to reach the goal in the real life. In fact, there are so many students in junior high schools who cannot speak English well. One of the reasons which makes English difficult to learn is the way how the teaching learning process is conducted. Generally, the students are not taught to use materials in their daily life so they do not know the language being learnt used in their daily life.

In improving the speaking skill, there are so many factors to consider such as the teacher, students, materials, technique, and facilities. The teacher factor is related to her/his ability in speaking such as pronunciation, grammar, and the mastery of vocabulary. In this case the teacher factor plays an

important role because in the classroom the teacher is a model for his/her students. Student factor is related to their need of English. According to Hutchinson and Waters (1987:8) "*learners were seen to have different needs and interest, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning*". Based on that statement a teacher has to understand what the students need in their daily life.

Materials factor is related to what kind of materials to give to the students. The materials which are taught should be relevant with the real life so they can be used by students to communicate in their real life. The technique factor is related to the selection of the activities and the way of teaching English in the classroom, and the last factor is facilities. The availability of facilities will help students in learning English such as a language laboratory, the various books, and media.

To identify the problems existing in grade VIII A the researcher did observations, interviewed the English teacher and interviewed some students of grade VIIIA.

Based on the observation and interview to the students, there are some problems in the English teaching and learning process identified by the researcher. The problems existing in the English and teaching learning process are related to the students, the teacher and school facilities.

The first problem is related to the students. The students considered English as a difficult lesson. They were passively involved in the teaching learning process, they could not respond to English routines correctly.

Besides, the students were shy and afraid to speak English, they were afraid of making mistakes. They also had a difficulty to pronounce English words and had limited range of vocabulary so when the teacher explained the material, the students did not understand what the teacher said. Besides, the students lacked concentration; they were not focused when the teacher explained the materials in front of the class. Moreover, the students had difficulties to ask and answer the questions from the teacher orally, so the students only kept silent when the teacher asked them.

The second problem is related to the teacher. The teacher had difficulty in handling the students during the lesson. He also only used a textbook and LKS. He rarely used games or other interactive activities so the students felt bored and were not interested in taking part in the teaching learning process.

The last problem is related to school facilities. There was no English laboratory there. The teaching learning process was conducted only in the classroom; all activities were done in the classroom; the students never got authentic materials such as listening to music, watching movies and listening to English authentic materials.

Considering those problems, the researcher concludes that the main problem that caused the ineffective teaching learning process and the low ability of the students' speaking skill is the uninteresting learning activities in the classroom. If the teacher uses communicative activities such as games, a roleplay, and class discussion that can attract the students to speak, the speaking skill of class VIIIA of SMPN 15 Yogyakarta would improve.

C. Limitation of the Problem

Based on the explanation on the identification of the problem above, it is clear that there were so many problems that the researcher found in the grade VIII A that affected the improving of students' speaking skill. Therefore, this study focused on improvement the speaking ability in the English teaching and learning process at grade VIII A SMPN 15 Yogyakarta in the academic year of 2010/2011 through communicative activities.

The researcher considers communicative activities to improve the speaking skill of grade VIII of SMPN 15 Yogyakarta because these activities place the learners as a centre of the teaching and learning process. According to Larsen and Freeman (2000:129) the role of the teacher as a facilitator and the students are communicators in the teaching and learning process, the students are actively engaged in negotiating meaning even when their knowledge of the target language is incomplete.

One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study a foreign language since they will feel that they are learning to do something useful with the language.

D. Formulation of the Problem

The problem of this research can be formulated as follows: How can the speaking ability of the grade VIII students of SMPN 15 Yogyakarta in the academic year of 2010/2011 be improved through communicative activities?

E. Objective of the study

Based on the formulation of the problem, the objective of this research is to improve students' speaking ability in English teaching and learning process at grade VIII A SMPN 15 Yogyakarta in the academic year of 2010/2011 through communicative activities.

F. Significance of the study

1. The result of this study is expected to have some benefits to improve the speaking ability of grade 8 students of SMPN 15 Yogyakarta.
2. The result of this study is expected to provide useful information for the teacher about the implementation of communicative activities in improving the quality of the students' speaking skill at SMP N 15 Yogyakarta.
3. The result of this study is expected to be a reference for the headmaster as the beginning step to make efforts in improving students' speaking ability.
4. The result of this study is expected to be used as a reference for the English Language Education Department, particularly in improving the speaking ability.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

It is mentioned in Chapter I that the objective of this research was improving the students' speaking ability using communicative activities in the teaching learning process in grade VIII of SMPN 15 Yogyakarta by conducting an action research. This chapter deals with the related theories and conceptual framework on which this research is based.

A. The Nature of Speaking

People speak with the purpose of conveying their idea and their feeling to the others' talk. When the others can know what has been talked about, it means that the speakers get the meaning across. Communication is defined as a continued process of expression, interpretation and negotiation (Savignon, 1983:8). The people will say something or respond to what they heard. Brown (2001) states that when someone speaks a language it means that he/she can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language. According to Harmer (1991) reading and listening are classified as receptive skills while speaking and writing are productive skills. Cameron (2001:40) states that speaking is the active use of language to express and to share meanings so that other people can make sense of them. Linse and Nunan (2005:47) state that speaking is equally important in

young learners overall language development. In relation to that Thornbury (2001) states that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for detailed planning. Further, he adds the nature of the speaking means that the grammar of the spoken language differs in the number of significant ways from the grammar of the written language. Therefore, the study of written grammar may not be the most efficient preparation for speaking.

Littlewood (1992) says that successful oral communication involves developing

- a) the ability to articulate phonological features of the language comprehensively.
- b) mastery of stress, rhythm, and intonation pattern.
- c) an acceptable degree of fluency.
- d) skills in negotiating meaning.
- e) conversational listening skill (successful conversation requires a good listeners as well as a good speaker).
- f) skills in knowing about negotiating purposes for conversation, using appropriate conversational formulae and fillers.
- g) skills in the management of interaction.
- h) skills in taking short and long speaking turns.
- i) transactional and interpersonal skills.

There are five variables that are involved in language learning. They are social context, learner's characteristics, learning condition, learning process, and learning outcome (Stern, 1983: 338).

Based on Stern's statement above it can be concluded that teaching speaking will be successful when the five variables are involved.

1) social context

This variable suggests the learner's activities in making communication. The social context enables the student to be motivated and encouraged.

2) learners' characteristics

The physiological factor of the learners plays an important role in relation to communicative speaking. If a learner is always nervous and lack confidence, he/she will get the worst result.

3) learning condition

Learning condition refers to the situation in which one learns. When a learner gets perfect learning aid, books and a comfortable place, he/she can develop his/her skills well.

4) learning process

The learning process is best understood as the threefold involving the learners intellectually (cognitively), socially, and affectively. Learners are intellectually related to all activities that involved mind and perception. The learners are socially related to their ability in interacting with other students. Stern (1983: 383) claims that an affective factor is more important than cognition in the learning process.

5) learning outcome

When a learner does not know what he/she learns for, his/her motivation will get weaker and weaker. However, if he/she knows the target of his/her learning is clear such as completion, graduation, and exhibition, he/she automatically increases his/her motivation.

B. Speaking skills

According to Harmer (1991 :46-47), there are three reasons why people communicate. First, people communicate because "they want to say something". As Harmer explains, the word 'want' refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because "they have some communicative purpose". By having some communicative purpose it means that the speakers want something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. Thus, two things are important in communicating: "the message they wish to convey and the effect they want it to have". Finally, when people communicate, "they select from their language store". The third reason is the consequence of the desire to say something (first reason) and the purpose in conducting communicative activities (second reason), As they have language storage, they will select language expressions appropriate to get messages across to other people.

According to Brown (2001: 271) there are six types of classroom speaking performance

a) Imitative

Drills suggest learners an opportunity to listen and to orally repeat certain strings of language that maybe pose some linguistic difficulty either phonological or grammatical. Drills offer limited practice through repetition.

They allow one to focus on one element of the language in a controlled activity.

b) intensive

Intensive speaking is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where the learners are going over certain forms of language.

c) responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. Usually these replies are sufficient and do not continue into dialogues.

d) transactional (dialogue)

Transactional language is an extended form of responsive language. Transactional language accomplish for the purpose of conveying or exchanging specific information.

e) interpersonal (dialogue)

The other form of speaking performance is interpersonal. This performance is carried out for the purpose of maintaining social relationships rather than for the transmissions of facts and information. In this performance learners can involve some or all factors such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert agenda so the learners would need to learn how such features as the relationship

between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

f) extensive (monologue)

Students at intermediate or advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this performance the register is more formal and intentional. This monologue can be planned or impromptu.

According to Brown (2001: 272) there are sixteen microskills of oral communication

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self- correction, backtracking- to enhance the clarity of the message.
8. Use grammatical words classes (noun, verb, etc.) systems (e.g. tense, agreement, pluralization), word order, pattern, rules, and elliptical form.
9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative function according to situations, participants and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations.
14. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

C. The Speaking Ability of the Grade 8 Students of Junior High Schools based on KTSP

Language plays an important role in intellectual, social and emotional learners' development. Language also has a big role and as a supporting of successes on learning other subjects. English is a means of communication both written and spoken in the globalization era. Communication means understanding and expressing a message, information, mind and feelings.

The recent curriculum which is applied in Indonesia is School-Based Curriculum which should be constructed based on the 2003 Education Law, Education Ministerial Decree No. 22/2006 on Standards of Content, and Education Ministerial Decree No 23/2006 on Graduate Competencies and their Appendices. In KTSP it is stated the goal of teaching speaking in junior high schools, students are expected to be able to express meanings orally in simple interpersonal and transactional discourses, both formally and informally, in the forms of recount, narrative, procedure, descriptive, and report, in daily life contexts. Teaching English in Indonesia for junior high schools expects students to reach the functional level in learning English. It means that students are expected to be able to communicate in English in their daily life.

D. Communicative Approach

There are a variety of approaches to teaching English as a foreign language. Applying these aspects means that language teaching and learning become far more than a series of grammar lessons and vocabulary lists. For language teaching and learning to be truly communicative, it must not only be in context, but used to convey ideas, preferences, thoughts, feelings and information in a way that is addressed to reach others.

Communicative approach is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language. In the communicative approach students are expected to be involved in the teaching learning process. According to Harmer (2001: 84) “*communicative approach is the name which was given to a set of beliefs which include not only a re-examination of what aspect of language to teach, but also a shift in emphasis in how to teach*”. He also explains the ‘what to teach’ aspect of communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary.

E. Communicative Language Teaching

CLT is a great approach to teaching and creating an environment conducive to learning and having authentic situations using the target language. Students have greatly enjoyed being able to use the target language in a meaningful way and in turn have showed more motivation in learning the target language.

Since its establishment in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary

concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make the needs analysis an essential component of communicative methodology. At the same time methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information-gap activities.

CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process.

Communicative language teaching helps students to improve their ability to communicate and places a great emphasis on learning language functions. Richards (2010) states that today CLT can be seen as describing a set of core principles about language learning and teaching which can be applied in different ways and which address different aspects of the processes of teaching and learning. Harmer (2007: 69) states that CLT embraces the concept of how language is used so in CLT the concern is with spoken functions as much as with

written grammar, and notions of when and how it was appropriate to say certain things were of primary importance.

a. The characteristics of CLT

The characteristics of communicative approach as adapted from Richards and Rodgers (1986: 71) are as follows:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is for interaction and communication.
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

From the explanation above, the communicative approach is seen as the most suitable approach for teaching English. It can promote the communication and interaction between the teacher and the students in the teaching and learning process. So, in the teaching learning process, the students take part actively.

Brown (2000:266) offers four interconnected characteristics of CLT as follows:

- 1) Classroom goals are focused on all of the components of the communicative competence and not restricted to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic authentic functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At time fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In communicative classroom, students ultimately have to use the language, productively, in unrehearsed context.

b. The Features of CLT

According to Littlewood (1985: 1), one of the characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language combining these into a more fully communicative view. It means that the structure and communicative functions are combined to achieve the communicative ability. Littlewood (1981:1) says that the goal of the foreign language teaching in CLT is communicative ability.

According to Nunan (1991) there are five features of CLT:

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

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it is used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners

to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

c. The Principles of CLT

Morrow (1981: 59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or techniques can be evaluated, related and applied. He proposes five principles.

1) Know what you are doing

This principle answers learners' question of why I am learning this or that? Or what am I learning to do? Students have to know clearly what they are learning. They know that they learn something useful for the communication. Hence, in the end of the teaching and learning process, they will be able to do something that is useful for the communication. The teachers should let the students know that they will learn and achieve something so that it can improve their motivation in learning.

2) The whole is more than the sum of parts

This principle is related to the 'analytic' and 'syntactic' approach to language teaching. A syntactic procedure would involve learners in the learning process individually and practicing how to combine them. An analytic procedure would introduce complete interaction of the text and focus for the learning purpose on the way these are constructed (Morrow: 1981:61). He states that a discussion may be made to share the same

concern with the 'whole' rather than 'part'. A communicative method is likely to make use of both approaches.

3) The processes are as important as the forms.

This principle is related to the goal in developing the ability of learners to communicate in a foreign language. It will put emphasis on the process of communication. In addition, the practice on the form of the target language can take place within communicative framework (Morrow, 1981:1). There are processes, which can make the learning to be more communicative when they are incorporated and not isolated as follows:

a) Information gap

Two or more students communicate to each other. One student must be in a position to tell another something that the second one does not already know yet. This concept of the information gap is considered as one of the most fundamental in the whole area of communicative teaching. Through communication activities, students will bridge this information gap.

b) Choice

The communication activity should give participants choices concerning both what they will say and how they will say it. The speaker/writer must choose not only what ideas he wants to express at a given moment, but also what linguistic forms are appropriate to express.

c) Feedback

A successful communication is that the messages given are received without misunderstanding. Speakers should use their strategies in responding the statements when they communicate. Therefore, they should use their mind to reach the aims of the statements. It means that the statements do not only depend on what they have just said, but also on what they want to get out of the information.

4) To learn it do it

This principle concerns the ideas of direct implication for a communicative method of language teaching. Education must be ultimately concerned not only with teaching but also with learning. An important thing of learning is that you “learn by doing.” It means that learning a language in CLT should provide students many activities to practice using the target language intelligibly.

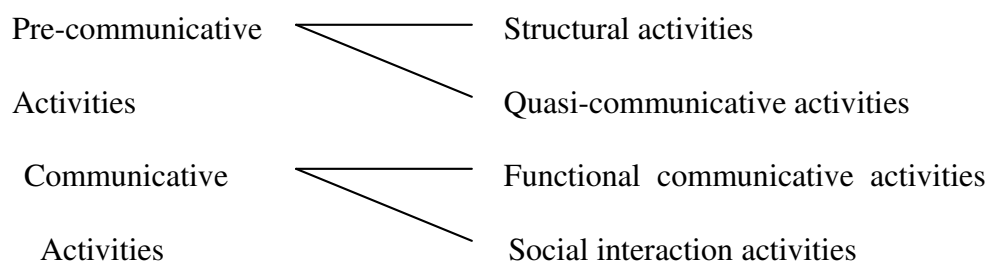
5) Mistakes are not always a mistake

Learning language in CLT provides many chances for learners to practice using the target language. During the activities, they may be forced into activities for which they have not been prepared, and in an effort to deal with them, they make mistakes. Making mistakes, in relation to grammar or pronunciation, is permitted as long as they get the message across. In short, CLT regard making mistakes as not always a mistake.

F. Methodological Framework of Communicative Approach

Littlewood (1981: 86) suggests the methodological framework of the communicative approach. According to his theories, the learning activities can be divided into two parts. They are pre-communicative activities and communicative activities

The methodological framework can be represented diagrammatically as follows (Littlewood, 1981: 86)



Pre-communicative activities are for developing the students' accuracy. In this part the teacher separates specific elements of knowledge or skills which compile communicative ability and the teacher has to give an opportunity to students to practice them separately. The learners are being trained in the part – skills of communication not totally in all skills to be acquired. The main purpose of pre-communicative activities is to produce language which is acceptable rather than to communicate meaning effectively. The function of pre-communicative activities is to prepare the students for later communication. For example, the students are asked to listen and repeat the words pronounced by the teacher.

The communicative activities are for developing the students' fluency. The learning activities should reflect the application of the principles of communicative methodology.

In communicative activities, the students are expected to increase their skill in starting from an intended meaning, selecting suitable language forms from their total repertoire and producing them fluently.

G. Communicative activities

Communicative activities are pieces of classroom work that involves students in producing, comprehending, or interacting in the target language. Communicative activities can give some contributions towards language learning.

1. Purposes of Communicative Activities

In this part, it may be valuable to take into account briefly what the teachers might hope to achieve through communicative activities in the classroom because this will determine their own attitude towards it and what place they give it in their overall methodology.

Littlewood (1981: 17) summarizes the purposes of communicative activities under four headings. They are

a) They provide 'whole- task practice'

When the learners learn something, there are so many skills which are involved not only practice in the part skill but also practice in the total skill, so it is called whole-task practice. This means, in foreign language learning, that teachers provide learners with various kinds of communicative activities, organized in order to suit the ability level of the learners.

b) They improve motivation

The learners' fundamental objective is to take part in communication with others and to be able to use it in real life. They will be

more motivated to learn if they can see how their classroom learning is related to this objective. Besides, most learners' prior conception of language is a means of communication rather than see a language as a system.

c) They allow natural learning

There are many aspects of language learning that can occur only through natural processes, which work when a person is involved in using the language for communication and the communicative activity is an important part of the total learning process.

d) They can create a context which supports learning

Communicative activities can create an environment that supports an individual in his effort to learn. It is because the act provides opportunities for positive personal relationships to develop among students and between students and the teacher.

1. Types of Communicative Activities

Littlewood (1981: 20) proposes types of communicative activities into two main categories : functional communicative activities and social interaction activities. Each of the type of activities will be explained below.

a. Functional Communication activities

Littlewood (1981: 20) states that one important aspect of communicative skills is the ability to find a language which will convey an intended meaning effectively in specific information. So people have to be able to use a language to convey a message. A good teacher has to be able to create communicative activities which focus on functional aspect communication, such as problem

solving and an information gap activity. They are not required to choose a language which is appropriate in any particular situation. It does not matter whether the language they use is grammatically accurate. The main purpose of this activity is that learners should use the language they know to get the meaning across as effectively as possible. Success is measured fundamentally according to whether they handle the communicative demands of the immediate situation.

b. Social Interaction Activities

Another important aspect of the communicative skill is the ability to take into account of the social meaning as well as the functional meaning of different language. This means that the learners must pay more attention to social context in which the interaction takes place as well as the functional meanings that language conveys.

Moreover, the activities are closer to a kind of communicative situation encountered outside the classroom. Here, language is not only a functional instrument, but also a form of social behaviour.

In social interaction activities, the language production will be evaluated in terms of its social acceptability as well as its function; effectiveness. Thus, students must learn to relate language to the social meanings and to use it as a vehicle for social interaction. It is important for the teachers to improve the learners' sense in performing language based on social context rather than simply responding to prompts. In social interaction activities success is now measured not only in terms of functional effectiveness of the language but also in terms of the acceptability of the forms that are used.

H. Communicative techniques of teaching speaking

Brown (2001:16) states that a technique is any of a wide variety of exercises, activities, or tasks that is used in the language classroom for realizing lesson objectives. He also points out that techniques consist of the things teachers “do” in the classroom, but only a few techniques do not in some manner involve the use of materials to support and enhance them.

Brown (2001: 59) also suggests that classroom techniques have a much greater chance for success if they are self rewarding in the perception of the learners. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive affective rewards from the teacher.

According to Anthony in Madya (2000) a technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, contrivance used to accomplish an immediate objective. He suggests that techniques must be consistent with a method and technique in harmony with an approach as well.

In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teachers. The teachers decide the technique used based on the purpose of their teaching and refer to the pedagogical units or components of a classroom session.

Brown (2001:130) states that techniques can be thought of as existing along a continuum of possibilities between highly manipulative and very communicative.

At the extreme end of the manipulative side, a technique is totally controlled by the teacher and requires a predicted response from the students.

According to Brown (2001:133) a communicative approach to language teaching can make some use of drilling techniques, but only in moderation. A few short, snappy drills here and there, especially at the lower levels of proficiency, can be quite useful in helping the students to establish structural patterns, rhythm, and certain pronunciation elements.

A comprehensive taxonomy of common techniques for language teaching is adapted from Crookes and Chaudron (1991) in Brown (2001: 134-135). They divide this technique into three broad categories. They are controlled, semi controlled, and free.

Controlled Techniques

1. Warm up:
Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language.
2. Setting:
Focusing in on lesson topic. Teacher directs attention to the topic by verbal or nonverbal evocation of the context relevant to the lesson by questioning and miming or picture presentation, possibly by tape recording of situation and people.
3. Organizational:
Structuring of lesson or class activities includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson.
4. Content explanation:
Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspect of languages.
5. Role-play demonstration:
Selected students or teacher illustrate the procedures to be applied in the lesson segmented to follow. Includes brief illustration of language or other content to be incorporated.

6. Dialogue/ Narrative presentation:
Reading/ listening passage presented for passive reception. No implication of students production or other identification of specific target forms or functions (students may be asked to “understand”).
7. Dialogue/ narrative recitation:
Reciting a previously known or prepared text, either in unison or individually.
8. Reading aloud:
Reading directly from given text.
9. Checking:
Teachers either circulating or guiding the correction of students’ work, providing feedback as an activity rather than within another activity.
10. Question-answer, display:
Activity involving prompting of students responses by means of display questions (i.e. teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). Distinguished from referential questions by the likelihood of the questioner’s knowing the response and the speaker’s being aware of that fact.
11. Drill:
Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.
12. Translation:
Students or teachers provision of L1 or L2 translation of given text.
13. Dictating:
Students writing down orally presented text.
14. Copying:
Students writing down text presented visually.
15. Identification:
Student picking out and producing/ labeling or otherwise identifying a specific target form, function, definition, or other lesson-related item.
16. Recognition:
Students identifying forms, as in identification (i.e. checking off items, drawing symbols, rearranging pictures), but without verbal response.
17. Review:
Teacher-led review of previous weeks/month/ other period as a formal summary and type of test of student recall performances.
18. Testing:
Formal testing procedures to evaluate student progress.
19. Meaningful drill:
Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from information exchange by the regulated sequence and general form of responses.

Semiconrolled Techniques

20. Brainstorming:

A special form of preparation for the lesson, like setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple association without linking them; no explicit analysis or interpretation by the teacher.

21. Story telling (especially when the student-generated):

Not necessarily lesson-based, a lengthy presentation of story by teacher or student (may overlap with warm-up or narrative recitation). May be used to maintain attention, motivate, or as lengthy process.

22. Question-answer, referential:

Activity involving prompting of responses by means of referential questions (i.e. the questioner does not know beforehand the response information). Distinguished from question-answer display.

23. Cued narrative/dialogues:

Student production of narrative or dialogue following cues from miming, cue cards, pictures, or other stimuli related to narrative / dialogue (e.g. metalanguage requesting functional acts).

24. Information transfer:

Application from one mode (e.g. visual) to another (e.g. writing), which involves some transformation of the information (e.g. students fill out the diagram while listening to description). Distinguished from identification in that the student is expected to transform and reinterpret the language or information.

25. Information exchange:

Task involving two-way communication as information gap exercise, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from question-answer, referential in that sharing of information is critical for the task.

26. Wrap-Up:

Brief teacher or student –produces summary of point and/ or items that have been practiced or learned.

27. Narration/ Exposition:

Presentation of a story or explanation derived from prior stimuli. Distinguished from Cued narrative because of lack of immediate stimuli.

28. Preparation:

Students study, silent reading, pair planning and rehearsing, preparing for the later activity. Usually a student-directed or oriented project.

Free Technique

29. Role-play:

Relatively free acting out specific roles and functions. Distinguished from cued dialogues by the fact that cueing is provided only minimally at the beginning and not during the activity.

30. Games:

Various kinds of language game activity not like other previously defined activities (e.g. board and dice games making words).

31. Report:
Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Akin to Composition in writing mode.
32. Problem solving:
Activity involving specified problem and limitations of means to resolve it; requires cooperation on part of participants in small or large group.
33. Drama:
Planned dramatic rendition of play, skit, story, etc.
34. Simulation:
Activity involving complex interaction between groups and individuals based on simulation of the real-life action and experiences.
35. Interview:
A student is directed to get information from another student or students.
36. Discussion:
Debate or other form of grouped discussion of specified topic, with or without specific sides/ positions prearranged.
37. Composition:
As in report (verbal), written development of ideas, story, or other exposition.
38. A propos:
Conversation or other socially oriented interaction/ speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.

I. Conceptual Framework

Speaking is one of the skills in English that is very important to be acquired because this skill links with other skills. So it is very important for students to be able to speak in English so they can communicate with another.

Communicative approach is an approach that can be used for teaching language because this approach focuses on communicative activities so the learners are the centre of the teaching learning process. In this approach there are many activities that can place learners as the centre of learning process, such as role play, question and answer, class discussion, games, simulation etc. Students

are expected to speak with others through this approach. They will be involved in the teaching learning process. There are some communicative activities that can be applied in the classroom. Class discussion, story telling, a role play and problem solving are considered as the best way to be applied in the class to improve speaking skills of students in grade VIIIA class of SMPN 15 Yogyakarta. Because of that reasons, the researcher considers to conduct action research which focus on the improvement of the students' speaking skill through communicative activities in these class. Action research is done in systematic way and employing deep analysis of problems that happens in the classroom so the maximum result is accomplished. There are 4 steps in action research. They are reconnaissance, planning, action, and reflection.

CHAPTER III

RESEARCH METHOD

This chapter describes the type of research, the setting and time of the research, data sources, the object of the research, data analysis, data validity, and the steps of the research.

A. Type of the Research

This study on improving the speaking ability through communicative activities was action research which focused on the effort to improve the speaking ability based on the real condition in the classroom.

The major focus of action research is on concrete and practical issues of immediate concern to particular groups or communities. It is conducted in naturally occurring settings, primarily using methods common to qualitative research (Nunan 1992; McKernan 1996). It focuses on classroom action research. It means that this research was conducted in the classroom.

Kemmis and Mc Taggart in Mc Niff (2002: 24) state that action research is simply a form of self reflective enquiry undertaken by participants in the social situation in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out. From the definition it can be concluded that teachers do action research to improve teaching aspect or to evaluate the success and/ or appropriateness of certain activities and procedures.

According to Burns (2010:2) action research is a part of a broad movement that has been going on in education generally for some time. It is connected to the

ideas of reflective practice and the teacher as a researcher. She adds that the main aim of action research is to identify a problematic situation or issue that the participants consider worth looking into more deeply and systematically.

Based on the perspective of the action research that has been mentioned, this research study was implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher involved the school principal, English teacher, and the students to work collaboratively. In this research the researcher also worked together with another researcher as a team. However, another researcher focused on a different problem. The research was done collaboratively both in the reconnaissance steps and in the implementation. In this case, the researcher cooperated with the English teacher.

B. The Setting of the Research

SMP N 15 Yogyakarta is located in Tegal Lempuyangan street number 61, Yogyakarta. It is about 10 minutes from Yogyakarta State University to the south. It is easy to be reached by public transportation. Most students go to school by bicycle. Physically SMP N 15 Yogyakarta has nice classrooms, a library, teachers' office, head master's office, guidance and counselling office (BK), medical room, mosque, canteen, physics laboratory, biology laboratory, and a sport centre area.

The subject of the research were the English teacher and the students of Grade 8A class of SMPN 15 Yogyakarta and the researcher herself. The object of the research was the speaking teaching learning process in the grade 8A class. The

researcher focused only in the English teaching and learning process of class 8A. The action research involved the researcher, the English teacher, and the students of class 8A.

C. The Data Collection

The data collected were qualitative in nature. They were obtained by interviewing the students of grade VIII, doing observation of the English teaching learning process, and holding discussions with the headmaster, the observer, and the English teacher. The data in the form of field notes and interview transcripts.

To assess the validity of the data, five criteria proposed by Burns (1999:161) were employed. In this research the researcher used two kinds of validity. They are democratic validity and outcome validity. Democratic validity was related to stakeholders' chance to give their personal opinion, ideas, and comments about the implication of the action research. The Headmaster and the English teacher gave their opinion about the implication of this research. Outcome validity related to the notion of action research leading to outcomes that are successful within the research context. Outcome validity also depends on the process of conducting the research. Process validity relates to the criterion to make the actions done in action research believable.

Meanwhile, to assess the reliability of the data, more than one source in gathering the data were involved. The researcher, the English teacher, the headmaster, and the students of class 8 A were involved.

To avoid subjectivity in analyzing the data and to get the trustworthiness, the researcher used triangulation through interviews and observations. Burns

(1999:163) states that the aim of triangulation is to gather multiple perspectives on the situation being studied. Related to that Burns (1999:163) states that triangulation is a way of arguing if different methods of investigation produce the same result then the data are likely to be valid. He also proposes four forms of triangulation. First, time triangulation. Data are collected at one point in time or over a period of time to get a sense of what factors are involved in the change process. Second, space triangulation. Data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group. Third, investigator triangulation. In this way, more than one observer is involved in the same research setting, to avoid the biased interpretation. The last is theoretical triangulation. Data are analyzed from more than one perspective. The interview transcripts were analysed to get the statements from the the teacher, the students, the headmaster and the resercher which showed some impacts of the implementation of the actions.

D. Procedure of the research

This research applied the steps of action to improve the students' speaking skill. The steps of the research as follows:

1. Determining the thematic concern on the reconnaissance

The first step in conducting this research was determining the thematic concern. First, the teaching learning process in class VIII was observed to identify the existing problems. After that the thematic concern was determined.

Having been identified, those problems were grouped based on the possibilities to be overcome. In grouping them, the research members considered

the scale of priorities and the feasibility to solve the problems. From the result of the discussion the thematic problem determined in the research was how communicative activities could be used to improve the speaking skills.

2. Planning

After finding the problems, the researcher discussed with the English teacher to find some actions which could be applied in the field. The aim of the action was to improve the students' speaking skill through communicative activities. The action plans were as follows:

- a) maximising the use of classroom English
- b) using media to attract students attention
- c) using various interesting activities

3. Action

Some action plans were implemented in the classroom in two cycles. Each cycle was done in three meetings. The meetings were held every Wednesday at 07.00 a.m. up to 08.20.a.m and Saturday at 09.15 a.m. up to 10.40.a.m. The topics used were adapted from '*Contextual Teaching and Learning*', which was published by *Pusat Perbukuan* from *Ministry of National Education*. Besides implementing some action plans, the researcher and the teacher observed and recorded the teaching and learning process, and doing interviews with some students of class VIII A after the action had been done. Based on the observation, field notes, and interviews, all the members involved in the research discussed the implementation of the actions by extending and analyzing the result of the actions.

The result of the discussion was important to serve an evaluation for the implementation of the action plans to improve the next actions.

4. Reflection

Reflecting is the phase after acting and observing. This is the time to reflect or review everything that has been done in implementing the action. It evaluated the process, problems, effect, and successful or unsuccessful action. Evaluation and reflection were analyzed from the discussion and interview to the English teacher, some students, and the researcher. Each member contributed perceptions, suggestions, and ideas which were important for the next actions. The unsuccessful actions were changed into more suitable ones but those, which were successful, were applied again in the next actions.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

It has been mentioned in the previous chapter that this research was classroom action research. The aim of this research was to improve the speaking skill of grade 8th students in SMPN 15 Yogyakarta in the academic year of 2010/2011 through communicative activities. The method used in this research was implementing communicative activities combined with interesting media to support the teaching and learning of speaking.

The communicative speaking activities were then applied in the classroom action research. The steps of this action research study were making plans, planning the actions, implementing and observing the actions, and making reflection.

A. Reconnaissance

1. Identification of the Problems

In identifying the problem existing in the field concerning the speaking teaching and learning process, the situation of the English teaching and learning process in the VIII A class of SMPN 15 Yogyakarta was observed.

The situation of the English teaching and learning can be seen in the vignette below

The observation was conducted on 6 of October 2010 at grade

VIII SMPN 15 Yogyakarta,

When the teacher came to the class, the students were busy tidying their books and talking with their friends. Some of the students still played in front of the classroom. The class captain said, "*Woi meneng..bapak e wes teko.*" Realizing the teacher's presence, some students stopped it and returned to their seats, but

the other students who sat in the back were still busy talking with their friends. Then he called the name of one of the students who sat in the back. The name of the student was Fadhil. He asked Fadhil to take a seat for the researcher. After that, he clapped his hand and said "OK, silent please and let's start our class today" to attract the students' attention, but some of them ignored it. Then, the teacher greeted the students "Good morning, students". Some of the students replied, "Good morning, sir". Then the teacher asked "How are you today?" The students were still busy, then he said "Listen to me please", Some of them said "OK, sir."

After the students paid attention to him, he started the lesson "Anak-anak, masih inget gak kita terakhir belajar apa?" the boy who was sitting on the corner answered "Belajar yang gold cucumber pak" "Wah sak kelas yang ingat cuma Wikan, yang lain gimana?" The other students just smiled. The teacher continued the lesson, "OK students, today we will study about expressing likes and dislikes", next the teacher took some money from his pocket and asked the student "Do you like money?" All of the students answered "Yes". After that he showed a mathematics book and asked the students again "Do you like Mathematics?" The girl who was sitting in the back answered enthusiastically, "Gak suka pak, mume", The others laughed loudly, after the class was calm the teacher said, "Do you know how to express likes and dislikes? ada yang tau gak mengungkapkan rasa suka dan tidak suka?". The students did not answer the question and just kept silent.

Next, he asked the students to focus on their books "OK, now open your LKS page fourteen." Some students spontaneously replied "Berapa sir?" He asked the students to count "Ayo fourteen itu berapa? Ada yang tau gak?" One of the students said "Tiga belas sir." "Kok tiga belas, kan fourteen bukan thirteen." One of the students said, "Empat belas pak" " Nah itu baru benar!". They opened their books on page fourteen and learned about how to express likes and dislikes. The teacher asked the students to read it. After that, the teacher said "Sekarang dah tau to apa saja ungkapan likes dan dislikes, coba Fany sebutkan apa saja" Fanny answered, "I like titik titik, I'm very keen on titik titik". The teacher said, "Loh kok titik titik, kan udah diajarin nek titik titik dibacanya apa yah? Some of the students replied "Bla bla bla bla". And the other laughed loudly because they thought it was funny.

Then, the teacher walked around the class and said to a student who was sitting in the corner, "Lexi, why are you sitting on the back? Kenapa kamu duduk di belakang? Nanti suaramu tidak terdengar. Sekarang coba sebutkan how to express dislike?" Lexi read the LKS "I don't like bla bla bla bla, I'm not very keen on bla bla bla bla" "OK good, sekarang please repeat after me". After they had finished practicing how to pronounce the expression correctly, the teacher asked the students to do the exercise in the LKS. He gave 15 minutes to finish their work. While waiting for the students to finish their work, the teacher walked around the class

and checked the students' work.

After 15 minutes, the teacher said, "Have you finished?" The students replied, "*Sudah pak*". Then the teacher asked the students to write down the answer on the whiteboard, "*Ayo siapa yang mau maju*". The students only kept silent, the teacher attracted the attention of the students, "*Ayo yang maju nanti tak kasih nilai 8*". Then some students came forward and wrote down the answer on the whiteboard.

Finally, the time was up, the teacher asked them to submit their LKS and reviewed what they had done. The teacher said "*OK students for your homework kerjakan yang ada di buku paket halaman 56- 57, dikumpulkan minggu depan, ada pertanyaan? Kalo tidak ada that's all for today see you next week, see you*".

After the situation of the teaching and learning process in class VIII A of SMPN 15 Yogyakarta was observed, a discussion with the English teacher was conducted. From the observation and discussion, some problems that existed in the teaching and learning process were identified. Those problems were as follows

Table 1. The English Teaching and Learning Problems Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta

| No | Problems | Code |
|----|--|------|
| 1. | The students considered English as a difficult lesson | S |
| 2. | The students were shy and afraid to speak English | S |
| 3. | Students were passive during the teaching and learning process | S |
| 4. | It was difficult for the students to pronounce English words correctly | S |
| 5. | It was difficult for the students to ask and answer questions orally | S |
| 6. | The teaching learning activity was monotonous | T |
| 7. | The students had a short attention span in the English and teaching learning process | S |
| 8. | The teacher found difficulties in handling the students during the teaching and learning process | T |

(continued)

(continued)

| No | Problems | Code |
|-----|---|------|
| 9. | The students did not listen to and respond to the teachers' instructions and questions well | S |
| 10. | The students' speaking skill was low | S |
| 11. | The students' involvement in the teaching and learning process was low | S |
| 12. | The teacher only used a course book and LKS | T |
| 13. | The teacher did not use various activities | T |
| 14. | The vocabulary mastery of students was low | S |
| 15. | The students could not respond to English routines correctly | S |
| 16. | The students had limited range of vocabulary | S |
| 17. | The teacher never used games and other interactive activities | T |
| 18. | The school did not have a language laboratory | F |

2. Weighing of the Problems Based on the Urgency Level

After all problems were identified, the researcher worked collaboratively with the research members in weighing the problem identified. This weighing was based on the level of urgency. Based on the observation and interview there were 9 urgent problems. The most urgent problems were taken because these problems influenced the teaching and learning process of speaking and needed to be solved soon. If those problems were minimized the speaking skill ability would increase. The most urgent problems were presented in Table 2.

Table 2. The Identification of the Problems based on the Urgency Level in the English Teaching and Learning Process Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta

| No | Problems | Code |
|----|--|------|
| 1. | The students were passive and bored during the teaching and learning process | S |
| 2. | It was difficult for the students to ask and answer questions orally | S |

(continued)

(continued)

| No | Problems | Code |
|----|--|------|
| 3. | The teaching learning activity was monotonous | T |
| 4. | The students had a short attention span in the English and teaching learning process. | S |
| 5. | The students did not listen to and respond to the teachers' instructions and question well | S |
| 6. | The students' speaking ability were low | S |
| 7. | The teacher did not use various activities | T |
| 8. | The vocabulary mastery of the students was low | S |
| 9. | The teacher only used a course book | T |

3. Selection of the Problems Based on the Feasibility to solve

After choosing 9 field problems very urgent to be solved, the feasibility of the problems to be solved was considered. In this stage, the researcher and the English teacher were entrusted to select such field problems. Then which field problems related to the students' speaking skill in the English teaching and learning process which were feasible to be solved was discussed. The problems were shown as follows

Table 3. The Problems Most Feasible to be solved in the English Teaching and Learning Process Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta

| No | Problems | Code |
|----|---|------|
| 1. | The student were passive and bored during the teaching and learning process | S |
| 2. | It was difficult for the students to ask and answer questions orally | S |
| 3. | The students had a short attention span in the teaching and learning process | |
| 4. | The students did not listen to and respond to the teachers' instructions and questions well | S |

(continued)

(continued)

| No. | Problems | Code |
|-----|--|------|
| 5. | The students' involvement in teaching and learning process was low | S |
| 6. | The teacher did not use various activities | T |
| 7. | The teacher only used a course book. | T |

4. Pre-Requisite Analysis

After deciding 7 field problems feasible to be solved, the research members did pre-requisite analysis in order to find the cause and the effect between the problems and the actions implemented.

The researcher and the English teacher worked collaboratively to make and discuss the pre-requisite analysis. The aim of the discussion was in order to get the opinion about pre-requisite analysis.

Table 4. The Pre-Requisite Analysis of the Field Problems Feasible to be solved in the English Teaching and Learning Process Concerning the Speaking Skill of Grade VIII of SMPN 15 Yogyakarta.

| No. | Problems | Code |
|-----|---|------|
| 1. | The students were passive and bored during the teaching and learning process | S |
| 2. | The teacher did not use teaching media | T |
| 3. | The teacher did not use various activities | T |
| 4. | The teacher only used a course book. | T |
| 5. | Student had short attention span in the English and teaching learning process | S |

From the discussion, the cause and effect were obtained. Because the teacher used a course book page by page and the teaching and learning activity was monotonous, it caused the students feel bored and passive during the teaching and learning process so that they did not pay attention to the teaching and learning process.

5. Objective Analysis

The objective analysis was discussed by the research members after the pre-requisite analysis. In this part, the researcher and the English teacher attempted to get the main cause of each problem and the objective of the actions so that this analysis could help the researcher and the English teacher to determine some actions to solve the field problem.

The English teacher said that he did not know how to teach the speaking skill. He only used a course book and LKS. He just asked students to do the exercise in the course book. He did not use various interesting activities such as games, role play, jigsaw, problem solving, etc so the activities were monotonous. It caused the students to feel bored and be passive during the English and teaching learning process. As a result they did not pay attention and could not speak well.

B. Plans, Actions and Observations, Evaluation and Reflection Cycle 1

1. Planning of cycle 1

The implementation of communicative speaking activities in Cycle 1 was discussed by the researcher and research members. To maximize the result, the teacher gave his opinions and suggestions. Then, the researcher and the English teacher planned the actions to overcome the field problems

In Cycle one there were three actions applied in the speaking teaching learning process. The actions were as follows

- a) using communicative activities as the main action
- b) using classroom English

- c) using appropriate media to support the teaching learning process.

Before the actions, a lesson plan was prepared. The implementation of classroom English was one of the formulations to overcome the feasible problems. The classroom English was used for greetings students, checking the readiness of students, checking students' attendance, lateness, giving instruction, asking for permission, delivering material, and leave taking.

Communicative speaking activities were applied to attract students' attention and to maximize their participation in the teaching and learning process of speaking. The researcher used three communicative activities. Those activities were Desert Island, I am a guide and choose your favourite song.

The last action was using appropriate media for supporting the communicative activities such as pictures taken from the internet. The appropriate media were implemented to help the students to comprehend the materials. Besides, it was an effort to make the students motivated to learn so that they did not get bored in their learning. By using these kinds of media, it was expected that the students would enjoy their learning without boredom and they would get more involved in their learning. The following is a brief description of each activity

- a) Desert island

This activity was taken from Klippel's book entitled *Keep Talking*. It was a group discussion and a group presentation activity. The students worked in groups of six, then they had to solve the problem based on the situation. In this activity the students were provided with some

pictures. Having finished doing the discussion, they had to present their work in front of the class.

b) Choose your favourite song

In this activity students worked individually. There is no English laboratory there so the teacher provided a laptop and a speaker to support this activity. First, the students listened to the favourite song of the teacher and the students had to fill in the blank spaces. Then in the next activity the students chose their favourite song and gave the reason orally why they chose that song.

c) I am a guide

In this activity the students worked in groups of four. The teacher provided some pictures based on the topic. The topic of the activity was travelling so the teacher prepared some tourism objects in Yogyakarta. The students in groups had a discussion to find the positive and the negative views of the tourism objects in Yogyakarta that they had visited. Then they had to communicate their findings to the entire class.

2. Action and Observation of Cycle 1

The actions of Cycle 1 were conducted on 13, 16, and 20 of October, 2010. There were three meetings in Cycle 1. The actions implemented in the first cycle were maximizing classroom English, using communicative activities, and using interactive media. This is a brief description of the action in the first cycle. The implementation of those actions were discussed below.

a) Maximizing classroom English

The teacher used classroom English in the teaching learning process to familiarize students with the English. The teacher used classroom English for greeting, giving instruction, checking the readiness, checking students' attendance, delivering material, and leave taking. At the beginning of the lesson, the teacher used the most simple sentences to greet students such as *Good morning* and *hello everyone* and all of the students could answer correctly. Then, the teacher asked "*Who is absent today?*" the students did not understand, they only kept silent. To help the students, the teacher translated it into Indonesian. After the teacher translated it into Indonesian the students could understand and answered the question from the teacher.

Concerning the use of English for giving instructions and delivering the material, most of the students seemed to find some difficulties to understand. It could be shown through their responses when the teacher gave them some long instructions such as '*Could I have your attention please*', '*Don't forget to write down your name and your student number*' and '*Pass it on to your friend*'. When they did not understand the instructions, they just looked at the teacher without talking and doing anything. However, they could respond to some short instructions well, such as "*raise your hand*", "*close the door*" and "*silent please*". However, the teacher tried to speak English as much as possible in the classroom to help them understand the long instructions. The teacher used some

techniques, such as repeating the expressions several times, using gestures, and translating the expressions into *bahasa Indonesia*. They could respond correctly through these ways. This was proved in interview transcripts below.

Researcher: *Tadi mudeng gak pas Pak Muji ngomong pake Bahasa Inggris?* (Did you understand when Mr. Muji was speaking in English?)

Student: *Ya ada yang mudeng ada juga yang gak mba* (sometimes I understand)

Researcher: *Yang mudeng yang mana dan yang gak mudeng yang mana?* (Which one did you understand?)

Student: *Kalo yang pendek- pendek mudeng tapi kalo yang panjang gak gitu donk, soale Bapaknya ngomongnya banter banget e mba,* (I understood the short one, because he spoke very fast)

Researcher: *Oh gitu yah, ya udah makasih ya dek.* (all right, thank you)

b) Using communicative activities

The communicative speaking activities used in the first cycle were a problem solving activity, a storytelling and a role play. The first communicative activity applied in the classroom was a problem solving activity. This action was conducted on 13 October, 2010. The name of this activity was Desert Island. First, the teacher asked the students, "OK class, do you know the difference between *desert* and *dessert*?", but all of the students just kept silent. Knowing that the students did not know, the teacher explained it to the students and also showed how to pronounce them correctly. After that the teacher distributed the paper to the students, and then the teacher asked the students to count one until six. The students who got number one joined the others who got number one and became the first group. Those who got number two joined the others who got number two and became the second

group and so on. Next, the teacher explained what students were supposed to do. In this activity they had to face the situation that they were stranded on a desert island. There was no food to eat, there were only 18 things, and they had to find 8 useful ranked items in the order of usefulness. They had to find a solution and presented their solution in front of the class. In this activity they learnt how to give opinions. The class was very noisy but enjoyable. Most of students looked very happy and very enthusiastic. It is proven in the quotation of interview transcripts below:

Researcher: *Dek, tadi senang gak sama kegiatan hari ini?* (Did you like the activity today?)

Student : *Seneng mbak, gak bosan.* (Yes, I liked it, I was not bored)

Researcher: *Seneng gimana?* (Happy? What do you mean?)

Student: *Seneng mba jadi bayangin kalo terperangkap di gurun, kayak di film-film Hollywood itu loh mba hehheehheeh.,.,.,.*(I was happy because I imagined of being trapped in the desert like a Hollywood movie)

Researcher: *Oh gitu ya dek, makasih yah.,.,.*(I see, thanks)

Student: *Iya mbak* (oke, miss)

The next communicative speaking activity applied in the classroom was a story telling activity. This activity was conducted on 16 October, 2010. As a warming up activity, the students listened to a song; the title of the song was *Today Was a Fairy Tale* by Taylor Swift. In this activity they learnt about recount texts. They had to fill in the blank spaces. The students faced a big problem; they could not hear the song clearly, so the teacher had to repeat the song more than five times. In the main activity, the student had to choose his/her favourite song. The song would be played in front of the class and he/she had to tell to the entire of the class the experience with that song. They looked very enthusiastic to join this activity; it could be seen in the interview below

Researcher: *Dek tadi suka gak sama kegiatan memilih lagu favorit? (Did you like the activity entitled “Choose your favourite song”?)*

Student: *Seneng mba, soalnya sebelumnya kan belum pernah, baru sekali ini mba, (Yes, I liked it because I had never done this before, it was the first time for me)*

Researcher: *Terus apa lagi alasannya kok suka sama kegiatan tadi dek? (Can you mention another reason?)*

Student: *Ya soalnya bisa tahu juga lagu kesukaan anak- anak yang lain juga. (because I can know other students' favourite songs)*

Researcher: *Oh gitu yah. (I see)*

Student: *Iya mba, besok lagi ya mba, jangan Cuma garap LKS terus, bosan e mba,, (OK miss, Let's do it again next time, not only do the task from LKS. I am bored)*

Researcher: *Iya dek, makasih ya (I see, thanks)*

The last communicative speaking activity applied in the class was a role play. This activity was conducted on 20 October, 2010. In this activity the students pretended to be tourist guides. The teacher prepared some tourism objects in Yogyakarta. They worked in groups of five. They chose two pictures and then they had to promote them to the foreign tourists.

c) Using appropriate media to support the teaching learning process.

To help the students comprehend the material, the teacher used some media in the teaching and learning process. Besides, the media could be used to attract students' attention. The first media used in the first cycle were pictures. Pictures are used to attract the students' minds, attention, and heart to the meaning and the use of the language taught. In the first meeting, the students were shown the pictures of things that they found in the desert to introduce them to the topic that was going to be presented. In this case, the students could not focus their attention on the teaching and learning process especially the students who sat at the back who were busy with their own activities because the pictures were not clear. The following interview reflects this situation:

Researcher: *Dek boleh minta waktunya sebentar gak?* (Excuse me)

Student: *Iya mba, mau ngapain e?* (Yes miss, How can I help you?)

Researcher: *Mau tanya tentang kegiatan tadi dek? Dek tadi suka gak pake gambar- gambar gitu?* (I want to ask you about the activity today. Did you like the use of this picture?)

Student: *Seneng sich mba* (yes, I liked it)

Researcher: *Tapi tadi kok mba lihat kamu sibuk ngobrol sama temen kamu di belakang* (why were you busy talking to your classmates at the back?)

Student: *Iya mba soalnya gambarnya kecil tur gak jelas, dari belakang gak kelihatan* (Yes because the picture was small and not clear so I could not see it from my place)

The second media used in the first cycle were the speaker and the laptop.

Listening to a song could be used as an activity in the communicative language teaching. To support the second activity, the teacher used a speaker and a laptop; they helped students to maximize the second activity. The students played their favourite song in the laptop and could listen to the song clearly. The students looked so happy because they had never done this before.

3) Reflection 1

After implementing the action, the researcher and the English teacher did some reflection. It was done based on the observation in the teaching and learning process, field notes, the students' opinions, interview transcripts and comments from the researcher and the English teacher. Everybody had an equal opportunity to express their ideas, opinions, and feelings. The reflections were used to plan the actions that would be implemented in the next cycle. From the implementation of the action above, some main findings are described as follows.

- a. Using classroom English for greeting, giving instruction, checking the readiness, checking students' attendance, delivering material, and leave taking was effective to familiarize the students with classroom English. The

students could respond to simple instructions in English. Before the research was conducted the teacher said that students could not respond to simple instructions such as ‘pass it on to your friends’ and ‘who is absent today’.

- b. Using communicative activities such as problem solving, storytelling and role play was effective to maintain the motivation of the students to get involved in the teaching and learning process and improve their self-confidence to use English during the teaching and learning activities. They seemed happy and enthusiastic during the lesson. However, some of the students still used bahasa Indonesia and Javanese to do this task.
- c. Using appropriate media such as pictures, a speaker and a laptop to attract the students’ attention to be involved in the teaching and learning process was not effective. The pictures used were not colourfull and the size was too small so that they were not clear enough for the students sitting in the back. Therefore, for the next cycle the pictures had to be colourfull and the size was bigger than those in the first cycle.

C. Plans, Actions and Observations, Evaluation and Reflection of Cycle 2

1. Planning of Cycle 2

The result of the reflection of the Cycle I provided the basis for planning Cycle II, which was conducted through a dialogic and democratic atmosphere involving the researcher and the research members. Since the focus of the

problems was still the same as the problem in Cycle 1, the action plans revealed the following points:

- a. Using Classroom English
- b. Using various communicative speaking activities
- c. Using media
 - 1) Using pictures
 - 2) Using a flannel board

The objective of the actions were as follows:

- a. By using classroom English, the students are expected to be able to understand the explanation of the teacher during the teaching and learning process.
- b. By giving interesting activities, the students are expected to be able to get involved in the teaching and learning activities and to improve their ability in speaking such as problem solving activity, class discussion,
- c. Using media to attract students' attention and to help them do the task.

2. Action and observation 2

The action of this cycle was carried out three times, on 23, 27, and 30 October, 2010. The data collected during Cycle 2 indicated the following points:

- a) Using classroom English

The teacher still used classroom English in Cycle 2 for greeting, giving instruction, checking the readiness, checking students' attendance, delivering material, and leave taking. At the beginning the lesson, the

teacher greeted the students using other simple expressions such as ‘good morning class’ and ‘Good morning everybody’. The students could respond to the teacher correctly, but when the teacher asked ‘How’s life?’ The students did not respond to it. Then the teacher explained that the meaning of ‘How’s life?’ was the same as ‘How are you today’. All of the students could answer it correctly. The teacher also used ‘OK. That’s all for today’ and ‘Good-bye’ and some others expressions for leave taking. The students responded correctly and enthusiastically.

In relation to the use of English in giving instructions and delivering the material, The teacher had to use more repetition, gestures and Bahasa Indonesia, especially for the complex instructions such as ‘have you all got a copy of the exercise?’ ‘Is there anything you don’t understand?’ The teacher sometimes had to give more examples and repeat the instruction many times in explaining the materials, and in explaining the rule of the activities. Sometimes the teacher translated the instructions into Bahasa Indonesia. Actually, the students were very interested in English. Many students responded to the instructions or answered the questions from the teacher in English although their pronunciation and grammar were incorrect.

b) Using various communicative speaking activities

A problem solving activity was not a new activity for them. They had known this activity in the previous meeting. It seemed to me that this activity was interesting for them. This action was the follow up of the

previous actions. The name of the activity was NASA game; this activity was similar to the activity in Cycle 1. In this activity they pretended to be lost in another planet. They had to choose some things to survive longer. In this activity, the teacher provided a picture and stuck the picture on the flannel board. They looked more enthusiastic than before; it could be seen in the interview below:

Researcher: *Dek Valent tadi seneng gak pas pelajaran bahasa Inggris?*
(Did you like the English lesson today?)

Student: *Seneng mba, lebih rame yang sekarang daripada yang kemarin .*
(yes, I liked it, it was more interesting than yesterday)

Researcher: *Senengnya gimana?* (In what way?)

Student: *Ya lebih menantang aja mba, terus kan kita dah tahu caranya menyampaikan opini mba jadi krasa lebih gampang, dah gak malu juga*
(it was more challenging, and we knew how to express opinions so it was easier for me, I am not shy anymore)

Researcher: *Oh gitu ya, makasih ya dek* (All right. Thank you.)

The second activity was a story telling activity. The teacher asked the student to tell his/ her funny or embarrassing experiences in front of the class individually. First, the teacher asked the students “Is there any volunteer?” but there was no student wanting to perform in front of the class. Then, the teacher tried to attract the students. The teacher said that students who performed the first, would get the best score. At first, the students did not show their enthusiasm but after the teacher told them that they would get a score from the presentation, they were motivated. They raised their hands to be the first volunteers. They tended to be confident to come in front of the class, although they made so many mispronunciations. Nevertheless, they were very happy and enthusiastic in joining the activity. The quotation below is taken from the interview with the students

Researcher: *Ris, tadi pelajaran Bahasa Inggrisnya ngebosenin gak?* (Did you feel bored during the English Lesson?)

Student: *Enggak Miss, Risa suka, palagi ndengerin cerita temen yang lucu- lucu jadi pengen ketawa- ketawa terus miss, jadi gak ngantuk.* (I was not sleepy because I listened to funny stories of my friends; they were very funny I wanted to laugh all the time)

Researcher: *Makasih ya Ris.* (Thank you, Ris)

Student: *Iya miss* (OK, Miss)

The last communicative speaking activity applied in Cycle 2 was a class discussion. The teacher used class discussion activity as one of the action plans to build their enthusiasms to be actively involved in the teaching and learning process. First, the teacher explained what the students had to do. Then the teacher divided the students into six groups. In this activity the teacher provided some pictures related to the theme. The theme was travelling. The students chose one of the tourism objects in Yogyakarta and then they had to give positive and negative feelings about that place. They had to choose the place they had visited. This activity was also taken from Klippel entitled *Keep Talking*. Most of students felt happy and they liked to play game. It could be seen from the interview transcript below.

Researcher: *Dek wikan, miss arum boleh tanya gak?* (Excuse me)

Student: *Iya mba?* (Yes, miss)

Researcher: *Tadi kegiatan class discussion nya gimana? Susah gak?* (What do you think about class discussion activity today? Was it difficult?)

Student: *Gak mba, asyik malahan,* (I enjoyed it)

Researcher: *Asyik gimana dek?* (What do you mean?)

Student: *Asyik soalnya kan aku dah pernah ke tempat wisatanya tadi, jadi gampang njelasinnya mba* (it was interesting because I have been there, so it is easy for me to explain it)

c) Using appropriate media

To keep the students' attention, and to help them figure out the materials, the teacher used some media. The first media used in Cycle 2 were pictures. In this cycle, the pictures were presented in the warming up and modelling. In the warming up, the students were shown the pictures of the things that could be found in the weird planet and some pictures of tourism objects in Yogyakarta to introduce them to the topic that was going to be presented. Almost all of the students could focus their attention on the pictures because the pictures were big enough and also colourful so that the students at the back could see them clearly. Besides, the teacher used a set of picture cards used in the form of card game as a part of the focus on pronunciation and part of the problem solving activity in the warming up and the focus in the communication part. These media were very useful for the teaching and learning process.

The teacher also used a flannel board, used for sticking the pictures in front of the class. The students looked so curious with it because it was not used in the previous cycle. Some of the students asked the teacher the function of a flannel board and the teacher explained it to the students. When the teacher asked some students to stick the picture cards, they looked so happy.

The students' curiosity is portrayed as follows:

Students: *Pak itu apa e?* (What is that?)

Teacher: This is a flannel board

Students: *Buat apa e pak?* (What is the function of flannel board?)

Teacher: This is used for sticking picture cards.

3) Reflection 2

After implementing the action, the researcher and the English teacher did some reflection. It was done based on the observation in the teaching and learning process, field notes, the students' opinion, interview transcript and the comments from each of us. From the implementation of the action above, there were some main findings that are described as follows:

- a) In the implementation of classroom English the students made improvement. They could respond to some simple classroom English but they still had a problem with the long and complex instruction. The teacher had to translate some of the classroom English into Bahasa Indonesia.
- b) The implementation of communicative speaking activities was effective. It could improve the speaking ability of the students and they were involved in the teaching and learning process. In some cases, they still had a problem with their self-confidence. Some of students did not want to speak loudly.
- c) The use of pictures and flannel board was good to attract the students' attention.
- d) The classroom management was still a problem. The students were very active and energetic, and the teacher had to work extra hard in managing them.

D. General Findings

1. The use of classroom English in the teaching learning process was effective in improving the students' speaking ability. The students became familiar to the classroom English. They could respond to some instructions correctly, but they still found difficulties in responding to some complex instructions and sometimes they answered in Bahasa Indonesia.
2. The problem solving activity was effective in improving the students' speaking skill. The students were very interested in joining this activity because this was a fun activity. There was no wrong answer in this activity, and they could express their choice freely.
3. The implementation of the story telling activity was very effective to make them speak English. Although some students were still in doubt and not confident to speak English, they tended to be more active to speak English when they were assigned fun activities.
4. A role play was effective to improve their speaking ability. They enjoyed joining this activity because they could pretend to be tourist guides. They could practice the language in the real life.
5. The class discussion activity was effective; it could improve the confidence of the students because they worked in groups. Besides, it could help them to work together with their friends.
6. The use of pictures was very effective to attract the students' attention. It could help the students understand the materials.

7. Flannel boards were something new for them. Therefore, the students were very interested in the activity using the flannel board. They could engage themselves in the teaching and learning activities. Thus, the use of the flannel board to put some pictures and words on were effective to attract the students' attention to be actively involved in the activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

All stages in the action research were completely done. This action research study was conducted among the 8th grade students of SMP N 15 Yogyakarta during first semester of the academic year of 2010/2011. It began in August and ended in October, 2010. Based on the result of the research, implemented in two cycles, this research was successful. Using classroom English, applying various communicative speaking activities and using interactive media to improve the speaking skill were successful. However, in the terms of classroom management these actions were not really successful.

There were some changes as the result of the actions. The changes were either in the way of thinking or in the behaviour of the involved members. The changes were related to the teaching and learning process, the students, and the English teacher. Those changes could be seen below:

1. The Changes Happening in the English Teaching and Learning Process

Before the implementation of this research, the English teaching and learning was monotonous and boring. The students passively involved during the teaching and learning process and they could not respond to English routines correctly. During the implementation of the actions, the English teaching and learning process activities was more active and enjoyable than before. The students actively got involved in the teaching

and learning activities. The classroom atmosphere when the teaching and learning process occurred was livelier. By applying various interesting activities the students were interested in engaging themselves in the teaching and learning activities. Furthermore, they could improve their confidence to speak in English.

2. The Changes Happening to the Students

After the implementation of the actions, the speaking skill of the students improved. They became more active during the teaching and learning process and they started to enjoy the learning process. They were happy and did not want to stop doing the activity although the time was up. They also had a lot of opportunities to speak in the classroom, so they could express their ideas and opinions orally. The use of communicative speaking activities could help the students to improve their speaking skill and could help the students to reduce their boredom.

3. The Changes Happening to the Teacher

After the implementation of the actions, the teacher became more open minded to make the English teaching and learning process more interesting. The teacher not only improved his knowledge in creating the activities but also improved his knowledge in using appropriate media to support the teaching and learning process. Then, the teacher also improved

the use of classroom English so the students were more familiar with the English instructions.

B. Implications

The research findings showed that the students' speaking ability in the English teaching and learning process has improved. When compared to their speaking ability in the previous conditions, the students' speaking ability of grade eight A class has improved. It was related to the actions given in the classroom. The conclusion of this research explains the effective and ineffective actions in implementing the communicative speaking activities. In this part, the researcher explains the implication of the actions taken in this research as follows:

1. The use of classroom English in the teaching learning process was effective in improving students' speaking ability. The students became familiar with the classroom English. They could respond to some instructions correctly, but they still found difficulties in responding to some complex instructions. Sometimes they answered in Bahasa Indonesia. It implies that the teacher should maximize the classroom English in the teaching and learning process, the classroom English should be used regularly so that the students will be more familiar with English.
2. The problem solving activity was effective in improving students' speaking skill. The students were very interested in joining this activity because this was fun activity, there was no wrong answer in this activity, and they could express their choice freely. It implies that this activity is

necessary to be held often so that the students more relax and comfortable in the teaching and learning proses.

3. The implementation of the story telling activity was very effective to make them speak English. Although some students were still in doubt and not confident to speak English, they tended to be more active to speak English when they were assigned fun activities. It implies that this activity necessary to be held so that the students will be more active to speak and will be more interested in joining the teaching and learning process.

4. Role play was effective to improve their speaking ability. They enjoyed joining this activity because they could pretend to be tourist guides. It implies that it is important to apply this activity in the classroom so that the students could practice the language in the real life

5. Class discussion activity was effective; it could improve the confidence of the students because they worked in groups. It implies that this activity is needed to be held to help them to work together with their friends.

6. The use of pictures was very effective to attract the students' attention. It implies that it is essential to use a media to support the teaching and learning process. Besides, it could help the students to understand the materials.

7. Flannel boards were something new for them. Therefore, the students were very interested in the activity using the flannel board. It implies that it is necessary to use a flannel board. The students could engage themselves

in the teaching and learning activities. Thus, the use of the flannel board to put some pictures and words on were effective to attract the students' attention to be actively involved in the activities.

C. Suggestions

Based on the conclusion and the implication of the study, some suggestions are directed to the English teachers and the other researchers.

1. To the English Teacher

It is essential for the teachers to improve the quality of the speaking learning process in their classes. They not only have to improve their knowledge about how to make interesting activities but also they have to be able to create an enjoyable atmosphere in the teaching and learning process. They have to be accustomed to using classroom English in the teaching and learning process. They also have to improve their knowledge in using appropriate media such as pictures, flashcards and flannel boards to support the English teaching and learning. Moreover, they should find the best technique to teach speaking interestingly and communicatively so that the students are encouraged to speak and challenged to participate actively in the teaching and learning process.

2. To other researchers

The objective of this study is to improve the speaking skill in the teaching and learning process and to explain the characteristics of the communicative speaking activities that were effective to improve the students'

speaking ability. However, there were still some problems in the field that have been not solved yet. Some of communicative activities were effective to be applied in the classroom such as problem solving activity, story telling, class discussion and a role play, but there were some obstacles encountered when doing this research. The other researchers who will conduct similar research studies can prepare the planning of the research well and accurately before conducting the research. They have to prepare lesson plan and media to support the teaching and learning process. This study may be used as a reference before the other researchers do another action research related to this topic. In addition, the other researchers have to have enough knowledge related to his/her research study.

REFERENCES

- Alexander, L.G. 2005. *Practice and Progress: An Integrated Course for Pre-Intermediate Students*. Yogyakarta: Penerbit Kanisius.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Longman.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- ,1999. *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. United Kingdom: Cambridge University Press.
- Clark, Herbert H. and Clark, Eve V. 1977. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich.
- Harmer, J. 1991. *The Practice of English Language Teaching*. London: Longman.
- Hornby, A.S. 1974. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Hughes, Glyn S. 1990. *A Handbook of Classroom English*. Oxford: Oxford University Press.
- Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes: A Learning Centered Approach*. Cambridge: Cambridge University Press.

- Johnson, K. and Morrow, K. 1981. *Communication in the Classroom: Applications and Methods for a Communicative Approach*. London: Longman.
- Klippel, Friederike. 1984. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.
- Larsen, Diane. And Freeman. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Littlewood, W. 1981. *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Littlewood, W. 1982. *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell Publisher.
- Madya, S. 2006. *Action Research. Teori dan Praktik Penelitian Tindakan*. Bandung: Alfabeta.
- Mc Niff, J. & Whitehead, J. 2002. *Action Research. Principles and Practice*. New York: Loutledge Falmer.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. 1991. *Language Teaching Methods*. London: Prentice Hall.
- Richards, Jack C. 2010. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

------. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Savignon, S.J. 1983. *Communicative Competence: Theory and Classroom Practice*. Massachusetts: Addison Wesley Publishing Company.

Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

Thornbury, S. 2001. *How to Teach Speaking*. London: Longman Group UK, Ltd.

APPENDIX A

FIELD NOTES

FIELD NOTES

Field Note 1

Interview Guru Bahasa Inggris

Tanggal : 4 Oktober 2010

Tempat : SMP N 15 Yogyakarta

1. Peneliti datang ke sekolah pada pukul 08.30. Sesampainya di sekolah peneliti ditanyai oleh satpam yang bertugas piket tentang maksud kedatangannya di sekolah tersebut.
2. Peneliti menyampaikan maksud kedatangannya ke sekolah tersebut kepada satpam yang bertugas, setelah mengetahui maksud kedatangan peneliti, satpam mengizinkan peneliti masuk dan menyuruh peneliti untuk meminta izin kepada Kepala Sekolah. Namun sebelum menemui Kepala Sekolah satpam menyuruh peneliti untuk melapor ke ruang tata usaha yang letaknya berdekatan dengan ruang Kepala Sekolah.
3. Peneliti menuju ruang tata usaha, namun sepertinya orang yang ditanyai tidak tahu bahwa Bapak Kepala Sekolah sedang ada tugas di Jakarta. Petugas tata usaha menyuruh peneliti menuju ruang kepala sekolah, namun sebelum itu petugas tata usaha mengecek surat izin observasi yang dibawa oleh peneliti. Peneliti bersegera menuju ruang Kepala Sekolah dan mencari keberadaan kepala sekolah di ruangannya. Ternyata di ruangannya kosong. Hanya ada Pak Andra (yang mengurus bagian keuangan sekolah), beliau menyuruh peneliti untuk menemui wakil kepala sekolah saja. Lalu peneliti menuju ke ruang Wakil Kepala Sekolah.
4. Di ruang Wakasek peneliti bertemu dengan Wakasek bagian kesiswaan (Pak Tyas). Sebelumnya peneliti mengobrol dengan Pak Tyas dan menyampaikan bahwa peneliti pernah melakukan kegiatan KKN PPL di sekolah tersebut, karena pada saat peneliti melakukan KKN PPL, Pak Tyas adalah koordinator dari pihak sekolah. Peneliti mengobrol sebentar dan menanyakan kabar tentang sekolah tersebut. Setelah mengobrol sebentar peneliti mengutarakan maksud kedatangannya, Pak Tyas menyuruh peneliti untuk menemui Wakil Kepala Sekolah bagian kurikulum yang biasa menangani masalah penelitian yaitu Pak Rudi.
5. Peneliti segera menemui Pak Rudi yang sedang berada di ruang Tata Usaha. Kemudian peneliti mengutarakan maksudnya untuk melakukan penelitian tindakan kelas.
6. Pak Rudi menanyakan identitas peneliti dan meminta surat izin penelitian. Peneliti menyampaikan bahwa pernah melakukan penelitian disana pada 2 tahun yang lalu.
7. Setelah membaca surat izin penelitian yang dibawa peneliti dan membaca secara sekilas proposal penelitian yang dibawa oleh peneliti, Pak Rudi menanyakan sekilas tentang penelitian yang akan dilakukan

- oleh peneliti. Pak Rudi mengizinkan peneliti dan menyuruhnya untuk menemui Bapak Muji Raharja yaitu guru bahasa Inggris kelas 8 di ruang guru. Pak Rudi menyuruh untuk menemui Pak Muji karena pada saat melakukan PPL Pak Muji adalah guru pembimbing peneliti sehingga akan lebih mudah untuk melakukan penelitian di kelas beliau.
8. Peneliti bersegera menuju ruang guru untuk menemui Pak Muji. Peneliti sempat mengalami kebingungan pada saat mencari keberadaan Pak Muji dikarenakan banyak perubahan yang terjadi di sekolah tersebut. Ternyata ruang guru yang dulu berada di dekat ruang tata usaha sudah berpindah ke belakang didekat lapangan olah raga. Sedangkan yang dulu ruang guru sekarang dijadikan ruang multimedia. Sesampainya di ruang guru, peneliti menanyakan keberadaan Pak Muji kepada guru piket yang ada di dekat pintu masuk. Guru piket yang bertugas memberitahu keberadaan Pak Muji. Peneliti bersegera menemui guru bahasa Inggris tersebut. Kebetulan saat itu beliau sedang sibuk mengobrol dengan temannya dan menyuruh peneliti untuk menunggu sebentar di ruang tunggu.
 9. Setelah beberapa saat Pak Muji datang dan menyapa peneliti. Pak Muji menanyakan maksud dan kedatangan peneliti.
 10. Peneliti menyampaikan maksud kedatangannya untuk melakukan penelitian tindakan kelas di kelas yang diampunya yaitu kelas 8.
 11. Pak Muji selaku guru kelas mengizinkan peneliti untuk melakukan penelitian tindakan kelas di kelas yang diampunya, namun beliau menanyakan apakah peneliti sudah mendapatkan ijin dari Kepala Sekolah. Peneliti menyampaikan bahwa sudah menemui Pak Rudi selaku wakil dari Bapak Kepala Sekolah dan memberikan ijin kepada peneliti untuk melakukan penelitian, peneliti juga menyampaikan bahwa sudah menyerahkan surat ijin penelitian kepada Pak Rudi.
 12. Setelah mendapatkan ijin, peneliti menyerahkan proposal penelitian yang telah ditandatangani oleh pembimbing skripsinya kepada Guru Bahasa Inggris.
 13. Pak Muji membaca secara cermat dan sangat menyetujui untuk dilaksanakannya penelitian tersebut karena sesuai dengan keadaan yang ada di dalam kelas. Setelah membaca proposal penelitian yang dibawa peneliti, Pak Muji menanyakan berbagai hal yang berkaitan dengan penelitian yang akan dilakukan oleh peneliti. Beliau juga menanyakan alasan peneliti mengambil judul tersebut lalu peneliti menyampaikan bahwa judul tersebut diambil berdasarkan pengalaman peneliti saat melakukan kegiatan KKN PPL.
 14. Pak Muji menyuruh peneliti untuk mengadakan penelitian di kelas 8A, karna menurutnya kelas inilah yang paling bermasalah dengan masalah yang terkait dengan judul penelitian yang diambil oleh peneliti.
 15. Peneliti menyetujuinya dan meminta waktu untuk melaksanakan kegiatan observasi di kelas 8A.
 16. Guru Bahasa Inggris menyuruh peneliti untuk datang lagi ke sekolah pada hari Rabu, 6 Oktober 2010 untuk melakukan kegiatan observasi.

17. Guru Bahasa Inggris juga menyampaikan bahwa pelajaran Bahasa Inggris pada hari Rabu ada pada jam pertama dan kedua. Guru tersebut menyampaikan agar peneliti jangan sampai terlambat sampai di sekolah.

Field Note 2

Observasi

Tanggal : 6 Oktober 2010

Tempat : Ruang kelas 8A

1. Peneliti datang ke sekolah pada pukul 06.30. Peneliti langsung menuju ruang guru dan menemui Guru bahasa Inggris kelas 8A. Namun pada saat peneliti sampai di ruang guru belum ada satu guru pun yang datang, hanya ada cleaning service yang sedang bertugas membersihkan ruang guru dan menyuruh peneliti untuk menunggu di pendapa sekolah yang berada tepat di samping ruang guru. Setelah menunggu selama 12 menit, guru yang ditunggu akhirnya datang juga. Beliau meminta maaf karena terlambat datang ke sekolah.
2. Peneliti mengobrol sebentar dengan guru Bahasa Inggris sebelum kegiatan observasi dimulai. Tidak berselang lama bel berbunyi. Peneliti dan guru Bahasa Inggris bersegera menuju ruang kelas 8A.
3. Pada saat peneliti memasuki ruang kelas 8A beberapa siswa masih terlihat asyik di luar dan beberapa yang lain sibuk merapikan buku dan mengobrol dengan teman-temannya.
4. Menyadari bahwa gurunya telah datang, ketua kelas menyuruh anak-anak untuk diam dan duduk ditempatnya masing-masing. Meskipun begitu masih saja terdengar suara gaduh dari dalam kelas.
5. Butuh beberapa waktu sekitar 7 menit untuk menyuruh para siswa tenang.
6. Guru menyapa mereka dengan sapaan 'Good Morning' dan menyuruh salah satu siswa untuk memimpin doa. Setelah selesai berdoa guru memperkenalkan peneliti kepada para siswa dan menyampaikan maksud kedatangan peneliti. Guru meminta siswa untuk membantu peneliti mengumpulkan data guna menyelesaikan tugas akhir skripsinya. Pada saat guru menyampaikan hal tersebut kepada siswa, siswa terlihat banyak yang ngobrol sendiri dengan teman sebangkunya. Setelah siswanya tenang, guru menyuruh salah satu siswa untuk mengamburkan kursi yang ada dibelakang untuk duduk peneliti.
7. Setelah itu guru menanyakan kepada siswa tentang pelajaran yang telah mereka pelajari pada minggu sebelumnya dan menyuruh siswa untuk menyampaikannya.
8. Beberapa siswa hanya terlihat diam dan sibuk dengan kegiatannya masing-masing. Bahkan beberapa dari mereka malah sibuk mengobrol dengan teman sebangkunya, bahkan ada beberapa siswa putri yang terlihat sedang merapikan dandanannya dengan bercermin dan beberapa yang lainnya terlihat sedang bermain handphone.
9. Dari 36 siswa hanya satu siswa saja yang menjawab pertanyaan guru. Terlihat jelas bahwa mereka tidak tertarik dengan kegiatan belajar mengajar yang ada di dalam kelas.

10. Guru melanjutkan pelajaran ke topik selanjutnya. Guru menerangkan tentang 'How to express likes and dislikes'.
11. Setelah menjelaskan guru meminta siswa untuk mengerjakan soal yang ada di dalam LKS.
12. Setelah memberi waktu untuk mengerjakan guru meminta siswa untuk menuliskan jawabannya di papan tulis.
13. Murid terlihat bosan karena guru tidak menggunakan kegiatan yang menarik. Guru hanya mengandalkan LKS sebagai acuan dalam kegiatan belajar mengajar.
14. Ketika guru menyuruh siswa untuk menjawab pertanyaan mereka hanya diam saja.
15. Bel berbunyi tanda pelajaran berakhir dan guru mengakhiri kegiatan belajar mengajar dan memberikan pekerjaan rumah kepada siswa.

Field Note 3

Evaluasi observasi

Tanggal : 6 Oktober 2010

Tempat : Ruang Guru

1. Setelah selesai observasi peneliti menemui guru bahasa Inggris di ruang guru untuk mengevaluasi kegiatan observasi dan berbincang guna menyusun rencana untuk cycle 1.
2. Peneliti menyampaikan bahwa sepertinya siswa-siswanya pasif dan tidak tertarik dengan kegiatan belajar mengajar yang ada di dalam kelas. Selain itu peneliti juga menyampaikan bahwa sepertinya metode yang digunakan guru kurang menarik perhatian siswa untuk mengikuti kegiatan belajar mengajar di dalam kelas.
3. Guru mengatakan bahwa dia memang hanya menggunakan LKS dan juga menggunakan buku paket yang dipinjamkan oleh pihak perpustakaan sekolah kepada para siswa, selain itu beliau juga menyampaikan bahwa buku paket yang dipinjamkan oleh pihak sekolah hanya terbatas, jadi satu buku digunakan oleh 2 siswa, guru juga mengatakan bahwa tidak pernah menggunakan games atau kegiatan yang lain. Guru juga tidak menggunakan media untuk mendukung kegiatan belajar mengajar di sekolah.
4. Setelah menyampaikan beberapa hal, peneliti dan guru membahas mengenai rencana yang akan diterapkan dalam cycle 1.
5. Dari hasil diskusi antara peneliti dan guru bahasa Inggris akhirnya ditentukan bahwa untuk cycle 1 akan ada beberapa action yang dilakukan yaitu memaksimalkan penggunaan 'classroom English' di dalam kegiatan belajar mengajar agar siswa terbiasa dengan *English routines*, mengaplikasikan communicative activities sesuai dengan tema yang di bahas, dalam cycle 1 ini akan ada 3 kegiatan yaitu problem solving activity, story telling dan role play activity, dan untuk aksi yang terakhir yaitu penggunaan gambar dan flashcards untuk membantu siswa dalam memahami materi yang akan dibahas.
6. Setelah sepakat dengan action yang akan diambil dalam cycle 1 guru menyuruh peneliti untuk menyiapkan apa saja yang akan digunakan dalam penelitiannya dan menyuruh peneliti untuk datang lagi ke sekolah pada hari Sabtu untuk memantapkan rencana yang akan diterapkan pada hari Rabu mendatang.

Field Note 4

Planning cycle 1

Tanggal : 9 Oktober 2010

Tempat : Ruang Guru

1. Peneliti datang ke sekolah pada pukul 09.00. Peneliti langsung menuju ke ruang guru dan menemui guru bahasa inggris untuk menyerahkan RPP dan media yang akan digunakan pada hari Rabu.
2. Peneliti menjelaskan tentang kegiatan yang akan dilaksanakan pada cycle 1.
3. Guru bahasa inggris menyetujui rencana yang disiapkan oleh peneliti dan memberikan beberapa saran dan pendapat untuk pelaksanaan action 1 pada cycle 1.
4. Guru juga terlihat puas karena materi yang disiapkan sudah sesuai dengan kesepakatan diskusi pada minggu sebelumnya.
5. Peneliti menjelaskan secara rinci tentang RPP yang akan digunakan pada cycle 1 bahwa ada 3 pertemuan dalam cycle 1 ini. Kegiatan yang akan dilakukan yaitu Desert island, Choose your favorit song dan I am a guide.
6. Guru terlihat sedikit bingung pada saat peneliti mengatakan akan melaksanakan kegiatan yang berjudul 'choose your favorit song' dikarenakan tidak adanya fasilitas sekolah yang mendukung kegiatan tersebut, kemudian peneliti menjelaskan bahwa untuk kegiatan ini peneliti akan menyiapkan semua alat yang diperlukan yaitu membawa laptop dan speaker untuk mendukung kegiatan tersebut.
7. Guru terlihat tenang setelah peneliti menyampaikan tentang hal tersebut. Kemudian peneliti berpamitan untuk pulang.

Field Note 5

Pelaksanaan cycle 1 action 1 “Desert Island”

Tanggal : 13 Oktober 2010

Tempat : Ruang kelas 8A

1. Peneliti datang ke sekolah pada pukul 06.40 menit, begitu sampai di sekolah peneliti langsung menuju ruang guru untuk menemui guru bahasa Inggris. Peneliti sempat berbincang sebentar mengenai persiapan pelaksanaan cycle 1 yang sebentar lagi akan dilakukan. Selang beberapa saat kemudian bel berbunyi.
2. Setelah bel berbunyi peneliti dan guru bahasa Inggris bersegera memasuki ruang kelas 8A tepat pada pukul 07.00. Karena guru bahasa Inggris ini memang terkenal sebagai guru yang disiplin jadi begitu bel berbunyi beliau bersegera menuju ruang kelas.
3. Peneliti sebagai observer duduk dibangku paling belakang untuk menyaksikan kegiatan belajar mengajar sembari mengamati kegiatan belajar mengajar yang ada di dalam kelas.
4. Guru menyapa siswa dan seperti biasa menyuruh salah satu siswa untuk memimpin doa.
5. Guru menyampaikan kepada siswa bahwa hari itu mereka akan bermain sebuah game yang berjudul Desert Island.
6. Siswa terlihat antusias dan penasaran dengan game yang diucapkan oleh guru.
7. Sebelum game dimulai guru menjelaskan tentang materi yang akan diajarkan hari ini yaitu bagaimana menyampaikan suatu opini atau pendapat.
8. Guru memeberikan beberapa contoh tentang bagaimana cara menyampaikan suatu pendapat. Setelah menyampaikan materi peneliti membantu guru untuk membagikan copy teks kepada para siswa.
9. Pertama-tama guru menerangkan tentang kosakata terkait dengan permainan yang akan dilaksanakan. Untuk mendukung kegiatan tersebut guru menggunakan gambar yang telah dipersiapkan sebelumnya untuk menarik perhatian siswa. Setelah memastikan bahwa setiap anak mendapatkan copy teks guru, sebelum memulai kegiatan permainan, guru menjelaskan tentang aturan main yang ada dalam game ini secara singkat.
10. Guru membagi siswa menjadi 6 kelompok. Guru menyuruh siswa untuk menghitung 1-6 dan mengulangnya sampai semua siswa mendapatkan nomer masing-masing. Pada awalnya siswa terlihat bingung karena belum pernah melakukan kegiatan ini sebelumnya. Lalu guru menjelaskan dan menuntun siswa untuk menghitung dari 1-6. Setelah dipastikan bahwa setiap anak mendapatkan nomernya masing-masing, guru menyuruh siswa untuk menemukan temannya yang mempunyai nomer sama.

11. Siswa terlihat begitu tertarik dengan kegiatan ini, mereka sibuk mencari siapa saja yang tergabung dalam kelompoknya. Suasana kelas sempat agak gaduh pada saat siswa mencari anggota kelompoknya masing-masing.
12. Setelah 5 menit berlalu semua siswa sudah menemukan anggota kelompoknya masing-masing. Mereka berkelompok dengan anggotanya dan duduk berdekatan, untuk memudahkan dalam berdiskusi guru menyuruh siswa untuk duduk dalam 1 meja dengan cara membalik kursi mereka. Guru memberikan nama kelompok sesuai dengan nomer yang mereka dapat. Untuk yang mendapatkan nomer 1 menjadi kelompok 1, yang mendapatkan nomer 2 menjadi kelompok nomer 2 dan begitu seterusnya sampai pada kelompok nomer 6.
13. Sebelum kegiatan ini dimulai guru menjelaskan kembali tentang aturan permainan ini. Guru menjelaskan tentang game yang akan dilaksanakan secara seksama.
14. Peneliti membantu guru untuk membagikan kertas yang berisi tentang permainan tersebut kepada masing-masing kelompok.
15. Setelah masing-masing kelompok mendapatkan kertas tersebut guru menjelaskan tentang situasi yang ada di kertas itu. Guru membacakannya secara keras di depan kelas dan menjelaskan kosakata yang sulit yang ada dalam teks bacaan.
16. Guru menyampaikan bahwa mereka pura-pura terdampar di suatu padang pasir ketika sedang berwisata dimana tidak ada makanan ataupun minuman.
17. Hanya ada beberapa benda yang ada seperti yang tertera didalam kertas. Untuk membantu siswa memahami tentang benda-benda yang ada di sana, guru menjelaskan dengan bantuan gambar.
18. Murid-murid terlihat tertarik dan mendengarkan penjelasan dari guru dengan seksama.
19. Guru menyuruh siswa untuk memilih 8 benda dari 18 benda yang ada yang bisa digunakan oleh mereka untuk bertahan hidup selama mungkin di gurun pasir tersebut.
20. Mereka harus mengemukakan pendapat mereka di depan kelas mengapa mereka memilih benda tersebut.
21. Setelah diberi penjelasan oleh guru mereka mulai berdiskusi dengan teman-temannya.
22. Mereka juga sibuk membuka-buka kamus untuk menemukan kosakata yang akan dipakai untuk menjelaskan di depan kelas.
23. Setelah 20 menit mereka berebut untuk maju di depan kelas. Karena mereka saling berebut akhirnya guru menyuruh mereka untuk maju sesuai dengan nomer kelompoknya.
24. Pendapat yang mereka ungkapkan terdengar lucu dan aneh. Mereka membayangkan terdampar di gurun pasir seperti di film Holywood.
25. Tanpa terasa bel telah berbunyi sebagai tanda pelajaran berakhir.
26. Guru merangkum kegiatan belajar mengajar pada hari itu dan menanyakan tentang pendapat siswa untuk kegiatan hari itu. Siswa-

siswa serempak menjawab bahwa mereka suka dengan kegiatan yang telah mereka lakukan.

27. Sebelum kegiatan diakhiri guru memberitahukan bahwa untuk kegiatan hari Sabtu siswa akan belajar tentang bagaimana menceritakan apa yang telah terjadi. Sebagai media yang digunakan untuk kegiatan action 2 guru meminta siswa untuk membawa lagu kesukaan mereka. Mendengar perintah guru para siswa terlihat antusias dengan apa yang di instruksikan oleh guru dan mereka sepertinya penasaran dengan kegiatan yang akan datang.
28. Setelah menyampaikan tugas kepada para siswa guru segera mengakhiri kegiatan pada hari tersebut dikarenakan waktunya memang sudah habis. Guru mengakhiri kegiatan hari tersebut dengan ucapan salam dan leave taking ' see you in Saturday and good bye'

Field Note 6**Evaluasi cycle 1 action 1****Tanggal : 13 Oktober 2010****Tempat : Ruang guru**

1. Setelah menyelesaikan action pertama peneliti menemui guru bahasa Inggris untuk melakukan evaluasi tentang pelaksanaan action 1 dari cycle 1.
2. Peneliti menemui guru bahasa Inggris di ruangannya dan meminta waktu kepada guru bahasa Inggris untuk wawancara seputar implementasi yang tadi telah dilakukan.
3. Peneliti menyampaikan tentang hasil pengamatannya dan mendiskusikannya dengan guru bahasa Inggris. Dari hasil pengamatan peneliti terlihat bahwa sudah terlihat sedikit peningkatan dari para siswa dalam mengikuti kegiatan di dalam kelas, mereka terlihat lebih aktif daripada saat peneliti melakukan kegiatan observasi. Guru pun sependapat dengan peneliti bahwa dalam kegiatan hari ini siswa terlihat aktif mengikuti kegiatan belajar mengajar di dalam kelas.
4. Peneliti dan guru mengevaluasi tentang kegiatan yang telah dilakukan secara seksama dari awal kegiatan sampai pada akhir pelajaran.
5. Setelah mengevaluasi pelaksanaan action yang pertama, guru juga memberikan saran dan pendapat untuk kegiatan action yang ke dua. Guru juga meminta peneliti untuk lebih menyiapkan segalanya untuk pelaksanaan action 2 dikarenakan dalam action 2 ini banyak peralatan yang harus disiapkan untuk terselenggaranya kegiatan tersebut.

Field Note 7**Cycle 1 action 2 “Choose your favorit song”****Tanggal : 16 Oktober 2010****Tempat : Ruang kelas 8A**

1. Peneliti sampai di sekolah pada pukul 08.45 bersama dengan temannya. Peneliti sengaja datang lebih awal guna menemui guru bahasa Inggris untuk memantapkan persiapan kegiatan hari itu yang cukup menantang. Sesampainya di sekolah peneliti berniat langsung menuju ruang guru akan tetapi pada saat melewati ruang tata usaha peneliti bertemu dengan Bapak Kepala sekolah, peneliti berbincang sebentar untuk menyampaikan bahwa peneliti melakukan penelitian di kelas 8A. Bapak sekolah terlihat senang saat peneliti menyampaikan hal tersebut, dan beliau juga mendukung kegiatan yang dilakukan oleh peneliti selama membawa dampak yang positif guna kemajuan kegiatan belajar mengajar yang ada di sekolah tersebut. Setelah berbincang sebentar peneliti segera pamit untuk menemui guru bahasa Inggris dikarenakan akan melakukan persiapan untuk kegiatan yang akan dilakukan.
2. Peneliti langsung menuju ruang guru untuk menemui guru bahasa Inggris. Tidak lama berselang bel berbunyi. Peneliti bersegera menuju ruang kelas 8A. Peneliti memasuki ruang kelas bersama guru bahasa Inggris pada pukul 09.30.
3. Begitu memasuki ruang kelas peneliti menyiapkan peralatan yang akan dipakai di action 2 yaitu menyalakan laptop dan speaker karena kegiatan untuk action 2 adalah ‘choose your favorit song’.
4. Ada sedikit gangguan yang dihadapi peneliti dalam melakukan action 2. Pada saat hendak menyalakan laptop ternyata instalasi listrik yang ada di dalam kelas tidak menyala. Peneliti sempat panik dan meminta bantuan kepada guru bahasa Inggris tapi untungnya masalah itu bisa ditangani dengan cepat.
5. Setelah semua alat terpasang dan berfungsi dengan baik, guru memulai kegiatan belajar mengajar dengan salam dan diawali dengan doa seperti biasanya.
6. Setelah murid-murid siap, guru menjelaskan tentang pelajaran yang akan diajarkan hari ini. Hari ini mereka akan belajar tentang recount teks.
7. Guru mengajarkan tentang recount teks. Kemudian untuk aplikasinya guru mengajak siswa untuk mendengarkan sebuah lagu yang berjudul ‘Today was a fairy tale’ oleh Taylor Swift.
8. Guru meminta siswa untuk mengisi titik titik yang ada di dalam teks.
9. Siswa mengalami sedikit kesulitan dalam kegiatan ini dikarenakan suara yang mereka dengar tidak begitu jelas.

10. Setelah diputar beberapa kali siswa mampu melengkapi lirik lagu yang ada namun ada juga beberapa siswa yang kesulitan dalam melengkapi lirik lagu tersebut.
11. Setelah kegiatan pertama selesai dilanjutkan dengan mendengarkan lagu favorit pilihan masing-masing anak.
12. Mereka dipersilahkan untuk memilih lagu yang mereka sukai kemudian mereka harus mempresentasikannya didepan kelas dan menceritakan pengalaman apa yang mereka rasakan ketika mendengar lagu itu.
13. Masing-masing siswa memperdengarkan lagu kesukaan mereka di depan kelas secara bergantian. Mereka terlihat sangat menyukai kegiatan kali ini karena tidak membuat mereka bosan dan mereka bisa belajar sambil bersantai.

Field Note 7**Cycle 1 action 3 “ I am a guide”****Tanggal : 20 Oktober 2010****Tempat : Ruang kelas 8A**

1. Peneliti datang ke sekolah pada pukul 06.45. Seperti biasanya peneliti langsung menuju ruang guru untuk menemui guru bahasa Inggris.
2. Pada saat sampai di ruang guru, guru yang bersangkutan sudah ada di mejanya, namun beliau terlihat sedang melakukan diskusi dengan temannya sesama guru Bahasa Inggris. Mengetahui kedatangan peneliti guru segera mengakhiri percakapan dengan rekan kerjanya dan mempersilahkan peneliti untuk duduk. Peneliti dan guru bahasa Inggris berbincang sebentar sebelum bel berbunyi.
3. Setelah bel berbunyi peneliti dan guru bahasa Inggris segera bergegas menuju ruang kelas 8A. Peneliti dan guru bahasa Inggris memasuki kelas pada pukul 07.03.
4. Pada saat memasuki ruang kelas siswa terlihat sedang menyelesaikan tugas mata pelajaran sebelumnya. Siswa tidak menyadari kedatangan guru dan peneliti.
5. Guru menyapa siswa dengan suara yang lebih keras dari biasanya. Murid-murid terlihat kaget dan langsung memasukkan pekerjaan mereka ke dalam laci meja, namun ada juga beberapa siswa yang duduk dibelakang tetap sibuk mengerjakan.
6. Guru menanyakan tentang keadaan siswa dengan menanyakan “ how’s life”. Siswa terlihat bingung menjawab pertanyaan dari guru, lalu guru menggantinya dengan “how are you” dan murid-murid serempak menjawab “I am fine thank you”. Kemudian guru menjelaskan bahwa kedua kalimat tersebut maksudnya sama.
7. Guru menjelaskan tentang kegiatan yang akan dilaksanakan pada hari ini. Guru mengatakan bahwa hari ini mereka akan berpura-pura menjadi guide.
8. Sebelum memulai kegiatan “ I am a guide” guru menerangkan tentang descriptive teks.
9. Selesai menjelaskan tentang descriptive teks, guru menjelaskan tentang permainan I am a guide.
10. Guru membagi siswa menjadi 6 kelompok dengan cara mengambil undian nomer yang telah dimasukan kedalam sedotan.
11. Nama kelompok mereka merupakan nama objek wisata yang ada dijogja.
12. Mereka harus berdiskusi dengan kelompoknya. Mereka berpura-pura menjadi tourist guide, mereka harus menjelaskan tentang objek wisata tertentu kepada wisatawan mancanegara agar mereka tertarik untuk mengunjungi objek tersebut.

13. Pada kegiatan kali ini mereka tidak mengalami kesulitan yang berarti karena hampir semua tempat wisata yang ada pernah mereka kunjungi, jadi mudah untuk mereka menjelaskan tentang objek tersebut di depan kelas.

Field Note 8**Evaluasi cycle 1 dan perencanaan cycle 2****Tanggal : 20 Oktober 2010****Tempat : Ruang guru**

1. Peneliti menemui guru bahas Inggris di ruang guru untuk mengevaluasi cycle 1 yang telah selesai dilaksanakan.
2. Peneliti berdiskusi membahas tentang apa yang telah dilakukan pada cycle 1. Selain itu juga dibahas mengenai kekurangan dan hambatan yang ada di cycle 1.
3. Ada beberapa masalah yang ditemui dalam cycle 1 yaitu tentang penggunaan classroom English yang belum begitu maksimal, manajemen kelas yang kurang baik dan penggunaan media gambar yang terlalu kecil dan kurang berwarna sehingga kurang menarik minat siswa.
4. Peneliti dan guru bahasa Inggris membahas semua hambatan yang mereka temui dan mencari solusi yang nantinya akan diterapkan di cycle 2.
5. Pada diskusi ini juga dibahas tentang perencanaan untuk cycle 2 yaitu tetap memaksimalkan penggunaan classroom English, menggunakan berbagai kegiatan yang komunikatif dan menggunakan gambar dengan ukuran yang lebih besar dan dengan warna yang lebih menarik.

Field Note 9

Pelaksanaan cycle 2 action 1 “NASA Game”

Tanggal : 23 Oktober 2010

Tempat : Ruang kelas 8A

1. Peneliti dan guru bahasa Inggris memasuki ruang kelas 8A pada pukul 09.30. seperti biasanya siswa-siswa masih terlihat asyik di luar dengan jajanan ditangan mereka.
2. Pada saat guru memasuki ruang kelas para siswa mengikutinya dari belakang dan langsung menuju tempat duduknya masing-masing.
3. Setelah semua siswa duduk di bangkunya masing-masing, guru menyapa mereka “ Good morning” kemudian para siswa menjawab “Good morning Sir”. Kemudian guru menanyakan kabar siswa dengan mengucapkan “ How’s life” dan kali ini para murid sudah bisa secara serempak menjawab “ I am fine”.
4. Sesudah menanyakan kabar siswa guru menjelaskan tentang kegiatan yang akan dilaksanakan pada hari ini.
5. Pada hari ini siswa akan bermain sebuah game. Mendengar kata game para siswa berseru dan bersorak “hore”, mereka terlihat sangat bahagia karena mereka sudah bosan dengan kegiatan mengerjakan LKS dan buku paket yang dipinjami oleh perpustakaan.
6. Guru menerangkan bahwa hari ini mereka akan bermain NASA game. Mendengar namanya yang asing beberapa siswa terlihat antusias menanyakan tentang maksudnya.
7. NASA game hampir sama dengan Desert Island, jika sebelumnya mereka terjebak di gurun pasir kali ini mereka tersesat di ruang angkasa. Mendengar penjelasan dari guru siswa terlihat senang dan mereka saling mengatakan kepada teman sebangkunya bahwa ini lebih menarik dari kegiatan sebelumnya karena jauh lebih menantang.
8. Beberapa siswa mengatakan bahwa mereka seperti astronot tapi ada juga yang mengatakan bahwa mereka diculik oleh UFO.
9. Seperti kegiatan sebelumnya, untuk membantu siswa memudahkan dalam pemahaman mereka peneliti menyiapkan gambar.
10. Sementara guru membagikan kertas, peneliti membantu guru untuk memasang gambar di flanel board.
11. Setelah guru membagi kelompok dan menjelaskan gambar yang ada di flanel board, guru memberikan waktu 20 menit untuk berdiskusi dengan teman sekelompoknya.
12. Para siswa terlihat asyik berdiskusi dengan anggota kelompoknya. Mereka tidak mengalami kesulitan karena sudah pernah mengerjakan yang sebelumnya.
13. Siswa yang ada di bangku belakang juga merasa senang karena gambar yang ditempel di depan besar dan jelas.

14. Setelah 20 menit berlalu para siswa sudah siap untuk menyampaikan pendapat mereka.
15. Hari ini para siswa terlihat begitu menikmati kegiatan bahasa Inggris.

Field Note 10

Pelaksanaan cycle 2 action 2 “ Tell me your Experience”

Tanggal : 27 Oktober 2010

Tempat : Ruang kelas 8A

1. Peneliti memasuki ruang kelas tepat pukul 07.00 pagi bersama dengan guru Bahasa Inggris.
2. Tidak seperti biasanya di mana para siswa masih berkeliaran di luar saat guru memasuki ruang kelas. Kali ini tidak ada satu siswapun yang ada di luar. Mereka sedang asyik di dalam kelas secara bergerombol. Guru mendekati salah satu gerombolan. Usut punya usut ternyata mereka sibuk mengerjakan PR matematika yang harus dikumpulkan sesuai pelajaran bahasa Inggris.
3. Lalu seperti biasa guru menyapa dan menanyakan keadaan siswa. Hari ini siswa tidak begitu tertarik dengan pelajaran bahasa Inggris tidak sepaerti pada pertemuan-pertemuan yang lalu karena sebagian dari mereka disibukkan dengan kegiatan mengerjakan tugas matematika.
4. Untuk menari kembali perhatian siswa, peneliti mempunyai ide untuk menyapa mereka dengan lagu.
 Good morning..Good morning and how are you (I am fine)
 Good morning..Good morning and how are you (I am fine)
 Good morning to you, Good morning to me
 Good morning..Good morning and how are you (I am fine)
 Peneliti menyanyikan lagu ini dengan keras sehingga para siswa yang tadinya sedang sibuk mengerjakan langsung memperhatikan. Beberapa dari mereka menyuruh peneliti untuk menyayikannya lagi dan mengajarkan pada mereka. Mereka terlihat bahagia menyayikan lagu tersebut diiringi dengan tepuk tangan.
5. Setelah siswa berkonsentrasi kembali, guru menanyakan tentang pelajaran minggu yang lalu tentang recount teks. Guru menyampaikan tentang kegiatan hari ini yang masih berhubungan dengan kegiatan minggu lalu.
6. Kegiatan hari ini bernama tell me your experience, dimana para siswa menceritakan pengalaman lucu ataupun yang memalukan yang pernah mereka alami di depan kelas.
7. Guru menanyakan “is there any volunteer?” ternyata para murid hanya diam saja, kemudian guru menerjemahkannya kedalam bahasa Indonesia “ Apakah ada yang dengan sukarela maju ke depan kelas untuk menceritakan pengalamannya?”
8. Para siswa hanya diam dan menundukkan kepalanya. Karena tidak ada yang mau maju akhirnya guru menunjuk satu nama. Satu persatu siswa dipanggil, teman-teman mereka tertawa terbahak-bahak ketika temannya menceritakan pengalaman lucu ataupun memalukan. Setelah

teman-temannya maju mereka berebutan untuk maju, jadi guru tidak lagi perlu memanggil nama mereka menggunakan buku presensi.

9. Mereka terlihat sangat menikmati kegiatan hari ini. Kelas yang tadinya sepi menjadi ramai penuh dengan tawa.
10. Bel berbunyi sebagai tanda pelajaran berakhir, namun ada beberapa anak yang belum mendapatkan giliran sehingga kegiatan ini akan dilanjutkan minggu depan.

Field Note 11**Pelaksanaan cycle 2 action 3 “ I love Yogyakarta”****Tanggal : 30 Oktober 2010****Tempat : Ruang kelas 8A**

1. Peneliti dan guru memasuki ruang kelas 8A pada pukul 09.30. Pada saat memasuki ruang kelas hanya terlihat beberapa anak saja. Guru menanyakan tentang keberadaan siswa, kemudian teman yang lain menjelaskan bahwa teman mereka masih di kantin dikarenakan mereka baru saja menyaksikan Merapi Expo sehingga mereka belum ada waktu untuk istirahat.
2. Sembari menunggu para siswa memasuki ruang kelas, peneliti membantu guru menyiapkan media gambar yang akan digunakan dalam kegiatan kali ini.
3. Tema dari kegiatan hari ini adalah I love Yogyakarta.
4. Setelah 10 menit menunggu akhirnya para siswa memasuki ruang kelas. Guru menyapa siswa dan menanyakan keadaan siswa seperti biasanya.
5. Guru menjelaskan tentang kegiatan hari ini yaitu class discussion. Guru membagi siswa menjadi 6 kelompok. Mereka memilih salah satu tempat wisata di Yogyakarta kemudian mereka harus memberikan kebaikan dan keburukannya. Hasil dari diskusi mereka disampaikan di depan kelas secara bergantian.
6. Guru memberikan waktu selama 20 menit untuk berdiskusi. Mereka terlihat aktif berdiskusi. Bahkan beberapa kelompok menggunakan bahasa Inggris untuk berdiskusi.
7. Setelah 20 menit berlalu, guru menyuruh para siswa untuk mempresentasikan hasil diskusi mereka di depan kelas.
8. Masing-masing kelompok secara bergantian melaporkan hasil diskusinya.
9. Para siswa terlihat menikmati kegiatan hari ini, mereka juga terlihat senang dengan topik diskusi hari ini yaitu “ I love Yogyakarta”
10. Setelah semua kelompok maju, guru merangkum kegiatan hari ini dan mengisyaratkan untuk mengakhiri kegiatan belajar mengajar di dalam kelas di karenakan waktu sudah hampir habis.

APPENDIX B
INTERVIEW TRANSCRIPTS

Interview Transcript 2

Waktu dan tempat: pukul 08.30, Kantor Guru

Hari: Senin

Interviewer: Researcher

Interviewee: Guru

R: Selamat pagi Pak?

G: Selamat pagi...

R: Pak masih ingat gak sama saya? Saya Arum yang dulu KKN-PPL disini

G: Wah ya jelas masih ingat, wong saya belum pikun kok(sambil tersenyum)

R: Ya siapa tau dah lupa pak, kan yang KKN-PPL disini banyak.

G: Ya memang tapi kalo masih kurun waktu 1-2 tahun ya saya masih ingat, ngomong- ngomong ini njenengan ada keperluan apa ya datang kesini?

R: Ini pak saya mau minta ijin untuk melakukan penelitian untuk mengambil data skripsi pak.

G: oh ya monggo dengan senag hati, tapi njenengan sudah ijin Pak Kirno(kepala sekolah) sama Pak Rudi(Wakasek) apa belum?

R: Pak Kirno nya gak ada, tadi suratnya sudah saya kasih ke Pak Rudi, kata beliau disuruh langsung nemuin bapak katanya.

G: Lah penelitiannya tentang apa? Judulnya apa? Mau ngambil kelas berapa?

R: Penelitiannya AR Pak, judulnya Improving Speaking through Communicative Activities for grade 8 students at SMPN 15 Yogyakarta

G: walah- walah judul kok dowo banget banget mba? Njuk AR ki opo?

R: Iya pak, AR itu action Research Pak.

G: Oalah PTK to?Lah terus judulnya maksudnya gimana?

R: Nggeh pak leres penelitian tindakan kelas, jadi nanti saya ingin melakukan penelitian PTK yang tujuannya untuk meningkatkan kemampuan berbicara siswa kelas 8 pak.

G: lah metodenya pake apa mba?

R: Saya nanti pake communicative activities seperti games, story telling, roleplay, class discussion atau yang lain, nanti saya observasi dulu kira-kira metode mana yang cocok untuk diterapkan dikelas tersebut, soalnya seingat saya dulu pas PPL kemampuan speaking mereka rendah pak.

G: wah bagus itu mba, kemampuan berbicara anak- anak memang masih rendah. Lah kira-kira kapan meh penelitiane mba?

R: Mungkin bulan depan pak, saya mau minta ijin observasi dulu biar bisa lihat masalah yang ada dan bisa memberi solusi yang tepat pak, kira-kira kapan saya bisa observasi pak?

G: Rabu aja ya mbak jam pelajaran ke 1-2

R: Berarti jam 7 ya pak? Baiklah kalo begitu pak, besok Rabu saya menemui bapak lagi.

G: Iya langsung masuk kelas aja ya mba, tapi njenengan jangan telat loh

R: Nggeh pak, Nggeh sampun pak cekap semanten riyen, besok Rabu setelah observasi baru ngobrol-ngobrol lagi

G: Oh ya sudah.
 R: Kalo begitu saya pamit dulu pak, mau ke kampus dulu
 G: Iya monggo, hati- hati ya
 R: Iya pak terimakasih, Assalamualikum
 G: Walaikumsallam

Interview Transcript 3

Waktu dan tempat: pukul 08.30, Kantor Guru

Hari: Rabu

Interviewer: Researcher

Interviewee: Guru

G: Gimana mba hasil observasinya?

R: Kok kayaknya kelasnya pasif ya pak?

G: Iya, mungkin anak- anaknya bosan mba.

R: Iya pak sepertinya, memangnya bapak tidak pernah menggunakan metode seperti game, role play, atau yang lainnya pak?

G: Wah Gak pernah e.....palingan ya cuma buku paket sama LKS.

R: Ya kalo begitu bagaimana kalo kita mencoba mengimplementasikan communicative activities, saya punya bukunya Klippel yang judulnya Keep Talking, disitu banyak aktifitas yang menarik seperti games, role play, problem solving activity, dan lain-lain, nanti kita diskusikan bersama kira- kira mana yang bisa diimplementasikan dan tentunya nanti disesuaikan dengan standar kompetensi dan kompetensi dasar yang ada dalam KTSP

G: Wah kalo begitu saya setuju sekali mba, coba njenengan milih-milih dulu activitiesnya terus nanti kita bicarakan action mana yang mau diambil

R: Kalo begitu saya pamit dulu pak, besok sabtu saya kesini lagi untuk membicarakan action yang akan dipakai, maturnuwun pak sudah mengizinkan saya melakukan observasi, assalamualaikum

G: You are welcome, eh iya njenengan kesininya jam 9 an aja ya, Walaikumsalam

Interview transcript 4

Waktu dan tempat: pukul 09.22, depan ruang kelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Student

R : Selamat pagi dek

S : Selamat pagi mba

R : Adek namanya siapa? Mba mau nanya-nanya bentar bisa gak dek?

S : Namaku Valent mba, mau tanya apa e?

R : Mba mau nanya tentang pelajaran Bahasa Inggris tadi dek. Tadi dek Valent mudeng gak waktu Pak Muji menerangkan pelajaran?

S : Ya ada yang mudeng ada yang gak mba
 R : Tadi emang Pak Muji ngajar materi apa Dek?
 S : Apa yah, ngajar itu mba tentang likes sama dislikes
 R : Udah paham gimana cara mengungkapkan likes sama dislikes?
 S : Dikit aja mba
 R : Loh kok Cuma dikit?
 S : Iya mba tadi kan tak sambi garap PR Matematika jadinya ya gak konsen, terus temen-temen yang lain juga pada ribut sendiri, jadi ya gak konsen mba
 R : Eh iya, Pak Muji kalo ngajar tuh suka pake games atau kegiatan lain selain ngerjain LKS gak dek?
 S : Gak mba, ya Cuma njelasin aja njuk ditulis di papan tulis habis itu disuruh ngerjain LKS atau buku paket gitu.
 R : Waktu pelajaran Bahasa Inggris kamu tertarik untuk ngomong gak?
 S : Gak mba
 R : Kenapa?
 S : Malu mba, terus takut salah juga ntar diketawain sama temen-temen.
 R : Oh gitu ya dek, ya dah makasih ya untuk informasinya
 S : Iya mba

Interview transcript 5

Waktu dan tempat: pukul 09.22, depan ruang kelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Student

R : Selamat pagi dek?

S : Selamat pagi mba

R : Nama kamu Fadil kan? Mba mau nanya bentar nih.

S : Iya mba namaku Fadil, mau nanya apa mba?

R : Tadi seneng gak pas ngikutin pelajaran Bahasa Inggris?

S : Enggak mba

R : Loh kenapa?

S : Bosen mba, tiap hari disuruh ngerjain LKS terus, kalo gak ya ngerjain buku paket yang dari perpustakaan.

R : Terus waktu bapaknya menjelaskan kamu mudeng apa gak dek?

S : Ya mudeng mba, tapi udah lupa.

R : Terus pengennya kegiatannya apa biar kamu gak bosen?

S : Ya gonta-ganti gitu mba gak ngerjain LKS terus.

R : Oh iya, waktu pelajaran Bahasa Inggris kamu tertarik untuk ikutan ngomong gak? Atau berdiskusi dengan teman dalam bahasa Inggris gitu?

S : Males mba, kalo misalnya ditunjuk buat mbaca ya baru mau. Kalo diskusi gak mba, paling nek disuruh ngerjain nyontek temen yang dah ngerjain.

R : Tadi saya lihat kamu kok malah ngobrol sama temen kamu dibelakang?

S : Iya mba habisnya bosen.

R : Kalo misalnya pake game sama gambar gitu gimana Dek?

S : Ya kayaknya sih menyenangkan mba.

R : Oh gitu ya Dek, makasih ya dek atas infonya.

S : Iya mba sama-sama.

Interview Transcript 6

Waktu dan tempat: pukul 08.30, Kantor Guru

Hari: Sabtu

Interviewer: Researcher

Interviewee: Guru

R: Selamat pagi Pak

G: Selamat pagi juga mba, gimana mba, dah nemu belum?

R: Sampun pak, ini saya juga bawa bukunya, untuk yang Cycle 1 saya milih desert island, choosing picture, sama choose your favorit song

G: wah ketoe apik mba, coba saya tak mbaca

R: (Setelah beberapa saat) Pripun pak?

G: Wah bagus mab sepertinya tidak begitu sulit dan menyenangkan, saya setuju mba, tapi untuk yang choose your favorit song kok kayaknya susah diterapkan ya, soalnya ruangnya gak mendukung e mba.

R: oh kalo untuk itu saya sudah memikirkannya pak, nanti saya bawa laptop sama speaker sendiri, bagaimana pak?

G: Oh ya ndak apa- apa nek panjenengan mau, malah bagus itu, terus kapan mau penelitiane?

R: Kalo minggu depan gimana Pak?

G: Bisa, berarti mulai Rabu depan yah, ini jadwalnya, Rabu jam 1-2 sama Sabtu jam 4-5, lah ini mau berapa kali pertemuan mba?

R: Nggeh pak, rencana 6 x pertemuan pak, 3 meetings untuk cycle 1 dan 3x untuk yang cycle 2

G: Oke mba

R: Ya sudah pak saya tak pamit dulu Assalamualaikum

G: ya...Walaikumsalam

Interview transcript 7

Waktu dan tempat: jam 06.30, Ruang guru

Hari : Rabu

Interviewer: Researcher

Interviewee: Guru

R: Pagi pak....

G: Ya selamat pagi, bagaimana persiapannya mba?

R: Siap pak.

G: Wah bagus sekali, saya suka semangat anda....
 R: Semoga berhasil ya pak.
 G: Iya mba
 R: wah udah bel pak,..
 G: iya ayo mba cepetan, harus on time ini...
 R: baik pak.

Interview transcript 8

Waktu dan tempat: pukul 09.00, depan ruang kelas 8A

Interviewer: Researcher

interviewee: Batsyeba Natalia Putri wandira

R: Selamat pagi dek, boleh minta waktunya sebentar?

S: Mau ngapain e mba?

R: Gak papa Cuma mau nanya- nanya tentang kegiatan tadi

S: ooooh yang desert island?

R: Iya dek, kamu suka gak sama kegiatan yang tadi?

S: Seneng mba

R: kenapa kok suka?

S: Seneng soalnya jadi mbayangin kalo lagi di gurun, kaya yang di film- film itu mba.

R: oh gitu ya dek, ya dah makasih ya dek.

S: iya mba.

Interview transcript 9

Waktu dan tempat: pukul 09.20, depan ruang kelas 8A

Hari: Rabu

Interviewer: the researcher

Interviewee: student

R: Tadi mudeng gak pas Pak Muji ngomong pake Bahasa Inggris

S: Ya ada yang mudeng ada juga yang gak mba

R: Yang mudeng yang mana dan yang gak mudeng yang mana?

S: Kalo yang pendek- pendek mudeng tapi kalo yang panjang gak gitu donk, soale Bapaknya ngomongnya banter banget e mba

R: Oh gitu yah, ya udah makasih ya dek

Interview transcript 10

Waktu dan tempat: pukul 09.22, depan ruang kelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Student

R: Dek, tadi seneng gak sama kegiatan hari ini?

S : Seneng mbak, gak bosan.

R: Seneng gimana?

S: Seneng mba jadi bayangin kalo terperangkap di gurun, kayak di film-film holywood itu loh mba hehheheehheeh.,

R: Oh gitu ya dek, makasih yah.

S: Iya mbak.

Interview transcript 11

Waktu dan tempat: pukul 09.25, depan ruang kelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Lexi Jalu Aji

R: Dek, boleh minta waktunya sebentar?

S: ngopo e miss?

R: Ini mau nanya tentang kegiatan yang desert island tadi. Kamu suka gak?

S: Sebenarnya aku kurang suka Bahasa Inggris miss, tapi karena adanya kegiatan kayak tadi aku jadi lebih ingin mendalami bahasa inggris.

R: Emangnya kenapa dek?

S: Biar bisa ikutan diskusi kaya teman-teman yang lain miss

R: oh gitu ya, ya dah ya dek makasih.

S: iya miss.

Interview Transcript 12

Waktu dan tempat: pukul 09.27, depan ruang kelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Nurma Harvita Sari

S: Miss kok yang laen ditanya aku enggak

R: iya dech miss Arum tanyain, gimana dek tadi suka gak sama kegiatan desert island tadi?

S: Suka banget miss.

R: Kenapa?

S: seneng soalnya jadi gak boring Miss and happy miss

R: oh iya

S: Besok lagi ya miss

R: iya dek, makasih ya

S: huum mba

Interview Transcript 13

Waktu dan tempat: pukul 09.30, Ruangkelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Nurasri Yanuarisa

Student: Nurasri Yanuarisa

R: Dek risa, miss arum mau nanya boleh gak?

S: Tanya apa miss?

R: tadi suka gak sama aktivitas desert island?

S: suka miss soalnya belajarnya sambil bermain, biasanya belajar bahasa Inggris membosankan e,.

R: Membosankan gimana dek?

S: Cuma suruh garap LKS mba

R: oh gitu yah, ya dah ya dek makasih...

Interview transcript 14

Waktu dan tempat: pukul 09.32, ruang kelas 8A

Hari: Rabu

Interviewer: Researcher

Interviewee: Fernadia Sheila Meidi

R: Dek boleh minta waktunya sebentar

S: iya miss, mau apa e?

R: Mau tanya tentang kegiatan yang desert island tadi dek, kamu suka gak sama kegiatan yang tadi?

S: Suka miss soalnya jadi bisa pede, jadi berani tampil- tampil gitu.

R: oh gitu ya dek, ya dah ya makasih.

Interview transcript 15

Waktu dan tempat: pukul 10.00, kantor guru

Hari: Rabu

Interviewer: Researcher

Interviewee: Guru

R: Pakboleh minta waktunya sebentar untuk membicarakan kegiatan yang Desert Island tadi?

G: oh iya mba monggo

R: Menurut Bapak tadi kegiatannya bagaimana?

G: ya kegiatannya menarik sepertinya anak- anak suka dengan kegiatan desrt island tadi, tapi ini mbak saya melihat ada beberapa kekuarangan yang perlu dibenahi

R: Iya pak, mereka terlihat sangat antusias, kekurangannya dibagian mana ya pak?

G: gambare kui loh mbak cuilik banget,,, siswa yang duduk dibelakang gak liat njuk akhire mereka padha ribut sendiri.

R: wah saya pikir udah cukup e pak,..
 G: ya untuk kegiatan yang berikutnya nek pake gambar ukurane di kira- kira biar yang belakang bisa lihat gambarnya
 R: nggeh pak,..
 G: ya sudah sementara koreksiane ini dulu, moga untuk yang kegiatan besok bisa lebih lancar lagi ya
 R: Iya pak
 G: perlengkapane jangan sampai lupa ya mba
 R: heheheheh,..iya pak,..ya sudah pak pamit dulu,..assalamualaikum
 G: Walaikumsalam,..

Interview transcript 16

Waktu dan tempat: pukul 11.00, ruang kelas 8A

Hari: Sabtu

Interviewer: Researcher

Interviewee: Students

R: Selamat pagi dek

SS: pagi miss (serempak)

R: loh kok pada gak ke kantin?

S: Males miss

R: oh, kalo gitu miss arum boleh tanya sedikit tentang kegiatan yang choose your favorit song tadi gak?

SS: boleh miss

R: Gimana tadi anak- anak seneng gak sama kegiatannya?

S1: Seneng banget mba, besok lagi yah (sambil tertawa)

S2: huum miss, aku seneng banget, besok lagi mba

R: kok bisa seneng banget e dek?

S3: seneng mba soalnya gak bosen, belajar tapi jadi santai suasana

S1: Iya mba, terus seneng bisa tau lagu favorit temen- temen yang lainnya juga, sebelumnya gak pernah e ada kegiatan yang kayak gini, sel.ain itu juga bisa melatih keberanian untuk berbicara dalam bahasa Inggris Mba

R: oh gitu ya dek, makasih ya dek atas waktunya

SS: iya miss

Interview transcript 17

Waktu dan tempat: pukul 11.05, Ruang kelas 8A

Hari: Sabtu

Interviewer: Researcher

Interviewee: Student

R: Dek tadi suka gak sama kegiatan memilih lagu favorit?

S: Seneng mba, soalnya sebelumnya kan belum pernah, baru sekali ini mba

R: Terus apa lagi alasannya kok suka sama kegiatan tadi dek?
 S: Ya soalnya bisa tau juga lagu kesukaan anak- anak yang lain juga.
 R: Oh gitu yah.
 S: Iya mba, besok lagi ya mba, jangan Cuma garap LKS terus, bosen e mba
 R: Iya dek, makasih ya

Interview transcript 18

Waktu dan tempat: pukul 11.30, ruang guru

Hari: Sabtu

Interviewer: Researcher

Interviewee: Guru

R: Pak, Maaf minta waktunya sebentar buat interview seputar implementasi dikelas tadi

G: oh iya, ngobrol diruang guru saja yah, gak enak ini dijalan ngobrolnya

R: Iya pak

G: Tadi sudah bagus mba walaupun di awalnya ada kendala pemasangan alat, hanya saja pada waktu ada yang presentasi njuk yang lain saya lihat masih asyik sendiri ngobrol, dan ada beberapa yang mempersiapkan apa yang akan dipresentasikan.

R: iya Pak, saya perhatikan juga begitu

G: untuk kegiatan selanjutnya diminimalisir mba biar gak rebut dhewe

R: Iya... kalo begitu cukup sampai di sini interview kali ini Pak, terima kasih atas waktunya.

G: Iya mba sama-sama

Interview transcript 19

Waktu dan tempat: pukul 09.00, ruang kelas 8A

Hari: Rabu

Interviewer: Researcher (R)

Interviewee: Students (S), Students (SS)

R: selamat pagi adik- adik

SS: Selamat pagi mbak

R: Boleh minta waktunya sebentar gak buat tanya-tanya tentang komentar kalian pada proses pembelajaran bahasa inggris pada hari ini

S1: Tapi jangan lama- lama ya mbak, laper nich mbak mau ke kantin

R: oke, gimana tadi suka gak sama kegiatan nya

S1: suka mba, tapi sayange gambare burem, ra cetho

S2: iya mba kurang colourfull

R: oh gitu yah, ya besok mba bikin gambar yang besar dan colourfull, lah kalo kegiatannya gimana?

S3: Seneng mba,asyik gak ngebosenin

R : Terus kalo untuk kegiatannya sendiri bagaimana dek?

S2: I like it Miss, soalnya kan pake games sama aktivitas lain, apalagi yang menceritakan lagu favorit, saya senang banget Miss, I hope we can do it sometime again

S1: udah belum mba, dah pengen ke kantin e..,

R: iya udah kok, makasih ya dek atas waktunya, met jajan yah,..

SS: Iya mba

Interview transcript 20

Waktu dan tempat: pukul 09.10, ruang kelas 8A

Hari: Rabu

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Dek boleh minta waktunya sebentar gak?

S: Iya mba, mau ngapain e?

R: Mau tanya tentang kegiatan tadi dek? Dek tadi suka gak pake gambar- gambar gitu?

S: Seneng sich mba

R: Tapi tadi kok mba lihat kamu sibuk ngobrol sama temen kamu dibelakang?

S: Iya mba soalnya gambarnya kecil tur gak jelas, dari belakang gak kelihatan.

Interview transcript 21

Waktu dan tempat: pukul 11.30, ruang guru

Hari: Sabtu

Interviewer: Researcher (R)

Interviewee: Guru (G)

R: Selamat siang Pak?

G: Selamat siang mba, wah gak krasa dah selesai 1 cycle yah

R: Iya Pak, menurut Bapak bagaimana pelaksanaan cycle 1 kemarin?

G: Menurut saya sih sudah bagus hanya saja ada beberapa hal yang perlu diperbaiki

R: Betul pak, saya juga sudah menanyakan sama anak- anak tentang kegiatan kemarin, memang ada beberapa hal yang perlu dikaji ulang seperti misalnya masalah gambar yang digunakan

G: iya mba, kemarin kayaknya gambarnya terlalu kecil dan kurang menarik perhatian anak- anak khususnya yang duduk dibelakang, kalo bisa dibuat lebih besar dan colourfull biar anak- anak lebih tertarik.

R: Iya nanti saya ganti pak

G: Lah terus gimana untuk rencana cycle 2 nya?

R: Masih sama seperti yang kemarin Pak, hanya saja perlu diperhatikan dari kekurangan yang kemarin, nanti saya tulis saja biar Bapak bisa membaca dan memberi saran- saran untuk kegiatan minggu depan.

G: oh ya sudah, besok Senin saya tunggu ya
 R: Baik Pak, kalo gitu saya tak pamit dulu, trimakasih ya Pak.
 G: Iya sama- sama mba.

Interview transcript 22

Waktu: pukul 09.30

Tempat: Ruang Guru

Interviewer: Researcher (R)

Interviewee: Guru (G)

R: Selamat pagi Pak.

G: Selamat pagi mba, mana draft untuk besok

R: Ini Pak (sambil menyerahkan draft dan contoh media)

G: Ini diaplikasikan besok Rabu ya?

R: Iya Pak, bagaimana menurut Bapak

G: Apik mba, ketoe bisa mengurangi kekurangan yang kemarin. Ini tak bawa dulu ya mba

R: Iya Pak monggo saya punya salinane kok Pak

G: Besok Rabu jangan sampai terlambat yah

R: Baik Pak, Saya tak langsung pamit aja ya Pak

G: Oh iya monggo.

Interview transcript 23

Waktu: pukul 11.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Dek Valent tadi seneng gak pas pelajaran bahasa Inggris?

S: Seneng mba, lebih rame yang sekarang daripada yang kemarin

R: Senengnya gimana?

S: Ya lebih menantang aja mba, terus kan kita dah tau caranya menyampaikan opini mba jadi krasa lebih gampang, dah gak malu juga

R: Oh gitu ya, maksih ya dek

Interview transcript 24

Waktu: pukul 11.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Dek, boleh minta waktunya sebentar?

S: Apa mba?

R: Gimana tadi kegiatan NASA game nya? Menarik gak?
 S: Lucu mba, aku mbayangin jadi astronot njuk diculik alien mba
 R: Susah gak dek?
 S: Ya gak mba, kan kemaren udah pernah yang guru-gurun itu jadi ya sudah mudeng gitu mba
 R: oh gitu ya dek, makasih ya
 S: iya mbak nya

Interview transcript 25

Waktu: pukul 11.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Dek, mba mau nanya bentar bisa gak?

S: mesti mau nanya tentang kegiatan yang tadi

R: Iya Dek, gimana? Kamu suka gak?

S: Suka sich mba, tapi kurang seru soalnya pas temennya maju yang di belakang padha ribut sendiri, jadi gak gitu konsen deh, besok lagi dimarahin aja mba yang gak nggatek ke

R: Hehehehehe, iya sih tadi yang belakang pada ribut sendiri, terus gambarnya gimana dek?

S: Bagus mba udah big and colourful

R: oh ya dah, makasih ya dek

S: Iya mbak nya.

Interview transcript 26

Waktu: pukul 11.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Selamat siang Dek, boleh ganggu sebentar?

S: Silahkan mba

R: Dek tadi gimana pelajaran Bahasa Inggrisnya? Ngebosenin gak?

S: Seneng mba, gak ngebosenin kok

R: Seneng gimana?

S: Ya seneng dengan pelajaran yang baru, bisa belajar sambil bermain gitu, apalagi kemaren udah pernah jadi ya sudah tahu cara bermainnya.

R: Iya dek

S: Besok maen game lagi ya mba biar gak ngantuk, tapi yang lebih menantang lagi mba

R: Iya dek, makasih ya

S: Iya sama-sama mba

Interview transcript 27

Waktu: pukul 09.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Ris, tadi pelajaran Bahasa Inggrisnya ngebosenin gak?

S: Enggak miss, Risa suka, palagi ndengerin cerita temen yang lucu- lucu jadi pengen ketawa- ketawa terus miss, jadi gak ngantuk.

R: Makasih ya Ris.

S: Iya miss

Interview transcript 27

Waktu: pukul 09.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

R: Met pagi Dek. Mba mau interview bentar bisa gak?

S: Interview apa mba?

R: interview mengenai kegiatan yang tadi di kelas dek, gimana? Seneng gak?

S: Hahahaahhahaha

R: Loh kok malah tertawa gitu dek

S: Seneng mba lah wong teringat ceritanya Fadil jadi pengen ketawa terus e...,lucu banget mba

R: Berarti seneg dong sama kegiatan yang tadi?

S: Seneng banget mba, jadi gak ngantuk, terus juga belajarnya ngrasanya santai gak tegang mba, lumayan lah buat hiburan, saya sangat menikmati kegiatan tadi

R: iya to dek? Tapi tadi kok kamu gak mau maju?

S: Hoooh mba, biasane sama Mr. Muji menegangkan e pelajaran Bahasa Inggrisnya, saya malu e mba mau maju ke depan.

R: Malu kenapa dek?

S: Takut ngomongnya salah terus diketawain temen-temen mba

R: Oh gitu ya. Ya dah makasih ya dek

S: Iya mbak sama-sama.

Interview transcript 28

Waktu: pukul 11.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (SS)

R : Selamat siang adek-adek, mba boleh tanya-tanya bentar gak?

S1: Mau nanya apa mba?
 S2: Gak nyuruh kita jawab pake bahasa Inggris to mba?
 R : Ya gak lah dek, tapi nek mau pake bahasa Inggris boleh juga kok
 S3: Gak bisa mba....Eh btw(by the way) mbak nya mau nanya apa to?
 R : oh iya ini mbak malah jadi lupa, mau nanya soal pelajaran Bahasa Inggris tadi Dek?
 S1: Oh yang milih gambar objek wisata?
 R : Iya dek
 S1: Kalo aku sih seneng mba, apalagi kotanya Jogja, ya jelas seneng banget lah mba
 S3: Jogja kan never ending Asia mba
 R : Hehhehehehe...,iya dek, lah senengnya itu gimana Dek?
 S2: Ya kan itu objek wisata di Jogja mba jadi ya seneng karena kita kan juga pernah kesana berulang kali, jadi ya mudah buat kita untuk menceritakn tentang tempat itu.
 S3: Hoooh mba, terus tadi aku dapet Taman Sari, rumahku kan deket sama sana mba, aku dah sering banget ke sana jadinya dah mudeng banget mba.
 S1: Iya mba biasanya kalo dibuku itu kan susah-susah mba
 R : oh gitu ya dek, ya dah makasih yah untuk waktunya
 SS: iya mba sama-sama.

Interview transcript 29

Waktu: pukul 09.00

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

Researcher: Dek wikan, miss arum boleh tanya gak?

S: Iya mba?

R: Tadi kegiatan class discussion nya gimana? Susah gak?

S: Gak mba, asyik malahan,

R: Asyik gimana dek?

S: Asyik soalnya kan aku dah pernah ke tempat wisatanya tadi, jadi gampang njelasinnya mba

Interview transcript 30

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (S)

Students: Pak itu apa e?

Teacher: This is a flannel board

Students: Buat apa e pak?

Teacher: this is used for sticking picture cards

Interview transcript 31

Tempat: Ruang kelas

Interviewer: Researcher (R)

Interviewee: Students (SS)

R : Selamat siang adek-adek, boleh nanya-nanya bentar gak nih?

SS: Boleh mba.....

S1: Mau nanya apa e mba?

R : Ini dek mba mau nanya tentang penggunaan gambar sama flanel board itu bermanfaat gak dek?

S2: Flanel board itu yang warnanya item buat nempel-nempel itu ya mba?

R : Iya dek yang tadi buat nempelin gambar

S3: Ya berguna mba, dengan adanya gambar mempermudah kita dalam memahami materi mba

S4: Iya mba, pake gambar kecil-kecil itu juga membantu buat belajar kosakata

R : Kalian suka?

SS: Suka mba

R : Terus tadi gambarnya gimana?

S1: Mendingan mba daripada yang kemarin kecil banget terus burem lagi, aku kan duduk di belakang gak keliatan mba

S2: Iya mba, yang sebelumnya gambare payah banget, gak keliatan sama sekali.

R : Terus manfaat lainnya ada gak dek?

S1: Ya jadi tertarik untuk memperhatikan penjelasane Pak Muji mba, biasane kan cuma ceramah aja terus nggarap LKS, bosan mba

R : Oh ya udah makasih ya dek atas informasinya

SS: Sama-sama mba

Interview transcript 32

Tempat: Ruang kelas

Waktu: pukul 09.15

Interviewer: Researcher (R)

Interviewee: Students (S)

R : Selamat siang adek-adek

S1: Loh kok mbak nya ke sini lagi, katanya udah selesai mba?

R : Iya dek udah selesai ngajarnya, ini mba Cuma mau nanya-nanya sama kalian

S2: Nanya apa mba?

R : Kalian mudeng gak pas pak Muji ngomong pake Bahasa Inggris di kelas?

S3: Dulu gak mudeng mba, tapi sekarang udah lumayan

R : Terus kalo Pak Muji ngasih instruksi pake bahasa Inggris gimana, pada mudheng gak?

S4: Kalo pelan-pelan udah mudeng mba

R : Sekarang udah bisa minta ijin pake Bahasa Inggris apa belum?

S1: Udah bisa mba.

R : wah makasih banget ya dek atas bantuannya kemarin dah mau bantuin mba ngumpulin data buat skripsi mba

SS: Iya mba

S1: semoga cepet lulus ya mba

R: Iya dek, makasih.

Interview transcript 33

Tempat: Ruang Guru

Interviewer: Researcher (R)

Interviewee: Guru(G)

R: Selamat siang Pak

G: Selamat siang mba, maaf ya kemarin Sabtu saya langsung pulang, soalnya saya ada rapat kemarin jadi terburu-buru lupa ngabarin

R: Iya pak gak apa-apa

G: Gimana mba? Ada yang bisa saya bantu?

R: Iya pak, sebelumnya saya mau mengucapkan terimakasih karena sudah diperbolehkan melakukan penelitian di kelas bapak

G: Iya sama-sama, saya juga terimakasih karena saya juga ikutan belajar mba

R: Hehehheheh, Iya pak. Eh iya saya mau minta pendapat Bapak tentang pelaksanaan cycle 2 kemarin. Menurut bapak bagaimana?

G: Saya bahas satu-satu ya mba

R: Iya pak

G: Kalo untuk penggunaan classroom English saya rasa sudah ada peningkatan, mereka lebih bisa memahami instruksi-instruksi secara lebih bervariasi, waktu saya menyapa dengan menggunakan "how's life" mereka sudah bisa menjawab, terus kalo terlambat juga mereka sudah bisa mengutarakan pendapatnya.

R: Terus kalo communicative activitiesnya gimana Pak?

G: Ya sudah bagus, mereka menjadi termotivasi untuk berbicara dalam bahasa Inggris walaupun kalau secara grammar masih amburadul gitu mba, tapi setidaknya ya lebih baik daripada yang dulu, mereka jadi lebih memperhatikan

R : Ya mungkin butuh waktu juga ya pak biar mereka terbias dulu dengan atmosfer yang baru

G : Betul sekali mba

R: Terus kalo penggunaan media gambar sendiri bagaimana pak? Apakah menurut Bapak itu cukup efektif untuk membantu siswa dalam peningkatan kemampuan speaking mereka?

G : Saya rasa itu sangat berpengaruh mba, terutama dalam peningkatan kosakata mereka mba, terus saya pikir media gambar itu sanat efektif untuk menarik perhatian mereka, apalgi jika gambarnya besar dan colourful seperti yang dipakai di cycle 2 kemarin.

R: Kalo yang penggunaan lagu itu gimana pak?

G : Sebenarnya itu sudah bagus mba, tapi ketiadaan fasilitas sepertinya bisa jadi penghalang, soalnya kalo kaya kemarin itu suaranya agak menggema jadi siswa juga kurang jelas mba, tapi saya menghargai usaha keras anda mbawa-mbawa barang kayak gitu

R : Iya pak, harusnya lab yang sudah ada difungsikan kembali ya

G : iya nanti saya bicarakan dengan pihak sekolah

R : Terus kekurangan lainnya apa pak?

G : Ya yang masih kurang manajemen kelas mba, susah kalo harus membuat semua siswa fokus di dalam kelas.

R: Trimakasih ya pak atas semua bantuannya

G: Iya mba, sama-sama

R: Kalo gitu saya tak pamit Pak, maaf kalo saya banyak kesalahan selama mengadakan penelitian di sini.

G: Saya juga minta maaf jika banyak kekurangan, semoga sukses mba

APPENDIX C
THE INSTRUMENTS

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 15 Yogyakarta
Kelas/Semester : VIII/I
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : What do You Do for Fun?
Jumlah Pertemuan : 1X Pertemuan

A. Standar kompetensi

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

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta dan memberi pendapat.

C. Indikator Pencapaian Kompetensi

- Siswa mampu memberi dan meminta pendapat tentang deskripsi tempat

D. Materi Ajar

Ungkapan-ungkapan yang dipakai untuk meminta dan memberi pendapat

- Yogyakarta is an **exciting** city
- Solo is a **clean** city

E. Alokasi Waktu

2X40 menit

F. Metode Pembelajaran

Three-phase technique

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

| Bentuk Kegiatan | Langkah-Langkah Kegiatan | Waktu |
|-----------------|--------------------------|----------|
| Pendahuluan | -greeting | 15 menit |

| | | |
|--|--|----------|
| <ul style="list-style-type: none"> • Motivasi • Prasyarat • TPK | <ol style="list-style-type: none"> 1. Penyiapan bahan dan media <ol style="list-style-type: none"> a) menghitung kopi teks dan menyusun di meja guru b) menghapus papan tulis dan menyiapkan marker atau kapur tulis 2. Pemeriksaan kesiapan siswa <ol style="list-style-type: none"> a) memeriksa keberadaan siswa b) menanyakan keadaan siswa c) memverifikasi kesiapan siswa 3. Apersepsi <ol style="list-style-type: none"> a) menanyakan beberapa hal mengenai pelajaran sebelumnya b) memberitahukan tujuan pembelajaran c) memberikan pertanyaan umum yang terkait dengan topik pelajaran yang akan dibahas d) menghubungkan kegiatan (c) dengan kegiatan pembelajaran | |
| Kegiatan Inti | <ol style="list-style-type: none"> a. Presentasi <ul style="list-style-type: none"> • Guru memberikan contoh tentang bagaimana menyatakan suatu | 55 menit |

| | | |
|---------|---|----------|
| | <p>pendapat</p> <ul style="list-style-type: none"> • Membagikan bahan kepada siswa • Meminta siswa mengamati teksnya masing-masing • Membahas kata- kata sulit yang terdapat dalam teks • Mengarahkan siswa ke poin inti <p>b. Latihan</p> <p>Mengerjakan latihan yang telah disiapkan guru</p> <p>c. Kerja siswa</p> <ul style="list-style-type: none"> • Siswa secara berkelompok bermain game yang berjudul Desert Island • Mengisyaratkan persiapan siswa untuk evaluasi <p>d. evaluasi</p> <ul style="list-style-type: none"> • mengumpulkan kerja siswa • menanyakan kepada siswa tentang kegiatan yang telah mereka kerjakan | |
| Penutup | e. Penutup | 10 menit |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Memandu siswa merangkum bahan, proses, dan hasil pembelajaran • Menjelaskan tugas rumah • Mengisyaratkan berakhirnya pelajaran • Mengucapkan salam perpisahan | |
|--|--|--|

H. Materi Ajar

enclosed

I. Teknik penilaian:

performance assesment

J. Sumber Belajar

Buku Hand Out yang relevant

Contextual Teaching and Learning

Memeriksa dan Menyetujui

Guru Pembimbing

Yogyakarta, Oktober 2010

Mahasiswa

Drs.MUJIRAHARJA

NIP. 132199739

ARUM WIRATSIH

NIM. 05202241057

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 15 Yogyakarta
Kelas/Semester : VIII/ I
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : Tell Me Your Experience
Jumlah Pertemuan : 1X Pertemuan

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

C. Indikator Pencapaian Kompetensi

- siswa mampu melakukan monolog teks dalam bentuk *recount*

D. Materi Ajar

Simple Past Tense regular verb dan irregular verb

E. Alokasi Waktu : 2 Jam Pelajaran

F. Metode Pembelajaran

Three-phase technique

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

| Bentuk Kegiatan | Langkah-Langkah Kegiatan | Waktu |
|-----------------|------------------------------|----------|
| Pendahuluan | -greeting | 15 menit |
| • Motivasi | 1. Penyiapan bahan dan media | |
| • Prasyarat | a) menghitung kopi teks dan | |
| • TPK | menyusun di meja guru | |

| | | |
|---------------|--|----------|
| | <p>b) menghapus papan tulis dan menyiapkan marker atau kapur tulis</p> <p>2. Pemeriksaan kesiapan siswa</p> <p>a) memeriksa keberadaan siswa</p> <p>b) menanyakan keadaan siswa</p> <p>c) memverifikasi kesiapan siswa</p> <p>3. Apersepsi</p> <p>a) menanyakan beberapa hal mengenai pelajaran sebelumnya</p> <p>b) memberitahukan tujuan pembelajaran</p> <p>c) memberikan pertanyaan umum yang terkait dengan topik pelajaran yang akan dibahas</p> <p>d) menghubungkan kegiatan (c) dengan kegiatan pembelajaran</p> | |
| Kegiatan Inti | <p>f. Presentasi</p> <ul style="list-style-type: none"> • Guru menceritakan tentang kejadian yang pernah dialami dan menyuruh siswa untuk mendengarkan apa yang diceritakan oleh guru. | 55 menit |

| | | |
|--|---|--|
| | <ul style="list-style-type: none">• Membagikan bahan kepada siswa• Meminta siswa mengamati teksnya masing-masing• Membahas kata- kata sulit yang terdapat dalam teks• Mengarahkan siswa ke poin inti <p>g. Latihan</p> <ul style="list-style-type: none">• Mendengarkan guru membaca teks kemudian menyuruh siswa mengisi lembar kerja• Mendengarkan lagu dan mengisi titik titik <p>h. Kerja siswa</p> <ul style="list-style-type: none">• Membagikan kertas tugas kepada siswa• Menyuruh siswa untuk memilih lagu favorit mereka yang terkait dengan pengalaman dimasa lalu dan menceritakan pengalaman yang pernah dialami di depan kelas.• Mengisyaratkan persiapan siswa untuk | |
|--|---|--|

| | | |
|---------|--|----------|
| | <p>evaluasi</p> <p>i. evaluasi</p> <ul style="list-style-type: none"> • mengumpulkan kerja siswa • menanyakan kepada siswa tentang kegiatan yang telah mereka kerjakan | |
| Penutup | <p>j. Penutup</p> <ul style="list-style-type: none"> • Memandu siswa merangkum bahan, proses, dan hasil pembelajaran • Menjelaskan tugas rumah • Mengisyaratkan berakhirnya pelajaran • Mengucapkan salam perpisahan | 10 menit |

H. Penilaian Hasil Belajar

1. Teknik Penilaian :

Penilaian

1. Untuk nomor I, tiap jawaban benar skor 3
2. Untuk nomor II, tiap jawaban benar diberi skor 2
3. Jumlah skor maksimal

$$I \quad 5 \times 3 = 15$$

$$II \quad 10 \times 1 = 10$$

$$\text{Jumlah} \quad 25$$

4. Nilai maksimal = 10

$$5. \text{ Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

a. Rubrik Penilaian:

| No. | Uraian | Skor |
|-----|-------------------------------------|------|
| I | Isi benar, tata bahasa benar | 3 |
| | Isi benar, tata bahasa kurang tepat | 2 |
| | Isi dan tata bahasa kurang tepat | 1 |
| | Tidak menjawab | 0 |
| II | Isi benar, tata bahasa benar | 10 |
| | Isi benar, tata bahasa kurang tepat | 5 |
| | Isi dan tata bahasa kurang tepat | 3 |
| | Tidak menjawab | 0 |

2. Bentuk Instrumen : pertanyaan lisan

3. Materi ajar: enclosed

I. Sumber Belajar

Buku hand out yang relevan : Contextual teaching and Learning

Memeriksa dan menyetujui:

Guru pembimbing

Yogyakarta, Oktober 2010

Mahasiswa

Drs. MUJIRAHARJA

NIP. 132199739

ARUM WIRATSIH

NIM. 05202241057

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 15 Yogyakarta
Kelas/Semester : VIII/I
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : Let's go somewhere
Jumlah Pertemuan : 1X Pertemuan

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*

C. Indikator Pencapaian Kompetensi

- mengungkapkan informasi yang terdapat dalam teks fungsional pendek berupa *descriptive* teks
- siswa mampu melakukan monolog teks dalam bentuk *descriptive*.

D. Materi Ajar

- a. simple present tense
- b. kosakata yang berhubungan dengan rekreasi

E. Alokasi Waktu : 2 Jam Pelajaran

F. Metode Pembelajaran

Three phase technique

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

| Bentuk Kegiatan | Langkah-Langkah Kegiatan | Waktu |
|-----------------|------------------------------|----------|
| Pendahuluan | 1. Penyiapan bahan dan media | 15 menit |

| | | |
|--|--|---------|
| <ul style="list-style-type: none"> • Motivasi • Prasyarat • TPK | <p>a) greeting</p> <p>b) menghitung kopi teks dan menyusun di meja guru</p> <p>b) menghapus papan tulis dan menyiapkan marker atau kapur tulis</p> <p>2. Pemeriksaan kesiapan siswa</p> <p>a) memeriksa keberadaan siswa</p> <p>b) menanyakan keadaan siswa</p> <p>c) memverifikasi kesiapan siswa</p> <p>3. Apersepsi</p> <p>a) menanyakan beberapa hal mengenai pelajaran sebelumnya</p> <p>b) memberitahukan tujuan pembelajaran</p> <p>c) memberikan pertanyaan umum yang terkait dengan topik pelajaran yang akan dibahas</p> <p>d) menghubungkan kegiatan (c) dengan kegiatan pembelajaran</p> | |
| Kegiatan Inti | <p>b. kegiatan inti</p> <p>1. membahas kosakata yang terkait dengan tema</p> <p>2. membahas ungkapan- ungkapan yang sering muncul berhubungan dengan vacation</p> <p>3. mendengarkan teks fungsional pendek</p> <p>4. menjawab pertanyaan tentang berbagai informasi yang terdapat</p> | 55menit |

| | | |
|---------|---|---------|
| | dalam teks fungsional 5. mengidentifikasi ciri kebahasaan teks fungsional pendek | |
| Penutup | <ul style="list-style-type: none"> • Memandu siswa merangkum bahan, proses, dan hasil pembelajaran • Menunjukkan hal- hal yang dirasa penting untuk remedial/ pengayaan | 10menit |

H. Materi Ajar
enclosed

I. Sumber Belajar

Buku Hand Out yang relevant
Contextual Teaching and Learning

Memeriksa dan Menyetujui
Guru Pembimbing

Drs.MUJIRAHARJA
NIP. 132199739

Yogyakarta, Oktober 2010
Mahasiswa

ARUM WIRATSIH
NIM. 05202241057

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 15 Yogyakarta
Kelas/Semester : VIII/ I
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : What do You Do for Fun?
Jumlah Pertemuan : 1X Pertemuan

A. Standar kompetensi

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

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta dan memberi pendapat.

C. Indikator Pencapaian Kompetensi

- Siswa mampu memberi dan meminta pendapat tentang deskripsi tempat

D. Materi Ajar

Ungkapan-ungkapan yang dipakai untuk meminta dan memberi pendapat

- Yogyakarta is an **exciting** city
- Solo is a **clean** city

E. Alokasi Waktu

2X40 menit

F. Metode Pembelajaran

Three-phase technique

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

| Bentuk Kegiatan | Langkah-Langkah Kegiatan | Waktu |
|--|---|----------|
| Pendahuluan <ul style="list-style-type: none"> • Motivasi • Prasyarat • TPK | -greeting 1. Penyiapan bahan dan media a) menghitung kopi teks dan menyusun di meja guru b) menghapus papan tulis dan menyiapkan marker atau kapur tulis 2. Pemeriksaan kesiapan siswa a) memeriksa keberadaan siswa b) menanyakan keadaan siswa c) memverifikasi kesiapan siswa 3. Apersepsi a) menanyakan beberapa hal mengenai pelajaran sebelumnya b) memberitahukan tujuan pembelajaran c) memberikan pertanyaan umum yang terkait dengan topik pelajaran yang akan dibahas d) menghubungkan kegiatan (c) dengan kegiatan pembelajaran | 15 menit |

| | | |
|---------------|--|----------|
| Kegiatan Inti | <p>k. Presentasi</p> <ul style="list-style-type: none"> • Guru memberikan contoh tentang bagaimana menyatakan suatu pendapat • Membagikan bahan kepada siswa • Meminta siswa mengamati teksnya masing-masing • Membahas kata- kata sulit yang terdapat dalam teks • Mengarahkan siswa ke poin inti <p>l. Latihan</p> <p>Mengerjakan latihan yang telah disiapkan guru</p> <p>m. Kerja siswa</p> <ul style="list-style-type: none"> • Siswa secara berkelompok bermain game yang berjudul Nasa Game • Mengisyaratkan persiapan siswa untuk evaluasi <p>n. evaluasi</p> <ul style="list-style-type: none"> • mengumpulkan kerja siswa • menanyakan kepada | 55 menit |
|---------------|--|----------|

| | | |
|---------|--|----------|
| | siswa tentang kegiatan yang telah mereka kerjakan | |
| Penutup | <p>o. Penutup</p> <ul style="list-style-type: none"> • Memandu siswa merangkum bahan, proses, dan hasil pembelajaran • Menjelaskan tugas rumah • Mengisyaratkan berakhirnya pelajaran • Mengucapkan salam perpisahan | 10 menit |

H. Materi Ajar

Enclosed

I. Sumber Belajar

Buku Hand Out yang relevant

Contextual Teaching and Learning

Memeriksa dan Menyetujui

Guru Pembimbing

Yogyakarta, Oktober 2010

Mahasiswa

Drs.MUJIRAHARJA

NIP. 132199739

ARUM WIRATSIH

NIM. 05202241057

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 15 Yogyakarta
Kelas/Semester : VIII/ I
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : Tell Me Your Experience
Jumlah Pertemuan : 1X Pertemuan

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

C. Indikator Pencapaian Kompetensi

- siswa mampu melakukan monolog teks dalam bentuk *recount*

D. Materi Ajar

Simple Past Tense regular verb dan irregular verb

E. Alokasi Waktu : 2 Jam Pelajaran

F. Metode Pembelajaran

Three-phase technique

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

| Bentuk Kegiatan | Langkah-Langkah Kegiatan | Waktu |
|---|---|----------|
| Pendahuluan | -greeting | 15 menit |
| <ul style="list-style-type: none"> • Motivasi • Prasyarat | 1. Penyiapan bahan dan media a) menghitung kopi teks dan | |

| | | |
|---|---|----------|
| <ul style="list-style-type: none"> • TPK | <p>menyusun di meja guru</p> <p>b) menghapus papan tulis dan menyiapkan marker atau kapur tulis</p> <p>2. Pemeriksaan kesiapan siswa</p> <p>a) memeriksa keberadaan siswa</p> <p>b) menanyakan keadaan siswa</p> <p>c) memverifikasi kesiapan siswa</p> <p>3. Apersepsi</p> <p>a) menanyakan beberapa hal mengenai pelajaran sebelumnya</p> <p>b) memberitahukan tujuan pembelajaran</p> <p>c) memberikan pertanyaan umum yang terkait dengan topik pelajaran yang akan dibahas</p> <p>d) menghubungkan kegiatan (c) dengan kegiatan pembelajaran</p> | |
| Kegiatan Inti | <p>p. Presentasi</p> <ul style="list-style-type: none"> • Guru menceritakan tentang kejadian yang pernah dialami dan menyuruh siswa untuk mendengarkan apa yang | 55 menit |

| | | |
|--|--|--|
| | <p>diceritakan oleh guru.</p> <ul style="list-style-type: none">• Membagikan bahan kepada siswa• Meminta siswa mengamati teksnya masing-masing• Membahas kata- kata sulit yang terdapat dalam teks• Mengarahkan siswa ke poin inti <p>q. Latihan</p> <ul style="list-style-type: none">• Mendengarkan guru membaca teks kemudian menyuruh siswa mengisi lembar kerja <p>r. Kerja siswa</p> <ul style="list-style-type: none">• Membagikan kertas tugas kepada siswa• Menyuruh siswa untuk menceritakan pengalaman yang lucu ataupun yang memalukan yang pernah dialami di depan kelas.• Mengisyaratkan persiapan siswa untuk evaluasi <p>s. evaluasi</p> <ul style="list-style-type: none">• mengumpulkan kerja siswa | |
|--|--|--|

| | | |
|---------|--|----------|
| | <ul style="list-style-type: none"> • menanyakan kepada siswa tentang kegiatan yang telah mereka kerjakan | |
| Penutup | <p>t. Penutup</p> <ul style="list-style-type: none"> • Memandu siswa merangkum bahan, proses, dan hasil pembelajaran • Menjelaskan tugas rumah • Mengisyaratkan berakhirnya pelajaran • Mengucapkan salam perpisahan | 10 menit |

H. Penilaian Hasil Belajar

1. Teknik Penilaian :

Penilaian

6. Untuk nomor I, tiap jawaban benar skor 3

7. Untuk nomor II, tiap jawaban benar diberi skor 2

8. Jumlah skor maksimal

$$I \quad 5 \times 3 = 15$$

$$II \quad 10 \times 1 = 10$$

$$\text{Jumlah} \quad 25$$

9. Nilai maksimal = 10

$$10. \text{ Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

b. Rubrik Penilaian:

| No. | Uraian | Skor |
|-----|-------------------------------------|------|
| I | Isi benar, tata bahasa benar | 3 |
| | Isi benar, tata bahasa kurang tepat | 2 |

| | | |
|----|-------------------------------------|----|
| | Isi dan tata bahasa kurang tepat | 1 |
| | Tidak menjawab | 0 |
| II | Isi benar, tata bahasa benar | 10 |
| | Isi benar, tata bahasa kurang tepat | 5 |
| | Isi dan tata bahasa kurang tepat | 3 |
| | Tidak menjawab | 0 |

2. Bentuk Instrumen : pertanyaan lisan

3. Instrumen : enclosed

I. Sumber Belajar

Buku hand out yang relevan

Memeriksa dan menyetujui

Guru pembimbing

Yogyakarta, Oktober 2010

Mahasiswa

Drs. MUJIRAHARJA

NIP. 132199739

ARUM WIRATSIH

NIM. 05202241057

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 15 Yogyakarta
Kelas/Semester : VIII/I
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : Wonderful Places
Jumlah Pertemuan : 1X Pertemuan

A. Standar kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

C. Indikator Pencapaian Kompetensi

- Siswa mampu melakukan monolog teks dalam bentuk *descriptive*

D. Materi Ajar

Ungkapan-ungkapan yang dipakai untuk mendeskripsikan suatu tempat

- Yogyakarta is an **exciting** city
- Solo is a **clean** city
- It's beautiful place
- They are famous for.....

E. Alokasi Waktu

2X40 menit

F. Metode Pembelajaran

Three-phase technique

G. Kegiatan Pembelajaran

1. Pertemuan Pertama

| Bentuk Kegiatan | Langkah-Langkah Kegiatan | Waktu |
|--|---|----------|
| Pendahuluan <ul style="list-style-type: none"> • Motivasi • Prasyarat • TPK | -greeting 1. Penyiapan bahan dan media a) menghitung kopi teks dan menyusun di meja guru b) menghapus papan tulis dan menyiapkan marker atau kapur tulis 2. Pemeriksaan kesiapan siswa a) memeriksa keberadaan siswa b) menanyakan keadaan siswa c) memverifikasi kesiapan siswa 3. Apersepsi a) menanyakan beberapa hal mengenai pelajaran sebelumnya b) memberitahukan tujuan pembelajaran c) memberikan pertanyaan umum yang terkait dengan topik pelajaran yang akan dibahas d) menghubungkan kegiatan (c) dengan kegiatan pembelajaran | 15 menit |

| | | |
|---------------|---|----------|
| Kegiatan Inti | <p>u. Presentasi</p> <ul style="list-style-type: none"> • Guru memberikan contoh tentang bagaimana menyatakan suatu pendapat mengenai tempat tertentu • Membagikan bahan kepada siswa • Meminta siswa mengamati teksnya masing-masing • Membahas kata- kata sulit yang terdapat dalam teks • Mengarahkan siswa ke poin inti <p>v. Latihan</p> <p>Mengerjakan latihan yang telah disiapkan guru</p> <p>w. Kerja siswa</p> <ul style="list-style-type: none"> • Siswa secara berkelompok berdiskusi mengenai tempat wisata yang ada di jogjakarta dan mendeskripsikannya. • Mengisyaratkan persiapan siswa untuk evaluasi <p>x. evaluasi</p> | 55 menit |
|---------------|---|----------|

| | | |
|---------|--|----------|
| | <ul style="list-style-type: none"> • mengumpulkan kerja siswa • menanyakan kepada siswa tentang kegiatan yang telah mereka kerjakan | |
| Penutup | <p>y. Penutup</p> <ul style="list-style-type: none"> • Memandu siswa merangkum bahan, proses, dan hasil pembelajaran • Menjelaskan tugas rumah • Mengisyaratkan berakhirnya pelajaran • Mengucapkan salam perpisahan | 10 menit |

H. Materi ajar

Enclosed

I. Sumber Belajar

Buku Hand Out yang relevant

Contextual Teaching and Learning

Memeriksa dan Menyetujui

Guru Pembimbing

Yogyakarta, Oktober 2010

Mahasiswa

Drs.MUJIRAHARJA

NIP. 132199739

ARUM WIRATSIH

NIM. 05202241057

What Do You Do for Fun?

Answer the following questions. Share your answers with your classmates in groups of four.

1. Where did you spend your last holiday?
2. What do you think of the place?
3. How is the place like?
4. How did you feel during your holiday?

You can use these expressions to ask for opinions.

- What do you think ...?
- What's your opinion ...?
- How do you feel about?

You can use these expressions to give opinions.

- I think
- I must say
- From my point of view

You can use these expressions to say that you agree.

- Yes, I agree.
- That's true.

You can use these expressions to say that you disagree.

- I don't agree.
- No, I don't think

PRACTICE

In pairs, have a dialogue with your classmates based on the situation below. Use the expressions of asking for and giving opinions. Look at the example.

1. Some people often throw rubbish into the river.

A: What do you think about people who throw rubbish into the river?

B: I think they are very careless.

2. Some people burn the forest to build houses.
3. Some people wash their clothes in the river.
4. Some people pick flowers from the public garden
5. People stand in line to buy tickets.

Desert island



LETS PLAY THE GAME
"DESERT ISLAND"

The situation

You are stranded on a dessert island in the Pacific. All you have is swim suit and sandals you are wearing. There is food and water on the island but nothing else. Here is a list of things you may find useful. Choose the eight most useful items and rank them in order of usefulness.

1. A box of matches
2. a magnifying glass
3. an axe
4. a bottle of whisky
5. an atlas
6. some metal knitting needles
7. a transistor radio with batteries
8. a nylon tent
9. a camera and five rolls of film
10. ointment for cuts and burns
11. a saucepan
12. a knife and fork
13. 20 metres of nylon rope
14. a blanket
15. a watch
16. a towel
17. a pencil and paper

Work with your group. You have 15 minutes

Step 2: Students present their solutions and defend their choices against the others' arguments.

1. A box of matches



2. a magnifying glass



3. an axe



4. a bottle of whisky



5. an atlas



6. some metal knitting- needles



7. a transistor radio with batteries



8. a nylon tent



9. a camera and five rolls of film



10. ointment for cuts and burns



11. a saucepan



12. a knife and fork



13. 20 metres of nylon rope



14. a blanket



15. a watch



16. A towel



17. a pencil and paper



Tell Me Your Experience



Listen to your teacher telling a past experience while he/she was ill.

While you are listening to your teacher, pay attention to the events which your teacher experienced in the past.

1. What happened to the teacher several days ago?
2. Where did the teacher go?
3. Whom did the teacher meet?
4. Who gave the teacher an injection?
5. What was the doctor's advice?
6. Did you have the same experience?
7. If you did, what would you do?
8. Would you go to a doctor?

Activity 2



Simple Past Tense

The Simple Past Tense is used to tell about past experiences. When you are telling about your experience in the past, you are creating a recount text.

Exercise 1

Regular verbs

Look at the following pictures. Make short dialogues telling what you did yesterday.

For example:

Ari : What did you do yesterday?

Budi : I worked yesterday.

| | | |
|---|---|---|
|  I work every day. I worked yesterday. |  I play the piano every day. I played the piano yesterday. |  I rest every day. I rested yesterday. |
|---|---|---|

What did you do yesterday?



I worked.

| | | | |
|--|---|---|--|
|  1. cook |  2. wash my car |   3. fix my bicycle |  4. brush my teeth |
|  5. watch TV |  6. type* |  7. dance* |  8. bake* |

| | | | |
|---|--|--|---|
|  9. clean |  10. play the piano |   11. yawn |  12. listen to music |
|  13. shave* |  14. smile* |  15. cry* |  16. study* |

| | | | |
|--|---|---|---|
|  17. shout |  18. rest |   19. plant flowers |  20. wait for the bus |
|--|---|---|---|

Activity 3



Irregular verbs

Look at the pictures. Make short dialogues telling what you did last weekend.

For example:

Ani : What did you do last weekend?

Bimo : I got up late.



Activity 3



Procedure:

A. Listen to the following song and put the correct words in the blank spaces. What message does the song give us? Discuss with your friends.

Today was a fairytale
By: Taylor Swift

Today was a fairytale
You (1)..... the prince
I used to be a damsel in distress
You (2)..... me by the hand and you picked me up at six
Today was a fairytale

Today was a fairytale

Today was a fairytale
I wore a dress
You wore a dark grey t-shirt
You (3).....me I was pretty when I (4).....like a mess
Today was a fairytale

Time slows down when ever you're around

But can you feel this magic in the air?
It must have been the way you (5).....me
Fell in love when I (6).....you standing there
It must have been the way
Today was a fairytale
It must have been the way
Today was a fairytale

Today was a fairytale
You've got a smile that takes me to another planet
Every move you make everything you say is right
Today was a fairytale

Today was a fairytale
All that I can say is now it's getting so much clearer
Nothing (7)..... sense until the time I (8).....your face
Today was a fairytale

- B. The students choose their own favorite song which is related to their experiences, then the song will be played in front of the class and then they have to explain about the song individually.

Let's Go Somewhere

Activity 1



Answer your teacher's questions about holidays.

- Have you ever been to a national park?
- When is the best time to visit the place? Why?
- When is the worst time to visit the place? Why?

Activity 2



The following words will help you understand the texts you will find in this unit.

Check the meaning and the pronunciation of the following words.

| | | |
|----------------|---------------------|--------------|
| beautiful | fun-loving | population |
| excellent (to) | sunbathe | race |
| famous | official (language) | ethnic group |
| outgoing | distinct | vast |
| friendly | accent | majority |
| descent | immigrant | scenery |

Activity 3

I AM A GUIDE

Step 1: All the pictures are put on the table. Each student chooses one picture

Step 2: the students pretend to be a guide and have to tell what they know about those tourism object

I. Remarks: Suitable pictures can be found in newspapers, magazines, internet, or own collection of snapshots.



Picture 1 (Borobodur Temple)



Picture 2 (Boko Temple)



Picture 3(Taman Sari water castle)



Picture 4(Yogyakarta Palace)

What Do You Do For Fun?

Answer the following questions. Share your answers with your classmates in groups of four.

1. Where did you spend your last holiday?
2. What do you think of the place?
3. How is the place like?
4. How did you feel during your holiday?

You can use these expressions to ask for opinions.

- What do you think ...?
- What's your opinion ...?
- How do you feel about?

You can use these expressions to give opinions.

- I think
- I must say
- From my point of view

You can use these expressions to say that you agree.

- Yes, I agree.
- That's true.

You can use these expressions to say that you disagree.

- I don't agree.
- No, I don't think

PRACTICE

Have a dialogue with your classmate containing expressions of asking for and giving opinions. Choose one of the following topics:

- Spending your holiday at the coastal area
- Going to taman safari on the weekend
- Visiting a museum on your holiday

PRODUCTION



You are one of the crew on board a spaceship to rendezvous with the mother ship on the lighted side of the moon. Mechanical difficulties, however, have forced your ship to crashland at a spot some 300kilometres from the rendezvous point. The rough landing has damaged much of the equipment aboard. Your survival depends on reaching the mother ship, and you have to choose the most essential items for the 300 km trip. The 15 items left intact after landing are listed below. Your task is to rank them in order of their importance to your crew in your attempt to reach the rendezvous point. Write number 1 for the most important item, number 2 for the second most important item, and so on through to number 15.

| | | |
|--------------------------------|-----------------------|-------------------------|
| Box of matches | concentrated food | 20metres of nylon rope |
| Parachute silk | portable heating unit | two 45 calibre pistols |
| Star map | life raft | magnetic compass |
| litres of water | signal flares | first-aid kit |
| One case of tun and dried milk | | solar-power FM receiver |

Tell Me Your Experience

ACTIVITY 1

Listen to your teacher telling a funny experience

Breakfast or Lunch

It was Sunday. I never get up early on Sundays. I sometimes stay in bed until lunch time. Last Sunday I got up very late. I looked out of the window. It was dark outside. 'What a day!' I thought. 'It's raining again.' Just then, the telephone rang. It was my aunt Lucy. 'I've just arrived by train,' she said. 'I am coming to see you'.

'But I am still having breakfast,' I said. 'What are you doing?' she asked. 'I am having breakfast,' I repeated. 'Dear me', she said. 'Do you always get up so late? It is one o'clock!'.

Answer the questions orally!

1. Did he get up early last Sunday?
2. Who telephoned then?
3. Was his aunt very surprised?
4. What was the time?
5. Do you have the same experience?

PRACTICE

ACTIVITY 1

Listen to your teacher telling a story. Fill in the blank with the right words.

Mrs. Forbers.....very old and very poor. Everybody in the neighbourhood.....her Granny Forbers and.....to help her. Some neighbours.....in each day and.....meals for her. Others.....and.....her room. There..... little furniture in her room. It was small, dark, and almost empty. There.....a bed and a table, and there..... two chairs. In winter, neighbours sometimes..... coal and lit a fire, but Granny's room..... often very cold.

Granny..... in poverty all her life. She..... at the age of eighty-four. Then her neighbours..... a big surprise. She.....\$ 50,000!

| | | | |
|---------|--------|------|---------|
| got | was | left | came |
| brought | called | was | lived |
| was | came | were | was |
| tried | was | died | cleaned |

PRODUCTION

Tell your funny or embarrassing experience in front of the class

Wonderful Places



Answer your teacher 's questions about wonderful places

- Have you ever been to the Prambanan temple?
- Can you describe the Prambanan temple orally?

Activity 1

Look at the following pictures. They tell you some tourism objects and outdoor activities.

Talk about them with your teacher.



ACTIVITY 2

Look at the following examples.

These are some ways to describe about places and activities.

Yogyakarta's an **exciting** city.

It's a **very** exciting city.

Singapore's a **clean** city.

It's **fairly** clean.

Jogging is a **cheap** exercise.

It's **very** cheap.

Fishing is not a **boring** activity.

It's not **very** boring.

Rafting is **dangerous** for some people. It's **too** dangerous for some people.

a) Match each word in list A with its opposite in list B


| A | B |
|----------------|---------------|
| 1) beautiful | ... boring |
| 2) big | ... rude |
| 3) cheap . | .. dirty |
| 4) clean | ... expensive |
| 5) friendly | ... small |
| 6) interesting | ... noisy |
| 7) quiet | ... safe |
| 8) dangerous | ... ugly |

LOOKING THE EXAMPLE BELOW

- A. It's a nice place.
 B. Does Hawaii have good beaches?
 C. The beaches are excellent.
 D. The weather is nice there. It's not very hot
 E. They are very interesting.

PRODUCTION

It's your time to work together



I LOVE
YOGYAKARTA

Choose one of a tourist object in Yogyakarta. Discuss with your group about the positive and the negative and the detail description, then present the result of the discussion in front of the class.



Picture 1 (Borobodur Temple)



Picture 2 (Boko Temple)



Picture 3(Taman Sari water castle)



Picture 4(Yogyakarta Palace)

APPENDIX D

DOCUMENTATIONS



The students seemed curious and serious listened to the teacher explanation



The researcher helped the students to finish their work



The situation when the students did Class discussion activity



The students looked so happy in joining the teaching and learning process



The students presented their work in front of the class

APPENDIX E

LETTERS



KEMENTERIAN PENDIDIKAN NASIONAL

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/35-00
31 Juli 2008

Nomor : 1639/H.34.12/PP/XI/2010
Lampiran : --
Hal : Permohonan Izin Penelitian

25 Oktober 2010

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

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Improving Speaking Skill for Grade 8th Student's Through Communicative Activities at SMP N 15 Yogyakarta

Mahasiswa dimaksud adalah :

Nama : ARUM WIRATSIH
NIM : 05202241057
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMP N 15 Yogyakarta
Waktu Penelitian : Bulan Oktober s.d. November 2010

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

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



DEPARTEMEN PENDIDIKAN NASIONAL

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/35-00
31 Juli 2008

Nomor : 1387/H.34.12/PP/IV/2009
Lampiran : --
Hal : Permohonan Izin Observasi

6 Oktober 2009

Kepada Yth.

Kepala SMPN 15 Yogyakarta

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan observasi untuk memperoleh data dalam rangka menyusun proposal penelitian, dengan judul :

Improving Speaking Skill through Communicative Activities

Mahasiswa dimaksud adalah :

Nama : ARUM WIRATSIH
NIM : 05202241057
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMPN 15 Yogyakarta
Waktu Penelitian : Bulan Oktober 2009

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

Atas izin dan kerjasamanya disampaikan terima kasih.

Dr. Sunardi M. Saleh, M.A.
NIP. 19520420 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/6441/V/2010.

Membaca Surat : Dekan Fak. Bahasa dan Seni UNY

Nomor : 1639/H.34.12/PP/X/2010.

Tanggal Surat : 25 Oktober 2010.

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 Pemerintahan 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 Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : ARUM WIRATSIH

NIP/NIM : 05202241057

Alamat : Karangmalang, Yogyakarta 55281

Judul : IMPROVING SPEAKING SKILL FOR GRADE 8 th STUDENTS THROUGH COMMUNICATIVE ACTIVITIES AT SMP N 15 YOGYAKARTA.

Lokasi : Kota Yogyakarta

Waktu : 3 (tiga) bulan

Mulai tanggal : 5 November 2010 s/d 5 Februari 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

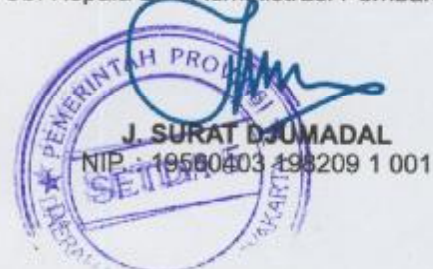
Dikeluarkan di : Yogyakarta

Pada tanggal : 05 November 2010

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Ka Dinas Perizinan.
3. Ka Dinas DIKPORA Prov. DIY
4. Dekan Fak. Bahasa Dan Seni UNY.
5. Yang bersangkutan.





PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/2483
6850/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/6441/V/2010 Tanggal : 05/11/2010
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 33 Tahun 2008 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Dijijinkan Kepada : Nama : ARUM WIRATSIH NO MHS / NIM : 05202241057
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Agus Widyantoro, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING SPEAKING SKILL FOR GRADE 8TH STUDENTS THROUGH COMMUNICATIVE ACTIVITIES AT SMPN 15 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta
Waktu : 05/11/2010 Sampai 05/02/2011
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan sepe: lunya

Tanda tangan
Pemegang Izin


ARUM WIRATSIH

Dikeluarkan di : Yogyakarta
pada Tanggal : 23-11-2010

Ag. Kepala Dinas Perizinan
Sekretaris



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta(sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP Negeri 15 Yogyakarta
5. Ybs.